

**INFLUENCE OF TEACHER-PUPIL RATIO AND LEARNER
CHARACTERISTICS ON PROVISION OF GUIDANCE AND COUNSELLING
SERVICES IN PUBLIC PRIMARY SCHOOLS IN KENYA:
A CASE STUDY OF ELDORET MUNICIPALITY**

**BY
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OF PHILOSOPHY DEGREEE IN GUIDANCE AND COUNSELLING.**

MOI UNIVERSITY

NOVEMBER, 2012

DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

This work is dedicated to my children. It is my wish and prayer that this work will encourage and inspire them to climb the academic ladder to the apex.

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This study has been successful with the help of many individuals and institutions. It is not possible to mention all of them by name although, their help and contributions are greatly appreciated. Without them, the completion of this thesis would not have been possible.

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ABBREVIATIONS

ADB	Asian Development Bank
ASCA	American School Counsellor Association
CASON	Counselling Association of Nigeria
DC	District Commissioner
D.E.O	District Education Officer
F.P.E	Free Primary Education
ICT	Information Communication Technology
K.I.E	Kenya Institute of Education
M.E.O	Municipal Education Officer
MDG	Millennium Development Goals
NACAC	National Association for College of Admission Counselling
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Educational Scientific and Cultural Organisation
U.P.E	Universal Primary Education

ABSTRACT

Guidance and counselling has been commonly conducted by any persons in communities as well as schools over along period. The number of counsellors and counselees and place of counselling interviews not having been considered much. Psychologists have noted that aspects of guidance and counselling were concerned with feelings, attitudes and emotional dispositions of an individual about himself and situation facing him. The Kenyan government started financing primary education in 2003 which led to an increase in pupil enrolment not corresponding to the number of teachers. Therefore, this study set out to investigate the influence of teacher-pupil ratio and learner characteristics on provision of guidance and counselling services in public primary schools. This study was guided by Trait/ factor theory (Edmund, 1965). The study used ex-post facto research design. This research was carried out in Eldoret Municipality. Primary data was collected from a sample of 300 participants who included 12 head teachers, 48 teachers selected through purposive sampling and 240 pupils through stratified random sampling. Data was collected by the use of questionnaires, interview schedules and observation. Data was analysed using frequencies, percentages, means, Chi-square and One Way Analysis of Variance. The analysis revealed that; teacher-pupil ratio influenced the provision of guidance and counselling services, teachers used group counselling method irrespective of the nature of the problem a learner had; and learner characteristics (gender and age) influenced the provision guidance and counselling services. Based on these findings, the study recommends that: number of teachers should be increased in Public Primary Schools; individual counselling method should be used when handling gender related issues. Further research should investigate why group counselling method is not preferred and why boys respond negatively to guidance and counselling services. The findings of this study are expected to provide information to the education sector in designing proper policies for guidance and counselling services.

CHAPTER ONE

INTRODUCTION TO THE STUDY

This chapter examined the background of the research problem, statement of the problem, the purpose of the study, objectives of the study, research questions, variables of the study, hypothesis of the study, theoretical framework, justification of the study, significance of the study, limitations of the study, operational definition of terms and conclusion.

1.1 The background of the study

Most studies on teacher-pupil ratio, learner characteristics and guidance and counselling have been done outside Kenya especially in developed countries. According to United Educational, Scientific and Cultural Organisation (UNESCO), the average teacher-pupil ratio in Europe and neighbouring countries were as follows; United States 1:14, Japan 1:16, United Kingdom 1:17, Singapore 1:19, China 1:17 and Korea 1:21 (Achilles, 1999). In the USA for example, guidance and counselling starts in elementary schools. School counsellors were professionals and their work was focussed on developmental stages of students' growth including their needs, tasks and students' interests related to those stages (Schmidt, 2003). They provide individual or small group counselling for pupils. They monitor pupil's behaviour both in and outside the classroom and provide professional advice. They have a code of ethics on equity closing gaps and ensuring that all students received access to school counselling programmes.

The need for guidance and counselling as a practice for promoting adolescent health has been acknowledged worldwide. However, the specific ways by which guidance and counselling could be practiced, the optimal settings where guidance and counselling could work in the education context and how successful such programmes were ensuring equity, equality remained largely un-discussed in many parts of the world. Establishing guidance and counselling programmes in schools and incorporating gender responsiveness in the context of guidance and counselling in elementary schools are vital to the achievement of larger key education objectives. This is especially so for access for education goals for all and increased gender and equity in education.

Adolescents in cultures around the world have historically benefited from the presence of “informal” counsellors and mentors, both within the school system as well as within the community/society as a whole. These were typically teachers, administrative staff, parent volunteers, older peers within the school system. In some cases, religious/spiritual leaders in the community/society. As time went on, socio-political and economic conditions changed. Migration and urbanization presented new challenges by resulting in a sense of isolation among the youth who lost traditional familiar-social networks. These challenges required communities to define vocational trajectories and systematize career pathway in the form of “guidance” for their youth. Over time, the need for professional, unbiased, confidential and private counselling in addition to such guidance strategies was recognised by many schools around the world (Gysbers and Henderson, 2001).

However, in most of the African countries guidance and counselling was carried out in Secondary Schools and the focus was on career development. For instance in Nigeria, counsellors used whole school approach (group counselling) without paying much attention to the number of pupils they counselled. Special needs that required guidance and counselling were left to the family and community as a whole (Alude, 2004).

At independence in 1963, the government of Kenya had placed much emphasis on the role of education in socio-economic and political development. As a result, it had considerably expanded access to basic education through opening more schools from the initial 6,080 public primary school with an enrolment of 891,553 in 1963 to 17,804 Public Primary Schools with an enrolment of 9,394,763 pupils (3,813,836 boys and 3,578, 927 girls) in 2003. This increase in expansion had major challenges, one being the number of teachers to handle learners and equity (Republic of Kenya, 2007). According to Economic Survey [Republic of Kenya 2001; 33] the total expenditure of the Ministry of Education Science Technology rose by 6.4% from Ksh. 46,844,268 million in 1999 / 2000 to Ksh 49,858.13 in 2000/2001 fiscal year. For instance, in 2003, Primary school enrolment was 5.9 million, in 2005, enrolment increased to 7.5 million pupils (Chesos, 2005).

Government statistics showed that there was teacher shortage in primary schools of about 29,000. On the other hand, Kenya national union of teachers said that about

60,000 teachers were needed (Siringi, 2005). Despite of these efforts by the government, to provide teachers, the increase in pupil enrolment which had resulted into the increase in learner characteristics required an increase in the number of trained counsellors. These counsellors could deal with various problems which pupils could be facing. For instance, gender related problems which could hinder learner's progress to attain their full potential.

To add on the above, though the government's financing of primary education had a positive development with regard to access to basic education, it increased gender disparities. For instance, National Primary Completion rates for boys were higher than those for girls. Gender disparity increased from 2.990 in 1999 to 8.290 in 2004. Equally, the repetition, rate for boys went up with more boys repeating than girls at 10.1% and 9.4% respectively in 2003 (Republic of Kenya, 2007).

Provision of basic education for girls had remained low in less industrialised countries such as Africa. The Dakar Conference of 2000 reviewed developments in achieving Universal Primary Education (UPE) in African Continents by 2015. Among the objectives of UPE was to eliminate gender disparities in Primary education by 2005 and achieve gender equality in education by 2015. This was further endorsed by Millennium Development Goals(MDG) which set targets to ensure that by 2015, children of both genders will be able to go to School and complete full course of Primary School (Republic of Kenya, 2003). To achieve the MDGS, guidance and

counselling of learners has to be given priority as education and counselling go hand in hand (Alude, 2004).

In Eldoret Municipality, the onset of Free Primary Education (FPE) increased the enrolment. There were 691 teachers against 33469 pupils (giving the ratio of 1:50). Many of the public Primary Schools had very many pupils in overcrowded classrooms and over- stretched facilities, particularly sanitation (Republic of Kenya, 2007). Learners who were advanced in age for example the oldest learner in the world then (Mzee Maruge) was 86 years old went to school to learn with pupils of about 6 years of age. These changes in enrolment and class sizes required provision of guidance and counselling services to be reinforced in all Primary Schools in Kenya.

Guidance and counselling was quite necessary in primary schools. Young children as those of standard one who had left the security of their home environments to find themselves among large numbers of people such as at school, often present a great variety of problems other than solely academic ones. They encounter experiences far beyond their individual frame of reference. For example, these young pupils find themselves in strange environments with people of different characteristics, rules and so on (some may resent going to school). Socially, they become maladjusted; they may experience interpersonal adjustment problems with fellow pupils and teachers. Generally, they may lose confidence in themselves and their own abilities have little or no sense of personal value, become tense and withdrawn, (Makinde, 1984). Some pupils may not concentrate properly; some are rejected while others languish in worry

and sadness. Some pupils experience poor parent/guardian relationships. These problems among others require guidance and counselling services to be strengthened in primary schools.

Schools and classrooms are marked by diversity other than similarity. This is because pupils come from different socio-economic groups and communities. Among the objectives of education, are concerned with the development of pupils' uniqueness. Guidance and counselling, if it has to propagate such an objective, has to be individualised.

Makinde (1984) observed that guidance and counselling programmes were not receiving the attention and seriousness they deserved from head teachers and other stakeholders such as parents and even pupils themselves. So far, most of the teachers in primary schools tend to ignore the educational counselling and psychological guidance yet; factors from these areas could affect pupil performance and their behaviour in Kenyan society. For instance, a child could have been made to repeat a class several times without teachers trying to find out the cause(s) of failure. This could result into withdrawal, delinquency and other detrimental behaviours.

The responsibility of education counsellors was to counsel pupils on academic, career, personal and social abilities (Borders and Drury, 1992). In addition, it was the counsellors' responsibility to: guide pupils who were at the brink of dropping out of school, becoming substance abusers, participating in gang activity or committing

suicide; guide pupils who were in need of modified instructional strategies and consult with students, parents or guardians and make referrals as appropriate in consultation with the same.

Further on, the schools' guidance and counselling teacher had to; co-ordinate people and resources in the school, home and community; With the assistance of school staff, interpret standardised test results and other assessment data that help pupils make educational and career plans; Consult with school staff, parents and other community members to help them increase the effectiveness of student-education and promote student success; deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum; counsel boys and girls on their different sexual maturation challenges, equip boys and girls with life skills to protect themselves from the ravages of HIV/AIDS. Furthermore, school counsellors can assist pupils to adjust to new changes/ environment therefore help learners achieve optimal personal growth and also acquire skills and values. Counsellors are therefore charged with responsibilities of fostering the right atmosphere for the students' growth and development.

From the foregoing, the education planners should make guidance and counselling an integral part of education in all primary schools. This is to enhance a suitable learning climate and minimise constricting factors such as negative emotions which would be disintegrative and disruptive (Rao, 2005). However, this may not be possible

especially when the high numbers of the pupils with various characteristics are too many for one teacher-counsellor to handle.

1.2 Statement of the Problem

Guidance and counselling is quite necessary in all learning institutions. According to Hawkes and Hawkes (1984) as cited by Makinde. (1984) pg. 63, “Education is counselling and counselling is Education.” Pupils need to be guided on what to do and be assisted in all areas that can hinder proper personal growth and social development. The teacher is a key facilitator in learning process. The teacher interacts with the learners for the purpose of enhancing desired acquisition of knowledge, skills and attitudes

Teacher- pupil ratio is an indicator of education quality. The quality of education suffers in crowded classrooms with high number of pupils. For pupils, it is difficult for them to follow the course and teachers can dedicate less time to the needs of each individual student (UNESCO, 2008). In Eldoret Municipality, teacher –pupil ratio was 1:50 which was higher than the required number of 1:40 (Education plan, 1994). This increase in enrolment in Public Primary Schools came about with the government financing primary education from 2003.

The increase in enrolment of pupils and the consequence increase in the class size could influence the way teacher-counsellor provided guidance and counselling services. The few teachers who had other duties versus the many pupils with different characteristics could make teachers resort to methods of guidance and counselling that might not be very appropriate to help learners deal with individual problems. In addition, the overwhelming number of pupils in Eldoret Municipality public Primary Schools, the effectiveness of the methods used to provide guidance and counselling services were questionable.

To add on the above, there have been a number of studies on guidance and counselling in Kenya and the western world. However, little has been written about the influence of teacher-pupil ratio and learner characteristics on provision of guidance and counselling services particularly in Eldoret Municipality. It was in the light of the above that this study sought to investigate the influence of teacher-pupil ratio and learner characteristics on provision of guidance and counselling services.

1.3 The Purpose of the study

The purpose of the study was to investigate the influence of teacher-pupil ratio and learner characteristics on provision of guidance and counselling services in public in primary schools in Kenya.

1.4 Objectives of the study

The following were the research objectives:

- i) To determine the influence of teacher -pupil ratio on provision of guidance and counselling services.
- ii) To determine the influence of teacher-pupil ratio on methods used to provide guidance and counselling services.
- iii) To determine the influence of learners' gender on provision of guidance and counselling services.
- iv) To determine the influence of learner's age on provision of guidance and counselling services.

1.5 Research Questions

The study sought to answer the following questions:

- (i) Does teacher-pupil ratio influence provision of guidance and counselling services?
- (ii) Does teacher-pupil ratio influence the methods used to provide guidance and counselling services?
- (iii) Does learner's gender influence the provision of guidance and counselling services?
- (iv) Does learner's age influence the methods used to provide guidance and counselling services?

1.6 Hypothesis of the Study

The hypotheses were used to find out the relations or differences between teacher-pupil ratio and learner characteristics on provision of guidance and counselling services. The following null hypotheses were tested in the study.

H₀₁: Teacher-pupil ratio doesn't have any significant influence on provision of guidance and counselling services.

H₀₂: Teacher-pupil ratio doesn't have any significant influence on the methods used to provide guidance and counselling services.

H₀₃: Learner's gender doesn't have any significant influence on provision of guidance and counselling services

H₀₄: Learner's age doesn't have any significant influence on provision of guidance and counselling services.

1.7 Variables of the study

The study used the following variables:

Independent variables

- (i) Teacher-pupil ratio.
- (ii) Learner characteristics.

Dependent variables

- (i) Guidance and counselling services.

1.8 Theoretical Framework

The theoretical framework upon which the study was based on Trait and Factor theory. This theory states that the development of an individual progress from infancy to adulthood and that an individual was unique. According to Williamson, (1979) the purpose of counselling was to aid the individual in successive approximations of self-understanding and self-management. This was done by helping an individual assess assets and liabilities in relation to requirements of progressively changing life goals and vocational career (Staffire and Grant, 1972). This directive approach to counselling equates the goals of counselling and education as being the same. The function of counselling was to enable a student to profit optimally from instruction. The counsellor diagnoses the student's potential should precede placement in a curriculum and /or work setting. Diagnosis prior to instruction would facilitate instruction since modifications could be made based upon what was known about the individual.

Furthermore, Williamson's (1965) argument was that every individual is an organised unique pattern of capabilities and potentialities. This study therefore used trait factor theory to establish how teachers provided guidance and counselling services and whether they bore in mind unique individuality of each child and the identification of that uniqueness through objective measurement as contrasted with technique of subjective estimation and appraisal. It was used to establish if the few teacher-counsellors in primary schools were able to deal with individual pupils to establish

their assets and liabilities. For instance, maturation problems exhibited by both girls and boys in schools.

Counselling, according to Williamson (1965), is “one of the personalised and individual processes designed to aid the individual to learn school subject matter, citizenship traits, social and personal values and habits, to make up a normally adjusted being.” Therefore, this study sought to examine teacher-pupil ratio and the influence it had on provision of guidance and counselling services. In addition, since trait factor theory emphasizes uniqueness of an individual it can be used quite well with teacher- counsellors to check on learning progress of individual pupils and those who have learning difficulties. Also comparing scores of learners could be minimised because individuals differ (comparing of scores was done most commonly in Kenyan schools which could easily cause more psychological harm to learners).

Further, primary school pupils are generally young and they need to be directed when it comes to academic and social matters. The teacher- counsellor through using trait factor theory knowledge can advise directly and openly so that the child is left in no doubt about what was expected of him/her. This approach also makes the child understand the outcome of alternative actions through explanations which are given by the teacher –counsellor. The teacher-counsellor can use the knowledge of this theory to assess learners as individuals objectively for purposes of counselling them on educational matters. Unique problem areas such as maturation, absenteeism, drug

abuse, hygiene, could be dealt with while assisting an individual to eliminate such problems.

1.9 Conceptual Framework

The researcher used conceptual framework to represent the hypothesized relationship between independent and dependent variables as shown in figure 1 below

Figure 1: Conceptual Framework

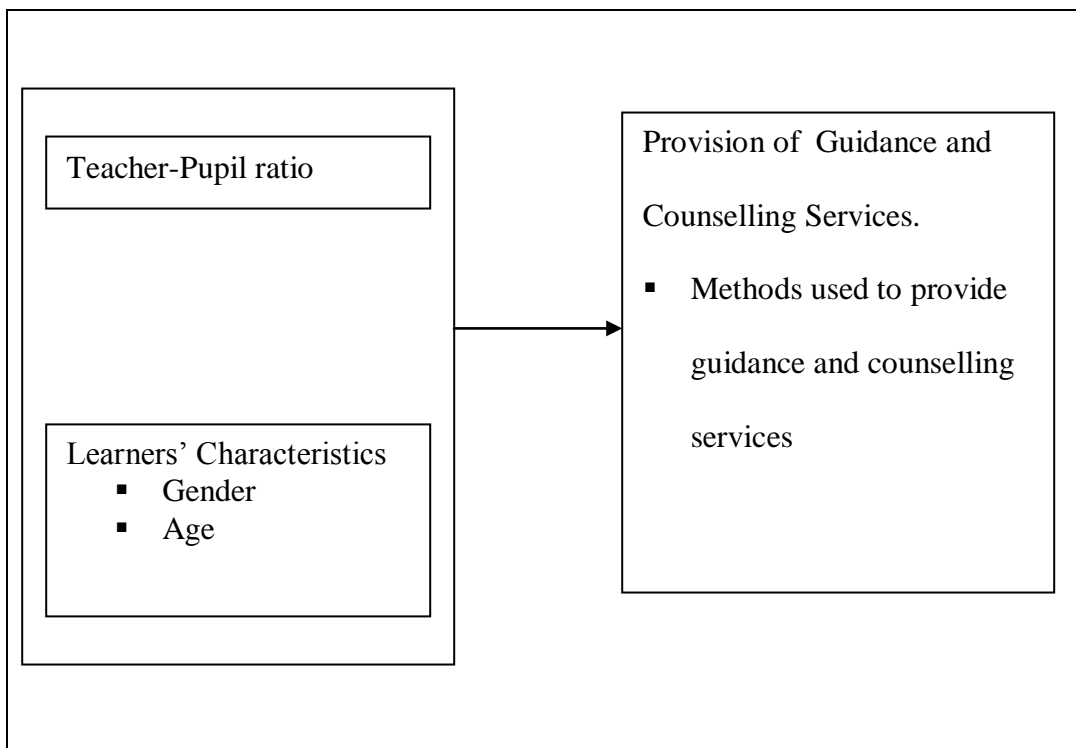


Figure 1 shows the relationship between independent variables (teacher-pupil ratio and learner characteristics) and dependent variable (provision of guidance and counselling services) in the study. It shows how teacher-pupil ratio and learners' characteristics influence the provision of guidance and counselling services.

1.10 Justification of the study

Most studies on guidance and counselling have been done outside Kenya especially in the United States (U.S.A); hence, the results may have less relevance to Kenya because of diversity in political, social, economic and cultural set up. In Kenya, Government Policies have not dealt with the influence of teacher-pupil ratio and learner characteristics on provision of guidance and counselling services in Eldoret Municipality.

1.11 Significance of the study.

Although several researches have been done on guidance and counselling, none has been done on teacher- pupil ratio and learner characteristics on provision of guidance and counselling services in Eldoret Municipality. The current study together with other researches done earlier would help create general awareness on the influence of teacher-pupil ratio and learners' characteristics had on provision of guidance and counselling services.

The findings of the study could contribute to substantial awareness to a number of people, institution and personnel involved in decision making, formulating policies and implementation. The Institutions that could use the results include; Ministry of Education, Teachers Service Commission (T.S.C), Kenya institute of Education (K.I.E) and institutions such as Primary Teachers Colleges and Universities involved in training of teachers.

Similarly, the findings could be used by stakeholders in identifying problems encountered by teachers and pupils during guidance and counselling sessions. This could help in creating better understanding of the relationship between teacher-pupil ratio and learner characteristics on provision of guidance and counselling services. Furthermore, research findings could be useful to the guidance and counselling unit at the ministry of education as it can make them realise that gender related issues require trained counsellors.

In addition, the findings could encourage further research on why girls were more responsive to guidance and counselling services than boys. The government of Kenya could make use of the research findings to increase the number of teachers and to formulate policies in regard to who should provide guidance and counselling services in Kenya Primary Schools.

1.12 Scope of the study

This study focussed on the influence of teacher-pupil ratio had on the provision of guidance and counselling services .Equally the study investigated the influence learner characteristics had on provision of guidance and counselling services in Public Primary Schools, based in Eldoret Municipality.

The target population were teachers and pupils of public primary Schools in Eldoret Municipality. This was so because all teachers were supposed to guide and counsel pupils and were aware of any problem they may encounter while guiding and counselling pupils. Head teachers were included in the study because they were

essential players in initiating and organising good guidance and counselling programmes in their schools .In addition, pupils were included as they were the ones that were guided and counselled. Equally, learner characteristics (gender and age) were included because they could influence how pupils responded to guidance and counselling services.

1.13 Assumptions of the study

The following assumptions were made in the study:

- (i) That the answers that were provided by participants through the research instruments were honest responses that reflected the influence teacher-pupil ratio had on provision of guidance and counselling services.
- (ii) That teachers and pupils understood the questionnaire items and answered them truthfully.
- (iii) That guidance and counselling services provided within the school context promote efficient and happy lives of learners.
- (iv) That school teachers, pupils and key informants gave useful information without any biasness
- (v) That the study findings will be useful to both the directorate of quality assurance and guidance and counselling unit at the Ministry of Education.

1.14 Limitations of the study

The following were limitations of this study:

- (i) Since the study was limited to Eldoret Municipality, the findings and generalisation of the study were only limited to this area.
- (ii) The design of the study was ex-post facto whereby the researcher could not control the independent variables because their manifestations had already occurred.
- (iii) This study was conducted in public primary schools in Eldoret Municipality while private Primary schools were excluded. This was due to the fact that private schools were not funded by the government.

1.15 Operational definition of Terms

The following terms used in this study were defined as follows:

- i) **Teacher-pupil ratio:** the number of pupils per a teacher in a school..
- ii) **High teacher-pupil ratio:** a situation whereby a teacher handles more than 45 pupils in a school.
- iii) **Moderate teacher-pupil ratio:** a situation whereby a teacher handles 40-44 pupils in a school..
- iv) **Low teacher- pupil ratio:** a situation whereby a teacher handles 10 – 39 pupils in a school.
- v) **Learner characteristics:** individual habits that are exhibited by learners. In this study, presented as gender and age.
- vi) **Provision of guidance and counselling services:** comprehensive school counselling activities provided by professionals, strategies and methods adapted to guide and counsel learners.

- vii) **Educational Guidance and counselling:** it is guiding and counselling concerned with helping an individual in planning a suitable educational programme and making progress in it.
- viii) **Counselling:** a service designed by a counsellor to help an individual analyse herself or himself by relating his/her capabilities, achievements, interests and method of adjustment to make a decision
- ix) **Pupil / Student** –used in this study synonymously to mean learner.
- x) **Public Primary School:** primary schools funded by the government.
- xi) **Guiding learners separately-**used to mean individual counselling
- xii) **Guiding learners together-** used to mean group counselling.

Conclusion

This chapter presented background information about teacher-pupil ratio; issues that may affect learners especially those at primary school level and the responsibility of education counsellors. With this background, the chapter sought to investigate the influence of teacher-pupil ratio and learner characteristics had on the provision of guidance and counselling services in Eldoret Municipality. Specific focus was made on the hypotheses and research objectives that guided the study. Statement of the problem, objectives of the study, research questions and significance of the study were examined. Limitations of the study, theoretical and Conceptual framework were discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, a review of the pertinent literature related to this study was made and it was sub-divided into seven sub-headings as follows; theories of counselling, provision of guidance and counselling elsewhere in the world, guidance and counselling in Africa, learner characteristics and guidance and counselling, teacher-pupil ratio and guidance and counselling, factors that affect provision of guidance and counselling services and conclusion.

2.2 Theories of counselling

The following directive theories were used to support Trait / factor theory that was used as Theoretical Framework in the study. These theories were; rational-emotive theory, eclectic view point theory and behaviour modification theory. These theories were considered relevant as their proponents emphasized rationality, uniqueness of an individual and the need to have knowledge of the person to be counselled. These theories are counsellor centred and propose advising directly and openly. Reinforcement is encouraged to make the client adhere to the desired outcome. In addition, the theories propagate counselling to be personalised, permissive assistance to develop self-understanding and self-direction. On the basis of the foregoing, primary school pupils who are comparatively young need to be directed in both their academic and social matters. In areas where conformity was not achieved, different techniques such as reinforcement could be used to realize the intended outcome. These

learners could be handled as individuals since they have unique characteristics that may call for different treatments.

2.2.1 Rational-emotive theory

In rational-emotive theory Ellis, (1984). This theory concerns itself with logical, intellectual approach to the process and solution of clients' problems. According to Ellis, (1984), man is basically rational as well as irrational. The theory further states that when man is rational he is effective and competent and that when he is irrational he gets disturbed emotionally. The theory maintains further that people contribute to their psychological problems by the way they interpret events and situations in life. Re-organisation of one's self conceptualization may result in correspondingly re-organization of ones' behaviour. Ellis (1984) further noted that clients have to be made to analyze themselves and identify their unconditional "shoulds" and surrender such faulty beliefs. The work of the counsellor is to provide the client with alternative rational statements. Further on, this theory puts emphasis on uniqueness of human beings and that people have capacity to change their cognitive, emotive and behavioural process, they can chose to react differently from their usual patterns, refuse to allow themselves and become upset and train themselves so they can remain minimally disturbed for the rest of their life.

2.2.2 Eclectic theory

According to Thorne, (1950) a counsellor should choose appropriate method(s) from various sources or systems that are available for a given situation. The counsellor

should use many techniques to serve the needs of the client. This theory further emphasises the need for a counsellor to know the individual's past history, present situation and future possibilities. Further, the theory emphasises the need for the counsellor to have direct intimate knowledge of the individual in all of his/her apparent moods, behaviour and activities. Equally, the theory states the need for a counsellor to maximise the individual's intellectual resources in solving behaviour problems.

The assumption of this theory was that maladjustment was as a result of the client's failure to learn to use his intellectual resources as he was supposed to in early life. In addition, counselling was viewed as a process of re-educating and training an individual to replace emotional- compulsive behaviour with deliberate, rational, adaptive behaviour based on the highest utilisation of intellectual resources.

According to this theory, counselling was for persons; who were motivated enough to seek psychological help and to enter and remain in the counselling relationship long enough to receive help, with whom a satisfactory rapport could be established so that the client feels free to express his/her problems verbally.

2.2.3 Behavioural Modification theory

Proponents such as John Krumboltz and Thorensen, (1966) and others stated that observable behaviour was what counsellors were to be concerned with and constituted

the criterion against which counselling outcomes were assessed. The theory emphasised behaviour modification and manipulation of learning conditions.

The assumption of this theory was that:

- (i) Most human behaviour was learned and was therefore subject to change.
- (ii) Specific changes in the individual's environment could assist in altering relevant behaviours: counselling procedures sought to bring about relevant changes in student or client behaviour by altering the environment.
- (iii) Social learning principles such as those of reinforcement and social modelling could be used to develop counselling procedures.
- (iv) Counselling effectiveness and the outcomes of counselling were assessed by changes in specific student behaviour outside the counselling interview.
- (v) Counselling procedures were not static, fixed or predetermined but could be specifically designed to assist the client or student in solving a particular problem.

In this theory counsellors were supposed to help clients define goals in behavioural terms, provide resources and encouragement in helping a client move towards achieving intended goals. The theory also emphasised reinforcement which could be positive, negative or neutral. It states that behaviour counselling could start in early childhood. Further, on, the theory states that individual acquired chain reactions in given situations and that each reaction served as a feed-back to the individual

2.3 Provision of guidance and counselling services elsewhere in the world

The American school counsellor association (ASCA, 1997), pointed out that guidance and counselling services needed state leadership and support. They went on and pointed out that education agencies must work together to establish a common vision and expectations for their guidance programmes through the enactment of state board policy consistent with state recommended practice. They felt that such support was needed if guidance was to be articulated developmentally across all grade levels. Basing on this observation, the study attempted to find out how guidance and counselling services were provided in the sampled schools in Eldoret Municipality.

Further on, ASCA, (1997), pointed out that financial support guidelines, legislative suggestive language, and state-level leadership was a base for effective guidance. However, they pointed out that funding patterns could vary widely across the nation, they emphasised that funding of Guidance and counselling was to be addressed at a level that was to assure adequate personnel, space, staff training, access to schools time, necessary equipment, and vocational-technical programmes. They felt that funding for guidance was essential both to establish and maintain Guidance programmes development in isolation, devoid of state level leadership and support were extremely vulnerable.

Drier (1999) pointed out that the need for guidance and counselling was necessary as there were substantial changes industrially, occupationally, socially and economically. He further pointed out that in the USA educational guidance and counselling in

schools was practised as vocational counselling as it is done in most parts of the world. Educational counselling was looked at as a guide and was carried out by a career master in the choice of subjects that led to specific fields of a world of work. Educational counselling and vocational counselling were seen as one and the same although different for one precedes the other. The study report attempted to find out the influence of teacher-pupil ratio had on provision of guidance and counselling services as Education and counselling was seen as one (Hawkes and Hawkes, 1984).

Parsons (1909) pointed out that a counsellor had to acquire some training in order to be able to use psychological techniques for diagnosis of individual characteristics. He pointed out that guidance and counselling in the USA was focussed mainly on helping young people make transition from school to work. Guidance was viewed as an all-encompassing programme that assist individuals of all ages and circumstances to be more effective learners, citizens and workers. Guidance was seen as a comprehensive programme responding to individuals and societal needs of all ages. It was observed that guidance and counselling assisted all individuals to develop competencies in self-understanding, interpersonal relations, decision making, goal setting and planning. Thus it required a trained counsellor to offer services in guidance and counselling. These observations have attracted attention in other parts of the world on who should carry out guidance and counselling services. The same observation was done to find out whether teachers who provided guidance and counselling services in Kenya were adequately trained in the skills.

According to Gerler (1985), the findings, emerging from different studies in the USA provided substantial evidence that proved that guidance and counselling when delivered as a programme, produced impressive measurable results. Gerler analysed a decade of research on the results of elementary school guidance and counselling programme intervention in the effective behavioural and interpersonal domains of pupils' lives and found out that these programmes affected students' academic achievements positively. St. Claire (1989) found similar results in her review of the impact of guidance and counselling programme intervention at middle school level. Borders and Drury (1992) found that guidance and counselling programme intervention had substantial impact on students' success in classrooms.

According to Lapan, Hysbers and Sun (1997), the findings that emerged from different studies in Missouri and Utah were that results of the effect of guidance programme interventions appeared early in some students while in others it was delayed. In Missouri it was found that students in schools with more complete guidance and counselling programmes were more likely to report that they had earned higher grades, their education was better preparing them for the future and their school had a more positive climate. Nelson and Gardner (1998) found that Utah schools with more fully implemented guidance and counselling programmes rated the guidance services in the schools higher and their overall educational preparation as more adequate. Students in schools with more fully implemented guidance programmes also took more advances in mathematics and science courses and more vocational technical courses. Their findings necessitated a study as to whether teacher-pupil ratio and learner

characteristics had influence on provision guidance and counselling services in Eldoret Municipality Public Primary Schools.

Lapan, Hysbers and Sun (1997) pointed out that guidance and counselling programmes must be conducted on a regular and planned basis to assist individuals achieve human growth and development. They too pointed out that immediate needs of individuals must be met and a major focus of developmental programmes should be able to provide individuals with experiences to help them grow and develop. Further, they pointed out that guidance and counselling programmes should be made comprehensive since they provided a full range of activities and services including assessment information, referral, and educational planning and placement assistance. Equally, they pointed out that guidance should be based on a team approach. All the staff in a school should have some guidance responsibilities rather than thinking that it was all up to the school counsellor. At the same time, they emphasised that professionally certified school counsellors should be central to collaborative relationship with teachers, parents, administrators and other professional personnel.

According to Rao (2005), guidance and counselling in India was more of vocational oriented than just educational. The majority of people in India look at guidance and counselling as a “foreign concept.” There is apathy and indifference on the part of administration, community and the complacency on the side of the teachers who believe that counselling is irrelevant in the existing educational pattern. However, there are a few qualified personnel leading to counselling services being dismally

provided as per the organised work and provision of professional services are concerned. In some schools, counselling was provided by teachers from different disciplines that do not have knowledge, understanding, enthusiasm, responsibility or commitment to render counselling effectively. These apparently reflect the situation in Eldoret Municipality public primary schools where most teachers who provided guidance and counselling services to learners were not qualified in guidance and counselling skills.

According to Lee, (2002), trained teachers provide guidance and counselling services in Korea. In schools guidance and counselling service providers were concerned with further education and employment. They had career development centres in charge of developing and distributing career-related information. They conducted career-related tests and career counselling: advised schools and related institutions of service and on improving efficiency budget performance. This was not the situation in Eldoret Municipality as there were no centres for conducting career related tests.

In Asia, school counselling is relatively young, but evolving discipline. Most countries in this region have attempted to adapt counselling from prevailing western theoretical models. Several researchers have pointed out to the ideal that despite such adaptations and modifications, there were fundamental differences between the West and Asia-Pacific region as well as other parts of the world such as Africa and specifically Kenya.

In South-East Asia, the scientific literature for many countries in that region documents counselling and guidance initiatives from diverse perspectives, emphasising various aspects underlying the practice of school counselling.

According to Tatsuno (2002), in Japan, with rising rates of unemployment and the disappearance of traditional “seniority- based” employment models, career counselling was viewed as critical to the healthy development of Elementary School Students. However, Tatsuno argues that career counselling in Japan was provided through classroom management, as a one-stop-shop process rather than through professional counsellors who were equipped to deal with changes in children’s lives. Researchers in Japan continue to call for increasing sophisticated, trained counsellors to provide these services.

In Malaysia, Ministry of Education has a policy statement “which stipulated that schools especially elementary schools, should have their own guidance teachers” (Amir and Latiff, 1984). In 1988, Act 580 of the Malaysian Government (the counsellors Act), established counselling as a profession. However, leading proponents continue to call for standards and certification procedures, enhancing quality of counsellor training to reflect labour market needs Act, cultural issues and expanding the role of counsellors as agents of transformation and advocacy. In addition, it was noted that gender inequalities continued to persist and girls continued to be disadvantaged within the school context (Hutchings, 1988). There was a call to pay attention to such inequalities within the context of guidance and counselling.

Strong cultural emphasis on academic achievement fuelled the need for structural guidance and counselling programmes in the region.

According to Cooper and Croyle (1966) some of the maladjustment behaviour such as drug abuse, dislike of school and teachers were common re-occurrence in schools. Reid (1947) carried out a research study in 25 schools in south Wales and found out that students did not like school and blamed institutions for being the cause and not themselves. This research finding does not mention of whether Guidance and counselling services were provided in those schools or what efforts were made to curb misbehaviour. Equally, Cooper (1966), added by emphasising that a school should provide mother figures so that children do not face turbulence especially at an early age. Further on, he pointed out that pupils were misfits in schools where no bonding with someone like mother so that home experiences could be extended to school to create continuity (pattern). The question here was whether the education system in Kenya puts emphasis on finding out real courses of problems learners' exhibit in schools. Counselling programmes in primary schools if any exist may be geared to promoting laid out rules and not necessarily bonding. He also noted that pupils refused school and others appeared more worried with elevated neuroticism scores on Eysenk, (1964). He pointed out that such children were unhappy, unsociable and lonely therefore needed counselling.

Lee (2002) observed that students could not perform well in school when they tried to gain attention by going against authorities and also when teachers on the other hand

labelled them with negative terms such as delinquents, maladjusted and other derogatory terms. This apparently was the situation in Kenyan primary schools where rules were believed to discourage inappropriate behaviour. Further, Lee pointed out that there was a relationship between classroom environment and learning outcomes. This implied that a learning environment where learners were too congested might not be conducive to girls a situation that was common in many public schools in Eldoret Municipality. According to Jewel (1979) in his study of peer counselling established that there was no significant relationship between the sex of students and the way they responded to school regulations.

Rogers (1968) pointed out that counselling was a series of direct contact with an individual which aimed at offering assistance in changing attitudes and behaviour. He further asserted that “effective counselling” consisted of adequately structured permissive relationship that allowed the client to gain an understanding of himself to a degree which enabled him to take positive steps in the light of new orientation. He saw counselling as personal, intimate and confidential. However, this might not be what went on in public primary schools in Eldoret Municipality as the teacher-pupil ratio was high making it difficult for a single teacher- counsellor to counsel pupils individually understand all the pupils he/she may be handling with an aim of assisting them and thus the study attempted to find out the influence of teacher-pupil ratio and learner characteristics had on provision of guidance and counselling services.

According to Daemon and Borland (1980) as cited by Makinde (1984), the objectives of guidance and counselling programmes were to help students gain insight into the origin and development of emotional difficulties, leading to increased capacity to make, rational control over their feelings and actions , help students cope with examination anxiety, fear of failure and craving for highest grades and other sources of pressure among students, help students with personal problems that hinder academic process and alter maladaptive behaviour.

Barki and Mukhopadvu,(1989) pointed out that guidance was the assistance made available by qualified and trained persons to an individual of any age to help him/her to manage own life's activities, develop own point of view and manage own decisions.

Each pupil should be helped to adjust to the world of academic work and its demands by developing desirable curricular interests and worthy goals, cultivating efficient work habits, developing sound study skills and practices, fostering desirable interpersonal relations, securing satisfactory mental health and acquiring a high sense of morale.

Teachers often refer pupils with unsatisfactory academic grades to school counsellors. Freud, (1935) observed that emotional problems experienced by individuals later in life could be traced to their childhood. Early guidance from primary school can help in shaping the future behaviour of the child. This observation was also supported by Erickson, (1959) who noted that the early years of development if not well guided a

child could develop a sense of inadequacy and inferiority which could lead to maladjustment and under-achieving.

Merrill, (1895), as cited by Brewer (1932), in his experimental work on guidance at California school of mechanical arts in Francisco provided specific guidance services for pupils for job placement. According to Goodwin (1911) as cited by Makinde (1984) guidance and counselling were to be organised. He suggested that for the smooth provision of guidance and counselling services, a director had to be appointed and each pupil needed to have a personal contact with one teacher. The teacher was supposed to be sympathetic and helpful. He also emphasised logical analysis of each child's personal characteristic. However, Primary Schools in Eldoret Municipality, the number of teachers was less compared to the number of pupils and that was why this study investigated the influence of teacher-pupil ratio had on provision of guidance and counselling services in Eldoret Municipality.

National Association for college Admission Counselling (NACAC, 1990) statement believed that effective guidance and counselling services required that adequate time and resources should be availed to counsellors in order to work well with students and parents individually and group settings. There was no clear policy from the Ministry of Education on how much time was to be spent on guidance and counselling. Equally, resources for the establishment of the same were not catered for.

Strengthening Guidance and Counselling Policy Paper (Nairobi, 1999) pointed out that comprehensive guidance and counselling programmes were effective in assisting children and young people along with their parents to respond to the challenges facing the youths. Substantial changes industrially, occupationally, socially and economically cause psychological trauma on both the youths and the adults. Incidences of violence in homes, schools, communities, divorce, teenage suicide and sexual experimentation among others required comprehensive guidance and counselling in schools. Empirical research documented by the group recommended that school counsellors should be given time, resources and structures of a comprehensive programme to work with which would in turn result into; guidance and counselling interventions improving academic achievement, students taking on more demanding courses and school having more positive climate.

They also pointed out that for a successful guidance and counselling programme the state should provide counselling leadership, monitoring of regular training, resources, and technical support as well as regulatory policy advocacy at the state level. Similarly, it was pointed out that financial resources were required for a successful guidance and counselling programmes. Like any other school programme, guidance and counselling require adequate facilities, a budget, well-trained personnel and accessibility. All these necessitated a study such as this one in order to establish the influence teacher-pupil ratio and learner characteristics had a provision of Guidance and Counselling.

2.4 Provision of guidance and counselling services in Africa

International conference in Africa on guidance and counselling in Ouagadougou Burkina Faso, (2002) discussed quality issues on the skills, training and qualifications of guidance and counselling, workers, integrating services in schools and the role of Information communication Technology (ICT) in integrated guidance system. Their emphasis was in career guidance and the need for a stronger professional structure in the Guidance and counselling field.

Makinde (1976) pointed out that guidance and counselling services in Nigeria were provided by career masters or any teacher who had no training and no insight into the functions of guidance and counselling. The emphasis was mainly on vocational information, awareness of the world of work and reduction of anxiety. However, universities trained a few counsellors for high school teachers and colleges. The problem with training few counsellors for high school and colleges was that it ignored problems affecting learners at primary school level which could hinder their progress to high school or college.

Report from International conference in Africa on guidance and counselling (2002) pointed out that there was need for stronger mechanisms to provide co-ordination and leadership in articulating strategies in Guidance and counselling and also qualification of guidance workers to be checked. Equally, they pointed out that career education and guidance in schools risked being submerged and marginalised within educational and social concepts. They noted that there was weakness in guidance services within the

academic parts in the school system. They further pointed out that professional structure in career guidance and counselling needed to be made stronger.

Igaga (1980) noted that classroom- teachers did not have much time to find out why pupils were not performing well. He pointed out that school counsellors were in a better position to do so. He further pointed out that where the numbers of learners were very many close observation of individual pupil was hindered. He reiterated that schools should create conditions in collaboration with counsellors, teachers and administrators to devise strategies for improving student performance and interest in school, encourage minority and poor pupils to continue with their education, understanding and addressing the needs of changing student population, involving parents in educational process and advocating for all pupils and encouraging them to maximise their potential. These might not have been the case in Kenya hence the need to find out the influence teacher-pupil ratio and learner characteristics had on provision of guidance and counselling services.

UNESCO (2000) pointed out that educational guidance was a process of helping an individual plan a suitable educational programme and make progress in it. The individual had to know his/her present position in the educational system and see what lied ahead. Makinde (1984) attributed the failure of guidance and counselling to lack of trained counsellors. This could apply to the situation in public primary schools in Eldoret Municipality hence the need to find out the success or failure of guidance and counselling services.

2.5 Learners' characteristics and provision of guidance and counselling services

Pressures of present day 'civilisation' and the difference that exist among individuals give rise to problems of adjustment, which often can be solved by qualified counsellors. It can be observed that there have been increases in society problems, which are seen in indicators such as school drop-outs, substance abuse by boys and girls, gang involvement and violence in schools. Students need to be told the need to refrain from school demonstrations, unrest and malicious destruction of property. However, girls and boys have unique problems, which if not addressed can make them to drop out of school. Some of the problem issues that affect both boys and girls were maturational. Others were; absenteeism drug abuse repetition, hygiene poor participation in class and so on.

Gender responsiveness was critical in guidance and counselling programmes in promoting equality and gender equality by making guidance curriculum an integral part of academic curriculum, counsellors can play an active role in engaging students in meaningful dialogue and as partners in advocacy for rights-based approach to careers.

Gender –responsive curricular can; serve as a delivery of information concerning sexual health, drugs, HIV/AIDS; increase advocacy for effective transition from school –to-work; provide a platform for engagement in a high-skilled education activities and provide insight into the special needs of the disadvantaged population and adolescents through classroom activities and engaged discussions.

Furthermore, there was need for counsellors to be trained in gender –responsive guidance so that they could serve as active agents to provide insight into specific needs of girls and boys and also students from disadvantaged backgrounds. They can monitor school climate and gender stereotyping with training; they can promote positive and respectful attitudes towards the opposite sex (Gysber and Jensen, 1999). Guidance and counselling interventions improve academic achievement; students take more demanding courses; develop and use career plans and schools to have more positive climates.

Gender responding to specific needs for girls and boys in the teaching and learning process was required. These include guidance and counselling both sexes on issues such as equal participation and involvement in class activities and sexual maturation. Occurrences in some schools such as harassment of both boys and girls by teachers or fellow students have been observed. In addition, forced repetition affects boys and girls education in that they mature while still in primary schools, some boys or girls may drop out of school because of feelings of being overage. Guidance and counselling was required to equip the learners with life skills that were conducive to growth development. Equally, girls and boys need to be counselled for both can abuse and peddle in drugs.

Furthermore, girls are socialised to be timid, submissive and humble. On the other hand boys are socialised to be aggressive and authoritative in some cultures. This, if

not checked by guiding and counselling could be detrimental to individuals, families, communities and society as a whole.

Guidance and counselling was required to promote gender respectful social interactions among boys and girls. Students come from different communities where some still adhere to traditional beliefs and practices especially patriarchy that still militate against girls (Republic of Kenya, 2007). As a result of such socialisation, boys and girls may acquire gender-stereotypes, roles, attitudes, values and norms which if not guided could affect especially girls from actively participating in all areas of the school curriculum. Through socialisation too, girls learn to internalise subservient beliefs, values and attitudes against themselves. For instance beliefs that they can only study humanities while the boys do the rest of science subjects. Counselling boys and girls equips them with life skills that could save them from ravages of HIV/AIDS. Also, due to both biological and socio-cultural factors, girls are more vulnerable to HIV infection than boys hence need for the provision of Guidance and Counselling Services to start early enough in primary schools. Equally, learners need to be counselled on important aspects of education such as interests, abilities, choice of high school and commitment (Republic of Kenya, 2007).

Some students with emotional behaviour or mental disorder can exhibit some characteristics of a long period and to a marked degree, this can adversely affect their educational performance. For example, they may exhibit the following characteristics: Inability to learn which can not be explained by intellectual, sensory or health factors, inability to build or maintain satisfactory inter-personal relationships with peers and

teachers, inappropriate type of behaviour or feelings under normal circumstances and general pervasive mood of unhappiness or depression or a tendency to develop physical symptoms or fears associated with personal or school problems.

Some of the behaviours seen in students who have these disorders include hyperactivity, aggression, and self-injurious behaviour, withdrawal retreat from social interaction and excessive fear or anxiety. These are common characteristics exhibited by most learners and thus the study attempted to find out the influence teacher-pupil ratio and learner characteristics had on provision of guidance and counselling services.

2.6 Teacher-pupil ratio and provision of guidance and counselling

Gachathi, (1976) noted that a good guidance and counselling programme was essential for a good school. He further on emphasised that a successful counsellor was one with a thorough knowledge of guidance and counselling skills. Furthermore, he noted that among the many roles the counsellor has to play were to co-ordinate the activities of guidance and counselling thus needed support of the entire school fraternity. The Kenyan ministry of education science and technology (1996) pointed out that guidance was a process concerned with determining and providing needs for learners. Equally, it pointed out that guidance and counselling programmes could only be effective if all teachers were to participate in guiding students. However, school counselling if any was provided by classroom teachers who were few and had other duties added to their typical teaching load which could make it difficult for them to be effective.

UNESCO (2005), in their report on challenges of implementing free primary education in Kenya pointed out that half of the schools they studied were crowded (60 %). They too pointed out that the kind of guiding and counselling services provided in those schools were based on data which was being derived from record books and that the guidance was mainly concerned with career guidance.

Report from development of education in Kenya-forty-fifth session-Geneva (1996), pointed out that in 1993, the national average for repetition and drop-out rates were 15.4% and 5.4 % respectively. They further noted that the dropout rate was increasing. This wastage rate was a point of concern to the government and every effort was made to address the issue. Thus guidance and counselling students was seen as one of the methods that could be used to curb wastage. However, with the teacher shortage in the country of about 60,000 (Siringi, 2005) it was not possible for the available teachers to provide guidance and counselling services effectively.

The same report (development of education 1996) pointed out the number of pupils required per class was 40 students. Further on, they pointed out that in primary schools, one teacher should be assigned one class thus the teacher-pupil ratio was to be 1:40. On guidance and counselling services, they pointed out that the services were to be provided by the head teachers since they had the experience. To add on that, the report pointed out ravages caused by HIV/AIDS pandemic which continues to deprive many Kenyan children of parental care thus leaving the education hanging in

the balance. The report therefore suggested that there was need to fight against the disease through the provision of guidance and counselling services.

According to Lee (2002), 80% of the primary school pupils who enrolled in first grade completed fourth grade and 43% completed seventh grade. At the end of the eighth grade, Kenyan students take national Exam that determines which secondary school they were eligible to attend. He further noted that for many primary schools only the best students were allowed to go to grade eight, while the rest repeated grade seven or dropped out. He further asserted that guidance and counselling services should be reinforced in primary schools.

Abagi and Odipo (1997), in their Discussion paper on Efficiency of primary education in Kenya, pointed out that the education system experienced high wastage as a result of repetition and dropout rates. They pointed out that completion rates were low that is, less than 50% of pupils who joined standard 1 completed the cycle in standard 8. They further pointed out that dropout rates were higher in upper classes, standards five to standard 8. They further pointed out that every about 10% of pupils from each class failed to move to the next class resulting in high cumulative loss experienced by standard 8. This trend could be curbed if guidance and counselling services were reinforced in Kenyan primary schools.

Further on, Haddad (1978), as cited by Abagi and Odipo (1977), pointed out that low pupil-teacher ratio do not necessarily result in high performances but that how a

teacher organised the class was more important than the class size. However this was not in agreement with Archilles, (1999) who had pointed out that low teacher-pupil ratio (1:19) improved learners grades in England and Northern Ireland. Archilles further pointed out that, research studies already carried out considered a 1:40 ratio as being reasonable number in developing countries where Kenya was also included. However, world bank-financed primary education projects usually designed with an average teacher-pupil ratio of 1:41.

In Eldoret Municipality, teacher-pupil ratio in primary schools was about 691 teachers against pupil population of 33467 (1:50). To add on that, only 7 of the teachers had attended guidance and counselling in-service courses (see table 17) In Kenya, pupils enrolled in primary schools were about 7.6 million up from 5.9 million in 2002. The surge came in with governments financing primary education in 2003.

The twelve schools surveyed had ratios above 1:40. However, in some schools the level of teacher-pupil ratio was higher in lower primary classes (standards 1-3, 1:106) in some schools. This scenario may not offer the teacher the opportunity to know the learner's individual problems in order to give assistance where necessary. This study therefore sought to find out the influence teacher-pupil ratio had on provision of guidance and counselling services.

2.7 Factors that affect provision of guidance and counselling services

Makinde, (1984) attributed the failure of guidance and counselling to: Failure to head teachers to offer active support to the programme; some head teachers and parents belief that guidance and counselling is an invasion of their privacy and that of their children; lack of trained counsellors; inadequate facilities; teachers and students low opinion of the programme and failure to have clear objectives for the programme; number of trained counsellors being less compared to number of pupils they handle.

To add on the above, the kind of high school choice can be influenced by the teacher's beliefs and opinions, classroom practices and sometimes allocations to various classroom activities. It has been widely documented that teachers can play a significant role in guiding children towards certain paths and trajectories. In addition, these school choices can be influenced by teachers' own beliefs about gender. To begin with, if teachers serve as counsellors, then it is imperative that teachers themselves receive at least basic training in gender responsiveness. However, teacher training alone has shown to be ineffective if it is not accompanied by a major commitment to parent and family partnerships.

Equally, cultural understanding of masculinity and femininity play a huge role in the kind of subjects pupils are encouraged in. It is therefore important for policy makers to invest in addressing and modifying notions of masculinity first as much as they address how to understand the notion of femininity. Such efforts will ensure more non- gender stereotypical career choices, but will also ensure the rights of both sexes.

In the stage of identity Vs identity diffusion, adolescents in most cultures define their peers as principal reference groups. Peers represent great resources for counselling both in serving as co-members of focus groups and mentors and peer-counsellors. Policy makers could benefit greatly from using peer-centred approaches in: re-conceptualizing their counselling programmes in order to help with conflict resolutions in vocational advocacy efforts can focus on the formation of focus groups that emphasize gender-equality in social interaction. In this context, peer groups comprised of both sexes provide support for other students even when the schools have limited resources.

Equally, media can be used as a platform for guidance and counselling. Countries with high levels of resources have used electronic games, cyber-counselling and social networking to provide safe space for adolescents to explore their identities. In remote areas, ICT –based educational outreach can promote gender equality, radio programming for reaching remote areas to communicate health risks to boys and girls, or embedding advocacy messages into popular reading materials and television programming for boys and girls.

Traditionally, men had to be trained to take their place in the business world, and women had to learn skills to be nurturing homemakers to increasing participation in the world based ICT-based instruction. As changes in the world lead to more occupations now open to both boys and girls, the future training programmes need to

prepare them for technologically-related occupations. So it is imperative that countries focus on providing guidance and counselling programmes that accommodate these new realities, and which assist both male and female students making independent subjects choices that are relevant to their own cultural context.

Incorporating gender responsiveness could contribute to: increased access to equity in education; increased quality of education; availability and diversity of career choices; an enhanced school-to-work transition; controlling dropout rates, gender parity in secondary education and the reverse disadvantaged issues; life skills-based training and better health/ prevention of drug use.

Where there was lack of confidentiality in counselling constituted a real problem in many primary schools. In addition, the success of guidance and counselling depends upon a state of readiness of the school staff to accept, contribute and utilise the service. Gachathi report (1976) pointed out that for guidance and counselling programmes to be effective, all teachers were to participate in guiding pupils. Without which the programme cannot be notably successful (Moser, 1963). Based on this, the study set out to find out from respondents whether the providers of guidance and counselling services were professionals.

2.8 Conclusion

This chapter on literature dealt on guidance and counselling in schools in different parts of the world especially in the USA, Korea, Malaysia, India, Nigeria and Kenya among others. The focus was to establish influence teacher-pupil ratio and learner characteristics had on provision of guidance and counselling services. Key issues such

as teacher-pupil ratio and provision of guidance and counselling services, learner characteristics and guidance and counselling and factors affecting the provision of guidance and counselling services were discussed.

The review noted that there were few teachers in Eldoret Primary Schools compared to pupils. It was also noted that the provision of guidance counselling services were best delivered by professional counsellors to individual pupils. It was in the light of this that the study was undertaken to establish the influence teacher-pupil ratio and learner characteristics on provision of guidance and counselling services.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discussed the design and methodology that was used in the study. The research design, population, sampling technique, sampling procedure and sample size, data collection instruments, questionnaire method, observation method, interview method, administration of the instrument, validity of the research instrument, reliability of the research instruments, scoring of the instrument, Data Analysis Techniques.

3.2 The Research Location

The study was carried out in Eldoret Municipality, Uasin Gishu District, in Rift Valley Province, Kenya. It is located at an altitude of 2,085m above sea level, latitude 0°30'N and Longitude 35° 15' E and is 300 km from Nairobi, the capital of Kenya. Uasin Gishu District is an agricultural region where crops like maize, wheat and vegetables are grown. Dairy farming is also practiced widely. The district is bordered by Keiyo District to the East, Trans Nzoia and Marakwet District to the North, Nakuru and Koibatek Districts to the south and North Nandi District to the west. It covers an area of 3784 km² (see appendix A and B).

Eldoret Municipality is an expanding town with a rapidly growing population. This population growth has an implication on planning and provision of housing, education, recreation and other services. Housing and accommodation in this town is

inadequate leading to overcrowding and mushrooming of shanties. In 2006, Eldoret Municipality had a total number of 41 public primary schools, 45 private primary schools with a population of 33467 pupils and 691 teachers. (Comprised of 16,487 boys and 16980 girls).

This study area was chosen because of the cosmopolitan nature of the Municipality. Pupils within the Municipality come from different parts of the country and have varying backgrounds. It was therefore assumed that the participants selected would provide reliable information for the study. In addition, Eldoret Municipality was selected because within it were primary schools with high enrolment. This was important to this study as one of the objectives was to find out the number of pupils a teacher handled and the influence it had on the provision of guidance and counselling services. Furthermore, the researcher found Eldoret Municipality suitable because hardly any research on teacher-pupil ratio, learner characteristics and guidance and counselling services known to the researcher had been done in the Municipality or the district at large.

3.3 Research design

The research was designed as an ex-post-facto, defined as a systematic empirical inquiry where the researcher had no direct control of independent variables but could only deduce from the fact. Hence, inferences about variables were made without direct intervention from concomitant variation of independent and dependent variables, (Kerlinger, 1973). The basic purpose of ex-post facto research is to discover the causal

relationship between variables. Therefore, the variables in this study were not manipulated but were studied the way they were. The independent variables, that is, teacher-pupil ratio and learners' characteristics were investigated to find out their influence on provision of guidance and counselling services in Public Primary Schools.

3.4 Population

The study was carried out in Eldoret Municipality, which had a total of 41 Public Primary Schools of different categories with a population of 33467 pupils. The study involved 12 out of 41 Public Primary Schools. The standard eight pupils sampled were required to respond to the instrument of data collection. They were required to answer questions concerning their opinion on the number of teachers in relation to the number of pupils, learner characteristics and how guidance and counselling services were provided in their schools.

3.5 Sampling Procedure and sample size

Stratified sampling was used to select schools which participated in the study. The technique was also used to select sub-groups which were homogeneous in the population. This was done to ensure equitable representation of the population in the sample and also to account for differences in sub-groups characteristics.

Schools were categorised based on either low, moderate or high teacher-pupil ratio (see Table 1).

After sorting out teacher-pupil ratio in schools, each school was given a number. The number written on pieces of papers were folded, mixed thoroughly and then randomly picked the required numbers. The same process was undertaken in every stratum. This was done to ensure that there was uniform representation among different ratios.

The sample size relied on in this study was 240 pupils and 60 teachers from Public Primary schools within Eldoret Municipality. The sample size of 240 participants were drawn from 33467 pupils and this was considered to be representative enough as most of the pupils came from the same environment of Eldoret Municipality thus sharing common experiences. In addition, the 12 schools form 30% of the total population.

The standard 8 pupils were used because the researcher considered their mental and physical maturity compared to other pupils in lower classes. In addition, at that level pupils are aware of what goes on at school and possible obstacles that may interfere with their academic achievement. Another reason was that pupils were the subjects that were being guided and counselled. The head teachers were included because they were in charge of all that went on in schools while other teachers were included because they were the implementers on the ground. The teachers were chosen on the criteria of their presence in the staff room at the time of questionnaire administration and willingness to participate in responding to the questionnaire. The pupil respondents were considered in two groups. That is, 116 were boys and 124 were girls chosen from schools where the teacher-pupil ratio was considered to be moderate, high and low. This was a casual comparative study which was appropriate in helping

the researcher to determine whether teacher-pupil ratio and learner characteristics had influence on provision of guidance and counselling services.

3.6 Sampling Techniques

Probability and non-probability methods were used to select the sample for the study. Stratified sampling was used to select 12 schools out of 41 schools in Eldoret Municipality. The schools in Eldoret Municipality were categorised of high, low and moderate teacher-pupil ratio which was based on Kenya National Development Plan, (1996). To sample out standard eight pupils, stratified sampling was used to separate gender and then simple random sampling was used to select the participants; ten Yes and the rest No folded papers were given to girls and also another ten Yes and the rest No papers were folded and given to boys to pick. Those who picked Yes participated in the study. Where schools had more than one stream, random sampling was used whereby class prefects picked folded papers and only those who picked yes had their classes used. To select head teachers and assistant teachers, cluster sampling was used.

Table 1: Categories of sampled schools

Category	Pupils Range	Total No. of Schools	Sample schools	Percentage
High	45–and Above	37	10	27
Moderate	40 – 44	2	1	50
Low	0 – 39	2	1	50
Total No. of Schools	0-45	41	12	30

3.7.0 Data Collection Instruments

Methods of data collection included the following; questionnaire, observation and interview.

3.7.1 Questionnaire Method

Questionnaires were the main instrument used in collecting primary data. The questionnaire was chosen because it could reach a large number of participants, it is easy and precise in collecting of information within a short time and it gives respondents adequate time to think over the items before responding to them.

The questionnaires contained closed -ended questions to check against giving ambiguous information by the respondents. Open-ended questions were included to allow the respondents to give their honest views about the way they felt about the

influence of teacher-pupil ratio had on provision of guidance and counselling services and whether learner characteristics (gender and age) influenced the provision of guidance and counselling services.

The researcher administered three sets of questionnaires: to the head teachers, teachers and pupils. The head teachers questionnaires were designed to elicit specific information such as whether guidance and counselling services were provided in their schools, the number of teachers and pupils in their schools, whether teachers who provided guidance and counselling were trained in counselling skills, the class at which guidance and counselling services starts, measures taken to ensure effective provision of guidance and counselling services, age of youngest and oldest learners in the school and the methods used to counsel them, and head teachers ages. In closed type of items, the participants were required to tick the responses that were applicable to them.

In open - ended questionnaire items, the participants were to give their independent views. Students' questionnaire items were both closed-ended and open-ended. In the former, the respondents were to tick from fixed alternatives provided by the researcher. In the later, the students had to provide short answers to the questions. This questionnaire sought the information regarding pupils' gender, pupils numbers in class, whether they sought guidance and counselling services when they had problems, how often they attended guidance and counselling sessions, whether they were counselled according to their gender, whom they consulted when they had problems,

how they would like to be counselled, how they would like to be corrected when they make a mistake, whether they repeated a mistake after having been counselled, whether they had sought guidance and counselling in the last one year and whether they liked guidance and counselling teachers.

The teachers' questionnaire items sought their opinion on the number of pupils they handled during guidance and counselling sessions, whether guidance and counselling was important, how often they held guidance and counselling sessions, their opinion on whether teachers who provide guidance and counselling should be trained in counselling skills, which method they used to provide guidance and counselling, whether they encountered problems during counselling sessions, their opinion on the gender that responded positively to guidance and counselling sessions, how they provided guidance and counselling to boys and girls, which gender sought guidance and counselling more often and the preferred counselling method by gender.

3.7.2 Observation Method

Observation is the basic technique of data collection instrument. It is the foundation of all scientific work both social and physical sciences (Mwanje, 2001). It is planned systematically, recorded and subjected to checks and controls on validity and reliability (Kothari, 1997); it provides unique insight not obtained by other methods. Observations of counselling sessions of pupils was carried out to enable the researcher establish general methods used by teachers to guide and counsel learners and the

effectiveness of the services. Observation of how boys and girls reacted to issues, for instance, asking and answering of questions were noted.

The manner the teacher- counsellor handled learners, his/her interest, whether prepared or not, time taken for the counselling session were also noted. The general school environment if it was gender sensitive and classroom set-ups and availability of water and toilets were observed. As a tool of data collection, emphasis was on definition of what should be observed and the style of recording the observed information.

3.7.3 Interview Schedule

Formal Interview schedules consisting of predetermined structured questions were administered to head teachers; government officials such as District Education Officer (D.E.O), Municipal Education Officer (M.E.O) were carried out .and Secondary data was gathered from files and records.

The information gathered through interview schedules was later matched with questionnaires administered to respondents. This method had an added advantage of enabling the researcher to note personal observation in the study area thereby verified the information given by the sample subjects; it helped obtain data that met specific objectives of the study; it was more flexible since the researcher adapted to the situation and got for as much information as possible.

3.7.4 Administration of research instruments

A permit was sought from the Ministry of Education Science and Technology. With the permit, the researcher went to the District Commissioner (D.C.) who issued an introductory letter to the Municipal Education Officer who in turn issued a letter to the heads of the schools to allow the researcher to go ahead with the study. In the process of data collection, the researcher visited each of the sampled schools and issued the copies of the questionnaires to the teachers and students after briefing them on the objectives of the study. The researcher also arranged for interviews with head teachers and ordinary teachers.

Although the researcher had intended the questionnaires to be distributed to 60 teachers and 240 pupils, 1 head teacher, 6 ordinary teachers from the same school did not return their questionnaires as required. For this reason, the total number of respondents who participated in the study was 293. The information from questionnaires was correlated with that from the interviews.

3.7.5 Validity of the research instruments

Validity is the accuracy and meaningfulness of influences which are based on research results (Mugenda and Mugenda, 1999) content validity of the questionnaire, interview schedule and observation check list were established by discussing items in the instrument with supervisors, consulting research experts and advisors in the school of Education, Moi University.

These experts rated items in the questionnaire to find out if they would measure what they were supposed to in order to get expected data. Equally, they assessed whether the required data will be meaningfully analysed in relation to the stated objectives and research questions. Advice and suggestions offered were used as basis to modify the research items and make them more adaptable in the study. In addition, pilot test was carried out to check on the vocabulary used and the construed semantics.

3.7.6 Reliability of the Research Instruments

Reliability refers to the measure of the degree to which a research instrument yields consistent results of data after trials (Mugenda and Mugenda 1999). In order to determine the reliability of research instrument a pilot study was carried out in Eldoret Municipality in one school. The reliability of the items was based on estimates of the variability among pupils who responded to the items. To check the adequacy of the statistical procedure, a pilot study was carried out and a post-test was done in the same school to establish the stability of the instrument of data collection. Pearson's product moment correlation (r) was used to determine the reliability coefficient from pre-test results being correlated with post-test results. The results gave a reliability coefficient of $r = 0.80$ which implied that instrument was reliable.

3.7.7 Scoring of the instrument

The questionnaire was designed as a general measure of the pupils and teachers opinion on provision of guidance and counselling services. It had three sections (see Appendix D, E, and F). All the three sections sought information on the flowing

variables; teacher-pupil ratio, learner characteristics and provision of guidance and counselling services. After data had been collected, it was classified according to the variables. Data was scored in such a way that positive responses were assigned higher scores and negative responses were assigned lower scores that is, arbitrary scoring weight of 3, 2 or 1 was used.

3.7.8 Data Analysis Techniques

All the completed questionnaires from the field were examined, coded and then entered into the computer using statistical package (SPSS) programme. Data was then classified according to teacher-pupil ratio, learner characteristics (gender) and provision of guidance and counselling services. Descriptive and inferential statistics were used to analyse the data. The descriptive statistics included the means, percentages and frequency distribution. The descriptive analysis was largely concerned with distribution of variables. The inferential statistics used were; Chi-square was used to test hypothesis one and One Way Analysis of Variance which was used to test hypotheses two, three and four (see chapter one). The level of significant used was 0.05 as the standard for rejecting or accepting of the null hypotheses.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis of data presentation collected from respondents, analysis and interpretation of the research findings. The objectives of the study were to determine the influence of teacher – pupil ratio and learner characteristics on provision of guidance and counselling services. Chi-square Test and One-Way Analysis of Variance were calculated to find out the influence teacher-pupil ratio had on provision of guidance and counselling services and whether learner characteristics that is, gender and age influenced the provision of guidance and counselling services.

4.2 Questionnaire return rate

The questionnaires were administered to all the participants in the 12 sampled schools in Eldoret Municipality. The total number of participants was 300, that is, 240 pupils, 48 assistant teachers and 12 head teachers. Six teachers and one head teacher did not return their questionnaires. This gave an overall questionnaire return rate to 98%. This indicated that there was a high return rate of the questionnaires. Despite of the high questionnaire return rate, the number of respondents whose data was analysed dropped to 293, that is, 11 head teachers, 42 assistant teachers and 240 pupils.

4.3 Personal data

The information in this section was an attempt to establish the teaching experience of head teachers, gender of the pupils and their age. The results were presented as

follows: Table 2-Teaching experience of the head teachers, Table 3-Gender of the pupils, Table 4-The youngest and oldest learner in the sampled schools.

Table 2: The teaching experience of head teachers

No. of years	No. of head teachers	Percent
10	1	9.1
12	2	18.2
14	1	9.1
15	1	9.1
16	1	9.1
19	1	9.1
20	1	9.1
23	2	18.2
31	1	9.1
Total	11	100

Table 2 shows that the majority of the head teachers had teaching experience of more than 10 years which the researcher considered important as successful development and implementation of effective guidance and counselling program at school level required experienced leadership (Strengthening Guidance and Counselling policy paper, 1999). The results in this research indicate that head teachers had the experience as administrators and could authoritatively comment on the teacher-pupil ratio and the effects it had on the entire school curriculum. However, the experience the head teachers had did not help much since they were not trained in guidance and counselling skills and also they had other numerous roles to play. This argument is in agreement with that

expressed by Drier (1999), who said that the future growth and refinement of comprehensive guidance programmes was threatened by lack of trained guiding and counselling teachers.

Table 3: Gender of the pupils

Respondents	Frequency	Percent
Girls	124	51.7
Boys	116	48.3
Total	240	100

Table 3 shows that 51.7% of the respondents in this study were girls and 48.3% were boys. Pupils who formed 80% of the total sample were requested to provide general information on their gender. This variable was important to the study in the sense that it aided the analysis of the influence of learner characteristics (gender) had on the provision guidance and counselling services.

Table 4: The youngest and oldest learners in the sampled schools

Youngest learner (age)	Frequency	Percent
3	1	9.1
5	3	27.3
6	7	63.6
Total	11	100

Oldest learner (age)	Frequency	Percent
16	2	18.2
17	3	27.3
18	1	9.1
19	1	9.1
20	3	27.3
21	1	9.1
Total	11	100

Data on table 4 shows that 9.1% of the head teacher respondents reported that the youngest learner in their school was 3 years old. The analysis further revealed that in some schools the youngest learners were 5 years old (27.3 %) while others were 6 years (63.6%). From this data it can be concluded that the majority of the pupils start their standard one at the age of 6 years.

Similarly, the data revealed that the oldest learner in primary schools within Eldoret Municipality was 21 years old (9.1%). This analysis therefore reveals that the ages of pupils in primary schools generally range from 3 to 21 years. This implies that guidance and counselling services have to be separated to suit different characteristics that were exhibited by learners at different ages.

4.4 Teacher-pupil ratio and provision of guidance and counselling services

The first objective of the study sought to investigate the influence teacher-pupil ratio on provision of guidance and counselling services. To achieve this objective, head teachers were asked to respond to statements intended to describe teacher-pupil ratio and provision of guidance and counselling services in their primary schools. Questions such as how many pupils and teachers they had in their schools and whether guidance and counselling services were provided in their schools. Equally, assistant teachers were to respond to the questions related to the number of pupils they handled during guidance and counselling, whether guidance and counselling services were important, frequency of guidance and counselling sessions and when guidance and counselling starts in primary schools, and results are presented in Tables 11.

Table 5: Number of pupils and teachers in the sampled schools

No. of pupils	No of teachers	Teacher-pupil ratio
672	16	1:42
775	15	1:52
1097	23	1:48
1139	22	1:52
1162	13	1:89
1169	32	1:37
1234	24	1:51
1234	25	1:49
1259	25	1:50
1260	25	1:50
1687	30	1:56
2631	44	1:60
15288	304	1:50

Data on Table 5 shows that a total of 15288 pupils were in the sampled schools as compared to 304 teachers. That indicated that a single teacher handled 50 pupils on average .Further , the analysis reflects a general trend of teacher-pupil ratio in Public Primary schools in Kenya which is well above the recommended one of 40 pupils (Development Plan, 1994-1996). This high pupil population could not allow teacher counsellors to keenly observe and isolate cases that could require guidance and counselling. It could also influence the method(s) teachers used to provide guidance and counselling services to learners.

Table 6: Teachers opinion on the number of pupils they handle and importance of guidance and counselling

Number of pupils teachers handle	Frequency	Percent
Low	6	14.3
Moderate	14	33.3
High	22	52.4
Total	42	100

Importance of guidance and counselling	Frequency	Percent
Somehow	2	4.8
Quite necessary	40	95.2
Total	42	100

The analysis of table 6 revealed that 52.4% of the participants felt that the number of pupils they handled was high while 33.3% felt they were moderate and 14.3% felt they were low. The problem of teachers handling many pupils was also expressed by key informants .

Further the analysis revealed that 95.2% of the respondents felt that guidance and counselling was quite necessary in schools while 4.8% were not very sure. From this analysis it can be construed that most of the participants knew the importance of educational and psychological counselling.

Table 7: Class when guidance and counselling services start in primary schools

Classes	Frequency	Percent
Early childhood	1	9.1
1-8	6	54.5
4-8	1	9.1
6-8	3	27.3
Total	11	100

Data on table 7 shows the response from head teachers as to when guidance and counselling services start in their schools. A total of 9.1 % reported that guidance and counselling services start in early childhood class, while 54.4 % reported that it started in standard one and continued up to standard 8. Other head teachers (27.3%) reported that guidance and counselling start in standard 6 and continued up to standard 8 while 9.1% reported that guidance and counselling services starts from standards 4-8. From the findings it was revealed that there was no fixed class when guidance and counselling services started. It can be concluded that the onset of the provision of guidance and counselling services depend on the management of individual schools. Equally, it can be concluded that there was no government policy as to when guidance and counselling services were to commence in schools.

Table 8: Frequency of Counselling Sessions

Counselling Sessions	Frequency	Percent
Not at all	1	2.4
Rarely	16	38.1
Anytime that is necessary	25	59.5
Total	42	100

Data on Table 8 shows that 59.5% of the teacher respondents provided guidance and counselling services whenever it was necessary. While 2.4% did not provide guidance and counselling at all. Further, the analysis shows that 38.1% of the teachers rarely provided guidance and counselling services. The implication from the data may be that 59.5% were those teachers who knew how necessary educational counselling was to the learner. Teachers who rarely guided and counselled could be those who did not take guidance and counselling as a serious intervention in the general behaviour of learners. Those who did not guide and counsel at all could be those who might have been overwhelmed with the high pupil population and perhaps also had other duties to perform as had been reported by teachers. Empirical research provides clear evidence that proves guidance and counselling affected learners academic achievement positively (Gerler, 1985).

Table 9: Necessity of more duties for guidance and counselling teachers

Responses	Frequency	Percent
Not at all	4	9.5
If there is need	10	23.8
Yes, like other teachers	28	66.7
Total	42	100

Data from table 9 shows that 66.7% of respondents felt that there was need for teacher- counsellors to be given other duties just like the rest of the teachers. On the other hand, 23.8% felt that such duties should be given to guidance and counselling teachers if there was need. The other 9.5% of the remaining teachers felt that guidance and counselling teachers should not be given other duties. From the analysis it can be presumed that teachers who guide and counsel should be given other duties, this could be so because those duties involve learners whom the guidance and counselling teachers are supposed to observe in all areas of the curriculum.

Hypothesis one

The hypothesis was tested on the influence of teacher-pupil ratio and provision of guidance and counselling services; the null hypothesis read as stated below:

Ho₁: Teacher –pupil ratio doesn't have any significant influence on the provision of guidance and counselling services

The relationship between the independent variable, teacher-pupil ratio and (dependent variable) provision of guidance and counselling services were scored using Chi-square Test.

Table 10: Teachers' opinion on the importance of guidance and counselling services and the number of pupils handled by a teacher during guidance and counselling

	N	Mean	Std. Deviation	Minimum	Maximum
Importance of guidance and counselling	42	2.9524	.21554	2.00	3.00
Number of pupils handled by teachers in g/c	42	2.3810	.73093	1.00	3.00

Results in table 10 suggests that teachers perceived guidance and counselling services to be important in schools with a mean of 2.9254 and a standard deviation of .21554. Equally, it was established that the number of pupils handled by teachers during the provision of guidance and counselling services was high with a mean of 2.3810 and standard deviation of .73093.

Table 11: Chi-square Test on teacher – pupil ratio and provision of guidance and counselling services

		Importance of guidance and counselling	Number of pupils handled by teachers in g/c
Chi-Square	a,b	34.381	9.143
Df		1	2
Asymp. Sig		.000	.010

The results on Table 11 shows that there was a relationship between teacher-pupil ratio and provision of guidance and counselling services at P Value of .010 which is less than the significant P Value of $P < 0.05$. Teacher –Pupil ratio has a significant influence on the provision of guidance and counselling services.

4.5 Teacher-Pupil ratio and methods used to provide guidance and counselling services

The second objective sought to determine the influence of teacher-pupil ratio on methods used to provide guidance and counselling services. To achieve this objective, participants were asked to respond to items in the questionnaire intended to describe teacher-pupil and the influence it had on methods used to provide guidance and counselling services. Questions such as methods used by teachers to provide guidance

and counselling; pupils preferred methods of guidance and counselling; effectiveness of the methods used; problems encountered during guidance and counselling and causes of the problems were asked. The results are presented on Tables 12-18

Table 12: Methods of counselling practiced by teachers

Mode of counselling	No. of teachers	Percent
Group	16	38.1
Individual	10	23.8
Not at all	16	38.1
Total	42	100

From the analysis 12 (38.1%) of the participants said that they used group counselling method while another 16 (38.1%) of the same respondents said they did not carry out any guidance and counselling at all. On the other hand, 10(23.8%) respondents used individual counselling method. Those differences might have been due to lack of knowledge on guidance and counselling skills or the large numbers of pupils.

Table 13: Preferred method of receiving guidance and counselling services by pupils

Method	Frequency	Percent
Individual	181	72.1
Group	53	21.1
Not at all	6	2.4
Total	240	95.6

The analysis on Table 13 shows that 181 (72.1%) pupil respondents preferred individual counselling while 53 (21.1%) preferred group counselling. A small number of the respondents that is, 6 (2.4%) indicated that they did not want to be counselled at all.

The pupils responses differ from teachers responses in that the former felt that they should guide and counsel learners in groups that is, 38.1% while the latter felt they should be counselled individually (72.1%). The learners' views were significant in that they were the ones being guided and counselled and therefore their feelings were to be taken into account. Alternatively, it could imply that learners felt more relaxed when their problems were addressed individually than in groups.

From the analysis, individual counselling method should be encouraged more in schools since it was preferred by learners. These findings were in agreement with

those of Jardin (1978) whose research revealed that pupils felt that teachers cared for them when they attended to them as individuals.

Table 14: Likelihood of pupils repeating mistakes after being counselled

Method	Repeating a mistake				Total
	No	Percent	Yes	Percent	
Individual	164	90.6	17	9.4	181
Group	8	15.1	51	84.9	59
Total	172		68		240

The analysis in the table 14 above shows that 9.4% of the pupil respondents accepted that they repeated the mistakes after having been counselled using individual method; while 84.9% repeated mistakes after they had been counselled in groups. This showed that individual counselling method was more effective as a corrective measure than group counselling method.

Table 15: Problems encountered by teachers in the process of providing guidance and counselling services

Responses	No of teachers	Percent
Yes	35	83.3
No	2	4.8
Not applicable	5	11.9
Total	42	100

Data in table 15 shows that 83.3% of the respondents encountered problems in the process of guiding and counselling pupils. On the other hand 4.8% said that they did not experience any problem at all. However, 11.9 % of the respondents reported as not knowing anything to do with guiding and counselling. These results could imply that the majority of teachers who experienced problems during the provision of guidance and counselling services might have lacked the skills. The same sentiments were expressed by head teachers during interview schedule.

Table 16: Causes of problems experienced by teachers

Causes	No of teachers	Percent
Teachers not trained in g/c	10	23.8
Teachers having more duties	9	21.4
Large number of pupils	18	42.9
Not applicable	5	11.9
Total	42	100

Data from table 16 shows that 42.9% of the respondents felt that the causes of problems were due to large numbers of pupils, others (23.8%) felt it was due to untrained counsellors and 21.4% felt it was due to peer pressure in schools while 11.9% did not know the cause. The findings imply that there were many causes of problems in Primary schools although large number of pupils appeared to be higher (with 42.9%) than other mentioned causes.

Table 17: Number of teachers trained in guidance and counselling skills in each school

No of schools	Teachers trained	Percentage
5	None	45.5
1	1	9.1
3	3	27.3
2	4	18.2
Total 11	18	100

The data on table 17 was concerned with the number of teachers in the sampled schools trained in guiding and counselling skills. Out of 42 teacher respondents, only 18 were trained. The analysis further revealed that 5 out of the 12 sampled schools did not have any teacher trained in guidance and counselling skills. This implies that the majority of teachers who guide and counsel pupils are not trained in the skills of guidance and counselling.

This could suggest why there were many problems in primary schools such as use of drugs, early marriages and school drop-outs as was reported by key informants. It could also imply that teachers who guide and counsel use wrong approaches which could intensify problems rather than solving them. For instance, counselling students with individual problems in groups.

Table 18: Necessity of training in guidance and counselling skills

Responses	Frequency	Percent
Somehow	2	4.8
Quite necessary	40	95.2
Total	42	100

Data from table 18 shows that 95.2 percent of the respondents were aware that training was necessary for one to be an effective counsellor. Only 4.8 percent of the teacher respondents were unsure of whether it was necessary for a teacher to train in guidance and counselling skills or not.

Hypothesis 2

The second hypothesis was to test the influence of teacher-pupil ratio on methods used to provide guidance and counselling services. The null hypothesis reads as stated below:

Ho₂: Teacher-pupil ratio doesn't have any significant influence on the methods used to provide guidance and counselling services.

The relationship between the independent variable teacher-pupil ratio and dependent variable, methods used to provide guidance and counselling services were analysed using One Way Analysis of Variance.

Table 20: Mean scores of Teacher-Pupil ratio and methods used to provide guidance and counselling services.

Methods of counselling	Mean	N.	Std. Deviation
Group	2.6875	16	.4787
Individual	1.6000	10	.5164
Not applicable	1.7500	16	.7746
Total	2.0714	42	.7775

The results in table 20 suggest that teachers used group counselling method more with a mean of 2.6875 and a standard deviation of .4787. Equally, it was established that teachers who used individual method of guidance and counselling was lower with a mean of 1.6000 and a standard deviation of .5164.

Table 20: Analysis of variance of teacher-pupil ratio and methods used to provide guidance and counselling services.

	Sums of squares	D.f	Mean square	F. Observed
Between groups	9.948	2	4.974	13.074
Within groups	14.838	39	.380	
Total	24.786	41		

F Critical =3.25 Significant at $\alpha=0.05$

The ANOVA results for teacher-pupil ratio and methods used to provide guidance and counselling services shows that F-calculated value of 13.074 in table 20 is greater than F- critical value of 3.25 at 0.05 significance level. Since F observed was significant, the null hypothesis was rejected and the alternative hypothesis was adopted and thus the conclusion was that there was a relationship between the number of teachers and the methods used to guide and counsel learners. The results suggest that group counselling method was most commonly used in primary schools. This could imply that teachers are either few to counsel pupils individually or they had no idea of which method was more applicable in a given situation. This could further imply that teachers who provide guidance and counselling services should be trained in guidance and counselling skills for them to know when to use group or individual counselling method

4.6 Learner characteristics and provision guidance and counselling services.

The third objective of the study sought to find out the influence of learners' characteristics (gender) on provision of guidance and counselling services. To achieve this objective the participants were asked to respond to several statements intended to describe the influence gender had on provision of guidance and counselling services in public Primary schools .Participants were asked to respond to the items such as; which gender responded more positively to guidance and counselling services, how guidance and counselling services were provided to boys and girls, gender that sought guidance and counselling more, whether girls and boys were separated during guidance and counselling sessions, preferred method of counselling by gender, preference as to whom to consult when they make a mistake by gender. Preferred corrective measure by gender, rating the quality of guidance and counselling teachers by gender and attendance of guidance and counselling sessions by gender. Results are presented in Tables 21-24.

Table 21: Gender that responds positively to guidance and counselling

Gender	Teachers responses	Percent	Valid percent
Boys	16	38.1	38.1
Girls	26	61.9	61.9
Total	42	100	100

The analysis on Table 21 shows that girls respond to guidance and counselling more positively than boys as reported by the teachers (61.9%). This could imply that either

girls are more receptive to guidance and counselling services than boys or girls have more problems than boys as realised in their responses.

Table 22: Separation of boys from girls during counselling sessions

Responses	Frequency	Percent
Not at all	110	45.8
Sometimes	95	39.6
Most of the time	35	14.6
Total	240	100

Data on Table 22 shows that 45.8% of the pupils were not separated during guidance and counselling sessions. At the same time, the analysis revealed that 14.6% of the pupils were separated during guidance and counselling session. This could imply that teachers are occupied with other duties such that they don't have time to counsel boys separately from girls or teachers are not trained in guidance and counselling skills as shown in Table 21 (only 16.7% of the teachers have been trained in the skills of guidance and counselling). Alternatively, teachers could be few making them guide and counsel learners in groups irrespective of their gender.

Table 23: Gender Preferences. Cross Tabulation

Number of times pupils have sought guidance and counselling	Gender				
	Girls	%	Boys	%	Total
Not at all	45	36.3	53	45.7	98
Sometimes	55	44.4	35	30	90
Whenever necessary	24	19.4	28	24	52
TOTAL	124		116		240
Preferred method of counselling	Gender				
	Girls	%	Boys	%	Total
Individuals	100	81	81	70	181
Group	20	16	33	28	53
Not at all	4	3	2	2	6
Total	124		116		240
Preference of learners to be counsellors in future	Gender				
	Girls	%	Boys	%	Total
Undecided	19	15	21	18	98
No	26	21	23	20	90
Yes	79	64	72	62	52
Total	124		116		240
Pupils' preference on whom to consult whenever they had a problem	Gender				
	Girls	%	Boys	%	Total
Parent/Guardian	48	39	59	51	107
A close friend	34	27	26	22	60
G/C staff	42	34	31	27	73
Total	124		116		240
Pupils' preference for corrective measure	Gender				
	Girls	%	Boys	%	Total
Caned	48	38.7	66	56.9	114
Counselled	70	56.5	40	34.4	110
Send home	6	4.8	10	8.6	16
Total	124	100	116	100	240

Table 23 shows that boys (45.7%) and girls (36.3%) don't seek guidance and counselling services, only a few find it necessary as it is shown (19.4% of the girls and 24% of the boys do seek for guidance and counselling services). This could imply that the method teachers used more (group counselling) was not favourable for both boys and girls and thus they avoided counselling services.

Similarly, the data shows that girls (81%) preferred individual counselling while boys (70%) do the same. This implies that both boys and girls preferred to be counselled individually while those who preferred group counselling were 22%. This could also imply that both boys and girls preferred confidentiality which was assured in individual counselling.

The analysis further shows that 64% of the girls would like to be counsellors in future while 62% of the boys would also like to be the same. This could imply that both the girls and boys are aware of the usefulness of guiding and counselling and also it could imply they like the teachers who provide guidance and counselling services to them.

Further on, the data above shows that girls (39%) and boys (51%) preferred to consult their parents whenever they had a problem while girls (34%) and boys (27%) preferred consulting guidance and counselling teachers. On the other hand, girls (27%) and boys (22%) prefer to consult their friends whenever they had a problem. These differences on who should be consulted could be arising from guidance and counselling services not

having taken root in the primary schools or pupils could be having no confidence in the guidance and counselling staff.

In addition, the data shows that 38.7% girls and 56.9% boys would rather be caned when they made a mistake than be counselled or send home. At the same time 56.5% girls and 34.4% boys prefer to be counselled than being caned or send home. Equally, 4.8% girls and 8.6% boys preferred to be send home than be counselled or caned. The implication could be that the majority of the girls had realised that counselling was good as a corrective measure more than the boys. Those who preferred to be caned (boys 56.9%, girls 38.7%) and those who preferred to be send home (boys 8.6%, girls 4.8%) could imply that boys had lacked confidence in guidance and counselling staff compared to girls.

Table 24: Pupils opinion on quality of teachers and counselling attendance by gender. Cross tabulation

Pupils opinion on quality of teachers	Gender				
	Girls	%	Boys	%	Total
Fair	40	28.2	50	43.1	90
Good	54	43.5	60	51.7	114
V. good	30	24.2	6	5.2	36
TOTAL	124	100	116	100	240

Counselling sessions attendance	Gender				
	Girls	%	Boys	%	Total
Not at all	5	4.0	50	43.1	55
Rarely	11	8.9	30	25.9	41
Anytime they are called	108	87.1	36	31.0	144
Total	124	100	116	100.0	240

Data on Table 24 shows that 43.1% boys and 28.2% girls found guidance and counselling teachers to be fair at the same time 51.7% boys and 43.5% girls attested to guidance and counselling teachers to be good. Equally, 5.2% boys and 24.2% girls found guidance and counselling teachers very good. The findings imply that the general opinion of girls towards guidance and counselling providers was more positive than that of boys and that was why they liked the teachers.

The data above also shows that 4.0% girls and 43.1% boys did not attend guidance and counselling sessions, while 87.1% girls and 31% boys attended guidance and counselling services anytime. The findings could imply that boys had negative attitude towards guidance and counselling services. . On the other hand, girls were more responsive to the provision of guidance and counselling services.

Hypothesis Three

The hypothesis was tested to find out whether learners characteristic (gender) influenced the provision of guidance and counselling services. The null hypothesis reads as stated below.

H₀₃: Learner characteristics doesn't have any significant influence on provision of guidance and counselling services.

The relationship between the independent variable, learners' characteristics (gender) and provision of guidance and counselling services was analysed using One-Way Analysis of Variance.

Table 25: Mean scores for gender response to guidance and counselling

Responses	Mean	N	Std. Deviation
Boys	2.3125	16	.6021
Girls	2.7600	25	.4359
None	2.0000	1	
Total	2.5714	42	.5474

The ANOVA statistics was calculated and source Table 26 derived

Table 26: Analysis of variance of gender influence and guidance and counselling

	Sum of squares	df	Mean square	F Observed
Between Groups	2.288	2	1.144	4.463
Within Groups	9.997	39	.256	
Total	12.286	41		

F Critical = 3.25 Significant at $\alpha = 0.05$

The ANOVA results of gender and responses to guidance and counselling services show that F- calculated value of 4.463 in table 26 is greater than F critical value of 3.25 at 0.05 significance level. Therefore the null hypothesis was rejected since there is a significant difference in response to guidance and counselling due to gender.

These results supports the responses given by both boys and girls elsewhere in this study (see Tables 23).

Ho₄: Learner characteristics (age) and provision of guidance and counselling services.

The fourth null hypothesis stated that learner characteristics (age) doesn't have any significant influence on the methods used to provide guidance and counselling services. To test this hypothesis the questionnaire was administered to the participants (teachers) and their responses were scored. The means were compared and results are presented in Table 27.

Table 27 : Mean scores of age and methods of guidance and counselling

Methods of guidance and counselling	Mean	N	Std. Deviation
Individual	1.6250	8	.5175
Group	2.0000	29	.0000
Not applicable	2.6000	5	.5477
Total	2.0000	42	.3825

To test whether or not the two mean scores were significantly different, One-Way Analysis of Variance (ANOVA) was conducted. Consequently the statistics was used to test the null hypothesis which stated that learner characteristics (age) doesn't have any significant influence on the methods used to provide guidance and counselling services. The results of the analysis are presented on Table 28.

Table 28: Analysis of variance of learner characteristics (age) and the methods of guidance and counselling

	Sum of squares	df	Mean square	F Observed
Between Groups	2.925	2	1.463	4.463
Within Groups	3.075	39	7.885	18.549
Total	6.000			

The Analysis of Variance (ANOVA) results for learner characteristics (age) and methods used to provide guidance and counselling services shows that F calculated of 18.549 is greater than F-Critical value of 3.25 at 0.05 significant level. Since the F observed was significant, the null hypothesis was rejected and the alternative hypothesis adopted thus the conclusion was that age of the learners influences methods used to provide guidance and counselling services. This implies that older pupils should be counselled separately from the young ones.

4.7 Interview

The head teachers who were interviewed face to face had the following to say; when asked of their views on any problem they encountered in the process of guiding and counselling pupils, 100% sighted the following: large number of pupils making it difficult for a follow up, lack of information from the Ministry of Education on what they should do during counselling sessions, failure of pupils to open-up, poverty, unfriendly attitudes from parents, fear of parents interfering with counselling session if informed, background of pupils to be guided and counselled, not having attended

guidance and counselling courses, some pupils were rude and did not take what they were told, don't care attitude, some pupils needed material assistance which they did not have, the environment surrounding the schools, truancy from pupils and parents not being co-operative, age of some pupils, former street children who still abused drugs and influenced others to do the same and HIV/AIDS amongst some learners. One (9%) head teacher had this to say,

“Can you imagine at the beginning of this term we buried a standard three child who succumbed to HIV/ AIDS...right now we are having 3 pupils who's parents are dead because of the disease and the pupils are infected by the same disease and are now attending clinics at AMPATH, Moi Referral...”

Yet in another school, the head teacher had the following to say,

“Look at the environment of this school; can you see over there, that is a video shop, and that other one, a bar & lodging and...”

Through the interview it was established that there are no established policies in primary schools concerning how guidance and counselling should be managed. Equally, it was learned from the head teachers that none of the teachers who guide and counsel were qualified counsellors. They said that a few of the teachers had certificates which they had acquired after attending seminars of about one week. All head teachers asserted that the number of pupils was large for them to monitor each pupil's behaviour.

When asked what they did to assist girls and boys who had maturational problems, they said, nothing in particular other than talking to them in groups. They went on to

say that they had street children who at times went to school in the morning and went back in the streets in the evening.

According to the interviews there appeared to be so many problems both academic and social that were facing primary schools. Head teachers reported that some pupils were not able to stay in schools because of hunger and others could hardly concentrate in class for reasons they could not explain. One head teacher emphasized that they were encountering many problems from the pupils and went ahead to show the researcher a bottle of glue and some powder which he described as “kuber” drug that he had confiscated from some pupils in school. He went on to narrate how one pupil was in jail for having assaulted his neighbour at home. In another school the head teacher narrated how some teachers instead of issuing books to pupils, they took them to their homes thereby denying the needy children the materials for learning.

When asked if they had any strategies to over-come the problems they had enumerated, some said that it was up to the ministry of education to make policies and implement them. On congestion in classrooms and pupils sitting on floors especially in lower classes, they said, parents were uncooperative.

When asked what they would like the Ministry of Education to do to improve guidance and counselling services in their schools, they all seemed to agree that there was need to train all teachers in the skills of guidance and counselling. Other head

teachers said that more teachers were needed for they were overworked and another said guidance and counselling teachers should not be given other duties.

The findings revealed that there were socio-economic factors that contributed to maladjustment of learners. Poverty was mentioned by key informants as a major factor which had manifested itself in the form of pupils lacking uniform, food, transport to and from school, withdrawal, former street children going back to the streets, pregnancy, drugs (alcohol, glue, “kuber”) mainly taken by boys and former street pupils, pupils breaking into each others desks to steal, reported cases of brawls in bars involving pupils among others were reported.

Health problems such as pupils suffering from tuberculosis, HIV/AIDS were mentioned by key informants. They said that this problem was prevalent in lower classes that is, standard one to three. They reported that most of the sick pupils were attending Ampath Clinic at Moi Teaching and Referral Hospital Eldoret. T/B cases due to HIV/AIDS among some pupils were also reported. Some pupils especially girls were reported to be dropping out of school due to pregnancy.

Two head teachers pointed out that the location of their schools also contributed to maladjustment cases to both boys and girls. In another school a head teacher mentioned that parents were not willing to talk to their children when called upon.. Instead, they insulted teachers and insisted it was “free primary education.”

In some schools head teachers reported they were having as many as 106 pupils in one class. They went on to say that they had fewer teachers employed by Teachers Service Commission therefore they had engaged the services of private teachers who were being paid by Parents Teachers Association (P.T.A).

In some schools dropout rates were high as reported that within a year, a 100 pupils dropped out of school due to poverty related problems and use of drugs. It was also reported that girls dropped out more than boys because of pregnancy. In one school it was reported that 20 girls dropped out of school in a term because of pregnancy.

When asked about duties they assigned guidance and counselling teachers they enumerated them as librarians, co-curricular activities and choir masters. On responding to the question on the problems they encountered 100% of the head teachers named them as high school population, former street children, hard drug abuse, some pupils being too old to be in primary school, ban on the cane and parents who don't care.

On responding to the question on what measures they would take to ensure effective guidance and counselling they said the following: train all teachers in guidance and counselling, in-cooperate parents in guidance and counselling services and have relevant books on guidance and counselling in schools.

4.8 Observation Method

It was necessary for the researcher to observe counselling sessions and note the number of pupils a teacher handled, the general environment of the school and classroom conditions. Counselling sessions were observed in 3 schools (30% of the schools) and the study noted that there were too many pupils handled by a single teacher. Also it was observed that guidance and counselling teachers were not fully prepared for the counselling sessions as they had no specific agenda.

It was also observed that the teacher-counsellor talked to learners in a rather harsh tone. It was further noted that counselling sessions took a very short time of about 5 minutes. In two other schools, the situation was no better as the counselling was being done on the assembly and different issues were being discussed pinpointing out the wrong doers. The teacher counsellor was doing so with a cane in her hand. However, it was observed that the general conditions of schools (20%) had clean school compounds with ample space. In another 20% of the school with large compounds were untidy. In addition, 50% of the schools had crowded classroom with untidy compounds. Some 10% of the schools lacked space and compounds were untidy. The results indicate that a majority of public primary schools are crowded (60%).

In some schools it was observed that pupils were crowded in classrooms and some were sitting on the floor. A school with over 2000 pupils had 5 latrines. It was further observed that 2 schools were neighbouring bars and lodgings.

4.9 Summary of the major findings of the study

In this chapter the researcher attempted to analyze and present the findings of the study. The first section dealt on the questionnaire return rate. The second section analysed personal information on the hypotheses testing. The results indicated that teacher-pupil ratio had significant influence on provision of guidance and counselling services. Equally, the study revealed that there was relationship between the number of teachers and the methods they used to provide guidance and counselling services. The study further revealed that learner characteristic (gender and age) had influence on methods used to provide guidance and counselling services. In general, key informants suggested that in order to improve on the provision of guidance and counselling services, the government was to directly get involved in laying down plans on how guidance and counselling services should be carried out in schools and also train teachers in the skills of guidance and counselling. Further, the respondents suggested that the number of teachers should be increased in order for them to have enough time to study and analyze pupils with various problems with the aim of alleviating them.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the summary of the study, conclusions drawn from the findings of the study and recommendations for possible action and for further research. The main purpose of this study was to investigate the influence of teacher-pupil ratio and learner characteristics on the provision of guidance and counselling services in public primary schools in Eldoret Municipality.

5.2 Discussions

The background for the study highlighted historical issues that culminated to high pupil population in schools. Furthermore, the study revealed that pupils came from different socio-economic backgrounds that were marked by diversity than similarity in schools and classrooms. Similarly, the study revealed that teacher-pupil ratio influenced provision of guidance and counselling services. In addition, the study revealed that learner characteristics (gender and age) influenced provision of guidance and counselling services.

The study used ex-post facto design and adopted questionnaire method, interview schedule, observation method, as research instruments. The instruments were administered to all the sampled standard 8 Primary School pupils and teachers. The

researcher was only interested in public primary schools and not private ones. The total number of pupils who responded and returned duly completed questionnaire were 240, which was 100%. However, teachers who completed and returned their questionnaires were 53 (88%) that is, head teachers and assistant teachers hence the questionnaire return rate was considered high by the researcher. The data gathered was analysed by use of descriptive and inferential statistics. The level of significance was established at 0.05 for rejection or acceptance of the null hypothesis.

The discussion of the findings of this study follows the order in which the hypotheses were stated. Conclusions will be drawn as per each hypothesis. Where possible the findings will be related to the findings earlier studied.

The study had four research objectives and four hypotheses to strengthen the findings. The first objective sought to investigate the influence teacher-ratio had on provision of guidance and counselling services. The first hypothesis stated that teacher-pupil ratio doesn't have any significant influence on the provision of guidance and counselling services. The hypothesis was tested using Chi-square and the P value of .010 was less than the P value of 0.05 and therefore the hypothesis was rejected.

The study revealed that teacher-pupil ratio was high (1:50). The high number of pupils in schools had been mainly caused by the government financing education in Public Primary Schools. The few teachers who provided guidance and counselling services were also Librarians, Choir masters and class teachers. According to Drier, (1990)

how a counsellor used his/her profession was important. He pointed out that 80% of the school counsellors' time should be to direct services. It was also noted that because of the few teachers, guidance and counselling services were rarely held in some schools (35.9%) in other schools they were not held at all (39%) This is in disagreement with what Lapan, Heysbers and Sun (1997) who pointed out that guidance and counselling services were to be provided on a regular basis to assist individuals achieve human growth and development.. Equally it was noted that the high teacher–pupil ratio could hinder close observation of individual learners resulting into poor understanding of their needs. This is in agreement with Igaga, (1980) who pointed out that where there were few teachers close observation of learners was not possible. The study therefore concludes that more teachers were required to provide guidance and counselling services and also to increase it's frequency.

The second hypothesis stated that teacher-pupil ratio doesn't have any significant influence on the methods used to provide guidance and counselling services. This hypothesis was tested using One Way Analysis of Variance and the results showed that teacher-pupil ratio had a significant influence on the methods used to provide guidance and counselling services. The findings indicate that teachers used group counselling method irrespective of the nature of the problem a pupil had. On the other hand, pupils preferred individual counselling (81% girls and 70% boys). The study further established that teachers encountered problems when guiding and counselling learners (100%). Some of challenges they faced included large number of pupils and teachers who provided guidance and counselling services not having been trained in

counselling skills(83%). The implication of the findings is that more teachers who provide guidance and counselling services should be increased and trained in guidance and counselling skills so that they could have knowledge as to when to use group or individual methods. This assertion is in agreement with Barki and Mukhopadhu,(1989) who pointed out that guidance and counselling required qualified trained persons. The same views were registered in an International Conference in Africa on guidance and counselling (2000).

The third hypothesis stated that learner characteristics (gender) doesn't have any significant influence on provision of guidance and counselling services. The hypothesis was tested using One Way Analysis of Variance and the results showed that Learner characteristics (gender) had a significant influence on the provision of guidance and counselling services. The study established that learner characteristics such as gender and age had influence on the provision of guidance and counselling services. The most commonly used method of guiding and counselling the study established was group method. On the other hand, the research established that girls detested group counselling method and preferred individual approach. In addition, the study established that 87.5% of the girls and 31 % boys attended guidance and counselling services. The implications of these findings were that either by socialisation or biological make-up, boys perceive things differently from girls. This observation is in agreement with Gysber and Jensen,(1999) who pointed out that gender issues required a trained counsellor who could provide insight into specific needs of girls and boys. The study further established that both girls and boys

preferred to be counselled individually. This implies that individual counselling should be more encouraged especially when dealing with gender related issues. The study therefore concludes that there is need to train counsellors in gender responsive guidance so that they could serve as active agents to provide insight into specific needs for girls and boys.

The fourth hypothesis stated that learner characteristics (age) doesn't have any significant influence on the methods used to provide guidance and counselling services. The hypothesis was tested using One Way Analysis of Variance and the results showed that learner characteristics (age) had significant influence on methods used to provide guidance and counselling services. The age of learners in Eldoret Municipality Public Primary Schools ranged from 3 years (the youngest) to 21 years (the oldest). The study revealed that group counselling method was used more to provide guiding and counselling services. This finding is in disagreement with Makinde, (1984) who pointed out that young children needed 'a mother' figure which is contrary to older learners. This results could imply that there should be separation of young from older learners during guidance and counselling sessions..

5.3 Conclusion

In relation to the results of this study, it can be concluded that teacher-pupil ratio and learner characteristics influenced the way guidance and counselling services were provided in Public Primary Schools.

5.4 Recommendations

The study revealed that most of the problems faced by teachers in the process of providing guidance and counselling services were not caused by factors acting in isolation but a combination of several parameters working together. The following are recommendations on the ways in which some of the problems associated with teacher-pupil ratio and learner characteristics on provision of guidance and counselling services can be tackled.

- i) More teachers should be hired to provide guidance and counselling services and also to increase its frequency.
- ii) Individual counselling method should be used when handling gender related issues.
- iii) There should be separation of young from older learners during guidance and counselling sessions

However, the researcher did not find any literature on guidance and counselling in Eldoret Municipality in order to give appropriate recommendations to the government and other development agents to look into the problem of teacher-pupil ratio and learner characteristics on provision of guidance and counselling services.

5.5 Suggestion for Further Research

To reinforce the findings of this study the following researches are suggested for further studies;

- i) Further research should be carried out to find out why pupils prefer individual guidance and counselling method.
- ii) There is need for further research to be carried out to find out why boys respond more negatively to the to provision of guidance and counselling services than girls..
- iii) Since the study was carried out in Eldoret Municipality, the scope should be expanded so that the findings can be based at a National level.

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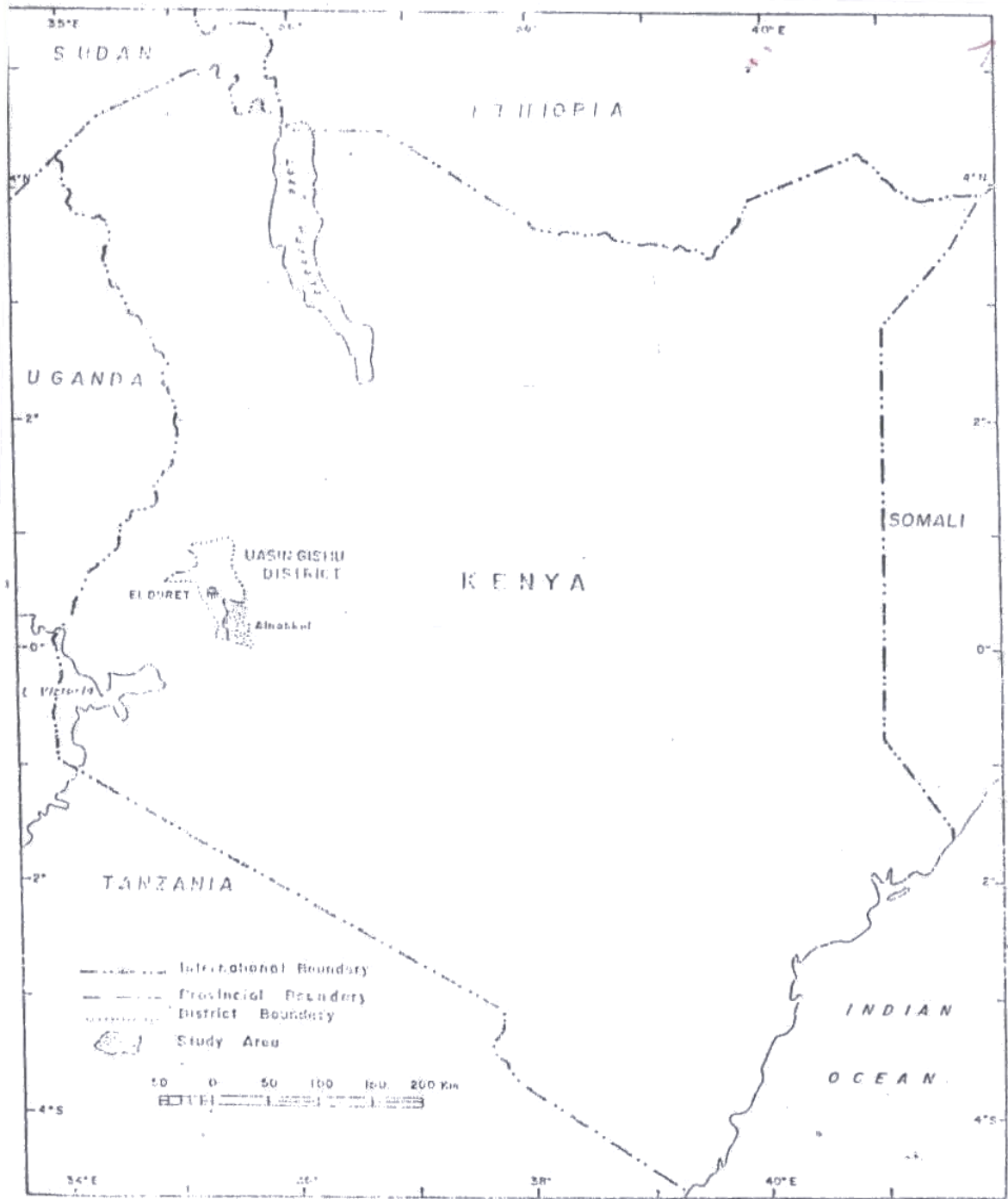
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APPENDIX A

MAP OF KENYA

Figure 3: Map of Kenya

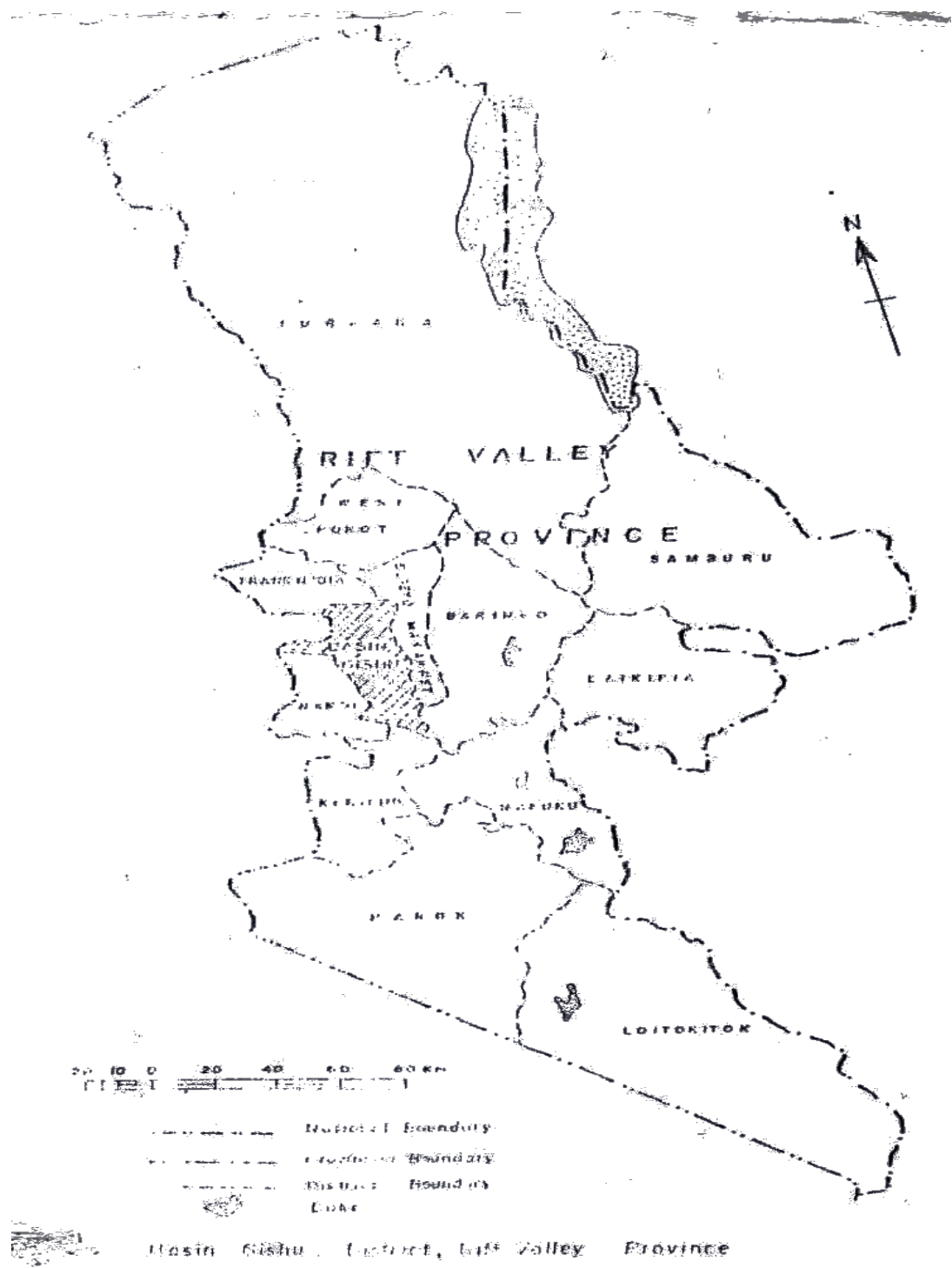


Location of Uasin Gishu District, Kenya

APPENDIX B

MAP OF UASIN GISHU DISTRICT, RIFT VALLEY PROVINCE

Figure 4: Map Uasin Gishu District, Rift Valley Province



APPENDIX C
LETTER OF INTRODUCTION

MOI UNIVERSITY
P.O. BOX 3900,
ELDORET

Dear Head teacher,

RE: LETTER OF INTRODUCTION

I kindly request for the participation of your staff, yourself and the students in the administration of research questionnaires. This research focuses on the influence of teacher-pupil ratio and learner characteristics on provision of guidance and counselling services in public primary schools.

The questionnaires are meant to seek for suggestions on the ways and means in which guidance and counselling services can be provided effectively with teachers handling appropriate number of pupils. The findings of this research will help policy makers and ministry of education officials in the need to evaluate the policies. The identity of the respondents and the responses will be confidential.

Thank you in advance.

Yours sincerely,

Teresina Rapando Lunani.

APPENDIX D**TEACHERS' QUESTIONNAIRE**

The purpose of this questionnaire is to obtain information on the influence teacher-pupil and learner characteristics on guidance and counselling.

Instructions: Please put a tick (✓) to indicate your response to the items in section A and B.

Your responses will be treated confidentially.

SECTION A: In this section provide information on teacher-pupil ratio and provision of guidance and counselling services.

1. What is your opinion on the number of pupils you handle during guidance and counselling sessions?
 - a) Few []
 - b) Moderate []
 - c) High []

2. In your opinion is guidance and counselling important in primary schools?
 - a) Not at all []
 - b) Somehow []
 - c) Quite necessary []

3. How often do you hold counselling sessions with pupils?
 - a) Not at all []
 - b) Rarely []
 - c) Any time when it is necessary []

4. Do you think it is necessary for a teacher who provides guidance and counselling services should be trained in counselling skills?
- a) Not at all []
 - b) Somehow []
 - c) Quite necessary []
5. Which method do you use most of the time when providing guiding and counselling services to pupils?
- a) Group []
 - b) Individual []
6. Are there any problems you encounter while providing guidance and counselling services to pupils?
- a) Yes [] b) No []

If yes, list the problems you encounter with each gender.

SECTION C

In this section provide information on whether learners' characteristics influence the provision of guidance and counselling services.

1. In your opinion, which gender responds more positively to guidance and counselling sessions?
 - (a) Boys []
 - (b) Girls []
 - (c) None []

2. How do you provide guidance and counselling services to;
 - i) Boys and girls in your school?
 - a) Separately []
 - b) Together []
 - ii) Young and older learners?
 - a) Together []
 - b) Separately []

3. (i) Which gender seeks guidance and counselling services more often?
 - a) Boys []
 - b) Girls []

- (ii) How frequent has each gender sought guidance and counselling services
 - a) Not at all []
 - b) Sometimes []
 - c) Whenever necessary []

4. Which method do boys and girls prefer guidance and counselling services to be provided to them?
- a) Individual
 - b) Group
 - c) Not at all.

APPENDIX E**PUPILS' QUESTIONNAIRE.**

The purpose of this questionnaire is to obtain information on the influence of teacher-pupil ratio and learner characteristics on provision of guidance and counselling services.

Pupils' opinions on teacher-pupil ratio and provision of guidance and counselling according to their gender.

Instructions

- (i) Put a tick (✓) to indicate your opinion
- (ii) This responses will be confidential
- (iii) Answer all questions
- (iv) Please do not write your name on this questionnaire

- 1 Indicate by putting a tick (✓) to show whether you are boy or a girl
(a) Girl [] (b) Boy []
- 2 Have you ever been counselled in your school?
(a) not at all []
(b) sometimes []
(c) Whenever necessary []
- 3 In your opinion how do you find the number of pupils in your class?
(a) Few []
(b) Moderate []
(c) Too many []

- 4 How often do you attend counselling sessions?
- (a) Not at all []
 - (b) Rarely []
 - (c) Any time they are called []
- 5 Are there times you are grouped according to your gender during counselling sessions?
- (a) Not at all []
 - (b) sometimes []
 - (c) most of the time []
- 6 Whom would you consult when you have a problem?
- (a) parents/Guardian []
 - (b) a close friend []
 - (c) Guidance and Counselling staff []
- 7 How would you like to be counselled?
- (a) As an individual []
 - (b) In a group []
 - (c) Not at all []
- 8 How would you like to be corrected when you make a mistake?
- (a) Caned []
 - (b) Counselling []
 - (c) send home []

- 9 Do you ever repeat mistakes after you have been counselled?
- (a) Yes []
 - (b) No []
- 10 Have you ever sought guidance and counselling services within the last year?
- (a) No []
 - (b) Yes []
 - (c) Can't remember []
- 11 In your opinion how do you find guidance and counselling teachers?
- (a) Very good []
 - (b) Good []
 - (c) Excellent. []
- 12 List problems that you have experienced that require guidance and counselling services?
- (i)
 -
 - (ii).....
 -
 - (iii).....
 -

APPENDIX F

HEAD TEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to obtain information on the influence of teacher-pupil ratio and learner characteristics on provision of guidance and counselling services.

The responses will be confidential. Please fill in the following:

1. For how long have you been a teacher?Years months
1. Do you provide guidance and counselling services in your school?
 Yes [] No []
2. Do you experience any difficulties while carrying out guidance and counselling sessions with pupils? Yes/ No..... If yes, list the difficulties

4. How many teachers do you have in your school?
5. How many teachers are trained in guidance and counselling skills?
6. Do you have specialised counsellors who tackle pupils' problems according to gender?
 a) Yes []
 b) No []

7. What is the total number of pupils in your school?

.....

8. Do you assign teachers who provide guidance and counselling services other duties?.....if yes which ones?.....

.....

.....

.....

9. In which class does guidance and counselling services start in your school?

.....

.....

10. What measures do you think should be taken to ensure effective guidance and Counselling in primary schools?.....

11. What is the age of the youngest learner in your school and what about the oldest.....

END: Thank you for your cooperation.

APPENDIX G

INTERVIEW SCHEDULE FOR KEY INFORMANTS

Key informants such as District Education Officer and MEO

1. How many pupils do you have in Eldoret Municipality
 - (a) Girls
 - (b) Boys
2. What do you think about the present numbers of pupils in the school compared to the previous years?
3. What are the common problems you think pupils experience?

(a) Girls

.....

.....

.....

Boys.....

.....

.....

.....

(b) In your opinion what are the causes of the problems?

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

(c) How do you solve student problems in the school?

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

4. What is the total number of teachers in Eldoret Municipality?

APPENDIX H

OBSERVATION SCHEDULE

The following areas were focused on:

- (i) Number of pupils in classrooms
- (ii) The environment of the school
- (iii) Availability of water in schools and toilets
- (iv) Guidance and counselling sessions.

RESEARCH PERMIT

MINISTRY OF SCIENCE & TECHNOLOGY

Telegrams: "SCIENCE TEC", Nairobi

Fax No.

Telephone No: 318581

When replying please quote

MOS&T 13/001/36C/293/2

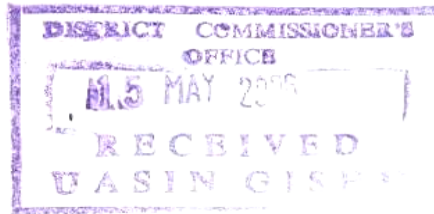


REPUBLIC OF KENYA

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 60209-00200
NAIROBI
KENYA

10th May 2006

Teresina R. Lunani
Moi University
P.O. Box 3900
ELDORET



Dear Madam

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on '*The Influence of Teacher-Pupil Ratio and Learner Characteristics on Guidance and Counselling in Public Primary Schools in Kenya: A Study of Eldoret Municipality*'

I am pleased to inform you that you have been authorized to carry out research in Eldoret Municipality in Thika District for a period ending 30th August 2006.

You are advised to report to the District Commissioner, the District Education Officer Uasin Gishu and the Eldoret Municipality Education Officer before commencing your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

Yours faithfully

B. O. ADEWA

FOR: PERMANENT SECRETARY

Copy to: The District Commissioner – **Uasin Gishu District**
The District Education Officer – **Uasin Gishu District**
The Education Officer – **Eldoret Municipality**