

CONSTRAINTS AFFECTING ATTITUDE OF TEACHERS TOWARDS PRACTICING GUIDANCE AND COUNSELLING IN PRIMARY SCHOOLS IN KISUMU WEST SUB COUNTY

Joshua Owino

Department of Educational Management
Jaramogi Oginga Odinga University of Science
and Technology, KENYA

&

Florence Y. Odera

Department of Educational Management
Jaramogi Oginga Odinga University of Science
and Technology, KENYA

ABSTRACT

This study established constraints affecting the attitude of teachers towards practicing G&C in primary schools in Kisumu West Sub County. The research objective was to identify the constraints affecting the attitude of teachers towards practicing G&C. The behavioral theory of B.F. Skinner was adopted. *Ex post facto research design* was used for this study. The study population comprised 504 prefects, 126 head teachers, 126 G&C teachers from all the 126 primary schools in the Sub County. Saturated sampling was used to obtain 126 head teachers and 504 prefects; purposive sampling was used to obtain 126 Guidance and counseling teachers. Descriptive statistics in frequencies and percentages were used to analyze data generated by questionnaires and focus group discussions using summary tables, data from interviews were transcribed and organized into themes, categories and sub-categories as they emerged in the study. The validity and reliability of the questionnaires were enhanced through pilot study done in 5 schools which were not used in the study. Validity of the instruments was done by Supervisors in the Department of Psychology/Educational Foundation. The findings showed that: majority of respondents (78%) agreed on inadequate training, (13%) disagreed, (19%) undecided, 58% agreed on work overload, (27%) disagreed, (14%) undecided, inadequate resources and time allocation to G&C, parents were not supportive to G&C. Based on these findings, it was recommended that: Ministry of Education to enhance assessment of G&C in schools, head teachers should enhance supervision, G&C workshops/seminars should be organized for all teachers, teachers trained in G&C should be considered for promotion, school G&C teachers should be trained in G&C, the Government should fund G&C, one qualified counsellor should be posted to each school. The results of the study could assist the Government, head teachers, teachers in the situation of G&C in primary schools for purposes of planning.

Keywords: Attitude, Guidance, Counseling, teachers, Constraints, Practices, Pupils.

INTRODUCTION

The teachers may have positive, neutral or negative attitudes towards G&C, however, the following constraints may affect their attitudes towards practicing guidance and counseling in schools: Educational level is the most important social class for influence of participation in G&C on pupils' indiscipline cases. It is possible to obtain a Certificate or a Diploma in Counseling within a few months or a year while to obtain professional level, a counselor should train for 2 to 3 years in USA (Aileen; 2003). Pasley, (2001) reiterates that the training

of school counselors has been found to have an effect on guidance and counseling services implementation and effectiveness. This is because training enhances counselors' organizational and counseling skills (Coker & Schrader, 2004). In America, lack of training on the part of school counselors has been reported to negatively affect guidance and counseling services' evaluation (Trevisian & Hubert, 2001).

Maluwa Banda, (1998) agrees with (Coker and Schrader, 2004) that lack of essential counseling skills acquired through training have negative effect on guidance and counseling in Malawian schools.

MOEST, (2004) reports that there is in adequate training of Guidance and Counseling personnel in Kenya. Were, (2003) agrees with MOEST, (2004) but argues that following the magnitude of learners' problems in Primary and Secondary schools, it becomes necessary that G&C teachers have some basic skills in Guidance and Counseling services. Ondima, et al. (2012) adds that there was low training of teachers in G&C and that it was handled by teachers without professional training. In support, Affulo, (2005) in Kenya found out that teachers were not well equipped in terms of training to handle students' discipline through Guidance and Counseling program. Ogonya (2007) supports (Ondima, et al. 2012) and Affulo (2005) there was lack of training of personnel in primary schools.

While Affulo, (2005) used a small sample of 13 Secondary schools, this study sampled 126 primary schools which provided more views. Furthermore, Ondima et al., (2012) and Affulo (2005) concentrated on the training of G&C teacher in Secondary Schools but the researcher felt that many cases of pupils' personal and behavioral problems require that all teachers should have basic skills in guidance and counseling to be competent enough to handle them. In addition, G&C involve psychology and moral issues, teachers needed to be trained and be conversant with the policy on G&C. Therefore, this study sought to establish whether there was in adequate training of teachers that affected the attitude of teachers towards G&C in Primary schools in Kisumu West Sub County.

Lehr and Sumarah, (2002) found out that there are adequate resources, equipment and space for confidential counseling consulting services in American schools. They add that American schools have computers, assisted career guidance programs, test testing skills packages, career choice exploration material, booklets that help students address developmental needs like physical changes, handling peer pressure and preventing substance abuse.

UNESCO (2000) states that in Botswana, effective School G&C Services have counseling rooms which are private and accessible and that counselors identify and document the resources needed to be made available.

However, in Kenya, MOEST, (2004) cites financial resources and lack of proper guidance and counseling facilities in primary schools in Kenya: equipments, room, and secure storage that affect the effectiveness of school guidance and counseling in schools. This study sought to find out whether there were in adequate resources and influence on the attitude of teachers. A study by Auni (2009) in Kenya reported that there was lack of facilities and resources for G&C and G&C program has not effectively contributed to students' social adjustment in Secondary schools in Siaya District. Auni (2009) concentrated her study in Secondary schools, this study focused on primary schools.

In America, effective school counselors reduce non-counseling duties in order to do their core business (Reynold & Cheek, 2002). They argue that in developing countries, increased demand for teachers by parents and governments have led to additional working hours, curriculum planning, controlling students' discipline and supervisory duties thus leaving little time for teachers to counsel students. Furthermore, Lapan (2001) explains that due to the workload of G&C teacher in school, teachers assist them in the provision of guidance and counseling and enable them to have more time with students with severe problems in American schools.

Contrarily, in South African Schools, counselors are sometimes given heavy administrative and teaching loads making counseling to diminish (Chireshe, 2006). In Kenya, the introduction of FPE in primary schools have left teachers with challenges such as heavy workload and hence have very little time to offer to the learners (MOEST,2004).

Similarly, Ondima et al., (2012) observed that G&C teachers are not sufficiently relieved from their teaching duties to have adequate time to devote to G&C, they argued that teacher counselors are overburdened with heavy work. The above studies concentrated on factors affecting guidance and counseling in schools but this study examined whether or not there were constraints that affected the attitude of teachers towards practicing G&C.

Myrick (2003) in America stated that parents were always supporting Guidance and counseling in schools, they responded to teachers when called and supported various programs. Rutondoki (2000) differed with Myrick (2003) when he argued that in Uganda, parents tend to resist G&C services on their children because some different cultural practices do not cater for G&C services. In support of Rutondoki (2000), Ogonya (2007) in Kenya stated that parents are negative towards G&C and that it is one of the major challenges faced in the provision of G&C services in primary schools. Kenya Education Sector Review reported that Kenyan parents are too busy to attend to issues affecting their children (Republic of Kenya, 2003). In support, (UNESCO, 2002) stated that parents have little time with their children thus leaving their role of parenting to teachers. Mukuna (2005) in Kenya reported that majority of parents supported teachers in ECD Centers, there was effective communication between parents, teachers and pupils that enabled them to identify, solve problems, improve child's performance, understand the child, share experience, give information about the school or child. However, it was noted that teachers do not encourage parental involvement in the classroom because they do not respond and lack interest in the same (Mukuna, 2005). While Mukuna (2005) concentrated her study on ECD, this study focused on primary schools, therefore, this study sought to find out whether or not there was parental support to teachers in G&C in primary schools in Kisumu West Sub County. Ogonya (2012) reported that absenteeism, truancy, drug abuse, irresponsible sexual behavior were rampant in primary schools in Kisumu West and East Districts. Records also specify that Primary schools in Kisumu West Sub County experiences high cases of school drop outs, girls being sexually defiled by boys, child abuse in schools like corporal punishment, unwanted pregnancies and early marriages (Ministry of Youth Affairs, Children Dept. Kisumu West Sub County, 2013).

Statement of the Problem

The Government re-introduced Guidance and counseling as a tool for helping pupils with personal and behavioral problems (MOEST, 2004). Despite the practice of G&C in Schools, problems such as: fighting, absenteeism, stealing, drug abuse, irresponsible sexual behavior

and defilement, use of abusive words, coping with adolescence, low self esteem, noise making, truancy, effects of HIV/AIDS, are rampant in primary schools in Kisumu West Sub County. It was not clear whether or not teachers faced problems or were conversant with the implementation of G&C in primary Schools in Kisumu West Sub County? Therefore, this study sought to establish the constraints affecting the attitude of teachers towards practicing guidance and counseling in primary schools in Kisumu West Sub County.

Purpose of the Study and Research Objectives

The purpose of the study was to establish the constraints affecting the attitude of teachers towards practicing G&C in Primary schools in Kisumu West Sub County. The research objective of this study was to examine constraints affecting the attitude of teachers towards practicing G&C in primary schools in Kisumu West Sub County. This study attempted to answer this question; Are there constraints that affect the attitude of the teachers towards practicing G&C in primary schools in Kisumu West Sub County?

METHODOLOGY

To enhance reliability of the instruments, piloting was conducted in 14 primary schools (10% of the population) and was not used in the study sample (Frankel & Wallen, 1996). The validity of the instruments was tested by presenting copies of the same to the Supervisors/experts from Department of Psychology/Educational foundation who critically studied them and determined their validity and viability for research (Orodho, 2008). Content validity was adopted for this study.

The study population consisted of 126 head teachers, 126 G&C teachers and 504 pupils in 126 primary schools in Kisumu West Sub County (DEO, Kisumu West, 2012). Out of 126 primary schools, there were two girls' boarding schools and one mixed day and boarding primary.

Saturated sampling was used to sample 126 schools in public primary schools in Kisumu West Sub County (Ary, Jacobs & Razavieh, 1996). The sampling technique gave a fair representation between the single sex and mixed schools. Saturated sampling was convenient because these schools were few and all of them had equal opportunity to participate (Ary, Jacobs & Razavieh, 1996). Other sampling techniques that were used were as follows:

All the head teachers of 126 sampled schools were sampled using saturated sampling because the head teachers were few and that was the rationale behind the suitability of saturated sampling (Ary et al., 1996). Saturated sampling was used to obtain 504 prefects; each of the 126 schools had a group of 4 prefects.

All the 126 G&C teachers were sampled using purposive sampling because they were in charge of G&C services in their schools and they were likely to provide more information. Mugenda and Mugenda, (2003) state that purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her study. They were put into male and female stratum.

Table 1 shows sample framework for population and sample for this study:

Table 1: Sample framework on population and sample study in Kisumu West Sub County.

Category of Participants	Population	Sample	Percentage
Head teachers	126	126	100%
G&C Teachers	126	126	100%
Prefects	504	504	100%

Source: DEO's Office, Kisumu West

Data Analysis

Data for the study was obtained from questionnaires, focus group discussions and interviews. Data collected using questionnaires were analyzed using descriptive statistics. Descriptive statistics are measures of central tendency, graphs and tables (Mugenda & Mugenda, 2003). Responses from questionnaires and focus group discussions were tallied and converted to percentages. Likert scale was used in this study as follows; 1: Strongly Agree (SA); 2: Agree (A); 3: Undecided (U); 4: Disagree (D); 5: Strongly Disagree (SD) to code the G&C teachers', head teachers' views on the attitude of teachers towards G&C in primary schools in Kisumu West Sub County (Mugenda et al., 2003). The researcher started by sorting, editing, coding, and classifying according to various categories. Thereafter, tallied, and changed them into percentages which were analyzed according to the degree of responses

There were tabulation and computation of frequencies and percentages of quantitative data from close ended questions. Qualitative data from interview schedule was videotaped, reviewed, transcribed, and written in verbatim according to various themes, categories and sub categories and sub categories as they emerged during the study (Mugenda & Mugenda, 2003). The following table shows G& C Teacher distribution by Age Group and Gender. The age and gender of respondents were important in order to find out how they responded to G&C in their schools.

Table 2: Guidance and Counseling Teacher distribution by Age Group and Gender

Age Group (years)	Gender				Total	
	Male		Female			
	f	(%)	f	(%)	f	(%)
Below 30 Years	8	(8.7)	3	(3.3)	11	(12.0)
30 - 40 Years	25	(27.2)	13	(14.1)	38	(41.30)
41 - 50 Years	20	(21.7)	11	(12.0)	31	(33.7)
Over 50 Years	9	(9.8)	3	(3.3)	12	(13.0)
Total	62	(67.4)	30	(32.6)	92	(100.00)

The results in Table 1 reveals that among the 92 teachers, many of them 62 (67.4%) were male while 30 (32.6%) were female. The majority of the teachers 38(41.30%) were aged between 30 to 40 years, while 31 (33.7%) were aged between 41 to 50 years while those above 50years were 12 (13.0%). About 11 (12.0%) were aged below 30 years.

The results in Table 3 show Head teachers' distribution by experience. Head teachers' experience was vital for this study because they were likely to have varied and a lot of information depending on how long they had stayed in leadership.

Table 3: Head Teachers' Distribution by Experience. Head teacher n = 82

Head Teachers' Experience	Frequency	Percentage
0-5 Yrs	21	25.61
5-10 Yrs	34	41.46
10-15 Yrs	13	15.85
15-20 Yrs	9	10.98
Over 20years	5	6.10

Table 4 reveals that majority of 34 (41.46%) head teachers had experience of 5 to 10 years, followed by 21 (25.61%) who had ha experience for between 0 to 5 years, 13 (15.85%) for between 10 to 15 years, 9(10.98%) had experience of 15 t0 20 years while 5(6.10%) had over 20 years of experience. Table 4 shows Guidance and counseling teachers' distribution by experience as required in the questionnaires

**Table 4: Guidance and Counseling Teacher Distribution by Experience
G&C teacher**

Teachers' Experience in guidance and counseling.	Frequency	Percentage
Below 1 Year	18	19.6
1 - 3 Years	29	31.5
4 - 6 Years	40	43.5
Above 6 Years	5	5.4

N = 92

Population of the Study

This study population consisted of 126 head teachers, 126 G&C teachers and 504 pupils in 126 primary schools in Kisumu West Sub County (DEO, Kisumu West, 2012). Out of 126 primary schools, there were two girls' boarding schools and one mixed day and boarding primary.

Sampling and Sample Technique

Saturated sampling was used to sample 126 schools in public primary schools in Kisumu West Sub County (Ary, Jacobs & Razavieh, 1996). The sampling technique gave a fair representation between the single sex and mixed schools. Saturated sampling was convenient because these schools were few and all of them had equal opportunity to participate (Ary, Jacobs & Razavieh, 1996). Other sampling techniques that were used were as follows:

All the head teachers of 126 sampled schools were sampled using saturated sampling because the head teachers were few and that was the rationale behind the suitability of saturated sampling (Ary et al., 1996). Saturated sampling was used to obtain 504 prefects; each of the 126 schools had a group of 4 prefects.

All the 126 G&C teachers were sampled using purposive sampling because they were in charge of G&C services in their schools and they were likely to provide more information. Mugenda and Mugenda, (2003) state that purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of his

or her study. They were put into male and female stratum. Table 5 shows sample framework for population and sample for this study:

Table 5: Sample framework on population and sample study in Kisumu West Sub County.

Category	of	Population	Sample	Percentage
Participants				
Head teachers		126	126	100%
G&C Teachers		126	126	100%
Prefects		504	504	100%

Source: DEO's Office, Kisumu West

Constraints that affect the Attitude of Teachers towards Practising Guidance and Counselling.

The objective was to identify the constraints that affect the attitude of teachers towards practising guidance and counselling in primary schools in Kisumu West Sub County. The constraints were stratified as; in adequate training, too much workload in the school, in adequate time allocated to guidance and counselling, in adequate facilities and resources in the School, lack of support from parents and teachers.

In adequate Training of Teachers

To ascertain in adequate training of teachers in guidance and counseling, head teachers were asked to rate teachers' qualification. Using a five-point Likert scale ranging from 1=Degree 2=Diploma 3=Certificate 4=Workshop trained 5=Untrained, their responses were as indicated in the tables:

Table 6: Head teachers' response on teachers' qualification in guidance and counselling n= 82.

Teachers' professional qualification in guidance and counselling.	Frequency	Percentage
Degree	0	0
Diploma	8	9.8
Certificate	10	12.2
Workshop Trained	15	18.3
Untrained	49	59.8

Table 6 shows that most teachers were untrained in guidance and counseling 49(52.8%), followed by workshop trained 15(18.3%), certificate 10(12.2%), diploma 8(9.8) while there were no teachers with degree 0(0%). To ascertain whether in adequate training affects teachers' attitude towards G&C using a five-point Likert scale ranging from 1=Strongly agree to 5=Strongly disagree, their responses were as indicated in the tables 7:

Table 7: Inadequate training affects teachers' attitude towards G&C**Head teachers n=82 Guidance and counseling teachers n=92**

	SA f(%)	A f(%)	U f(%)	D f(%)	SD f(%)	MEAN	S/DEV
Inadequate training affected teachers willing to practice G&C Head teachers n = 82	43(52.4)	20(24.4)	7(8.5)	8(8.5)	4(4.9)	4.098	1.203
Inadequate training affected teachers willing to practice G&C Teachers n= 92	48(52.4)	22(23.9)	9(9.9)	6(6.5)	7(7.6)	4.065	1.256

Interpretation: Strongly agree- 4.1 – 5.0 **Agree -** 3.1 – 4.0 **Undecided-**3.0
Disagree- 2.1 – 2.9 **Strongly Disagree -** 1.0 – 2.0

On whether in adequate training affects teachers' attitude towards G&C, majority of head teachers (52.4%) strongly agree, agree (22.4%), disagree (9.8%), undecided (8.5%) and strongly disagree (4.9%) while majority of G&C teachers (52.2%) strongly agreed, 23.9% agreed, undecided (9.9%), strongly disagreed (7.6%), and disagreed (6.5%). Both G&C teachers and head teachers: (78%) agreed in adequate training affected teachers in G&C practice, (13%) disagreed, (19%) undecided. The results from the head teachers and G&C teachers showed that most teachers were untrained in G&C. This is similar to the findings by that teachers were not trained in G&C. Guidance and counselling needs psychology and skills to be able apply on client and this is possible through training. The responses from head teachers and G&C teachers showed that in adequate training affected teachers' attitude towards practicing G&C. While the results showed that teachers were willing to practice G&C, in adequate training was likely to affect their output and outcome of G&C sessions. The responses from head teachers and G&C teachers showed that there was in adequate time for teachers willing to practice G&C in primary schools. Perhaps teachers were busy with examinable subjects and means core syndrome on performance.

The responses from head teachers and G&C teachers showed that in adequate facilities and resources in the School affected teachers' willingness to practice G&C in schools. Guidance and counseling needs a quiet place, reference materials like books, pamphlets, lockable draws and cabinets. The responses from head teachers and G&C teachers showed that parents were not willing to support teachers in guidance and counseling. Parents have a role to play in the behavior change of their children. At times, they could be called to schools whenever there was pupils' discipline or personal problems that required their attention. This study is similar to Ogonya (2007) that parents were too busy to attend to their children both in school and at home and that they had left that workload to teachers.

The Teachers' Work overload

To examine the influence of the teachers' work overload on the attitude of teachers towards practising guidance and counselling both head teachers and guidance and counselling teachers were asked to rate whether or not teachers' work overload affected teachers' attitude in schools. Using a five-point Likert scale ranging from 1= Strongly agree to 5=Strongly disagree, their responses were as indicated in table 8:

Table 8: Teachers' work overload affects teachers' attitude towards practicing G&C in schools: Responses by head teachers and G&C teachers**Head teachers n=82 Guidance and counseling teachers n=92**

	SA f(%)	A f(%)	U f(%)	D f(%)	SD f(%)	MEAN	S/DEV
Teachers' work overload affects teachers' attitude towards practicing G&C Head teachers n = 82	13(16.3)	30(36.2)	13(16.2)	23(28.1)	3(3.2)	3.329	1.155
Teachers' work overload affects teachers' attitude towards practicing G&C G&C Teachers n= 92	34(36.2)	26(28.1)	12(12.3)	15(16.2)	7(7.2)	3.772	1.205

Interpretation: Strongly agree – 4.1 – 5.0 Agree - 3.1 – 4.0 Undecided- 3.0
Disagree– 2.1 – 2.9 Strongly Disagree– 1.0 – 2.0

Table 8 shows that majority of the head teachers agreed that teachers' work overload in schools affected their attitude towards practicing G&C (36.2%), disagreed (28.1%), strongly agreed (16.3%), undecided (16.2%), strongly disagreed (3.2%) while majority of G&C Teachers (36.2%) strongly agreed, followed by agreed (28.1%), disagreed (16.2%), undecided (12.3%), strongly disagreed (7.2%). The average mean rating of teachers' work overload in schools was (3.7805) with a standard deviation of (1.2335). Head teachers (58%) agreed work overload affected teachers practicing G&C in schools, (27%) disagreed, (14%) undecided.

This was interpreted to mean that the respondents agreed there was teachers' work overload in schools affected teachers' attitude towards practicing G&C in Kisumu West Sub County.

In adequate Time for Teachers

To examine whether there was in adequate allocated to Guidance and counseling for teachers willing to practice guidance and counselling, both head teachers and guidance and counselling teachers were asked to indicate their agreement on whether in adequate time was allocated to Guidance and counseling. Using a five-point Likert scale ranging from 1=strongly agree to 5= strongly disagree; their responses were as indicated in Table 9:

**Table 9: In adequate time for teachers willing to practice G&C
Head teachers n=82, Guidance and counselling teachers n=92**

	SA f(%)	A f(%)	U f(%)	D f(%)	SD f(%)	MEAN	S/DEV
Inadequate time for teachers willing to practice Guidance and counselling Head teachers n = 82	20(23.7)	23(27.5)	17(21.3)	8(10)	14(17.5)	3.329	1.397
Inadequate time for teachers willing to practice Guidance and counselling G&C Teachers n= 92	35(38.0)	25(27.2)	7(7.6)	13(14.1)	12(13.0)	3.630	1.443

Interpretation: Strongly agree – 4.1 – 5.0 Agree - 3.1 – 4.0 Undecided- 3.0
Disagree– 2.1 – 2.9 Strongly Disagree– 1.0 – 2.0

Table 9 shows that majority (27.5%) of the head teachers ‘**agreed**’ that teachers had in adequate time allocated to Guidance and counselling, followed by strongly agreed (23.7%), undecided (21.3%), strongly disagree (17.5%), disagreed (10.0%) while majority (38.0%) of G&C teachers ‘**Strongly Agreed**’ that in adequate time was allocated to guidance and counselling, agreed (27.2%), disagreed (14.1%), strongly disagreed (13.0%), undecided (7.6%).

In adequate Facilities and Resources in the School

To examine whether there were in adequate facilities and resources in the school, both head teachers and guidance and counselling teachers were asked to indicate their opinion on adequate facilities and resources for guidance and counseling in their schools. Using a five-point Likert scale ranging from 1=strongly agree to 5= strongly disagree; their responses were as indicated in Table 10.

**Table 10: Responses on in adequate facilities and resources in the School
Head teachers n=82 G&C Teachers n=92**

	SA f(%)	A f(%)	U f(%)	D f(%)	SD f(%)	MEAN	S/DEV
In adequate facilities/resources for G&C in schools. Head teachers n=82	33(40.5)	24(29.3)	13(15.4)	7(8.6)	5(6.2)	3.890	1.207
In adequate facilities/resources for G&C in schools. G&CTeachers n=82	23(25.0)	30(32.6)	11(12.0)	16(17.4)	12(13.0)	3.391	1.374

Interpretation: Strongly agree – 4.1 – 5.0 Agree - 3.1 – 4.0 Undecided- 3.0
Disagree– 2.1 – 2.9 Strongly Disagree– 1.0 – 2.0

Table 10 shows that majority (40.5%) of the head teachers strongly agreed that there were in adequate facilities and resources in the School, followed by agreed (29.3%), undecided (15.4%), disagreed (8.6%) strongly disagreed (6.2%) while majority (32.6%) of G&C

teachers agreed, strongly agreed (25%), disagreed (17.4%), un decided (12%), strongly disagreed (13%).

Unsupportive Parents

To find out whether parents are not willing to support G&C had influence towards practising guidance and counselling, both head teachers and guidance and counselling teachers were asked to indicate their opinion on whether or not parents are willing to support guidance and counseling in the schools. Using a five-point Likert scale ranging from 1= Strongly agree to 5= Strongly disagree ; their responses were as shown in Table 11.

Table 11: Responses from head teachers and G&C teachers on whether or not parents are willing to support guidance and counseling in the schools.
Head teachers n=82, Guidance and counseling teachers n=92

Head teachers n=82 G&C Teachers n=92 Parents are not willing to support teachers in G&C	SA f(%)	A f(%)	U f(%)	D f(%)	SD f(%)	MEAN	S/DEV
Head teachers n = 82	31(37.8)	20(24.4)	11(13.4.)	7(8.5)	13(15.9)	3.598	1.374
G&C Teachers n= 92	26(28.0)	31(33.7)	11(12.0)	9(9.8)	115(16.3)	3.4378	1.464
Interpretation: Strongly agree – 4.1 – 5.0		Agree - 3.1 – 4.0		Undecided- 3.0			
Disagree– 2.1 – 2.9		Strongly Disagree– 1.0 – 2.0					

Table 11 shows that majority (37.8%) of the head teachers strongly agreed that Parents were not **willing to support** guidance and counseling in the school, followed by (24.4%) agreed, (15.9%) strongly disagree, (13.4%) undecided, (8.5%) disagreed while majority (33.7%) of teachers agreed that parents were not willing to **support** guidance and counseling, (28.3%) G&C strongly agreed, (16.3%) strongly disagreed, (12%) undecided, (9.8%) disagreed.

DISCUSSION

The results from the head teachers and G&C teachers showed that most teachers were untrained in G&C. This is similar to the findings by (Ogonya 2007) that teachers were not trained in G&C. Guidance and counselling needs psychology and skills to be able apply on client and this is possible through training. The responses from head teachers and G&C teachers showed that in adequate training affected teachers' attitude towards practicing G&C. While the results showed that teachers were willing to practice G&C, in adequate training was likely to affect their output and outcome of G&C sessions. This study shows teachers' work overload in the school, perhaps made teachers exhausted to practice G&C. This study is in agreement with (Ondima et al., 2012) teacher counselors are not sufficiently relieved from their teaching duties to have adequate time to devote to G&C; they argued that they are overburdened with heavy work. The responses from head teachers and G&C teachers showed that there was in adequate time for teachers willing to practice G&C in primary schools.

Perhaps teachers were busy with examinable subjects and means core syndrome on performance.

The responses from head teachers and G&C teachers showed that in adequate facilities and resources in the School affected teachers' willingness to practice G&C in schools. This is similar to a study by Auni (2009) which reported that there was lack of facilities and resources for G&C and G&C program ineffectively contributed to students' social adjustment in schools. Guidance and counseling needs a quiet place, reference materials like books, pamphlets, lockable draws and cabinets. This study is contrary to (Lehr and Sumarah, 2002) when they reported that there were adequate resources, equipment and space for confidential counseling consulting services in American schools. In a similar study, UNESCO (2000) reported that in Botswana, effective School G&C Services have counseling rooms which are private and accessible and that counselors identify and document the resources needed to be made available. The responses from head teachers and G&C teachers showed that parents were not willing to support teachers in guidance and counseling. Parents have a role to play the behavior change of their children. At times, they could be called to schools whenever there were pupils' disciplines or personal problems that required their attention. This study is similar to Ogonya (2007) and (UNESCO 2002) that parents were too busy to attend to their children both in school and at home and that they had left that workload to teachers.

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

Constraints that Affected the Attitude of Teachers towards Practicing Guidance and Counselling

The study set to identify the constraints that affect the attitude of teachers towards practicing G&C. The study concluded that;

- i) Most teachers were not trained in Guidance and counseling. In adequate training of teachers affected their willingness to practice G&C.
- ii) Teachers were overloaded with work in schools that left them exhausted to practice G&C.
- iii) There was little time for teachers to practice G&C in schools.
- iv) There were in adequate facilities/resources for G&C in schools.
- v) Parents were not willing to support teachers in Guiding and counseling their children when required.

Conclusion

The study concluded that:

- i) The head teachers were generally positive towards guidance and counseling in primary schools in Kisumu West Sub County.
- ii) The teachers' attitude towards Guidance and counseling was positive in primary schools in Kisumu West Sub County.
- iii) The Guidance and counseling practices by teachers included: making referrals, using individual and group G&C in schools. Teachers were not confidential on information confided to them by pupils.
- iv) Work overload, unsupportive parents, in adequate training in G&C, in adequate time for G&C, in adequate facilities/resources were the constraints that affected the attitude of teachers towards practicing G&C.

Recommendations

- i) The TSC should post a qualified trained teacher to be in charge of G&C in all primary schools.
- ii) The study found that most teachers were not trained in G&C in Kisumu West Sub County to effectively practice G&C which needs a lot of psychology and skills; it is therefore recommended seminars/workshops should be organized to all teachers.
- iii) The parents should be sensitized by the schools on the importance of G&C in management of pupils' discipline.
- iv) The MOEST should include vote head in Free Primary Education fund to cater for G&C facilities, seminars and in service trainings.

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