TEACHER PERCEPTIONS ON THE ROLE OF GUIDANCE AND COUNSELLING IN ADDRESSING SCHOOL DROPOUT IN PRIMARY SCHOOLS IN AINABKOI DIVISION UASIN GISHU COUNTY, KENYA

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DECLARATION AND RECOMMENDATION

Declaration

This work is original and has not been presented for the award of any other degree in Egerton University or any other examination body.

Signature ………………. Date …………………

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Recommandations

This work has been submitted with our approval as the Egerton University supervisors.

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DEDICATION

This work is dedicated to my children Festus, Haron, Joy, Naum and Jael who always stood by my side and my husband William for giving me moral, financial and material support during my entire study period.

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ABSTRACT

All over the world education is considered to be a benchmark over which economic development and growth of a country depend upon. Due to the current educational demands, guidance and counselling is becoming an area of concern in primary schools in Kenya. Guidance and counselling helps an individual to understand him/herself and his/her environment so as to cope with his/her problems. Guidance and counselling helps pupils to understand themselves and their environment so as to cope with pupils' concerns. A considerable number of primary school children in Ainabkoi Division dropout of school before completing their primary school education system. Statistics from Ministry of Education (MoE) office in Ainabkoi indicate that 25% of the pupils drop out of school before completing their primary education. However, little has been known on the role of guidance and counselling in addressing school dropout. This study was to investigate teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools in Ainabkoi Division Uasin Gishu County, Kenya. The study was conducted in public primary schools in Ainabkoi Division, Uasin-Gishu County. The study adopted a descriptive survey research design. The target population of the study consisted of 38 head teachers and 320 teachers drawn from 38 primary schools in the Division. Stein's method by Stephan (1945) in Nassiuma (2000) was used to select the sample size. The study sampled 11 head teachers out of 38 head teachers and 167 teachers out of 320 teachers. This gave a total of 178 respondents. A questionnaire and an interview guide were utilized in collecting information from teachers and head teachers respectfully. Cronbach Alpha was used to estimate the reliability coefficient of the instruments. The tools were pilot tested to 38 respondents in Keiyo South Constituency. The questionnaire yielded a reliability coefficient of 0.786 which was considered adequate. Validity of instruments was established by seeking expert opinion from four psychologists and counsellors from the Department of Psychology, Counselling and Educational Foundations in Egerton University. Data collected was analyzed using descriptive statistics which included frequencies and percentages. Findings indicated that guidance and counselling helps identify potential dropouts and feelings of dropout. The teachers also agreed that guidance and counselling assist pupils with study skills help pupils in dealing with academic difficulties, help in reducing cases of delinquent behaviours and cases of truancy among pupils. The study concluded that guidance and counselling provided diagnosis of potential dropouts provided targeted interventions to potential dropouts and provided school wide interventions to potential dropouts. Therefore, this study recommended that teachers should ensure that provision of guidance and counselling identify maladjusted pupils. The study suggested a similar study to be carried out on teacher perceptions on the role of guidance and counselling in identifying maladjusted pupils in primary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASCA: American School Counsellor Association

CTE: Career and Technology Education

DEO: District Education Officer

DO: District Officer

EFA: Education for All

KCPE: Kenya Certificate of Primary Education

MDGs: Millennium Development Goals

MoEST: Ministry of Education Science and Technology

MoE: Ministry of Education

NACOSTI: National Commission for Science Technology and Innovation

NGO: Non Governmental Organisation

SES: Socioeconomic Status

SPSS: Statistical Package for Social Sciences

UNESCO: United Nations Education Scientific and Cultural Organisation

UNICEF: United Nation Children Education Fund

FPE: Free Primary Education

UPE: Universal Primary Education

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Education is regarded as one of the most effective instruments for social development in the society. Formal education exposes people to social life in and outside the family; providing entry into other opportunities for example political offices and social fields (Galimaka, 2008). Globally, policy makers see schooling as an essential prerequisite for sustained economic growth and democratic participation (Boyden, 1991).According to the UN Convention on Child Rights of 1990 every child has the right to education that develops their personality, talents, mental and physical abilities to their fullest potential. In Kenya, education equips the Pupils with requisite knowledge, skills and attitudes to enable them manipulate the environment in which they live (Momanyi, 2009). Momanyi further observes that the government through the Ministry of Education (MoE) provides Free Primary Education (FPE) programme to improve access to education by children from all backgrounds, reduce drop-out rates and improve quality education.

Idowu (1986) defines counselling as a process through which an individual who needs help is assisted by a professionally prepared individual so as to make necessary adjustments to life and environment. Idowu also defines guidance as a process whereby individuals are helped to understand themselves in all situations, so that they can effectively utilize their potentialities or talents. It is a process whereby an individual is helped through a relationship with a professionally prepared person to voluntarily change behaviour, clarify attitudes and goals in order to solve problems. Guidance and counselling assists pupils to understand themselves and their social environment, cope with academic demands, as well as realize their full potential and interests (Mutie & Ndambuki, 1999).

In addition to basic roles of guidance and counselling today, schools need guidance programmes with definite plans that provide adequate time for counsellors to assist the growing numbers of pupils with special needs (Idowu, 1986). These are pupils who are abusing substances, teenage parents, and victims of abuse and neglect, the depressed, the suicidal, the educationally disadvantaged, the disabled, and the potential dropouts. Mason, Dyal and Meadows (1999) contend that these pupils need competent counsellors with caring

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attitudes and who allocate a specific amount of their time each day for responsive services. Mason *et.al* (1999), continue to indicate that school counsellors are often not able to plan and implement comprehensive developmental guidance programmes that provide pupils with the knowledge and skills they need to become well-adjusted, self-supporting citizens.

Studies by Rao (2002) have shown that pupils are confronted with problems that require guidance and counselling. Rao indicates the role of guidance and counselling as to help students clarify their goals, values, strengthen their interests and aspirations, appreciate their philosophies and cognitions, and adjust to the norms of the society. For many programmes to achieve their goals, their roles should be taken into account (Rao, 2002). According to Ponec and Brock (2000) the role of guidance and counselling is to assist pupils adjust in their transition from one level to the next. Ajowi and Simatwa (2010) points out that the role of guidance counselling is to promote and manage discipline, and retain children in schools. According to UNESCO (1997), the role of guidance and counselling is to motivate teachers, pupils and parents towards education of their pupils. Ajowi and Simatwa further state that heads and senior teachers should be trained to handle guidance and counselling. Bor *et al.,* (2002) asserts that head teachers and teachers perceived guidance and counselling as an interactive process which is crucial for an effective guidance and counselling programme to be achieved.

It is important to note that the different perceptions regarding to the role of guidance and counselling differ from one stakeholder to another, for example pupils, teachers, school administrators, parents and counsellors (Akos, 2004). Teachers perceive that the role of guidance and counselling is to reduce if not completely eliminate pupils' undesirable behaviours, help improve classroom climate, reduce interpersonal tensions among pupils and promote. School administrators perceive guidance and counselling as a service that may help in efficient in efficient functioning of the school by reducing conflicts and friction among the various personnel, and also remove inefficient learning practices among the pupils (Egbuchu, 2002).

A study carried out by Alexander, Entwisle and Horsey (2001) shows that from early1960s into the 21st century, individuals drop-out of school prior to primary or secondary school completion in the world. School dropout in the world is an issue that educationists, education

researchers and policy makers are concerned with (Alexander *et al.,* 2001).An estimated 1.3 million American high school students drop out of school every year (Schargel & Smink, 2001). Schargel and Smink further point out that dropping out of school in America is considered by the government as a signal that a young person has not succeeded in school and may not succeed in adult life.

Enrolment in basic education worldwide has increased and there has been a drop in the number of out-of-school children as well (UNESCO, 2011). The total number of school-age children not in primary or secondary school was estimated to have fallen by 21% between 2007 and 2010 compared to only 5% between 1997 and 2002. In spite of these promising trends, sub-Saharan Africa accounts for 45% of all out-of-school children (over 72 million globally in 2005) (UNESCO, 2007).

Increased dropout seems to be dominant at compulsory education levels in primary schools in Tanzania (UNESCO, 2006). Some of the children have received very little education such that after years out of school, they tend to relapse to illiteracy. Consequently, increased school dropout contributes to increasing illiteracy amongst the adult population. UNESCO (2006) observes that poverty is the most common factor affecting retention. UNESCO further points out that unless measures to alleviate poverty are taken it will be very difficult to improve retention. Early marriages and pregnancies are significant factors affecting school enrolment as well as drop outs in schools (UNICEF, 2003). UNICEF (2003) adds that these factors are very sensitive as they are closely related to culture and religion and innovative approach need to be pursued to overcome these factors without jeopardizing their cultural and religious importance.

School drop-out in Kenya is an issue of concern. Children dropout of school before completing primary or secondary school education system due to school factors or out of school factors such as truancy, teenage pregnancies, drug abuse and early marriages among others (Were, 2007). According to Ministry of Education (2011), 3 out of 10 pupils in Kenya's primary schools drop out before completing their primary education. An investigation conducted by Nation's NewsPlex project and Institute of Economic Affairs in 2015 reported that out of 1,311,700 children who started standard one in 2003, 46,300 pupils dropped out of school in the transition from class 6 and 7 (Sigei, 2015). In Uasin Gishu

District Education Office statistics show that drop out cases are increasing among primary schools in the whole county and it stands at 35%. Ainabkoi division constitutes the highest percentage which is 25%. In Ainabkoi Division, the Divisional Education office documents that over 300 pupils have dropped out of school every year between 2010 and 2013 as indicated in the Table 1.

Table 1

Enrolment and Dropout Rate in Primary Schools in Ainabkoi

Year	Enrolment per Year	Dropout per year
2010	962	303
2011	1057	308
2012	1278	312
2013	1439	337

Source: MOEST Ainabkoi (2013)

According to the Ministry of Education Policy (2002)**,** guidance and counselling should be provided in all schools to help in addressing pupil concerns. With respect to relevant interventions, services, and programmes for dropout prevention, school counsellors have been instructed to provide a variety of such services. However, it has been noted by the Ministry of Education that a number of pupils still dropout of school before completing the primary school system. The control or resolution of these problems is always channelled mainly to school authorities and teachers while the seeking of counsellors' attention is sometimes ignored. It was therefore important to investigate teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools in Ainabkoi Division, Uasin Gishu County, Kenya.

1.2 Statement of the Problem

School drop-out is an issue of concern in primary school education system in Kenya. According to the Ministry of Education 2011, 3 out of 10 pupils drop out of school before completing their education due to maltitude of reasons in and out of school. In Uasin Gishu, statistics indicate that 35% of the total number of pupils' drop out of school before completing primary school education system and 25% of these are in Ainabkoi Division. The number of pupils who enrol in primary school is higher than the number completing class

eight in Ainabkoi Division. The statistics in the Ministry of Education Office in Ainabkoi Division show that over 300 pupils dropped out of school every year between 2010 and 2013. This dropout is attributed to pupil concerns that are developmental, emotional, educational, personal and social. Guidance and counselling is provided in all schools and one of the roles of guidance and counselling is to address pupil concerns that result into school drop outs. However, with the provision of guidance and counselling in schools in Ainabkoi Division, a sizeable number of pupils still drop out of school yet there are no studies that have been done to explain such dropout. This study was carried out to investigate teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools in Ainabkoi Division Uasin Gishu County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools in Ainabkoi Division.

1.4 Objectives of the Study

The following objectives guided this study:

(i)   To establish teacher perceptions on the role of guidance and counselling in diagnosis of potential dropouts in primary schools in Ainabkoi Division.

(ii) To determine teacher perceptions on the role of guidance and counselling in providing targeted intervention to potential dropouts in primary schools in Ainabkoi Division.

(iii) To establish teacher perceptions on the role of guidance and counselling in providing school- wide intervention to potential dropouts in primary schools in Ainabkoi Division

1.5 Research Questions`

The following research questions were formulated from the objectives to guide this study.

(i)   What are teacher perceptions on the role of guidance and counselling in diagnosis of potential dropouts in primary schools in Ainabkoi Division?

(ii) What are teacher perceptions on the role of guidance and counselling in providing targeted intervention to potential dropout in primary schools in Ainabkoi Division?

(iii) What are teacher perceptions on the role of guidance and counselling in providing School - wide intervention to potential dropouts in primary schools in Ainabkoi Division?

1.6 Significance of the Study

The findings of the study may enable administrators, educators, policy makers and counselling professionals to understand teacher perceptions on the role of guidance and counselling in addressing school dropout. This may enable them to formulate and implement policies which ensure that provision of guidance and counselling address issues of school dropout. Furthermore, the government may use the findings in decision making. Findings may guide decision making by enabling them to factor in time allocation for guidance and counselling programmes and strengthening guidance and counselling programmes in primary schools. Moreover the findings may enable education managers to ensure that all teachers undergo training on guidance and counselling to enable them to offer guidance and counselling services that address pupil concerns. The findings of the study will help in reducing the number of potential dropouts through diagnosis, targeted and school- wide interventions. Parents and Non- Governmental Organizations (NGOs) and other Institutions that deal with children may use the findings to determine, respond and address cases of dropout professionally. Finally, the findings of this study may generate knowledge to other researchers who may be interested in this field.

1.7 Scope of the Study

This study was carried in carried Ainabkoi Division of Uasin Gishu County. It targeted teachers who comprised of head teachers and classroom teachers. Dynarski *et al.* (2008) suggests three roles of guidance and counselling. These are diagnosis of potential dropouts, targeted intervention and school wide intervention to potential dropouts. The study was guided by these three roles. This study on teacher perception on role of guidancse and counselling in addressing school dropouts in Ainabkoi division focused on head teachers and teachers.

1.8 Assumptions of the Study

(i)   That the respondents were ready to give honest information.
(ii)   That all public primary schools in Ainabkoi Division had guidance and counselling programmes that address dropout problems in schools.

1.9 Limitations of the Study

(i)   Some head teachers were suspicious as to the purpose for which data was going to be used or how it was used. The researcher however assured them of confidentiality of all the information they gave and that the information would be used only for the purpose of the study.

(ii) Some schools had no enrolment and dropout records for the past years. This   necessitated for references from other sources such as class registers and progress records.

1.10 Definitions of Key Terms

County: A geographical area within a country which has its own government and it is headed by a Governor who is assisted by a deputy governor (Constitution of Kenya, 2010).In this study it refers to Uasin Gishu County.

Diagnosis of Potential dropouts: This is a process of identifying the academic and developmental needs of pupils who are at risk of dropping out that may lead into dropout by offering guidance and counselling services to prevent dropout (Dynarski *et al*., 2008). In this study it refers to the process of identifying potential dropouts, feelings of potential dropouts, pupils who are abusing drugs and pupils from abusive homes.

Division: An area within a County which is headed by ward representative (Constitution of Kenya, 2010). In this study it refers to Ainabkoi Division.

Dropout: Refers to pupil who leaves school for any reason except death, before completing school with a regular certificate and does not transfer to another school (Ireland, 2007). In this study it refers to a pupil who leaves school before completing primary school education system in Ainabkoi Division.

Guidance and counselling programmes: Refers to interventions designed to reduce Pupil's problems by use of techniques such as provision of incentives, guidance and counselling or monitoring as prevention or intervention for personal, social, emotional, psychological and educational development to help pupils clarify their goals, values and strengthen their interests and aspirations (Idowu, 1986; Mutie & Ndambuki, 1999).In this study it refers to interventions designed to reduce primary school dropout rates. These include diagnosis, targeted interventions and school- wide interventions.

Pupil: Refers to a child of school going age that is above the age of 5 years and below 18 years (UN, 1990). In this study it refers to a Primary School Child in Uasin Gishu County who attends school and whose name appears in the school register.

School- wide interventions: This is involving all the parties that are concerned in the education of pupils such as parents, guardians, administrators, teachers, and entire school community in guidance and counselling of the pupils. It also includes seeking assistance from experts, inviting resource persons and making referrals (Dynarski *et al.,* 2008). In this study it refers to the process

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of involving the entire school community in reducing pupil's behaviours (delinquent, truancy, absenteeism and, drugs and substance use) that may lead into dropout amongst pupils, working with teachers, school administration and parents to reform school environment, monitoring pupil's progress, referring pupils to service providers and liaising between parties involved in pupil's education.

Targeted Interventions: These are guidance and counselling services related to the educational success and well- being of pupils to meet the academic development, career development and personal, social development needs of pupils (Dynarski *et al.,* 2008; Manitoba, 2013). In this study it refers to the process of assisting pupils with study skills, deal with academic difficulties, change attitudes towards school, identify their problems and find alternative ways of solving them.

Teacher: Refers to a person who is trained to teach in a school (Teacher Service Commission Act, 2012). In this study it refers to head teachers and teachers in Ainabkoi Division.

Teacher perception: Refers to teachers' understanding or views on the role of guidance and counselling in addressing school dropout. In this study it refers to head teacher and teacher understanding or views on the role of guidance and counselling in addressing school dropout.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The chapter reviews related literature in the following areas; concept of school dropout, issues of school dropout across the world, issues of school dropout in Kenya, role of guidance and counselling in addressing school dropout, relationship between guidance and counselling and pupil retention in schools and guidance and counselling strategies for preventing school dropout.

2.2 The Concept of School Dropout

UNICEF (2005) argues that education brings wide-ranging benefits to both individuals and societies. It is considered so important to individual development that the right to primary education is legally guaranteed in most countries of the world. Moreover, international human rights conventions also recognise the right to education. This right has been established by a succession of UN Conventions, from the Universal Declaration of Human Rights of 1948 to the Convention on the Rights of the Child of 1989, which acquired the status of international law in 1990. According to Article 28 of the Convention, governments have the responsibility of making primary education compulsory and available to all.

Education is also recognised as crucial to human development. The Education for All (EFA) movement and the Millennium Development Goals (MDGs) have led to greater attention paid to educational participation and completion. Universal Primary Education (UPE)is goal 2 of both EFA and the MDGs, adopted by UN Member States in 2000 (UNESCO, 2000; UN, 2003). In the context of international goals and commitments, the number of out-of-school children is one of the most frequently cited education statistics. It is important to clearly recognise that the final goal is not only to get children in school but to ensure schooling results in good learning outcomes (UNICEF, 2005).

According to Global Partnership for Education (2013), the EFA and the MDGs has focused the world's attention on ensuring that no child is excluded from receiving primary education. Despite dramatic improvements over the last decade, progress towards achieving universal primary education has been slowing down over the last couple of years. The definition of 'out-of-school' encompasses a wide range of realities and refers to children who: do not have

access to a school in their community; do not enrol despite the availability of a school; enrol but do not attend school; and drop out of the education system. These factors used to define out of school learners guide the current study. The study was interested in the learners who drop out of the education system.

Global Partnership for Education (2013) points out that despite recent progress, it has become increasingly difficult to reach children who have remained excluded and marginalized from education systems. The reasons include current policies and strategies that are focused on reducing the number of out-of-school children are sometimes inadequate; available resources are not always used in an effective way, out-of-school children face additional disadvantages and require additional expenses that are not always budgeted for in national education plans and programs and reaching out-of-school children cannot be done by simply constructing more schools, distributing more books, or training new teachers. School systems should be strengthened with a special focus on reaching the out-of-school children. A dropout is a student who leaves school for any reason, except death, before completing school with a regular diploma and does not transfer to another school. A student is considered a dropout regardless of when dropping out occurs (during or between regular school terms). A student who leaves during the year but returns during the reporting period is therefore not identified as a dropout (Ireland, 2007).

UNICEF (2005) points out that enrolment data on primary education by age, which are needed to identify primary school-age children, are missing for many countries to reach a global estimate. However, primary attendance is of a different quality than no attendance, and so this must be taken into account separately when interpreting figures on the number of out-of-school children, especially at the national level.

Primary school-age children who attend either primary or secondary education are considered to be in school. Those in non-formal education are typically counted as out of school, except when it is recognised as fully equivalent to formal primary education. Primary school-age children who do not attend primary education are considered to be out of schools (UNICEF, 2005).

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As of 2011, 57 million children of primary school age and another 69 million children of lower secondary school age were still out of school in the world. There are also indications that progress towards Universal Primary Education (UPE) is slowing and that the goal will not be met by 2020 if current trends continue (The Global Education Digest, 2013).The Global Digest (2013) adds that the policy gap arise from the lack of adequate tools and methodologies to identify out-of-school children, monitor progress towards UPE, measure the scope of and assess the reasons for exclusion, and inform policy and planning. Above all, greater consensus is needed on estimates of the number children out of school. This requires improving the quality and consistency of data collected through administrative records and household surveys. This study looked at teacher perceptions on the role of guidance and counselling in addressing school dropout. Data was collected using questionnaire and interview guide. It found out that guidance and counselling play a role in addressing school dropout.

2.3 Trends in School Dropout

Enrolment in primary education has continued to rise, reaching 89% in the developing world in 2008. Between 1999 and 2008, enrolment increased by 18% in sub-Saharan Africa, and by 11% and 8% in Southern Asia and Northern Africa, respectively (UNESCO, 2007). But the pace of progress is insufficient to ensure that, by 2015, all girls and boys complete a full course of primary schooling in the Sub-Saharan African countries. To achieve the goal by the target date, all children at official entry age for primary schooling would have had to be attending classes by 2009. Instead, in half of the Sub-Saharan African countries with available data, at least one in four children of enrolment age was not attending school in 2008 (UNESCO, 2011). This study found out that guidance and counselling played a role in addressing school dropout in primary schools by providing targeted intervention to potential dropouts.

In Kenya, a report by Saturday Nation (2015, June 20th p.1 pp.3 Nation news) indicated that 1 out of every 3 children who enrolled in standard one in the year 2003 made it to Form Four. A majority of those who dropped out were boys. The 2003 Standard One class was the first beneficiary of Free Primary Education (FPE) of President Kibaki's flagship project which was introduced in that year. The class had 1,311,700 children. However, by the time they made to Form Four in 2014, 431,463 boys and 416,640 girls had dropped out. Statistics

further showed that 29,300 boys dropped out of school in the transition from class 6 to 7 compared with 17,000 girls. The calculation in the Saturday Nation, June 2015 news paper showed that an average 4,000 more boys dropped out of school than girls.

About 69 million school-age children were not going to school in 2008, down from 106 million children in 1999. Almost 3/4 of children out of school are in Sub-Saharan Africa (3.1 million. Drop-out rates in Sub-Saharan Africa remain high (Global Partnership for Education, 2013). Achieving UPE requires more than full enrolment. It also means ensuring that children continue to attend classes. In Sub-Saharan Africa, more than 30% of primary school students drop out before reaching a final grade. Moreover, providing enough teachers and classrooms is vital in order to meet demand, most notably in Sub-Saharan Africa. It is estimated that double the current number of teachers would be needed in Sub-Saharan Africa in order to meet the primary education target by 2015 (UN, 2010).

UNICEF/UIS (2013) notes that at least 1 out =of every 4 children that do enrol stay in school–a figure that has not changed since 2000. UNICEF/UIS adds that about 137 million children began primary school in 2011 but at least 34 million are likely to drop out before reaching the last grade. More than 20% of African children have never attended primary school or have left school without completing primary education (UNESCO, 2011). By contrast, countries in South and West Asia, which also have high drop-out rates, have made considerable gains over the past two decades, reducing the number of out-of-school children by 2/3 from 38 million in 1999 to 12 million in 2011.

According to UNESCO (2012), 42% of African school children will drop out before the end of primary education. More African children start in school but many are still dropping out early. The Global Education Digest (2013) reveals that Africa has the world's highest drop-out rate. An estimate of 42% of African school children will leave school early, with about 1 in 6 leaving before Grade 2. This means that more than 2 in 5 children who start school will not reach the last grade of primary education. The data in The Global Digest shows that school systems are reaching more children but losing them due to inefficiencies, which lead to grade repetition and early school leaving. It is far more difficult and costly to reach children once they leave school than to address the barriers and bottlenecks in the systems.

2.4 Factors Associated with School Dropout

There are multiple factors associated with dropping out and that such a phenomenon is a long-term process of disengagement that occurs over time and begins in the earliest levels or grades. A number of family background factors, such as socioeconomic status, race/ethnicity, single-parent families, siblings' educational attainment, and family mobility are correlated with the likelihood of dropping out (Abdunnur *et al.*, 2008). Of these factors, socioeconomic status, most commonly measured by parental income and education levels, shows the strongest correlation with dropping out.

Dropping out is more likely to occur among students coming from single-parent families and students with an older sibling who has already dropped out, than among counterparts not possessing these characteristics. Students with disabilities have a high likelihood of dropping out of school (Berlinger *et al*., 2008). Belinger (2008) asserts that other aspects of a student's home life, such as the level of parental involvement and support, parent's educational expectations, parent's attitudes about school, and stability of the family environment, can also influence a student's decision to stay in school.

Students' past school performance is also related to the likelihood of dropping out. For instance, students with a history of poor academic achievement, evidenced by low grades and poor test scores, are more likely to drop out than students who have a history of academic success (Ampiah &Adu-Yeboah, 2009). In addition, students who are over the age of their grade level or have repeated a grade are more likely to drop out. Other school factors related to dropping out include students having a history of behavioural problems and higher rates of chronic truancy and tardiness.

Dropout rates are associated with various characteristics of the schools themselves, such as size of the school, level of resources, and degree of support for students with academic or behavioural problems (Al-Hroub, 2014). In an ethnographic study in China, Mason (2012) identified several factors associated with school dropout, such as poverty, lack of school resources, shortage of teachers, corporal punishment, and lack of meaningful connections between the curriculum and students' life in poor rural areas.

De Witte *et al* (2013) on the other hand summarize the potential predictors of early school leaving into student-related factors, family-related factors, school-related factors, community-related factors and the complex interaction. One of the student-related factors that have been associated with early school leaving is academic achievement (sometimes referred to as academic ability). It is most commonly measured using cross-sectional data via standardized testing (particularly on mathematics and language), by local school tests and (exit) exams, but also by other indicators like school retention and enrolment in special education, remedial or college-preparatory tracks. To an increasing extent this is done longitudinally, in order to discern the effect of students' pathways in terms of achievement or skills (Cooper & Chavira, 2005). Whether measured by exam success (Dustmann & van Soest, 2008), grade point average (Entwisle *et al.,* 2004), test scores (Dalton *et al.,* 2009) or literacy and numeracy skills level (Business Council of Australia, 2002), most scholars have found that early academic achievement in elementary and secondary school is predictive of early school leaving (Rumberger, 2004). Entwisle *et al.* (2004) however, found no effect in terms of composite test-score quartiles.

Allensworth (2005) moreover, questions whether it can be shown not to have a direct effect. He suggests it may also lead to less retention, and hence a lower chance of dropout. Plank *et al*. (2005) further found no effect of academic achievement for older subgroups of students (those past the typical grade age); for them grade retention may predict early school leaving more accurately. Rumberger (2004) stresses that not only early achievement, but also grade point average (and course taking) in the most recently completed term could adequately predict non-graduation. Thus, even very recent negative experiences in terms of achievement can be decisive factors.

Among family-related factors, Socio-Economic Status (SES) is the most contested one. Often it is measured by parents' occupational status, education and income, all of which are sometimes considered influential (Dalton *et al.,* 2009). More frequently, only some of these factors are deemed predictive of early school leaving. Thus, for instance, parents' educational level, and the educational aspirations for their children, is mentioned by Ishitani and Snider, 2006; Koball, (2007). Parental employment is also believed to be an adequate estimator of the students' likelihood of leaving education before graduating (Marks & Fleming, 1999). In addition, families' "cultural index", or the extent to which they have reading material

available in the household, has been argued as a more solid predictor of early school leaving across all racial and both sex groups (Rumberger, 1983). In this study, the influence at factors such as socio- economic status, socio- cultural is controlled to overcome their effects on school dropout.

With respect to school-related aspects, the type of school may correlate with students' educational outcomes, including eventual graduation. Grammar schools that are more selective tend to have fewer early school leavers than non-selective, secondary modern technical or vocational schools (Dustmann & van Soeast, 2008). In addition, Balfanz and Legters (2005) have asserted that if a school has more promoting power (an overall higher percentage of pupils passing timely from one grade to the following) perhaps evidently dropout is less. Closely related with the type of schools are schools' resources, a standard most frequently defined by class size (Pittman, 1993) and the teacher–pupil ratio (Balfanz & Legters, 2005). In fact, one of the reasons why independent schools may perform better and why parents often choose independent schools is because they have small-sized classes.

As Smeyers (2006) has contended, there are a number of reasons why smaller class sizes and lower teacher–pupil ratios may have a positive effect on school achievement. For one thing, various aspects may differ between smaller classes and larger classes, among which teachers' educational practice and experience matters. Historically, however, the latter has been shown to be resistant to change (Depaepe *et al.,* 2000), which may explain the small benefits found related to a smaller class size. Other aspects may reduce the benefits of small-sized classes, such as the age of students, their well-being, teachers' workload; all measures that in Smeyers (2006) opinion may prove to be difficult, if not impossible, to objectify and investigate empirically.

Student attributes, school characteristics and family background factors cannot be viewed apart from the broader context in which they are embedded and by which they are inevitably influenced. Neighbourhood characteristics–the geographical location of families' residence, eventual housing problems, lack of playgrounds and green areas (Rumberger, 2004) may have detrimental effects on students' school performance, either directly or indirectly. If youths live in poor and distressing environments they may be more susceptible to early school leaving (Blue & Cook, 2004). Just as urbanicity may to some correlate heavily to early

school leaving, so could a whole region in which students live be associated with higher dropout rates. This used to be the case, for instance in the South of the US (Ekstrom *et al.,* 1986), although the latter no longer seems to be the case (Kaufman *et al*., 2004).

 Smeyers (2006) assert that within education it is perhaps not so important to observe that numerous variables are at work, of which many undoubtedly are relevant but, rather, which of these factors have a more significant influence on dropout. Note the many separate elements are likely to be relevant but precisely the complex and dynamic interactions between them (Smeyers, 2006). For instance, the interaction of ethnicity (or race) and sex, respectively, with attitudes, subjective norms (perceived expectations of teachers), perceived behaviour control, and retention seems noteworthy. Blue and Cook (2004), for instance, have found for the US that if a student is black or Hispanic and male, he is more likely to display negative attitudes towards education, perceive his teachers as having low expectations of him, and situate the locus of control over important things in his (school) life outside of himself. Thus, at least some minority students evidently risk ending up in a vicious circle.

There are many factors associated with drop out, some of which belong to the individual, such as poor health or malnutrition and motivation. Others emerge from children's household situations such as child labour and poverty. School level factors also play a role in increasing pressures to drop out such as teacher's absenteeism, school location and poor quality of educational provision. The system of educational provision at the community level generates conditions that can ultimately have an impact on the likelihood of children to drop out from school (Sabates, Akyeampong, Westbrook & Hunt, 2010).

Hunt (2008) contented that there is not one single cause of drop out. Drop out is often a process rather than the result of one single event, and therefore has more than one proximate cause. Poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children. As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education. Colclough *et al.,* (2000) adds that the distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of

instruction, teacher absenteeism and, in the case of girls' school safety, are common causes for school dropout. These are seen as supply side causes of drop out, mainly driven at the school level.

Poverty also interacts with other points of social disadvantage, with the interaction of factors putting further pressure on vulnerable and marginalised children to drop out. For example, orphans, migrants, lower caste/scheduled tribe children and children from minority language groups in many, but not all, contexts have disrupted access, and are more prone to drop out (Hunt 2008). For example, around 15 to 20 percent of Roma children in Bulgaria and 30 percent in Romania do not continue in school post Grade 4 in primary school (UNESCO, 2010). Poor indigenous girls in Guatemala are far more likely to drop out than non-poor, non-indigenous girls (UNESCO, 2010). Gendered social practices within households, communities and schools, influence differing patterns of access for girls and boys. This study established teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools. Perceptions on role of guidance and counselling in providing classroom curriculum, pupils with study skills, teachers working with school administration to change school environment and information parents about pupils' progress were looked at.

In most contexts girls have less access and are more prone to dropping out, but increasingly often in poor and urban environments, the pressure seems to be on boys to withdraw Within gendered social practices, school safety seems to be an important factor for retaining girls at school, whereas availability of income generating opportunities and flexible seasonal schooling could promote school retention for boys (Colclough *et al.,* 2000; Leach *et al.,* 2003).

Similarly, the interaction between parties involved in pupils education, on the one hand, and ethnicity, family income, and home environment, on the other hand, seems to be of some importance. Okpala *et al.,* (2001) found in this respect that, although parental involvement matters a great deal, its effectiveness depends on the kind of involvement parents show, but also, and perhaps equally essential, on their ethnicity, income and home environment. In other words, cultural and structural barriers may have to be removed before parental involvement can be successful.

A study by Muthaa, M'muyuri, Bururia and Mwenda (2012) established that dropout of male pupils was a common problem that required urgent attention. The major factors leading to dropout included child labour, family instability, initiation, drug abuse and lack of role models.

According to EFA (2009), Kenya has the largest percentage of her children in both primary and secondary school of which 13 percent drop out of school at any given time due to factors such as poverty, early marriages, HIV/AIDS pandemic and poor learning environment. Generally, the mean dropout rate in all classes is higher in Day schools compared to Boarding schools, except for form two. In both Day and Boarding schools, the mean dropout is higher in form two compared to other classes. The high mean dropout rate recorded in form two was attributed to adolescence, which is at the peak for most students at this level of education. For this reason, most students may drop from school due to premarital pregnancies, peer influence, indiscipline and early marriages (Sang, Koros & Bosire, 2013).

However, day schools are more vulnerable to dropout than Boarding schools due to high prevalence of negative influence from the community, peer influence, premarital pregnancies and early marriages in day schools (Sang, Koros & Bosire, 2013).Ncube (2004) found out that in Rural Day schools in Zimbabwe the highest recorded dropout was due to the influence of the home and the school surrounding environment. In Nigeria, Alika and Egbochuku (2009) found out that poverty had the highest percentage (53%), while death of parents, pregnancy, ill-health, inadequate teaching had the least percentage of 1%. The analysis also showed that poor academic performance ranked second (10%) in accounting for dropout of school among girls. This could be as a result of inadequate learning facilities, genetic makeup of the individual and lack of motivation. This study seeks to establish teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools

Additional factors affecting motivation and decision-making relating to educational access are also key factors to dropping out. Perceptions on how education influences lifestyle and career possibilities/probabilities, life chances in the labour market are shown to be factors in both early withdrawal and sustained access in different contexts (Lloyd, Mete& Grant 2009). The availability of options to access secondary school and beyond, shape decision-making of parents regarding the continuation of children in primary level. Perceived quality of

education and the ability of children to make progress through the schooling system can affect the priority placed on schooling within the household. Lloyd *et al.,* (2009), established that children whose parents have received some sort of schooling are more likely themselves to attend school for longer period of time. In particular, a mother's education level often influences length of access for girls. For example in rural Pakistan, girls whose mothers have some sort of formal schooling are less likely to drop out of school. This study looked at teachers perceptions on role of guidance and counselling on transition of pupils from one class to the other, liaison between parties involved in pupils' progress dealing with academic difficulties, pupils progress and study skills.

There are often precursors to dropping out, where children could be seen to be at risk or vulnerable to early withdrawal (Hunt, 2008; Lewin, 2008; Ampiah &Adu-Yeboah, 2009). These include grade repetition, low achievement, over age enrollers and children who have regular absenteeism or previous temporary withdrawals from school. It is unclear whether grade repetition increases the chances of completion, but what is apparent is that grade repetition extends the age range in a particular grade, and thus increases the possibility of drop out. Teaching different age groups has different requirements in terms of teaching/learning practices and curriculum (Little, 2008). Yet, in some countries age ranges in Grade 1 might range from 4 years to 11 years and in Grade 6 from 10 years to 21 years (Lewin, 2007). Children who are over age, due to late enrolment or high grade repetition, limit the number of years children have in school as older children have greater pressures to earn income for the household (EPDC, 2009).

In Kenya Elimu Yetu Coalition (2003), found out that Tharaka District had the highest dropout in primary schools with more girls dropping out than boys while in Embu and Kajiado Districts more boys dropped out of school than girls. Wachira, Mwenda, Muthaa and Mbugua (2011) attributed school dropout to factors such as poverty, HIV/AIDS pandemic, hostile environments (home and school), pre- mature sex and poor performance. Some pupils also have bad behaviour practices like bullying, indiscipline, truancy, fighting and drunkerdness.

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2.5 The Concept of Guidance and Counselling

The term guidance and counselling have been conceived internationally in different ways. Makinde (1987) defined them as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counsellor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment. Guidance and counselling services are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behaviour patterns in the interests of the group (Hendrickz, 1986). Society itself could not function without the exercise of discipline. Using guidance and counselling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of common purpose.

UNESCO (1998) proposed that guidance and counselling should form an integral part of education of children and should be included in the teacher training programmes of children of Africans, French and English Speaking countries. The guidance and counselling was designed to provide training for teachers' trainer, youth and social workers. It should help pupils to dig potentialities for development, acquire skills, to acquire appropriate attitudes and values, to develop self image and sense of identity, to establish beliefs and values to guide behaviour and actions in schools (UNESCO, 1997). Hendrikz (1986) further stressed that teachers and schools have the responsibility of ensuring that each pupil matures steadily along his own personal line. This means that they are responsible for planning the learning experiences.

UNESCO (1998), adds that guidance and counselling is important in school setting for the role it plays in enabling the pupil to develop basic skills of learning such as communication, decision making, how to study, how to plan and stick to it on one hand, and to know one's objective for the success of academic performance and well adjusted personality. The guidance and counselling service is a professional service delivered by one or more qualified guidance counsellors, in a whole school context. It includes individual and small group interventions in one or more of the three areas of personal/social, educational and vocational concerns (Ministry of Education Policy, 2002). It also includes referral and the administration, interpretation, and feedback of psychometric tests. This service is responsive to individual student needs as they arise, and these interventions cannot be placed in a

curricular framework. They are not planned but are a front-line response to presenting student's concerns, where students self-refer, or are referred by others. The provision of personal counselling is a guidance intervention that cannot fit into a curricular structure in any meaningful way (Fitch & Marshall, 2004).The study is guided by this concept.

School counsellors are individuals with undergraduate or graduate degrees in psychological counselling and guidance (Ergene, 2011), who apply cognitive, affective, behavioural, and systemic intervention strategies (Hackney & Cormier, 2008) to ensure that mentally healthy individuals (Myrick, 2003) can fully improve themselves in all of the personal, social, academic, and vocational domains (American School Counsellor Association-ASCA, 2007); can cope with the problems they encounter in these domains; reinforce their mental health (Ergene, 2011); improve their psychological resilience, wellness, and empowerment (Korkut, 2004); and ensure their self-actualization (Kepceoglu, 1994).

The school counsellor, who serves at educational institutions, offers counselling aid for the student to know and accept his personality which is constantly developing; to make decisions and choices concerning the upper stage; to deal with the problems he encounters; to make the best use of his potential and thus reach self-actualization (Egrene, 2011). The school counsellors generally fulfil their primal aid activities, namely for individual and group counselling, guidance, consultation, coordination, case management, guidance curriculum, program planning, management and evaluation (ASCA, 2007; Fitch & Marshall, 2004; Kuhn, 2004; Morrissette, 2000; Paisley & McMahon, 2001). And the function of these activities is affected by the variety of grades being taught and student needs. As the needs and developmental features of preschool education, elementary education, secondary education and university students differ from each other, the counselling and guidance services offered vary accordingly (Korkut, 2004).

Primary school stage is a critical stage during which the development is fast, the personality structure begins to take shape, and the child is affected by his surroundings and is open to any kind of learning (Sahina, 2012). The elementary school stage is an important step for acquiring desired positive personality features, getting ready for secondary school and vocational orientation. The children at the first grade of elementary school experience secondary childhood features until the fifth grade. From this year on the child enters

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adolescent and has to deal with bodily, sexual, cognitive, emotional and social problems (Baysal, 2004).

Therefore, the students' academic, vocational, emotional, social and personal development and harmony should be attended to considering their age and developmental tasks (Ersever, 1992). It is of great importance that the students carry out personal, social, academic and vocational developmental tasks. The principal aim of counselling and guidance services is to help the students accomplish successfully the developmental tasks of the developmental stages they are in (Myrick, 2003). It is necessary to attend to the students' academic, vocational, emotional and social development bearing in mind their development, needs and problems.

2.6 Role of Guidance and Counselling in Addressing Dropout

Policies to improve school progression and reduce the numbers of children dropping out of school are critical if UPE is to be achieved. Children are starting primary school in greater numbers than ever before but dropout rates are significant and lead to low levels of primary school completion in many countries (Sabates, *et al.,* 2010). As a result of substantial rates of drop out and non-completion of primary school many children are leaving schooling without acquiring the most basic skills. Their brief schooling experience consists frequently of limited learning opportunities in overcrowded classrooms with insufficient learning materials and under-qualified teachers (Alexander, 2008).

Guidance and Counselling in education has three vital roles in the development and abilities of pupils. These roles include diagnosis, target intervention and school wide intervention (Dynarski *et al*, 2008). With education expected of individuals (pupils) can develop to their full potential-potential qualified personal. Indicators of role of guidance and counselling in diagnosis of pupils concerns in a school is success in carrying out his task which can be seen from the achievement of high academic achievement and a variety of specialized skills possessed by learners and not the least of which involves issues related to academics. While students are required to continue to improve academic achievement, in the midst of busyness and density of both school assignments academic assignments and extracurricular activities are followed by the students, so students need to follow the guidance and counselling services in schools to improve academic achievement. With such conditions it is necessary to

investigate in depth whether the guidance and counselling itself may play a role in improving the academic achievement of students in school (Rumberger, 2004). Through diagnosis, guidance and counselling is used by school counsellors to address the academic and developmental needs of all students, not just those in need, by collaborating with students, parents, school staff and the community (Shaterloo & Mohammadyari, 2011).

Guidance and counselling helps pupils directly in their academic life in diagnosing areas of weakness and strengths to foster, promote, and increase interpersonal competencies and academic achievement (Korkut, 2004). The counselling departments believe that sound education involves the development of the whole pupil. Diagnosis of pupil's development includes the social, emotional, intellectual, and physical aspects of students' lives (Dynarski *et.al,* 2008; Rao, 2002). Counselling services are accessible to all students and their families. The primary school program strives to provide continuity of services from preschool through grade 5. This study was carried out to establish teacher perceptions on the role of guidance in addressing role of guidance and counselling in addressing school dropout in primary schools

Basic core strategies: Mentoring/Tutoring. This is a one to one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies. Service- learning. In service-learning connects meaningful community service experiences with academic learning (The National Dropout Prevention Center, 2014). This teaching/learning method promotes personal and social growth, career development, and civic responsibility, and can be a powerful vehicle for effective school reform at all grade levels. Alternative Schooling-Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma. After-School Opportunities-many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

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Well-implemented inclusive education should address the learning needs of all children vulnerable to being marginalised and excluded from education. Inclusive approaches often do not take account of children who once had access to education, but have since dropped out of school. High dropout rates are a symptom of larger systemic problems. Many school reforms are not implemented with a clear focus on how they will solve the problems schools face. There are strategies and techniques that are proven to reduce dropout and they transcend all regions, national borders, and cultures. The National Dropout Prevention Center (2014) has identified 15 effective strategies for reducing school dropouts. These strategies are the cornerstone of any effective dropout prevention initiative and can be and are being applied globally. These strategies are: School and Community perspective, safe learning environments, early interventions, basic strategies and making the most of instruction. On school wide interventions, this study was concerned with role of guidance and counselling in working with parties involved in education of pupils, working with teachers and school administration to reform school environment and providing information to parents about pupils' progress.

In school- wide intervention, counsellors provide support to students, teachers and parents through individual contact and group meetings. Counsellors facilitate the PYP attitudes and social and emotional competencies through classroom contact and small group or individual skill building activities (Dynarski*et.al,* 2004; Cobb, 2008; Egrene, 2011). Parenting workshops are offered throughout the year and counsellors are available to meet with parents concerning their child's academic and emotional development (Shaterloo & Mohammadyari, 2011). According to Manitoba Education (2013) the guidance and counselling of students is an integral component of the educational mission of the school. Guidance and counselling

services and programmes promote the personal/social, educational, and career development of all students (ASCA, 2007). The diverse needs of students may require specific counselling expertise and school counsellors recognize their boundaries of competencies by providing only those services for which they are qualified by training or experience (Hackney &Cormier, 2008, Myrick, 2003). When students require specialized, intensive or long-term counselling beyond what the school may reasonably be expected to provide, appropriate referrals are made. School and community perspective whereby systemic renewal- a continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners. The second is school community collaboration (The National Dropout Prevention Center, 2014). This is when all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve. Safe learning environments involve developing a comprehensive violence prevention plan, including conflict resolution that must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences at all grade levels that enhance positive social attitudes and effective interpersonal skills in all students (Okpala *et al.,* 2001).

Education reform in Kenya had among many results the introduction of curricular area called Counselling and Career Guidance, following a reassessment of the educational counselling and career guidance importance into school (Ministry of Education and Planning, 2002, Ersever, 1992). In primary education, Counselling and Career Guidance Area is focused on school's formative role, especially its role on development of the child, and school counsellor sis interested in those aspects of student development that lead to its identity and it empowers the decision-making (ASCA, 2007).

The Manitoba Education ACT (2013) places the responsibility on schools to provide "access to appropriate guidance to assist (students) in their educational and career choices and to promote the social and personal development of students (Manitoba Education Act, 2013). The school guidance and counselling service has a key role in schools' efforts to implement these requirements of The Education ACT. The key role is too distinct but complementary elements: firstly, the provision of a responsive service, staffed by trained guidance counsellors, to meet students' needs, as they emerge, throughout the student's time in school; and secondly, the development of a curricular programme which is developmental,

preventative, appropriate to the needs of the students, and delivered in an integrated and proactive manner in a whole school context (Scottish Government Publications 2005).

Guidance as a whole school enterprise has been emphasized (Institute of Guidance Counsellors, 2008). The NCGE has reiterated the central principle of whole school planning for the effective development of the school guidance and counselling service (NCGE, 2004). According to the Institute of Guidance Counsellors (2008) guidance and counselling is understood as being made up of three separate, yet interlinked areas of personal and social guidance and counselling, educational guidance and counselling and vocational guidance and counselling. Guidance and counselling services are part of a broader delivery system designed to enhance the success of all learners. The school counsellor establishes and maintains an ongoing professional, collaborative relationship with school staff, clinicians, and other service providers who work with students in the school.

In provision of targeted intervention, Dynarski*et al.* (2008), points out that colleagues and professional associates are consulted and provided with professional information related to the educational success and well-being of students who are also in their care. Educational Planning and services are co-ordinated in the best interests of the student. Information is shared with adherence to appropriate guidelines for confidentiality. School counsellors must work within the limits of the law, within the policies and procedures of school divisions and schools, as well as within the ethical requirements of the association of which they may be members (Manitoba Education, 2013).

An effective delivery of interventions to meet the personal, social, educational and career needs of student's demands a clearly defined remit for the guidance and counselling service. Professional school counsellors meet the needs of student in three basic domains: academic development, career development, and personal/social development (Dahir & Campbell, 1997; ASCA, 2005) with an increased emphasis on college access. Knowledge, understanding and skill in these domains are developed through classroom instruction, appraisal consultation, counselling, coordination, and collaboration. For example, in appraisal, school counsellors may use a variety of personality and career assessment methods to help students explore career and college needs and interests.

Early Interventions- This involves family engagement in which research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school (Blue & Cook, 2004).Early childhood education-birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out of school is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades (Depaepe *et al*., 2000). Early literacy development- This is early intervention to help low-achieving students improve their reading and writing skills in order to establish the necessary foundation for effective learning in all other subjects. This study looked at role of guidance on provision of targeted interventions to potential dropouts in transition, providing classroom, identifying pupils' weak areas in academics and finding alternative ways of solving and dealing with pupils academic difficulties.

School counsellor interventions include individual and group counselling for some students as another role of school wide intervention (Dynarski, *et.al* 2008). For example, if a student's behaviour is interfering with his or her achievement, the school counsellor may observe that student in a class, provide consultation to teachers and other stakeholders to develop (with the student) a plan to address the behavioural issue(s), and then collaborate to implement and evaluate the plan (Egrene, 2011). They also provide consultation services to family members such as college access, career development, parenting skills; study skills, child and adolescent development, and help with school-home transitions.

 School counsellor interventions for all students include annual academic/career/college access planning and leading classroom developmental lessons on academic, career/college, and personal/social topics. The topics of character education, diversity and multiculturalism (Portman, 2009), and school safety are important areas of focus for school counsellors. Often school counsellors will coordinate outside groups that wish to help with student needs such as academics, or coordinate a program that teaches about child abuse or drugs, through on-stage drama (Poulou, 2005).

One example of the implementation of the 15 strategies in the developing world is at the Ngunyumu Primary School in the Korogocho slum settlement in Nairobi, Kenya. The

Ngunyumu Primary School has a student population of approximately 1,100 students from ages 4-13 (often there are overage students attending the school many times students are not sure of their age). The faculty consists of a headmaster and 10 teachers who in many cases have limited professional credentials (Edwards, 2014; The National Dropout Prevention Centre, 2014). Often teachers do not come to work because they are not paid on a regular basis. At the Ngunyumu School, there are several modifications to school policies and structures. An example of this is allowing over-age students to continue their education. Primary education typically ends at age 13, but for countless children there has been so much disruption in their education that starting school at ages five and finishing public primary education at 13 is not realistic. A community advisory committee has been established. Members of the community, both parents and nonparents, participate in regular meetings about the school structure, student life in and out of school, and school-community relations. The committee is acutely aware of the high mobility of the student and teacher population and high number of students who drop out and never return (Edwards, 2014).

Sabates*et.al* (2010) contribute the following as effective measures for tackling drop out: school related measures comprise of pre-school centres, flexible schooling hours and systems, automatic promotion, language of instruction, multi-grade and multi-age teaching approaches, availability of post-primary school opportunities, monitoring, accountability and incentives, free textbooks and school feeding programmes. Another strategy is financial measures which involves fee free and levy free schooling, access to credit, conditional cash support - food for education and scholarship programmes.Sabates*et.al* (2010) adds that other measures involve health interventions, community involvement, adult education programmes and alternative forms of educational provision (NGO). Guidance and counselling plays a role in the implementation of these strategies that target the reduction of school dropout rates.

2.8 Role of Guidance and Counselling in Education.

Teachers have multiple roles to perform in the school. To fulfil their roles professionally, teachers need to be competent in their responsibilities towards their students inside and outside the classroom. One important teacher role inside and outside the classroom is to provide guidance and counselling to students (Lai-Yeung, 2014). Professional school counsellors ideally implement at school counselling program that promotes and enhances student achievement. Apart from subject teaching, teachers are entrusted with many

responsibilities in the school. Guidance and counselling are some of their major duties. Therefore there is need to establish teacher perceptions on the role of guidance and counselling in addressing school dropouts. These two words generally take on different meanings (Hendrickz, 1986; Rao, 2002; Fitch & Marshall, 2004). The former refers to helping students' whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counselling is more of supportive, remedial work (Mutie & Ndambuki 1999).

There is an increasing number of learning, emotional, interpersonal, and behavioural problems in school-age children that affect their academic and social development. If not treated in a holistic and effective manner, these difficulties may increase the probability of more serious psychosocial and academic problems during adolescence (Kourkoutas & Xavier, 2010). Many school psychologists, as well as child therapists and professionals have been seriously concerned with the effectiveness of their individual centered practice (Adelman & Taylor, 2006); they are concerned with the development of more child-focused and system-centered approaches as they realize that the inclusion of children and stake-holders perspective in the counselling/therapeutic process seems to make it more effective (Rhodes, 2007).

Although exact function and responsibilities of school counsellors have been long debated (Lepak, 2008), they have played an integral role within the school context since the beginning of the 19th century (Gysbers, 2001), Various school personnel, such as administrators and students, and even counsellors themselves, are typically uncertain about school counsellors' duties throughout the school day (Amatea& Clark, 2005; Fitch, Newby, Ballestero, & Marshall, 2001; Kirchner & Setchfield, 2005; Lieberman, 2004; Monteiro-Leitner, *et al.,* 2006; Zalaquett, 2005). Besides, whether the school counsellor works effectively and adequately during the school day is also another issue of interest (Beesley, 2004; Lepak, 2008). The learners of today face more complex issues and problems compared to the past (Ekin & Oksal, 2012). Therefore, teachers and counsellors should work cooperatively especially in the elementary school. Counselling plays an important in the children's development regarding academic and career development. In this respect, a great deal lies on the counsellor's effectiveness in providing the counselling services at elementary level (Ekin & Oksal, 2012).

The duties of the school counsellor are not clearly defined in the Kenyan Education Act. However, the adequacy of counselling services provided by the school counsellor must be questioned from the point of the elementary school teachers as they are members of the counselling team. Therefore, a clear understanding of job expectations is necessary. A study, conducted by Beesley (2004), indicated that counsellors' strengths were most clearly seen and best utilized when there were more opportunities to perform classroom guidance lessons, facilitate individual counselling or group counselling sessions, provide consultative / collaborative activities, and work with special education services to meet the needs of all students. Another research study was conducted by Lepak (2008) to determine teacher perceptions of the role of the school counsellor. This study was to establish teacher perceptions on the role of guidance and counselling in addressing school dropout. It looked at school wide interventions on provision of classroom guidance curriculum, working in liaison with parties involved in education of pupils, group discussions with parents and teachers on learner problems and referring pupils to service providers to meet pupils' needs.

Besides, school counsellor's effectiveness can be influenced by the additional duties s/he has at school. Gysbers and Henderson (2000) in Monteiro-Leitner *et al.,* (2006) found that counsellors often find themselves engaged in clerical duties or performing disciplinary actions, despite these are usually considered as administrators' responsibilities. As a result of the change in economic and social circumstances, the counsellor's role has also changed. Currently the emphasis of school counselling is on the whole student, and there has been a shift toward providing more direct services to students with expanded emphases on their ssocial and emotional development to prepare them most effectively and accommodate for the increasingly complex problems in today's society (Akos & Galassi, 2004, in Lepak, 2008). From the challenges of dropout, this study established teacher perceptions on the role of guidance and counselling in addressing dropout. Role of guidance and counselling in diagnosis of potential dropouts, provision of targeted interventions to potential interventions and school wide interventions to potential dropouts were established.

2.9 Theoretical Framework

The study was guided by Social Learning Thery (Albert Bandura, 1986) and perceptual organization theory by Spillman and Ehrenstein (2004). Perceptual theory was first studied by Gestalt psychologist in groups. Gestalt believed that perception was driven by an innate

tendency to perceive the environment in the simplest possible way. The Gestalt believed that the human perceptual system organized perceptual information in predictable ways according to their principles of perceptual organization. Gestalt as a perspective focused on the belief that human consciousness cannot be down into its elements. Accurate perception is important in guidance and counselling. It is part of Gestalt principles. These principles are useful as a guide for teachers as they organize and offer guidance and counselling programmes services. According to Gestalt psychology, perceptual organization influences appropriate guidance and counselling.

Perceptual organization theory contents that guidance and counselling services produce a generalized felt obligation to help the pupils to achieve their goals, (Rhoades & Einsenberger, 2002). Eisenberger *et al*. (2001) found that psychological constructs developed out of guidance and counselling were positively related to felt obligations to help the organization to achieve its goals. Supporting the view that this felt obligation emerges as a result of norm of reciprocity.

Eisenberger *et al.* (2001) reported that the relationship between guidance and counselling services, and felt obligation increased with pupil understanding of the norm of reciprocity as applied to teacher- pupil relationships. Eisenberger et al (2001) further suggested that provision of developmental guidance and counselling increases pupils' understanding of their concerns, knowledge and skills to become well adjusted self- supporting thus reducing school dropout. In this study, the role of guidance and counselling was perceived by teachers to provide diagnosis, targeted intervention and school- wide intervention to potential dropouts. This was perceived to address pupil's problems that are emotional, educational, developmental, personal and social.

The study was based on Albert Bandura's Social Learning Theory which posits that people learn through observation, imitation and modelling (Bandura, 1986). The theory focuses on learning that occurs in a social content. According to Bandura people learn from one another, concepts such as observation, imitation and modelling. People learn through observing others behaviour, attitudes and outcomes of behaviour. Thus this theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental experiences.

To Bandura (1977) and other Social Learning Theorists, new response patterns can either be acquired by direct experience or by observing from others. Reinforcement is strengthening behaviour through observing the behaviour of others and its consequences rather than experiencing the reinforcement. Therefore in guidance and counselling teachers and other adults shape a childs' behaviour by reinforcing responses that are appropriate to the childs' behaviour and discourage inappropriate ones. This helps them to work through their emotions, feelings and thoughts, and immitate behaviours that discourage school dropout and discourage those that encourage school dropout. Observation learning is an imitation learning where people learn through imitation and observation. The theory states that children learn behaviours largely through modelling.

According to Bandura (1986) and Santrock (2005) there are four main processes experienced by observers of behaviour. They include; attention, retention, reproduction and motivation. Through attention it is argued that individuals cannot learn much by observation unless they perceive and attend to the significant feelings of modelled behaviour in order to reproduce the model's behaviour. For example, Bandura (1977) says modelling decrease if similarities decreases between the model and the self-decrease. Retention is important in that in order to reproduce the model, behaviour the individual must code the information into the innate (long term memory). They have to remember and retain what they paid attention to. This is more so as mental pictures so as to later teachers can easily retrieve and translate the information into useful behaviour.

This theory is applied in this study by describing how pupils learn from one another, through observation, imitation and modelling. It has been applied to the understanding of pupil concerns that lead into dropout as a result of emotional, educational, developmental, personal and social problems.

2.10 Conceptual Framework

The study conceptual framework is based on the role of guidance and counselling services in addressing dropout in primary schools within Ainabkoi Division. The Independent variable is teacher perceptions while the dependent variable is school dropouts. The framework shows how the variables affect one another. That is how teacher perceptions on; diagnosis, targeted intervention and school wide intervention (independent variable) affect school dropouts

(dependent variable). The intervening factors which may or may not affect results of the study but the researcher was aware of them and controlled by holding them constant by choosing a sample size of similar characteristics are; school related factors, socio cultural factors, socio-economic and environmental factors. Figure 1 shows conceptual framework on teacher perceptions on the role of guidance and counselling in addressing school dropouts in primary schools.

Independent variable	Intervening variable	Dependent variable
Teacher Perceptions on the Role of Guidance and counselling • Diagnosis • Target interventions • School-wide interventions	• School factors • Environmental factors • Socio-cultural factors • Socio-economic factors • Education Policies	School dropout rate • Reduced cases of absenteeism • Increased completion rate • Increased retention rate
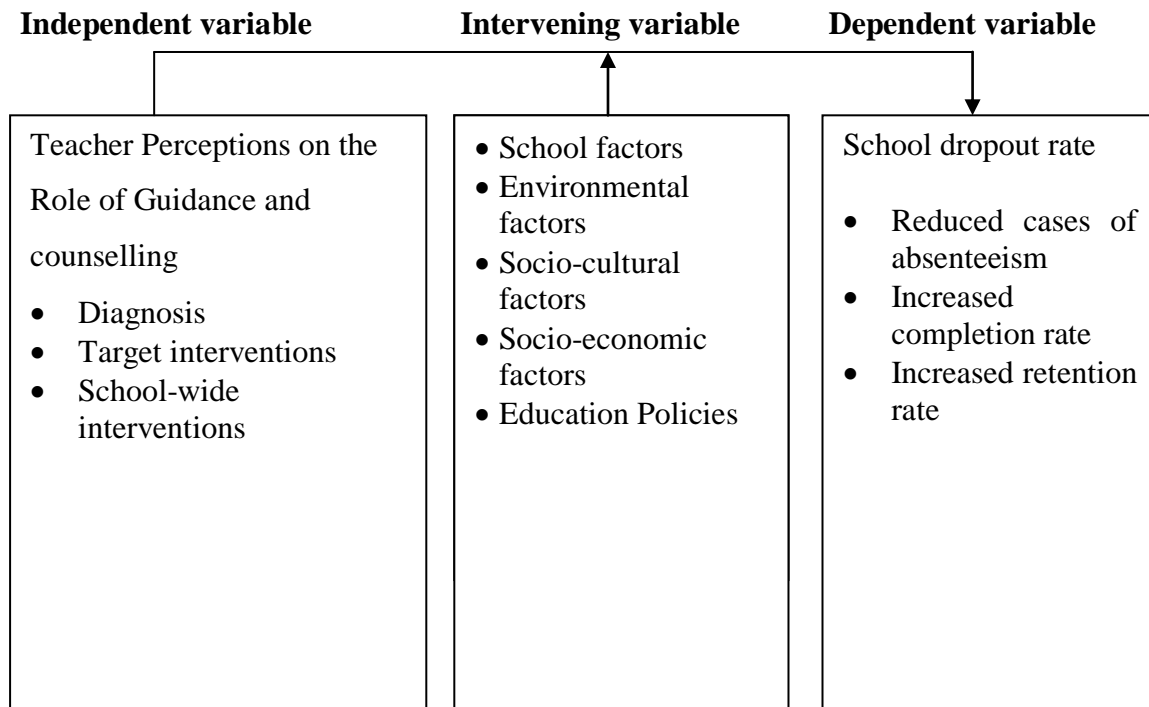
Figure 1

Relationships between teacher perceptions on the role of guidance and counselling and school drop-out in primary schools

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses about the research design used, location of study, population and instruments, validity and reliability of research instruments, data collection procedure and data analysis.

3.2 Research Methodology

The study utilized descriptive survey design. The surveys are useful in collecting information about people's attitudes, opinions, perceptions, habits, views or any of the issues of education and social issues (Orodho 2009). Fraenkel and Wallen (2000), Gay and Airasian (2003), recommend this type of design where several respondents give answers to specific questions at one point in time. According to Gall *et al* (1996), descriptive survey design enables a researcher to obtain information about current phenomena and draw conclusions from the facts gathered. The design was deemed most appropriate since it facilitated understanding by collecting information at one point from several respondents, giving opinions and drawing conclusions from facts gathered on teacher perceptions on the role of guidance and counselling in addressing school dropouts in primary schools in Ainabkoi Division, Uasin Gishu County.

3.3 Location of Study

The study was carried out in Ainabkoi Division, Uasin Gishu County, which is an area of 3,056 kilometres square. Ainabkoi falls on a latitude of -0.47 (0° -29' 60 S) and a longitude of 35.18 (35° 10' 60 E), and is an administrative region (administrative division) in Burnt Forest. It is situated 60 km North West of Eldoret. It borders Keiyo County to the South, Koibatek to the East and Nandi to the West. The Division is subdivided into two zones which comprise of Ainabkoi zone and Kipkabus zone. The area was considered appropriate for the study because this area experienced high school dropout compared to the other divisions.

3.4 Population of Study

The accessible population for this study was all the public primary school teachers in Ainabkoi Division in Uasin Gishu County. Where according to MOES (2013) there were 38

primary schools with a teacher population of 38 head teachers and 320 teachers spread over two educational zones. The study targeted 38 head teachers and 320 teachers as in Table 2.

Table 2

Distribution of Population Size in Ainabkoi Division

Zones	Number of Teachers	
	Male	**Female**
Ainabkoi	82	94
Kipkabus	62	81
Total	**144**	**176**

Source: Eldoret East District Education Office (2013)

3.5 Sampling Procedure and Sample Size

Ainabkoi Division comprises of Ainabkoi and Kipkabus Zones. Anabkoi zone consist of 20 primary schools while Kipkabus has 18 primary schools. A total of 11 schools were included in the study. Ainabkoi zone has a teacher population of 176 teachers while Kipkabus has 144 teachers both male and female. Stein's method by Stephan (1945) in Nassiuma (2000) was used to select 167 teachers. This gave a total of 178 respondents. The sample size was determined by employing Stein's method by Stephan (1945) in Nassiuma (2000) as shown below.

$$n = \frac{4N\ t_{a/2}^2 s_1^2}{NL_0^2 + 4t_{a/2}^2 s_1^2}$$

Where

- $s^2 1 = 6$
- $t^2 \alpha/2 = 3.8416$
- $N = 167$
- $L^2 o = 0.25$

The sample size was calculated using the above method and was found to be 167 for teachers and 11 for head teachers. Head teachers of the sampled schools were purposively picked for the study while proportional and simple random sampling technique was used to select the teachers. The study first adopted stratified sampling technique where the schools from the division were categorized based on zones. Proportionate sampling was then used to identify the representative number of schools from each zone while simple random sampling was used to select the school from which teachers were selected as study participants.

Table 3

Distribution of Sample Size in Ainabkoi Division

Zone	Head teachers		Teachers		Total
	Male	**Female**	**Male**	**Female**	
Ainabkoi	3	3	43	49	98
Kipkabus	2	3	33	42	80
Total	**5**	**11**	**76**	**91**	**178**

Source: Eldoret East District Education Office (2013)

The sample size for the study was 167 respondents of whom 76 of teachers selected were male while 91 were female. The 167 teachers and 11 head teachers arrived at from 11 primary schools in Ainabkoi and Kipkabus zones were selected through purposive, proportional and simple random sampling techniques.

3.6 Instrumentation

The study developed a questionnaire for teachers and an interview guide for head teachers. The teachers' questionnaire consisted of items that covered demographic information, cases and the number of dropout in their classes for three years, opinion on causes of school dropouts, their perception regarding the role of guidance and counselling in addressing school dropouts, perceptions on the role of guidance and counselling in diagnosis of potential dropouts, providing targeted intervention on potential dropouts and providing school wide intervention on potential dropouts.

The interview guide consisted of 4 questions with parts (a) and (b) that covered drop out and rate in schools for the past 3 consecutive years, perceptions on; causes of school dropouts, role of guidance and counselling in; addressing school dropouts, diagnosis of potential dropouts, providing targeted intervention to potential dropouts and providing school wide intervention to potential dropouts.

3.6.1 Validity and Reliability

Face and content validity of the instruments was established by seeking expert opinion from four Psychologists and counsellors from the Department of Psychology, Counselling and Educational Foundations in Egerton University. Content validity was also arrived at by designing items in line with the study objectives.

Two schools were randomly selected in Keiyo South constituency for piloting of the instruments. Questionnaires were administered to 36 teachers and interview guide was administered to 2 head teachers. Reliability coefficient of questionnaires was estimated using Cronbach Alpha. The questionnaires yielded a reliability coefficient of 0.786. Reliability coefficient of 0.7 and above is considered sufficient for internal consistency of items as postulated by Mugenda and Mugenda (1999). Therefore the instruments were considered adequate for the study.

3.7 Data Collection Procedures

A research permit was obtained from National Commission for Science and Technology Innovation (NACOSTI) to conduct this study after obtaining approval from Egerton University. The researcher then visited District Education Officer (DEO) in Eldoret East in order to inform him of the intent to conduct the research and further from the head teachers of the selected primary schools. The researcher sought an appointment date for data collection from head teachers and teachers. The respondents were assured of confidentiality. Questionnaire and interview guide were used to collect data from teachers and head teachers respectively. The researcher administered the questionnaires to the teachers and interview guide to the head teachers. The questionnaires were collected when they were dully filled. Appointments for interviews were made and the researcher conducted the interview. Data collection was conducted in a period of two weeks.

3.8 Data Analysis

 Data collected from research instruments were processed and analyzed based on the research objectives using descriptive statistics that involved frequencies and percentages. This was done with the aid of a computer programme-Statistical Package for Social Sciences (SPSS) version 20. In order to address to the research questions, descriptive statistics were generated. Qualitative data from interview guide were summarized and interpreted in order to establish teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools in Ainabkoi Division.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents a discussion on research results. The discussions addresses the research objectives of the study including teacher perceptions regarding the role of guidance and counselling in diagnosis of potential dropouts, providing targeted intervention to potential dropouts and providing school- wide intervention to potential dropouts in Ainabkoi Division, Uasin Gishu County, Kenya. The study involved a total of 178 respondents (167 teachers and 11 head teachers) from the primary schools in the division.

A summary of demographic and background characteristics of respondents is also given. The results were analysed and presented using frequencies and percentages. SPSS, a window computer programme version 20.0 aided in data analysis. Filled research instruments (167 questionnaires and 11 interview schedules) were received and included in data analysis. Data was analysed according to the objectives of the study as follows*;*

(i)   To establish teacher perceptions on the role of guidance and counselling in diagnosis of potential dropouts in primary schools in Anabkoi Division.

(ii)   To determine teacher perceptions on the role of guidance and counselling in providing targeted interventions to potential dropouts in primary schools in Ainabkoi Division.

(iii)   To establish teacher perceptions on the role of guidance and counselling in providing school wide interventions to potential dropouts in primary schools in Ainabkoi Division.

4.2 Demographic and Background Characteristics of Respondents

This section gives the distribution of respondents in the following demographic and background characteristics: age, academic qualifications, period of stay in the current school, and work experience. This enabled the researcher to know the kind of individuals she was dealing with. / It was necessary to establish the background information of the respondents; which included age, academic qualifications, period of stay in the current school, and work experience. This formed the basis of knowing the kind of individuals the researcher was dealing with.

4.2.1 Age Category of Respondents

The age category of the respondents ranked from 22-54 years with the lowest number of respondents being age of 22 years 22(3.2%) followed by 31-38 years 54(32.3%). The majority of the respondents were in their middle age that is 47-54 years 34(20.4%) and 39-46 years 57(34.1%) as indicated in Table 4.

Table 4

Distribution of Respondents by Age

Age Category	Frequency	Percent
22-30 years	22	13.2
31-38 years	54	32.3
39-46 years	57	34.1
47-54 years	34	20.4
Total	**167**	**100.0**

Source: Field Data

From the results it is evident that majority of the teachers are middle-aged (age 31- 46 years) an implication that they have experience in the teaching profession hence they had the capability to offer guidance and counselling services compared to their colleagues of the minority age who might be newly posted in the school and also new in the teaching .The study also concluded that teachers from age 31 up to 54 years lived within the schools and were in a better position to offer guidance and counselling services effectively.

4.2.3 Academic qualification of Respondents

Respondents were categorised into three categories according to their academic qualification. That is those who had certificate, diploma and degree. From the information gathered from the respondents, majority of the respondents 74 (44.3%) were diploma holders, 52(31.1%) certificate holders and a few 41 (24.6%) of the respondents held degrees as indicated in Table 5.

Table 5

Distribution of Respondents by Academic Qualification

Qualification Category	Frequency	Percent
Diploma	74	44.3
Degree	41	24.6
Certificate	52	31.1
Total	**167**	**100.0**

Source: Field Data

The result in Table 5 implies that the respondents had average qualifications hence the teachers are knowledgeable to handle pupil concerns using guidance and counselling. This is in contrast to Muthaa *et al.,* (2013) research in Igembe district who found out that guidance and counselling teachers have not been equipped with the relevant skills required to deal with the problem of dropout in schools.

4.2.4 Period of Stay in the Current School

As shown in Table 6, the period a teacher stayed in a school ranged from 0-3 years and over 15 years with the least period of stay being over 15 years 19 (11%), and 8 -11 years 20 (12%). The majority of the teachers stayed for a period of 4-7 years 65 (38.9%).This indicated that more than (70%) of the teachers had stayed in the station for more than 4 years, an implication that they were conversant with the role of guidance and counselling in addressing dropouts in their schools.

Table 6

Teachers period of stay in the current school,

Period of stay	Frequency	Percent
0-3 years	34	20.4
4-7 years	65	38.9
8-11 years	20	12.0
12-15 years	29	17.4
over 15 years	19	11.4
Total	**167**	**100.0**

Source: Field Data

The results are in contrast to Muthaa *et al.,* (2013) findings who indicated that majority of guidance and counselling teachers are relatively young in Igembe district.

4.3 The Role of Guidance and Counselling in Diagnosis of Potential Dropouts in Primary Schools in Ainabkoi Division

Objective one of the study sought to establish teacher perceptions on the role of guidance and counselling in diagnosis of potential dropouts in Ainabkoi division. Through interview guide the head teachers were asked to give their perceptions on the role of guidance and counselling in providing diagnosis to potential dropouts in their schools. Their perceptions were as follows:

Headteachers 1, 2, 9 and 10 indicated that:

Guidance and counselling helps pupils to identify their weaknesses in academics and seek for alternative ways of assistance for improvement."

Guidance and counselling teachers to identify pupils at risk of dropping out of school"

This statement was supported by statements made by head teachers 4, 7 and 12 who indicated that:

> *"It helps in identifying pupil's behaviours like fighting, absenteeism and substance use".*
>
> *"Helps to identify pupils who are violent"*

Another head teacher 3 supported this statement by indicating that:

> *"Guidance and counselling helps teachers to find out a child's problem and how to overcome the problem the child is experiencing."*

"Helps to identify pupils with trauma"

While Head teachers 5, 6, 8, and 11 also concurred with the statement by adding that:

> *"Guidance and counselling helps in "Knowing pupils problems and counselling them"*

"Helps to identify pupils having grief or loss"

The responses given by the head teachers were an indication that guidance and counselling has a role in diagnosis of potential dropout in primary schools in Ainabkoi Division. The results concurs with suggestions of Sang *et al.,* (2013) research who suggested that there is need to step up guidance and counselling as a measure to curb high dropout rate in Kericho district secondary schools.

Using a 5 point Likert scale, the teachers were required to indicate their level of agreement. The results are presented in Table 7.

Table 7

Teacher Perceptions on the Role of Guidance and Counselling in Diagnosis of Potential Dropouts

	Responses									
	Strongly agree		**Agree**		**Uncertain**		**Disagree**		**Strongly disagree**	
Statement	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Identifies potential dropouts	32	19.2	70	41.9	5	3.0	42	25.1	18	10.8
Identifies feelings of potential dropouts	41	24.6	64	38.3	14	8.4	30	18.0	18	10.8
Identifies pupils using drugs	20	12.0	53	31.7	26	15.6	42	25.1	26	15.6
Identifies pupils from abusive homes	27	16.2	40	24.0	12	7.2	53	31.7	35	21.0
Identifies ill pupils	26	15.6	30	18.0	16	9.6	70	41.9	25	15.0

Source: Field Data

The results in Table 7 showed that 70 (41.9%) of teachers agreed and 32 (19.2%) strongly agreed that guidance and counselling assists in identifying potential dropouts while 42 (25.1%) disagreed and 18(1 0.8%) strongly disagreed with the statement. This implies that guidance and counselling plays a big role in diagnosing pupils who are at risk of dropping out of school. Through guidance and counselling teachers can identify pupils who are potential dropouts. These results concur with those studies of Dynarski *et al.,* (2008) and Rao (2002) that the role of guidance and counselling is to diagnose pupils' problems that may result into dropout. Furthermore, Sabates *et al.,* (2010) added that guidance and counselling implements strategies that target reduction of school dropout rates.

Moreover, 41(24.6%) and 64(38.3%) of respondents strongly agreed and agreed respectively that guidance and counselling identifies feelings of potential dropouts since pupils are given a

chance to express themselves on issues concerning education. The results are in agreement with Korkut (2004) who found out that guidance and counselling helps in identifying pupils weaknesses in education hence assistance is provided such as tutoring in the specific areas as mentioned. Moreover, ASCA (2003) found out that mentorship to pupils by teachers assisted in addressing specific needs such as reading, or writing and arithmetic hence promoted social and personal life, and career development among pupils.

The results also indicated that the teachers had almost similar perceptions on the statement that Guidance and Counselling identifies pupils abusing drugs where, 42(25.1%) disagreed and 26 (15.6%) strongly disagreed, 26(15.6%) were uncertain while 20(12.0%) strongly agreed and 53(31.7%) agreed with the statement. This implies that some teachers perceived that guidance and counselling sessions opens a forum whereby they can identify pupils at risk of abusing drugs while others perceived that it cannot. This statement supports the suggestions of Mutie and Ndambuki (1999) who suggested that the role of guidance and counselling is preventive, developmental, remedial and supportive.

A study by Rodes (2007) is further supported by this statement when it found out that inclusion of pupils and stakeholders in guidance and counselling is a more effective approach in dealing with child concerns that may result into dropout(dealing with dropout).The guidance and counselling sessions open forums whereby teachers, teacher- counsellors, parents, guardians and other members of the community participate in meetings to discuss about school pupils' life in and out of school in matters pertaining academic, social and emotional development. This study also supports the studies by Shaterloo and Mohammadyari (2011) that through diagnosis, guidance and counselling provides room for collaboration between students, school staff, and school community. It is through workshops with teachers, parents/guardians and other members of school community that a child's behaviour, academic, personal, social and career developments are diagnosed thus reducing cases of dropout.

In addition, 53(31.7%) of the teachers disagreed and 35(21.0%) of them strongly disagreed that guidance and counselling does not help in identifying pupils from abusive homes with only 40(24.0%) of the teachers who agreed and 27(16.2%) strongly disagreed with the statement. This is an implication that a small number of pupils come from homes where they

are subjected to abuse or some of the pupils do not raise such abuses whenever they are abused due to fear. On perception of the role of guidance and counselling in identifying ill pupils, 70(41.9%) of the teachers disagreed and 25(15.0%) of them strongly disagreed while 30(18.0%) and 26(15.6%) of the teachers agreed and strongly disagreed respectively. This implies that the teachers perceived that diagnosis of ill pupils was difficult for teachers since they were trained on diagnosis. Other statements that the respondents reported included guidance and counselling identifies abused children such as rape cases, bullied, mentally abused, and potential immorality among pupils.

4.4 The Role of Guidance and Counselling in Providing Targeted Intervention to Potential Dropouts

The second objective of the research was to determine teacher perceptions on the role of guidance and counselling in providing targeted intervention to potential dropouts in primary schools in Ainabkoi division, Uasin Gishu County.

On their part, the head teachers were required to give their perceptions on the role of guidance and counselling in providing targeted intervention to potential dropouts in their schools. The results of the interview session are presented as follows: Head teachers number 4, 9 and 11 perceived that guidance and counselling provided targeted intervention to potential dropouts by indicating that:

> *Yes, it is able to curb a suspicion and bring trust amongst the pupils. This is done by detecting and solving a problem before it explodes and causes more harm.*
> *"It helps in the placement of pupils with special needs in education"*

Another head teacher number 10 supported by saying:

> *Yes, because it assists pupils cope with peer pressure, helps in changing pupils attitudes towards academic and it guides the pupils to know the consequences of dropping out of school.*
> *"It helps to identify the needs of pupils that might lead into dropout"*

These statements were further supported by the head teacher number 2, 3, 6 and 12 who said

> *It does, because it provides room for assessment and reorganise their lifestyles.*

Moreover head teachers 1, 5, 7 and 8 supported the statements by indicating that:

> *"It helps in Motivating pupils"*
> *"It helps potential dropouts to reverse their thoughts of dropping out"*

The responses made by the head teachers revealed that they too have positive perceptions regarding the role of guidance and counselling in providing targeted interventions to potential dropouts in primary schools in Ainabkoi division. Furthermore the responses given by the head teachers are in agreement with those studies of UNESCO, (1997) that guidance and counselling helps pupils to dig potentialities for development, acquire skills, appropriate attitudes and values, to develop self image and sense of identity, to establish beliefs and values to guide behaviour and actions in school. In a 5 point Likert scale, the teachers were asked to give their level of perception on 10 statements on targeted interventions to potential dropouts. The findings are given in Table 8.

Table 8

Teacher perceptions on the role of guidance and counselling in providing targeted intervention to potential dropouts

	Responses									
	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
Statement	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Assists pupils cope with peer pressure	23	13.8	58	34.7	9	5.4	56	33.5	21	12.6
Assists pupils to cope with transition	26	15.6	50	29.9	14	8.4	53	31.7	24	14.4
Assists pupils to cope with loss	23	13.8	60	35.9	11	6.6	52	31.1	21	12.6
Assists pupils to cope with failure	19	11.4	44	26.3	24	14.4	60	35.9	20	12.0
Assists pupils to cope with bullying	16	9.6	70	41.9	31	18.6	34	20.4	16	9.6
Assists in changing pupil attitude towards school	31	18.6	73	43.7	13	7.8	36	21.6	14	8.4
Assists teacher pupils test taking skills	23	13.8	56	33.5	12	7.2	60	35.9	16	9.6
Assists teacher pupil study skills	31	18.6	77	46.1	7	4.2	38	22.8	14	8.4
Helps pupils identify their problems and alternative ways of solving them	47	28.1	44	26.3	8	4.8	54	32.3	14	8.4
Guidance and counselling helps in dealing with pupils academic difficulties	36	21.6	69	41.3	18	10.8	33	19.8	11	6.6

Source: Field Data

The results revealed that 58(34.7%) and 23(13.8%) of teachers agreed and strongly agreed respectively while 56(33.5%) of them disagreed and 21(12.6%) strongly disagreed that guidance and counselling assists pupils to cope with peer pressure as one way of providing targeted intervention to potential dropouts. The results also showed that 53(31.7%) of the teachers disagreed and 24(14.4%) strongly disagreed that guidance and counselling 'assists pupils to cope with transitions while 50(29.9%) of the teachers and 26(15.6%) of the teachers strongly agreed with the statement. Moreover, 23(13.35%) of the teachers agreed and 60(35.9%) of the teachers strongly agreed that guidance and counselling assisted potential dropouts to cope with loss while 52(31.1%) disagreed and 21(21.6%) strongly disagreed with the statement. However, 60(35.5% of teachers disagreed and 20(12.0%) strongly disagreed on the statement that guidance and counselling assisted pupils to cope with failure while 44(26.3%) of the teachers agreed and 19(11.4%) of the teachers strongly agreed with the statement. As a result some children may end up dropping out of school as teachers are not in a position to encourage them that they have a chance of correcting their failures.

The results of the research further showed that 70(41.9%) and 16(9.6%) of teachers agreed and strongly agreed respectively that guidance and counselling assisted pupils to cope with bullying incidence in schools, 31(18.6%) of the teachers were uncertain while 34(20.4%) disagreed and 16(9.6%) disagreed with the statement. This happens whereby some learners who have low self-esteem are harassed by their colleagues (bullies) making them to drop out of school. Through guidance and counselling services the pupils who are potential dropouts are assisted to cope and manage such situations. When asked whether guidance and counselling assisted in changing pupils' attitude towards the school, 73(43.7%) of the teachers agreed and 31(18.6%) of teachers strongly agreed while 36(21.6%) disagreed and 14(8.4%) strongly disagreed that guidance and counselling assisted in changing pupil's attitude. This indicated that attitudinal change was observed among pupils who were at risk of dropping out of school after guidance and counselling sessions.

Furthermore, the study established that 60(35.9%) of the teachers disagreed and 16(9.6%) strongly disagreed while 56(33.5%) agreed and 23(13.8%) strongly agreed with the statement that guidance and counselling assisted pupils with test taking skills. This was attributed to the fact that most of the sessions involved conversation and discussions rather than writing or examinations. Similarly, majority of the teachers 77(46.1%) agreed and 31(18.6%) strongly

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agreed that guidance and counselling assisted pupils with study skills while 38(22.8%) disagreed and 14(8.4%) strongly disagreed. This implied that the teachers perceived that guidance and counselling assisted learners to identify better methods of studying rather than testing skills.

More findings showed that 47(28.1%) of the respondents strongly agreed and 44(26.3%) agreed that guidance and counselling helped pupils to identify their problems and find alternative ways of solving them while 54(32.3%) of them disagreed and 14(8.4%) strongly disagreed with the statement. In addition, majority 69(41.3%) of teachers agreed and 36(21.6%) strongly agreed that guidance and counselling helps in dealing with pupils academic difficulties while 33(19.8%) of the teachers disagreed and 11(6.6%) of the teachers strongly disagreed. This concurs with the research by Manitoba Education (2013) and Korkut (2004) who established that guidance and counselling helps pupils in diagnosing areas of weakness and strengths to foster, promote and increase interpersonal competencies and academic achievement. Alika and Egbochuku (2009) suggested that girls who are not doing well academically should be identified by the counsellors and remedial classes to be organized for them. This implies that guidance and counselling sessions assists learners who encounter with academic challenges to belief in themselves through continuous improvement and hard work.

4.5 The Role of Guidance and Counselling in Providing School - Wide Intervention to Potential Dropouts

The third objective of the study was to establish teacher perceptions on the role of guidance and counselling in providing school-wide interventions to potential dropouts in primary schools in Ainabkoi Division Uasin Gishu County. The study sought head teacher perceptions by conducting interviews on the role of guidance and counselling in providing school wide interventions to potential dropouts. The head teachers perceived that guidance and counselling provide school- wide interventions to potential dropouts by giving the following responses. Head teachers number 2, 4 and 6 who said that:

> *"It helps to reduce the number of dropouts within the community."*

Other head teachers' number 1, 3 and 5 supported these statements by saying that:

> *"It is a real tool that can be used in a school to get rid of dropouts and the like by making pupils realise areas of weakness in academic."*

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These statements were further supported by head teachers 8, 10 and 12 who said:

> *"...the role of guidance and counselling in providing school- wide interventions is "To help the pupils realise the cause of the problem of dropping out and how to overcome it and it also helps reduce truancy in school".*

Head teachers 7, 9 and 11 supported these statements by saying that:

> *"Having guidance and counselling sessions with truant children together, counselling the children and parents and giving solutions for the problems and recommending them to the administration."*

The responses made by head teachers indicated that guidance and counselling provide school-wide interventions to pupils at risk of dropping out of school therefore reducing dropout in primary schools in Ainabkoi Division. Their responses are in agreement with the studies of Korkut (2004)who found out that guidance and counselling provide school– wide interventions by helping pupils in their academic life in identifying areas of weakness and strengths to foster, promote and increase interpersonal competencies and academic achievement.

Moreover the study established teacher perceptions on the role of guidance and counselling in providing school-wide interventions to potential dropouts in primary schools in Ainabkoi Division Uasin Gishu County. To establish their perceptions, teachers were required to respond to ten statements on a 5 point Likert scale as strongly agree, agree, uncertain, disagree and strongly disagree. The results are presented in Table 9.

Table 9

Teacher perceptions on the role of guidance and counselling in providing school wide intervention to potential dropouts

Statement	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Works with teachers to provide classroom guidance curriculum	38	22.8	61	36.5	19	11.4	34	20.4	15	9.0
Provides information to parents about pupil progress	37	22.2	68	40.7	11	6.6	37	22.2	14	8.4
Works as a liaison between parties involved in pupil education	26	15.6	61	36.5	28	16.8	35	21.0	17	10.2
Assists identify help outside the school	31	18.6	64	38.3	21	12.6	37	22.2	14	8.4
Refers pupils to service providers to meet pupil needs	39	23.4	60	35.9	17	10.2	41	24.6	10	6.0
Works with teachers and school administration to reform school environment	57	34.1	50	29.9	11	6.6	36	21.6	13	7.8
Guidance and counselling helps reduce truancy cases in schools	59	35.3	49	29.3	12	7.2	36	21.6	11	6.6
Guidance and counselling helps in reducing cases of absenteeism	52	31.1	54	32.3	7	4.2	47	28.1	7	4.2
Guidance and counselling helps in reducing cases of delinquent behaviours	62	37.1	47	28.1	8	4.8	36	21.6	14	8.4
Guidance and counselling helps in dealing with drugs and substance abuse cases	31	18.6	38	22.8	16	9.6	58	34.7	24	14.4

Source: Field Data.

The results from the Table 9 indicated that 61(36.5%) of teachers agreed and 38 (22.8%) strongly disagreed that guidance and counselling works with teacher to provide classroom guidance curriculum while 15(9.0%) disagreed and 34(20.4%) strongly disagreed with the statement. Further, 68(40.7%) of the teachers agreed and 37(22.2%) strongly agreed while

37(22.2%) disagreed and 14(8.4%) strongly disagreed that guidance and counselling provided information to parents about pupil's progress. This implied that most teachers involved parents and updated them on behavioural, disciplinary and academic progress of their pupils during parents meetings and academic days. Similarly 61(36.5%) of teachers agreed and 26(15.6%) strongly agreed while 35(21.0%) disagreed and 17(10.2%) strongly disagreed that guidance and counselling worked as a liaison between parties involved in pupil's education.

On identification of help outside school, 65(38.3%) and 31(18.6%) of the teachers agreed and strongly agreed respectively that guidance and counselling assisted pupils identify help outside school while 37(22.2%) of the teachers disagreed and 14(8.4%) of the teachers strongly disagreed with the statement.   This indicated that majority of the teachers assisted pupils to identify, consult and seek help outside school during counselling sessions in their schools. Moreover, 60(35.6%) of respondents agreed and 39(23.4%)strongly agreed while 41(24.6%) disagreed and 10(6.0%) strongly disagreed that guidance and counselling referred pupils to service providers (teacher counsellors, matrons and nurses) to assist pupils who needed guidance and counselling for cases that were beyond teacher's capacity. This point is in agreement with Ministry of Education (2012) which noted that through guidance and counselling pupils are referred to qualified counsellors who provide individual and small group interventions in areas of personal/social, educational, emotional and vocational. In addition, Dynarski *et al.,* (2008) recommended that guidance and counselling teachers should assign adult advocates to students at risk of dropping out.

Most of the teachers 50(29.9%) agreed and 57(34.1%) strongly agreed that guidance and counselling worked with the teachers and school administration to reform school environment while 36(21.6%) of them disagreed and 13(7.8%) strongly disagreed. This implied that teachers involved other stakeholders in the school to enhance guidance and counselling services. The results further revealed that 49(29.3%) of the respondents agreed and 59(35.3%) strongly agreed that guidance and counselling helps reduce truancy cases in their schools. This was an implication that guidance and counselling services are offered to pupils on truant behaviours (being absent from school without an apparent reason) and their consequences when they are identified hence reduce dropout.

More study findings indicated that 54(32.3%) of the teachers agreed and 52(31.1%) strongly disagreed that guidance and counselling helped in reducing cases of absenteeism amongst pupils and 47(28.1%) agreed and 62(37.1%) strongly agreed that guidance and counselling helped in reducing cases of delinquent behaviours amongst pupils in primary schools. These findings concur with those of Blue and (Cook 2004) that absenteeism is as a result of environmental factors (home and school).

Home factors include poverty, while school factors include distance to school, school rules and punishment as reported by the respondents. This was an implication that teachers and other stakeholders in the school offer guidance and counselling services to pupils with delinquent behaviours about delinquency and its consequences. This is in agreement with Dynarski *et al* (2008) who argued that guidance and counselling provides school-wide interventions through school community collaboration whereby all groups in the community provide collective support to pupils in areas of behaviour such as drug abuse, truancy, absenteeism among others. Edwards (2014), also concurs with this statement when he stated that members of the community both parents and non parents, participate in regular meetings about the school structures, pupil life (in and out)s of school, and school-community relations and pupils who drop out of school as school-wide intervention to dropout.

Study findings showed that 58(34.7%) of the respondents disagreed and 24(14.4%) strongly disagreed that guidance and counselling helps in dealing with cases of drugs and substance abuse while 38(22.8%) agreed and 31(18.6%) strongly agreed with the statement. This meant that teachers had almost similar perceptions on the role of guidance and counselling in providing targeted intervention when dealing with pupils at risk of abusing drugs and other substance. This might be due to the fact that some schools hardly experience pupils abusing drugs since most pupils in primary schools are day scholars and those who abuse drugs might be doing it outside school (at home or elsewhere). Some Pupils abuse drugs due to influence by neighbours as it was reported by the respondents. This point supports the point of Sahina (2012), who noted that a child is affected by his/her environment and is open to any kind of learning drug abuse being one of them. This implied that some schools had recorded minimal or zero incidences of learners abusing drugs and other substance.

4.6 Role of Guidance and Counselling in Addressing School Dropout

The last research question of the study sought to establish teacher perceptions on the role of guidance and counselling in addressing school dropout. The results are given in Table 10.

Table 10

Role of Guidance and Counselling in Addressing School Dropout

	Responses									
	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
Statement	*f*	*%*	*f*	*%*	*f*	*%*	*F*	*%*	*f*	*%*
It helps to develop a free and friendly atmosphere	93	55.7	62	37.1	12	7.2	0	0	0	0
It allows pupils to voice out any built-up anger that would have been let loose on fellow pupils or school property	23	13.8	131	78.4	13	7.8	0	0	0	0
It help diffuse tension in school	40	24.0	103	61.7	11	6.6	0	0	13	7.8
It would improve on the behaviour of the pupils	95	56.9	61	36.5	11	6.6	0	0	0	0
It helps pupils to cope with change on their daily lives and environment	64	38.3	103	61.7	0	0	0	0	0	0
Assisting pupils with personal/social problems	46	27.5	121	72.5	0	0	0	0	0	0
Helping pupils with studying skills	33	19.8	123	73.7	11	6.6	0	0	0	0
Referring pupils whose concerns are beyond counsellors capacity	9	5.4	117	70.1	0	0	41	24.6	0	0
Report back to head teacher on school guidance and counselling services issues	41	24.6	75	44.9	22	13.2	29	17.4	0	0
Group discussions with parents and teachers on learner problems	22	13.2	132	79.0	13	7.8	0	0	0	0
Provide in- service training to teachers	32	19.2	94	56.3	41	24.6	0	0	0	0
Creating awareness on guidance and counselling services in the school	26	15.6	59	35.3	20	12.0	37	22.2	25	15.0
Handle indiscipline cases in school	28	16.8	42	25.1	6	3.6	60	35.9	31	18.6

Source: Field Data

The results in Table 10 showed that over 132(79.0%) of the teachers agreed and 22(13.2%) strongly agreed that guidance and counselling assists pupils in holding group discussions with teachers and parents on learners' problems that would have resulted in to dropouts hence reducing the chances of pupils dropping out of school. This statement supports the studies of (Dynarski et al., 2008; Cobb, 2008; Egrene, 2011) which indicated that in school- wide interventions school counsellor uses guidance and counselling to provide support to students, parents and teachers by holding group meetings. Furthermore 123(73.7%) of the teachers agreed and 33(19.8%) strongly agreed that guidance and counselling helps pupils with study skills. The studies of Scottish Government Publications (2005) are supported by this statement when it indicated that the second key role of guidance and counselling is the development of curricular programme which is developmental, preventive and appropriate to the needs of the students (study skills was considered as one of the students needs and is within the curricular development).

These findings agree with UNESCO (1998) suggestion that the role of guidance and counselling is to enable pupils to develop basic skills in learning. Basic learning skills according to UNESCO 1998 included how to study, how to plan and stick to the plan for the success of academic performance. Additionally, 121(72.5%) of the teachers agreed and 46(27.5%) strongly agreed that guidance and counselling help pupils cope with personal and social problems. This statement is in agreement with the studies of (Dahir & Campbell, 1997; ASCA, 2005) which asserted that a professional school counsellor meets the needs of the students which are academic development, career development and personal/ social development. This statement further supported ASCA, (2007) that guidance and counselling services and programmes promote personal/ social, educational, and career development of all students. Moreover 117(70.1%) of the respondents agreed and 9(5.4%) strongly agreed that guidance and counselling enables counsellors to refer pupils whose concerns are beyond counsellors' capacity. This statement concurs with studies (Hackney & Comier, 2008, Myrick 2003) who found out that when the diverse needs of the students require specialized, intensive or long-term counselling beyond what the school counsellor can provide then appropriate referral can be made.

Results further revealed that 131(78.4%) of the teachers agreed and 23(13.8%) strongly agreed that guidance and counselling allows pupils to voice out any build-up anger that

would have been led loose on fellow students or school property. Similarly, 103(61.7%) and 40(24.0%)of teachers agreed and disagreed respectively that guidance and counselling helped to diffuse tension in the schools, helped pupils to cope with change in daily lives and environment hence reduce dropouts. These statements are in agreement with the study of Fitch and Marshall, (2004) who found out that guidance and counselling provides interventions which are responsive to individual students concerns as they arise. In this case students' concerns included tension, anxiety, anger, depression/ stress and fear, and these may lead into dropout. ASCA, (2007) further supports this point by saying that guidance and counselling is an intervention strategy that helps students to cope with problems in personal, social, academic and vocational domains and thus reduce school dropout.

More study findings showed that 95(56.1%) strongly agreed and 61(36.5%) that guidance and counselling assisted in improving behaviours of pupils that may result in to dropout such as fighting, truancy, delinquency, drug abuse and substance use among others. This point is in line with the studies of Egrene (2011) who found out that Counsellors offer guidance and counselling services to students on cognitive, affective, behavioural and systematic interventions. Egrene further indicated that guidance and counselling is a tool used by school counsellor to address behavioural issues of students. Majority of the teachers 94(56.3%) agreed and 32(19.2%) strongly agreed that guidance and counselling provided in- service training to teachers to enable them handle pupil concerns that lead to dropout thus reducing dropouts. This statement supports the studies of UNESCO, (1998) which indicated that guidance and counselling should be integral part in the education of children and should be included in the teacher training programmes of young Africans.

Other perceptions the teachers listed included reporting back to the head teacher on issues pertaining school guidance and counselling services in, creating awareness on guidance and counselling services in the school and handling indiscipline cases in the school. The findings concur with Dynarski *et al.,* (2008) who noted that the key role of guidance and counselling in schools was the school initiative of personalising the learning environment and instructional process. This creates a sense of belonging and fosters a school climate where pupils and teachers get to know one another, and provided academic, social, and behavioural encouragement aimed at addressing dropout problems.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides summary, conclusion and recommendations of teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools in Ainabkoi Division Uasin Gishu County. It also highlights areas that the researcher has recommended for further research based on the study findings and limitations.

5.2 Summary of Findings

The first objective of the study sought to establish teacher perceptions on the role of guidance and counselling in diagnosis of potential dropouts. Based on the study findings, the teachers perceived that guidance and counselling plays a significant role in diagnosis of potential dropouts as a way of addressing school dropouts. The teachers also agreed that guidance and counselling helped in identifying potential dropouts, feelings of potential dropouts, pupils abusing drugs and those from abusive homes.

The second objective of the study was to determine teacher perceptions on the role of guidance and counselling in providing targeted interventions to potential dropouts. It was clearly indicated that guidance and counselling provides targeted interventions to potential dropouts as a way of addressing school dropouts. The teachers agreed that guidance and counselling assisted pupils with study skills, helped pupils with academic difficulties, helped in changing pupils' attitude towards school, identify their problems and alternative ways of solving them, cope with bullying, cope with peer pressure, cope with loss and assisted pupils with test taking skills.

The third objective of the study established teacher perceptions on the role of guidance and counselling in providing school- wide interventions to potential dropouts. The study found out that guidance and counselling play a role in providing school-wide intervention to potential dropouts. The teachers believed that guidance and counselling helped in reducing cases of delinquent behaviours, cases of truancy, and absenteeism, working with school administration to reform school environment, providing information to parents about pupils' progress, providing classroom curriculum and referring pupils to service providers,

identifying help for pupils outside school and liaising with parties involved in pupils' education.

5.3 Conclusions

The purpose of the study was to investigate teacher perceptions on the role of guidance an counselling in addressing school dropout in primary schools in Ainabki Division Uasin Gishu County. The study aimed at investigating teacher perception on the role of guidance and counselling in diagnosis, providing targeted intervention and providing school- wide intervention to of potential dropouts. On the basis of the study findings the following conclusions based on different individual objectives were made.

(i)   Teachers agreed that guidance and counselling plays a significant role in diagnosis of potential dropouts as a way of addressing school dropouts. Guidance and Counselling helps in identifying potential dropouts and feelings of potential dropouts, pupils using drugs and those from abusive homes.

(ii)   Teachers also believed guidance and counselling as a way that provides targeted interventions to potential dropouts. Guidance and counselling assisted pupils with study skills, helps pupils with academic difficulties and in changing pupils' attitude towards school. Guidance and counselling also helps pupils to identify their problems and alternative ways of solving them, cope with bullying, cope with peer pressure, cope with loss and assists pupils with test taking skills.

(iii)   Teachers said that guidance and Counselling was a way that provided school-wide intervention to potential dropouts. Guidance and Counselling helped in reducing cases of delinquent behaviours, cases of truancy, and absenteeism. Guidance and Counselling worked with school administration to reform school environment, provided information to parents about pupils' progress, provided classroom curriculum and refers pupils to service providers. Lastly guidance and Counselling identified help for pupils outside school and liaised with parties involved in pupils' education about education matters of pupils.

5.4 Recommendations

Based on the findings and conclusion of this study, recommendations were made which if implemented can ensure that provision of guidance and counselling in addresses school dropout in primary schools in Ainabkoi Division in Uasin Gishu county, Kenya.

(i)   Teachers should be sensitized on provision of guidance and counselling to ensure that it addresses identification of maladjusted pupils in primary schools.

(ii)   Teachers should ensure that guidance and counselling assist pupils cope with transition.

(iii)   Teachers should enhance provision of guidance and counselling that assist pupils cope with academic difficulties.

5.5 Areas for Further Research

Research has shown the role of guidance and counselling in addressing school dropouts and how it has provided; diagnosis of potential dropouts, targeted intervention to potential dropouts and school wide intervention to potential dropouts. However, the recommends for further research in the following areas;

(i)   Teacher Perceptions on the role of guidance and counselling in identifying pupils using drugs and substance use in Primary Schools.

(ii)   Teacher perceptions on the role of guidance and counselling in identifying ill pupils in primary schools.

(iii)   Teacher perceptions on the role of guidance and counselling in assisting pupils cope with failure in primary schools.

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APPENDICES

APPENDIX A: TEACHER QUESTIONNAIRE

I am a student at Egerton University pursuing a master's degree in guidance and counselling. I am undertaking a research on teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools. I kindly request you to participate in my study and your responses to the items in the questionnaire will be treated with utmost confidentiality, and will not be used for any other purposes except for this study. This questionnaire is made up of two sections A and B. Tick where appropriate.

Section A: Demographic Information

1. What is your gender?

Male   [ ]   Female [ ]

2. What is your age bracket?

22-30 years [ ]   31-38 years [ ]   39-46 years [ ]

(iv)   years [ ]

(v)   3.What are your academic qualifications?

Diploma [ ]   Degree [ ]   Masters [ ]

Other specification..

4. For how long have you served in this school?

0-3 years [ ]   4-7 years [ ]   8-11 years [ ]

12-15 years [ ]   Over 15 years [ ]

Section B: Causes of school drop-outs

7(a) Are there dropout cases in your school?

Yes [ ]   No [ ]

(b) If yes, how many have dropped out in the following years? 2010 to 2013

(i) 2010   Less than 5 [ ] 6 – 15 [ ]   11 – 25 [ ]   more than 25 [ ]   (ii)

2011   Less than 5 ( )   6-15 ( )   11-25( )   more than 25 ( )

(iii) 2012 Less than 5   ( )   6- 15 ( )   11- 25 ( ) more than 25 ( )

(vi)   2013   Less than 5 ( )   6-11 ( )   11-15 ( )   more than 25 ( )

Section C: Role of guidance and counselling in addressing school dropout.

The following statements seek your opinion on the role of guidance and counselling in schools. Use the following scale; Strongly Disagree – SD, Disagree – D, Uncertain – U, Agree – A, Strongly Agree – SA to indicate your perception level of agreement on the statements below.

Role of Guidance and Counselling.	SD	D	U	A	SA
a) It helps to develop a very free and friendly atmosphere					
b) It allows pupils to voice out any built-up anger that would otherwise have been let loose on fellow students or school property					
c) It help diffuse tension in school					
d) It reduce suspicion and build trust on the part of students					
e) It would improve on the behaviour of the students					
f) It helps students to cope with change on their daily lives and environment					
g)Assisting pupils with personal/social problems					
h)Helping pupils with studying skills					
i)Referring pupils whose concerns are beyond counsellors capacity					
j)Report back to head teacher on school guidance and counselling services issues					
k)Group discussions with parents and teachers on learner problems					
l)Provide in – service training to teachers					
m)Creating awareness on guidance and counselling services in the school					
n)Handle indiscipline cases					

Any other (specify)………………………………………………………………..

……………………………………………………………………………………

Section D: Teacher Perception on the role of guidance and counselling in diagnosis of potential dropout

The following statements seek your opinion on the role of guidance and counselling in diagnosis of potential dropouts in primary schools. Use the following scale; Strongly Disagree – SD, Disagree – D, Uncertain – U, Agree – A, Strongly Agree – SA to indicate your perception level of agreement on the statements below

Diagnosis of Potential Dropouts.	SD	D	U	A	SA
a) Identifies potential dropouts					
b) Identifies feelings of potential dropouts					
c) Identifies pupils using drugs					
d) Identifies pupils from abusive homes					
e) Identifies ill pupils					

 Any other (specify)…………………………………………………………………..

Section E: Teacher perception on the role of guidance and counselling in providing Targeted intervention to potential dropouts in primary schools

The following statements seek your opinion on the role of guidance and counselling in providing targeted intervention of potential dropouts in primary schools. Use the following scale; Strongly Disagree – SD, Disagree – D, Uncertain – U, Agree – A, Strongly Agree – SA to indicate your perception level of agreement on the statements below

Targeted intervention of Potential Dropouts.	SD	D	U	A	SA
a)Assists pupils to cope with peer pressure					
b) Assist pupils to cope with transition					
c) Assist pupils to cope with loss					
d) Assists pupils to cope with failure					
e) Assists pupils to cope with bulling					
f) Assists in changing pupil attitude towards school					
g)Assists teacher pupils test taking skills					
h)Assists teacher pupils study skills					
i) Helps pupils identify their problems and alternative ways of solving them					
j) Guidance and counselling helps in dealing with pupils academic difficulties					

Section F: Teacher perception on the role of guidance and counselling in providing School wide intervention to potential dropouts in primary schools

The following statements seek your opinion on the role of guidance and counselling in providing school wide intervention of potential dropouts in primary schools. Use the following scale; Strongly Disagree – SD, Disagree – D, Uncertain – U, Agree – A, Strongly Agree – SA to indicate your perception level of agreement on the statements below

School wide intervention for Potential Dropouts.	SD	D	U	A	SA
a)works with teachers to provide classroom guidance curriculum					
b) provides information to parents about pupil progress					
c)works as a liaison between parties involved in pupil education					
d) assists identify help outside the school					
e) refers pupils to service providers to meet pupil needs					
f) works with teachers and school administration to reform school environment					
g) Guidance and counselling helps to reduce truancy cases in schools					
h) Guidance and counselling helps in reducing cases of absenteeism					
i) Guidance and counselling helps in reducing cases of delinquent behaviours					
j) Guidance and counselling helps in dealing with drugs and substance abuse cases					

The End

APPENDIX B: HEAD TEACHER INTERVIEW GUIDE

I am a student at Egerton University pursuing a masters degree sin guidance and counselling. I am undertaking a research on teacher perceptions on the role of guidance and counselling in addressing school dropout in primary schools. I kindly request you to participate in my study and your responses to the items in the questionnaire will be treated with utmost confidentiality, and will not be used for any other purposes except for this study.

1. (a) Are there dropouts in your school?...............

(b) How many pupils have dropped out in your school in the following years?

      (i) 2010.............

      (ii) 2011.............

(vii)   2012.............
(viii) 2013.............

2. According to you what are the causes of school

dropouts?..

....

....

....

3(a) In your opinion, is guidance and counselling important in diagnosis of pupils whomay

drop out of school?..

(b).According to you, what is the role of guidance and counselling in diagnosis of pupils who may drop out of school?

…………………………………………………………………………………………..

…………………………………………………………………………...……………

…………………………………………………………………………….................

…………………………………………………………………………………………..

4(a) In your opinion, does the guidance and counselling programme in your school provide target intervention to pupils who may drop out of

school?...

…………………………………………………………………………………………..

....

5. What is the role of guidance and counselling in providing target intervention to may drop out of school?

....

6. (a) In your opinion, is guidance and counselling important in providing school wide intervention to potential

dropouts?..

....

....

....

7. (b) According to you, what is the role of guidance and counselling in providing school wide intervention to potential dropouts?

………………………………………...

....

....

8. According to you, how can guidance and counselling be used to address school

dropout...

....

....

The End

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Utalii House
Uhuru Highway
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NAIROBI-KENYA

Ref: No.

Date:

16th September, 2014

NACOSTI/P/14/8003/2942

Peninah Kaptuiya Chebon
Egerton University
P.O. Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Teacher perceptions on the role of guidance and counseling in addressing school dropout in primary schools in Ainabkoi Division, Uasin Gishu County,"* I am pleased to inform you that you have been authorized to undertake research in **Uasin-Gishu County** for a period ending **6th November, 2014.**

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

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

DR. S.K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Uasin-Gishu County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX D : RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. PENINAH KAPTUIYA CHEBON
of EGERTON UNIVERSITY, 0-30101
Ainabkoi,has been permitted to conduct
research in *Uasin-Gishu* County

Permit No : NACOSTI/P/14/8003/2942
Date Of Issue : 16th September,2014
Fee Recieved :Ksh 1,000

on the topic: *TEACHER PERCEPTIONS*
ON THE ROLE OF GUIDANCE AND
COUNSELING IN ADDRESSING SCHOOL
DROPOUT IN PRIMARY SCHOOLS IN
AINABKOI DIVISION, UASIN GISHU
COUNTY

for the period ending:
6th November,2014

Applicant's
Signature

Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 3236

CONDITIONS: see back page

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APPENDIX E: AUTHORITY TO COLLECT RESEARCH

REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

DISTRICT EDUCATION OFFICE.
ELDORET EAST DISTRICT,
P. O. Box 273,
ELDORET.

Telegrams:
Tel:'0208093829
Email: eldoreteastdistric@gmail.com

DATE 13TH OCTOBER, 2014

Ref: ED/U.G/E/43/201

PENINAH KAPTUIYA CHEBAON
NACOSTI/P/14/8003/2942

RE: AUTHORITY TO COLLECT RESEARCH KENYA

The above named student has been authorized to carry out research on "TEACHERS
PERCEPTIONS ON THE ROLE OF GUIDANCE AND COUNSELING IN ADDRESSING SCHOOL
DROPOUT IN PRIMARY SCHOOLS, IN AINABKOI DIVISSION, AND UASIN GISHU COUNTY"

Permission is hereby granted to carry out research in our district for a period starting on
14th October 2014 to 6th November 2014

DISTRICT EDUCATION OFFICER
ELDORET EAST DISTRICT

KALENDA SIMIYU
DISTSRICT EDUCATION OFFICER
ELDORET EAST SUB COUNTY