

Teachers' Demographic Factors on Attitude Towards Guidance and Counselling Services in Public Primary Schools of Kimilili Subcounty, Kenya

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Abstract

The government of Kenya through the Ministry of education banned corporal punishment in schools. This necessitated strengthening of guidance and counseling (G&C) services in schools. This study aimed to: determine the teachers' attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County and determine the relationship between teacher demographic factors and attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County. The study adopted a descriptive survey design. The study was guided by system's theory of organizations as advanced by Karst and Ronsezwieg (1985). A total of 53 class eight teachers from 18 public primary schools in Kimilili Sub-county were selected for study by stratified random sampling technique. Questionnaires were used for data collection. Piloting was done to determine validity and reliability of research instrument. Data was analyzed using descriptive and inferential statistics. Findings of the study revealed that teachers' age, gender, teaching experience and training in guidance and counseling influence their attitude towards guidance and counseling services in public primary schools in Kimilili sub-county. The study recommended for more in-service trainings in order to improve on teachers' attitude towards guidance and counseling services in schools.

Keywords: Teachers' Demographic Factors and guidance and counseling.

INTRODUCTION

The emotional and psychological status of many learners in both primary and secondary school levels in the 21st century has been vastly affected by various aspects including substance abuse, poverty, teenage pregnancy, domestic violence among other factors. This condition has caused many students feeling emotionally and psychologically disturbed (Wambui, 2015). The consequences of this distress are dire and far reaching. They include dropping out of school, students behaving in ways that are deemed inappropriate, failure in examinations and even suicide in extreme cases. Various strategies have discussed and enacted by the education sector in an attempt to address issues that affect students. On top of these strategies featured the strengthening and streamlining guidance and counseling services in schools as a potent panacea for problems being faced by students (Tan and Goh, 2002). Guidance and counseling services have been assigned a central position in maintaining discipline in schools. Guidance and counseling is viewed as being concerned with the holistic growth and adjustment of an individual to the environment with special regard to the dignity and self-esteem of the individual (Basci & Dilekmen, 2009; Gitonga, 2007a; Gitonga, 2007b; KIE and LISP, 2003).

Effort towards establishing effective Guidance and Counseling programmes brings into focus teachers attitudes towards the programmes. A study by Ocharo & Oduol (2009) observed that in the year 2001 a record of 250 Schools went on strike in Kenya and in 2008 in the months of July and August approximately 300 secondary schools going on rampage. Upon investigations the parliamentary committee established that among other causes, lack of effective guidance and counseling system was a contributory factor towards the unrest in schools (Ocharo & Odoul, 2009). Apart from strikes, prevalence of drug abuse, early pregnancies and boy-girl relationship are considered as issues that may be mitigated by appropriate guidance and counseling in schools (Lutomia & Sikolia, 2008). Family life and child rearing practices have undergone a drastic change due to the increased social and vocation mobility. Institutions of learning have had to take up most of the parenting roles hence the development of modern counseling in our educational system.

Development of guidance and counseling programmes in United States of America is attributed to John Dewey who insisted that the objective of education should be to stimulate the fullest possible growth of the individual. Guidance and counseling is therefore an important strategy to help the adolescent population that predominates the primary schools in Kenya, to navigate and negotiate the academic, emotional, psychological and social challenges of life (Kenya Institute of Education and Life skills Promoters, 2003). The Ominde Report of 1964 made recommendations that led to the establishment of a guidance and counseling unit by the Ministry of Education that took place in 1971. The National Committee on Educational Objectives and Policies (NCEOP) Republic of Kenya (2014) pointed out that guidance counseling plays an important role in enhancing a person's future adaptability and recommended that all teachers should participate in guidance and counseling. The Report

of Presidential Working Party on Education Manpower Training for the Next Decade Republic of Kenya (1988) and beyond indicated that guidance and counseling is essential in helping the youth in primary schools identify their individual interests and needs. The Development Plan 1997–2000 (Republic of Kenya) recommended that education on counseling be enhanced. There is a consensus in the education sector that the services have been moribund hence the current concerted efforts to revitalize guidance and counseling departments in primary schools. To attain efficiency in guidance and counseling services in schools, the attitudes of teachers may be one of the aspects to be taken into consideration.

Research undertaken by social psychologists reveal that attitude influence behavior and similarly behavior influence attitude (Baron and Byrne, 2003; Feldman; 2002). Based on these findings it may be inferred that teachers’ attitudes may influence their behavior towards guidance and counseling programmes in schools. In maintaining long term discipline in schools, educators will have to device and implement disciplinary strategies that are non-coercive, yet assertive and non-confrontational. To achieve effective discipline, modifying students’ behavior is necessary. It is the researcher’s opinion that educators may apply Behaviorism Theory in understanding learners’ behaviors and actions so as to be able to design effective disciplinary strategies that will manage and modify students’ behavior in schools effectively (Bechuke & Debeila, 2012). Kimilili Sub-County, Kenya has persistently performed poorly in national examinations: the Kenya Certificate of Primary Education and the Kenya Certificate of Secondary Educations (Wadongo, 2010; KNEC derived results, 2009-2013). It is on the basis of this observation that the study endeavored to establish the teachers’ demographic factors influence on attitude towards guidance and counseling services in school.

The government of Kenya through the Ministry of education banned corporal punishment in schools through legal notice, No 95 of the Kenya Gazette (GOK, 2001). This meant that guidance and counseling (G&C) was to play a bigger role in discipline matters in schools in enhancing academic achievement. G & C programmes and services are however not well coordinated in most schools. Cases of corporal punishment are still rampant in schools and indiscipline is on the rise. This study therefore investigated the relationship of teacher demographics on attitude towards G&C services in public primary schools of Kimilili Sub-County, Bungoma County in Kenya. The study endeavoured to:

- 1) Determine the teachers’ attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County
- 2) Determine the relationship between teacher demographic factors and attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County.

RESEARCH DESIGN AND METHODOLOGY

The study was carried out in public primary schools in Kimilili- Bungoma Sub-County, Bungoma County, Kenya. The area was selected because there are public primary schools which have embraced use of guidance and counseling services as a way of instilling discipline among students while others have not.

The study adopted a descriptive survey design. This design is used when the population size is large and there was need to study a fairly large sample drawn from the target population. According to Orodho, (2009), descriptive Survey research designs are used in preliminary and explanatory studies to allow research to gather information, summarize and interpret for the purpose of clarification. It was therefore suitable for this study. The target population comprised of all head teachers and all class eight teachers in public primary schools in Kimilili sub-county. Distribution of schools and teachers are distributed as illustrated in Table 3.1.

Table 3.1.

School Type	Number of schools	Number of class eight teachers	Number of head teachers
Single Boys	1	5	1
Single Girls	1	6	1
Mixed	101	407	101
Total	103	418	103

The researcher used questionnaire and interview schedule to collect data. A Questionnaire was prepared for class eight teachers while interview schedule was prepared for head-teachers. Stratified random sampling technique was used to select the sample for the study. First, schools were categorized based on their type, that is; boy schools, girl schools and mixed schools. Thereafter, simple random sampling technique was employed to select 53 class eight teachers for the study. Schools were stratified based on gender, that is, single boys, single girls and co-educational schools. 18 schools comprising of 1 boys, 1 girls’ and 16 mixed schools were proportionately and randomly selected from the three strata. All head teachers from 18 randomly selected schools were involved in the study. School head teachers are the sole managers hence better placed to provide data on guidance and counseling services in their schools. Stratified random sampling technique was used to sample class eight teachers for the study. Class eight teachers were stratified based on gender. Thereafter, simple random sampling technique was used to sample 53 teachers for the study. Class eight teachers were selected based on the fact that they are believed to be involved in providing guidance and counseling services in their

schools.

Best and Khan (2005) suggest that the validity of the instrument is asking the right questions framed from the least ambiguous way and based on study objectives. In this study, the instruments were given to researcher's supervisors for examination and determination of their content validity. As part of enhancing validity, research instruments were piloted on 2 head teachers and 4 class eight teachers from 2 public primary schools in Kimilili sub-county to establish their validity. The two schools that took part in pilot study did not take part in the real research. Pilot testing enabled the researcher to assess the suitability of the wording of questions, the clarity of the questions and arrangement of questions for the purpose of making corrections, additions and eliminations. Mugenda and Mugenda (2003) define reliability as the degree to which research instruments yield consistent data or results after repeated trials. The researcher used test re-test technique in order to test reliability of the research instruments. Pilot study was carried out using three schools in the sub-county which were not included in the final analysis. The test re-test method was used to establish the general consistency. The respondents from the pilot schools responded to the same copies of questionnaire after an intervening period of one month. Computation of a correlation co-efficient was carried out to ascertain if reliability of above 0.70 was achieved (Opperheim, 1992).

A pre-visit to the selected schools was carried out to familiarize with the school administration and organize for the proper time for administering copies of the questionnaire and conducting interviews. With the assistance of the school administration, copies of the questionnaire were distributed to the sampled schools and issued to selected teachers and collected after two days. In some incidents research assistants were used to administer copies of the questionnaire after briefing and a mock exercise to ensure uniformity and accuracy. Interviews were carried out through a face to face method. In this study, both descriptive and inferential data analysis techniques were used. Descriptive statistics involved the use of frequencies, percentages and means while inferential statistics involved the use of independent sample T-test and one way analysis of variance (ANOVA).

The researcher sort permission from National Commission for Science, Technology and Innovation (NACOSTI) to conduct the study in Kimilili Sub-County. The researcher then obtained authorization from the sub-county education officer in Kimilili sub-county. Upon getting authorization letter, the researcher visited sampled schools to get permission from head teachers. After getting permission from head teachers, the researcher met teachers, informed them about the purpose of the study and requested for their cooperation. The researcher assured the respondents of confidentiality which was observed throughout the study for respondents who gave personal opinions. The researcher also used informed consent in case some information was shared out.

RESULTS AND DISCUSSION

This chapter presents, interprets and discusses the findings on the influence of teacher demographics on attitude towards guidance and counseling in public primary schools in Kimilili sub-county. The sources of the information were the study sample which comprised, 53 class eight teachers from 18 public primary schools in Kimilili sub-county. Data was analyzed based on the research questions and hypotheses. Data analysis and report of findings was done using descriptive statistics and inferential statistics. Descriptive statistics involved the use of frequencies, means and percentages while inferential statistics involved use of ANOVA and t-test. Data was presented by use of tables. The findings of the study were discussed under the following **research objectives**:

1. To determine the teachers' attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County
2. To determine the relationship between teacher demographic factors and attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County.

TEACHER DEMOGRAPHICS

Teacher distribution by gender

Table 4.1: Teachers distribution by gender

	Frequency	Percent
Male	26	49.1
Female	27	50.9
Total	53	100.0

Study findings illustrated in Table 4.1 revealed that 26 (49.1%) of the sampled teachers were male while 27 (50.9%) were female. This implied that there are slightly more female teachers than male in public primary schools in Kimilili sub-county.

Teachers distribution by age

Table 4.2: Teachers distribution by age

	Frequency	Percent
20-29yrs	10	18.9
30-39yrs	11	20.8
40-49yrs	25	47.2
above 50yrs	7	13.2
Total	53	100.0

Study findings illustrated in Table 4.2 revealed that 10 (18.9%) of the teachers that were sampled for the study aged between 20-29 years. 11 (20.8%) aged between 30-39 years, 25 (47.2%) between 40-49 years and 7 (13.2%) aged above 50 years. This implied that most of the teachers are aged between 20 and 49 years. This implied that most public primary schools have young teachers who are in their productive period. They are therefore expected to be effective in their duties.

Teachers distribution by school type

Table 4.3: Teachers' distribution by school type

	Frequency	Percent
single boys	3	5.7
single girls	3	5.7
Mixed	47	88.7
Total	53	100.0

Study findings illustrated in Table 4.3 revealed that 3 (5.7%) of teachers were from single boys primary schools, 3 (5.7%) from single girls schools and 47 (88.7%). This implied that most teachers were sampled from mixed primary schools as compared to single sex schools. This could be based on the fact that there are more mixed public primary schools than Single sex schools in Kimilili sub-county.

Distribution of teachers by teaching experience

Table 4.4: Distribution of teachers by teaching experience

	Frequency	Percent
0-5yrs	7	13.2
6-10yrs	8	15.1
11-15yrs	21	39.6
above 15yrs	17	32.1
Total	53	100.0

Study findings illustrated in Table 4.4 revealed that 7 (13.2%) have experience between 0-5 years, 8 (15.1%) between 6-10 years, 21 (39.6%) between 11-15 years and 17 (32.1%) have experience above 15 years. This implied that most teachers in public primary schools in Kimilili sub-county have teaching experience of more than 5 years. They are therefore expected to be effective in discharging their duties because they have been in the service for a longer period of time.

Teacher distribution by training

Table 4.5: Teacher distribution by training

	Frequency	Percent
certificate	31	58.5
diploma	17	32.1
degree	4	7.5
masters	1	1.9
Total	53	100.0

Findings illustrated in Table 4.5 revealed that 31 (58.5%) of teachers had certificates, 17 (32.1%) had diplomas, 4 (7.5%) had degrees and 1 (1.9%) had masters. This implied most teachers in public primary schools in Kimilili sub-county are trained. However, their training varies with most teachers having certificates and diplomas. The study will determine whether training influences attitude towards guidance and counseling.

Guidance and counseling services

Table 4.6: Guidance and Counseling services

	Frequency	Percent
individual guidance and counseling	3	5.7
Family group guidance and counseling	12	22.6
Pastoral care programmes	16	30.2
Peer counseling	6	11.3
All	6	11.3
not at all	10	18.9
Total	53	100.0

Study findings illustrated in Table 4.6 revealed that 3(5.7%) agreed that they provide individual guidance and counseling, 12 (22.6%) agreed that they provide family group guidance and counseling services. 16 (30.2%) agreed that they provide pastoral care programmes, 6 (11.3%) provide peer counseling. 6 (11.3%) agreed that they provide all the guidance and counseling services to students and 10 (18.9%) stated that they don't provide any of the guidance and counseling services to students. This implied that the commonly used guidance and counseling services in public primary schools in Kimilili sub-county are family group and pastoral care programmes. There is need to strengthen individual guidance and counseling which is effective in identifying and solving individual challenges. There is need to sensitize teachers who do not take part in guidance and counseling to play a part in the same.

Teachers attitude towards guidance and counseling services

Table 4.7: Teachers' attitude towards guidance and counseling services

	SA	A	U	DA	SD	Mean	S.D
Guidance and counseling is an important service in school	18(34.0)	17(32.1)	11(20.8)	7(13.2)	0(0)	3.87	1.038
Guidance and counseling is an important service in school	18(34.0)	16(30.2)	10(18.9)	6(11.3)	0(0)	3.81	1.031
Guidance and counseling deals with indiscipline cases	15(28.3)	19(35.8)	11(20.8)	0(0)	8(15.1)	3.77	1.154
More time should be allocated for guidance and counseling	14(26.4)	12(22.6)	15(28.3)	11(20.8)	1(1.9)	3.51	1.154
Guidance and counseling is a better alternative	16(30.2)	18(34.0)	8(15.1)	8(15.1)	3(5.7)	3.68	1.221
Listening to pupils helps	16(30.2)	14(26.4)	13(24.5)	10(18.9)	0(0)	3.68	1.105
Guidance and counseling helps improve student teacher relations	16(30.2)	16(30.2)	10(18.9)	10(18.9)	0(0)	3.43	1.156
There is need for training in guidance and counseling	15(28.3)	14(26.4)	8(15.1)	11(20.8)	5(9.4)	3.81	1.352
Peer counseling helps	16(30.2)	19(35.8)	10(18.9)	8(15.1)	0(0)	3.85	1.039
Group counseling helps	20(37.7)	15(28.3)	8(15.1)	10(18.9)	0(0)	3.85	1.133
Individual counseling helps	19(35.8)	15(28.3)	8(15.1)	11(20.8)	0(0)	3.79	1.150
There should be more pastoral programmes in schools	16(30.2)	16(30.2)	16(30.2)	5(9.4)	0(0)	3.81	0.982
In service training helps	15(28.3)	21(39.6)	14(26.4)	3(5.7)	0(0)	3.91	0.883
Guidance and counseling supported by head teachers	20(37.7)	14(26.4)	12(22.6)	7(13.2)	0(0)	3.89	1.068
Mean						3.76	1.105

Study findings illustrated in Table 4.7 revealed that 35 (66.1%) of teachers agreed that guidance and counseling is an important service in school. 34 (64.2%) agreed that guidance and counseling is an important service in school. 34 (64.2%) agreed that guidance and counseling deals with indiscipline cases. In general, the mean attitude for teachers towards guidance and counseling services is 3.76. This implies that mean attitude is slightly above average. This means that almost a half of teachers have a negative attitude towards guidance and counseling services. Benard (2002) points out that some teachers conceptualize counseling as a service for the weak and indiscipline pupils which may reinforce negative attitude towards the services. Similarly, Njimu, (2004) posits that there is a relation between positive perception and knowledge of importance of guidance and counseling services.

Relationship between teacher's gender and attitude

Table 4.8: t-test on relationship between teachers' gender and attitude

Gender	Number	Means	t-value	Df	Sig
Male	25	3.0486	4.026	50	
Female	27	4.4021			0.050
Total	52				

An examination on the relationship between teachers' gender and attitude towards guidance and counseling services revealed that t-value is statistically significant ($t=4.026 > 0.05$) at 0.05 level of significance. This implied that gender affects teachers' attitude towards guidance and counseling services. Study findings illustrated in Table 4.8 revealed that female teachers have a higher mean attitude as compared to that of male teachers. This implied that female teachers have positive attitude towards guidance and counseling services in schools as compared to males. The findings on this item is in agreement with (Kimathi, 2002) who found out that majority of teacher counselor (67%) in central division in Machakos District of Kenya were females. Similarly, Matlin (2004) argued that females are considered more helpful and generous in offering assistance and emotional support. It is observed that women are more likely than men to enter occupations in the "helping professions" such as guidance and counseling

Relationship between teacher's age and attitude towards guidance and counseling services

Table 4.9: ANOVA test on the relationship between teachers' age and attitude towards guidance and counseling services

Teachers' Age	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	21.590	23	.939	1.037	.458
Within Groups	25.333	28	.905		
Total	46.923	51			

An examination of the F-ratio in Table 4.9 indicates that the F-ratio is statistically significant because the F-value (1.037) exceeds the critical value (0.458) needed to reject the hypothesis in question. This indicates that there is a significant relationship between teachers' age and attitude towards guidance and counseling in public primary schools in Kimilili sub.

The finding is in disagreement with (Basci and Dilekmen, 2002) who found out that teachers who have taught for a longer time exhibited a more favorable attitude towards the use of corporal punishment as a mode of maintaining discipline. In most cases, teachers' age is synonymous to experience.

Relationship between teachers' teaching experience and attitude towards guidance and counseling

Table 4.10: ANOVA test on the relationship between teachers' teaching experience and attitude towards guidance and counseling

Teaching experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19.891	23	.865	.771	.736
Within Groups	31.417	28	1.122		
Total	51.308	51			

An examination of the F-ratio in Table 4.10 indicates that the F-ratio is statistically significant because the F-value (0.771) exceeds the critical value (0.736) needed to reject the hypothesis in question. This indicates that there is a significant relationship between teachers' teaching experience and attitude towards guidance and counseling services in public primary schools in Kimilili sub. The findings on this item is in agreement with (Waititu and Khamasi, 2009) who reported that long time experience in teaching profession equips teachers with knowledge of pupils' behavior and sub cultures making them better equipped to understand behavior problems.

Relationship between teacher training in Guidance and Counseling and attitude towards G&C services
Table 4.11: ANOVA test on the relationship between teacher training in guidance and counseling and attitude towards guidance and counseling services.

Training in guidance and counseling	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12.423	23	.540	1.043	.453
Within Groups	14.500	28	.518		
Total	26.923	51			

Study findings illustrated in Table 4.11 indicates that the F-ratio is statistically significant because the F-value (1.043) exceeds the critical value (0.453) needed to reject the hypothesis in question. This indicates that there is a significant relationship between teachers' training in guidance and counseling and attitude towards guidance and counseling services in public primary schools in Kimilili sub-county. This implied that teachers who have been trained in guidance and counseling services are more positive towards guidance and counseling as compared to those who are not trained. There is need to train more teachers in guidance and counseling.

The finding on this item is in agreement with (Kimathi, 2002) pointed out that any effective Guidance programme should be carefully planned and organized by a trained counselor who is not only limited to attending to pupils problems but is a resource person to the entire staff

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarized study findings, made conclusions and recommendations based on the study findings

Summary of Findings

The government of Kenya through the Ministry of Education banned corporal punishment in schools. This meant that guidance and counseling (G&C) was to play a bigger role in discipline matters in schools in enhancing academic achievement. G & C programmes and services are however not well coordinated in most schools. Cases of corporal punishment are still rampant in schools and indiscipline is on the rise. In some cases of administration of corporal punishment students end up being injured, some lose lives and others drop out of school because of the un-conducive school environment. It is against this background that the study sought to establish influence of teacher demographics on attitude towards guidance and counseling services.

The study was guided by the following research questions:

1. What is the teachers' attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County?
2. What is the relationship between teachers' demographic factors and attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County?

This study was guided by the systems theory of organization which reflected Kast and Rosenzweig (1985). They contend that the school like other organizations is composed of five major partly overlapping subsystems. These subsystems include managerial, technical, structural, psychosocial and competence. The theory states that for an organization to realize its goals, the five subsystems must be coordinated. Therefore guidance and counseling is one of the sub systems that should be coordinated for a school to realize its goals. The target population for the study was class eight teachers from public primary schools in Kimilili sub-county. 53 class eight teachers were randomly sampled for the study. Data was collected using questionnaire. Data was analyzed using both descriptive and inferential statistics. Descriptive statistics involved the use of frequencies, percentages and means. Inferential statistics involved the use of ANOVA and independent sample t-test. Data was presented using tables.

The objectives of the study were analyzed using hypotheses. The first hypothesis tested whether there is a relationship between teachers' gender and attitude towards guidance and counseling services in public primary schools in Kimilili sub-county. The study findings revealed that there is a significant relationship between teachers' gender and attitude towards guidance and counseling services in public primary schools in Kimilili sub-county (t-value 4.026>0.05 -critical value). This implied that the t-value was statistically significant because the t-value (4.026) exceeds the critical value (0.05) needed to reject the hypothesis in question. This indicates that there is a significant relationship between teachers' gender and attitude towards guidance and counseling services in public primary schools in Kimilili sub-county.

The second hypothesis tested whether there was a relationship between teachers' age and attitude towards guidance and counseling services in public primary schools in Kimilili sub-county. The F-ratio was statistically significant because the F-value (1.037) exceeded the critical value (0.458) needed to reject the hypothesis in question. This indicated that there was a significant relationship between teachers' age and attitude towards guidance and counseling services in public primary schools in Kimilili sub-county.

The third hypothesis tested whether there was a relationship between teachers' teaching experience and

attitude towards guidance and counseling services in public primary schools in Kimilili sub-County. The F-ratio was statistically significant because the F-value (0.771) exceeded the critical value (0.736) needed to reject the hypothesis in question. This indicated that there was a significant relationship between teachers' teaching experience and attitude towards guidance and counseling services in public primary schools in Kimilili sub-county.

The fourth hypothesis tested whether there was a relationship between teachers' training in guidance and counseling and attitude towards guidance and counseling services in public primary schools in Kimilili sub-County. The F-ratio was statistically significant because the F-value (1.043) exceeded the critical value (0.453) needed to reject the hypothesis in question. This indicated that there was a significant relationship between teachers' training in guidance and counseling and attitude towards guidance and counseling services in public primary schools in Kimilili sub-County.

Conclusions

Based on the findings of the study, the study made the following conclusions:

Teachers gender influence attitude towards guidance and counseling services in public primary schools in Kimilili sub-County. Female teachers have a positive attitude towards guidance and counseling services as compared to male teachers.

Teachers' age influence attitude towards guidance and counseling services in public primary schools in Kimilili sub-County. Older teachers have a positive attitude towards guidance and counseling services as compared to young teachers.

Teachers' teaching experience influence attitude towards guidance and counseling services in public primary schools in Kimilili sub-County. Teachers who have served a longer period have a positive attitude towards guidance and counseling services than those who served for a shorter period in the profession.

Teachers' training in guidance and counseling influence attitude towards guidance and counseling services in public primary schools in Kimilili sub-County. Teachers who have trained in guidance and counseling have a positive attitude towards guidance and counseling as compared to those who have not been trained.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

Head teachers should encourage and facilitate teachers especially male to attend in-service training and workshops in guidance and counseling. This will help in creating awareness among teachers on importance of guidance and counseling services on pupils.

The government of Kenya should facilitate a six months course in guidance and counseling to all teachers in both primary and secondary schools after their appointment by The Teachers Service Commission. This will empower teachers as they begin their service so as to have confidence in the field of counseling.

A study should be made on the influence of teachers' attitude on choice of discipline practice in Kimilili sub-county.

This study was limited to public primary schools of Kimilili Sub-County. It can be replicated in other sub-counties as well as private schools and secondary schools. Further, the effect of guidance and counseling services on pupil academic performance should also be investigated.

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