

The Kenya Basic Education Act Of 2013 On The Implementation Of Counselling Programme In Primary Schools In East Pokot Sub-County, Baringo County, Kenya.

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Abstract

The Kenyan government through the basic education act 2013 emphasised on the need of guidance and counselling in schools to ensure there was effective learning in an enabling environment. 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 counselling programme. This include initiating guidance and counselling programmes in their schools. The administrators' perception greatly determines the success of the implementation of guidance and counselling programmes. The purpose of this study was to determine whether the administrators' perception of the Basic Education Act of 2013 influences the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. The study was guided by McGregor's Theory X and Y. 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 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' perception of the Basic Education Act of 2013 influences the implementation of the guidance and counselling programme in public primary schools. The study findings hence provided insight into how administrators could implement guidance and counselling policies in the program, sensitize administrators and policy-makers to be aware of any gaps in the actual provision of guidance and counselling services in public primary schools. The study recommends that discretionary effort should be exerted to improve awareness of the administrators' perception of the Kenya Basic Education Act of 2013 so as to have increased implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Keyword: Kenya Basic Education Act of 2013, guidance and counselling, administrator, public schools and policies

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I. 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 (KDSDCR, 2008). As a result, the students' indiscipline and poor performance has persisted in the

two Zones of Kajiado North District. This is because students are not able to make the right decisions when faced with challenges. As pointed out in the KDSDCR (2008), most schools have reported cases of indiscipline among students, dropouts, and teenage pregnancies among school girls, fights during co-curricular activities, drug abuse, and irregularities in examinations among others. Further, the indiscipline in schools has led to poor performance in the district. Similar situation exists in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Objective of the Study

To examine whether administrators' perception of the Basic Education Act of 2013 influences the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Hypothesis of the Study

The research hypotheses (H_{01}) was that administrators' perception of the Basic Education Act of 2013 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 and was tested at .05 level of significance.

II. Literature Review

In 2010 Kenya promulgated a new constitution which then changed the manner in which the country was governed. To realign the education sector with the 2010 constitution the Kenyan government enacted the Basic Education Act 2013. This legislation not only devolved some education functions to County governments but anchored free and compulsory basic education into law. Those negating these laws were to be met with heavy punishment. This was in line with the Bill of Rights of the 2010 Constitution. In terms of management, the Basic Education Act created a National Education Board. It also established County Education Boards, Schools Boards of Management and Parents Association complete with their roles. The burden of ensuring that all Kenyan Children are taken to school was laid on the shoulders of parents who are to be punished by a fine not exceeding one hundred thousand shillings or imprisonment not exceeding one year or both. No public school was to charge tuition fees for any Kenyan child.

All Kenyan children are free to seek admission in any public school and should be admitted unconditionally. All children are protected from any form of punishment be it physical/psychological, and anyone contravening this risks a fine not exceeding one hundred thousand shillings or a jail term not exceeding six months or both. Holiday tuition was outlawed with a heavy punishment of a fine or imprisonment or both. Distractive child employment was outlawed also. Sihanya (2013) argues that this Act has several flaws, and one area is in the definition of 'Free' education. He thinks that some of the necessary aspects of this access are not free for example a child from the arid and semi-arid areas who has been admitted in a boarding school since there are no day schools in his locality. Also, that aspect of uniforms and other curriculum supportive aspects like food even for those in day schools. Though the Act is not explicit on how disciplinary measures for pupils will be carried out, it has mandated the parents' association in the third schedule to ensure that there is a conducive environment for teaching and learning; also, to maintain a good working relationship between teachers and parents. They are also to motivate the teachers and pupils to improve their performance in academic and co-curricular activities. The parent's association is to assist the school management in the monitoring of, guidance, counselling, and disciplining of pupils. This association is mandated to discuss and recommend measures for the welfare of staff and pupils.

The Basic Education Act adopted in January 2013 guarantees the implementation of the right to free and compulsory basic education (Part IV). It provides for the establishment of pre-primary, primary and secondary schools, adult and continuing education centres as well as special and integrated schools for learners with disabilities (Article 28). Article 36 prohibits against physical punishment and mental harassment to the child and article 38 against the employment of a child of compulsory school age. The Guidance and counselling programme when well established in learning institutions will enable the learners to know their rights and also be safeguarded against torture.

III. Research Methods

Research design is a scheme, outline, or plan that is used to generate answers to the research problems (Orodho, 2004). 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). Accordingly, the effect of the interaction between the independent and dependent variables is determined retrospectively (Kerlinger, 1972). In this study, the independent variable was administrators'

perception on the Basic Education Act of 2013 while the dependent variable was implementation of guidance and counselling programmes in schools. Therefore, the researcher proceeded to study the independent variable in retrospect for their possible relationship and impact on the dependent variable.

Location of the Study

The study was carried out in East Pokot Sub-county, Baringo County. Baringo County is situated in the Rift Valley Region and shares borders with eight (8) counties namely, West Pokot to the North West, Turkana to the North, Samburu to the North East, Laikipia to the East, Nakuru to the South, Kericho and Uasin-Gishu Counties to the South West, and Elgeyo-Marakwet to the West. The County is divided into six (6) Sub-Counties, namely Baringo South, Mogotio, Eldama Ravine, Baringo Central, Baringo North and East Pokot. The County occupies an area of 11,015 square kilometres and had a population of 555,561 people in 2009 and projected to be 723,411, 853, 515 in 2017 and 2022 respectively. The main ethnic communities inhabiting Baringo County are the Tugen, Pokot and Ilchamus with minority groups such as the Endorois, Nubians, Ogiek, Kikuyu and Turkana.

Target Population

Population refers to the entire group of people or thing of interest that the researcher wishes to investigate (Kombo and Tromp (2006). 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 Table1.

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

Orodho (2004) defines sampling as a process of selecting a number of individuals or objects from a population such that the selected group contains an element representative of the characteristics found in the entire group. In other words, sampling is concerned with the selection of individuals from within a statistical population to estimate characteristics of the whole population. Sampling techniques, on the other hand, refer to the procedures a researcher uses to select the needed study sample (Kombo & Tromp, 2006). 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. As emphasized by Mugenda and Mugenda (2012) the purposive sampling method allows the researcher to use cases that have the required characteristics based on the objective of their study. Purposive sampling was used because the head teachers were automatically included in the research since each public primary school had one head teacher. Teacher counsellors, on the other hand, were purposively selected because they were the primary administrators of school guidance and counselling activities. 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

Creswell (2002) defines data collection as a means by which information is obtained from the selected subjects of an investigation. 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. Each instrument targeted specific information from the respondents The questionnaires were open and closed-ended to gather both quantitative and qualitative information. Likert scale were used to measure perceptions and attitudes.

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.

IV. Results

The objective of the study was to determine whether administrators’ perception of the Basic Education Act of 2013 has any significant influence on the implementation of the guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya. To achieve the objective, the following hypothesis was formulated:

H₀₁: Administrators’ perception of the Basic Education Act of 2013 has no statistically significant influence on the implementation of the guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

The hypothesis presumed that Administrators’ perception of the Basic Education Act of 2013 influences the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. To establish the truth of this assumption, means and regression analysis was carried out. The results of the analysis are as shown in Tables 3 and 4. Table 3 presents the means of administrators’ perception of the Basic Education Act of 2013 and their implementation of guidance and counselling in public primary schools

Table 3: Pearson Correlation Coefficient between Administrators’ Perception of the Basic Education Act of 2013 and its Influence on the Implementation of Guidance and Counselling in Public Primary Schools

The Basic Education Act of 2013	Mean
The school protects pupils against physical punishment and mental harassment.	4.0287
The school motivates teachers and pupils to improve their performance in academic and co-curricular activities	3.9247
The parent’s association assists the school management in the monitoring, guidance, counselling, and disciplining of pupils	3.8315
Public primary schools do not charge pupils school fees	3.4910
Holiday tuition does not add value to the learning of primary school pupils.	3.2796
The freedom of pupils to choose the school they want has increased indiscipline in primary schools	2.9642
Primary schools are in a position to reject some cultures that may be harmful to primary school children	2.9104
Some pupils are deliberately unruly and disruptive due to cultural influences	2.5842
Grand Total and Mean	3.3768

Source: (Field data, 2020)

Table 3 indicates that the highest mean on the Basic Education Act of 2013 was that the school protects pupils against physical punishment and mental harassment (mean = 4.0287), followed by the school motivated teachers and pupils to improve their performance in academic and co-curricular activities (mean = 3.9247); the parent’s association assists the school management in the monitoring, guidance, counselling, and disciplining of pupils with a mean of 3.8315; public primary schools do not charge pupils school fees (mean = 3.491); holiday tuition does not add value to the learning of primary school pupils (mean =3.2796); followed by the freedom of pupils to choose the school they want had increased indiscipline in primary schools (mean=2.9642); primary schools were in a position to reject some cultures that may be harmful to primary school children was second last with a mean of 2.9104; while the lowest mean was that some pupils were deliberately unruly and disruptive due to cultural influences (mean = 2.5842). The results of the study in Table 3 thus indicate that the participants in the study were of the opinion (mean score of approximately 4) that the administrators’ perception of the Basic Education Act of 2013 influences the implementation of guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya. The component of the school protects pupils against physical punishment and mental harassment was the most agreed on by the majority as the highest determinant of the perception of the Basic Education Act of 2013. Additionally, the second most agreed upon component was that the school motivates teachers and pupils to improve their performance in academic and co-curricular activities whereby the respondents’ mean was 3.9.

Table 4 presents the Simple Regression analysis of the administrators' perception of the Basic Education Act of 2013 and their influence on the implementation of guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Table 4: Simple Regression Analysis of the Administrators' Perception of the Basic Education Act of 2013 and the Implementation of Guidance and Counselling in Public Primary Schools

Model Summary ^b											
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson	
					R Square Change	F Change	df1	df2	Sig. F Change		
1	.316 ^a	.100	.096	3.362	.100	30.771	1	278	.000	1.525	
a. Predictors: (Constant), Basic Education Act of 2013 on Guidance and Counselling											
b. Dependent Variable: Implementation of Guidance and Counselling Programme in primary schools											
ANOVA ^a											
Model	Sum of Squares		Df	Mean Square	F	Sig.					
1	Regression	347.802		1	347.802	30.771	.000 ^b				
	Residual	3142.195		278	11.303						
	Total	3489.996		279							
a. Dependent Variable: Implementation of Guidance and Counselling Programme in primary schools											
b. Predictors: (Constant), Basic Education Act of 2013 on Guidance and Counselling											
Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics				
		B	Std. Error	Beta			Tolerance	VIF			
1	(Constant)	28.776	1.693		16.992	.000					
	BD Basic Education Act of 2013 on Guidance and Counselling	.345	.062	.316	5.547	.000	1.000	1.000			
a. Dependent Variable: Implementation of Guidance and Counselling Programme in primary schools											
Collinearity Diagnostics ^a											
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions							
				(Constant)	BD Basic Education Act of 2013 on Guidance and Counselling						
1	1	1.993	1.000	.00	.00						
	2	.007	16.798	1.00	1.00						
a. Dependent Variable: Implementation of Guidance and Counselling Programme in primary schools											

Source: (Field data, 2020)

Table 4 indicates that the Pearson Correlation Coefficient between Administrators' perceptions of the Basic Education Act of 2013 influences the implementation of guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya was statistically significant at .05 level of significance ($r = .316, p = 0.000$). The r squared was found to be .100. This indicates that only 10.0% of the variance in the implementation of the guidance and counselling programme in public primary school in East Pokot Sub-county, Baringo County, Kenya could be explained by the administrators' perception of the Basic Education Act of 2013.

The unstandardized beta coefficients indicate that administrators' perception of the Basic Education Act of 2013 ($\beta = .062, p < 0.05$) was a statistically significant predictor variance in the implementation of guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya. When there is a unit increase in administrators' perception of the Basic Education Act of 2013 implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya will increase by 0.062 units. Therefore, the simple linear regression results in Table 4 show that the administrators' perception of the Basic Education Act of 2013 has statistical positive significant influence on implementation of guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya. This suggests that implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya is positively linked to administrators' perception of the Basic Education Act of 2013. 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 ($F(1, 279) = 30.771, p = .000$). Therefore, the null hypothesis (H_0) that administrators' perception of the Basic Education Act of 2013 significantly influences the implementation of guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya was rejected at .05 significance level. It was therefore concluded that administrators' perception of the

Basic Education Act of 2013 influences the implementation of the guidance and counselling programme in public primary schools.

In addition, the study findings are in agreement with what Victoria (2015) reported in her study that teachers were positive in 15 items but negative in 7 items of the questionnaire. This result gave a proportion of 68% positive and 32% negative. This negativity implies that the teachers'/caregivers perception ran contrary to the expectations of the Children Rights Act. One of the rights which the teachers and the caregivers were negative to is children's rights to dignity. The teachers were of the view that they have rights to batter the children and inflict corporal punishment on those who err. Unfortunately, this right for the children is often violated by in the Nigerian school system, which ought to protect it. The belief of the teachers is rooted in the traditional way of life in which no external authority has right to question family members on the punishment that they administer on their young ones. The study determined that teachers' awareness of right of children to education, love, socialization, life, shelter, security, good health care and parental care did influence their perception of the rights of children in guidance and counselling. It was therefore concluded that teachers' awareness does influence their perception of rights of children in guidance and counselling. This indicates that, senior teachers, despite their awareness of rights of the child, are likely to protect and enhance access the rights of children in guidance and counselling programme in public primary schools. This means all teachers' awareness of the rights of the child influence perception and would support the implementation of the rights of the children in the guidance and counselling programme.

The findings are also in agreement that teaching in schools under Human Rights, Respect and Responsibility programme also led to changes in the teachers' perception of rights of the child. School administrators noted significant changes in teachers use of democratic teaching and positive classroom management, and in less confrontational dealings with their students. Teachers were listening to children and taking their views into account. And the greater the level of student engagement and participation, the more teachers showed gains in a sense of personal achievement and significant decreases in emotional exhaustion and depersonalization (Covell, Howe & Polegato, 2011).

V. Conclusion

Administrators' perception of the Basic Education Act of 2013 does significantly influence the implementation of guidance and counselling programmes in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

VI. Recommendation

The study established that administrators' perception of the Basic Education Act of 2013 does significantly influence the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. The study therefore recommends that all administrators in primary schools be subjected to routine training and evaluation on their perception of the Basic Education Act of 2013. This will thus assist the administrators to promote implementation of guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County.

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