

INFLUENCE OF IMPLEMENTATION STRATEGIES OF GUIDANCE AND
COUNSELLING PROGRAMMES ON BEHAVIOUR CHANGE OF PUPILS IN
PUBLIC PRIMARY SCHOOLS IN KISII COUNTY, KENYA

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A Thesis Report Presented to Institute of Postgraduate Studies of Kabarak University
in Partial Fulfillment of the Requirements for the Award of Degree of Doctor of
Philosophy in Counselling Psychology

KABARAK UNIVERSITY

OCTOBER, 2018

DECLARATION

This Thesis is my Original Work and has not been Submitted for any Study in any other University.

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RECOMMENDATION

To the Institute of Post Graduate Studies: The Research Thesis entitled **“Influence of Implementation Strategies of Guidance and Counselling Programmes on Behaviour change of pupils in public primary schools in Kisii County, Kenya”** and written by **Zachary Oigara Kebati** is presented to the Institution of Post Graduate Studies of Kabarak University. We have reviewed the research Thesis and recommend it be accepted in partial fulfillment of the requirement for award of the degree of Doctor of Philosophy in Counselling Psychology.

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DEDICATION

The great architect is one who builds other people. This thesis is affectionately dedicated to my wife Beatrice Nyabonyi, my children Angela Nyakerario of Kenyatta University, Immaculate Pendo of Nairobi University, Patience Oigara of Uzima University, Samwel Kebati of St Peters High school Keberesi, my Late Father Kebati Omambia and my Mother Aloisa Kerubo whose guidance has made me come this far.

ACKNOWLEDGEMENT

Am greatly indebted to the host of persons without whose help and co-operation I could not have completed both my course and this Thesis. Special thanks go to my supervisors Professor Gladys Jerobon Kiptiony, Dr. Benard Chemwei for their constant guidance they gave me throughout the study period despite their busy schedules they sacrificed their valuable time to correct my work.

Exceptional tribute goes to the head teachers and teacher counsellors of various schools who helped me to collect the necessary data. I am grateful to all members of Student Affairs Department Kisii University for their encouragement and help they gave me, especially Mr. Mbuthia who typed, proofread and edited my work. Finally, special thanks are undoubtedly owed to my wife and children whose support and encouragement made this thesis a success.

ABSTRACT

A well-implemented guidance and counselling programme fosters a positive behaviour among pupils in public primary schools. There are persistent incidences of substance and alcohol abuse, absenteeism, early pregnancies, premarital sex, lack of respect for authority and many school dropouts in public primary schools in Kisii County. There is a gap in assessing what is influencing the persistence of this misbehavior as it had not been empirically investigated. The purpose of the study was to assess the influence of implementation strategies of guidance and counselling programmes on behaviour change of pupils in public primary schools in Kisii County, Kenya. The objectives of the study were; to evaluate the extent of application of comprehensive guidance and counselling programmes and their influence on behaviour change of pupils in Kisii county, to investigate the levels of training of teacher counsellors involved in the implementation strategy of guidance and counselling programmes and their influence on behavior change of pupils in Kisii county, to establish the extent of resource allocation strategy for the implementation of guidance and counselling programme and its influence on behavior change of pupils in Kisii county, to assess the role of head teachers` in the implementation strategies of guidance and counselling programmes and their influence on behavior change of pupils in Kisii County. The research may be a source of knowledge to teacher-counselors, head teachers, parents and the ministry of education. The study used correlation and descriptive research design. The targeted population consisted of 3,837 involving 2,745 standard eight pupils, 696 teacher counselor and 696 head teachers from 696 schools in Kisii County. The sample size comprised of 408 respondents with 69 teacher-counselors, 69 head teachers and 272 pupils from the selected schools. Simple random sampling and purposive sampling was used to collect data from samples. Both qualitative and quantitative data was collected by administering questionnaires to pupils, teacher counselor, and head teachers. Questionnaires were pilot tested using Cronbach's coefficient Alpha to determine the internal consistency of the items and were found to have a reliability of 0.775. Descriptive statistics used to analyze data involved frequencies, means, and percentages. The statistical package for social sciences (SPSS) version 22 helped in data analysis. The results revealed positive relationship $r = 0.084$ between the level of application of comprehensive guidance and counseling and behavior change. Additionally, Comprehensive guidance and counseling, teacher training and the roles of head teachers were statistically insignificant to influence behavior change of pupils in public primary schools. However, the Analysis of Variance (ANOVA) revealed that resource allocation is statistically significant in influencing the behavior change of pupils in public primary schools. In conclusion, well-organized counseling programmes, teacher counselors training and the roles of head teachers alone may not influence behaviour change of pupils. The study recommends an integrated approach to guidance and counselling with an emphasis on attitude and adequate resource allocation to make it a success.

Keywords: Implementation Strategies, Guidance, and Counseling, Behaviour Change.

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ABBREVIATION AND ACRONYMS

ANOVA	Analysis of Variance
AIDS	Acquired Immunodeficiency Syndrome
GOK	Government of Kenya
HIV	Human Immunodeficiency Virus
KCPE	Kenya Certificate of Primary Education
KDHS	Kenya Demographic Health Survey
KMO	Kaiser Meyer Olkin (Statistics)
KNBS	Kenya National Bureau of Statistics
NACADA	National Authority for Alcohol and Drug Abuse
SSPS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
DVD	Digital Video Disc
TV	Television
UNESCO	United Nation Educational Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the background of the study. The following areas have been discussed, statement of the problem, the purpose of the study, research objectives, research hypotheses, significance, scope, limitations assumptions of the study and operational definitions of terms.

1.2 Background of the Study

For any society to have a healthy social and economic future, today's learners must not only leave the education system with strong academic and technical skills, but they must also develop skills to be good citizens, productive workers, and contributors to society as a whole (Mapfuno,2001). While a strong curriculum delivered by outstanding teachers is needed, schools must also assist students to make wise decisions, develop their personal/social skills, understand the wide array of available academic and career options and thoughtfully plan for their future education and work (Lapan, 2012). To this end, schools must develop comprehensive guidance and counselling programmes designed to help all learners reach their full potential (Mapfumo, 2001).

According to Whiston & Quinby (2009), comprehensive guidance and counselling programme increases students' academic achievements and prevents school dropouts through prevention dropouts programmes, promotes positive behaviour and diminish physically aggressive behaviour and increase neutral and pro-social behaviour. The program has consistently significant beneficial effects on the improvement of mental health function of learners. Blackhust, Auger & Wahl (2000) confirmed that a comprehensive counselling program

prepares learners for their career developments. They further pointed out that guidance and counselling programmes and instructional programmes are equal partners in the education process. The programmes have to be fitted in the overall school improvement curriculum plan. It's therefore imperative for school administration and all stakeholders to understand and support the comprehensive programme.

In the United States of America, a comprehensive school counselling programme focuses on what all students, should know, understand and be able to do in the four domain areas: Academic, Career, Personal /Social and Global Perspective. The emphasis is on academic and social success in the international context, for every student and not just those students who are motivated, supported and ready to learn. The school counselling programme helps all students achieve success in school and develop into contributing members of our local and international community (Lapan, 2012).

According to the study done in Britain by Schellenberg (2007), it was found that the purpose of the school counselling programme is geared to impart specific skills and learning opportunities in a proactive, preventative manner, ensuring all students can achieve school success through academic, career, personal/social and global perspective experiences. Therefore, the school counsellor's duties mainly are focused on programme delivery and direct counselling services for behaviour change.

A study in Turkey by Stockton (2011) affirmed that international model of guidance and counselling recommends that for guidance and programmes to effectively bring behaviour change among learners, the following should be observed; the programmes must be compressive in nature with enough trained counsellors, enough resource allocation, a developed curriculum for counselling services, time allocation in master timetables of schools, evaluation of guidance

and counselling programmes regularly, the programmes have to be research-based and record keeping for accountability and the involvement of all stakeholders involved in the implementation of the programmes. The counsellors must spend 80 percent of the time in direct contact with learners for behaviour change. The international model of guidance and counselling provides a guide to school counsellors and school administrators to determine the amount of time their programmes devote to each of the four components of a delivery system.

A study by See (2010) in Malaysia confirmed that school counsellors work with stakeholders, both inside and outside the school system, to develop and implement responsive educational programmes that support the achievement goals for every learner. School counsellors form effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access, academic and social success and behaviour for every student. This may include collecting and analyzing data to identify needed changes in the educational programme.

A comprehensive school counselling programme is data-informed. The use of data to effect the change of learners within the school system in Botswana is integral to ensuring that every student receives the benefits of the school counselling programme. School counsellors can show that each activity implemented as part of the school counselling programme was developed from a careful analysis of student's social and academic needs, achievement and related data (Stockton & Bhusumane (2010).

A study by Maree (2011) about child counselling programmes in South Africa ascertained that the philosophy of a comprehensive school counselling programme is often based on certain assumptions. The assumptions identify and briefly describe the foundation upon which a school counselling programme exists. Assumptions give the programme its shape and

direction, its nature and structure. While Hosenshil (2013) carried research in Nigeria and confirmed that school counselling programmes are built on systems of management, active input of an advisory council, action plans, student monitoring, use of time, calendars, use of data and a precise understanding of school counselling programme and non-school counselling programme responsibilities to achieve academic excellence and positive behaviour change among learners.

Brown (2012) observed that comprehensive guidance and counselling programmes require administration and management to maintain and enhance the programmes for effective service delivery to the learners. If the programmes are poorly administered they may not serve the purpose they are intended for. School counsellors are therefore involved in regularly updating and sharing their professional knowledge and skills through; in-service training such as curriculum and program development, counselling skills and technology, professional association membership to improve their levels of competency, continuing education, local and regional collaboration, parental workshops, community outreach, advisory and program management operations. This will make school counsellors stay current and help the programmes sustain consistent services to the learners, and remain focused on the learner's needs for behaviour change.

A study by Wright in Zambia (2015), observed that comprehensive guidance and counselling programmes require adequately trained counsellors to effectively handle learner's challenges. A teacher counsellor should have special training in academics, career, and social, emotional as well as mental health. Their training preparations involve; human growth and development, personal psychology, social and cultural diversity, helping relationships, group dynamics, social psychology, legal and ethical issues, standards, professional orientation, identity well-being, theories in counselling, counselling programmes, evaluation and

enhancement, and practicum. Rahim (2011) recommended that teacher counsellors should pursue their education at the postgraduate level, engagement in professional development activities such as taking continuing education to increase work-related efficacy in their professions.

Brown (2011) indicated that comprehensive guidance and counselling programmes must have a defined curriculum that consists of structured developmental lessons designed to assist the learners to archive the desired competencies on behaviour change. The curriculum should, therefore, cater for academic, career and socially perceptive. The guidance curriculum should be integrated into the school overall curriculum for planning the learner's activities (Lapan, 2012). In this curriculum knowledge, skills are taught using a variety of curriculum activities and materials. The curriculum is delivered to the learners as classroom instructions where counsellors provide help to other teachers to define the curriculum. The school counsellors collaborate with school curriculum developers to identify the subject matter, the scope and sequence of the school guidance curriculum (Gysber, 2010).

The school guidance curriculum allows the school counsellor to come up with group activities with students outside and inside the classroom to respond and identify the learners' needs, and at the same time defines the specific knowledge, attitude, and skills the learners could obtain as a result of participating in school counselling programmes (Lapan, 2012). The curriculum involves the counsellors to facilitate workshops, for parenting groups, and informal sessions to parents and guardians, school staff, school administrators, and the immediate community to be involved in school guidance and counselling curriculum for behaviour change of learners (Rutto, 2015).

Resource allocation for guidance and counselling programmes contribute to the success of the implementation process (Aleyemi, 2014). These resources can be material, human and

finances to effectively enhance implementation of comprehensive guidance and counselling programmes. Oleyemi (2014) observed that in Nigeria, whatever positive changes expected in the implementation process of guidance and counselling programmes, should be endowed with adequate resources at their disposal. Resource availability to counselling programmes encourages school administration, teacher-counsellors, to plan and design counselling curriculum towards the needs of learners.

Alaore (2011) indicated that whatever facilities counselling programmes require, may it be instructional materials, audios, visuals, computers, offices for counselling, reference material, career booklets, depending on availability of financial resource allocated to guidance and counselling programmes. Effective implementation of comprehensive guidance and counselling programmes demand adequate resources such as physical, human and financial resources. Resource availability and utilization will aid the effective implementation of guidance and counselling programmes to have a positive effect on the learners' behaviour (Ogundele, 2015).

In comprehensive school counselling accountability and evaluation of the school, counselling programme is necessary (Hatch, 2014). School Counsellors and the school counselling programme must answer the question, "How are students different as a result of the school counselling programme in terms of behaviour change?" Now more than ever, school counsellors are challenged to demonstrate the effectiveness of their programmes in measurable terms. School counsellors must collect and use data and link the school counselling programmes to students' academic success and behaviour change. A study in Uganda confirmed that such programme had a positive impact on students' ability to utilize their knowledge, attitudes, and skills to effect behaviour change. These data are collected from myriad sources such as

attendance rates, the number of discipline referrals, grade-point averages and student graduation rates (Hatch, 2014).

A study by Sinhn (2006) on comprehensive guidance and counselling programmes in India summarized the characteristics of school counselling programmes as follows: it should be comprehensive in scope, preventative in design developmental in nature, an integral educational program for learners success in areas of academics, career, personal/ social domains, having delivery systems which include school guidance curriculum for time allocation to the program, must be implemented by experienced and credentialed school counsellor, working in collaboration with all stakeholders, uses data to drive program decisions, monitoring students progress, seeking improvement each year based on proper record keeping and observing confidential information of client(Sinhn, 2006), This organization will obviously impact positive behaviour change of learners.

In Kenya few studies on counselling, programmes have been conducted. However, most of these studies have not addressed the implementation strategies of guidance and counselling programmes and their influence on behaviour change among pupils in public primary schools (Ogada, 2010). For example, the Neuropsychological Assessment and Research Centre of Kenyatta University (2013) assessed children between the ages of three and twelve who may be experiencing learning difficulties in schools in Bondo and Baringo districts in Kenya with a specific aim on remediation. But this study did not examine the influence of implementation strategies of guidance and counselling on behaviour change of the learners.

Muchemi (2006) focused his study on counselling programmes in public schools in Kenya. He examined teachers counselling skills, schools' infrastructure and equipment of the guidance and counselling facilities and how the guidance and counselling departments were

supported by the school administration. The study explored government policy documents in education which support the implementation of guidance and counselling programmes in teaching and learning institutions in the country. This was done to provide information on mismatches, if any, between policy statements and practice, based on the implementation of guidance and counselling programmes in public high schools. It was evident that these programmes were not fully effective. The study revealed that the failure to acquire positive results was attributed to challenges such as inadequate training, less time and lack of support from the school administration.

Studies have been undertaken in both Nyamira and Kisii counties on guidance and counselling services in schools. However, Nyamwange, Nyakan & Ondima (2012) conducted a study on the assessment of challenges facing secondary school guidance and counselling teachers in Nyamira District, Kenya. The study sought to investigate whether teacher counsellors have the prerequisite professional training in guidance and counselling to enable them to effectively provide this vital service. The findings indicated that there were a number of challenges facing the provision of guidance and counselling services such as lack of adequate guidance and counselling training for teacher-counsellors, inadequate resources, and lack of requisite support to guidance and counselling programmes. However, they emphasized on secondary schools and not in primary schools. They recommended that similar studies should be carried out to find out the status of counselling programmes in public primary schools in both Nyamira and Kisii County.

An annual report done by the Ministry of Education (2014) observed that counselling programmes in most primary schools in Kenya are not well implemented. It was recommended that counselling programmes should be reconstituted in a manner that there is

no mismatch between government policy and practice of guidance and counselling programmes in primary schools. A research done in Kisii County on a correlation between discipline and performance in Kenya certificate of primary education indicated that Kisii county primary school have incidences of drug abuse, premarital sex, early pregnancies, absenteeism, lack of respect for the authority and school dropouts. These issues were perceived to have contributed to poor performance in national examinations (Gitome, Katola, & Nyabwari, 2013), who recommended for further research to establish the status of guidance and counselling programmes in Kisii County primary schools.

The current misbehaviour among learners has raised a lot of concern from parents, teachers, school administrators, religious people, the ministry of education political divide and mental health experts. The misbehavior cut across all Counties where Kisii County is inclusive. This is evidenced by incidences of learners' misbehaviour that have been reported in the recent past. Daily Nation newspaper of 11th October (2015) reported a scenario where 40 boys raided a girl's dormitory after receiving text messages from the girls. A similar incident had happened in (2014) in Nyeri where 15 boys raided a girl's dormitory. October (2015), 45 high school students were intercepted by the police in a bus smoking g bhang, drinking alcohol and having sex-intercourse. A similar incident happened in Eldoret where 500 teenagers were apprehended in an establishment with alcohol, bhang, miraa, and condoms. In the same week, a similar incident happened in Kisii County where the police arrested 18 teenagers drinking in a bar and most of them were between 13-14 years of age (Sunday nation, October 11th, 2015). The indiscipline case observed in high schools reflects the behaviour carried forward from primary school (Stima, 2011).

The prevalence rate and the frequency of bullying in Kenyan schools are wanting. Though many cases are reported in high schools the vice is committed in primary schools (Ogada, 2011). Between 63% and 81% of learners are bullied with learners both other directly and indirectly (Ndetei, 2016). Bullying has negative consequences to the victims. For example, victims are traumatized, causing psychological torture leading to low self-esteem (Mutie, 2011).

There are details of drug use and substance abuse in both primary and secondary schools in Kenya. According to the survey carried out by Nacada through the rapid assessment drug and substance abuse in (2015) revealed that 3 learners were reported using more than one drug. The survey reported that alcohol was commonly abused substance by learners, with (36.3) percent. Miraa comes second with usage of (31.5) percent, cigarettes at (20.2) percent, bhang at (9.8) percent, Huber at (5.5) percent and cocaine was used at (2.2) percent. It was observed that even with this worrying statistics, parents, teachers and school administrators took little notice of this. The report concluded that learners who abused drugs and other substances were having underlying psychological issues, which may include abuse, stress over school performance or experiencing traumatic life episodes or many schools have not institutionalized guidance and counselling programmes or put measures to prevent the onset of alcohol and drug abuse consumption in schools for behaviour change of learners.

Suicide and attempted suicide cases are on the rise in schools today. A world health organization report (2016) revealed that someone dies every forty seconds in the world due to suicide and the majority of the victims are between the ages of 12 to 25 years. This implies that the majority of suicide cases are learners who are in the learning institutions. The findings show that (19.2) % suicide deaths are in primary schools in Kenya. This is a

worrying trend as many tend to think that primary school children do not experience serious challenges to warrant them to commit suicide (Ogada, 2011). The report attributed the high rate of suicide among pupils to the unsolved depression, alcohol, and drug abuse, poor parenting practices, poor school environment and lack of trained personnel to attend to the psychological problems affecting pupils in order to have behaviour change.

School dropout rate among pupils in public primary schools in Kenya still remain high (report of the ministry of education 2016). The scorecard report revealed that both boys and girls drop out of school between grade 4 and grade 8. Taita Taveta had the highest number of dropouts at 17% in grade 8 with the highest number of drop out at (31%) among boys. In Nyanza region, Kisumu County had the highest dropout rate at (5.5%) for a girl at the county level followed by Kisii county at (4.9) percent suggesting a serious block in the completion of primary for boys and girls. Kathiani sub-county enrolled 8,559 girls in class one eight years back. Only 2,985 sat for Kenya certificate of primary education, meaning that for a period of eight years 5,574 dropped out before reaching class eight. The report attributed the high percentage of drop out on, unplanned pregnancy, drug and substance abuse, poverty, poor parental care and weak structures of guidance and counselling programmes to improve on behaviour change of pupils.

The Kenya Demographic Health Survey carried out in 2007/2009 estimated that 1.49 million Kenyan adults and children were infected with HIV/AIDS. 110,000 were children aged 0-14 years. The National Aids Control Council carried out a survey (2014) on HIV situation in all counties in Kenya – the HIV prevalence rate is (6) % with about 1.6 million people living with HIV infections. Kisii county has a prevalence rate of (7.4) percent taking 5th position in Kenya. About 2 million people under 15 years are living with HIV and AIDS.

Majority of these people are school-going learners. The evidence is deduced that the sexual debut for young people put them at a risk to acquire the virus. It was also revealed that (58) percent of males under 18 years who had sex, only (20) percent used protection leaving many at risk of sexually transmitted diseases as well as pregnancies, and HIV/AIDS. This is a great concern as most learners both in primary and secondary fall in this age bracket (KDHS 2013).

According to the National Aids Control Council report; there are 1.8 million orphans in Kenya of whom the majority are from parents who died out of the HIV virus. Some of the orphans with HIV virus and those who are HIV positive have psychological distress, trauma, always sick, absent from school and are widely discriminated. This can make them have widespread anxiety, an insecurity that affects them psychologically, and academic failures and finally drop out of school. The report attributed these challenges to low knowledge of HIV/AIDS, sexual and reproductive health among learners. The report suggested that counsellors in the education sector are in a position to provide learners of all ages with comprehensive sexuality, life skill education that imparts knowledge on HIV and AIDS, alcohol, substance abuse and other psychological challenges. This is to enhance positive attitude for desired behaviour change.

According to Kenya Certificate and Primary Education results from the year 2009 to 2016 the performance of this examination has been done poorly in Kisii County. Already the government of Kenya has made a notable progress to improve resources in primary schools to make performances better. With all these efforts, standard eight pupils' performance is still below average. Analysis of K.C.P.E from the office of quality assurance and standards office in Kisii County showed that pupil's performance in public primary schools was declining for

the last six years (Mwema, 2010). The poor academic performance could be attributed to a number of factors such as; lack resources which greatly affect performance (Kimata, 2012), inadequate number of teachers who are trained in counselling to effectively handle standard eight pupils whose behaviour when approaching the national examination is unorganized and other factors include drug and substance abuse, absenteeism, and pre-marital intercourse among the learner (Oigara, 2013).

The issues the researcher has discussed remain a major concern in the society today. Parents, religious leaders and those who are concern have no answers to these issues. It remains the responsibility of counsellors in the education sector to provide learners of all ages with comprehensive life skills that will enhance good behaviour. This can be realized when comprehensive guidance and counselling programmes are implemented effectively. It is to this end that the present research majorly focused on assessing the influence of implementation strategies of guidance and counselling on behaviour change of pupils in public primary schools in Kisii County. Public primary schools in Kisii County were therefore chosen for the study because cases of misbehavior are many due to inadequate furniture, overcrowding in classes, poor sanitation, understaffing of teachers, which lead them not to attend to all their lessons, Ministry of Education report (2014).

1.3 Statement of the Problem

There is a persistent abuse of substance and alcohol, early pregnancies premarital sex, abstinence, lack of respect for authority and school dropout in public primary schools in Kisii County. Studies carried out by Stima (2011) indicated that 894 cases of misbehavior are reported termly to the county District Quality Assurance Office from public primary schools. Misbehavior is also documented as one of the most common reasons for poor performance in (KCPE)

National examination (Nyabwari, Gitome, and Kolola, 2013). It is very common nowadays that, parents, teachers, administrators, church leaders, and the public in general, are crying for their languished learners (Oyieyo, 2012). However, there is a gap in assessing what influences the persistence of this misbehavior as it had not been empirically investigated.

This problem may be partly caused by poor parenting skills, poor discipline in schools, society moral break-down and poor implementation of guidance and counselling programmes in schools which promote positive behaviour among learners. If this issue of misbehavior among pupils is not treated and curbed with the seriousness it deserves, opportunities that could have otherwise been available for primary school's pupils to advance academically and have adjusted life will be foreclosed due to misbehaviour complications. This will pose a serious problem to the social economic and security of Kisii County. This study, therefore, endeavors to assess the influence of implementation strategies of guidance and counselling programmes on behaviour change of pupils in public primary schools in Kisii County.

1.4 Purpose of the Study

The purpose of this study was to assess the influence of implementation strategies of guidance and counselling programmes on behaviour change of pupils in public primary schools in Kisii County.

1.5 Objectives of the Study

The study was guided by the following objectives:

- i) To evaluate the extent of application of comprehensive guidance and counselling programmes and its influence on behaviour change of pupils in Kisii County.

- ii) To investigate the level of training of teacher counsellors involved in the implementation strategy of guidance and counselling programmes and their influence on behaviour change of pupils in Kisii County.
- iii) To establish the extent of resource allocation strategy for the implementation of guidance and counselling programmes and its influence on behaviour change of pupils in Kisii County.
- iv) To assess the roles of head teachers in the implementation of strategies of guidance and counselling programmes and their influence on behaviour change of pupils in Kisii County.

1.6 Hypotheses

The researcher formulated the following hypotheses to justify the objectives of the study.

H₀₁: There is no statistically significant relationship between a level of application of comprehensive guidance and counselling and behaviour change among pupils in Kisii County.

H₀₂: There is no statistically significant difference between the training of teacher counsellors and behaviour change of pupils in Kisii County.

H₀₃: There is no statistically significant relationship between resource allocation to guidance counselling programmes and behaviour change among pupils in Kisii County.

H₀₄: There is no statistically significant relationship between the role of head teachers in guidance and counselling programmes and behaviour change among pupils in Kisii County.

1.7 Significance of the Study

The study was expected to assess the influence of implementation strategies of guidance and counselling programmes on behaviour change of pupils in Public primary schools in Kisii County. The findings of this study may assist the Ministry of Education, parents, teachers and teacher counsellors to address the strategies that influence implementation of guidance and

counselling programmes and their impact on pupils on behaviour change in Kisii County public primary schools. The research may be a source of knowledge to primary teachers training colleges in Kenya to revise their syllabus in order to offer relevant training to primary school teachers. The research will contribute additional knowledge to teacher counsellors, head teachers and other stakeholders involved in the implementation of counselling programmes in Kisii County and other counties in Kenya.

1.8 Scope of the Study

The study was carried out in Kisii County public primary schools in Kenya, which is made up of nine sub-counties. The study assessed the implementation strategies of guidance and counselling programmes and their influence on behaviour change among pupils in public primary schools. The targeted population was teacher counsellors, head teachers, and standard eight pupils who are involved in the implementation of guidance and counselling programmes in their respective schools for a period of three years.

1.9 Limitation of the Study

The study had the following limitations.

The research was conducted in Kisii County. This was because the time for the thesis was not enough to cover a wider area. Therefore, the findings may have limited generality. However, they will provide a good guidance of how things are generally and the same findings can be used as a yardstick to see the same situation is obtained in other parts of Kenya.

As in the case with many studies, this one was unlikely to be without a share of its setback hinged on the budget constraints which was likely translated themselves in form of lack of facilities to hire assistants who would have facilitated coverage of a wider area within a short period of time.

The presence of the researcher seeking information about the influence of the strategies of guidance and counselling programme on behaviour change of pupils was viewed by some teacher counsellors and head teachers as being asked about their competency. Some subjects were tempted to give answers portraying what may think to be done and not necessarily what actually did. The researcher controlled this by requesting the respondents to be honest as much as possible and assured them anonymity and confidentiality.

1.10 Assumptions of the Study

The study was based on the following assumptions.

- i. That primary schools in Kisii County had implementation strategies for their Guidance and Counselling programmes.
- ii. That the teacher-counsellors were trained to manage guidance and counselling programmes.
- iii. That there was resource allocation for Guidance and Counselling programmes.
- iv. That school administration gave support to guidance and counselling programmes.

1.11 Operational Definition of Terms

In this study, the following terms are operationally defined.

Counselling: In this study, it referred to the teacher counsellor's services offered to children to modify their maladaptive behaviour using individual or group instruction.

Guidance: In this study, it is referred to daily pedagogy, primary school children get from their teachers as a way of checking and controlling their behaviour.

Training: In this study, it is referred to the course and activities that teachers undertake to become a teacher-counsellor.

Implementation: In this research, it is a process of putting together all that is required to have a comprehensive counselling programme which can create a positive behaviour change on pupils.

Strategy: In this research, it is a prior plan of having all that is required to assist in the implementation of counselling programmes in school to create positive behaviour change among pupils in schools.

Compressive guidance and counselling programmes: Referred to guidance and counselling programmes which are fully implemented in terms of resource allocation, trained personnel, and support from all stakeholders to influence behaviour change of primary school pupils.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the implementation strategies of guidance and counselling programmes in Kisii County. It focuses on the understanding of comprehensive guidance and counselling programmes as a strategy of implementation guidance and counselling programmes. This chapter discusses other implementation strategies such as teacher counsellor training as a strategy for the implementation of guidance and counselling programmes, resource allocation to the programmes, roles of the head teacher in the implementation of counselling programmes in primary schools.

2.2 Application Level of Comprehensive Model of Guidance and Counselling Programmes

Comprehensive guidance programme is a management system. It is sometimes called a comprehensive and counselling programme or counselling programme and they are used synonymously in the field and in the literature (Gysber &Henderson, 2000). The programme is arranged according to the student needs and usually grouped into areas or domains such as personal/social behaviour development and career development (Gysber &Henderson, 2006). It is integrated into the total education programme and designed to address the developmental needs of learners appropriate to their age group, elementary, middle secondary or post-secondary (Gysber &Henderson, 2000). While counsellors take the lead, teachers and administrators are also accountable for the integration of academic, personal social and career guidance in all school's areas (Lapan, 2005).

American counselling association (2005) assessed a meta-analysis of 117 studies, 153 schools counselling interventions and 16, 200 students. The aim of the research was to assess the

implementation of comprehensive guidance and counselling strategy and its effectiveness. The research revealed that fully implemented comprehensive guidance and counselling programme make learners feel safer to attend school, see the relevance of quality education, learners have less few physical and interpersonal problems and higher score in their class work. While the author was only interested in the outcomes of the programme, it's important to note that these benefits of guidance and counselling are as a result of well-implemented strategies of counselling programmes. This involves resource allocation, well-trained counsellors, and support from school administrators and other stakeholders such as community experts, parents and other teachers. The study was carried out in the USA and involved a Meta-analysis of schools. However, this study was done in Kenya Kisii County primary schools, to assess the relationship between implementation strategies of guidance and counselling on behaviour change of pupils.

A research by Mapfumo (2001) which sought to determine the state of guidance and counselling implementation strategy in terms of the aspect of how comprehensive counselling programmes was done in Zimbabwe. The researcher examined career planning exploration and development and professional development of counsellor's comprehensive aspect. The result of the study concluded that on student career planning there was a minimal collaboration between counsellors and school administration. This, therefore, indicated that counsellors lacked holistic comprehensive counselling and their services were of no value to the learners. The author's conclusion indicated that counsellors lacked proper training making their services of no value to the learners. Comprehensive counselling programmes require proper planning with properly trained counsellors working with school administrators. The current research was carried out in Kenya, to assess the implementation strategies of guidance and counselling where teacher

training was discussed as part of making counselling programmes comprehensive for behaviour change in primary schools in Kisii County.

Comprehensive guidance and counselling implementation strategy have been researched on and reported by Zvobgo (2009) in Nigeria, among 'O' level secondary schools. The purpose of the study was to examine comprehensive issues of guidance and counselling programmes, like time allocation for counselling, availability of counselling training for counsellors, qualities of counsellors, and attendance of workshops among other issues. The population of the study comprised of 13 secondary schools, 13 head teachers, 13 guidance and counselling teachers, and 140 students. The study revealed that pupils benefited from comprehensive guidance and counselling programmes offered by the schools and that in comprehensive guidance and counselling programmes the qualified counsellors were not utilized.

The author discussed some components of comprehensive guidance and counselling like time allocation, counsellors training, and qualities of teachers' counsellors. The author left out some important components like developed curriculum for guidance and counselling, resource allocation, the role of head teachers, and involvement of other stakeholders to create a comprehensive programme. The researcher carried out his study in Kisii County among primary school pupils to assess the influence of comprehensive guidance and counselling programmes on behaviour change.

Njimu (2012) researched on the implementation strategy of comprehensive guidance and counselling programmes in Kenya in terms of perception of head teachers and teachers to guidance and counselling programmes in secondary schools. His sample size comprised of 10 secondary schools, 65 teachers, and 10 secondary school's principals. He used simple random sampling, stratified sampling, and purposive sampling. The study concluded that there was no

significant difference in perception in the implementation of comprehensive programmes between principals and teachers. The author only looked at the perception of head teachers and teachers on the implementation of guidance and counselling programmes, but he did not relate their perception and the benefits of guidance and counselling programmes to the learners. The current research assessed not only the perception of head teachers and teachers on the implementation of guidance and counselling programmes but also assessed the influence of comprehensive counselling programmes on behaviour change of learners in Kisii County.

A study by Bareng (2009) examined the extent to which guidance and counselling programmes were implemented in secondary schools in South Africa in line with South African Education white paper 6 of 2001 and ACSA performance standards. A sample of 153 educators and 130 learners were selected from secondary schools. The findings of the study revealed that secondary school differed significantly on how the implementation of guidance and counselling programmes were done. The author revealed that secondary school differed significantly on the implementation process of guidance and counselling programmes. From this point of view, the programmes were not comprehensive enough to influence behaviour change among the learners. Comprehensive counselling programmes should be well planned and integrated with clear guidelines that provide uniformity in the implementation of guidance and counselling programmes in schools for behaviour change of learners. The researcher assessed comprehensiveness of guidance counselling programmes on behaviour change of pupils in Kisii County.

Allude (2011) assessed the comprehensives guidance and counselling strategy in terms of the levels of awareness the counsellors had about comprehensive guidance and counselling programmes in Nigeria. The results revealed that school counsellors were highly aware of the

objectives as well as the components involved in comprehensive counseling programmes such as counselling curriculum, individual students planning, responsive counselling services and system support. The author's findings are part of the components of comprehensive guidance and counselling programmes. This component cannot enhance comprehensive services. Other important components include; resource allocation, counsellor's training, and support from school administration and other stakeholders, at the same time counsellor's progression in their career to remain relevant in the management of the programmes. The current study was carried out in Kisii County to assess the influence of comprehensive guidance and counselling programmes on behaviour change of pupils in public primary schools.

A research was carried out by Farheem, Nasir & Rahila Khan (2012) in Pakistan with an aim of developing guidance and counselling programme which was not very common in Pakistan. A sample of 1900 students 126 staff and teachers were used. The study focused on pupils in primary schools and high schools. The study used descriptive design in nature which comprised of naturalistic observation and questionnaires format with convenient sampling. The results of the study concluded that introduction of comprehensive guidance and counselling requires trained counsellors, clinical psychologists to bring positive changes to better educational, social and personal outcomes of pupils and students' lives.

The authors' findings indicated that the introduction of comprehensive guidance and counselling requires only clinical psychologists and trained counsellors to bring about positive behaviour change on the learners. This is not enough because the counsellors and clinical psychologists alone cannot be effective without support from other stakeholders for examples they need resources like offices, funds for workshops and references books and more so support from the school administrators. This in return can bring about positive changes for better

educational, social and personal outcomes in the learner's lives. The current study was done in Kisii County to assess the influence of comprehensive counselling programme on behaviour change of pupils in public in primary schools.

In his view of establishing the benefits of school guidance and counselling programme as perceived by secondary school students and counsellors in Zimbabwe, Chireshe (2011) carried out a study using a descriptive survey. A total of 950 participants of which 314 (165 males and 149 females) were school counsellors while 63 (314 boys and 322 girls) were students. The study concluded that both counsellors and students believe that comprehensive counselling programmes impact positively to the academic, personal-social, career, and vocational benefits to the students. In comparison with the study which was done in Zimbabwe, this study was done in Kisii County, Kenya in primary schools setting. The study focused on strategies that form guidance and counselling programme which include teacher counsellors training, allocation of resource to the programmes, and the role of head teachers on the implementation of comprehensive programmes, which the author believed will increase services delivery to improve interpersonal, academic, social, career and vocational benefits of the pupils.

Enbochuku (2009) carried his study in Nigeria in a hope of finding out the secondary school teachers' opinion about their school's counselling programmes. The teachers were asked how they perceived the school's counselling programmes and how they were being implemented in their schools, and how they rated the counselling activities provided to school counsellors in their schools. The results indicated that majority of teachers had the opinion that counselling programmes make positive contributions to the school's instructional programmes, and the major responsibility of the school's counselling programmes was the provision of career information. The results also indicated that school counsellors should not reveal to other school

teacher's information they had received from students to create a positive attitude towards them. It was advocated that guidance and counselling policy should be formulated into the school system that could make all secondary schoolteachers appreciate the uniqueness of guidance and counselling programmes. The author's interest was to find out the attitude of other teacher's opinion about counselling programmes so that they are included in the implementation process of the programmes.

The author also brought the concept of confidentiality that counsellors should not give out information about the student's attitude towards another teacher. This is important because confidentiality gives the clients time to be free with the counsellor and open up to be assisted. As much as the major responsibility of school counselling programmes as noted by the author is the provision of career information. The programmes should be used to help learners to improve their academic standards and to bring about behaviour change to learners. While this study was done in Nigeria to compare the opinion of secondary school's teachers on counselling programmes, the current study was done in Kisii county, Kenya to examine how comprehensive guidance and counselling influences behaviour change among primary school pupils.

In the view of investigating the relevance and competency of Nigeria national education policy and counselling programmes Alao (2014) asserted that the provision of guidance and counselling in Nigerian national policy for education did not match with the provision of guidance and counselling services. A critical appraisal of counselling programmes provision had challenges, that the services were not recognized, and that there were ignorance and neglect of crucial contribution to counselling to the achievements of the goals and objectives of national policy in education. The outcome of the research indicated that counselling was an important institution for the provision of giving formal organized education in Nigeria. The author

interrogated their concerns and investigated especially the relevance of counselling and the competence of school guidance counsellors in the school systems, especially in secondary schools. The author suggested that a review of the education policy of Nigeria should be done, and recommended that the education policy must be recognized and has effective implementation of comprehensive guidance and counselling programmes in all secondary schools in Nigeria.

For counselling programmes to have a positive impact on the provision of good services to the learners, the national education policy must match with the implementation process of guidance and counselling at the school level. If there is a mismatch between the policy and the implementation process, counselling programmes cannot serve a purpose in the school instructional operational process. It is important that the national education policy in any country must give a provision for resource allocation, trained personnel, and involved all stakeholders for the implementation of comprehensive guidance and counselling programmes in school. The concerns that the author raised in Nigeria are the same concerns that were raised by (Muchemi, 2004) in Kenya. There was a mismatch between Kenya's educational policy and the implementation process in public schools in Kenya. This study was done in Nigeria on the relevance of the education policy to counselling programmes. The current study was done in Kenya Kisii County, to determine the influence of comprehensive counselling programmes on behaviour change of pupils in primary schools. It was clear that the programmes experienced lack of trained personnel, poor resource allocation and poor attitude of head teachers to the programmes.

In the efforts of establishing the factors that affect guidance and counselling programmes in primary schools in Nairobi province, Kenya Ireri (2010) research on the topic. The sample of

the study was (234) respondents selected from a population of (10,000) primary schools in Nairobi through stratified and simple random sampling methods. A questionnaire was used to collect data. The result showed that the majority of the respondents did not regard guidance and counselling as critical for the development of pupils. It was found that the teacher's attitudes were poor and were inadequately trained in counselling. The government did not provide resources for counselling programmes, and time was not allocated to the programmes. This impacted negatively to the programmes and the pupil's behaviour.

A Comprehensive counselling program must be designed to have trained teacher counsellors, enough resource allocation, and the school head teachers and the board of management must have a will to support the programmes (Lapan, 2012). All teachers must understand the importance of counselling programmes and they are integrated into schools programmes. Teacher counsellors need the support of other teachers for the programmes to succeed (Hord, 2013). While the author carried his study in Nairobi, Kenya, to establish factors that affect guidance and counselling in primary schools, this research was done in Kisii County, Kenya to establish the influence of comprehensive guidance and counselling on behaviour change of pupils in public primary schools.

Mubanga (2014) investigated the roles of school guidance and counselling in education for sustainable development in selected secondary schools Luwingu and Kazama districts in Zambia. The purpose of the study was to explore the ways the school's guidance and counselling could contribute to the attainment of education for sustainable development and the curriculum offered was career oriented. The study used qualitative and quantitative approaches and survey design as a technique. Information from the respondents was obtained through semi-structured interview schedules. Information from the head teachers, guidance and counselling teachers, and

education officers was collected by face to face interviews. Focused group discussions were used to get information from the learners. (121) respondents were interviewed with (19) head teachers, (9) guidance and counselling teachers, (7) standard officers and (96) secondary school students. The results indicated that not all schools implemented comprehensive guidance and counselling programmes, there were inadequate trained teacher-counsellors, there were no guidance and counselling teaching and learning aids materials in schools, the head teachers' support for the programmes was minimal, and that some curriculum offered were not career oriented as they expected them to be.

From the findings of the author, it is clear that the programmes in the school lacked comprehensive guidance and counselling programmes. When the priorities of comprehensive guidance and counselling programmes are not well planned, the programmes may not bring the expected outcomes. Comprehensive guidance and counselling programmes must have a clear communication policy vision which provides the basis for clear planning. Schools need enough time during the building and the clarification of the programmes to enable its efficiency and effectiveness (Hord, 2013). For successful implementation of the programmes, teacher, counsellors and all teachers should support the role of head teachers to successfully implement the programmes. Poor formulations of policies which are not well articulated towards the improvement of the programmes usually fail (Krueger, 2014).

Teachers who are appointed to the programmes should be fully trained and take the skills and expertise, credence to effectively deliver in their work. Unqualified teacher counsellors compromise the quality delivery (Hill, 2006). Comprehensive guidance and counselling programmes require sufficient resources, materials, and facilities for effective service delivery. The programmes cannot progress without adequate resources, which in the end product that

destroys the implementation process of guidance and counselling programmes (Gudyanga, 2015). In comprehensive guidance and counselling programmes, head teachers should play their roles effectively because they are responsible for planning, executing and evaluation analysis of various activities in the school. Head teachers should involve stakeholders and work together for the provision of all resources required to facilitate the programmes (Gudyanga, 2015). This is what is expected when implementing a comprehensive guidance and counselling programmes in schools. The author did his study in Zambia to establish how guidance and counselling can bring about sustainable development through career counselling. This study was done in Kisii County, Kenya to establish whether there was a correlation between comprehensive guidance and counselling and behaviour change of pupils in public primary schools.

Ajowi (2010) researched on the roles of guidance and counselling in promoting students discipline in Kisumu county Kenya. The total population of this study comprised of (4,570) students, (65) head teachers, (65) deputy head teachers and (65) teacher-counsellors, from all (65) secondary schools in the county. He used simple random sampling to select (22) head teachers, (22) deputy head teachers, and (22) head of guidance and counselling departments and (916) students from (22) secondary schools in the county. The researcher used questionnaires and interviews schedules to collect the data. Data were analyzed and the findings indicated that there was minimal use of guidance and counselling to promote discipline, because corporal punishments were mainly used to solve disciplinary cases among students. It was confirmed that schools in Kisumu were not managing disciplinary cases using comprehensive guidance and counselling.

From the author's point of view, it was clear that their departments lacked policy guidelines from the ministry of education on how the school could help guidance and counselling

for the management of discipline in secondary schools. This was in line with Owiti (2001) who noted that most disciplinary cases in school reflected that guidance and counselling were virtually missing or misplaced. Simatwe (2007) maintained that lack of serious comprehensive guidance and counselling programmes in schools was a major cause of dismissal, poor academic performance and indiscipline cases in learning institutions.

It is therefore important that increased efforts should be made by the ministry of education, department of Directorate of quality assurance and standards to regularly supervise, and monitor all schools to encourage, and offer in-service to head teachers, deputy head teachers, heads of guidance and counselling on comprehensive guidance and counselling services that do not require corporal punishment for the management of learner's indiscipline cases. The author did his research in Kisumu County on roles of guidance and counselling in students' discipline in secondary schools. This research was done in Kisii County involving primary school pupils to correlate the influence of comprehensive guidance and counselling programmes on behaviour change of pupils in primary schools.

Chepkonga (2009) researched on comprehensive guidance and counselling programmes in terms of perception of head teachers, teacher counsellors and students towards guidance and counselling to enhance students' personal problems, academic and career competencies. The study adopted ex-post facto research design. The targeted population included (36) head teachers, (36) teacher counsellors and (2387) form three students in Baringo district. The stratified random sampling method was used to obtain the data of (8) schools' head teachers. The total sample of students was (331). Head teachers and teacher counsellors were included in the sample. Data were analyzed, and the results indicated that head teachers, teacher-counsellors, and students were of the opinion that comprehensive guidance and counselling programmes were

effective in the enhancement of student's personal, academic and career competencies. Based on these findings it was clear that head teachers, teacher counsellors had a positive perception of the effectiveness of guidance and counselling programmes in their schools.

The author clearly stated that there was a good perception of guidance and counselling from the school community to counselling programmes. Rutto (2015), in her study on the implementation of guidance and counselling programmes in secondary schools, indicated that guidance and counselling programmes can control indiscipline cases among students if they perceive the programmes positively, and make use of services offered. Learners in school's experience persona, social, emotional, psychological, academic and career problems. If these problems are not handled well it leads to indiscipline. Comprehensive guidance and counselling programmes are aimed at helping students to solve personal, academic, emotional, social academic and career problems.

Rutto (2014) asserted that some head teachers are resistant to comprehensive guidance and counselling. Some of them view the teacher counsellors as rivals because they cannot understand why the learners go to teacher counsellors their needs. Because of this some head teachers develop negative perception to the programmes and refuse to allocate time for guidance and counselling, while others do not allow the programmes at all. To solve this negative perception of some head teachers, the training of head teachers in comprehensive guidance and counselling is important because it influences their perception of the effectiveness of guidance and counselling programmes in schools. The training will enable them to recognize the roles of teacher counsellors as a support that helps the administration to reduce disciplinary problems in schools. The author researched on the head teachers, teacher counsellors and students' perception on comprehensive guidance and counselling in Baringo, but this study was done in Kisii County

to assess the influence of comprehensive guidance and counselling programmes on behaviour change of pupils in primary schools.

Luyando (2015) researched on factors affecting comprehensive guidance and counselling services in inclusive secondary schools in Zambia. The purpose of the research was to explore the factors that affect guidance and counselling services in schools in Lusaka province. The researcher targeted (80) pupils, (80) teacher counsellors and (4) head teaches. A descriptive survey design was used in the study. Learners were selected through simple random counselling. Purposive sampling was used to select teacher counsellors and head teachers. Thematic analysis was used to analyse the data. The conclusions of the study revealed that inadequate space and conducive rooms for guidance and counselling, lack of enough time for counselling, inadequate materials such as books, inadequate support, from members of staff and administration, counsellor's ratio to learners was very low, dual roles of school counsellors, cultural practices and beliefs, and inadequate training of teacher counsellors on special Education (sign language and Braille).

These were expressed as negative factors that hinder comprehensive guidance and counselling services. These factors weakened the service delivery. The programmes need to be evaluated to be improved. This is because guidance and counselling programmes are very important in schools as they have an impact on the growth and development of learners, and the provision of quality Education (Lutomia and Nikola, 2008). The impact of the programmes depends on resources, human, financial and physical support to the head teaches for the provision of all that is required on the implementation process of the programmes (Lutomia, and Nikola, 2008).

Based on Lutomia's arguments the ministry of Education, the teacher's service commission should come up with written guidelines of appointment of teacher-counsellors, training of teacher-counsellors, reduce the workload for teacher-counsellors, remuneration and responsibilities of school counsellors. All teacher training institution should review their programmes to ensure that they include mandatory and special need courses for guidance and counselling teachers such as sign language and brail for the provision of services to learner's with disabilities, and at the same time provide relevant recourses to the departments. Whereas Luyndo's study was done in Malawi to explore factors affecting comprehensive guidance and counselling services in inclusive secondary schools in Zimbabwe, this study was done in Kisii county to assess the influence of comprehensive guidance and counselling on behaviour change of pupils in public primary schools.

Comprehensive guidance and counselling programmes should involve learners with disabilities such as visual, hearing and speech impairment. This is because persons with disability need guidance and counselling to enable them to be productive in the society (Wamocho, 2013). In his study on factors affecting the provision of guidance and counselling services in inclusive secondary schools in Zambia, Luyado (2016) identified, inadequate spacious room, lack of enough time, lack of materials, cultural practices and inadequate teacher counsellor's training as factors affecting guidance and counselling in inclusive schools. Karugu (2013) observed that counselling programmes for learners living with disabilities must be well planned and organized to cater for the varied interests of all members involved. Luyalo (2015) observed that the planning for special need counselling programmes must have facilities, finances, trained personnel, enough time allocated to counselling programmes, and emphasized budget of guidance and counselling which considers the resources required by the programmes.

Wamocho (2013) outlined the facilities that are expected from the emphasized budget. An office having reception, waiting area, a special room for counselling, enough room for storage closets, conference room for consultations, clerical office and a good waiting room with good layout colours furnished with home environment to make clients happy and relaxed.

Nwoye (2013) postulates that the counselling office must have furniture and equipments to enable counselling processes to be complete, such as desk/tables, chairs, sofa-sets, fitting cabinets, bookcases, bulletin boards in awaiting room, projection equipment, tape recorders, computers, T.V. and DVD players and different films, and equipments and materials for special needs learners such as Braille's, and hearing kits. Nwoye (2013) indicated that implementation process of counselling process to be successful, and inclusive, provision of material suppliers such as stationary, Referral materials, psychometric test tools, films for guidance and counselling, flash disc, reading materials like magazines, brochures, toiletries and material for career vocation.

Luyado (2015) argued that time allocation for the programmes was one of the challenges affecting counselling in inclusive schools. In order to solve this challenge, Wamocho (2013) suggested that forcing guidance and counselling services to be squeezed within the existing academic time structure in the school curriculum will not work because it will reduce the hours of teaching. The author suggested the following alternative for the provision of guidance and counselling services to the learners: visiting a teacher counsellor's office during private hours, learners to be released to see the counsellor when no-examinable subjects are taught, to see the counsellor during games time, see the counsellor over the weekends, for view hours, and to give special time for crucial and urgent cases. This will depend on individual students who could wish to visit a student counsellor depending on the school curriculum.

Luyado (2015) directed the Ministry of Education and the teachers service commission to come up with a clear policy on inclusive guidance and counselling programmes, mandate all teacher training institution and universities to review their programmes to ensure that teachers counsellors are given special need education training in order to be allowed to manage guidance and counselling programme in inclusive schools. This will solve a problem of inadequate training of teacher counsellors who mismanage and underperform in counselling cases involving learners who are impaired and need special attention. It only through this processes that comprehensive guidance and counselling will be inclusive to cater for the varied interests of all involved.

In his study of comprehensive guidance and counselling in Makadara Division primary schools, Ofunye (2015) assessed the effects of comprehensive guidance and counselling on pupils in Makadara Division in terms of how the programmes were adopted and how well the programmes impacted the behaviour of the pupils. The researcher adopted a descriptive survey design which was used to reach out to all primary schools in Makadara Division. The study used both qualitative and quantitative techniques in data collection process. The research used questionnaires, interview schedules, and observation to collect the data. The data was analyzed using graphs, charts, percentages, frequencies and statistical percentage of social sciences. The findings of the study indicated that the benefits of comprehensive guidance and counselling guarantee service to all pupils to develop skills, good interaction and more so helping the pupils to be resourceful in decision making. The findings further indicated that the programmes bring to board school parents to be involved in counselling programmes to understand their scope, and their contributions in terms of resource provision to the programmes. The result also indicated that comprehensive counselling programmes assist teachers to promote teamwork, giving

support to teacher counsellors in areas of inter-curricula and integration of inter-disciplinary approach with the aspects of a pupil's life.

Lapan (2012) indicated that counselling programmes are the only activity in the school environment that impact on the learner's achievement, retention and social behaviour of learners. Egbo (2012) noted that comprehensive guidance and counselling programmes are key in the prevention of school dropouts because they make learners more adjusted to the school environment, helping learners to have good alternative behaviour, seek relevant information about alternative, to weigh values and possible outcomes and formulates a tentative plan of action. Egbo (2012) gave reason why primary school learners need comprehensive guidance and counselling such as need to tap individual's ability, interest, personality talent, attitudes to provide help to primary school pupils to avert possible crimes and social evils which may come in their ways, to stern out behaviour problems within the school system and outside the school and to identify gifted children and nurture their talents.

Njenga (2010) observed that comprehensive guidance and counselling programmes in needed among learners in primary schools as an early intervention strategy because the pupils encounter a lot of challenges arising from sexual abuse, truancy lateness to school, bullying, fighting, withdrawals, problems, daydreaming, poor study habits, diseases, loss of loved ones among others. Njenga (2010) argues that with comprehensive guidance and counselling programmes the learner's problems will be stamped out at their onset. This can be possible when all stakeholders, school administration invest in crucial comprehensive counselling programmes at the primary school level to avert challenges that are experienced in high school, colleges and universities. While Ofunye's research was done in Makadara Division, Nairobi, the current

research was done in Kisii County, to assess the influence of comprehensive guidance and counselling programmes on behaviour change of pupils in Kisii County primary schools.

In order to strengthen comprehensive guidance and counselling, Chemutai (2013) researched on the importance of promoting the value and the role of peer counselling among students in secondary schools. The author undertook a review of issues that have been raised concerning the effectiveness of comprehensive guidance and programme. The author aimed at sensitizing teachers, head teachers and other stakeholders on the impact of peer counsellor in secondary school as an added advantage to school counsellors to strengthen service delivery to the student. The author used interview schedules and discussions with all stakeholders. The results indicated that the involvement of peer counsellors into comprehensive guidance and counselling will have positive outcomes to reduce vandalisms truancy, premarital sex, drug abuse, and substance abuse and other psychosocial challenges facing learners in secondary schools.

Chireshe (2006) observed that today's learners experience a lot of challenges, posed by their social, personal and academic life both at school and homes with varied problems such as separation, divorce, conflicts, diseases such as HIV/AIDS, terminal diseases such as cancer, high blood pressure among others. This has become a great stressor to the learners as they tend to care for their ailing parents, brothers, sisters and other relatives. Millions of learners have been turned into orphans. These conditions impact negatively on the learners' mental health and academic performance. Mutie (2011) observed that the peer counsellors understand the problems experienced by their peer as they interact closely with colleagues who have been affected. Some of the problems cited included drug and substance abuse, anger, violence, sexual pressure,

communication problems, rebellion, pornography masturbation, incest, rape, and unwanted pregnancies.

Tindi (2008) indicated that in school environment learners show behaviour problems through various ways, such as withdrawals, unhappiness, annoyance, anger, inability to speak out what their rights are broken, and anxiety among others. Arado (2006) argues that such frustration within the students may not reach professional counsellors who are very few compared to a large number of learners. In this regard, peer counsellors easily contact fellow learners when they are experiencing problems before they approach their teacher-counsellors, especially matters which are confidential such as premarital pregnancy, rape, and sexually transmitted diseases. Once the peer counsellors notice the challenge affecting their fellow student because of the close contact they tend to offer solutions to their colleagues. Whatever issues which cannot be solved within their space of operation, they refer the matter to the professional counsellor before things get out of hand.

Mungai (2007) observed that peer counselling group in school situation was found to be more acceptable and emphatic to fellow students than teacher counsellors. They are the first to notice when their fellow students are worried, stressed, depressed and they give an immediate remedy. Mungai (2007) argues that peer counsellor's reaction is immediate, acceptable because they give physical support as well as group support to their clients. This brings out the components of comprehensive guidance and counselling for positive behaviour change of learners and better academic standards.

Gatua (2014) researched on the impact of comprehensive guidance and counselling programmes on social and emotional adjustment in urban areas and rural secondary school in Nakuru and Uasin Gishu counties. The author wanted to establish how guidance and counselling

programmes impacted on the behaviour of learners in rural areas and the urban setup. The author used cross-sectional survey researcher to gather the information about the status of comprehensive guidance and counselling across the schools which were on focus for the study. The population of the study was form 4 students from 24 schools from the urban setting. Simple random counselling and purposive sampling techniques were used to select 336 students, 45 teacher-counsellors, and 45 school administrators. Questionnaire and interview schedules were used to collect the data which was both qualitative and quantitative in nature. The data was analyzed. The study indicated that guidance and counselling services impacted positively to the student, social life, and emotional adjustments. The study indicated that in the rural areas' students benefited more from guidance and counselling especially the female students. It was therefore conducted that guidance and counselling programmes impacted positively on the learner's academic and social life.

Lapan (2012) observed that comprehensive guidance and counselling programmes mainly impact the students' social and academic wellbeing. While Ofunye (2015) indicated that comprehensive guidance and counselling programmes require parental involvement to counselling programmes so that they understand the needs and the scope of guidance and counselling and provide resources for their sustainability. Ofunye (2015) argues that proper guidance and counselling programmes promote teamwork among teachers who in turn work positively toward the improvement the programmes. In order to serve learners better, Kipkemboi (2016) states that it is important to nurture comprehensive counselling programmes in schools in order to avoid truancy, tardiness, insubordination, disobedience, to the authorities, hitting teachers, fighting with other students, smoking, sneaking out of school without permission, using drugs and other substance, destruction of school property. These programmes need to be

supported, recognized by the Ministry of Education, and all stakeholders who provide resources, and trained personnel to manage the programmes in order to provide the intended outcomes.

While Gatua's study was done in Uasin Gishu and Nakuru Counties in secondary schools, this current study was done in Kisii County to assess the influence of comprehensive guidance and counselling programmes on behaviour change of pupils in public primary school.

In their research on the influence of counselling services on the perceived academic performance of secondary schools in Nigeria, Bolu, & Oredusha (2017) aimed at looking at the impact of counselling services that influence positive academic performance for learners. The researchers used purposive sampling to select one state in Lagos. They selected two schools one private school and one public school. The researchers used a random sampling technique to select the two schools. Simple random sampling was used to select 8 students from each region coming up with a total of 2040 who participated as respondents. Data were gathered using instruments designed by the researchers. The findings of the study indicated that there was a significant difference in behaviour of learners depending on the number sessions the students visited counselling services. The study concluded that all stakeholders should ensure that comprehensive guidance and counselling programmes are given support as they were proved to influence a student's life positively.

Comprehensive counselling is an activity which counsellors use to help their clients to overcome their psychosocial challenges that bring about poor mental health. Basing on that observation Oguntuga (2015) observed that comprehensive counselling programmes services enable the student counsellor to facilitate needed educational growth, self, more productive life and self-satisfying lifestyle, while Fokorede (2014) asserted that learners who are exposed to proper counselling services perform better than those to do not reach counselling services.

Adeoye (2016) posited that comprehensive counselling services give intervention process to learners to deal with academic problems of students, such as health heterosexual relationship, academic deficiencies, such as poor attitude to some subjects, slow learning lack of attention, reading problems among others.

Comprehensive counselling programmes not only benefit learners, but also improve the professional aspect of teacher counsellors to offer effective services to the learners; such as proper record keeping of counselling sessions of learners, and continuous updating their profession to be current. This is in line with Aditera (2013) who observed that; students, teachers and teacher counsellors see a positive influence from comprehensive guidance and counselling services. Tambawal (2011) observed that counselling programmes are an important part in the school system, and students who consult and work with school counsellor are better off and are able to get their way to successfully manage their academic performance.

Bulu and Oredugha (2015) stressed that the programmes of guidance and counselling which offer good comprehensive services to the learners need all stakeholder, such as parents, school principals, teachers and pupils to own the guidance and counselling programmes and have a positive attitude towards them. Bulu's research was done in Nigeria to examine the positive results of counselling services on the academic performance of students. The current study was done in Kisii County to assess the influence of comprehensive guidance and counselling on behaviour change of pupils in public primary schools.

Audu (2017) investigated the effects of group counselling on the attitude of senior secondary school students towards schooling in federal government college Maiduguru, Borno, Nigeria as part of comprehensive guidance and counselling. The researcher used objectives to

formulate two null hypotheses which tested at 0.5, level of significance. The researcher used an experimental design. The targeted population of the study comprised 356 students from Federal Government College, 30 students were drawn through random sampling techniques as a sample of the study. Three stages were used to collect the data; pre-treatment, treatment, and post-treatment phases. They used student attitude scale towards schooling to collect the data. The researcher piloted the study to determine the reliability and validity of the instruments. The data was tested using Cronbach alpha reliability coefficient of 0.76 and showed that the instrument was reliable for the study. The t-test of independent samples was used to test the hypothesis. The results were considered at $p > 0.5$ level. The findings of the study indicated that group counselling had a significant effect on the attitudes of senior secondary school students towards schooling. Based on the findings of the study, it was concluded that group counselling influenced students to school.

Education in secondary schools is an instrument for national development as it fosters the worthy and development of learners and the society. The learners need to be guided by counsellors, teachers, psychologists, parents, school administration to increase the learner's interest in schooling and the improvement of their academic performance. It is through positive attitude towards schooling that motivates learners to attend to every schedule of the curriculum (Audu, 2017).

The studies done by Abdullahi & Ago (2013) confirmed that group counselling techniques had a significant effect on the academic performance of learners because group counselling encourages good study habits. Mburza & hanati (2012) confirmed in their study that group counselling was found to help the Fulani nomadic students to have an interest in school. Igwe (2013) researched the determination of the effects of individual and group counselling to

truant students in Abia Nigeria. The conclusion of the study indicated that group counselling benefited truant students because it was more accommodating than individual counselling. Based on this study it is reasonable to encourage group therapy in all institutions of learning.

Audu (2017) indicated that group counselling accommodates truant learners, and provide an environment that decreases learner's aggressive, hostile, negative attitude, hostile and negative attitude towards schools. Ago (2013) recommended that school counsellors should use group therapy to expose learners to effective group study habits to improve their academic performance, health interaction, to improve the interpersonal relationship. While Audu carried the study in Nigeria on the influence of group therapy on student's attitude towards schooling, the current study was done in Kisii County to assess the influence of comprehensive guidance and counselling programmes on behaviour change of pupils in public primary schools.

Ocansey (2016) researched on various counselling needs on pupils of pupils with special needs and disabilities in Ghana, to find out specific levels at which the pupils required comprehensive guidance and counselling service to enable them to progress meaningfully in their studies. The researcher used purposive and systematic sampling techniques to select 88 pupils and 3 staff from 3 special schools from the region to provide information for the study. The results indicated that pupils with special need education and disabilities had various needs that needed comprehensive guidance and counselling that included social, emotional, career, physical and health.

The finding of this study proves that learners with education needs and disability experience challenge like other learners who do not have disabilities. For this reason, the learner needs comprehensive guidance and counselling services that will cater to their main special

needs. UNESCO (2012) asserted that some of the challenges these learners with special need and disabilities have difficulty in meeting their personal needs, challenges in realizing their aspirations in life, they have a high level of ignorance, failure in some life endeavors, psychological stress, social-economic problems, and discrimination. In an inclusive environment, such learners may be forgotten and their counselling needs may not be addressed. Lumenburg (2010) argued that comprehensive guidance and counselling services are needed to provide opportunities for each learner regardless of their status to reach their full potential in educational, vocational, social, emotional areas of their lives. Lumenburg (2010) argued that through comprehensive guidance and counselling, the learners can make meaningful decisions, have good life skills, ability to plan for their future life.

UNESCO (2012) asserted that comprehensive counselling should be designed in a way that they are specific in their goal setting in order to help all learners in the school to overcome their emotional problems and change their mala-adjustment behaviour to fulfill their potential and facilitate their overall adjustment, both in school and society.

Ocansey (2016) asserted that pupils with special need education and disability have unique characteristics such as autistic spectrum disorder, emotional disturbances, and other behaviour problems. Other characteristics of the learners included learners with speech and language difficulties, hearing impairment, visual and multi-sensory impairment all fall in the same category. Ocansey (2016) indicated that the special characteristic of these learners has difficulties in socialization, reading, and writing, comprehensive operation among others. To help these learners there is a call to implement comprehensive guidance and counselling service to offer inclusive and support services to the learners. Lemenburg (2010) put it that the counselling services should help the learners with educational needs and disabilities to make

optimum use of available services, opportunities for available services for successful achievement in life.

Learners with educational needs and disabilities should live like other learners. It remains the responsibility of all educators to create support environment that caters to social needs, social acceptance, academic needs, interaction needs, career needs, and communication needs. This can be a reality if all stakeholders plan and address the critical issues that hinder learners with special need education and disabilities from schooling. Ocansey (2016) indicated that these learners need a warm environment to motivate them to come to school and get special treatment when it comes to matters involving punishment. The researcher was of opinion that milder and more productive forms of punishing such as writing lines, sweeping classrooms or school compound, dusting classrooms, furniture arranging books in the cupboard to correct their unwanted behaviour.

Kolong (2014) researched on E-counselling in terms of making counselling comprehensive and inclusive of new technology in counselling. The aim of the study was to implement students' life stories in counselling from the technological point of view. The study explored the extent to which information communication technology was being used to provide counselling services to the learners. The selected students were made to write about their own life stories. The contents of the data were analyzed and the results indicated that a student's financial status was identified as the main challenge to academic pursuits, though the learners had other difficulties. The study also indicated that students who had little knowledge about the use of information communication technology (ICT) in counselling. Very few of them used only emails as a digital tool for counselling.

With the changing trend in technological advancement, digital counselling should be introduced in all learning institution to back up face-to-face counselling to make counselling programmes comprehensive and effective. Brown (2011) observed that internet and its related web; resources had taken counselling services beyond face-to-face to electronic based counselling. However, Zamani (2009) put it that even though electronic counselling is on use, face-to-face counselling still remains a necessity and applicable. Bada (2013) asserted that digital counselling games are gradually emerging as effective tools to leverage student's holistic, self-management and development.

Obi (2012) identified emails, chats, video conferences, text messages, and short messages, as widely used in E-counselling tools in counselling. Gangitano (2007) indicated that E-counselling was the most effective strategies for learning to develop life-career management. Kolong (2016) observed that learners were interested to be engaged in E-counselling sessions with a counsellor from their remote areas without necessarily meeting face to face. Students argued that it was easier for them to divulge personal information to the counsellor such as matters dealing with sexuality that could not easily be discussed during face-to-face sessions.

Rall (2013) indicated that even though the learners were enthusiastic to use E-counselling most of them showed ignorant of E-counselling as many of them lacked basic knowledge of information communication technology. For this reason, Myjoyoline (2014) revealed that there were challenges in the implementation of E-learning in schools since head teachers had inability resources to counselling programmes. Duveskog (2009) also lamented that even though there was a high demand for E-counselling, many teacher counsellors were technically incapable of handling E-counselling equipment resources. This situation is very common in the current status of counselling not only in Ghana, but also in Kenya and Kisii County.

Obi (2012) proposed that information communication and technology must be explored vigorously to provide a good strategy for comprehensive counselling services to the learners. Obi (2012) argued that by doing so, it will open up the dimension of E-counselling through digital games. On his part, Kolog (2014) observed that the school counsellor's roles are to encourage the learners to participate in E-counselling and to probe school administration to come up with information communication technology curriculum to orient learners to E-learning services. He argued that students will benefit from E-counselling especially when they are unable to meet teacher counsellor face-to-face. For this reason, E-counselling platform becomes essential to get learners counseled remotely without declaring their identity.

Glasheen (2016) researched on the implementation of online counselling in secondary schools in Australia on the basis of making counselling services comprehensive. He aimed at gauging students' intention to use online counselling and also to identify issues that the students were likely to discuss with teacher counsellors online. 1200 secondary schools, 20 students were selected. 103 were male students, and 112 were female students from government schools five government and two from non-governmental schools. The researcher used a survey design to collect the information he needed. At least 200 students participated through interview schedules. The results indicated that students who experienced psychological distress preferred online counselling services.

Many learners at all levels experience difficulties in academic performance, relationships, mental problems, drug and substance abuse, and antisocial behaviour. Online counselling services can be used to reach learners in remote areas without meeting a counsellor one on one (Leach and Butterworth, 2012). Many students with these problems sometimes do not seek counselling services because they are not confident enough to face a student counsellor (Johnson,

& Galambos, 2014). On that note on-line counselling become the alternative to one on one counselling (Maclea, Hunt, and Sweetin, 2012).

Many young people interact with the digital world because love affairs and relationships are fostered and even terminated by the use of online services (Morey, Gentzler, Creasy, Oberhaus, and Westerman, 2013). This alone shows the interest young people could have when introduced to online counselling services. According to Millings, Buck, Montemary, Spear & Stallord (2012) indicated that young people need to be connected with peers. They tend to get answers immediately through "googling". They have shown the willingness to seek answers to health and personal problems through online. It is important therefore to initiate online services to back-up one-on-one counselling services to test whether those learners who had not been attending to counselling services will tend to do so. This is true to the fact that students who were depressed and stressed were more likely to seek online services due to the sense of emotional safety and more so for anonymity provided by the use of computer-mediated communication services (Ryan et al; 2010).

Online counselling services should be encouraged in all school in Kenya to cater for an inclusive environment. In online counselling, learners with sensitive concerns such as sexuality, rape, masturbation, premature pregnancy, sexually transmitted diseases. HIV/AIDS, sexually dysfunctions, will find online counselling services supportive especially when they have no confidence to face a counsellor face-to-face. It is also important to note that online counselling services can reach learners in remote areas without reaching on school counsellors who are always committed and have limited time to listen to the learners.

Comprehensive guidance and counselling programmes should be recognized by national policy for education (Alao, 2009). The research did a critical appraisal analysis in the provision of guidance and counselling services to learners in Nigeria. The findings of the study concluded that the counselling programmes were found to be effective in producing long-term results and positive effects on the learners. It was critical that guidance and counselling programmes were to be recognized and integrated into the national education policy for the achievements they contribute to the national policy on education. In every year, the financial allocation should be given to the programmes to present a position on guidance and counselling services in education systems.

A study by Obium (2013) on comprehensive counselling programmes for national security and nation-building in Nigeria revealed that professional counsellors can play a role in responding to the issues of security and politics, particularly in the areas of protecting learners from issues that can affect their learning environment. For this reason, comprehensive guidance and counselling can be an effective tool for proffering solutions to issues of national unity to improve education standards for the learners.

Oye (2013) researched on the role of information communication technology and its importance of comprehensive guidance and counselling programmes in Nigeria. The study indicated that counselling programmes contributed positively to the learners' behaviour and the services were dynamic. For this reason, the programmes were to be integrated with information communication and technology to be more relevant to the current trend of education. With the introduction of the internet, websites with readily available information to learners and teacher-counsellors, the service will be easier to reach. With information communication technology there is a wealth of learning resources on the internet which is freely available information

technology should be made available to all learning institutions and be integrated to guidance and counselling so as to make services delivery easy and effective to the needs of learners.

Wambu (2015) researched on school guidance and in Kenya in connection with the Historical development, current status and future prospects in counselling. The author aimed at proposing that lack of standardized training curriculum, ethical standards, counselling model, and roles ambiguity hand hindered the operations of the increase in a number of trained counsellors. The author suggested the paradigm shift from the way guidance and counselling has been conducted in Kenyan schools and implements a well-organized comprehensive guidance and counselling to address the current need of education for the learners. Karanja, and Bowen (2012); Watitu & Khamisi (2010) indicated that school in Kenya are under a lot of pressure to perform well in the national examination. Kimemia (2012) indicated that Kenyan education system is characterized by high competition, widespread private tutoring, and irregular implementation of the school curriculum with total disregard for psychological well-being and developmental needs of learners in favor of academic development. This state of affair according to Nyatu (2007) has become a major source of stress among learners, which contribute to all kinds of misbehaviour from the part of learners.

Wambu (2015) argues that most schools in Kenya lack the support and resources to implement comprehensive guidance and counselling programmes. Teacher counsellors have always lacked support from the school principal, the school board of management, teachers, students, parents and the community. Additionally, there are limited resources to support the programmes, such as books, materials DVD's office supplies. This greatly needs a budget for all resources needed. Kimemia (2012) observed that teacher counsellor is faced with a problem of setting a location of counselling office. To date, the current situation in Kenya is that some

schools do not have an office at all, and even if it is there it is poorly equipped or located in a place where learners can shy away from visiting the counsellor. School counselling office should be located away from where school main activities are carried out. In some schools, teacher counsellors share an office with other teaching staff compromising the confidentiality of counselling session. This affects the learners flow to visit teacher-counsellor.

While addressing the current status of guidance and counselling in Kenya Wambu (2015) argues that guidance and counselling in Kenya is a new profession in search of an identity. Teacher counsellors are given "positions." This is a model where the majority of school counsellors are teachers appointed to another additional position. Wikman (2011) pointed out that school counsellors are identified first as teachers second as a counsellor, therefore, school counsellors have not been adopted in Kenya. Instead, they are referred to as teacher counsellors. Therefore, the lack of professional identity has further complicated the role of the school counsellors to give effective service to the learners. Kamara (2011) asserted that school counsellors in most schools still have teaching responsibilities and counselling duties. He argued that the dual responsibility leaves them with very limited time provide services effectively. Mumlakha (2011) observed that dual responsibility is an ethical violation because it is difficult for a counsellor to build a relationship with learners in counselling sessions, while the same teacher does administrative work and evaluation of the learner's academic work.

According to Wambu & Oketch (2015), Kimemia, (2012) & Luyado (2015) indicated that the current status of guidance and counselling in Kenya cannot offer effective services because of the challenges counselling programmes face such as violation of ethical standards in a school setting. For example, maintaining confidentiality where school principals and, teachers insist on getting what school counsellors discussed with the students. Record keeping is also a

challenge because schools lack a specific room for counselling, bring out the problem of safety and confidentiality of students counselling files. A school needs to adopt comprehensive counselling programmes for behaviour change of learners.

According to the study carried out by Brown (2011), evaluation of guidance and counselling programmes is critical to ensure that there is accountability in the services that are offered. The purpose of the evaluation is to determine the value of the programmes; their activities in order to decide or to act in regards to the future of the programmes. Brown (2011) asserted that evaluation measures the delivery of services and their outcomes. Evaluation is an ongoing process to provide information, to make sure that continued implementation of guidance and counselling programmes gives direction to the necessary changes. Brown (2011) indicated that evaluation is a process that includes eight steps, such as stating evaluation questions, applying the pre-determined standards, gathering data to ensure the questions are properly answered, drawing conclusions and acting on the recommendations, in order to make the programmes productive to influence behaviour change among the learners.

Lapan (2013) argued that school administrators and the counselling programmes play an important role in assisting other teachers and other staff in the integration of school guidance and counselling objectives with the other instructional goals and objectives. Therefore, evaluation should be collaborative efforts among all stakeholders involved in the programmes.

Gysber (2006) indicated that evaluation of activities enables the counsellors, school administration, and other stakeholders to determine the impact of guidance and counselling programmes on the students, teachers, parents and the whole school climate. Gysber (2006) argues that evaluation will help stakeholders to know if they have accomplished their goals, identifying what remains to be accomplished, to identify effective component of the

programmes, to adopt and refine the guidance and counselling programmes, to identify other areas that need to be addressed to establish goals for counsellors professional department, to determine staffing needs and workload adjustment, to determine additional resources required to adequately carry forward the programmes, and provide information to the educators and the school community. This is done to make the programmes updated in order to influence behaviour change of learners.

In conclusion, Comprehensive guidance and counselling programme is geared to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring that all learners can achieve school success through, academic, career, personal and social perspective experiences. For the programme to be sustainable it has to be evaluated from now and again for accountability purposes, and all stakeholders should be fully involved in the implementation of the programme. It is therefore imperative for the school administration to include this programme in the overall school improvement curriculum plan to impact positively on pupils behaviour change.

2.3 Training of Teacher Counsellors in the Implementation of Counselling Programmes

It is important to address the issue of the training and qualification of teacher counsellors in schools, to evaluate whether teacher counsellors are able and ready to implement guidance and counselling programmes efficiently (Gysber & Handerson, 2006). To achieve the assertion, a related literature of the objective was reviewed and knowledge gaps were created and filled and done.

A study by Mushaandja, Haembo, and Wergnani& Elzau (2013) on the training of counsellors in view of their role in the implementation of guidance and counselling was done in Namibia. Forty-nine (49) teacher counsellor from eighteen (18) primary and secondary schools in

three regions constituted the sample size. They concluded that institutions were using teacher counsellors who lacked the skills to implement guidance and counselling programmes. The findings of the authors reflected that counselling programmes were managed by counsellors who lacked skills to implement the programmes. This follows therefore that the programmes were of no help to the learners. Management of counselling programmes needs trained counsellors who will be able to evaluate the programmes from time to time according to the needs of the learners for behaviour change. Whereas their study was done in Namibia, this study was done in Kenya and researched on counsellors, how well they are trained and how effective they are to carry out the implementation of guidance and counselling programmes in their primary schools.

In their study Siti, Rahman & Samsiah (2014) assessed the training of the counsellor involved in guidance and counselling in terms of their competency in Malaysia. The study employed questionnaires of 25 tasks of a school counsellor by testing competency skills. A total of 39 counsellors with 23 females and 16 males were selected. The results of the study indicated that the overall competency levels of the counsellors were moderate at (64%). As much as competency level of teacher counsellors is important there are also other aspects that teacher counsellors must have in order to offer effective services for behaviour change of learners. This involves the counsellor's self-efficacy, genuineness, and ability to maintain confidentiality and positive regard to all clients without discrimination. Competency can also be improved through continuous training to keep up to date in their profession. The researcher carried out his study in Kenya, Kisii County to assess the holistic training of teacher counsellors and their influence on behaviour change of pupils.

Ime (2014) researched in Nigeria on the relevance of counselling practicum training in the view that practicum is an intergraded part of the councilor's education curriculum training

and it requires planning, implementation, and evaluation. He concluded that practicum programmes should be given the primacy they deserve for the counsellor's education programme and that such importance should reflect in the supervision of stringency in entry requirement and performance evaluation. Practicum is an important component in counselling as the author puts it. Practicum alone cannot work in counselling programmes. Counsellors need theoretical principles to guide practicum sessions. This research was done in Kenya, Kisii County to assess the whole training of teacher counsellor and their influence on behaviour change of pupils in public primary schools.

In their study Kamau, Wachira & Thunguri (2014) researched on the factors considered in the appointment of guidance and counselling personnel in Kiambu, Kenya with an aim of assessing training levels of teacher counsellors in secondary schools. The study was conducted using the descriptive survey design with a sample of 15 principals and 15 teacher counsellors. The study established that the factors that were given importance were an ability to handle confidential matters, devotion to duty, professional experience as a teacher, the ability to interact with students with preference to elderly teachers. That study was done in Kiambu, Kenya among secondary students. This study will be carried out in Kisii County, Kenya among primary school children. While their study used 30 respondents; this study used 409 respondents.

The factors considered above choose teacher counsellor to implement guidance and counselling programmes were not suitable because Teacher counsellors need sound training and it is imperative that counsellors are qualified in theoretical principles, high level of practicum skills and specialized areas of counselling for the implementation of counselling programmes. This is why the researcher intends to assess the training of teacher counsellors as a strategy of

implementing guidance and counselling in schools which will create a positive impact on the behaviour change among pupils in their schools.

With a special reference to Sotik District of Bomet County, a study was done by Nyamwaka, Ondima & Nyamwange (2013) to assess the extent of implementation levels of guidance and counselling programmes in Kenyan secondary schools. The total population of the students was 3865, 11 head teachers and 11 teachers of guidance and counselling departments. The schools were randomly selected and provided 16 students from form three and form four to participate in the study adding the number of respondents to 125. The study revealed that teacher counsellors lacked proper training to implement guidance and counselling programmes in their respective schools. School counsellors must be well trained so that they are able to manage guidance and implement counselling programmes. For counsellors to be fully trained they must have trained for two years and must have taken personal therapy for one year and other 3 months for practicum. Untrained counsellors may not have a positive influence on behaviour change of pupils and their work may impact negatively on behaviour change of pupils. In contrast with their study, this study was carried out in Kisii County, Kenya in reference to primary schools.

A research was done by Suzi, Kagan, Landreth & Garry (2015) in Israel with a view of determining the effectiveness of short-term child-centered play therapy training with school counsellors and teachers. The purpose of the study was an intervention that focused on changing trainee's attitudes and beliefs towards children while teaching them child-centered play-therapy skills. The experiment group of 18 volunteer school counsellors and teachers was set up. They were given 15 hours in their training. The control group were not given any training. A T-test was applied and revealed that there was no significant difference between experimental comparison groups on the total score, attitude and knowledge, and skills. The conclusion of the

study supported the use of short-term play therapy training model for increasing the trainee's knowledge of child-centered play therapy but did not support the use of short-term play therapy training as an effective model for increasing the trainee's attitude towards children or increasing their confidence in applying play therapy skills.

Whereas their study was done in Israel among school counsellors handling children on their attitudes and knowledge and skills toward children, this study was done in Kisii County, Kenya. It involved teacher-counsellors, pupils, and head teachers. The study focused on full-time training of teacher counsellors as a strategy on the implementation of comprehensive guidance and counselling programmes, and how well the training impact on guidance and counselling programmes on behaviour change of pupils.

Ruttoh (2014) carried a research in Kamariny Division-Keiyo, Kenya, with an aim of identifying teacher counsellors and their levels of training to provide guidance and counselling services to secondary school's students. The author employed a descriptive survey design targeting the teacher counsellors in selected secondary schools. The population was chosen using purposive sampling. The findings of the study showed that teacher counsellors were not adequately trained to counsel secondary school students, as most teachers attended only seminars and workshops.

This impacted negatively on service delivery to the students. Workshops and seminars are only refresher courses which keep trained counsellors up to date. They are not full-time training. Adequate training involves courses designed by the curriculum of guidance and counselling, such as theories of counselling, principles of guidance and counselling, ethical principles of counselling and much more. This study was carried out in Kisii County to assess the influence of teacher training on behaviour change of pupils in primary schools.

Oninye (2014) researched on the role of guidance and counselling in the training of well-adjusted teacher counsellors for Nigerian schools. The researcher noted that teachers in training colleges were given very limited information on guidance and counselling, and much of the information was theoretical. This had little influence to help the learners to overcome their challenges. The researcher concluded that a broader and more practical oriented and functional counselling programmes be made mandatory in all colleges as in the training programmes for teacher trainees. He asserted that the developmental challenges facing Nigerian learners could be addressed through the provision of comprehensive training of teacher counsellors.

Kamau (2014) outlined the training which teacher counsellors must go through before they are accepted to offer services to the learners. Teacher counsellors must do core courses in counselling such as administration of guidance and counselling, principles of guidance and counselling theories of guidance and counselling, human growth and development, child psychology, abnormal psychology, counselling of gifted children, ethical principles among others. So, a teacher-counsellor should be professionally educated with specialized graduate-level training in counselling and other related services whose major interest is formal development growth and offering solutions to pupil's problems (Vergnani, 2010). A competent counsellor must be trained as a full-time counsellor who requires 2-3 years of specialized training (diploma or graduate) work. That they work under a senior teacher counsellor for one year, and practicum work for one year before certification and licensing is done Mshilla (2016).

According to the ministry of education report (2014), it was revealed that majority of teachers who complete primary teacher training colleges and are given a responsibility to implement counselling programmes are inadequately trained. They have limited knowledge of guidance and counselling because they were trained as teachers but not professional counsellors.

These teachers experience challenges when lending pupils' psychological problems. Because of these reasons, it becomes difficult for school's administrators to set up well-adjusted counselling programmes. It is a problem affecting most primary schools in Kenya to implement broader and practical counselling programmes.

It is therefore important that a broader and more practical oriented and functional guidance and counselling programmes should be made mandatory in all colleges in Kenya as part of the training programmes for all teacher trainees in terms of addressing challenges facing learners in Kenya. Whereas the study was done in Nigeria to establish the role of guidance and counselling in the training of well-adjusted teacher-counsellor, this research was done in Kisii County, Kenya to establish the influence of teacher counsellor's training on the behaviour change of pupils in public primary schools.

The review paper by Oye (2012) focused on the roles of information communication technology on guidance and counselling in secondary schools in Nigeria. Oye (2012) observed that counselling was a form of education which the students receive from their counsellors to eliminate the overwhelming ignorance of many learners on their career choices prospects and personality adjustments among them. The author observed that the role of information communication technology in guidance and counselling can be seen as an urgent change. With the invention of telephones, websites and e-mails could be used to improve service delivery in offering counselling services to the learners. Since counselling issues are dynamic, counselling programmes should be set in a way that can be current to the demands of the clients.

The education system in Kenya has technical aspects of education in that it is all involving a process of transmitting the associated norms and values towards the development of the nation. In view of this, an effort should be made to put quality into the Kenyan counselling

programmes that will be instrumental in affecting national development. To this end, all teachers should be in service or attend short-term courses on information communication and technology in order to improve counselling programmes for effective services to the learners. Through the author's review papers to the secondary schools in Nigeria information communication technology should be applied to counselling programmes in primary schools, so that primary teacher counsellors will be updated. The author of the study reviewed the paper in Nigeria, whereas this study was done in Kisii county Kenya, to establish the influence of teacher counsellors trained on behaviour change of pupil in public primary schools.

Rahim (2011) researched in Malaysia to measure the counsellors' self-efficacy. A total of five hundred counsellors were randomly selected from the population of the study of (4000) counsellors who were employed in Malaysia. Questionnaires were used to collect data. Counsellors were requested to indicate their duties using a Likert scale ranging from no confident at all, to very confident. They were also asked to enlist years of their experience they have done counselling and levels of education they have attained. The findings of the study indicated that Malaysian school counsellors had a high self-efficacy correlated significantly with work experiences as a counsellor. The study also indicated that counsellors who had post-graduate education were more effective than their counterparts who had an undergraduate degree only. The study also noted that that counsellor's self-efficacy does not differ as a function of gender program of the study, but their experiences and advanced study. Self-efficacy is a strong belief in a counsellor's ability to perform different duties in different situations. This means that counsellors can work in a difficult situation which is threatening but they experience less stress owing to the belief in their ability to cope (Rahim, 2011).

The author has raised the point on self-efficacy which is less considered when evaluating for counsellors is done. Self-efficacy should not be ignored if teacher counsellors are to strive in the profession and provide excellent services to their clients who are learners. It has come out very clearly that teacher counsellor with low self-efficacy experience higher burn out. Therefore, a counsellor who possesses a high level of self-efficacy can avoid much burn-out as the author noted that self-efficacy reduces with experience and higher academic profession. It is important that teachers' counsellors should pursue their education further ranging from certificate, diploma, degree and postgraduate level. Counsellors should engage in professional development activities, such as continuing education and attending workshops to increase work-related efficacy in their setting (Rahim, 2011). In contrast with the study which was done in Malaysia on teachercounsellors' efficacy, this study was carried out in Kisii county Kenya, to establish the influence of teachercounsellor's training on the behaviour change of pupils in public primary school.

A study by Odier (2012) focused on identifying indicators of successful implementation programmes, challenges facing its implementation and the strategies' that were to be put in place to enhance its implementation process in public primary schools in Makadara division, Nairobi. The study focused on factors that influence guidance and counselling programmes in terms of training of the teacher counsellors as a key human resource to guidance and counselling programmes. The researcher employed a descriptive research design. Probability and none probability sampling was used to sample the schools and the respondents who participated in the study. Questioners were used to collecting the data. The study concluded that guidance and counselling programmes in Makadara division fell short of expectations as the majority of

teachers were not trained in counselling. The study recommended that teacher counsellors needed further training either by workshops or full-time training.

Training teacher counsellors are necessary to enable guidance and counselling programmes to be effective. The negative effects of lack of teacher counsellors could bring difficulties in fulfilling their roles which include supporting and counselling learners with emotional behaviour and discipline problems, establishing a liaison between teachers and learners if problems arise, and assisting school management in dealing with some cases of misconduct of learners and teachers. This will be impossible with untrained school counsellors. The head teacher must ensure teacher counsellors are adequately trained before they are given a responsibility to handle challenges affecting learners. For those who cannot attend full-time training, regular in-service training keeps them educated and informed. By this, counselling programmes will have expected results or outcomes. While the author carried his study in Makadara division Nairobi, it contrasts with this study researched in Kisii county Kenya, to examine the influence of teacher counsellor's training on behaviour change of pupils in public primary schools.

Ng'ang'a (2014) researched trauma management in Nakuru municipality secondary schools. The purpose of the study was to integrate strategies of trauma management in secondary school, and how well they were prepared to manage trauma cases. The researcher sampled (189) students, (189) teacher-counsellors, teachers, parents, and school administrators. The researcher used questionnaires, interviews, observations, focus group discussions, document analysis, and in-depth interviews. The conclusions of the study indicated that the strategies were not effective because most teacher counsellors were not trained in trauma management strategies.

In order to fill that gap, it is therefore important that teacher counsellors have to train in trauma management as a mandatory requirement. Trauma impacts individuals collectively and the consequences are not pleasing. According to Ng'ang'a (2014), trauma is a condition created by exposure to psychological distress an event outside the range of usual human experience, which could be markedly distressed to anyone. It creates intense fear, terror, and helplessness. The trauma is an assault to the student biological psyche. The event could have happened recently or many years ago.

Kegwanji (2012) outlined the symptoms of trauma such as difficult to sleep, lack of concentration, being easily startled, irritability, anger, panic, intrusive memories, nightmares, flashbacks, exaggerated reactions to reminder of the events, loss of interest, hopelessness, isolation, detached from others, depression and such conditions remain dangerous to the life of a student. They continue affecting, haunting the students' work performance. Some of the risk factors that bring about trauma are exposure to violent events, such as the burning of schools, terrible accidents, rape, domestic violence, child abuse, wars, natural disasters, and political problems.

Mutisya (2007) asserted that there are usually high levels of emotional or lose of student attendance unless efforts are made to reach out to the students and the staff with additional information. This is because students who are traumatized perform poorly and have more negative remarks on their cumulative records, always absent from school and lack to face similar situations after recovery. Ng'ang'a (2014) laid a foundation on how the students affected by trauma can be assisted. He argued that proper trauma management strategies must be put in place. Teacher counsellor who should be involved in trauma management must be well trained in trauma management. They have to provide safe places for trauma students to tell their story,

make them feel less isolated and to tolerate whatever happened. Teacher counsellors only help the traumatized students to make connections between feelings and symptoms occurring in the present aspect of the traumatic event. In doing so the teachers help the students to make sense of what happened and how it affected them, understand themselves and would again be in the light of it, and ultimately restore relationship and connections in their lives.

In conclusion, schools must form teams for the crisis, which involve school administrators, school counsellors, school psychologists, nurses, and school heads of departments to collectively offer skills that can ensure that critical crisis intervention is needed from trauma situations in schools. The roles of all their stakeholders could be assessing ranges of crisis intervention, limiting exposure to scenes of trauma that is injury or death, advising and assisting the school heads and teachers how to restore regular school functions and routines as effectively and as quickly as possible and providing psychological test aid to students (Nganga, 2014). This current study was done in Kisii county Kenya to assess teacher counsellor's training and its influence on behaviour change of pupils in primary schools.

Kourkoutas (2014) researched on school-based counselling working with teachers and teacher counsellors: an integrative model. The purpose of the study was to investigate challenges teachers were facing varying from behaviour problems, education issues, and inclusivity problems. The conclusions of the study indicated that teachers increasingly faced many problems and challenges in a wide range of areas, mainly related to their students' behavioral problems and psychological wellbeing. The researcher indicated that teachers can effectively assist students at risk or with difficulties when they are adequately trained as school counsellors. The teacher counsellors need more training which is holistic and systematic for the intervention of learners at risk, their families as well as specialized assistance to other teachers who handle learners.

Teachers and teacher counsellors must be trained on key components of innovative counselling interventions within the school context that focus on enabling teacher counsellors and other teachers more resilient and confident in order to deal with the difficult behaviour of students.

The teachers and teacher counsellors were to be trained in special education skills for the purpose of inclusivity education. This will serve the teacher counsellors and teachers better since they play a major role in challenges facing learners with varied problems. Kauffman & Landrum (2013) asserted that disruptive and challenging behaviour development disorders, learning difficulties, bullying, and school violence are the wide range of student's problems and challenged teachers are dealing with the contemporary education context. The percentage of children requiring support and intervention with schools varies from 3-25% depending on the severity and persistence of all difficulty or the challenging behaviour.

The author brought out the concept of teacher counsellors training to be more holistic that their counselling services are more inclusive to the learners living with a disability. Luyando (2015) asserted that, this kind of training for teacher counsellors can become a reality to all teacher counsellors when teacher training institutions and universities introduce a mandatory course in guidance and counselling curriculum such as special education skills, sign language, and brail to accommodate the learners with special challenges, such as the blind, the deaf and the dumb. Luyando (2015) argued that in most schools, learners with disabilities did not benefit much from counselling services compared with learners without disabilities because most teacher counsellors lacked the training and skills of special education. Brooks (2012) advised that all teacher counsellors and those who are doing counselling should be flexible, integrative, and inclusive in theoretical thinking and counselling practice in order to better respond to the heterogeneity of problems and needs of the venerable learners.

Such training will help teachers and teacher counsellors to listen and have access to the hidden voices of learners, distorted narratives that learners bring to school, masked and misguided under their symptomatic reactions and problematic behaviour which are usually due to the incapacity of learners to process and verbalize the traumatic or disturbing events, from alienating experiences in their family and school life. Acting out the problematic experience and the emotional burden they are associated with, which is the common way for these learners to function and survival. This research was done in Kisii County to assess the influence of teacher counsellors training and their influence on behaviour change of pupils in public primary schools.

A study was carried by Nyambura (2012) to explore institutional factors that influence the provision of guidance and counselling services in eleven secondary schools in Starehe District, Nairobi County. The study used self-administered and structural questionnaires to collect the data primary data. Questionnaires were also used to collect data from the school teacher counsellors. Data were computed and processed in numerical and non-numerical forms. Complementary data from books, journals, official records, and newspapers were also used. The results of the study indicated that most teacher counsellors were not adequately trained in guidance and counselling and they did not offer professional guidance and counselling services.

Because of this reason, secondary school students in Starehe District had a negative influence towards guidance and counselling services offered to them. The negative influence by students towards the programmes was influenced by lack of professionalism and keeping client's information confidential. Confidentiality is key to successful counselling. According to Mawire (2011), teacher counsellors must be educational psychologists likely to be professionally groomed to holistically address the concerns of learners with the best practices in school guidance and counselling and counselling services to the learners.

Chireshe (2013) argued that schools counsellors without training will water down service provision to the learners making them have a negative attitude toward school guidance and counselling and counselling services. Chireshe (2011) articulated that the attitude of teacher counsellors to guidance and counselling thus affecting the attitude of learners. He further argued that it is a responsibility of a teacher-counsellor to be positive while carrying out professional service when handling learners.

According to Nyambura (2012), the issue of poor training of teacher counsellors can be resolved, by head teachers ensuring that only professional teacher counsellors are appointed to handle counselling needs of learners. Nyambura (2012) asserted that the Ministry of Education and Teachers Service Commission post trained teacher counsellors to the schools who can confidentiality help to implement counselling programmes which bring the expected outcomes of services offered to the learners. In contrast with Nyambura's research, this study was carried out in Kisii County to access the influence of the teacher counsellor's training on behaviour change of pupils in public primary school.

Odhambo (2015) researched on the factors influencing the effectiveness of guidance and counselling services in a mixed secondary in Nyakach District, Kisumu County, Kenya. The study employed a descriptive survey research design. The sample of the study consisted of all 36 public primary mixed secondary schools in Nyakach District. The respondents of the study were 312 students and 72 guidance and counselling teachers. Questionnaires were used to collect the data. The results of the study indicated that teacher counsellors were poorly trained and they were unable to keep confidential matters of the students. This impacted negatively on the side of students who never expected that counsellors could share their issues with the third party. For

this reason, a majority of the students were unwilling to attend counselling services though there was a need to do so.

According to the American counselling association code (2005) states that the primary responsibility of a teacher-counsellor is to respect the dignity and promotion of the welfare of the clients. That counsellors recognize that trust is a cornerstone of the counselling relationship; respect the client's right to privacy, and not sharing confidential information without the client's consent or without legal requirement demanding that confidential information must be released. Taylor (2010) asserted that counsellor contemplating breaking confidentiality of a client to the third party should give chance to the clients to do it by themselves. The counsellor must also think about the impact of disclosure might have on the counselling relationship, and how they might be harmed when the confidential information reaches a third party. Riley (2011) pointed out that dual relationship can impede the client's autonomy, which the counsellor must honor and promote. Accessing information about a client, even mistakenly, can compromise the client's autonomy and strips the balance of power in the therapist's direction. A power-ship can also damage the therapeutic relationship if the client no longer feels safe and in control of what is willing to share at all level.

In general, there are laws that protect privacy which counsellors must be aware when handling clients. For example, confidentiality can be broken to the third party when there is suspicion that the client minor is physical, emotionally or sexually abused, when the client threatens his/her life and the lives of others when the client reports that the previous counsellor sexually abused the client. This information can only be reported to the immediate authority concern to act. In lines with this, it is important to have teacher counsellors who are adequately

trained before they are appointed to manage and implement counselling programmes in all learning institutions.

A study by Cheruiyot (2015) aimed at establishing the level of human and physical resources preparedness in providing the effectiveness of counselling services in secondary schools in Bomet County, Kericho County, Kenya. The study used a combination of descriptive survey and correlational designs. Stratified sampling techniques were used to select 20 principals, 20 heads of guidance and counselling department. Simple random was to select 400 students totaling to 440 respondents. The researcher used questionnaires; interview schedules and document analysis to collect the data of the study. The results indicated that two-thirds of the respondents were not practicing comprehensive guidance and counselling because they did not have adequate training, diploma and above to handle guidance and counselling services. Facilities were found to be inadequate to enable teacher counsellors to effectively implement comprehensive guidance and counselling.

Comprehensive implementation of guidance and counselling process required well-trained teacher counsellor and those who have a will for self-development in terms of upgrading their profession through workshops and seminars. Unfortunately, Wango (2006) pointed out that guidance and counselling have remained a weak component at all levels of the education system in Kenya because the provision of guidance and counselling services are fragmented in scope that every school has its own set up of counselling programme. This is contrary to counselling policy that demands that comprehensive guidance should be uniform in all institutions. Egbochuka (2008) indicated that teacher counsellors can only do quality work when counselling facilities are available. He further argued that with inadequate facilities counselling programmes' work is limited. Majokoto (2013) asserted that school counsellors in Zimbabwe were not

prepared to give effective services to the learners because school administrators were not supporting counselling programmes in terms of supporting teacher counsellors for workshops and allocating resources. He further asserted that lack of government support and negative support from school community interfered with the work of teacher counsellors. School, community, the government, school administrators, in reality, should provide resources to make the teacher counsellor prepared to offer effective services.

Njoroge (2014) indicated that teacher counsellors were never supported by school administrators and were not prepared to offer effective services as it should be. Because of that most students had a negative attitude toward guidance and counselling services. Wafula (2012) pointed out that even though the training of teacher counsellors was critical to the country looked forward to vision 2030, most teacher counsellors did not upgrade their skills even in the light of changing the technological and socio-economic environment that require technological advancement.

The principals according to Cheruiyot (2015), who were supposed to prepare teacher counsellor to offer effective services failed to support them. For example, some head teachers observed that their schools were “small” and facilities for guidance and counselling were yet to be provided. While other head teachers complained that inflation made schools live from mouth to mouth to cater for tuition facilities, laboratory chemicals and equipment, games took priority list. For furniture and offices for guidance and counselling take the last priority.

This situation applied to almost all institutions in Kenya and Kisii County. With such an attitude from head teachers of institutions, it is clear that most schools lack the adequate of human and physical resources or the success of effectively implemented guidance and

counselling programmes. However, hope should not be lost as there is still time to improve counselling programmes by giving teacher counsellors adequate training, provision of resources, and social support from school administrators, school community and the ministry of education. Without this support, teacher counsellor will always be ill-prepared to manage counselling programmes to the disadvantage of the learner's psychosocial problems. Cheruiyot's research was done in Kericho County to establish how teacher counsellors were prepared to handle their clients in terms of training and the provision of resources in secondary school.

On their evaluation of suicide gatekeeper training for school counsellors and teachers in the USA, Rels, Corl, Ciornell & Dewey (2008) compared teacher counsellors and teachers on measures of suicide knowledge and prevention practices after participation in a state ward training programme in student suicide prevention programme. The researcher used a follow-up survey where they conducted the follow-ups at an average of 47 months. After training, it was indicated that 73 counsellors and 165 teachers demonstrated greater knowledge of suicide risk factors and reported making more no harm contacts than the (47 counsellors and 98 teachers). In conclusion, the counsellors demonstrated greater knowledge of risk factors and reported more potential suicidal students and making more contacts and outside referrals, because of proper training of teacher counsellors. Trained counsellors are knowledgeable than untrained counsellors and it is therefore important that counselling programmes can only be managed by professionals to create a positive impact on behaviour change of the learners.

Any attempt to use unprofessional counsellors to management guidance and counselling programmes will impact negatively on the implementation process of guidance programmes and behaviour change of learners. This study will be done in Kenya, Kisii County to assess the training of teacher counsellors as a strategy of the implementation of guidance counselling

programmes and their influence on behaviour change of pupils in public primary schools. The current study was done in Kisii County, Kenya, to assess the influence of teacher's counsellors training on behaviour change of pupils in public primary schools.

In his article of the rising cases of suicide in schools, Ndori (2017) identified a 13-year-old, standard 8 candidate, Clinton Oketch Ojunga, of Olodo Primary school in Homabay County, who took his own life after scoring 372 marks in a class test, failing behind his rival with 373 marks. His suicidal note explained that it was impossible for him to stomach the defeat. The death of the pupil was followed by an incident where a 14-year-old girl was accused of starting a fire that burned a dormitory that housed 338 form one students in Nairobi, Moi Girls High school killing nine students. The student was alleged to have attempted suicide more than twice. Ndori (2017) cited several predisposing factors that are behind for the rising suicidal tendencies. The author included depression, mental illness, drug and alcohol abuse, strained relationship, inadequate parenting, poverty, abuse, trauma, domestic violence, broken homes, and chronic diseases. The author argues that many young people show warning signs of suicidal tendencies, but those who often help them such as parents, teachers, friends, and relatives are unaware of identifying suicidal signs.

Ndori (2017) posited that schools and institutions of learning are not well prepared to handle suicidal tendencies in terms of early detections and offering much-needed support that could save a life. This is because many institutions have dysfunctional guidance and counselling programmes (Ndori, 2017). The author's concern is worrying given the fact that the volatile situation in Kenyan schools, primary, secondary and colleges manifests the spirit of violence with the destruction of properties, suicidal tendencies, and demonstrations. It

should be understood that learners with suicidal tendencies can be triggers in the institution's crisis because they are not themselves and have lost future for them.

Ndori (2017) suggested that institutions of learning should have professional teacher-counsellors, should provide necessary resources to support counselling programmes, all teachers and all head teachers should have basic skills in guidance and counselling as mitigation for early detection of suicidal tendencies clients. Learners who are identified with mental health problems need treatment by medical professionals such as psychiatrists, clinical psychologists, social workers with the institution playing a complementary role in supporting the learners. Schools may not have the professionals, but referrals should be done to the school neighborhood where the services are offered. Teacher counsellors must take a lead to educate and empower learners, parents to understand their role in the management of their children when they are outside the schools.

For comprehensive guidance and counselling programmes to be effectively implemented it is critical to establish whether the programmes are administered or managed by qualified personnel and whether they are achieving the intended outcomes. Teacher training in counselling should be given priority when choosing teacher counsellors for the implementation of guidance and counselling the programmes. Teacher Counsellors' needs sound training and qualified in theoretical principles, high level of practicum skills and specialized areas counselling for the implementation of counselling programmes.

2.4 Resource Allocation for the Implementation of Guidance and Counselling Programmes

Resource allocation for Guidance and Counselling programmes in schools will determine the strength or the failure of the programmes according to (Kyungu, 2011). Resource for

Guidance and Counselling Programmes involve an office, stationaries, books, reference materials, furniture, funds, time, Radios, mass media and an office (Nyamwaka, Ondima, Nyamwange, Ombaba & Magaki, 2013).

Nkala (2014) research in Mlizikazi District Bulawayo province Zambia in a view of determining the extent to which guidance and counselling programmes prepare secondary school students to achieve personal and academic development and make informed career decisions with their individual needs and abilities. A population of 6000 students and 150 teachers was divided using stratified random sampling, 100 students, 30 teachers and 5 head teachers of secondary schools participated. The result of this study revealed that lack of resources namely qualified human resource, stationaries, books, and counselling rooms were found to major barriers inhibiting the implementation of guidance and counselling programmes. The findings of the study revealed that lack of relevant resources to guidance and counselling programmes has led students to be with the high level of delinquency, truancy, alcohol and drugs, and other substance abuse and teenage pregnancies.

The author revealed that lack of relevant resources to guidance and counselling programmes inhibited the implementation of guidance and counselling programmes contributing to the high level of delinquency among students. This, therefore, follows that there is a relationship between resource allocation, implementation of guidance and counselling programmes and behaviour of learners. It is crucial that the provision of resource, for example, human resource, stationeries references books for the programmes and counselling room will improve service delivery to have a positive change of learners. This study was done in Kenya and it focused on primary school head teachers, pupils, and teacher counsellors to assess the extent to which resource allocation impact on the implementation of guidance and counselling

programmes in their respective schools to offer positive services that can improve pupil's behaviour.

Zvobgo (2009) researched in Nigeria with a view to assessing how guidance and counselling programmes were being implemented in Gweru urban secondary at ordinary level. The assessment focused on key elements of guidance and counselling programmes with specific reference to the availability of resources. The study used descriptive survey methods and data was collected using questionnaires. The population of the study was made up of 13 principals, 13 guidance and counselling teachers and 140 'O' level students from selected schools. The study revealed that effective implementation of guidance and counselling programmes was hindered by lack of resource allocation such as time, books for reference, furniture, counselling syllabus and an office for counselling. Lack of resources has been defined by the author as a major barrier to the implementation of guidance and counselling programmes.

It is clear that the provision of resources promotes counselling programmes to provide good services to the learners for behaviour change. Apart from resources allocation, a curriculum must be developed to guide the activities of guidance and counselling programmes. His study was done in Nigeria among secondary school principals, teacher counsellors and students in an urban setting. Students who participated in that study were mature with different interests and challenges. In comparison with his study, this study will be done in Kisii County, Kenya among primary school's teacher-counsellors, pupils and head teachers. The study involved both rural and urban primary schools to assess the level of resource allocation for the implementation of guidance and counselling programmes in schools to bring about behaviour change among pupils.

Alemu (2013) carried out a study in Ethiopia with an aim of assessing the provision and perceived importance and the implementation of counselling programmes in secondary schools.

The study used a survey design where 336 participants participated. The study revealed that male student's utilization of counselling service was significantly higher than their female counterparts. This was because the female students feared to ask for help because schools did not have private counselling rooms and the syllabuses to coordinate counselling services. The author revealed that male students benefited more from counselling programmes than female students because they lacked an office for counselling. An office provides an environment for confidentiality which is part of ethical principles of counselling. Learners will attend to counselling services when counselling is done in a private office to gain the confidence of the clients. This study was done in Kisii County, Kenya, focusing on primary school head teachers, teacher-counsellors, and pupils. The study assessed the influence of resources allocation as a strategy for the implementation of Guidance and counselling programmes on behaviour change among pupils.

A research was carried out by Nyamwaka, Ondima & Nyamwange (2013) with a view of assessing the implementation levels of guidance and counselling programmes in Kenyan secondary schools with special reference to Sotik district Bomet County, Kenya. Seven schools were randomly selected to provide a sample of 7 head teachers 7 guidance and counselling teachers and 111 students. The total participants were 125. The result of the study indicated that inadequate resources and time has contributed to the poor implementation of guidance and counselling programmes in Sotik District. Provision of resources that is time, funds, furniture, offices, human resource, and reference materials will contribute positively to the implementation of counselling programmes and this will create a positive impact on behaviour change of learners. Whereas their study was done in Sotik district Bomet county in secondary schools setting, this study was carried out in Kisii County primary school setting involving head teachers,

teacher counsellors and pupils to assess how resource allocation contribute to the implementation of guidance and counselling programmes and behaviour change among pupils.

Another study was carried out by Nyamwange, Ondima, & Nyakan (2012) in Nyamira district (Now Nyamira county) In a view of gathering different challenges that guidance and counselling teachers in secondary schools' face in the provision of guidance and counselling services. A Sample of 147 respondents was used in this study with 21 head teachers, 21 teacher counsellors and 5 students from selected secondary schools. The findings indicated that there were a number of challenges that were facing guidance and counselling programmes, such as inadequate resources and financial support from stakeholders.

Parents, teachers, Boards of Management, Parents Teachers Association, and The Ministry of Education remain the immediate stakeholders of the schools. It is their duty to provide financial support to guidance and counselling programmes to improve service delivery to the learners. This will impact positively on behaviour change of learners. However, their study was done in Nyamira among secondary school students focusing on challenges teacher counsellors were facing when giving services to the students. The current study was carried out in Kisii County to assess the influence of resources allocation on behaviour change of pupils in primary schools.

In Britain Zellmer, Michael, Fontier, &Anthony (2006) carried out a study to establish whether resources allocated to counselling programmes to schools were directly utilized in counselling programmes. A sample of 171 Districts responded. The study employed survey design and targeted administrators in selected schools. Their results indicated that the counselling programmes resources were diverted to other areas like test preparation, administration, and reporting. This resulted in the loss of special services to needy students who

needed counselling services. Counselling resources must be fully utilized for the improvement of the programmes.

The moment resources of the programmes are diverted to other areas, they become weak, and their services may not have a positive influence on behaviour change of learners. It is, therefore, the responsibility of school administrators to respect and direct all resources of the programmes to good use as part of their role to support the programmes. This study was done in Kisii County, Kenya in primary schools and established to what extent resource for guidance and counselling programmes are allocated to schools for the implementation of comprehensive guidance and counselling programmes.

Lugulu (2011) researched on the effects of provision of career guidance and information in secondary schools on the choice of degree programmes. The study investigated the selection of undergraduate programmes in Moi University, Kenya. The study explored the attitude and perception of the participants on what determined the choice of undergraduate programmes. Simple random sampling techniques were used to select (11) schools out of (15) and stratified random sampling was used to selected (754) respondents to constitute sample 3 focused group discussions and face to face interviews were conducted with the selected respondents who were believed to be knowledgeable about the selection of undergraduate degree programmes. Descriptive statistics were used to analyze the data. The study concluded that the levels of career guidance and counselling were not well planned and organized. Therefore, the career guidance offered in schools was inadequate to enable the students to make informed choices of the degree programmes. This was attributed to poor resource application to counselling programmes in schools.

Without these resources, career counselling will impact negatively to the learners. It needs resources for its activities to take place, such as money for career tours, career days and visits by professionals. When these activities are supposed regularly to equip learners with decision-making skills to understand the realities of various professions, challenges, social skills, time management among others required to cope with workplaces (Kipkoech, 2011). Whereas the study was done in secondary schools on the effect of the provision of career guidance information on the choice of degree programmes, this study was done in Kisii County among primary school pupils. The study sought to examine the correlation between the resource allocation and behaviour change of pupils.

A study by Nweze (2014) in Nigeria was designed to examine guidance and counselling programmes in the issue related to the roles of guidance and counselling in students' career decision making. The study adopted ex-post factor, descriptive survey design and covered senior school students in (10) selected secondary schools in Ebonyi state in Nigeria. Simple random sampling techniques were used in selecting the sample for the study and utilized (300) respondents (30) head teachers and (27) students from each of the ten selected secondary schools totaling to (270) students the researcher used two different questionnaires for the data collection. The findings of the study revealed that (77.22%) of the population proved that there was a little form of counselling services going on to assist students in career decision making in their schools. (73.33) % of the population felt that counselling resources were unavailable and insufficient for the programmes to offer quality services.

Teachers' counsellors should be provided with adequate resources for career counselling. This form of counselling needs resources for their activities to take place. High school students need career guidance booklets and a teacher-counsellor with good knowledge of the courses that

are offered by the university. Career counselling and guidance offered in high schools is very low to facilitate informed degree programmes decision making by students. Adequate degree decision making by students should be accompanied by comprehensive career information to enable them to exercise freedom of decision making (Lugulu, 2011). While the study was done in Nigeria on the effective guidance and counselling in the secondary schools in relation to student's career decision making. This research was done in Kisii County, Kenya to correlate between resource allocation and behaviour change of pupils in primary school.

Kiranguri (2010), researched on the effectiveness of guidance and counselling in the management of student's discipline in public secondary school in Kandara sub-county, Murang'a County. The study adopted a descriptive survey design and targeted (50) secondary school, (50) head teachers, (50) heads of guidance and counselling programmes and 12,500 students from a public secondary school in Kandara sub-county. Purposive sampling was used to select (44) principals, (44) teacher-counsellors, while simple random counselling was used to select (375) students. The conclusion of the study indicated that principals were not given enough resources to improve the services offered by teacher counsellors. This is because schools in Kandara division still experienced discipline problems such as stealing, destruction of property and noise making.

The major concern of the author was to find out the effectiveness of guidance in terms of discipline in public secondary schools. The results indicated that there was still indiscipline in Kandara secondary schools. It was attributed to the fact that counsellors did not get support in terms of enough resources to do their work effectively. Some resources included the office where confidential matters of a student are handled. Without resources, the work of a counsellor becomes very difficult. Furthermore, adequate financial resources should be provided for the

training of resources personnel to help the learners to reduce insecurity problems, such as prostitution, destructions of property and other immoral issues which are contrary to the expected behaviour in schools (Ogundele, 2015). While the author researched on the effectiveness of guidance and counselling in secondary schools, this research was done in Kisii county Kenya to examine the relationship between resource allocation and its influence on behaviour change of pupils in primary schools.

A study was conducted by Oyieyo (2012) on the influence of counselling on students in public schools in Kabando division, Kenya. The study sought to examine the extent to which the provision of teacher counsellors, exposure, peer training, guest speakers and time allocation to influence students' discipline. A descriptive survey design was used. The respondents of the study were (20) secondary school principals, (20) teacher counsellors and (144) form four students. Data were analyzed using percentages and descriptive analysis. The study revealed that (84) % of the respondents considered guidance and counselling as a very important service to the learners, but lacked the necessary materials like an office, literature information communication machines.

School administration should provide enough resources to improve the program. The more the programmes are improved the more they impact positively on the student's behaviour. With an office, students feel safer to come for counselling services. This will encourage more students to visit the office. This can only happen when administrators make proper budgeting for guidance and counselling programmes in terms of finances and time allocation respectively (Kurebwa, 2014). The author did his research in Kabando division to establish the influence of guidance and counselling in secondary schools. This study was carried out in public primary

schools in Kisii County to determine the influence of resource allocation for guidance and counselling programmes on behaviour change of public primary school pupils.

Mbogo (2016) researched on the factors impacting the implementation of guidance and counselling services in Olangwena region of Namibia. The study was qualitative in nature and used a non-experimental design that involved a survey. The population of the study comprised of teacher counsellors in all senior secondary schools in Olangwena region. Questionnaires were used to collect data. (26) Teacher counsellors were purposively sampled. The results indicated that lack of support given to teacher counsellors and lack of resources and facilities were the major factors that impacted negatively to the implementation of guidance and counselling services in all schools at Olangwena region. Effective provision of resources to counselling programmes is necessary. Proper facilities are to be put in place.

In American schools, guidance and counselling programmes are effective; schools have an adequate resource, equipment, and space (Chirese, 2006). The author came up with the concern that teacher counsellors need support. Remuneration is an aspect all teacher counsellors can be boosted by compensation to achieve good results. This is because counsellors feel that since guidance and counselling is not an examinable subject but an extra work which should be paid for (Gudyanga, 2015). Another support that teacher counsellors need is continuous training to have a successful implementation of counselling programmes.

Therefore, there is a need for continuous orientation and implementation workshops to be held throughout the program existence (Kurebwa, 2014). This is the kind of support teacher counsellors should be given by school administration for them to work effectively. The author researched his paper in Namibia on factors that impact the implementation of guidance and

counselling. This study was done in Kisii County, Kenya, to correlate the relationship between resource allocation and behaviour change of pupils in public primary schools.

Njiru (2014), researched on resource allocation in terms of its utilization in primary schools in Gatundu north district. The study adopted a survey design and used both qualitative and quantitative approach. The targeted population of the study was (58) public primary schools in Gatundu north district. A sample of 12 primary schools was sampled through random sampling from (3) existing zones. The researcher selected (1) head teachers and (5) teachers. The researcher used questionnaires, interview schedules and observation techniques to collect the data. The conclusion of the study revealed that from 2005-2011 almost all schools performed poorly below average citing that physical facilities, learning materials, and books were missing and other strategic resources needed to support were also missing.

The importance of school facilities cannot be underscored as they determine the conduciveness of the school learning environment. Their availability and adequacy of resources play a big role in the school operations in all school programmes. Mungai (2010) in her study on the efficiency and effectiveness of resources in Kandara division indicated that lack of enough physical facilities was found to hinder the operations in schools. She recommended that schools should be given enough resources and hence led to effective operations. Wanderi (2011) indicated that physical resources were lacking in Thika west of Kiambu district schools. Because of that school programmes were ineffective and insufficient. She recommended the provision of physical facilities such as classrooms, laboratories, office chairs, books and reference materials to the schools.

UNESCO (2006) asserted that schools need adequate resources to increase internal efficiency and quality education. It is important to note that resources may be available but

teachers are not ready or skilled to use them. Mungai (2010) in her research on the improvement of internal efficiency of resources noted that most teachers lacked the skill to handle electronics resources. Teachers gave an excuse that electronic resources were time-consuming. Training to teachers on electronic resources is necessary to make it easier for them to deliver. Njiru (2014) asserted that the major reason why resources were not efficiently utilized is that all stakeholders did not play their parts satisfactorily. Mogeni (2005) indicated that school administration has to play a major role to manage available resources as well as teachers. This study was done in Kisii County to assess the influence of resource allocation and behaviour change of pupils in public primary schools.

Ntwiga (2015) researched on the effectiveness of guidance and counselling programmes on student's behaviour in public and private secondary schools in Meru south sub-county. The researcher used descriptive survey design and random sampling to select the respondents. Questionnaires were used to collect data. The study targeted all teachers and all students of all private and public schools in Meru south sub-county (17) schools were selected. (23) Guidance and counselling teachers and (68) peer counsellors which bringing it to a total of (91) respondent.

The conclusion of the study indicated that the effectiveness of guidance and counselling programmes were affected both in public and private primary schools because of inadequate resource allocation to the guidance and counselling programmes. This was attributed to lack of policy stipulated by the ministry of education concerning the provision of resources to guidance and counselling programmes. Without resources, the programmes will be ineffective and will not serve the purpose they were intended for.

Egwene (2013), argued that without sound guidance and counselling, many learners' loose direction and engage themselves in bad behaviour such as drug abuse and alcohol

indulgence, missing classes, dropping out of schools, violent acts and as a result, they lack both focus and direction resulting in total failure. Owiri (2014) indicated that in the absence of adequate counselling, pupil's problems remain and they are unable to adequately and fully understand themselves and the world. This leads to despair, teenage pregnancies and school dropout's cases in many primary schools. The programmes, therefore, must be adequately supported with resources in order to solve learner's problems effectively.

According to Masada (2015), the ministry of education should come out with a clear policy to articulate the provision of resources to counselling programmes in order to prove its effectiveness. While Njoroge (2014) argued that school administrations should provide adequate resources to the programmes with all the necessary assisting support it deserves such as financial and moral support. Oyieyo (2012) suggested that for the adequate provision of resources, proper budgeting should be done by school stakeholders to counselling programmes alongside other school programmes. With this guidance and counselling will be helpful to the learners. This current study was done in Kisii County to assess the influence of resource allocation on behaviour change of pupils of public primary schools.

Majoko (2013) researched on challenges facing counselling services in terms of the provision of resources for children with disabilities in Zimbabwean inclusive primary schools. This was in line with strategizing on overcoming problems facing learners with disabilities and proposing a model of school guidance and counselling services that will provide for learners with disability. The researcher used a survey design which was mainly qualitative and quantitative in nature. Questionnaires were used to collect the data. (300) inclusive primary schools, (300) administrators and peer counsellors were selected for the study. Data were analyzed and indicated that inclusive primary schools lacked material and supplies, time, finances and physical

curricular resources. This happened because there were no clear mandatory guidance and counselling policy, legislation, clear mission statement, school guidance, and counselling framework. This denied children with disabilities and denied their rights because they had the policy guidelines on learners with disabilities but they didn't implement them (Layando, 2014).

Chireshe (2013) put it that children with disabilities have unique individual needs that stakeholders of inclusive education need to identify and address in totality if such children are to develop holistically and thereby realize their optimum functionality. Chireshe (2012) argued that children with disabilities need personal, social needs, academic and educational needs, and even career and vocational needs of other children without disability. So, the role of a teacher-counsellor should be multi-dimensional in nature. Nkoma & Mapfumo (2013) postulate that, the role of the school counsellors handling children with disability is to make them comfortable and improve their attendance in school. The counsellor should cultivate and nature a warm school guidance and counselling environment where these children feel safe and secure to realize their optimum functionality. They further argued that the school counsellors should reduce the problems of the children with disability as well as make them discover occupations that match their potentials and capacities.

Musangi (2012) asserted that children with disabilities need to learn and practice leisure time activities like children without disabilities. They included sports and recreation depending on the nature of their disabilities. According to Chireshe (2011), the programmes for children with disability are affected due to negative attitude from poor provision of resources, negative attitudes from school administrators and stakeholders, as well as poor policy and legislation to guidance and counselling.

To fill this gap Majoko (2013) posited that school counsellors' training in school guidance and counselling should include special education, advocacy on disabilities, stakeholder's collaboration to the programmes, passing mandatory school guidance and counselling policies and legislation, adequate budgeting and time allocation that will overcome the challenges facing guidance and counselling department that provide services to the children with disabilities. The improvement to the services given to the children with disability will be realized once promulgation of mandatory school guidance and counselling policy and legislation as well as requisition of adequate resources and development of positive attitude among stakeholders. This current study was done in Kisii County to assess the influence of resource allocation on behaviour change of pupils in public primary schools.

Somoei (2012) examined the roles of guidance and counselling in the management of student's discipline in secondary schools in Londiani district in Kericho County. His main objective was to examine how head teachers, deputy head teachers, teacher counsellors could use counselling programmes to maintain student's discipline in Londiani district. The researcher employed stratified simple techniques to select schools to be studied. The targeted population comprised of (25) head teachers, (25) heads of guidance and counselling departments, (280) teachers, (3750) students from the (25) schools. Out of this sample (10) secondary schools were selected with (10) head teachers, (10) deputy head teachers, (10) teacher counsellors (30) teachers and (380) students. Questionnaires were used to collect the data. The data was analyzed and the results indicated that though counselling was being administered in Londiani schools, there were still cases of indiscipline that led the administration to use punishment such as corporal punishment, suspensions, calling parents and giving students manual work to discourage indiscipline.

The school administrators, the head teacher, and the deputy head teachers failed to work and implement counselling programmes. Onyango (2011) asserted that school administrations are the implementers of the policies of the government. They are leaders in terms of professional educators, and managers of the supply and effective use of human resource, finances, and materials. As far as guidance and counselling are concerned, schools need the support of head teachers for the development of, application and maintenance of counselling, as well as the success of teacher counsellors and the programmes.

Mungai (2010) argued that school head teachers have a very strong influence on the school's counselling programmes. Head teachers must establish a positive working relationship between school head teachers and school counsellors for the success of the programmes. School administration can use guidance and counselling to manage the learner's discipline in schools. Somoei (2014) indicated that guidance and counselling can be used to motivate learners to do what is right for the right reason. It helps the learners to possess the vision and discernment which involves sensitivity, judgment, and understanding which leads to decisive action. This means that learners will learn how to respond to situations and when not to. Simatwei (2007) indicated that guidance and counselling can be used by school administrators because it activates passion in the learners to be aware of other colleague's welfare, and being sensitive to the suffering of others. They are able to take the pain that could have suffered by their parents, school administration, teachers, fellow learners and the community at large.

Simatwei (2007) added that guidance and counselling help the learners to develop the capacity for self-observation, to know their assumptions, convictions, and biases, and how likely to affect their interactions with others. This in return enables the learners to understand the morals of their community and the importance of community moral decision making, policy

setting, and character development. While the author of the study was doing his research in Baringo, this study was done in Kisii County to assess the influence of roles of teacher counsellors on behaviour change of pupils in public primary schools.

Time allocation to guidance and counselling programmes as a resource was researched on by Masadia (2015) with a purpose of establishing school-based factors influencing implementation of guidance and counselling programmes in public primary schools in Kikuyu sub-county. The study was guided by two main objectives that included; time allocation and gender of teacher counsellor and the head teachers' choice of a school counsellor. The targeted populations were teacher-counsellors, head teachers and education officers from public primary schools. Purposive and census sampling was used to select the respondents. The sample size was (116) respondents. Questionnaires and interview schedules were used to collect the data. The data was analyzed and the conclusion of the study indicated that time was not allocated for counselling programmes and attitude of the head teachers on a male teacher as a counsellor in the school was lukewarm and negative. Head teachers used interest, gender, and religion to choose a teacher-counsellor.

Time allocation is a resource itself on counselling programmes so that learners have a specific time to see teacher counsellors. This is so because learners who seek guidance and counselling tend to shy off so that they are not seen by colleagues entering the counselling room (Kagendo, 2009). Specific time will make learners have interest and attend to counselling services for their development. Ajowi & Simatwa (2010) argued that time allocation for guidance and counselling programmes is very instrumental toward its effectiveness. The role of the head teacher is to make sure that counselling activities and their contributions are vital. It

should be understood that teacher counsellors can be motivated when head teachers allocate time for counselling and proper communication is given to the learners.

The author brought out the issue of the gender of a teacher-counsellor as resource on the implementation of guidance and counselling programmes and the misconception about gender. The ministry of education (2012) noted that the gender of a teacher-counsellor is very crucial in guidance and counselling in schools. The opinion of most head teachers is that female teacher counsellor tends to be motherly and gentle to boys. According to Onyando (2008), most institutions stereotype that male teachers cannot counsel girls as they feel they might befriend them.

Another perception of the gender factor according to Allude and Imonikhe (2007) is that the majority of female teachers take counselling as a work of female teachers. However, this is a wrong assertion. It is, therefore, the responsibility of head teachers to choose teacher counsellors who are adequately trained and can be able to handle the learner's problems. It is also important to respect the gender preference for clients depending on their psychological challenges. The head teachers should play on the safe side by appointing two professional counsellors, one female, and one male to fill up the gap of gender biases when choosing teacher counsellors. While Masadia carried out her research in Kikuyu sub-county to establish school-based factors that hinder the implementations process of guidance and counselling, this study was done in Kisii County to correlate the roles of head teachers and their influence on behaviour change of pupils in public primary school.

Bello (2016) did a survey study to determine the relationship between audio-visual materials and environmental factors on students' academic performance in senior schools in Borno state. The researcher aimed at showing the implication of guidance and counselling and its

role in the provision of audio-visual materials. The researcher set two hypotheses from the two objectives of the study. The population of the study was 1,987 students from form three and purposively selected from secondary schools in Maliduguru. The sample size of the study was 110. The researcher used the effects of audio-visual and environmental influence on academic performance. Questionnaires were used with reliability indices of 0.62. The collected data was tested. The results indicated that there was significant relationship between students' academic performance and the instructional materials. Based on the research outcomes, it was recommended that all authorities in school institutions were supposed to provide all resources that were required, in terms of necessary instructional materials, such as audio-visual and visual materials.

In a normal school setting material resources assist both teachers; teacher counsellors and the learners to acquire the knowledge, skills, and ideas that student need. This demands that both teachers and learners have enough instructional materials and qualified teachers and teacher counsellor to help them to comprehend the learning process (Unar, 2016). Onasanya & Adegbiaga (2007) argued that planned utilization of instructional materials helps the learners to comprehend, retain and recall the concepts, principles theories of professional skills. They further asserted that teachers need instructional materials to continuously provide help to the learner's activities from different backgrounds. According to Woolting, Pang (2014), Asadi & Berimani (2015) confirmed that teachers and learners need instructional materials for effective teaching and that had been proven in other studies.

Indris (2015) researched on the effectiveness of audio-visual material, on teaching and learning English language skills in secondary schools of Katsina state using a sample of 200 students. The experimental study indicated that the use of audio-visual materials in teaching and

learning of speaking skills was significantly better than the use of a conventional method in which there was the absence of audio-visual materials. The researcher clarified that audio-visual materials included, cassettes, recorders, radios, televisions, and gramophone. Visual materials included; books, charts, motion, pictures, posters, diagrams, models and photographs. While audio-visual materials involved; films, televisions, and projector.

According to Bollo (2016), the role of a teacher counsellor in a school is to assist the management, teachers, and students in sustaining and maintain a good relationship with the school so that learning environment is smooth. The researcher argues that even though schools have all the instructional materials they want, learning cannot take place if there is a poor relationship between members of the school community. Bello (2016) posited that the counsellor has to ensure that adequate procurement of modern apparatus was bought and utilized in different subjects accordingly. While Bello's study was done in Nigeria; the current study was done in Kisii County Kenya to assess the influence of resource allocation to guidance and counselling programmes on behaviour of pupils in public primary schools.

Wambu (2015) asserted that school counsellors in Kenya lack community-based support programmes, thus hindering school counsellor to access community-based resources to refer learners for special prolonged therapy. Because of this current situation, today's learners have a host of problems arising from drugs abuse and other substances, school dropout, early pregnancies, bullying, violence, destruction of school properties among others. Luvusa (2010) argued that of all the challenges counselling programmes are facing in Kenya teacher counsellors training was found to be a major barrier to service delivery to the learners.

The researcher concluded that resources allocation for guidance and counselling programmes in schools will determine the strength or failure of the programmes. Resources for guidance and counselling involve an office, stationeries, books, references materials, furniture, funds, time, radios, and televisions. Lack of relevant resources to guidance and counselling programmes is a major barrier that inhibits the implementation of guidance and counselling programmes. This is likely to impact negatively on the learner's academic, career, personal and social life.

2.5 The Role of the Head Teachers in the Implementation of Guidance and Counselling Programmes

The perception of the head teachers to guidance and counselling programmes will determine how well or how poor the programmes are implemented (Njiru, 2012). While Nyamwaka, Ondima & Nyamwange (2013) asserted that the role of the head teachers in the implementation of guidance and counselling are; the head teachers should have training in counselling , to ensure that teacher counsellors are trained using the training and qualifications as criteria for the appointment of teacher counsellors into counselling programmes, to encourage students to seek guidance and counselling services, to support guidance and counselling programmes financially, helping parents to understand the roles of counselling programmes in schools, to sponsor teacher counsellors for training, to encourage other teachers to support guidance and counselling programmes, to allocate adequate resources for counselling services and to allocate enough time for counselling in schoolmaster timetable.

Alem (2013) study in Ethiopia Secondary Schools aimed at assessing the role of head teachers and the perceived importance of guidance and counselling programmes. A total of 336 participants were used in this study. The results of the study revealed that there was loose co-

ordination between principals and guidance and counselling teachers. The principals did not provide written plans and specific roles to be followed by teacher counsellors in the implementation of guidance and counselling programmes. The roles of the head teachers in the implementation of guidance and counselling programmes are to support them succeed. Their support includes funds, coordinating and planning the procedures teacher counsellors have to follow when giving services to the learners and more so to evaluate the programmes regularly to ascertain that they are giving required outcomes. Whereas this study was done in Ethiopia in the secondary schools setting, this study was done in Kisii County Kenya to assess the role of primary head teachers in the implementation of guidance and counselling programmes on behaviour change of pupils.

Ogunsanmi (2011) carried out a research in primary school in Nigeria with a view of investigating awareness of primary school male and female teachers towards the effectiveness of guidance and counselling programmes. He used the research hypothesis and tested it using T-test analysis. The outcome was that there was no significant difference in awareness between male and female teachers towards the effectiveness of guidance and counselling programmes. The findings revealed that the head teachers failed in their roles to sensitize teachers to have an interest in counselling programmes as they are part of the implementers of guidance and counselling programmes.

It should be noted that the roles of head teachers in the implementation of guidance and programmes are to encourage other teachers, both male, and female, to support the programmes. This is because teacher counsellors need their support to make the programmes sustainable and beneficial to the learners. Teacher counsellors alone cannot work in isolation as they need to network with other teachers for their input on matters affecting learners. The author was

interested in the levels of awareness of female teachers and male teachers on the benefits of guidance and counselling. The current study was done in Kisii county Kenya to assess the roles of head teachers in the implementation of guidance and counselling and their influence on behaviour change of pupils in public primary schools.

Igoki (2004) researched on the impact of the head teachers support to the implementation of guidance and counselling programmes in secondary schools in Mombasa District. The study targeted 23 public secondary schools. The study participants were 12 head teachers 12 teachers' counsellors and 240 students adding up to the total population of 264 participants. The study revealed that the head teachers support guidance and counselling programmes was inadequate and this impacted negatively in the implementation of guidance and counselling programme in schools. While the author revealed that inadequate support from head teachers affected counselling programmes negatively, it's clear that the head teacher's support to the programmes is necessary for them to impact positively on behaviour change of pupils. The current study will be carried out in Kisii County to assess the influence of head teachers' roles on behaviour change of pupils in public primary schools.

In view of examining the role of head teachers in implementing pupil guidance and counselling policy in public primary schools in Eldoret municipality, Atieno (2014) targeted primary School head teacher, pupils, teacher counsellor, and education officers. The study revealed that the head teacher has a significant role to play in the implementation of pupils' guidance and counselling policy in Eldoret municipality primary schools. Head teachers' roles in the implementation of guidance and counselling programmes are very necessary. Their roles include: encouraging pupils to attend the counselling services, appointing trained teacher counsellors to manage counselling programmes, to help parents to understand their roles in

counselling programmes, to sponsor teachers for workshops of guidance and counselling and allocate adequate resources to counselling programmes. This support contributes to successful counselling programmes for behaviour change of pupils in public primary schools.

In contrast with her study, the current study was done in Kisii County, Kenya, and drew its participants from rural school as well as urban schools. This study assessed the role played by the head teacher in the implementation of guidance and counselling programmes and behaviour change among pupils.

A study was conducted by Owino & Odera (2014) with the view of examining the attitude of head teachers towards guidance and counselling in primary schools in Kisumu West sub- County. A sample of 504 prefects, 126 head teachers, and 126 teacher counsellors was taken from 126 primary schools in the sub- County. The study revealed that head teachers had a positive attitude towards guidance and counselling programmes at (71%). The head teacher's attitude to guidance and counselling programmes determines how well or how poor the programmes can be implemented. Positive perception to the programmes by head teachers produces positive results. It's therefore important for head teachers to have a positive attitude to the programmes in order to influence all stakeholders to give support to the programmes for their sustainability. Whereas they focused on head teachers' attitude towards guidance and counselling programmes, this study was done in Kisii County Kenya and focused on the roles and strategies the head teachers will put in place to effectively implement guidance and counselling programmes and behaviour change among pupils in primary schools.

A research by Gudyanga and Wedesango (2015) on the implementation of guidance and counselling in Chinloyi urban in Zimbabwe endeavored to find out the contribution of head teachers in the implementation process of guidance and counselling curriculum. The study

adopted a mixed methodology approach. Questionnaires and interviews were used to collect data from participants in terms of their experiences and their opinion about the implementation of guidance and counselling. A sample of (4) head teachers, (40) teachers were used in this study. Content analysis and statistical analysis were used to analyze the data. The study established that few schools among those sampled were implementing guidance and counselling programmes, although other schools claimed to be implementing the programmes. This situation was attributed to the fact that head teachers did not support the implementation process of guidance and counselling. It was also concluded that most guidance and counselling programmes were not well implemented. Head teachers are at the center of the school improvement. If they fail in this task, then the entire school fails. Head teachers must be very clear on how any program is to be implemented and should be conducted. This enables effective implementation as they will be able to instruct teacher counsellors on what is expected. According to Hard (2013), the implementation process of guidance and counselling needs the support of head teachers as they are responsible for the achievement of the school in general.

Njoroge (2014) researched on the roles of principles in enhancing guidance and counselling programmes in secondary schools in Gatanga district, Muranga County. The study endeavored to establish the roles of principals in their effectiveness in enhancing their service delivery in schools. The study was a descriptive survey research design. The targeted population comprised of (30) public secondary schools in Gatanga sub-county. The study sample involved (15) principals, (30) teacher counsellors and (150) students tallying to (195) respondents. The data was collected using questionnaires. Data were analyzed and the conclusion was that the major roles of school principals were to support counselling programmes materially and physically.

Headteachers support to counselling programmes is mandatory. Nyamwange, Ondima, and Nyamiaka (2013) asserted that the roles of head teachers to the implementation of guidance and counselling in schools are that the head teachers should ensure that the teacher counsellors are trained to be given a responsibility to guide and counsel learners. To encourage students to seek guidance and counselling programmes, to support guidance and counselling programmes, helping parents to understand the roles of counselling programmes in schools, to support teacher counsellors for workshops, and seminar, to encourage other teachers to support guidance and counselling programmes, to allocate resources for counselling services, to allocate enough time for counselling in the school's master timetable. When head teachers fail to do their roles, guidance and counselling programmes fail to bring out the expected outcomes (Kurebwa, 2014).

Gichana (2008) researched on leadership roles of principals in guidance and counselling programmes for students in Manga division Nyamira County. The study intended to identify various roles that principals could contribute to making guidance and counselling programmes successful. A sample of (15) principals of secondary schools was selected from the population using proportional random sampling in the zones that make up the division. 229) students were proportionally sampled, (15) teacher counsellors and (15) principals. The conclusions of the study indicated that there were inadequate resources provided to guidance and counselling programmes, and all teachers were not involved in the implementation of counselling programmes and that principals did not consider the training of teachers' counsellors so as to take the responsibility of counselling students.

As much as the responsibility of head teachers is to provide adequate resources and involve all teachers to support guidance and counselling programmes, they have challenges that may hinder their service delivery, for example Njoroge (2014) revealed that the major challenges

faced by the school principals and head teachers in primary schools were: inadequate funds, lack of government support to the programmes, teachers negative attitude towards guidance and counselling programmes, lack of co-operation from parents and teachers in strengthening programmes and lack of trained counsellors, and more so, lack of resources such as counselling rooms, reference materials. The only way school heads can be effective is for the ministry of education to support the programmes and organize for a fund to donate resources for the programmes. Parents should understand the needs of guidance and counselling programmes and support them as well.

This, therefore, means that the heads of institutions need support to supervise, organize, and plan and evaluation of the programmes. The author researched his study in Nyamira county focusing on secondary school principals. This research was done in Kisii County, Kenya to examine the roles of heads of primary schools and their influence on behaviour change of pupils in public primary schools.

In view of establishing the challenges facing effective implementation of technical, industrial, vocational and entrepreneurship training, Nyarangi (2011) targeted the two institutes in Nyanza. The target population was principals, teacher counsellors and students of the two institutions. The total population of the study was (2400). The sample size was made up of (2) principals, (4) teacher-counsellors, and (200) students. Purposive sampling was used to select the principals and teacher-counsellors, while stratified random sampling and simple random sampling were used to select the students' sample. Data collection instruments were questionnaires. Data were analyzed with the help of statistical package for social sciences computer programme. The results of the study indicated that the counselling programmes were

faced with challenges of lack of sufficient facilities and materials due to poor support from the principals and board of management.

The facilities of counselling should not be understood as only offices and furniture. There are much more which should be provided by the heads of the institutions, such as computers for computer-assisted career guidance programmes, career choice exploration materials, self-development materials, test-taking skills, packages and books that help the learners to cope with their development needs (Chirese,2006). These materials are very important for college students to improve the development of their skills. Lack of such materials in learning institutions hinders the guidance and counselling programmes. The government, parents, school heads and board of management have a responsibility to provide these very important resources. Whereas Nyarangi(2011) focused the study on challenges facing counselling programmes in a technical institution, this study endeavored to establish the influence of the roles of head teachers on behaviour change of pupils in public primary schools.

Keratas (2015) researched on the perception of school administrators towards the roles of teacher counsellors. The researcher aimed at exploring how school administrators who are very important stakeholders in guidance and counselling viewed the work carried out by teacher counsellors in terms of personal, professional terms and status, and duties of counsellors. The author used a phenomenological research design. The respondents of the study were 13 school administrators who supervised counsellors in Diyarbakir city center. The administrators comprised of school principals and their deputy principals. The researcher used semi-structured interview techniques to get the information from the school administrators. Data was collected and descriptive analysis was used to analyze the data. The administrators comprised school principals and deputy. Data was collected and descriptive analysis was used to analyze the data.

The conclusion of the study was that all school administrators agreed that school counsellors were necessary for educational guidance and counselling. The administrators expressed the need for counsellors in solving the main problems observed at the school and give solutions to avert them.

The roles of head teachers as school administrators are very crucial to counselling programmes of the school. Mwaniki (2008) observed that the principals as school administrators have a strong influence on school guidance and counselling programmes regarding their position, they should establish a positive working relationship with school counsellors for the success of the programmes. Njoroge (2014) indicated there is suspicion from some head teachers to teacher counsellors because they handle students' issues with confidentiality. This should not be the case as indicated by Keratas (2015) who asserted that school counsellors are necessary because they know the best methods and techniques about how to communicate with students. He further stated that counsellors are useful in school as they are faced with complicated problems compared to the past.

Nyaegah (2011) posited that principals are supposed to have a positive attitude towards teacher counsellors for the positive results of counselling programmes. He argued that the attitude of school administrators towards any service in the school needs acceptance and leadership of the administrators, without their approval and continued support any service within the school withers because teachers and students' sense and frequently adopt a school administrator's attitude towards any service in the school. Mawire (2011) indicated that teacher counsellor's roles in the school are to sensitize the public on guidance and counselling activities of the school and mobilizing the community support and input in guidance and counselling programmes. Mawire (2011) adds that the additional roles of a school counsellor are to advice

school administrators on matters concerning the feelings of learners and other people working within the school community.

Because of the effective services, the teacher counsellor offers to the learners Karatas, (2015) asserted that school administrators are the responsible body to implement well-programmed counselling services with the help of student counsellors. This is because the administrators' perception of a teacher-counsellor and guidance and counselling programmes will influence the operations of a teacher-counsellor positively or negatively. For these reasons Keratas (2015) was on the view that the counsellor teacher must be supported by school administrators to have adequate training as a counsellor, the counsellor should be given different position from other teachers because of the nature of work they perform, counsellors should have different status because of the special service they render and the need to be given some privileges in terms special pay increment. While Keratas's study dealt with the perception of school administration towards school teacher counsellor and their roles. The current study was done in Kisii County to assess the influence of head teachers on behaviour change of pupils of the public primary school.

Brown (2011) noted that comprehensive guidance and counselling programmes need the support of school administrators for the organization, development, and implementation of school counselling programmes. Their roles are to encourage counsellors and other teachers to work in collaboration, provide time for the programmes, and the necessary resources to support the implementation process of the programmes. The administrators encourage parents to work with school teacher counsellors through meetings, workshops, so as to enable parents to understand the emotional, academic and social needs of their children apart from encouraging the learners to actively participate in school counselling programmes (Lapan 2012).

The administrators have a responsibility to encourage outside members from the immediate community, such as therapists, psychologists, mental health experts, social workers, and community administrators including other agencies to work in partnership with the school to enhance the programmes of guidance and counselling, and provide the learner with support so that they realize their potential for behaviour change (Brown, 2011).

The researcher conclusion is that the perception of the head teacher to guidance and counselling programmes will determine how well or how poor the programmes are implemented. The role of the head teacher is to ensure that teacher counsellors are trained and qualified to be appointed to implement the programmes, to encourage learners to seek guidance and counselling services, to support guidance and programmes financially, to help parents to understand and support the programmes, to sponsor teacher counsellors to seminars and workshops, to encourage other teachers to support the programmes and to allocate adequate time to guidance and counselling programmes. Lack of these resources can impact negatively in the implementation of guidance and counselling programmes consequently affecting the learner's academic, career, personal and social life.

2.6 Theoretical Framework

This research was informed by the Social network theory which had its roots in the work of Durkheim (1915). The theory advocates the importance of studying the patterns of relationships that connect social actors for social good. This theory is based on how people, policies, organizations or groups interact with others inside their network. It asserts that social network helps to diffuse information and persuade people to adopt certain technologies or behaviour. Information diffusion depends on the network's ties the organization has to adopt which reflects on the strength of network ties for the effectiveness of the programmes initiated.

Social network theory provides social support on how member's network to provide emotional aid, material aid, information, companionship and a sense of belonging. The theory further explains how social support is the way that network members obtain resources, seize opportunities and reduce uncertainties. People or companies with restricted networks are likely to feel anxious, depressed, have complained as well as experience feelings of fatalism and hopelessness. In contrast, the people who network and involved in their network activities are happy, have high self-esteem and their lives are transformed.

The network can also be used to determine the social capital of individual actors how well they link up, buy or offer services. According to this research, social network theory is applicable in the sense that the implementation strategies of guidance and counselling programmes entail a network of social support systems for effective implementation of the guidance and counselling programmes. For instance, in this research, there should be the comprehensive guidance and counselling model, training of teacher-counsellors, provision of resources and the support of the head teachers. This theory can be used to assess guidance and counselling implementation strategies in primary schools. The programmes require communal network efforts for their success. This means that in the process of implementing the programmes all actors such as teachers, the school administration, students, support staff, parents, guardians and the ministry of education must form a rich and strong network which will determine the success of the programmes. A productive group network can positively impact the implementation of guidance and counselling programmes in primary schools by benefitting those teachers who are placed as heads of the guidance and counselling programmes.

Cognitive Behaviour Learning Theory

This research was also guided by cognitive behavioral learning theory. This theory was developed by Beck and Ellis (1962). The theory proposed that the individual's thoughts and expectations are important in determining behaviour and in mediation of behaviour change. What individuals think about a situation clearly influences their emotional response to it. The theory is based on assumption that "we are what we tell ourselves we can be, and we are guided by what we ought to do." Unacceptable behaviour patterns are modified by changing negative self-statements a person makes into constructive coping statements. Abnormal behaviour is caused by faulty or irrational patterns of thinking. If faulty thought processes can be replaced by rational ideas about the world, maladjustment and abnormal behaviour will disappear.

Cognitive theory focuses on beliefs; attitudes and automatic type of thinking that create and compound the client's problems (Beck, 1985). The theory aims at directly changing maladaptive cognition to reduce negative feelings and provide more accurate perceptions of self and others for behaviour change. The main purpose of using cognitive learning theory is to change the client's thought patterns. The counsellors who practice cognitive behaviour therapy try to bring light to the un-realistic negative and self-defeating views that make people misbehave. The counsellors, therefore, help the client to alter the self-defeating thoughts by exposing and discouraging the client's irrational and illogical ideas (Ellis, 1985).

Schools admit students from different environments with varied behaviour. Even though such pupils are unique in behaviour, schools have developed rules and regulations which help them have some uniformity in the mode of behaviour. Pupils who are involved in misbehaviour are assisted to adjust into good behaviour by using cognitive behavioral learning theory.

The main aim of using cognitive behaviour therapy is to emphasize to the learners to change their thought patterns that underline emotional or behavioral problems. Its goals are to correct distorted thinking and encourage behaviour change. The role of teachers, teacher counsellors and school administration is to use cognitive therapy to help the learners to reconstruct their thinking and belief system, and encourage them to engage in behavioral exercises that maximize positive environmental consequences that lead to positive behaviour change, for example cognitive therapy can be used by teacher counsellors to help learners to have control of their lives and repertoire possible activities that they can use to make their behaviour more positive and adaptive.

In this way, learners are assisted to determine the stimuli that trigger the problem behaviour and the one that reinforces that maintain it. Learners also can learn the ability to control one's behaviour to meet the goals they have set for themselves, without being distorted on the way they shape their responses.

Many primary school pupils have many problems ranging from drug abuse, pre-marital sex intercourse, poor performance in class, early pregnancy, truancy, lack of respect to the authority and many other social problems. This happens because their belief about events as well the events themselves, shape their responses. Moreover, many of them harbor a number of irrational beliefs that can give rise to problems or magnify their impact. In such situations, cognitive therapy can be applied to urge the learners seek out their irrational beliefs which can be hard to pinpoint. The teacher-counsellor shows the learners how their beliefs may lead them to miserable behaviour and challenge them to change their beliefs to be more positive with life. This process needs less misery and less blaming but more action to bring about positive behaviour change of learners.

The social network theory and cognitive behavioral learning theory are interrelated and quite relevant to this study whereas the social network theory advocates for a strong network among the implementers of guidance and counselling programmes who are head teachers, parents, teacher counsellors, ministry of education and community experts, cognitive behavioral learning theory advocates for behaviour change of learners.

2.7 Conceptual Framework

According to Mcgalie (2001), a conceptual framework is a researcher's understanding of the particular variables connected with each other, thus identifying the variables required in the research investigation. In this section, the discussion will be based on independent variables, intervening variable, and dependent variable.

In this research independent variable are; comprehensive guidance and counselling programmes, teachers training, resource allocation to guidance and counselling programme and the role of head teachers in the promotion of guidance and counselling in schools. While comprehensive guidance and counselling promote academic performance and good behaviour among pupils, teachers who are appointed by the head teachers to manage guidance and counselling programme must be well trained, attend seminars regularly and being able to evaluate the programme to make sure that the programme produces require behaviour change among the learners. Counselling programme requires resource allocation for the provision of resources for guidance and counselling which include reference books, offices, radios, television sets, time allocation, and funds. The head teacher must ensure that teachers who are appointed to lead the programmes are trained, and should encourage parents, pupils and another teacher to support guidance and counselling programmes. He should provide funds to sponsor teachers to

attend seminars and at the same time coordinate guidance and counselling programmes to make sure that they are relevant to the expected set goals of the school.

Intervening variables in this study are institutional conflict, a self-efficacy of teacher-counsellors, government policy on time allocation for guidance and counselling programmes in the primary schoolmaster timetable and cultural values of the school community. Institutional conflict is the existence of opposing forces in the lives of individuals in the school's social structure because all school members do not have same values, interests or expectations. This is likely to encourage division among members of the institution thus creating hostility and opposition. In such an environment, implementation of guidance and counselling programmes may not be successful, as the implementation process requires all players within the institution to co-operate and work together.

The government policy in Kenya does not allocate time for guidance and counselling programmes in the master time of primary schools. Counsellors have very limited time to attend to the learners. This is contrary to the international model of comprehensive guidance and counselling programmes which recommends that a teacher-counsellor should spend 80% of their time with the learners. Because of this, school administrators should determine the amount of time the programme should be devoted to counselling programmes and none counselling activities if they have to serve the outcomes of the school expectations.

The counsellor's self-efficacy can affect the implementation process and guidance and counselling programmes. Self-efficacy is a strong belief in the counsellor's ability to perform duties in different situations. This means that counsellors can work in difficult situations which are threatening and taxing but they will experience less stress owing to their belief in their ability to cope. This can only happen with counsellors who have a passion for their work. However,

they are some who may not cope with stressful situations and this will impact negatively on the implementation process of guidance and counselling programme in schools. Self-efficacy should not be ignored if counsellors are to strive in the profession and provide excellent services to the learners.

Cultural values can be a hindrance to the implementation of guidance and counselling programmes in schools especially to some communities who value secrecy as a way of putting their society together. They never share issues that affect their lives as it contradicts their beliefs. This also contradicts counselling services as a client has to open up. Unless they understand the principle of confidentiality in counselling, the implementation process will not be successful.

In this study, dependent variable is behaviour change among pupils in schools. Behaviour change is reflected on learners feeling safe to attend school, see the relevance of quality education, here few physical and interpersonal problems, having high score in class work, promotion of good behaviour.

Conceptual Framework

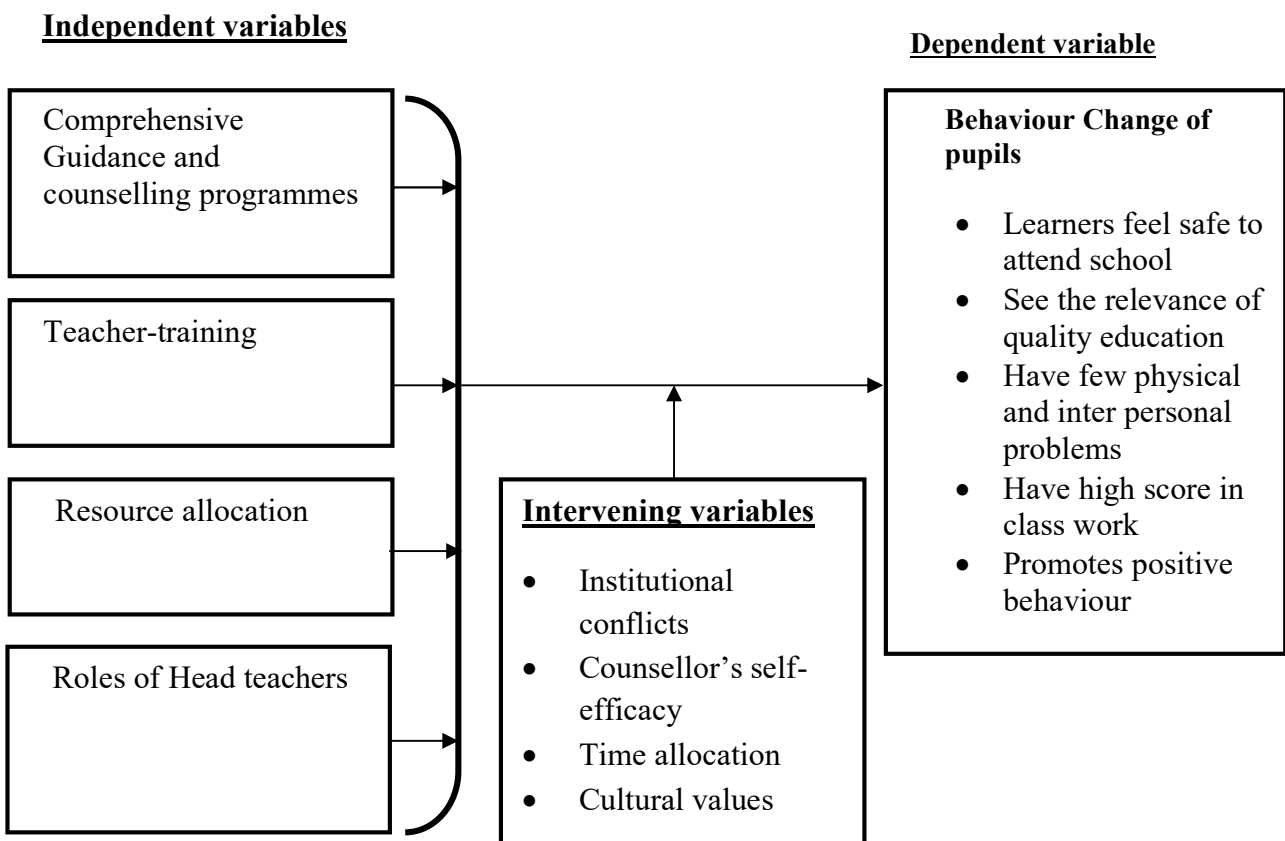


Figure 2. 1 Conceptual Framework

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents methodologies and procedures used in conducting the study. It covered a geographical description of the study area, research design, target population of the study, sample and sampling techniques, instruments of data collection, data collection procedures, methods of data analysis and ethical considerations.

3.2 Research Design

The study used descriptive and correlational research designs. Correlational research design attempts to investigate possible relationships among variables without trying to influence or manipulating them (Orodho, 2004). The choice of correlational research design, as opposed to other research designs, is that the researcher compares the possible relationships that exist between implementation strategies of guidance and counseling programmes and behaviour change among pupils in public primary schools. Although correlation studies cannot determine the causes of relationships, it can help the researcher to give suggestions about them. As such the researcher did correlation to find out relationships that existed in levels of application of comprehensive guidance and counseling programmes and its relationship on behaviour change of

pupils, the training of teacher counsellors involved in the implementation strategy of guidance and counseling programs and their relationship to behaviour change of pupils, the extent of resource allocation strategy for the implementation of guidance and counseling programs and its relationship to behaviour change of pupils and the roles of head teachers as a strategy of implementation of guidance and counseling programs and their relationship to behaviour change of pupils in Kisii County.

Mugenda and Mugenda (2003) supported that descriptive survey design helps the researcher to gather, summarize, present and interpret information for the purpose of clarification. Moreover, the same research design has been used by different researchers in different studies similar to this study, for example, Chand and Katou (2007).

3.3 Location of the Study

The study was carried out in Kisii County. Kisii County is bordered by Homabay County to the west, Migori County to the south, Kericho County to the North West, Narok to the south-east and Nyamira County to the North. Administratively Kisii County has nine sub-counties, Kisii Central, Masaba South, Kenyenia, Marani, Kisii South, Nyamache, Sameta, Gucha and Gucha South. The county lies between latitude 0 30' and 1 0' South and longitude 34 38' and 35 0' East. It covers a total area of 1,332.7 km square. The county 's total population was projected at 1,226,873 persons in the year 2012. This translates to 586,062 and 640,811 males and females respectively (KNBS, 2012). This population is expected to rise to 1,362,779 persons (650,982 males and 711,797 females) by the year 2017. The distribution of the Population in the county is influenced by various factors like historical, physical, policies pertaining to land settlement, and patterns of economic development. There are high population densities mostly in areas of arable land like Kitutu Chache South with (1348) persons, Nyaribari Chache with (1128) persons,

Bomachoge Borabuwith (992) persons, and Bomachoge Chache with (992) persons respectively. The topography of the area is hilly with ridges and Valleys and permanent rivers which flow from East to West into Lake Victoria. Soils in the county are fertile enabling agricultural activities to take place. The climate of the area is equatorial which gives rise to a bimodal rainfall pattern with two rainy seasons i.e. the long rains between February and June, and the short rains between September and early December. There are adequate rainfall and moderate temperature making it suitable for the growing of various crops such as coffee, maize, tea, beans, bananas, groundnuts, potatoes, and finger millet. This also makes it possible to practice dairy farming in the county.

This study was conducted in Kisii County because the other studies that have been conducted by Nyamwange, Ondima and Nyamwaka (2012) on comprehensive guidance and counseling programmes in Nyamira and Kisii Counties were entirely focused on secondary school students and not among primary school pupils. Public primary schools in Kisii County have been involved in all sorts of misbehavior ranging from drug abuse, early pregnancies, absenteeism, and lack of respect to the authority, school drop outs and poor performance in national examination (Nyabwari, 2013). The researcher mainly focused on public primary in Kisii County and not private schools because of the many challenges they face due to inadequate furniture, overcrowding in classes, poor sanitation, understaffing of teachers who are unable to attending to pupils fully making them idle hence involved in all sorts of misbehaviour.

3.4 Population of the Study

The target population consisted of 696 teacher counsellors and 696 head teachers of 696 schools and 2745 standard eight pupils from all primary schools in the 9 sub-counties.

Table 3. 1: Distribution of Teacher Counselors, Head Teachers in Primary Schools in Kisii County

Name of Sub-County	No. schools	No. of head teacher	No. of Teacher Counsellors
Gucha South	106	106	106
Sameta	40	40	40
Masaba South	82	82	82
Kisii Central	126	126	126
Gucha	41	41	41
Kisii South	58	58	58
Nyamache	102	102	102
Kenyenya	64	64	64
Marani	77	77	77
Total	696	696	696

Source: TSC County Director's office statics returns (2017)

Probability proportional to size was used to select schools and pupils who participated in the study.

$$S = \frac{nN_i}{N}$$

Where n = sample size

N_i = strata population, and

N = population

Table 3. 2: Distribution of Primary Schools and Number of Schools Sampled Primary Schools in Kisii County

Name of Sub-County	No. schools	No. of schools sampled (S)
Gucha South	106	11
Sameta	40	4
Masaba South	82	8
Kisii Central	126	13
Gucha	41	4
Kisii South	58	5
Nyamache	102	11
Kenyenya	64	6
Marani	77	7
Total	696	69

Source TSC County Director's office statics returns (2017)

Table 3. 3: Distribution of Number of Standard 8 Pupils and Sample Size in Public Primary Schools of Kisii County

Sub County	Number of Pupils	Sample size
Gucha	410	41
Sameta	280	28
Masaba	320	32
Kisii Central	256	25
Gucha South	300	30
Kisii South	356	35
Nyamache	341	34
Kenyenya	336	33
Marani	146	14
	2745	272

Source of number of pupils: School records (2017)

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

According to Mugenda (2003), simple random sampling is used when a large number of individuals, subjects or phenomena exist in the sample size that a researcher is targeting to study. As such simple random sampling was used to eliminate the bias so that all the individuals were given an equal chance to participate in the study. Purposive sampling was carried out when administering the instruments of the study to the limited specific respondents in those schools who were 1 head teacher and 1 teacher counsellor per school. Also, the sample size of standard eight pupils was drawn from the 2,745 pupils where the researcher used probability proportional to select schools and pupils who participated in the study.

Table 3. 4:Population Sampling

Size of population	0 to 100	101 to 1000	1001 to 5000	5001 to 10000	10,000+
Percentage of population	100 %	10%	5%	3%	1%

Source: Gay (2006)

Table 3.5.1Gay (2006) sampling formula explains the size of the percentage of the population that should be used as the representative sample to make inferences to the targeted population. 0 – 100 the researcher can use 100% of the population, from 101 – 1000 the

researcher can use 10% of the population, from 1,001 -5,000 the researcher can use 5% of the population, from 5,001 – 10,000 the researcher can use 3% of the population, 10,000+ the researcher can use 1% of the population. In this study, the researcher used 10% of the population because it falls into the bracket of 101 – 1,000 respondents.

3.5.2: Sample Size Determination

Sample size refers to the act, process, or technique of selecting an appropriate sample. The sample size was an important feature of this empirical study in which the goal was to make inferences about a population from the sample (Gay, 2006).

There were 696 teacher counsellors in Kisii County and 696 head teachers (TSC, 2016). According to Gay (2006), as shown in table 3.5.1, a sample of 10% of the total population is a good representative enough for a target population that are between 101 to 1000 so as to ensure homogeneity, size, and accuracy. Therefore, the study utilized 69 teacher counsellors and 69 head teachers as respondents as per the principle of which was chosen by stratifying the 9 sub-counties. The 69 teacher counsellors and 69 head teachers were divided to 9 sub-counties adding up to 14 respondents (7 head teachers and 7 teacher counsellors) from every sub-county. Then the researcher carried out simple random sampling to get the 7 schools from each sub-county which the researcher purposively selected the 14 respondents. Also, the sample size of standard eight pupils was drawn from the 2,745 pupils where the researcher used probability proportional to select schools and pupils who participated in the study. A total of 272 were selected using the formula of (Gay, 2006)

3.6 Instruments of Data Collection

The study collected primary data from the respondents using questionnaires. The questionnaire was used because; first, a questionnaire is simple to administer and the data

obtained through questionnaire were reliable because the responses were limited to the research objectives. Second, the use of questionnaire reduced the variability in the results of the study. Third, the use of questionnaire made coding, analysis, and interpretation of data relatively simple. Fourth, questionnaire helped to minimize the respondents' responses error. Kothari (2008) observed that collecting data through the use of questionnaires saves time.

In order to collect accurate information, questionnaires were administered to three categories that is; head teachers, teachercounsellors, and standard eight pupils. The questionnaire for teachercounsellors was divided into two sections; section 'A', B, C, D and "E" this helped to cover all the information needed for the study. Section 'A' contained questions that required respondents to provide information on their age, gender, designation and sub-county where they come from. The respondents were required to answer questions in this section by ticking the statement that answers the question best.

Section 'B' contained statements and questions on levels of agreement towards the implementation of guidance and counseling. In this section, the respondents were required to answer questions basing on the scale provided by ticking the appropriate answer to the question and fill in the blank spaces provided with the correct answer. The scale contained items numbered 1-5 whereby 1-was strongly disagree, 2 – was disagree, 3- neutral, 4- was agree and 5- was be strongly agree.

The questionnaire for the head teachers also had three levels of the question. Section A had questions regarding the background information like age, gender, sub-county and time spent in the school. Section B had roles of headteachers to guidance and counseling programmes in public primary schools in Kisii County. The questionnaire for pupils had two sections. Section A had the background information specifically on gender. Section B had a scale containing items

numbered from 1-5, where 1 was strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. The pupils ticked appropriate answers to the questions in blank space provided.

3.6.1 Validity

Validity is the degree to which a study accurately reflects or assesses the specific and particular concept that the researcher is attempting to measure (Amin, 2005). Validity estimates how accurately the data obtained from the study represents a given variable or construct in the study (Mugenda, 2008). Several types of validity are used to test the goodness of measures which includes content, criterion, and construct (Sekaran, 2003). Content and construct validity of the questionnaire was ensured by discussing the research instruments with supervisors and their advice and suggestions were utilized in revising the questionnaire before preparing the final questionnaire. Also, the information requested by questionnaire from the respondents covered all relevant and important areas as well as a research objective. Likewise, convergent validity and divergent validity was ensured by ensuring that questions asked gave the expected answers and comparing answers to each question measuring the same concept whereby in convergent validity the same answers were obtained and for divergent validity expected opposite results were obtained.

3.6.2 Reliability

Reliability is an indication of the stability and consistency in which the instrument measures the concept and helps to assess the goodness of the measures (Sekaran, 2003). The reliability of a measure refers to the degree to which it is free of error and the extent to which a scale produces consistent results (Zikmund, 2003). It is the extent to which data collection procedure and instrument are consistent and accurate (Oso and Onen, 2005).

Table 3. 5: Reliability of Student Questionnaire

Reliability Statistics on the Role of Head teachers

Cronbach's Alpha	N of Items
.915	11

Table 3. 6: Reliability of Head Teachers and Teacher Counselor's Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.766	33

The instrument used is said to be reliable if it measures what it was supposed to measure, therefore more reliable measures show greater consistency than less reliable measures (Hair, Black, Babin, Anderson, and Tatham, 2006).

The results obtained was entered into Cronbach Alpha Coefficient to measure reliability and internal consistency also to determine how closely or distantly the group measure for each factor appeared whereby overall of alpha 0.92 and that of 0.766 obtained indicated the high reliability of the instrument. Saunders, Lewis, and Thornhill (2009) stressed that it is expedient as a matter of validity and reliability to check that the instrument is pre-tested before the final administration. Sekaran (2003) insisted that Cronbach's Alpha is a reliability coefficient that indicates well how the items in a set are to one another. Amin (2005) suggested that almost all the multi-item scales had high reliability with alpha above 0.5 with an overall of alpha 0.75. Furthermore, a questionnaire was designed carefully, and this is because to a large extent the

reliability of the instrument used to collect data depends on the design of the question and the structure of the questionnaire to be used.

3.6.3 Piloting Testing

The questionnaires were pre-tested to test the appropriateness of the items of teacher-counsellors, head teachers and pupils with an aim of improving them so as to enhance the validity and reliability of the items (Orodho, 2004). To ensure reliability and validity of the instruments of this study, a sample of 40 representing 10% of the population respondents mainly standard eight pupils, teacher-counsellors, and head teachers were selected using random sampling for piloting. The number of 40 respondents was used because it was a small number that yielded meaningful results in correlational survey study (Julious, 2005). The respondents were randomly selected from Kisii county primary schools that did not participate in the study and had similar characteristic as the study group. The researcher administered a single test to the sample of 40 respondents. Reliability was tested using Cronbach's alpha to determine the internal consistency of the items. A reliability coefficient of 0.72 obtained was considered acceptable (Garson, 2016). For internal consistency of the research tools, ambiguous questions were refined after the pilot study.

3.7 Data Collection Procedures

The researcher got a letter of introduction from the Institute of postgraduate school at Kabarak University. Then the researcher obtained a permit from the National Commission for Science, Technology and Innovation. Then the researchers used the letter from National Commission for Science, Technology & Innovation and present it to the county director of education who gave the researcher permission to go to the respective schools and seek permission from the respective head teachers to carry out his exercise of collecting data. The

researcher explained clearly to the respondents the purpose of the research while clarifying to them that the information they gave was only be used for research purposes and will be kept confidential. The questionnaires were administered to the respondents by the researcher and a researcher assistant. The respondents were allowed to fill the questionnaires before they were picked. The questionnaires were given serial numbers to identify those for teacher-counsellors, head teachers and standard eight pupils. Any problems on the entries were collected there and then.

3.8 Data Analysis

The responses from the questionnaires were thoroughly edited for completeness accuracy, uniformity, consistency, and comprehensibility. This was followed by coding which translated the answers given by the respondents into measurable categories. They were given numerical codes and entered in the computer. Data analysis was done with a help of Statistical Packages for Social Sciences (SPSS) version 22. Frequency percentages were used to analyze data. Analysis of variance (ANOVA) was used to test the hypothesis at ($p>0.5$). From the analyzed data simple means and percentages were analyzed and interpreted by ranking the responses to know the trend of the objectives of the study.

3.9 Ethical Considerations

The process of data collection was guided by the ethical considerations of confidentiality anonymity, responsibility, respect competence, consent, security and understanding (Fraenkel and Wallen, 2000). This procedure was ensured by giving the respondents a questionnaire without a section of writing their names. In the eventual process when they were filling the questionnaire, the respondents were gathered in a central place and after they had filled the questionnaires, they were directed to place them in central collection equipment. The

respondent`s rights, privacy and confidentiality were highly considered, valued, maintained and respected during the study. The respondents were informed through the school headteacher that their participation in the study is voluntarily and they were urged to acknowledge that voluntarily in the informed consent form.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents and interprets data for the study on the influence of implementation strategies of guidance and counseling programs on Behavioral change of pupils in public primary schools. The study was conducted in Kisii County and gathered data from primary sources by the use of questionnaires. The data was analyzed using mainly descriptive statistics by the help of a computer Programme – the Statistical Package for Social Sciences (SPSS) version 22.0 and by thematic analysis for qualitative data.

The purpose of data analysis was to obtain information that would provide a clear understanding of the relationship between implementation strategies of guidance and counseling programs and behaviour change of pupils in public primary schools. For ease of discussion, frequencies and percentages were computed on the basis of those who agreed and strongly agreed and those who disagreed and strongly disagreed with various statements describing implementation strategies to guidance and counseling.

The percentage technique indicated clearly the particular frequency of the respondents preferring a particular alternative. However, this technique was not able to show whether there was any association between the independent and dependent variables of the study and hence this necessitated the use of Pearson Product correlation moment technique. Thus, Pearson Product Correlation moment was done on head teachers' and teacher counselors responses on the items that assessed the relationship between implementation strategies of guidance and counseling programs and behaviour change of pupils in public primary schools in Kisii County. This was done in order to determine if there was any significant relationship between implementation

strategies of guidance and counseling programs and behaviour change of pupils in public primary schools and hence reject or accept the hypotheses set.

The findings obtained addressed the following objectives of the study.

- i) To evaluate the extent of levels of application of comprehensive guidance and counseling programmes and its influence on behaviour change of pupils in Kisii County.,
- ii) To investigate the levels of the training of teacher counsellors involved in implementation strategy of guidance and counseling programmes and their influence on behaviour change of pupils in Kisii County,
- iii) To establish the extent of resource allocation strategy for the implementation of guidance and counseling programmes and its influence on behaviour change of pupils in Kisii County,
- iv) To assess the roles of head teachers in the implementation strategy of guidance and counseling programmes and their influence on behaviour change of pupils in Kisii County,

4.2 General and Demographic Information

4.2.1 General Information

The background information of the participants, namely pupils, teacher-counsellors, and head teachers were considered in this study. The response rate of the respondents is as shown in table. 4.1

Table 4. 1:Participants’ Response Rate

Head teachers	69	63	91.30
Teachers counsellor	69	60	86.96
Pupils	270	230	85.19
Total	408	353	86.51

Table 4.1 Indicates that the overall response rate is 86.51% this is fairly good for this study. The response rate for head teachers and teacher counsellor was favorably high because the research sought an appointment with head teachers before data collection exercise was conducted thus availing the respondents readily. Additionally, the data collected from head teachers and teachers’ counsellor had less cleaning as opposed to that of pupils. The overall response rate was good considering most survey research utilizing questionnaire as the data collection tool have a response rate as low as 20% (Wilkinson & Birmingham, 2003)

4.2.2 Demographic Data

Gender

The study sought to establish the gender distribution of pupils in public primary schools in Kisii County. Table 4.2 shows the gender distribution of pupils.

Table 4. 2:Gender of Pupils

Male	129	56.1
Female	101	43.9
Total	230	100

(56.1%) student respondents were males while 43.9% were females. This reflects that there is a fair distribution in the enrolment of male and female pupils in public primary schools.

4.2.2. Background Information of the Head Teachers

Two demographic characteristics; sex and age were sought from the head teachers of Kisii County. Table 4.3 and 4.4 shows the distribution of head teachers according to gender and age respectively.

Table 4. 3: Gender of Head teachers

Male	39	61.9
Female	24	38.1
Total	63	100

Majority of the head teacher 61.9% who were the respondent for this study were males while 38.1% were females. This can be attributed by the gender disparity in terms of teachers in most primary schools. Adhiambo (2016) noted that female teachers were underrepresented against their male counterparts in Nakuru County. Behaviour is the same case experienced in Kisii county primary schools

Table 4. 4:Age Distribution of Head teachers

36-40 years	4	6.3
41-45years	20	31.7
Above 45years	39	61.9
Total	63	100

Majority 61.9% head teachers are above 45years old, a small number of head teachers 31.7% of the respondents are aged between 31-45 years while a minimum number 6.3% are between 36-40years. These results show that most of the head teachers are aged have gained enough experience in teaching and managerial skills. Further, it's a clear indication of the promotion system in primary schools whereby one is promoted depending on time spent in teaching and experience. These findings show clearly that the primary schools in Kisii County are headed by mature persons who can handle the discipline of students well and supervise the implementation of the guidance and counseling programmes in their schools. Besides, they can also guide and counsel pupils well on issues affecting adolescents and the youth in general.

4.2.3 Background Information of the Teacher Counsellors

Table 4. 5: Gender Distribution of Teachers Counsellors

Male	32	53.3
Female	28	46.7
Total	60	100

The majority (53.3) of the teacher counsellor are males, with only 46.7% of respondents who are females. This equality could be attributed to the fact that the county is cross-cutting gender issues that need to be addressed by either gender. This study contravenes the study by Kombo (1980) and Juma (2009) that found out sex disparity and attributed it to the willingness of the female teachers to offer the service as compared to their male counterparts. In this case, both male and female teacher is ready to guide their students morally.

Table 4. 6:Age Distribution of Teacher Counsellors

36-40 Years	3	3.3
40-45 Years	19	31.7
Above 45 years	39	65.0
Total	60	100

Majority of the teacher counsellors 65% were above 45 years, a small number 31.7% were between 40-45 years while those that were between 36-40 years old were 3.3% were minimal. Majority of the teacher counsellors were above 45 years of age because this is the last group of teachers that are in the service of employment as they approach retirement age. Those that are less than 35 years are also minimal 3.3% because this is early career teacher who has entered the service and has minimal counseling experience. Most of the teacher counsellors are elderly, this enables them to handle adolescents and their problems effectively thus influence their insights about guidance and counseling positively.

4.3 Extent of Level of Application of Comprehensive Guidance and Counselling Programmes and their Influence on Behaviour Change of Pupils.

The first research hypothesis was: there is no statistically significant relationship between the level of application of comprehensive guidance and counseling and behaviour change among pupils in Kisii County. Table 4.7 summarizes the responses of pupils on their behaviour that needs comprehensive guidance and counseling services in schools in Kisii County:

Table 4. 7: Pupils’ Responses on their Behaviour that Needs Guidance and Counselling Services they Seek from Teacher Counsellors

Attributes	Responses									
	Strongly Disagree(1)		Disagree (2)		Neutral(3)		Agree(4)		Strongly Agree (5)	
	F	%	F	%	F	%	f	%	F	%
Pupils have engaged in taking drugs	41	18.0	40	17.5	14	6.1	101	44.3	32	14.0
Pupils have engaged in premarital sex.	13	5.7	14	6.2	9	4.0	59	26.0	132	58.1
Pupils have engaged in bullying	19	8.3	23	10	25	10.9	36	15.7	126	55.0
Pupils are disobedient to authority	8	3.5	19	8.3	1	0.4	52	22.7	149	65.1
Pupils leaving school without permission	1	0.4	15	6.5	5	2.2	86	37.4	123	53.5
Pupils in school have been pregnant	10	4.3	12	5.2	48	20.9	86	37.4	74	32.2
Pupils have dropped out of school	6	2.6	16	7.0	24	10.5	109	47.6	74	32.3
Pupils have been sent out of school due to early marriages	40	17.6	21	9.3	24	10.5	65	28.6	86	37.9
Pupils have been punished because of theft	17	7.5	23	10.1	12	5.3	77	33.8	99	43.4
Pupils have engaged in business during class hours	34	14.8	17	7.4	18	7.9	64	27.9	96	41.9

The findings in Table 4.7 shows that several guidance and counseling services need to be offered to pupils in primary schools in Kisii county, the researcher adopted a method of seeking responses from the pupils on varies behaviour that need the guidance and counseling. The study realized 90.9% of the pupils have left school compound without seeking permission from the school authority, further it was noted that 87.8% of the pupils have at some point in their school life disobeyed the school authority by not following the set school rules and regulations. 84.1% of the pupils indicated they have engaged in premarital sex which is close to the response on those who have seen their friend pregnant that stood at 80.4%. Premarital sex and early pregnancies are common to adolescents in Kisii County.

The pupils who dropped out of schools were 79.9% this which was attributed to the inability to cope with school rules and regulation and early pregnancies and marriages. The study realized 66.5% of the pupils left school because they got married. It was noted that 77.2% of the pupils had engaged in theft incidences but were not caught, 70.7% had engaged in bullying their friends in schools, and 58.3% were taking drugs.

The general observations from the results indicated that there was incidence of misbehavior among primary school pupils. Some of the indicators of misbehavior were reflected on pupils abusing drugs, engaging in premarital sex, bullying, being disobedient to the authority, engaging in earlier marriages at the same time dropping out of schools. Similarly, there were incidences of theft, while others were involved in some business during school hours. This follows therefore that guidance and counseling programmes were irrelevant to the expected outcomes of comprehensive guidance and counseling programmes.

Well implemented guidance and counseling programmes are expected to make pupils feel safer to attend school, see the importance of quality education, experience less physical and

inter-personal problems, reduce incidences of abuse of drugs, school dropout, pre-marital sex, early pregnancies and disobedient to the authority and other negative social issues. From the results of the study, it was clearly indicated that guidance and counseling programmes were not functional. This can be attributed to poor training of teacher-counsellor, fewer resources and lack of commitment of head teachers who claim interest to guidance and counseling programmes, but they lacked tangible evidence to back their claims.

Conclusions can be therefore drawn that the programmes were not well implemented and were administered by unqualified personnel who could not achieve the intended outcomes of the programmes which is behaviour change of pupils. It is therefore critical that guidance and counseling programmes should be well managed to function effectively. The only way of doing this is to establish the status of the programmes through empirical research to find out whether these programmes are implemented the way they should be, and whether or not are being administered or managed by qualified personnel in order to achieve intended outcomes. This kind of evaluation will create positive outcomes to build on the weakness of the programmes, for further improvement to benefit pupils to improve their behaviour. These results agree with (Gitome, Katola and Nyabwari,2013) who indicated that there were incidences of substance abuse, absenteeism, early pregnancies pre-marital sex, lack of respect for the authority, school dropout and poor performance in the national examination in public primary schools Kisii county.

The results of the study concurred with Mghero et al; (2013) who indicated that when comprehensive guidance and counseling is missing in schools, learners' loose direction and engage themselves in bad behaviour such as drug abuse, missing classes, encourage school dropout and pre-marital sex. The study tallied with Masadia (2015) who revealed that

indiscipline still existed in primary schools. Pupils indulged in pleasure and luxury, they had bad manners, contempt for the authority and disrespect for the old people. The study further concurred with Nacada's report (2015) which revealed that drugs and substance abuse was alarming in primary schools. The report revealed that drugs and substance abuse was alarming in primary schools. The report revealed that out of 10 learners 3 of them used more than one drug. Alcohol was commonly used drugs at 36.6%, miraa came second at 31.5%, cigarettes at 20.2%, bhang at 9.8%, kuber at 5.5% and cocaine at 2.2%. Karangari (2014) who insisted that unrest in schools in the county was a pointer to the fact that there was something grossly wrong with how the learners were guided in most schools. Other examples of indiscipline include; Noise making, lateness, refusal to do punishment refusal to do the assignment, and premarital sex could have been minimized through comprehensive guidance and counseling.

The alarming rate of moral decay among pupils call for an effective implementation of guidance and counseling programme in public primary schools to bring a positive change. Litomia and Sikolia (2008) argue that guidance and counseling have the role of helping students who have witnessed horrible acts of violence like rape to have hope and uplift their self-esteem. It's evident that most schools have not complied with the Ministry of education directive to all learning institutions in the country to establish guidance and counseling programme as a continuous sequential education process aimed at bridging the gap between one education level and another. This was further reinforced by the government directive to ban corporal punishment in schools (G.O.K., 2001).

The study explored on the behaviour that call for guidance and counseling among pupils in public primary schools in Kisii County. The answers from the teacherscounsellors'

questionnaire were reaffirmed by the findings from the teachers' perception on behaviour of the pupils. Table 4.8 shows the teachers' counsellor argument on behaviour in primary schools:

Table 4. 8:Teacher Counsellors Responses to Behaviour of Pupils that Need Guidance and Counselling in Public Primary Schools in Kisii County

Attributes	Responses									
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	f	%	f	%	F	%	f	%
Pupils taking hard drugs	0	0	0	0	29	48.3	31	51.7	0	0
Pupils engaging in premarital sex.	6	10	8	13.3	0	0	33	55	13	21.7
Pupils have engaged in bullying	0	0	2	3	3	5	13	21.7	42	70
Pupils have disobedience to authority	0	0	1	1.7	3	5.0	8	13.3	48	80
Pupils leaving school without permission	4	6.7	4	6.7	1	1.7	15	25	36	60
Pupils have been pregnant in the school	5	8.3	3	5.0	2	3.3	18	30	36	60
Pupils have dropped out of school	2	3.3	5	8.3	0	0	18	30	35	58.3
Pupils have been married hurriedly	5	8.3	3	5.0	2	3.3	19	31.7	31	51.7
Pupils have engaged in theft	1	1.7	1	1.7	1	1.7	16	27.7	40	67.8
Pupils are engaging in business during class hours	6	10	6	10	2	3.3	21	35.0	25	41.7

Table 4.8 indicates that majority (93.3%) of the teacher's counsellor have noted a case of disobedience from their pupils in Kisii County. Disobedience arises when a pupil is asked to do a certain task but refuses to do so. From questionnaires, it was observed that pupils are at early stages of adolescence that make them disobedience to authority. Further, 95.5% of pupils had engaged in theft, 81.7% engaged in bullying other pupils, 85% left school premises without permission, 76.5% of pupils engaged in business during class hours. This same case was observed among the pupils in their questionnaire response. The responses of teacher counsellor on this subject established that very few schools owned up to the features of comprehensive guidance and counseling programmes. Many schools did not have a comprehensive programme for counseling. Even with the few schools with a formal programme, there was poor adherence to, the programmes as there were indicators of misbehaviour of pupils in their schools.

The findings of this study indicated that guidance and counseling programmes fall short of their expectation to offer effective services to the pupils in order to bring about behaviour change of pupils. School counsellors need to develop, implement programmes with all features of a comprehensive programme and evaluate school counseling programmes that deliver academic, career, personal/social competencies to all learners in their schools. This can be done by putting in place management and evaluation system.

The research realized an acute need to have guidance and counseling in schools in Kisii County. This agrees with Samoei (2010) who observed that cases that are referred to the teacher counsellor are social factors such as sexual relationships, problems at home and academic factors such as cheating in examinations. There is a need for public primary schools to strengthen guidance and counseling services and encourage students to seek help from guidance and

counseling. Guidance and counseling would play an even more significant role in the management of student discipline.

Table 4. 9: Shows the level of Application of Comprehensive Guidance and Counseling among Pupils in Kisii County

	Yes (%)	No (%)
Official curriculum on guidance and counseling	3.3	96.7
Official counseling services	3.3	96.7
Timetabling of counseling lesson		100
Resource Allocation to Counselling	20	80
Trained counsellors	16.7	83.3
Evaluation of Counselling Programme regularly	1.7	98.3
Counselling Programme are academic oriented	95	5.0
Counselling services cater for personal/social orientation	23.3	76.7
Our counseling services are pro-activity/preventive	15	85.0
We keep record of our counseling programs	3.3	96.7
Our counseling service are research-based	71.7	28.3
Our counseling services are group and individualized based	98.3	1.7
Our counseling services work with all stakeholders	91.7	8.3
Total	60	100%

Table 4.9 indicates that most public primary schools in Kisii County do not have a comprehensive application of guidance and counseling. Majority 98.3% conduct guidance and counseling in groups or individualized where the client is handled individually or in group form; counseling services work with all stakeholders in most (91.7%) public primary schools and most (71.7%) schools conduct research-based counseling. This guidance and counseling services received a high rating from respondents because they apply less often compared to others which

are supposed to be applied on daily basis. In an interview with head teachers, most guidance and counseling are done in group-based form during assembly and class meeting where pupils are advised to adhere to set standards. It was noted that group counseling saves time and does not involve any cost.

Also, most counseling involved the stakeholders, it was noted that all public schools in Kisii County had head teacher program on Friday where spiritual nourishment was nurtured among the pupils. It was also observed that there was a frequent class meeting where teachers, pupils, and parents meet to share on impediments to school's achievement. Pupils' behaviour takes a center stage in such forums. These meetings serve as the epitome of revoking bad behaviour.

Research-based counseling in most public primary schools is due to alarm and unprecedented behaviour that crops in a particular time. According to interview from teachers, the counseling does not follow a scientific research process but it's dictated by the prevailing behaviour as noticed by various teachers. In most primary schools it was noted during a staff meeting, teachers pointed out behaviour change among pupils that formed a basis for counseling.

In most public primary schools in Kisii County, it was realized that the level of application of comprehensive guidance and counseling is not high. It was noted that all schools did not have a timetable for guidance and counseling, 96.7% did not have an official counselling curriculum and lacked official counselling services, 98.3% did not evaluate counselling program on regular basis, 83.3% complained of lack of trained counsellors, 96.7% do not have record keeping of counselling services, 85% did not use preventive programs and 80% do not have record on resource allocation to guidance and counselling service.

The study realized that lack of implementation of the key level of comprehensive guidance and counseling was shocking in public primary schools in Kisii County. The non-existence of official curriculum on guidance and counseling coupled with lack of counseling services makes it difficult to tame unwarranted behaviour among pupils. This was further made worse by the fact that no school had a timetable having guidance and counseling as a lesson. This contravenes the study by American Counselling Association (2005) that revealed that fully implemented comprehensive guidance and counseling programme make learners feel safer to attend school see the relevance of quality education, learners have less few physical and interpersonal problems and higher score in their class work.

These results tallied with the annual report of the Ministry of Education (2014) which observed that comprehensive counseling programs in most primary schools in Kenya are not well implemented because they lack trained personnel and enough resource allocation. The results also concur with Zvobgo (2009) who pointed out that lack of time allocation for counseling programs, trained counsellors, curriculum, counseling offices and enough resources hampered the implementation of guidance and counseling programs in schools. The results tallied with Luyado (2015) who revealed that the factors that hindered comprehensive guidance and counseling included lack of time allocation to the programmes, lack of proper room for guidance and counseling, inadequate training for teacher counseling, and inadequate materials such as books and other learning materials.

These results also concurred with Masoko (2013) who said that lack of training for teacher-counsellors, lack of materials and supply, time, physical and curricular resources were found impacting negatively to counseling thus affecting pupil's behaviour. The results further tallied with Nyarangi (2011) who posited that the major challenges that affected implementation

of guidance and counseling in institutes of technologies and other colleges were lack of sufficient facilities such as an office for counseling, books and reference materials and finances.

Factor Analysis for Behaviour Changes

Table 4. 10: KMO and Bartlett’s test for retention

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.679
Bartlett's Test of Sphericity	Approx. Chi-Square	142.533
	Df	45
	Sig.	.000

Kaiser- Meyer-Olik test was done to measure the adequacy of Behavioral change variables for factor analysis. The result in the table above shows that KMO value of 0.679 was observed indicating that behaviour data were adequate because they fall in acceptable KMO test range. This is supported by the study done by Field (2005) which indicated the Kaiser-Meyer-Olkin (KMO) measure of 0.886 which was above the threshold of 0.5 and was acceptable for factor analysis.

Table 4. 11: Total Variance for Behaviour Change

Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.231	32.311	32.311	3.231	32.311	32.311
2	1.410	14.102	46.413	1.410	14.102	46.413
3	1.160	11.596	58.009	1.160	11.596	58.009
4	.966	9.659	67.668			
5	.862	8.624	76.291			
6	.779	7.793	84.084			
7	.525	5.251	89.336			
8	.460	4.603	93.938			
9	.383	3.833	97.771			
10	.223	2.229	100.000			

Extraction Method: Principal Component Analysis.

Relatively, Principal Component Analysis was applied as an extraction method, the results in the table above depict that component 1, 2 and component 3 were the only factor with Eigen value greater than 1. The rotation sums of squared loadings indicate that the highest variance of observed components was 32.311% followed by 14.102% and the lowest variance was 11.596%. Therefore, based on the results, only two components (component 1, component 2 and component 3) were accounted for analysis because their values were statistically significant.

Table 4. 12: Rotated Component Matrix for Behaviour Change

Component Matrix

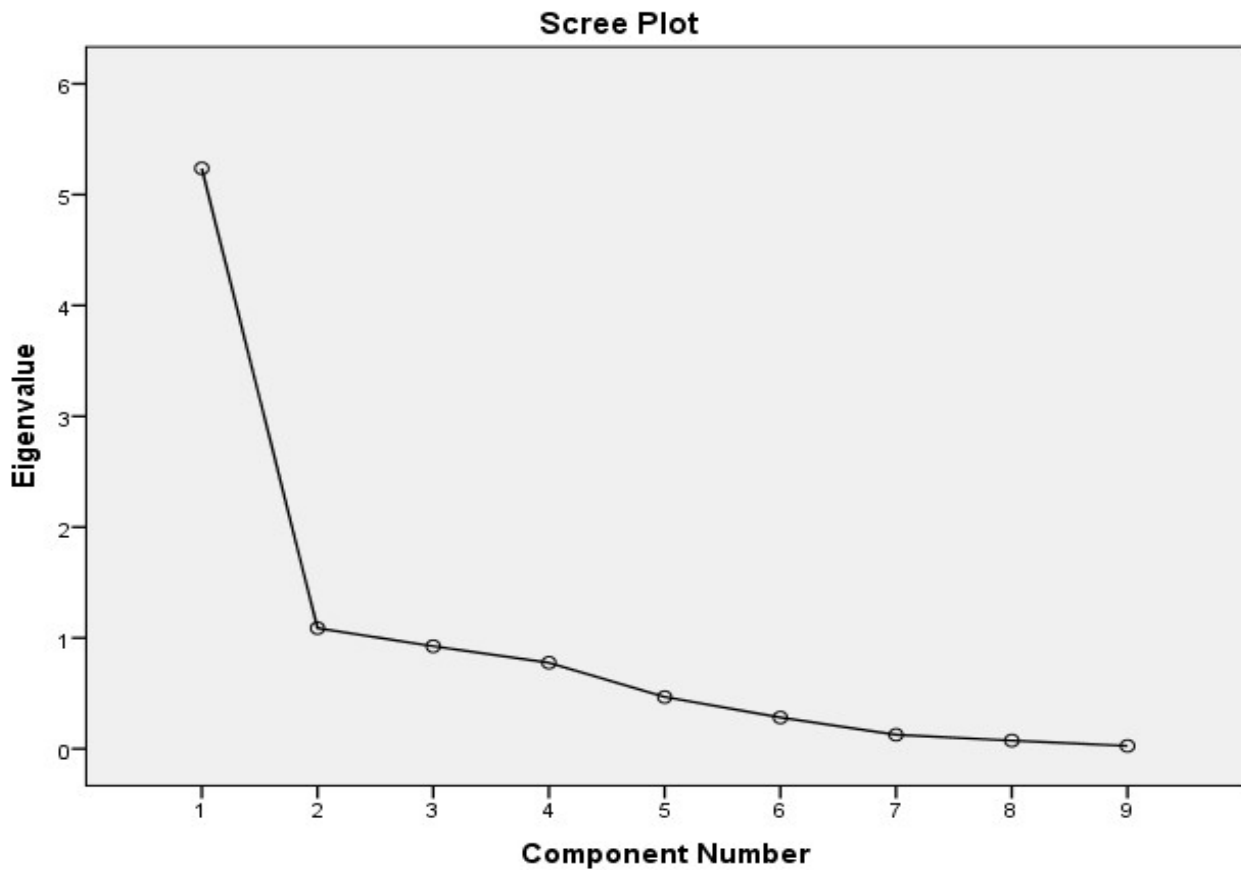
	Component		
	1	2	3
Engaged in drugs	.102	.472	.513
Engaged in Sex	.416	-.371	.053
Bullying	.677	.366	.271
Disobedience	.453	.601	-.578
French leave	.521	-.297	-.313
Pregnant	.760	.387	-.248
Dropout	.604	.078	.499
Early marriage	.678	-.389	-.156
Theft	.644	-.285	.232
Business	.544	-.279	.019

Extraction Method: Principal Component Analysis.

Figure 4.12 displays the results of behavioral factors categorized into three components. Component 1 was observed to have 10 factors with values higher than 0.5 indicating they are statistically significant. The highest value observed was 0.760 on “pupils being pregnant ” which is equivalent to 76.0% while the lowest value was .102 on “pupils engaging on drugs” which is equivalent to 10.2%. Relatively, Component 2 had the highest value of 0.601 on “pupils being disobedient” which is equivalent to 60.1% and the lowest value of -0.278 on “pupils engaged in business during class hours” which is equivalent to -27.8%. The last component had the highest

0.513 on pupils being engaged on drugs and lowest -0.156 indicating early marriages therefore based on the results depicted in the rotated component matrix, only one factor of component 2 and 3 was significant.

Figure 4. 1Screen Plot for Retention Factor Analysis.



The results in figure 4.1 indicate the significance of two components that had Eigen value greater than 1, moreover, the screen plot depicts the flatten curve at component 2 showing that the rest of components had Eigen values less than 1. Based on the result component 1,2 and component3 were the data with most variability and hence were retained.

Table 4. 13: Correlations Matrix

		Comprehensive guidance and counseling		Guidance and counseling areas
Comprehensive guidance and counseling	Pearson Correlation	1	.084	
	Sig. (2-tailed)		.817	
	N	60	60	
Guidance and counseling areas	Pearson Correlation	.084	1	
	Sig. (2-tailed)	.817		
	N	60	60	

Table 4.13 indicates overall, there is a positive, weak relationship between the level of application of comprehensive guidance and counseling and the behaviour change among pupils in public primary school in Kisii County. The relationship $r(60) = 0.084$ $p > 0.01$. This indicates a statistically insignificant positive relationship between levels of application comprehensive guidance and counseling and behaviour change among pupils in public primary schools. Thus, a unit change in behaviour change is caused by an 8.4% change in the level of application of comprehensive guidance and counseling. The analysis sought to utilize ANOVA to establish relationship between comprehensive guidance and counselling and behavior change in primary schools. The result is as shown 4.14.

Table 4. 14: One-way ANOVA Results for Comprehensive Guidance and Counselling and Behavior Change

		ANOVA				
Model		Sum of Squares	D.f	Mean Square	F	Sig.
1	Regression	.787	5	.157	1.466	2.247
	Residual	2.040	19	.107		
	Total	2.827	24			

Table 4.14 shows the Analysis of Variance (ANOVA) which indicates that the independent variable comprehensive guidance and counselling is statistically insignificant in influencing the behaviour change of pupils in public primary schools. The results proved support to null hypothesis ($F=1.466$, $df=5,19$, $p=0.247$). The ANOVA results show that the comprehensive guidance and counselling has no significant impact on behaviour change in public primary schools at a 0.05 level of significance since the $pvalue > 0.05(0.247 > 0.05)$.

This is an indication that only setting up good guidance and counseling programmes cannot influence behavior change of pupils. Something more is needed, for example; creating awareness to the pupils who are the immediate clients on the importance and the benefits of guidance and counseling programmes on their academic, social and psychological life. This will create positive attitude of the pupils towards guidance and counseling programmes. The improved positive attitude will increase the likelihood that they will embrace counseling services offered for behaviour change. Therefore, behaviour change will be realized not because they are comprehensive in nature, but rather because of the positive attitude of the pupils towards the programmes and those who are responsible for the management of the programmes.

4.4 Investigating levels of Training of Teacher Counsellors in the Implementation Strategy of Guidance and Counselling Programs and their Influence on Behaviour Change of Pupils in Kisii County

The second research hypothesis was there is no statistically significant relationship between the training of teacher counsellors and behaviour change among pupils in Kisii County. Table 4.15 summarizes the responses of teacher counsellors on their training in guidance and counseling.

Table 4. 15: Courses Studied by Guidance and Counseling Teachers

Course	Frequency	Frequency
	YES (%)	NO (%)
Administration of guidance and counseling	5	95
Principles of guidance and counseling	10	90
Theories of Guidance and counseling	8.3	91.7
Family issues of guidance and counseling	5	95
Human growth and development	78.3	21.7
Child psychology	1.7	98.3
Abnormal psychology	76.7	23.3
Counselling of gifted/talented children	1.7	98.7
Behaviour modification	73.3	26.7
Ethical principles in counseling	93.3	6.7
Addiction counselling	3.3	96.7

Table 4.15 indicates that majority of the teacher's counsellor covered few courses in their training for guidance and counseling. 95% did not cover administration of guidance and counseling, 90% hardly covered principles of guidance and counseling, 91.7% did not cover theories of guidance and counseling. 95%, 98.3%, 98.3% and 96.7% did not cover training in

family issues of guidance and counseling, abnormal assessment, personality inventory assessment and addiction counseling respectively.

There were few courses that the teacher counsellor was taught like human growth and development (78.3%), Counselling gifted/talented pupils (76.7%), behavioral modification and lifestyle rehabilitation (73.35) and ethical principles in guidance and counseling (93.3%). The study realized that the training teacher counsellors received was inadequate to offer comprehensive and behaviour guidance and counseling to pupils. The study agrees with (Mushaandja, Haembo, Wergnani&Elzau, 2013), who observes that schools use teachercounsellor who lack adequate training on guidance and counseling.

The Nation Blackboard (2002) points out that the major factor contributing to the failure of guidance and counseling 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 (Mwagiru, 2002).

The overall results on teacher counsellors training in guidance and counseling indicate that although they have had some form of training in guidance and counseling, the training was inadequate. First, the mode of training was either through seminars or workshops or part of teacher training program and this lasted for a maximum of a few weeks. This means that the time was not enough for the adequate training. Secondly, the teacher counsellors themselves had indicated that they felt that the training they underwent did not adequately equip them with the necessary guidance and counseling skills. Finally, the majority of the counsellors had not taken

core courses in guidance and counseling. Inadequate training in guidance and counseling has hindered its development and hampered the success of the profession.

The general view is that teachers mandated to manage the programmes, and offer guidance and counseling programmes had teaching qualifications but few were specialized in guidance and counseling and hence lacked the capacity to satisfy their guidance and counseling roles. This is very different from developed countries where school counsellors hold master's degree and are properly licensed before being permitted to offer guidance and counseling to the learners (Lapan, 2012). The results agree with Rutttoh (2014) who pointed out that most teacher counsellors handling counseling programs did not undertake the core courses which are necessary for a trained counsellor. These impacted negatively on the implementation of guidance and counseling programs and the general behaviour of pupils in primary schools. The results of this study concurred with Nyamwenge, Nyamwaka, (2013) who said that majority of teacher counsellors did not go through adequate training to handle the pupil's problems effectively.

The study also tallied with Mubanga (2014) who pointed out that guidance and counseling programmes had no trained manpower to effectively over counseling service to the learners in the school to the disadvantage poor service delivery to the learners. The results also concurred with the report of the ministry of education (2014) which revealed that majority of teachers who completed primary teacher training colleges and were given a responsibility of implementing counseling programmes were inadequately trained. They had limited knowledge of guidance and counseling because they were trained as teachers but not as professional counsellors. These teachers experienced challenges when they handled pupil's psychological problems.

Factor Analysis for Behaviour Changes

Table 4. 16:KMO and Bartlett's Test for Teacher Counsellor Training

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.779
Bartlett's Test of Sphericity	Approx. Chi-Square	142.533
	Df	45
	Sig.	.000

Kaiser- Meyer-Olik test was done to measure the adequacy of behavioral change variables for factor analysis. The result in the table above shows that KMO value of 0.779 was observed indicating that behaviour data were adequate because they fall in acceptable KMO test range. This is supported by the study done by Field (2005) which indicated the Kaiser-Meyer-Olkin (KMO) measure of 0.886 which was above the threshold of 0.5 and was acceptable for factor analysis.

Table 4. 17: Total Variance for Teacher Counsellor Training**Total Variance Explained**

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.584	38.204	38.204	4.584	38.204	38.204
2	3.727	31.055	69.259	3.727	31.055	69.259
3	2.251	18.760	88.019	2.251	18.760	88.019
4	.974	8.119	96.138			
5	.375	3.126	99.263			
6	.088	.737	100.000			
7	4.646E-16	3.872E-15	100.000			
8	1.474E-16	1.228E-15	100.000			
9	-8.963E-18	-7.469E-17	100.000			
10	-6.160E-17	-5.133E-16	100.000			
11	-4.794E-16	-3.995E-15	100.000			
12	-1.749E-15	-1.457E-14	100.000			

Extraction Method: Principal Component Analysis.

Relatively, Principal Component Analysis was applied as an extraction method, the results in the table above depict that component 1, 2 and component 3 were the only factor with Eigen value greater than 1. The rotation sums of squared loadings indicate that the highest variance of observed components was 38.204% followed by 31.055% and the lowest variance

was 18.76%. Therefore, based on the results, only two components (component 1, component 2 and component 3) were accounted for analysis because their values were statistically significant.

Table 4. 18: RotatedComponent Matrix for Behaviour Change

Component Matrix

	Component		
	1	2	3
Administration of guidance and counseling	.826	-.270	.324
Principles of guidance and counseling	.753	-.491	-.338
Theories of guidance and counseling	.823	-.421	-.278
Family issues of guidance and counseling	.826	-.270	.324
Human growth and development	.538	.757	-.298
Personality inventory assessments	.666	-.241	.463
child psychology	.528	.811	-.233
abnormal psychology	.666	-.241	.463
counseling of gifted/talented children	.528	.811	-.233
behaviour modification/talented children	.398	.906	.111
ethical principles in guidance and counseling	-.122	.483	.732
addiction counseling	.264	-.320	-.822

Extraction Method: Principal Component Analysis.

The table 4.17 above displays the results of training teacher counsellors received factors categorized into three components. Component 1 was observed to have 12 factors with values higher than 0.5 indicating they are statistically significant. The highest value statistically was

0.826 on “family issues in guidance and counseling and administration of guidance and counseling” which is equivalent to 82.6% while the lowest value was -0.122 on “ethical principles in guidance and counseling and abnormal psychology” which is equivalent to 12.2%.Relatively, Component 2 had the highest value of 0.906on “behaviour modification for talented children” which is equivalent to 90.6% and the lowest value of -0.241 on “pupils engaged in business during class hours” which is equivalent to -24.1%. The last component had the highest 0.732 on ethical principles of guidance and counseling and lowest -0.233 indicating child psychology and counseling gifted pupils. Therefore, based on the results depicted in the rotated component matrix, only one factor of component 2 and 3 was significant.

Table 4. 19: CorrelationsMatrix

Correlations Matrix

		Teachers training	Guidance and counseling areas
Teachers training	Pearson Correlation	1	.159
	Sig. (2-tailed)		.660
	N	14	10
Guidance and counseling areas	Pearson Correlation	.159	1
	Sig. (2-tailed)	.660	
	N	10	10

Table 4.19 indicates overall, there is a positive, weak relationship between teacher counsellor training and the behaviour change among pupils in public primary school in Kisii County. The relationship $r(60) = 0.159$ $p > 0.01$. This indicates a statistically insignificant

positive relationship between levels of teacher training and counseling and behaviour change among pupils in public primary schools. Thus, a unit change in behaviour change is caused by a 15.9% change in the level of teacher training comprehensive guidance and counseling. Thus, the study accepted the null hypothesis indicating that there is no statistically significant relationship between teacher training and behaviour change of learners. The analysis sought to utilize ANOVA to establish relationship between teacher training and behavior change in primary schools. The result is as shown 4.19.

Table 4. 20:One-way ANOVA Testing Teacher Training and Behavior Change

ANOVA						
Model		Sum of Squares	D.f	Mean Square	F	Sig.
1	Regression	.687	5	.137	0.646	0.327
	Residual	4.040	19	.212		
	Total	4.627	24			

Table 4.20 shows the Analysis of Variance (ANOVA) which indicates that the independent variable teacher training is statistically insignificant in influencing the behaviour change of pupils in public primary schools. The results proved support to null hypothesis ($F=0.646$, $df=5,19$, $p=0.327$). The ANOVA results show that the teacher training has an insignificant impact on behaviour change in public primary schools at a 0.05 level of significance.

It is important that teacher counselors should be trained to offer efficient services; however, this training must be accompanied by other measures. These include efforts to uphold professionalism in counseling, uphold good communication skills, having high level of empathy,

understanding and unconditional positive regard to the clients, respecting the consent rights and worth of the clients. Having strong self efficacy to help client however hard the conditions are. Counselors must also have continuous training to be updated on the current trend of emerging issues in the education sector. In addition, counselors have to be motivated in terms of remuneration; they need to be supported to have room for counseling, reference materials, cupboard, cabinets where they keep confidential files of the clients.

This helps teacher counselors to uphold confidentiality and also motivate many pupils to attend counseling services. Finally, they need full co-operation from the head teachers, other teachers, parents and other stakeholders for their work to create a positive impact on pupils behaviour change. Without these factors teacher counselors training will be meaningless in influencing behaviour change of pupils in schools

4.5 Extent of Resource Allocation Strategy for the Implementation of Guidance and Counseling Programs and its Influence on Behaviour Change of Pupils

The third research hypothesis was there is no statistically significant relationship between resource allocation to guidance and counseling and behaviour change among pupils in Kisii County.

Table 4. 21: Summarized the Responses of Teacher Counsellors on the Resource Allocation on to Comprehensive Guidance and Counseling Programmes in Public Primary Schools in Kisii County:

Resource	Frequency	Frequency
	YES (%)	NO (%)
Stationeries	5	95
Office space	3.3	96.7
Furniture	5	95
Reference material	3.3	96.7

The study realized 95 % of the schools do not have stationeries for guidance and counseling, 96.7 % did not have a room where guidance and counseling were conducted, 95% lacked furniture in the guidance and counseling rooms while 96.7% did not have any reference material for guidance and counseling.

The head teachers and teacher counsellor’s responses indicated that the programmes lacked adequate resources to offer quality services to the learners. Counseling resources involved counseling offices, furniture, stationeries, electronic vices, books, reference materials, and funds. This means that teacher counsellors and head teachers expressed interest in the programmes of guidance and counseling without tangible resources to enable them to work effectively.

Because of these, most primary schools in Kenya do not have offices for counseling, reference materials, books, and furniture. This situation has contributed to poor status of counseling programmes in primary schools to the extent that counseling is done haphazardly or

there is no counseling at all. The consequence to this is the incidence of misbehaviour and poor academic performance in primary schools.

Provision of adequate resources strengthens counseling programmes in schools. This provision increases academic achievement, career progression, prevention of school dropout, promotes positive behaviour, diminish violence behaviour and increase neutral pro-social behaviour and improvement of mental health of learners. Teacher counsellors can be fully trained in counseling, but their impact will not be felt by learners if resources allocated to the programmes are inadequate. The provision of resources is a responsibility of parents, stakeholders of the schools and the ministry of education through the project of free primary education funding. Currently, the ministry has not established any vote-head to counseling programmes in all primary school in Kenya, Ministry of Education report (2014).

Unavailability of key resources for guidance makes the service of guidance and counseling hard in most of the public primary schools. Nyamwange, Ondima&Nyakan (2012) indicates that there were a number of challenges that are facing guidance and counseling programmes, such as inadequate resources and financial support from stakeholders. In another study by Nyamwange Et.al, (2013) in Sotik, they indicate that inadequate resources and time has contributed to the poor implementation of guidance and counseling programmes. The results of the study also agree with Nkala (2014) who pointed out that lack of resources namely qualified human resource; stationeries, books, reference materials and counseling room were found to be major barriers inhibiting the implementation of guidance and counseling programs in school. Further, provision of resources that is time, funds, furniture, offices, and human resource and reference materials will contribute positively to the implementation of counseling programmes and this will create a positive impact on behaviour change of learners. These results agreed with

Chireshe (2011) who articulated that an acute shortage of physical resources in Zimbabwe due to the nationwide economic downturn interfered with the effective administration of school guidance and counseling service provision for the learners. The study also concurred with Mapfuno (2013) who argued that lack of curricular resources and supplies hampered the provision of school guidance and counseling services to the learners thus affected them on their personal/social, academic/ educational and career/ vocational concerns. The results also tallied with Oyieyo (2012) who posited that guidance and counseling services were very important to learners, but they lacked necessary resources such as an office, literature, information, and communication machines. This affected service delivery to the learners.

Table 4. 22:Correlations

	Engaged drugs	Engaged Sex	Bullying	Disobedience	French leave	Pregnant	Dropout	Early- marriage	Theft	Business
Do you have stationeries for guidance and counseling	0.222 0.088 60	-0.244 0.06 60	0.026 0.844 60	0.102 0.436 60	-0.176 0.178 60	0.139 0.291 60	0.148 0.258 60	-0.214 0.101 60	0.128 0.332 59	-0.038 0.775 60
Do you have a counseling room	0.18 0.17 60	-0.098 0.458 60	0.105 0.425 60	0.083 0.529 60	-0.273 0.035 60	0.112 0.393 60	0.12 0.361 60	-0.02 0.877 60	0.104 0.433 59	-0.054 0.682 60
Do you have enough furniture in your counseling room	0.069 0.601 60	-0.121 0.358 60	-0.078 0.554 60	0.102 0.436 60	0.08 0.542 60	0.139 0.291 60	0.004 0.978 60	-0.151 0.25 60	0.027 0.837 59	-0.096 0.467 60
Do you have reference materials like books for counseling	0.18 0.17 60	-0.173 0.187 60	-0.147 0.262 60	0.083 0.529 60	0.039 0.768 60	0.112 0.393 60	0.032 0.807 60	-0.249 0.055 60	-0.019 0.888 59	0.016 0.901 60
Do you have pamphlets, computers, printers, radios, television, and video cassettes for guidance and counseling	0.125 0.342 60	-0.195 0.136 60	0.06 0.646 60	0.119 0.364 60	-0.112 0.394 60	0.161 0.218 60	0.11 0.404 60	-0.139 0.289 60	0.15 0.258 59	-0.128 0.328 60

Table 4.22 indicates a weak relationship between resources allocated to guidance and counseling and behaviour change among pupils in public primary schools as indicated by a correlation coefficient of less than 0.5 both positive and negative. The hypothesis that there is no statistically significant relationship between resource allocation and behaviour change is rejected and the alternative accepted. This is because the p-values are greater than 0.05 thus there exist a statistically significant relationship between resource allocation and behaviour change among pupils in public primary schools. The analysis sought to utilize ANOVA to establish relationship between resource allocation and behavior change in primary schools. The result is as shown 4.22.

Table 4. 23:One-way ANOVA Testing Resource Allocationto Guidance and Counselling Programmes and Behavior Change

ANOVA						
Model		Sum of Squares	D.f	Mean Square	F	Sig.
1	Regression	.923	5	.1846	1.12	0.045
	Residual	3.121	19	.1642		
	Total	3.544	24			

Table 4.23 shows the Analysis of Variance (ANOVA) which indicates that the independent resource allocation is statistically significant in influencing the behaviour change of pupils in public primary schools. The results proved support to alternative hypothesis ($F=1.12$, $df=5,19$, $p=0.045$). The ANOVA results show that the resource has a significant impact on behaviour change in public primary schools at a 0.05 level of significance since the p value is smaller than the F-statistic ($0.045 < 0.05$). Thus, teacher

counselors should be allocated adequate resource to guidance and counselling programmes to curb the behaviour changes among pupils in public primary schools.

Comprehensive guidance counseling programmes will not be adequate enough without resource allocation which enables the programmes to function. Teacher counselors can be extensively trained but their impact will not be felt without requisite resources. They include; a private office for counseling, lockable cabinets to lock confidential files, and chairs for clients. It is very clear that no counseling will take place without resources. Resources therefore are the backbone of comprehensive guidance and counseling programmes

4.6 Assess the Roles of Head Teachers in the Implementation Strategy of Guidance and Counselling Programs and their Influence on Behaviour Change of Pupils in Kisii County

The fourth research hypothesis was there is no statistically significant relationship between the role of head teachers to guidance and counseling programs and behaviour change among pupils in Kisii County.

Table 4. 24: Summarizes the Responses of the Head Teacher on their Roles in the Implementation of Guidance and Counseling Programs in Public Primary Schools in Kisii County:

Responsibility of Head teachers	Frequency	Frequency
	YES (%)	NO (%)
Trained in guidance and counseling	20.6	79.4
Do you ensure teachers counsellor are adequately trained	20.6	79.4
Do you use qualifications as criteria for appointment of teacher counsellor	19	81
Do you encourage students to seek guidance and counseling services	100	
Do you support guidance and counseling department financially	3.2	96.8
Do you sponsor counsellor teacher for seminars and workshops	20.6	79.4
Do you provide adequate resources to teacher counsellor	3.2	96.8
Allocated adequate time for guidance and counseling in the school	3.2	96.8
Do you encourage other teachers to get involved in guidance and counseling	96.8	3.2
Do you encourage parents to participate in guidance and counseling of kids?	20.6	79.4
	23.8	76.2
Do you evaluate counseling services regularly in your school?	20.6	79.4
Do you collaborate with other stakeholders in guidance and counseling		

Table 4.25 indicates majority (79.6%) of the head teachers are not trained in guidance and counseling and do not ensure teacher counsellor are adequately trained this hinders implementation of guidance and counseling Programme in public primary schools. The study realized that most (81%) of the teacher counsellor employed by public primary schools are not employed based on qualification. It was realized that all (100%) head teachers encourage their pupils to seek guidance and counseling. This was a good gesture that pupils statistically voluntarily go for the counseling services in the school and the head teachers support it. 96.8% of head teachers encourage other teachers to be involved and participate in counseling programmes.

Most (96.8%) of school head teachers do not support guidance and counselling department financially, 79.4% of the head teachers do not sponsor teachers for seminars and workshops regularly, 96.8% of head teachers do not provide adequate resources to teacher counsellors and have not allocated adequate time for guidance and counselling programmes in their respective school's timetable. 79.4% do not involve parents in guidance and counseling in the school, 76.2% do not evaluate counseling programs regularly in the school and 79.4% do not collaborate with other stakeholders in guidance and counseling like board members.

The general results indicated that majority of head teachers (79%) did not train in guidance and counseling. This means that many of the head teachers did not understand their roles in the implementation process of comprehensive guidance and counseling programmes. This was confirmed from the results that majority of head teachers did not ensure to choose adequately trained teacher counsellors to administer counseling programmes; neither did they consider qualifications to assign counsellors to offer

counseling services to the pupils. They failed to allocate time for counseling services in the master timetables of their schools. Similarly, they failed to allocate enough resources to the programmes, sponsoring teachers and teacher counsellors for seminars and workshops. Head teachers never involved other stakeholders in the implementation process of the programmes.

When interviewing the of head teachers, they attributed their challenges to lack of adequately trained teachers who are posted to primary schools. The head teachers were also challenged by lack of resources that can improve counseling programmes. Due to these factors, head teachers were left with no option other than choosing teacher counsellor by themselves sometimes assisted by staff members to nominate teacher counsellor at their wish. The criteria they used was the ability to handle confidential matters, devotion to duty, professional as a teacher, ability to interact with the pupils, and age with a preference to elderly teachers (Wachira&Thungari, 2014).

There was no consideration of whether the teacher possessed appropriate skills and knowledge in guidance and counseling because they are never available in primary schools. With insufficient resources especially funds, the majority of head teachers viewed counseling programmes as luxurious departments. With this attitude most of the head teachers avoided running the programmes because to them, it was not top on the priority list of the school. Some head teachers had a feeling that locating time for counseling services was a waste of time to the examinable subjects. The attitude of head teachers to guidance and counseling programmes compared to teaching subjects in primary schools have not always been favorable as indicated from the results of this study.

However, it should be noted that the attitude and contributions of head teachers are important factors in the effective implementation of guidance and counseling programmes. The head teachers have a fundamental responsibilities to administer and organize counseling programmes in schools by looking at the scope, purpose, methods of developing the programmes, stimulating guidance and counseling mindset to other teachers, parents, pupils, public administrators, social workers, psychiatrists, psychologists, civil organization, medical experts and other organization relevant to address the challenges of counseling programmes, to make them have sense and contribute positively to behaviour change of pupils in primary schools.

These results tally with Alem (2014) who observed in his research results that there was loose coordination between head teachers and teacher counsellors because the head teachers did not provide written plans and specific roles to be followed during the process of implementation of the programs. The results also concur with Ogunsanm (2011) who revealed that the head teachers failed in their roles to sensitize other teachers to have interest in counseling programs as they are part of the implementation of guidance and counseling program. This was echoed by Igoki (2004) who revealed that the head teachers support to guidance and counseling programmes was inadequate and that it impacted negatively to the implementation process and behaviour change of pupils. The results also tallied with Njoroge (2014) who posited that headteachers failed to support counseling programmes because of the challenges they faced such as inadequate funds, lack of government support, lack of co-operation from parents and teachers, lack of trained teacher-counsellors, lack of facilities and time to supervise the programme. These were echoed by Ruttoh (2014) who argued that some headteachers were resistance

to support guidance and counseling programmes because they viewed teacher counsellors as their rivals because they didn't understand why learners went to teacher counsellors when they were indeed. For that reason, they refused to provide counseling resources and time to the programmes.

Table 4. 25:Correlations

	Bullying	Disobedience	French Leave	Pregnant	Dropout	Early Marriages	Engaged in sex	Theft	Business
Do you ensure that teacher counsellors are adequately trained	0.188	-0.148	-0.144	0.086	0.264	0.009	0.051	-0.08	0.231
	0.151	0.26	0.272	0.513	0.042	0.946	0.7	0.548	0.076
	60	60	60	60	60	60	60	59	60
Do you use qualifications as criteria for appointment of teacher counsellors'	0.17	-0.105	-0.175	0.103	0.284	0.014	0.04	-0.05	0.234
	0.195	0.425	0.182	0.432	0.028	0.917	0.759	0.704	0.072
	60	60	60	60	60	60	60	59	60
Do you encourage students to seek guidance and counseling department financially?
	60	60	60	60	60	60	60	59	60
Do you support guidance and counseling department financially?	0.105	-0.063	0.117	0.024	-0.056	0.056	0.053	0.019	-0.124
	0.425	0.63	0.374	0.858	0.673	0.671	0.69	0.888	0.343
	60	60	60	60	60	60	60	59	60
Do you sponsor teachers for seminars and workshops regularly?	0.188	-0.148	-0.144	0.086	0.264	0.009	0.051	-0.08	0.231
	0.151	0.26	0.272	0.513	0.042	0.946	0.7	0.548	0.076
	60	60	60	60	60	60	60	59	60
Do you provide adequate resources teacher counsellors	0.105	-0.063	-0.195	0.024	0.032	-0.02	-0.173	0.019	-0.054
	0.425	0.63	0.136	0.858	0.807	0.877	0.187	0.888	0.682
	60	60	60	60	60	60	60	59	60

Have you allocated adequate time for guidance and counseling programmes at school?	0.105	-0.063	0.117	0.024	0.032	-0.02	0.053	0.141	0.016
	0.425	0.63	0.374	0.858	0.807	0.877	0.69	0.286	0.901
	60	60	60	60	60	60	60	59	60
Do you encourage other teachers to be involved in counseling programmes	-0.074	0.147	-0.082	-0.079	0.039	0.014	-0.037	.	0.285
	0.576	0.262	0.534	0.55	0.767	0.914	0.78	0	0.027
	60	60	60	60	60	60	60	59	60
Do you involve parents in guidance and counseling activities in your school?	0.188	-0.148	-0.144	0.086	0.264	0.009	0.051	-0.08	0.231
	0.151	0.26	0.272	0.513	0.042	0.946	0.7	0.548	0.076
	60	60	60	60	60	60	60	59	60
Do you evaluate counseling programmes regularly in your school?	0.17	-0.106	-0.186	0.092	0.228	-0.032	0.008	0.033	0.08
	0.195	0.42	0.156	0.485	0.08	0.81	0.953	0.805	0.542
	60	60	60	60	60	60	60	59	60
Do you collaborate with other stakeholders in guidance and counseling board members	0.188	-0.148	-0.144	0.086	0.264	0.009	0.051	-0.08	0.231
	0.151	0.26	0.272	0.513	0.042	0.946	0.7	0.548	0.076
	60	60	60	60	60	60	60	59	60

Table 4.24 indicates a weak relationship between the role of head teachers in the implementation of guidance and counselling and behaviour change among pupils in public primary schools. This is shown by coefficient of correlation which is less than 0.5. The hypothesis of no statistical significant relationship between the role of head teachers and behaviour change is accepted as the p-value is greater than 0.05 thus the null is accepted that states there is a statistical in significant relationship between the role of head teachers in the implementation of guidance and counseling programmes and behaviour change of pupils. The analysis sought to utilize ANOVA to establish relationship between comprehensive guidance and counselling and behavior change in primary schools. The result is as shown 4.26.

Table 4. 26: One-way ANOVA Testing Role of Head teachers and Behavior Change

		ANOVA				
Model		Sum of Squares	D.f	Mean Square	F	Sig.
1	Regression	.985	5	.197	1.481	0.847
	Residual	2.531	19	.133		
	Total	3.516	24			

Table 4.26 shows the Analysis of Variance (ANOVA) which indicates that the independent variable role of head teachers is statistically insignificant in influencing the behaviour change of pupils in public primary schools. The results proved support to null hypothesis ($F=1.481$, $df=5,19$, $p=0.847$). The ANOVA results show that the head teachers have insignificant impact on behaviour change in public primary schools at a 0.05 level of significance.

The head teacher's role to provide resources and other forms of support to guidance and counseling programmes is not enough. Head teachers can provide everything for guidance and counseling but if their attitude is negative to the programmes, the impact on behaviour change will be minimal. Head teachers must do more than just provision of resources. Head teachers should be trained in counseling to enable them understand what is involved in the implementation process of guidance and counseling. Head teachers must give teacher counselors financial, emotional and moral support.

As the head of institution, he must get fully involved in counseling programmes. This entails doing evaluation of the programmes involving teacher counselors, pupils, the Board of Management, parents and other interested parties. The evaluation determines the value of the programmes in order to decide on acting in regard to the future of the programmes.

This will help teacher counselors, pupils and other stakeholders to know if they have accomplished their goals, to identify what remains to be accomplished, to adopt and fine tune guidance and counseling programmes and to identify other areas to be addressed by the programmes. In doing so, the head teacher's contributions will create a positive attitude not only to the programmes, but will also encourage more pupils to embrace counselling services for their behaviour change.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focused on the summary of the findings of the study, it also concluded and recommended actions and solutions appropriate to the study findings based on the study objectives. Finally, it suggested areas for further study.

5.2 Summary

The summary of the study findings based on study objectives of the study which were: -

- i) To evaluate extent of the levels of application of comprehensive guidance and counseling programmes and its influence on behaviour change of pupils in Kisii County
- ii) To investigate the level of the training of teacher counsellors involved in the implementation strategy of guidance and counseling programs and their influence on behaviour change of pupils in Kisii County
- iii) To establish the extent of resource allocation strategy for the implementation of guidance and counseling programs and its influence on behaviour change of pupils in Kisii County.
- v) To assess the roles of head teachers in the implementation strategy of guidance and counseling programs and their influence on behaviour change of pupils in Kisii County

The first objective was to evaluate the levels of application of comprehensive guidance and counseling programmes and its influence on behaviour change of pupils in Kisii County. The findings revealed that 90.9% of the pupils have left school compound without seeking permission from the school authority, further it was noted that 87.8% of the pupils have at some

point in their school life disobeyed the school authority by not following the set school rules and regulations. 84.1% of the pupils indicated they have engaged in premarital sex which is close to the response on those who have seen their friend pregnant that stood at 80.4%. Premarital sex and early pregnancies are common to adolescents in Kisii County. The pupils who dropped out of schools were 79.9% this which was attributed to an inability to cope with school rules and regulation and early pregnancies and marriages. Further 66.5% of the pupils left school because they got married. It was noted that 77.2% of the pupils had engaged in theft incidences but were not caught, 70.7% had engaged in bullying their friends in schools, and 58.3% were taking drugs. The majority (93.3%) of the teacher's counsellor noted a case of disobedience from their pupils in Kisii County. Further, 95.5% of pupils had engaged in theft, 81.7% engaged in bullying other pupils, 85% left school premises without permission, 76.5% of pupils engaged in business during class hours.

It was noted that most public primary schools in Kisii County do not have comprehensive application of guidance and counselling 98.3% conduct guidance and counselling in groups or individualized where client is handled individually or in group form; counselling services work with all stakeholders in most (91.7%) public primary schools and most (71.7%) schools conduct research-based counselling. Moreover, it was realized that the level of application of comprehensive guidance and counseling is not high. It was noted that all schools did not have a timetable for guidance and counseling, 96.7% did not have an official counselling curriculum and lacked official counselling services, 98.3% did not evaluate counselling program on regular basis, 83.3% complained of lack of trained counsellors, 96.7% do not have record keeping of counselling services, 85% did not use preventive programs and 80% do not have record on resource allocation to guidance and counselling service.

The correlation analysis revealed a positive, weak relationship between the level of application of comprehensive guidance and counseling and the behaviour change among pupils in public primary school in Kisii County. The relationship $r(60) = 0.084$ $p > 0.01$. Analysis of Variance (ANOVA) indicated that comprehensive guidance and counselling is statistically insignificant in influencing the behaviour change of pupils in public primary schools. The results proved support to null hypothesis ($F=1.466$, $df=5,19$, $p=0.247$).

The second objective was to investigate the level of training of teacher counsellors involved in the implementation strategy of guidance and counseling programs and their influence on behaviour change of pupils in Kisii County. The findings revealed that that majority of the teachers' counsellor covered few courses in their training for guidance and counseling. 95% did not cover administration of guidance and counseling, 90% hardly covered principles of guidance and counseling, 91.7% did not cover theories of guidance and counseling. 95%, 98.3%, 98.3% and 96.7% did not cover training in family issues of guidance and counseling, abnormal assessment, personality inventory assessment and addiction counseling respectively.

There were few courses that the teacher counsellor was taught like human growth and development (78.3%), Counselling gifted/talented pupils (76.7%), behavioral modification and lifestyle rehabilitation(73.35) and ethical principles in guidance and counseling (93.3%). The study realized that the training teacher counsellors received was inadequate to offer comprehensive and effective guidance and counseling to pupils.

The correlation analysis indicated a positive, weak relationship between teacher counsellor training and the behaviour change among pupils in public primary school in Kisii County. The relationship $r(60) = 0.159$ $p > 0.01$. The Analysis of Variance (ANOVA) showed that the teacher training is statistically insignificant in influencing the behaviour change of pupils

in public primary schools. The results proved support to null hypothesis ($F=0.646$, $df=5,19$, $p=0.327$)

The third objective was to establish the extent of resource allocation strategy for the implementation of guidance and counseling programs and its influence on behaviour change of pupils in Kisii County. The study realized 95% of the schools do not have stationeries for guidance and counseling, 96.7 % did not have a room where guidance and counseling were conducted, 95% lacked furniture in the guidance and counseling rooms while 96.7% did not have any reference material for guidance and counseling. Headteachers and teacher counsellor's responses indicated that the programmes lacked adequate resources to offer quality services to the learners. Counseling resources involved counseling offices, furniture, stationeries, electronic vices, books, reference materials, and funds.

Provision of adequate resources strengthens counseling programmes in schools. This provision increases academic achievement, career progression, prevention of school dropout, promotes positive behaviour, diminish violence behaviour and increase neutral pro-social behaviour and improvement of mental health of learners. Teacher counsellors can be fully trained in counseling, but their impact will not be felt by learners if resources allocated to the programmes are inadequate. The provision of resources is a responsibility of parents, stakeholders of the schools and the ministry of education through the project of free primary education funding. Currently, the ministry has not established any vote-head to counseling programmes in all primary school in Kenya ministry of education report (2014).

The correlation analysis showed a weak relationship between resources allocated to guidance and counseling and behaviour change among pupils in public primary schools. The Analysis of Variance (ANOVA) revealed that resource allocation is statistically significant in

influencing the behaviour change of pupils in public primary schools. The results proved support to alternative hypothesis ($F=1.466$, $df=5,19$, $p=0.045$).

The fourth objective was to assess the roles of head teachers in the implementation strategy of guidance and counseling programs and their influence on behaviour change of pupils in Kisii County. The findings revealed majority (79.6%) of the head teachers are not trained in guidance and counseling and do not ensure teacher counsellors are adequately trained. Also, it was realized that most (81%) of the teacher counsellors employed by public primary schools are not employed based on qualification. It was realized that all (100%) head teachers encourage their pupils to seek guidance and counseling. This was a good gesture that pupils can voluntarily go for the counseling services in the school and the head teachers support it. 96.8% of head teachers encourage other teachers to be involved and participate in counseling programmes. Most (96.8%) of school head teachers do not support guidance and counselling department financially, 79.4% of the head teachers do not sponsor teachers for seminars and workshops regularly, 96.8% of head teachers do not provide adequate resources to teacher counsellors and have not allocated adequate time for guidance and counselling programmes in their respective school's timetable. 79.4% do not involve parents in guidance and counseling in the school, 76.2% do not evaluate counseling programs regularly in the school and 79.4% do not collaborate with other stakeholders in guidance and counseling from board members. The general results indicated that majority of head teachers (79%) did not train in guidance and counseling.

The correlation analysis revealed weak relationship between the role of head teachers in the implementation of guidance and counselling and behaviour change among pupils in public primary schools. Analysis of Variance (ANOVA) indicated that role of head teachers is

statistically insignificant in influencing the behaviour change of pupils in public primary schools. The results proved support to null hypothesis ($F=1.481$, $df=5,19$, $p=0.847$)

5.3 Conclusions

From the study findings the following conclusions were drawn based on the objectives of the study. Guidance and counseling programme have not been implemented in most of the public primary schools. The pupil's behaviour calls for the need to be guided and counseled.

The correlation analysis revealed a positive, weak relationship between the level of application of comprehensive guidance and counseling and the behaviour change among pupils in public primary school in Kisii County. The relationship $r(60) = 0.084$ $p>0.01$. Analysis of Variance (ANOVA) indicated that comprehensive guidance and counselling is statistically insignificant in influencing the behaviour change of pupils in public primary schools. The results proved support to null hypothesis ($F=1.466$, $df=5,19$, $p=0.247$).

The correlation analysis indicated a positive, weak relationship between teacher counsellor training and the behaviour change among pupils in public primary school in Kisii County. The relationship $r(60) = 0.159$ $p>0.01$. The Analysis of Variance (ANOVA) showed that the teacher training is statistically insignificant in influencing the behaviour change of pupils in public primary schools. The results proved support to null hypothesis ($F=0.646$, $df=5,19$, $p=0.327$).

The correlation analysis showed a weak relationship between resources allocated to guidance and counseling and behaviour change among pupils in public primary schools. The Analysis of Variance (ANOVA) revealed that resource allocation is statistically significant in influencing the

behaviour change of pupils in public primary schools. The results proved support to alternative hypothesis ($F=1.466$, $df=5,19$, $p=0.045$).

The correlation analysis revealed weak relationship between the role of head teachers in the implementation of guidance and counselling and behaviour change among pupils in public primary schools. Analysis of Variance (ANOVA) indicated role of head teachers is statistically insignificant in influencing the behaviour change of pupils in public primary schools. The results proved support to null hypothesis ($F=1.481$, $df=5,19$, $p=0.847$).

Generally, we can conclude from the findings of this study show that there are many factors that influence the implementation of the guidance and counseling programmes in public primary schools in Kisii County. Many primary schools in Kisii County have inadequate resources and do not have trained manpower to implement the programme. The head teachers do not play their role effectively in implementing guidance and counseling programmes in public primary schools. The level of application of comprehensive guidance and counseling is minimal need up scaling.

5.4 Recommendations

Out of the findings arising from the present, this researcher makes the following recommendations: -

- i) The Ministry of Education should enhance and encourage training of teacher counsellors in all primary schools to equip them with the counseling skills to make them be competent.

- ii) The Ministry of Education should integrate guidance and counseling into the primary school programme and regularly inspect quality through the Quality Assurance and Standards Officers.
- iii) The Ministry of Education ought to provide the necessary resources to be used in the implementation of the programme. These resources include finances and recommending reference materials which will benefit the implementation of the counseling programme.
- iv) The head teacher ought to provide headship and spearhead guidance and counseling programme in their respective schools,
- v) All schools should set up a guidance and counseling programme with the following features; an office for counseling, factoring guidance and services in school's master timetable, provision of enough resources to the programmes, have adequately trained teacher-counsellor, evaluation of the programmes regularly, keeping records of individual, group counseling and other counseling activities as they appear in termly work plan of the schools. Similarly, the programmes should be personal/social and academic oriented and at the same time research based. All stakeholders of the school should be involved in the implementation process for the sustainability of the programmes.

5.4.1. Policy Recommendations

- i. The ministry of education and county education board should introduce mandatory in-service training, workshops, and seminars to all teachers who do not have basic

- training in guidance and counseling to reinforce the work of teacher-counsellor for effective service delivery to pupils.
- ii. The Ministry of Education through county government education board should introduce mandatory in-service training, workshops, and seminars in guidance and counseling to head teachers of primary schools who do not have basic training in guidance and counseling to improve their capacity in administering counseling programmes in their schools. This will help them ensure that teacher counsellors are adequately trained to be given the counseling responsibilities, to use qualification as a criteria for the appointment of a teacher counsellors to offer counseling services to pupils, to provide enough resources for counseling programmes, to sponsor teacher counsellors and other teachers to workshops, seminars and to encourage other teachers, pupils, parents and other stakeholders to support counseling programmes for positive behaviour change of the pupils in schools.
 - iii. Guidance and counseling should be considered to be an examinable subject in primary teachers training colleges so that every teacher who graduates will be posted to schools ready to manage counseling programmes. This will solve a problem of scarcity of teacher counsellors in primary schools.

5.4.2 Recommendation for further research

- i) Similar study should be carried out in secondary schools to ascertain level of uptake of guidance and counseling
- ii) A similar study should be conducted in private primary schools to ascertain the different level of guidance and counseling.

- iii) A similar study should be carried out in secondary schools to certain the roles of stakeholders in the implementation of guidance and counseling in schools.

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APPENDIX I:

LETTER OF INTRODUCTION TO TEACHER COUNSELORS

Dear respondent;

I am Zachary O. Kebati a student of Kabarak University. The purpose of this questionnaire is to collect information on assessment of implementation strategies of guidance and counselling programmes and their impact on behaviour change among pupils in Kisii County Public Primary Schools. You are kindly requested not to write your name. You are further requested to respond to all questions as accurately as possible after reading and understanding them. I assure you that the responses you give will be kept confidential and will only be used for this research only.

Yours faithfully,

Zachary Oigara Kebati

(Student)

QUESTIONNAIRE FOR TEACHER COUNSELLORS

Questionnaire for a survey on implementation strategies of guidance and counselling programmes in Kisii County

PART A:

1. You are kindly requested to answer the question as honestly and accurately as possible. Your information will be kept confidential. Do not write your name on the questionnaire. Thank you for your assistance.

1. Designation: Teacher counsellor []

2. Sub County.....

3. Sex Male [] Female []

Current Age (years). Less than 20 [] 21-25 [] 26-30 [] 31-35 [] 36-40 []
] 41- 45 [] 46 and above []

Tick the level of agreement you have on the level of engagement of your institution has towards the implementation of the features of guidance and counselling given below.

NO	ITEMS	YES	NO
1.	We have an official curriculum for counselling services		
2.	We have an office for counselling services		
3.	We have a timetable for counselling services		
4.	We have resources allocation for counselling programmes		

5.	We have trained counsellors		
6.	We evaluate of counselling programme regular		
7.	Our counselling programme are academic oriented		
8.	Our counselling programmes cater for personal/social orientation in nature		
9.	our counselling and programmes are proactively/ preventative		
10.	We keep records in our counselling programmes		
11.	Our counselling programmes are research-based		
12.	Our counselling programmes are individualized and group based		
13.	Our counselling programmes work with all school stakeholders (B.O.M)		

PART B:

1. What was your model of training in counselling?

(a) Workshop []

(b) Seminars []

(c) Full-time training []

(d) Part-time training

2. What is your highest level of training in guidance and counselling?

(a). Certificate

(b). Diploma

- (c). Higher national diploma
- (d). Degree
- (e). Post Graduate
- (f). Other (Specify)

3. Do you see that your training is adequate?

- (a) Strongly agree []
- (b) Agree
- (c) Not sure []
- (d) Disagree []
- (e) Strongly disagree []

4. The following are courses studied by guidance and counselling teachers to be adequately trained. Tick the course or courses you have studied or related to the ones you have taken.

Courses	Studied	Not Studied
Administration of guidance and counselling		
Principles of guidance and counselling		
Theories of guidance and counselling		
Family issues of guidance and counselling		
Human growth and development		
Personality inventory assessments		
Child psychology		
Abnormal psychology		
Counselling of gifted/talented children		
Behaviour modification/lifestyle rehabilitation		

Ethical principles in guidance and counselling		
Addiction counselling		

5. Do you have stationeries for guidance and counselling? Yes [] No []
6. Do you have a counselling room? Yes [] No []
7. Do you have enough furniture in your counselling room? Yes [] No []
8. Do you have reference materials like books for counselling? Yes [] No []
9. Do you have pamphlets, computers, printers, radios, television and video cassettes for guidance and counselling? [] []
10. Suggest ways that you think will help effective implementation of counselling programmes in your school in terms of resource allocation?
-
-

PART C: QUESTIONNAIRE FOR TEACHER COUSELORS OF PUBLIC PRIMARY SCHOOLS ON PUPILS BEHAVIOUR

Rate your level of agreement with the following statements

Strong Disagree (SD)-1 Disagree (D)-2 Neutral (N)-3 Agree (A)-4 Strong Agree (SA)-5

No.	Item taken	SD	D	N	A	SA
1.	Pupils in our school have ever engaged in taking drug for the last 3 months					
2.	Pupils in our school have ever engaged in premarital sex for last 3 months					
3.	Pupils in our school have ever engaged in bullying other pupils for the last 3 months					

4.	Pupils in our school have ever been punished for being disobedient to authority for the last 3 months					
5.	Pupils in our school have ever been punished for leaving school without permission for the last 3 months					
6.	Female pupils in our school have been pregnant for the last 3 months					
7.	Pupils in our school have ever dropped out of school for the last 3 months					
8.	Pupils in our school have ever been out of school for early marriage in the last 3 months					
9.	Pupils in our school have ever been punished for theft cases for the last 3 months					
10.	Pupils in our school engage in boda-boda, business during class hours without teachers permission					

APPENDIX II:

LETTER OF INTRODUCTION TO HEAD TEACHERS

Dear respondent;

I am Zachary O. Kebati a student from Kabarak University. The purpose of this questionnaire is to collect information on assessment of implementation strategies of guidance and counselling programmes and their impact on behaviour change among pupils in Kisii County Public Primary Schools. You are kindly requested not to write your name. You are further requested to respond to all questions as accurately as possible after reading and understanding them. I assure you that the responses you give will be kept confidential and will only be used for this research only.

Yours faithfully,

Zachary Oigara Kebati

(Student)

QUESTIONNAIRE FOR HEAD TEACHERS

Questionnaire for a survey on implementation strategies of guidance and counselling programmes in Kisii County

PART A: GENERAL INFORMATION/DEMOGRAPHIC VARIABLES

2. You are kindly requested to answer the question as honestly and accurately as possible. Your information will be kept confidential. Do not write your name on the questionnaire. Thank you for your assistance.
4. Sub County. Kisii Central [] Gucha South [] Gucha [] Masaba South [] Masaba North []
Marani [] South Gucha [] Nyamache [] Kenyenyia []
5. Gender Male [] Female []
6. Current Age (years). Less than 20 [] 21-25 [] 26-30 []
31-35 [] 36-40 [] 41- 45[] 46 and above []
7. The following are roles of head teachers in the implementation of guidance and counselling programmes. Tick what you do in your schools

PART B

	Yes	No
1. Are you trained in guidance and counselling		
2. Do you ensure that teacher counsellor is adequately trained?		
3. Do you use qualifications as criteria for appointment of teacher counsellors		
4. Do you encourage students to seek guidance and counselling services?		

5. Do you support guidance and counselling Department financially?		
6. Do you sponsor teachers for seminars and workshops regularly?		
7. Do you provide adequate resources to teacher counsellors		
8. Have allocated adequate time for guidance and counselling programmes in your schoolmaster timetable?		
9. Do you encourage other teachers to be involved in counselling programmes		
10. Do you involve parents in guidance and counselling activities in the school?		
11. Do you evaluate counselling programmes regularly in your school?		
12. Do you collaborate with other stakeholders in guidance and counselling programmes e.g. school board members, parents		

APPENDIX III:

**LETTER OF INTRODUCTION FOR STANDARD EIGHT PUPILS IN PUBLIC
PRIMARY SCHOOLS IN KISII COUNTY**

Dear respondent,

I am Zachary O. Kebati a student from Kabarak University. The purpose of this questionnaire is to collect information on assessment of implementation strategies of guidance and counselling programmes and their impact on behaviour change among pupils in Kisii County Public Primary Schools. You are kindly requested not to write your name. You are further requested to respond to all questions as accurately as possible after reading and understanding them. I assure you that the responses you give will be kept confidential and will only be used for this research only.

Yours faithfully,

Zachary Oigara Kebati

(Student)

**QUESTIONNAIRE FOR PUPILS FOR PUBLIC PRIMARY SCHOOLS IN KISII
COUNTY**

SECTION A

Tick appropriately

Gender: Male Female

SECTION B

Tick appropriately your level of agreement with the following statements using the rating below

Strong Disagree (SD)-1 Disagree (D)-2 Neutral (N)-3 Agree (A)-4 Strong Agree (SA)-5

No.	Item taken	SA	A	N	D	SD
1.	Pupils in our school have ever engaged in taking drug for the last 3 months					
2.	Pupils in our school have ever engaged in premarital sex for last 3 months					
3.	Pupils in our school have ever engaged in bullying other pupils for the last 3 months					
4.	Pupils in our school have ever been punished for being disobedient to authority for the last 3 months					
5.	Pupils in our school have ever been					

	punished for leaving school without permission for the last 3 months					
6.	Female pupils in our school have been pregnant for the last 3 months					
7.	Pupils in our school have ever dropped out of school for the last 3 months					
8.	Pupils in our school have ever been out of school for early marriage in the last 3 months					
9.	Pupils in our school have ever been punished for theft cases for the last 3 months					
10.	Pupils in our school engage in boda-boda, business during class hours without teachers permission					

APPENDIX IV:**TABLES****Table 3. 7: Distribution of Primary Schools and Number of Schools Sampled Primary Schools in Kisii County**

Name of Sub-County	No. schools	No. of schools sampled (S)
Gucha South	106	11
Sameta	40	4
Masaba South	82	8
Kisii Central	126	13
Gucha	41	4
Kisii South	58	5
Nyamache	102	11
Kenyenya	64	6
Marani	77	7
Total	696	69

Table 3. 8: Distribution of Number of Standard 8 Pupils and Sample Size in Public Primary Schools of Kisii County

Sub County	Number of Pupils	Sample size
Gucha	410	41
Sameta	280	28
Masaba	320	32
Kisii Central	256	25
Gucha South	300	30
Kisii South	356	35
Nyamache	341	34
Kenyenya	336	33
Marani	146	14
	2745	272

APPENDIX V:

FIGURES

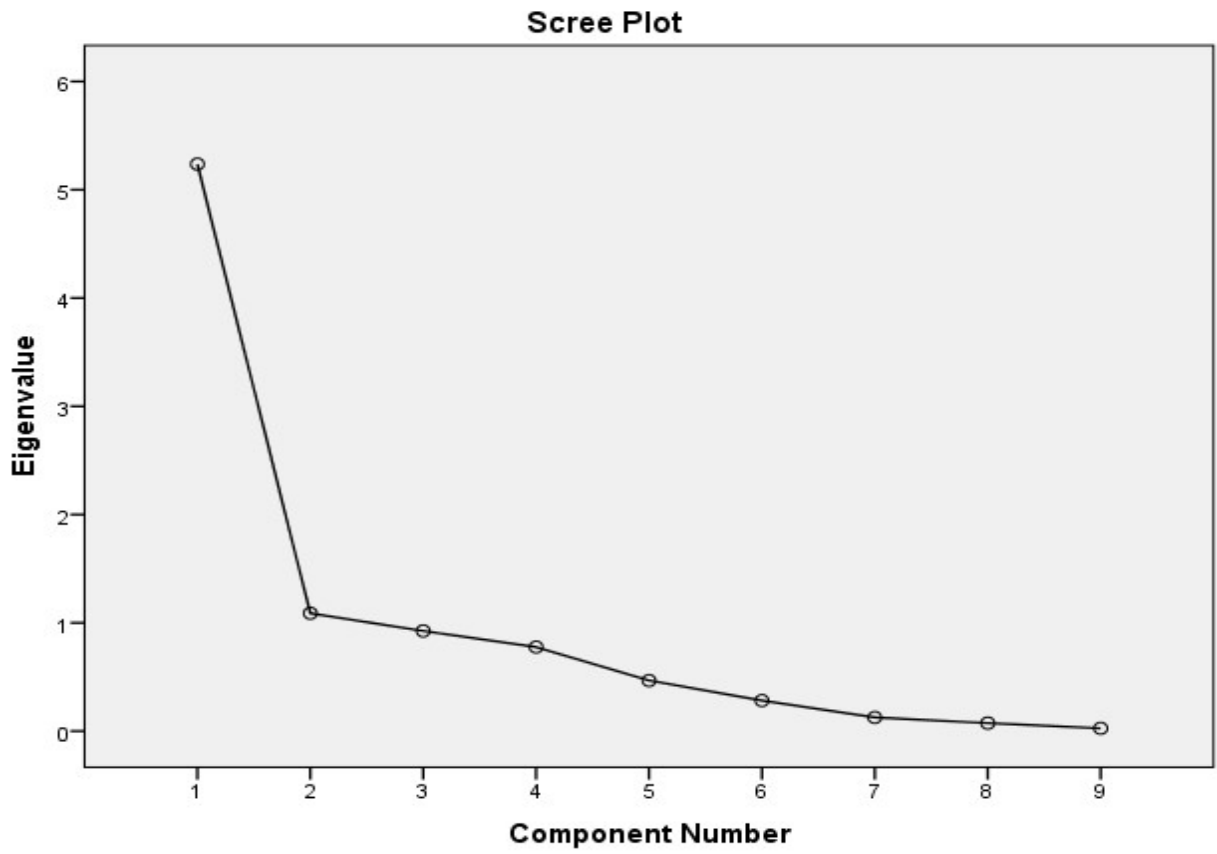
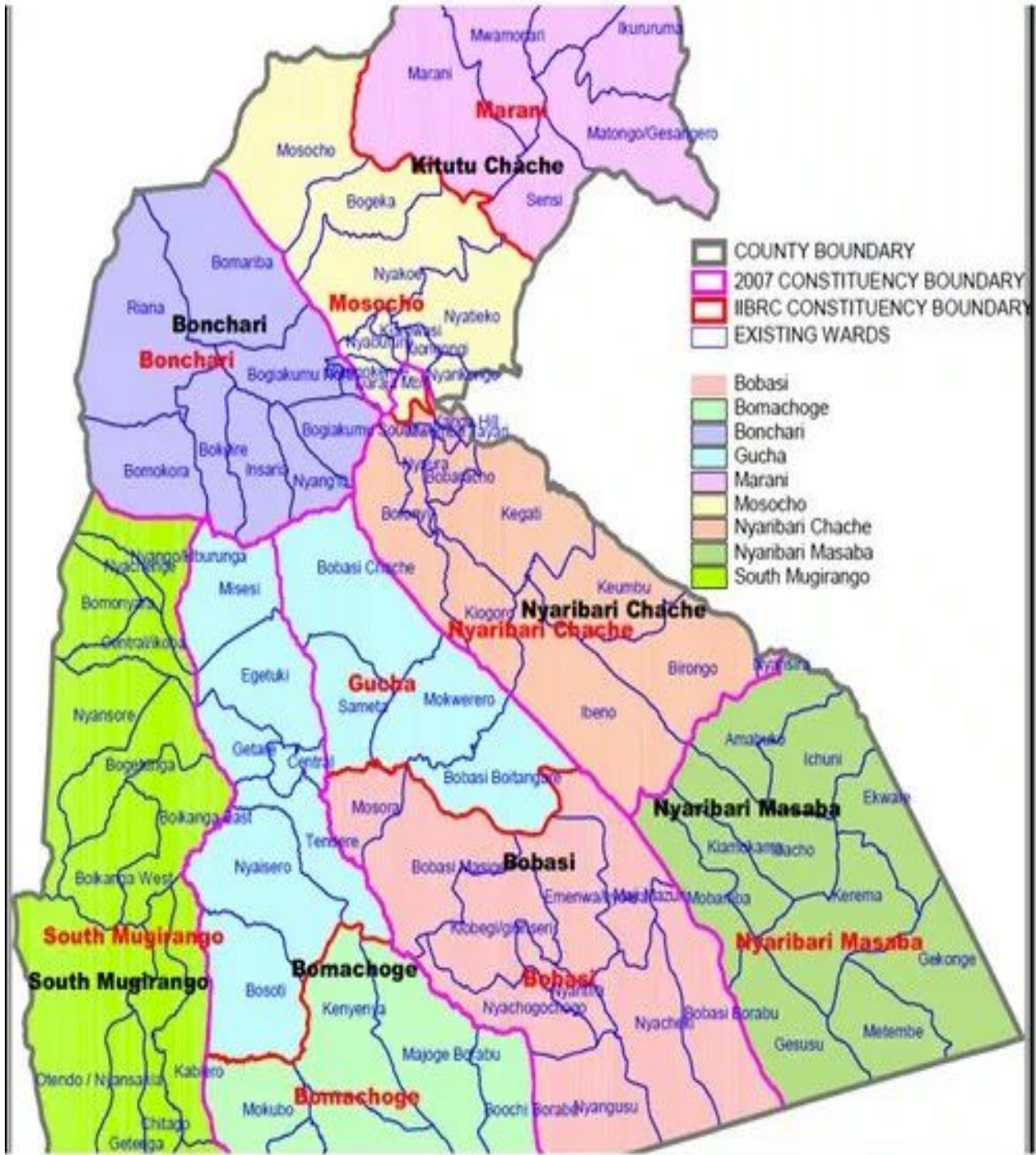


Figure 4. 1 Screen Plot for Retention Factor Analysis.

APPENDIX VI:

KISII COUNTY MAP



APPENDIX VII:

**RESEARCH AUTHORIZATION BY KABARAK UNIVERSITY INSTITUTE OF POST
GRADUATE STUDIES AND RESEARCH**



INSTITUTE OF POST GRADUATE STUDIES AND RESEARCH

Private Bag - 20157
KABARAK, KENYA
E-mail: directorpostgraduate@kabarak.ac.ke

Tel: 0773265999
Fax: 254-51-343012
www.kabarak.ac.ke

22nd September, 2016

Ministry of Education, Science and Technology,
National Commission for Science, Technology and Innovation,
9th Floor, Utalii House,
P.O. Box 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH BY GDE/M/1112/11 – OIGARA ZACHARY KEBATI

The above named is a Doctoral student at Kabarak University in the School of Education. He is carrying out research entitled 'Influence of Implementation Strategies of Guidance and Counselling Programs on Behaviour Change of Pupils in Public Primary Schools in Kisii County, Kenya'

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours faithfully,

Dr. Betty Tikoko
DIRECTOR POST GRADUATE STUDIES & RESEARCH



Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in our hearts, Jesus as Lord. (1 Peter 3:15)

APPENDIX VIII:

RESEARCH AUTHORIZATION BY NACOSTI



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

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

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

Ref. No.

NACOSTI/P/16/28483/14456

Date:

6th December, 2016

Zachary Oigara Kebati
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Implementation strategies of guidance and counselling programmes on behaviour change in public primary schools in Kisii County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **5th December, 2017**.

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

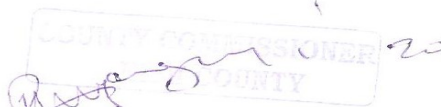
On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.



THIS IS TO CERTIFY THAT:

**MR. ZACHARY OIGARA KEBATI
of KABARAK UNIVERSITY, 408-40200
KISII, has been permitted to conduct
research in Kisii County**

Permit No : NACOSTI/P/16/28483/14456

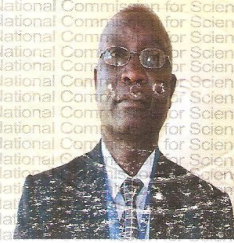
Date Of Issue : 6th December,2016

Fee Recieved :ksh 2000

**on the topic: IMPLEMENTATION
STRATEGIES OF GUIDANCE AND
COUNSELING PROGRAMMES ON
BEHAVIOUR CHANGE IN PUBLIC
PRIMARY SCHOOLS IN KISII COUNTY
KENYA**

**for the period ending:
5th December,2017**


**Applicant's
Signature**




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

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 Officer 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**

**RESEACH CLEARANCE
PERMIT**

Serial No. A: 133

CONDITIONS: see back page

APPENDIX IX:

RESEARCH AUTHORIZATION BY MINISTRY OF EDUCATION



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department for Basic Education

Telegram: "EDUCATION"
Telephone: 058-30695
Email address: cdekisii@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

REF: CDE/KSI/RESECH/57

DATE: 23rd January, 2017

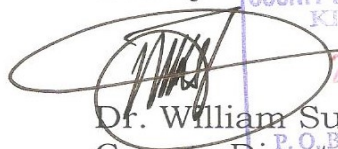
Zachary Oigara Kebati
Kabarak University
Private Bag- 20157
KABARAK.

RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter **Ref. NACOSTI/P/16/28483/14456** to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in the County on "**Implementation strategies of guidance and counselling programmes on behaviour change in public primary schools in Kisii County, Kenya**". For a period ending **5th December, 2017.**

Wish you a successful research.

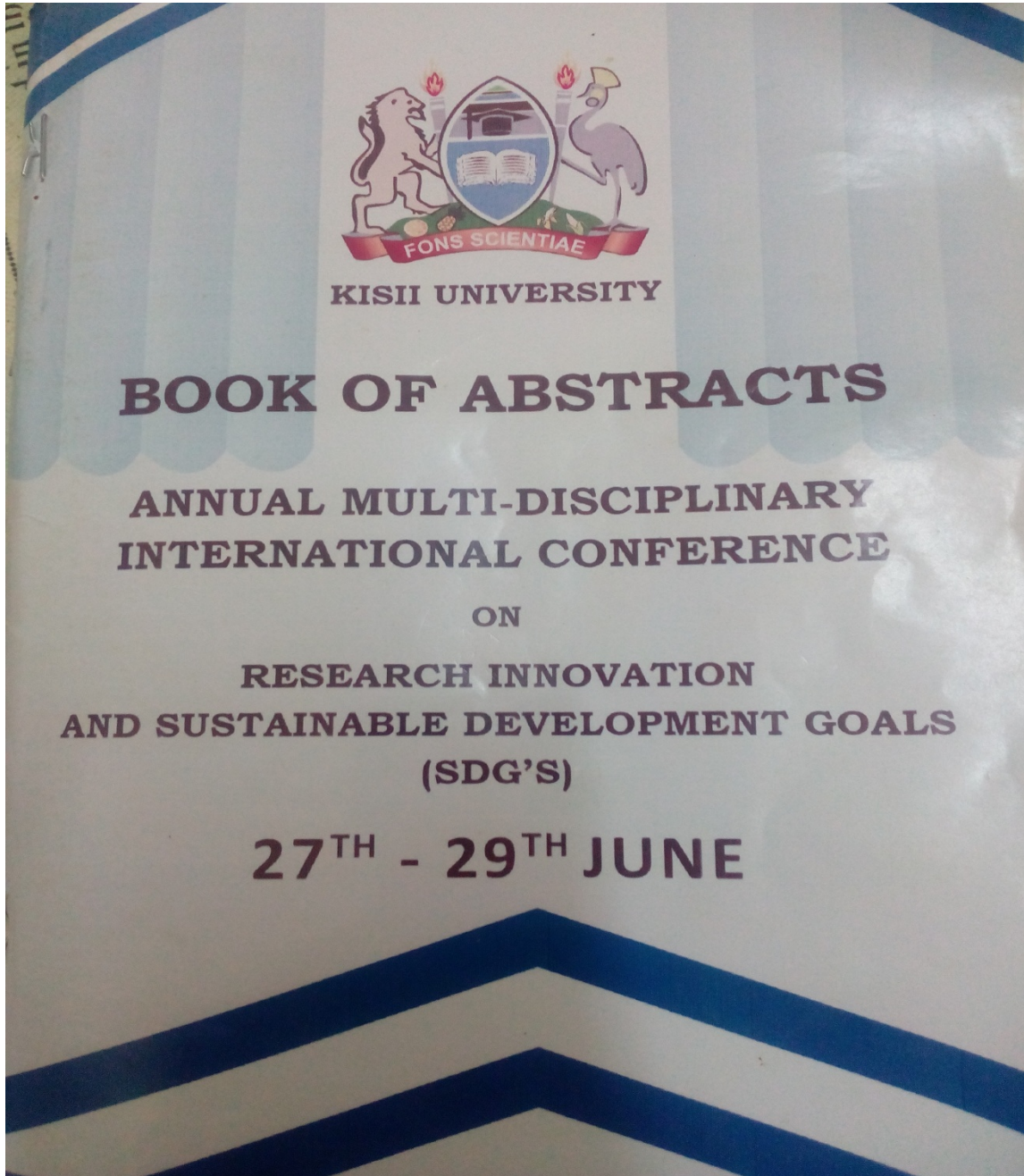

Dr. William Sugut
County Director of Education
KISII COUNTY.

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
23 JAN 2017
P. O. BOX 4499 - 40200, KISII.

APPENDIX X:

**PARTICIPATION AT THE ANNUAL MULTI-DISCIPLINARY INTERNATIONAL
CONFERENCE ON RESEARCH INNOVATION AND SUSTAINABLE DEVELOPMENT**

GOALS (SDG'S)



EXAMINATION OF THE TRAINING OF TEACHER COUNSELORS INVOLVED IN THE IMPLEMENTATION STRATEGY OF GUIDANCE AND COUNSELING PROGRAMS AND THEIR INFLUENCE ON BEHAVIOR CHANGE OF PUPILS IN KISII COUNTY.

Zachary Kebati Oigara¹ Gladys Kiptiony² and Benard Chemwei²
Corresponding author:kebatizachary@gmail.com

Abstract

Teachers have an influence on behavior of pupils in primary schools as they serve as their role models. There has been an increase in the number of primary school pupils involvement in all kinds of misbehavior in Kisii County, little has been done to assess the influence of teacher counselors training on guidance and counseling on behavior change of pupils in public primary schools in Kisii County. This study sought to examine the training of teacher counselor involved in implementation of guidance and counselling programs and their influence on behavior change of pupils in Kisii County. The study was guided by two theories, the social network theory and family systems theory. The study used correlation research design. The targeted population consisted of 3,837 from 696 schools in Kisii County. The sample size comprised of 408 respondents with 69 teacher counselors, 69 head teachers and 270 pupils from the selected schools. Data was collected using questionnaires for teacher counselors and head teachers, and interview guides were administered to the pupils. Validity of the instrument was established through discussion with the supervisors and other experts from Kabarak University. Reliability of the instruments was established through piloting the instruments in the neighboring Nyamira County which was gauged by a Cronbach Alfa reliability coefficient with a value of greater than 0.755 which deemed reliable. The results indicated teacher training had a statistical significant influence to behavior change at 0.05 although the relationship was weak. The study recommends the ministry of Education and Head teacher to provide adequate resources and offer training to teachers to make guidance and counselling a success.

Key words: Teacher counselor training, guidance and counseling programmes, behavior change

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EVALUATION OF THE LEVELS OF APPLICATION OF COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAMMES AND ITS INFLUENCE ON BEHAVIOR CHANGE AMONG PUPILS IN KISII COUNTY

Zachary Kebati Oigara¹ Gladys Kiptiony², and Bernard Chemwei²

Zachary Kebati Oigara¹ Gladys Kiptiony² and Benard Chemwei²
¹PhD Student in the Department of Education Kabarak University P.O Box 3270 Nakuru

¹Head Guidance and Counseling Department, Kisii University, P. O Box 408-40200

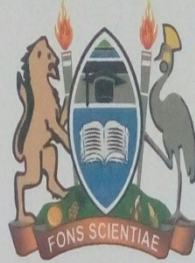
²Lecturer, Department of Education Kabarak University, P.o Box 3270 Nakuru

Corresponding author:kebatizachary@gmail.com

Abstract

A well implemented guidance and counseling programme increases academic achievements and positive behavior among pupils in Primary Schools. Despite an increase in the number of primary school pupils involvement in all kinds of misbehavior in Kisii County little has been done to assess the influence of implementation strategies of guidance and counseling programs on behavior change of pupils in public primary schools in Kisii County. The purpose of the study was to evaluate levels of application of comprehensive guidance and counselling among pupils in primary schools in Kisii County, Kenya. The study used descriptive and correlation research design. The targeted population consisted of 3,837 from 696 schools in Kisii County. The sample size comprised of 408 respondents with 69 teacher counselors, 69 head teachers and 270 pupils from the selected schools. Data was collected using questionnaires for teacher counselors and head teachers, and interview guides were administered to the pupils. Validity of the instrument was established through discussion with the supervisors and other experts from Kabarak University. Reliability of the instruments was established through piloting the instruments in the neighboring Nyamira County which was gauged by a Cronbach Alfa reliability coefficient with a value of greater than 0.755 which deemed reliable. The processes of data collection were guided by ethical considerations of confidentiality, anonymity, responsibility, respect, competence, consent, security and understanding. Data analysis used statistical package for social sciences (SPSS) version 22. The results indicated a weak relationship between the levels of application of comprehensive guidance and counselling and behavior change though at 0.05 (level of significance) level of comprehensive guidance and counselling statistically influences behavior change. The study recommends the ministry of Education and Headteacher to provide adequate resources and offer training to teachers to make guidance and counseling a success.

Key words: Level of application, guidance and counseling programmes, behavior change.



KISII UNIVERSITY

CERTIFICATE OF PARTICIPATION

THIS IS AWARDED TO

Zachary Kebati Oigara

FOR PARTICIPATING AT THE ANNUAL MULTI-DISCIPLINARY
INTERNATIONAL CONFERENCE

ON

RESEARCH INNOVATION
AND SUSTAINABLE DEVELOPMENT GOALS
(SDG'S)

(27th -29th JUNE 2017)

PROF. ANAKALO SHITANDI
REGISTRAR RESEARCH

PROF. JOHN S. AKAMA
VICE-CHANCELLOR



APPENDIX XI:

PUBLICATION ONE

African Journal of Education and Human Development Vol 3(1) pp 42-41, ISSN: 2518-0304, Copyright: ©2017
AJEHD Open Access Online @<http://onlinesciencejournals.com/index.p>

The Role of the Head Teachers in the Implementation of Guidance and Counseling Programmes :

Zachary Kebati Oigara¹, Gladys Kiptiony², and Benard Chemwei³

¹Guidance and Counselling Department, Kisii University, and P.O Box 408-40200, K Kenya

^{1,2}Department of Education Kabarak University P.O Box 3270 Nakuru, Kenya

Corresponding author: kebatizachary@gmail.com

Abstract

A well implemented guidance and counseling programme increases academic achievements and positive behaviour among pupils in Primary Schools. Despite an increase in the number of primary school pupils involved in all kinds of misbehaviour in Kisii County little has been done to assess the influence of headteachers in the implementation of guidance and counselling programmes. The purpose of the study was to assess the role of headteachers in implementation of guidance and counseling programmes on behaviour change of pupils in public primary schools in Kisii County, Kenya. The study was guided by two theories, the social network theory and family systems theory. The target population consisted 396 schools in Kisii County. The sample size comprised 69 head teachers. The result indicated that the head teacher did not play their role effectively in regard to guidance and counselling programmes thus resulting to weak relationship between the headteachers role and behaviour change. The study recommends the ministry of Education and Headteacher to provide adequate resources and offer training to teachers to make guidance and counseling a success.

Keywords: Guidance and counseling; Head teachers; Implementation; Relationship

APPENDIX XII:

PUBLICATION TWO

African Journal of Education and Human Development Vol 3(2) pp 1-5, ISSN: 2518-0304, Copyright: ©2017 AJEHD
Open Access Online @<http://onlinesciencejournals.com/index.p>

The Influence of Resource Allocation for the Implementation of Guidance and Counselling Programs and its Influence on Behaviour Change of Pupils in Kisii County

Zachary Kebati Oigara¹, Gladys Kiptiony² and Benard Chemwei³

¹Guidance and Counselling Department, Kisii University, P.O Box 408-40200, Kisii, Kenya

^{1,2,3}Department of Education Kabarak University P.O Box 3270 Nakuru, Kenya

Corresponding author:kebatizachary@gmail.com

Abstract

Resources influence the kind of guidance and counselling activities undertaken by primary schools. There has been an increase in the number of primary school pupils' involvement in all kinds of misbehaviour in Kisii County; little has been done to assess the influence of resources that is allocated in guidance and counselling on behaviour change of pupils in public primary schools in Kisii County. This study sought to examine the influence of resources allocation in implementation of guidance and counselling programs and their influence on behaviour change of pupils in Kisii County. The study was guided by two theories, the social network theory and family systems theory. The study used descriptive and correlational research design. The targeted population consisted of 696 public primary schools in Kisii County. The sample size comprised of 69 teacher counsellors and 69 head teachers. Data was collected using questionnaires for teacher counsellors and head teachers, and interview guides were administered to the pupils. The results indicated resource allocation had a statistical significant influence to behaviour change at 0.05 although the relationship was weak. The study recommends the ministry of Education and Head teacher to provide adequate resources and offer training to teachers to make guidance and counselling a success

Keywords: *Implementation Strategies, Resource allocation, Guidance and Counselling Programmes, Behaviour Change*