

FACTORS AFFECTING GUIDANCE AND COUNSELLING PROGRAMME IN PRIMARY SCHOOLS IN NAIROBI PROVINCE, KENYA

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ABSTRACT

The objective of this study was to establish the factors that affect guidance and counseling in primary schools. Guidance and counseling seems not to be adequately helping pupils with physical and psychological problems in Nairobi province of Kenya. Many primary schools are faced with indiscipline and poor performance yet there is a guidance and counseling programme running in these schools. The sample of study was 234 respondents selected from a population of 10,000 primary school teachers in Nairobi city through the stratified and simple random methods. A questionnaire was used to collect data. The results showed that majority of the respondents do not regard guidance and counseling as a critical issue in the development of the pupils. Too, it was found that teachers' attitudes, training in counselling, availability of time and facilities have a negative impact on the guidance and counselling programme. The Government and the schools' management do not provide the needed infrastructure for guidance and counseling. It was recommended that training of teachers in guidance and counseling be given priority by the schools and the government.

KEY WORDS: Guidance, counselling, primary school and factors

INTRODUCTION

The growing up and the development process presents many challenges in the lives of young people. Most significant of the challenges is the inadequate information about their development and the problems affecting them. The school is a fertile ground for counseling as it is an agency dealing with shaping of life. Teachers are charged with the responsibility of aiding their pupils in dealing with issues that hinder academic progress and effective social interactions.

Nairobi province is a cosmopolitan region with a lot of diversity in terms of culture, language, fashions, parenting, socio-economic status, educational background and living standards. All these leave the young and growing child stressed and in confusion. According to Mutie and Ndambuki (1999), the society is dealing with the most stressed children today. Most of these children have absent parents who are either away because of the nature of their

work or even separated or divorced. Without much attention from their parents, their other alternative for help is their peers, teachers and teacher counselors in their schools. The counseling programme in most primary schools is still in the very initial stages of establishment in Kenya. Compared to secondary schools, the Ministry of Education is yet to have school counselors in every primary school.

In Kenya, we are still in the wake of realizing the need for counseling. To many, a counselor's role is not recognized. A head teacher may want to give the teacher counselor other duties that are not related to counseling because to them, the counsellor's job is less demanding. Teacher counsellors may not be motivated to perform their counselling duties effectively if the school administration does not recognize and value what they do. In some primary schools, the class teacher has taken the role of a counsellor in the absence of one in the school. In such cases, the class teacher has to

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