

Administrators' Perception of Resource Allocation as a Predictor of the Implementation of Counselling Programmes in Primary Schools in East Pokot Sub-County, Kenya

¹Maina Samuel Gitonga, and ² Isaac Wanjohi King'ori

¹Ministry of Education, Utumishi Academy, Gilgil-Kenya

²Department of Psychology, Counselling and Education Foundation

Laikipia University, Kenya.

ABSTRACT

School administrators in Kenya are given the weighty responsibility of running and controlling school activities, as well as the task of ensuring the success of the school programmes. This include initiating guidance and counselling programmes in their schools. There has been all manner of indiscipline cases in Kenyan primary schools including bullying, cheating in exams, homosexuality, drug abuse, arson, suicide, and even lack of respect to both teachers and parents. This is an indication of a serious problem in primary schools. The administrators' perception greatly determines the success of the implementation of guidance and counselling programmes. The purpose of this study was to determine the administrators' perception of resource allocation as a predictor of the implementation of guidance and counselling programmes in public primary schools in East Pokot Sub-county, Baringo County, Kenya. The *ex post facto* research design was utilized. The target population under study comprised the 438 administrators in East Pokot Sub County. The total sample size was 280 consisting of 140 head teachers and 140 teacher counsellors from 140 sampled schools. Purposive sampling was used to select head teachers and teacher counsellors from the five divisions in East Pokot Sub-county. Questionnaires were used to collect data from the respondents. Reliability of the instruments was determined by the use of the Cronbach coefficient alpha. The questionnaire was considered reliable after yielding a reliability coefficient alpha of 0.96 which was above 0.7 considered sufficient for social science research. The Statistical Package for Social Sciences (SPSS) computer programme version 24.0 for windows was utilized to analyse the data. The data were analysed using descriptive and inferential statistics including percentages, means, and frequencies. The Hypothesis was tested using ANOVA at .05 level of significance. The study finding was that Administrators' counselling resource allocation has a statistically significant influence on the implementation of the guidance and counselling programme in public school. The study recommends that there is need to increase funds and resource allocation to primary schools for positive enhancement and implementation of guidance and counselling programme. Education stakeholders such as NG-CDF, NGOs County Government and National Government should allocate resources to primary schools to help implement guidance and counselling programme.

Key words: resource allocation, guidance and counselling, administrator, public schools and

Background of the Study

The purpose of counselling services in the learning institutions is to offer psychological support to students (International Association of Students Affairs and Services Professionals, 2001). However, despite the availability of counselling services in schools it has been documented that only a minority of students who experience psychological distress seek professional counselling (Raunic & Xenos, 2008). Further, the study by Raunic and Xenos (2008) found out that only a very small percentage of between 2% and 4% of students seek counselling services. In arid and semi-arid zones like Ngong and Ongata Rongai zones which are similar to East pokot although most secondary schools have an operating guidance and counselling department, students are not making use of them. They rarely seek for these services voluntarily and even when they are referred to the guidance and counselling department, they have to be forced to see the teacher counsellor for guidance and counselling.

Statement of the Problem

Public primary schools in East Pokot, Baringo County are in constant turmoil. Around 70% of children are out of school. The alarmingly low rates of children in schools are caused by many factors, including insecurity, FGM, teen marriages, and lack of guidance and counselling. Also, the Sub-county has few schools with even fewer classrooms and few teachers hired by the Teachers Service Commission. Amid all these challenges, the 2010 Constitution and educational reforms recommend implementing rights for children at the national and local levels. Despite all the laws being in place, children in East Pokot Sub-County, Baringo County, have continued to bear the brunt of retrogressive cultural practices such as early marriages, early pregnancies, female genital mutilation, and cattle raiding. Head teachers, teacher counsellors, and teachers are part and parcel of the community where the practices thrive despite the guidance and counselling role given to them to guide and direct pupils through the education process toward completion. Consequently, this suggests that head teachers and teachers may be underplaying their role in protecting the children's right to education. Ideally, the success of the guidance and counselling programme depends on the availability of resources. Thus this study investigated the administrators' perception of resource allocation as a predictor of the implementation of guidance and counselling programmes in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Research objectives

The objective for this study was to determine whether administrators' counselling resource allocation influences the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya

Research Hypothesis

This study tested the following null hypothesis at .05 alpha level.

H₀1: Administrators' counselling resource allocation has no statistically significant influence on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Literature Review

Various studies suggest that facilities and resources in guidance and counselling departments in schools are hindered by inadequate funding and lack of resources. According to Kafwa (2005), funding has been a significant obstacle in many countries. Kafwa emphasizes that without funding, teachers are paralyzed in providing guidance and counselling to students. Inadequate financing leads to a lack of facilities and resources, which is the main hindrance to practical guidance and counselling. As a result, counsellors are not motivated enough to carry out their assigned duties effectively. Sometimes counsellors are compelled under given circumstances to use their own money to purchase items such as books, files, and pens, which they need to carry out their duty. There are also instances where counsellors need money to go for more information to help them get solutions to specific problems they handle. Their efforts are usually foiled up if the school cannot afford to fund such trips. Unfortunately, Kafwa's study established that various resources are not available in the schools, including motion film projector, audiocassettes, and a videocassette recorder. Therefore, teachers should be supplied with relevant materials for the success of the guidance and counselling services. There are few resources allocated to guidance and counselling programs because some school head teachers consider guidance and counselling as a luxury and not a priority. Wango (2006) established that the school administration's role, especially the head teacher, is crucial in any programme in the school. Such functions include the teacher counsellor's selection and appointment and allocating resources to implement guidance and counselling projects. The studies mentioned above were significant to the task since they suggest that if school administrators consider guidance and counselling a priority, they will allocate enough resources and the vice versa is also true.

The facilities needed by the school counsellor to carry out quality guidance and counselling services in the school are numerous. Egbochuku (2008) lists some of them as: accommodation, bookshelves, and tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials. Egbochuku and Iyamu (2000) maintain that without a private office, counselling will not be successful and delivery of guidance services will be ineffective. Rao (2006) supports this by suggesting that guidance and counselling should take place in a room free from outside disturbances.

In addition to the facilities, schools require trained student or peer counsellors to complement the work of the school counsellors. Peer helping programmes are particularly effective with adolescents because students in this stage of development focus on obtaining support from their peers (Hunter, 2005). Studies show that adolescents prefer communicating with their peers on various topics, rather than with their own parents (Branwhite, 2000). Peers can be involved in tutorial programmes, orientation activities, ombudsman functions and with special training, cross-age counselling and

leadership in informal dialog (Gysbers & Henderson, 2006). Research by Edmondson and White (1998), as cited in Hunter, (2005) found that peer counselling improved the academic achievement of at-risk high school students. Similarly, a study by Hunter (2005) found that the amalgamation of peer and group counselling interventions improved the academic achievement of at-risk junior high school male students. A study conducted in Nyanza Province, Kenya, found that peer counselling improved academic achievement (Arudo, 2008). In Kisumu Municipality, it was found that peer counselling contributed to positive management of students' discipline in secondary schools (Kute, 2009). While the findings by Kute (2009) are not directly related to academic achievement, it can be inferred that lowering indiscipline will have a positive impact on academic achievement since students' discipline is often linked with academic achievement (Mwangi, 2003; Gitome et al., 2013).

Apart from home background factors, studies have consistently shown that school factors including teacher commitment, quality of pupils' guidance and counselling programme, teacher pupil ratio and school culture have a significant influence on children's intellectual, emotional and behavioural development. For instance, Welton and Martinez (2014) studies showed that high level of teacher commitment in primary school, quality of school infrastructures are positively related to pupils' capacity to adjust to the relatively demanding upper primary education. Another study by Tsavga (2011) further indicated that schools that had adequate physical facilities and learning materials, including other critical inputs such as a favourable working environment had a positive influence on children's learning gains and character development compared to schools where the converse was the case.

Theoretical framework

This study was guided by Mc Gregor's theory X and Y. The theory in this study explains the administrators' perception of resource allocation as a predictor of the implementation of guidance and counselling in the primary school. This theory is based on the classification of how individuals get actively involved in work. Theory X holds that work is inherently distasteful to most individuals, and thus people have little desire for responsibility (Kopelman et al., 2008). Therefore, if the objectives of the implementation of educational policies of guidance and counselling are to be achieved, administrators must be coerced. Theory Y, on the other hand, assumes that people are not lazy; rather, that they can be self-directed and creative at work if properly motivated and are creative enough to solve problems. Additionally, Theory Y gives administrators no easy excuses for failure. It requires them to innovate, to discover new ways of organizing and directing human effort, even though it is difficult to establish a perfect educational institution. Mc Gregor urged the organization to employ Theory Y because he believed it could motivate human beings to achieve the highest levels of achievement (Kopelman *et al.*, 2008). Theory X merely satisfied their lower-level physical needs and could not hope to be as productive. In this research, the application of theory X views school administrators to be part of the organization. It is composed of different categories of people, namely Head teachers and teacher counsellors. All these groups of people need positive perception and motivation to achieve the desired objectives through the

implementation of the recommended educational policies on funding guidance and counselling departments. On the other hand, Theory Y views a school as an organization with administrators, particularly the head teacher who implements educational policies set by the Ministry of Education to gain willing cooperation from teachers, students, and non-teaching staff and in this case implementation of guidance and counselling. In a primary school setting, Mc Gregor's theory X and Y tends to explain how different stakeholders, particularly head teachers and teacher counsellors, will participate in the resources allocation of guidance and counselling. Some administrators may participate maturely towards the improvement and effective implementation of guidance and counselling in school while others may regress and act irresponsibly in their roles.

Conceptual Framework

The conceptual framework for this study was developed based on the assumption that administrators' perception of resource allocation predicts the implementation of guidance and counselling in public primary schools in East Pokot Sub-county. The conceptual framework of the study is as indicated in Figure 1 showing the interaction among variables.

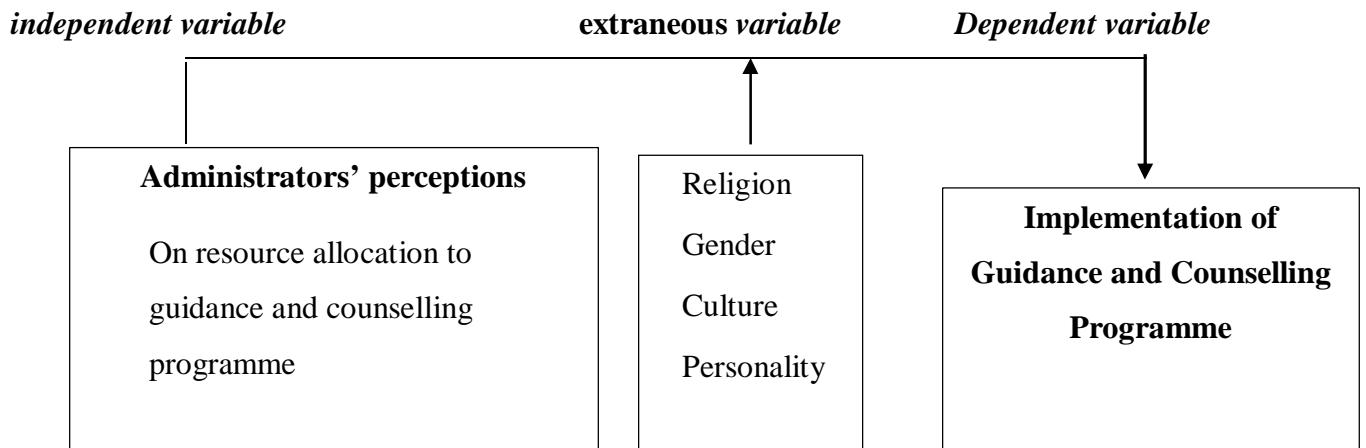


Figure 1 Conceptual Framework showing Interaction of Study Variables

If the administrators have a positive perception of counselling resource allocation they can play a significant role in ensuring that guidance and counselling programmes are implemented. The independent variables in this study is administrators' perception of resource allocation. The dependent variable is the implementation of guidance and counselling programmes in schools. However, the relationship between the independent and dependent variables might be further influenced by extraneous variables like administrators' gender, culture and personality.

Research Design

This study used *ex post facto* research design. This is a research design, which looks into incidents that have already occurred and therefore, cannot be manipulated by the researcher (Kothari, 2004). In this regard, the researcher cannot manipulate the independent variable(s) with a view to determining their effects on the dependent variable(s). In this study, the independent variable was administrators' perception on allocation of resources while the dependent variable was implementation of guidance and counselling programmes in schools

Target Population

The population under study comprised of the 438 administrators in East Pokot Sub County. This constituted the target population of the study as shown in Table 1.

Table 1: The Population of Head Teachers and Teacher Counsellors in Public Primary Schools in East Pokot Sub-county, Baringo County, Kenya.

Divisions of School	Primary Schools	Head Teacher	Teacher Counsellors	Total
Tangulbei	36	36	36	72
Kolowa	39	39	39	78
Mondi	34	34	34	68
Churo	52	52	52	104
Nginyang	58	58	58	116
Total	219	219	219	438

Source: Ministry of Education, East Pokot Sub- County (2020)

Sample Size and Sampling Procedures

Out of 219 primary schools, 140 schools were identified from whom a sample of 280 respondents for were selected to participate in the study. Thus, 140 head teachers and 140 teacher counsellors were selected purposively. The total sample size was therefore 280 as shown in Table 2.

Table 2: Sample Size of Head Teachers and Teacher Counsellors Respondents

Divisions of School	Primary Schools	Head Teacher	Teacher Counsellors	Total
Tangulbei	23	23	23	46
Kolowa	25	25	25	50
Mondi	22	22	22	43
Churo	33	33	33	66
Nginyang	37	37	37	74
Total	140	140	140	280

Instrumentation

The primary data for analysis were obtained from the respondents through the use of structured questionnaires. The questionnaires had different sections. The first part collected some necessary detail of the respondents. The questionnaires were open and closed-ended to gather both quantitative and qualitative information. The others adopted were the Likert scale, dichotomous, multiple choice, and open-ended types. Likert scale was useful for measuring perceptions and attitudes.

Reliability of the Instruments

The researcher employed the internal consistency method to test reliability. The questionnaires' items yielding a Cronbach alpha coefficient level of 0.96 after piloting. According to Saunder *et al.* (2009), a Cronbach alpha coefficient of 0.7 and above is considered sufficient for the instruments reliability.

Data Analysis

Then data collected were coded, processed, analysed and tabulated in the form of graphs, figures, tables, and pie-charts with the help of statistical package for social science (SPSS) version 24.0. The ANOVA test statistics was used for inferential statistics at .05 level of significance.

Findings

The objective of the study was to determine whether administrators' counselling resource allocation influences the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Administrators' perception of resource allocation was measured in terms of availability of room set aside for counselling and also the adequacy of counselling facilities in the school as indicated by the administrator's responses. To achieve the objective, the following hypothesis was formulated:

H₀₁: Administrators perception of resource allocation has no statistically significant influences on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

The hypothesis proposed that administrators' perception of resource allocation has no influence on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. To establish the truth in the assumption, simple regression analysis of the Administrators' perception of resource allocation and their implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, was done and the results presented in Tables 3 and 4

Table 3 presents the means of administrators' perception of resource allocation and their implementation of guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County.

Table 3: Mean of Administrators' Counselling Resource allocation on the Implementation of the Guidance and Counselling Programme in Public Primary Schools

The School has Adequate Facilities for Counselling	Mean
Have a room for counselling in school	1.3679
The school has other adequate facilities for counselling	1.8179
Total	1.5929

Source: (Field data, 2020)

Table 3 indicates that the highest mean on the items of administrators' counselling resource allocation and their implementation of the guidance and counselling programme in public primary schools in east Pokot sub-county, Baringo County, Kenya was that the school has other adequate facilities for counselling (mean = 1.8179). This implies that majority of the respondents agree that allocation of resources was a major issue in terms of Administrators' counselling resource allocation and their implementation of the guidance and counselling programme in Public Primary Schools in East Pokot Sub-county, Baringo County, Kenya. The least was that of having a room for counselling in school (mean = 1.13679).

Table 4 presents Pearson's Correlation between Administrators' counselling resource allocation and their implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya

Table 4: ANOVA test of Administrators' Perception of Counselling Resource Allocation on the Implementation of Guidance and Counselling Programme in Public Primary Schools

ANOVA					
BF Implementation of Guidance and Counselling Programme in primary schools					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	199.575	5	39.915	3.324	.000
Within Groups	3290.422	274	12.009		
Total	3489.996	279			

Model Summary ^b										
Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics						
				R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson	
1	.162 ^a	.026	.023	3.496	.026	7.480	1	278	.007	1.442

a. Predictors: (Constant), QQ Total Facilities

b. Dependent Variable: BF implementation of guidance and counselling programme in primary schools

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	91.440	1	91.440	7.480	.000 ^b
	Residual	3398.557	278	12.225		
	Total	3489.996	279			

a. Dependent Variable: BF implementation of guidance and counselling programme in primary schools

b. Predictors: (Constant), QQ Total Facilities

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	40.603	.938		43.309	.000		
	QQ Total Facilities	.677	.247	-.162	-2.735	.007	1.000	1.000

a. Dependent Variable: BF implementation of guidance and counselling programme in primary schools

Collinearity Diagnostics ^a					
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	QQ Total
1					

		Facilities			
1	1	1.975	1.000	.01	.01
	2	.025	8.861	.99	.99

a. Dependent Variable: BF implementation of guidance and counselling programme in primary schools

Source: (Field data, 2020)

From Table 4 the F value was found not to be significant ($F(4, 275) = 3.324, p = 0.000$). Therefore, the null hypothesis (H_0) that Administrators' counselling resource allocation has no statistically significant influence on implementation of the guidance and counselling programme in primary schools in East Pokot Sub-county, Baringo County, Kenya was rejected at 0.05 significance level. It was therefore concluded the Administrators' counselling resource allocation does significantly influence the implementation of the guidance and counselling programme in primary schools in East Pokot Sub-county, Baringo County.

Table 4 indicates that the Pearson Correlation Coefficient between administrators' counselling resource allocation and their implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County was statistically significant at .05 level of significance ($r = .162, p = 0.000$). The r squared was found to be 0.026. This indicates that 2.6% of the variance in the implementation of the guidance and counselling programme in public primary schools could be explained in the administrators' counselling resource allocation.

The unstandardized beta coefficients indicate administrators' counselling resource allocation ($\beta = .677, p < 0.05$) was a statistically significant predictor of the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. When there is a unit increase in Administrators' counselling resource allocation, the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County Kenya will increase by 0.667 units. Therefore, the simple linear regression results in Table 4 show that the Administrators' counselling resource allocation has statistical positive significant influence on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

This suggests that that the Administrators' perception of resource allocation is positively linked to the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County. Moreover, Table 4 indicates that there was no multi-collinearity as shown by tolerance ($T > 0.2$) and Variance Inflation Factor ($VIF < 10$).

From Table 4 the F value was found to be significant ($F(1, 279) = 7.480, p = .000$). Therefore, null (H_0) that administrators' counselling resource allocation has no statistically significant influences on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya, was rejected at .05 significance level. It was therefore concluded that Administrators' counselling resource allocation has a statistically

significant influence on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. In this regard the alternative objective that administrators' counselling resource allocation has statistically significant influences on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya, was accepted at .05 significance level.

The study findings are in agreement with studies conducted earlier which found that adequate resources were not available in many schools in Kenya (Republic of Kenya, 2002; Wambu & Fisher, 2015). This study finding are also in agreement with Gibson (2009) who established that comprehensive guidance and counselling programmes provides school counsellors with organizational structure to focus efforts, organize work schedules and allocate time necessary for implementing practical school counselling activities and services give positive results. It also concurs with Hui (2002) who asserts that comprehensive guidance and counselling programme requires resources. These include personnel, financial and political resources. Hui further explains that there is a budget for the programme in developed countries to provide materials and equipment. Also, appropriate facilities are provided by the government to house the personnel of the guidance programme. Further, Gysbers and Henderson (2000) assert that political resources are fully mobilized. This is achieved by the endorsement of the guidance programme by school policy makers as an official programme or framework of the school. As such, availability of resources in these developed countries may have contributed a lot to the right perceptions held by teachers and students towards guidance and counselling services.

In Kenya, although there are government policies on guidance and counselling implementations, these policies' goals have not been achieved. This is mainly because there is a shortage of materials and resources for the implementation of the programme. The adequacy of counselling materials contributes a lot to the way teachers and students perceive the guidance and counselling services in schools in Kenya.

The study results agreed with the research conducted by Gothard and Goodhew (2000) which suggested that guidance and counselling should not be imposed on the school; rather, it should be an integral part of the school programme. Hence the administration's approval, support and positive perception will determine the success of the guidance and counselling programme. Generally, it is the responsibility of the administrator to ensure that guidance and counselling services are offered to the pupils. In this regard, the administrator is the chief executive officer in a school and is therefore responsible for the planning, execution, appraisal and interpretation of the various activities in the school. Consequently, guidance and counselling will only succeed when the administration recognizes and supports its objectives and activities.

Conclusion

The Administrators' counselling resource allocation has influence on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Recommendations

The study determined that the respondents' opinion on administrators' counselling resource allocation has influence on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. There is need to increase funds and resource allocation to primary schools for positive enhancement and implementation of guidance and counselling programme. Education stakeholders such as national government constituency development funds (NG-CDF) , NGOs, County Government and National Government should allocate resource to primary schools to help implement guidance and counselling programme.

References

- Arudo, T. O. (2008). Peer Counselling Experience among Selected Kenyan Secondary Schools
- Branwhite, T. (2000). *Helping Adolescents in School*. Westport, CT: Praeger
- Egbochuku, E. O. & Iyamu, E. O. S. (2000). Teachers' and Students' Perception of Guidance and Counselling Service in Nigerian Secondary Schools. *Journal of Nigeria Educational Research Association*, 14, 50-56
- Egbochuku, E. O. (2008a). Assessment of the Quality of Guidance and Counselling Services to Students' Adjustment in Secondary Schools in Edo State of Nigeria. *Research Journal of International Studies*, 8, 42-50.
- Egbochuku, E. O. (2008b). *Guidance and Counselling: A Comprehensive Text*. Benin City: University of Benin Press.
- Gibson, R, K, (2009). *Introduction to Guidance and Counselling*. Upper Saddle River, N. J. Prentice Hall.
- Gitome, J. W., Katola, M. T. & Nyabwari, B. G. (2013) Correlation between Students' Discipline and Performance in the Kenya Certificate of Secondary Education. *International Journal of Education and Research*, 1 (8), 1-10
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance and Counselling program* (5th ed.). Alexandria, VA: American Counselling Association
- Gysbers, N. C., & Henderson, P. (2014). *Developing and managing your school guidance and counseling program*. John Wiley and Sons.
- Hui, E.KP. (2002). A whole –school approach to guidance: Hong-Kong teachers' perception. *British journal of Guidance and counselling*,30(1) 63-80.
- Hunter, M. (2005). The Effects of a Peer Tutoring and Group Counselling Programme on Academic Achievement and Behaviour of At-Risk Junior High Males. Retrieved from <http://www.etd.auburn.edu/etd/bitstream/handle/10415/1279/HUNTERMONICA48.pdf>
- Kafwa, V. N. (2005). *Effectiveness of AIDS education programs in Secondary schools in Busia district. Unpublished MPhil Thesis: Moi University.*
- Kopelman, R. E., Prottas, D. J., & Davis, A. L. (2008). Douglas McGregor's theory X and Y: Toward a construct-valid measure. *Journal of Managerial Issues*, 255-271.
- Kothari, C. (2004). *Research methodology, methods and techniques*. New Delhi: New Age International Ltd.
- Kute, B. (2009). *Role of Peer Counsellors in Enhancing Management of Student Discipline in Public Secondary Schools in Kisumu Municipality, Kenya*. Unpublished Master's Thesis, Maseno University, Maseno.
- Mwangi, N. N. (2003). *An Investigation into Causes of Poor Performance in Accounting at the Kenya Certificate of Secondary Education Examinations in Selected Schools in Kiambu District*. Unpublished Masters Thesis, University of Nairobi, Nairobi.
- Rao, S. N. (2006). *Guidance and Counselling*. Discovery Publishing House: New Delhi.

- Raunic, A & Xenos, S (2008). T1 University Counselling Service Utilisation by Local and International Students and User Characteristics: A Review, Vol - 30, DO - 10.1007/s10447-008-9062-0, JO - *International Journal for the Advancement of Counselling*, ER
- Republic of Kenya (2002). *The Children Act*. Nairobi, Government Printer.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. (5thed.). Harlow, England: Prentice Hall.
- Tsavga, J. (2011). *The effect of environment on the academic performance of students in Tarka Local Government Area of Benue State*. (Unpublished PGDE thesis). Makurdi: Benue State University.
- Wambu, G. W., & Fisher, T. A. (2015). School Guidance and Counselling in Kenya: Historical Development, Current Status, and Future Prospects. *Journal of Education and Practice*, 6, 24-32.
- Wango G. M. (2006). 'The Role and Function of the Secondary School Guidance and Counselling Programme'. Paper presented at the Kenya Secondary Schools Heads Association Annual Conference, Nairobi, June 2006.
- Welton, A., & Martinez, M. (2014). Coloring the college pathway: A more culturally responsive approach to college readiness and access for students of color in secondary schools. *Urban Review*, 46(2), 197-223. doi:10.1007/s11256-013-0252-7