Role Of Guidance And Counselling Programme In The Management Educational Wastage Among Students In Secondary Schools Within Mwimbi Division, Maara Subcounty, Tharaka-Nithi County, Kenya.

Mercy Nkinga Kariuki, Prof. M.C. Chepchieng Phd, Dr. Prof. Fr. Mbugua
Department Of Education And Human Resources Development, Chuka University, Kenya.

Abstract
The government of Kenya has greatly emphasized on guidance and counselling right from 1976, in the Gachathi report. This led to outlawing of corporal punishment as a means of instilling discipline in schools in 2001. Guidance and counselling, besides helping discipline among students, has been known to help students with social, emotional, and psychological problems that lead to poor academic performance in schools which sometimes contribute to school dropout rates or repetition of classes. The purpose of this study therefore, was to find out the perception of the role of guidance and counselling programme in the management of educational wastage among students in secondary schools in Mwimbi Division, Maara District, Kenya. The study used a descriptive survey in which head teachers, teacher counsellors and students were sampled out. The target population was students in the 29 secondary schools in Mwimbi division whose population was 3620 students. To ensure that the schools of various categories were represented, proportional sampling was used. The accessible population was form three students whose population was 1720 students. Out of the 29 secondary schools, 6 schools were selected. Besides the sample of students, 6 Head teachers and 6 teacher counsellors were involved in the study. Hence, the total sample size was 327 respondents. To ensure representation of students per school, simple random sampling was used. Schools were selected through stratified sampling. Head teachers and teacher counsellors, were purposively selected. Data was collected by use of three questionnaires; one for head teachers, one for teacher counsellors and the other for students. Data was analysed by use of descriptive and inferential statistics. Descriptive statistics included frequencies, means and percentages whereas inferential statistics included ANOVA. ANOVA assists in determining whether there are significant differences in the ways students, teacher counsellors and head teachers view the role of guidance and counselling in the management of educational wastage.

A computer programme that is the Statistical Packages for Social Sciences (SPSS) version 23 was used to aid in data analysis. One null hypothesis was tested which showed that there is no significant difference in the perception of head-teachers, teacher counsellors and students on the role of guidance and counselling in the management of educational wastage. The study recommends a revision of the guidance and counselling programmes in schools and a training policy for teachers needs to be reviewed to give teacher counsellors an opportunity to participate fully in the guidance programme to curb educational wastage.

Keywords: *Counselling; Guidance; Educational wastage; Management; Repetition; Role; Secondary Schools; Students; wastage rate*

I. Introduction

According to Corsini (1987), the guidance and counselling profession started in United States of America during the great Depression. It began as a means of matching workers and jobs due to increased diversity of occupants and lack of jobs, a situation to what is happening in Kenya today. Later in the mid (1950s) as Corsini noted, it was applied to all areas of human life including academic, career and personal growth and progress. Generally, students' problems which require guidance and counselling interventions have mainly been in academic, career and personal domains (MC Daniel, 1956; Makinde, 1984; Tumuti, 1985; Sindabi, 1992 & Biswalo, 1996). This implies that guidance and counselling programme in secondary schools is thus, expected to assist students develop positive attitude towards education and as a result overcome educational wastage.

In Kenya, guidance and counselling has greatly been emphasized in secondary schools where most adolescents congregate (Makinde, 1984). It has been known to assist students handle social, personal and

psychological problems that come with adolescence. Adolescence is a transition from child hood to adulthood. This transitional stage coupled with modern challenges afflicting the Kenyan society has created a lot of pressure on the adolescent student. This implies that guidance and counselling programme is supposed to assist students cope with school demands, influence from peers, lack of fees due to poverty in families, HIV/AIDS pandemic, Indiscipline in schools, crisis management, building self-esteem and confidence, dealing with conflicts among others. When these issues are adequately addressed through guidance and counselling, students may develop positive attitude toward education consequently, overcome educational wastage in the education system. Currently, and in the past, educational wastage especially among students has been quite rampant in Kenyan secondary schools. Duncan (1988), in his research in Mbeere, also reviewed that 75% of girls dropped out of school due to pregnancy and peer pressure while 60% of boys dropped out due to being compelled to repeat classes and lack of interest in academic work. It is for this reason that as early as in 1971, Kenya government recognized and reinforced the implementation of guidance and counselling programmes following the recommendations of education report (G.O.K, 1964). The objective of the programme was to provide academic, career, social and personal advice to the students. Subsequent education reports recommended the strengthening and improvement of the programme to make it more effective. For instance, the report of the National committee on Education Objectives and Policies recommended the provision of resources needed for the expansion of the guidance and counselling services (G.O.K., 1976). Furthermore, the presidential working party on the establishment of a second university recommended that the career guidance be given greater priority and developed in a manner consistent with natural needs (G.O.K., 1988).

Further, the Presidential report of the Working Party on Education and Manpower training for the next decade and beyond recommended the decentralization of the programme to district level, establishment in schools and senior teachers to be in charge. The Commission of Enquiry into the education system of Kenya recommended establishment of peer counselling services in all education and training institutions in the country and that the guidance and counselling services be offered by professionally trained and mature teachers (G.O.K., 1999). Besides, the report on Task Force on student discipline in secondary schools, recommended initiation and training of peer counsellors, and teacher counsellors in every school, few lessons for teacher counsellors, involvement of parents in counselling in schools and creation of education to coordinate guidance and counselling activities among other recommendations (G.O.K., 2001). Despite the programme implementation and subsequent improvement, there are indications that it may not have achieved its objectives and its activities remain unclear to students, teacher counsellors, teachers and head teachers (Sindabi, 1992). This is supported by a study carried out by Akama (2003) on the implementation of guidance and counselling in some selected secondary schools in Butere Mumias district which have revealed that there are indications that students repeat classes and hence those not willing are compelled to repeat and failure to comply may lead to the students dropping out of school. In Maara District, there had been cases of students repeating classes and others dropping out of school due to indiscipline and poor academic performance, hence the need for this study to examine the role of guidance and counselling programme in the management of educational wastage.

II. Literature Review
Contributions of Guidance and Counselling programme in the Management of Educational Wastage.

According to Biswalo (1996) guidance and counselling helps individuals to accept and use information and advice so that they can either solve their present problems or cope with them successfully. This means that if applied well guidance and counselling should help students to accept themselves and the conditions they live in and use the information gathered to solve their present problems and be able to cope with them. Such problems that face students in school and lead to drop out rates include; finances, inability to cope with curriculum, pregnancy and early marriages, indiscipline, lack of appropriate teaching and learning resources, poor curriculum, orphanage due to HIV/AIDS, undue repetition, (Nderitu, 1987). The issue of finances needs to be addressed from the area of budgeting and priotizing expenses. So the issue of school fees should be given priority to avoid students dropping out of school, even from poor families (Gichinga, 2005). According to strongman (1974) emotional problems develop because of difficulties experienced in different spheres of life – Family and school. The emotional problems develop the mental and health of the student. So, guidance and counselling can be used to deal with emotions like hurt, fear and anger among students. This can help them to improve their relationships with teachers, parents and their colleagues. The issue of conflicts and rivalry would not occur hence reduce educational wastage.

According to a research in America by Linda (2009), students repeat classes due to the poverty level of their parents or guardians who do not want to take up their responsibility seriously. Such parents engage in drugs and drug abuse, sell family property are polygamous and at times run away from home to escape from taking their fatherhood responsibilities. Mackenzie (2010) in Kitui pointed out that clamour for good grades and comparison of schools in KCSE lead to the school managers struggling to achieve the high grades through hook or crook. This affects the learners for they become small machines to produce grades without considering their

social emotional and psychological needs. Other communities practice FGM hence students prefer to stay longer at school rather than go home where they are bound to face Female Genital Mutilation (Collins, 2007).

Kitchener (1984) points out that ethical principles of counselling include respect of client's autonomy, beneficence (doing good) non-maleficence (Avoiding harm), justice and fairness, fidelity are vital when dealing with a client. This indicates the importance of the parent and the teacher counsellor consulting a client (student) in case of repetition rather than being compelled without his or her consent. This also touches on the self-esteem of a student for if the student is consulted, he feels recognized and valued. But if not, this can lead to the student self –esteem being lowered and hence lack of interest in studies and finally lead to educational wastage.

Educational wastage in secondary schools according to Gichinga (2005) is caused by a variety of reason; laziness among students, truancy, peer influence, negative attitudes towards teachers and various subjects, high demand for good results among head teachers so they can be seen to work, absenteeism among students and inability of parents to pay school fees for their children. Guidance and counselling is supposed to be used to help in alleviating these problems. Where guidance and counselling is taken seriously, individual students counselling as well as group counselling are used by the teacher counsellor to help students develop determination in studies, positive attitude towards teachers and subjects, self-acceptance and appreciation that makes the student develop self-worth and this leads to working hard to achieve set goals. As a result they consult teachers, develop good study skills and habit and are always ready to improve their memory.

Social and personal issues like loss and grief are addressed through guidance and counselling. This means that the student is not overweighed by the psychological, social and physical reactions to their perceptions of loss (Rando, 1986). According to Rando(1986), grief takes both physical and emotional energy of the client. Issues of relationship loss, property loss and loss of part of self are common with students in today's society particularly due to HIV/AIDS, accidents, disasters and conflicts. So guidance and counselling helps such students to acknowledge the loss reality, identify and experience emotions of loss, commemorate loss, acknowledge ambivalence, resolve ambivalence, let go and finally get to the re-organization stage (Crenshaw, 1994).

Guidance and counselling also helps students deal with conflict, drug and substance abuse, life skills and living values and academic problems that may lead the student to repeat classes. This is a pointer that guidance and counselling can be used to manage educational wastage among students. In the management of educational dropout rates, guidance and counselling is supposed to make the student establish a relationship with the teacher counsellor and finally be helped to understand himself or herself, explore his/her thoughts, feelings, behaviour and experiences to reach self-understanding and then is helped to find and strength so that he copes more effectively with life by making appropriate decisions or taking relevant action (Inskip & John, 1984). Some of the causes of dropout rates include; poverty, congested curriculum, peer influence, life crisis, drug and substance abuse, HIV/AIDS, unemployment among youth, Pregnancy among girls, indiscipline and life skills and values.

According to Simmons (1980), poverty is a major reason why students repeat classes before completion. Poverty among parents may discourage children from attending school because of failure to meet their basic requirements. Through guidance and counselling, students are helped psychologically and financially in that the teacher counsellor informs and links the poor student with agencies that are there to help the poor. On the other hand, in the society, there are various fora that can be used to ensure such student needs are met. To solve the problem of the congested curriculum, guidance and counselling helps the student to learn good study skills and habits, time management, balanced study time table, balanced group, improving memory, preparing for and setting for examinations and importance of co-curricular activities (UNESCO, 1998).

Mutie and Ndambuki (1999), observes that in vocational guidance, students are assisted to choose an occupation, prepare for it, and enter it, progressing in it and getting satisfaction from their choices. So this means that the student are aware of what their expectations are, and how to go achieving them, hence reducing frustration and desperation that leads to dropping out of school. Guidance and counselling help students to deal with life crises,. According to Vanlicrop, (1995) there are various types of crisis; grief crisis, family anxiety crisis, suicidal crisis and tape crisis. In dealing with crisis the counsellor has to look at the type of event that trigger crisis for example, death can be in form of suicide, homicide, accident, natural death and those affected in relation to a student and the family, friends, associates and self (anticipated). Guidance and counselling therefore assists student to deal with these crises.

Peterson, (1994) says the goal of crisis intervention is the resolution of the person in a crisis to at least the level of functioning that existed before the crisis period. Guidance and counselling helps the counsellor to prepare students and help them understand the mode of transmission of HIV/AIDS, initiates and sustains behavioural change among students, help the infected to understand and seek medical treatment as well as maximize opportunities, and gives knowledge on how to care for the HIV/AIDS victims. This counselling helps the student to understand the mode of transmission – sexual relationships. Such counselling help students to appreciate and respect themselves, colleagues and family members infected or affected by HIV/AIDS

(Anthony, 1996). Through guidance and counselling students develop life skills and living values. Life skills are abilities for positive behaviour that enable individuals to deal effectively with demands and challenges of life. According to Gichinga (2005) these skills are in three categories; skills of knowing and living with oneself that are self-awareness, self-esteem, coping with stress. Skills of knowing and living with others include; assertiveness, submissiveness, aggressiveness, empathy, negotiation skills, communication skills and skills of making effective decisions i.e. creative thinking, critical thinking and decision making. Life values or qualities of being useful are twelve in the society. There are twelve core values; love, honesty, tolerance, simplicity, peace, happiness, cooperation, humility, respect, responsibility, freedom, unity and spirituality. All these are imparted to students through guidance and counselling and can play a vital role in reducing educational wastage and dropout rates.

Educational institutions have greatly emphasized on performance at the expense of the cognitive level of the students (Gichinga, 2005). Learners in schools experience the following that can lead to repetition of classes in schools; truancy, overloaded curriculum ready money at home, peer influence, child labour, parental negligence, frequent absence in from school, death of a family member, broken marriages, sickness, premarital relationships, drug abuse and poor academic performance (Dondo, 2005). The above factors can also read to students dropping out school. According to Meridan (2016) educational helps learners to pursue the right type of education, make informed consent, facilitates smooth transition for children from home to school, help students cope with exam anxieties, develops effective study habits and provides learners with meaning educational experiences. Component of educational guidance includes; study skills, time-tabling, note taking, sitting for examinations and academic counseling. When educational guidance is applied appropriately, it can reduce educational wastage (Mwenda, 2009) .The above justifies the current research on the role of guidance and counseling in the management of students' repetition or educational wastage. According to FAWE(2000) reasons for dropping out of school and repetition for a number of students include; tuition and fees are beyond the means of the majority, traditional beliefs about girls' and women role discourage investment in their education, poor training of teachers, inadequate equipping of schools, long distance to schools among others. According to Gichinga (2005) consequences of student dropping out of school include; lack of employment, misusing family funds, hopelessness and depression. It also affects one's self esteem and dignity that can lead to early marriages and lack of finances and property to support one's family and lack of personal and community progress.

Theoretical Framework
The study is based on the operant conditioning theory, the social learning theory and the cognitive response theory.

Social Learning Theory
According to Corey (1990), this theory was developed by Albert Bandura. The principles of social learning theory are; imitations, role –modelling and reinforcement. The theory emphasizes that behaviour is learned and can be unlearned. A person learns good behaviour only if exposed to good model that are reinforced by appropriate behaviour. This theory has its origins in the behavioural theory of Ivan Pavlov (1889-1936) and B. F. Skinner (1904 -1990). So, behaviour like laziness that leads to repetition of a class or indiscipline that leads to dropping out of school could be as a result of the models in the society. For instance, if a girl drops out of the school and is married by an affluent person, it can encourage others to do the same. This means that others are reinforced   by the affluence and comfort enjoyed by those outside. Observational learning can be positive or negative. For example a girl whose mother dropped out of school to get married might emulate such behaviour.

Cognitive Response Theory
This theory seeks to understand attitudes and attitude change process by understanding the thoughts people generate as a result of being given some information. The key assumption of the cognitive response view is that people are active processors of information which generates cognitive responses to messages but not just passive recipients of the messages that they happen to be exposed to (Taylor, Peplau & Sears, 1997). This implies that when students receive information concerning Guidance and counselling, that information is cognitively processed, perceived, then liked or disliked. Students may like guidance and counselling depending on what they think about the teachers, their parents and the program in general. If what they are told is not what others do, then it will lead to educational wastage and dropout rates. On the other hand if they like it, they will use it in their everyday life hence shunning behaviour like laziness, smoking, sexual relations that may lead to educational wastage. Again, the cognitive process and perception is likely to be achieved by individual's personal characteristics. These two theories, social learning and cognitive response have major implications for

the present study in that they all guide the investigations of the role of guidance and counselling in the management of educational wastage.

Operant Conditioning Theory

According to skinner (1982) individual behaviour is modified by its consequences. This means that behaviour may change as a result of frequency or strength. The theory deals with modification of voluntary behaviour by means of operating on the environment to produce desirable results. The theory is composed of reinforcement and punishment. Both reinforcement and punishment can be positive and negative ti influence behaviour. In all situations the behaviour increases or decreases. The theory supports that both reinforcement and punishment can affect the behaviour of students positively or negatively and hence lead to educational wastage or enables students to stay in school and study without repeating a class.

Conceptual Framework

This section shows the independent, intervening and the dependent variables used in the study.

Figure 1, gives a detailed summary of the interrelations of the study variables explained in the theoretical framework.

| Independent variables | Intervening variables | Dependent variables |
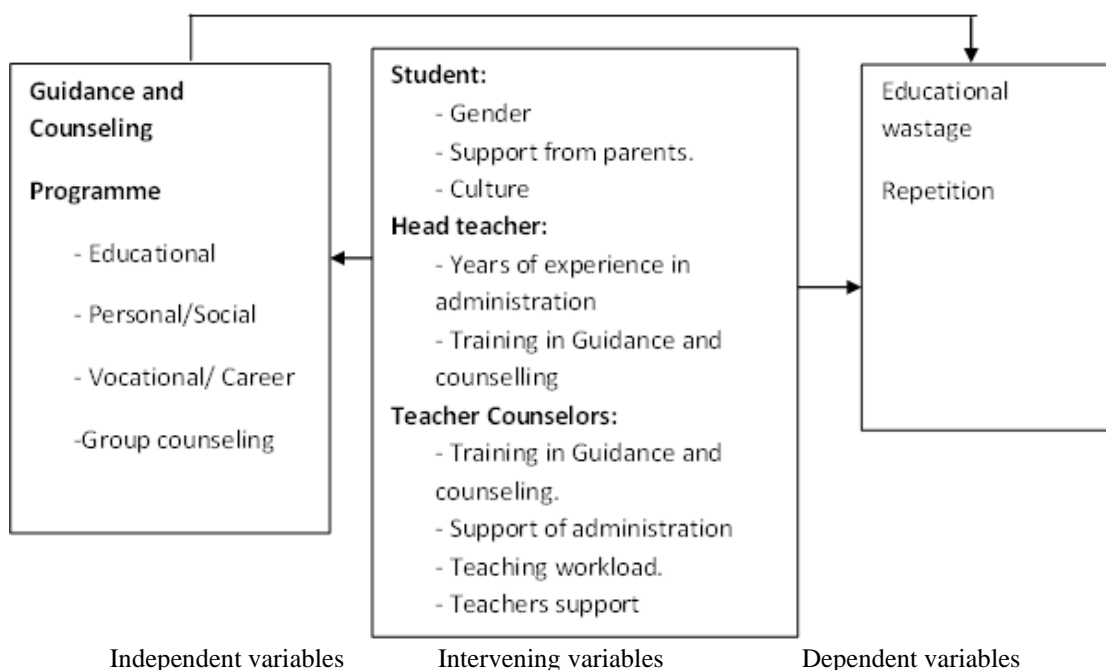
Figure 1: Relationship between Guidance and Counselling Programme and Management of Educational Wastage

In the figure 1, guidance and counselling Programme denotes the independent variables in the study and schools management of educational wastage among students denotes the dependent variables. To control educational wastage, the independent variables must be applied appropriately and if not so, then education wastage will be on the increase. Hence, the independent and dependent variables are modified by the intervening variables such as student's gender, parental support, teacher counsellor, teaching load, training, and head teachers' experience in administration and training in guidance and counselling.

III. Research Design And Methodology

Research Design

The study used the descriptive survey design. According to Mugenda and Mugenda (1999), this design deals with incidence distribution and relationships of educational, psychological and sociological variables. No variables are manipulated but they are studied, as they exist in a natural setting. Hence, in the present study, there was no manipulation of variables. However, the researcher described what was already in existence, which is the role of guidance and counselling in the management of educational wastage among students. Therefore, the researcher only described the role which has been played by guidance and counselling programme in the management of educational wastage among students in Mwimbi Division, Maara District.

Sampling Procedures and Sample Size

Out of the 29 secondary schools in the Division, 6 schools were selected. Two mixed schools, two girls' schools and two boys' schools were sampled by use of stratified sampling. Kombo and Tromp (2006) observed that stratified random sampling involves dividing the population into homogenous subgroups and then taking a simple random sample in proportion to their numbers in the population. Proportional sampling was used to ensure representation of all students. Purposive sampling was used to get the sample size for head teachers and teacher counsellors in the selected schools. A sample size of 315 students was obtained as indicated by Kathuri and Pals (1993) as shown in appendix D. A sample of 6 head teachers and 6 teacher counsellors were involved in the study. The total sample size was 327 respondents.

Instrumentation

Data was collected by use of three questionnaires, one for students and the other two for teacher counsellors and head teachers.

Data Analysis Procedures

The data collected from questionnaires were qualitative and quantitative. This quantitative data was obtained from closed-ended items whereas qualitative was obtained from open ended items (Mugenda & Mugenda, 1999). Quantitative data generated from the Likert scale based items was analysed by use of inferential statistics.

The responses received from questionnaires were coded to generate data that was organized, tabulated and analyzed using frequencies, percentages, tables and the inferential statistics. The ANOVA method of data analysis was used to analyse data. The computed statistics were tested for significance at the 0.05 level of significance. Care was taken by the researcher to note the number of times that views were expressed and the number of respondents expressing similar views. This formed the basis for drawing conclusions. Qualitative data was generated from the open-ended questions were organized into themes and categories and patterns pertinent to the study. Qualitative data generated from the open ended items was analysed by categorising into themes and concepts. Statistical Packages for Social Sciences (SPSS) was used to aid in data analysis.

IV.   Results And Discussions

Distribution of the Study Population

The study was conducted in secondary schools in Mwimbi Division Maara District. Six secondary schools were sampled from the Division as shown in table 1.

Table 1: Distribution of the study population among the sampled schools

School	Students		Teacher counselors	Head teachers
	Males	**Females**		
Mixed schools	50	50	2	2
Girls' schools	-	105	2	2
Boys schools	110	-	2	2
Total	160	155	6	6

Table 1 above, shows distribution of the population of students', teacher counsellors and head teachers involved in the study. From the table a total of 315 students, 6 teacher counselors and 6 head teachers were sampled. Hence a sample of 327 respondents was used. Total sample size for males was 160 and that of females was 155. This shows little gender imbalance in student's enrolment in the division as shown in table 2

Table 2: Students' enrolment samples by school

School	Enrolment		Sample	
	Boys	**Girls**	**Boys**	**Girls**
Mixed schools	405	402	50	50
Girls' schools	-	865	-	105
Boys schools	850	-	110	-
Total	1255	1267	160	155

Table 2 shows distribution of the student's distribution in the sampled schools. There is little gender imbalance in the schools. Also, the population of boys is slightly higher than that of girls. This can be explained by the cultural beliefs of the division under which the study was conducted. The results therefore indicate that a few people still hold on the belief of educating more boys than girls. This contradicts Gichinga (2005) views that all children are important and equal in every family.

Demographic Information
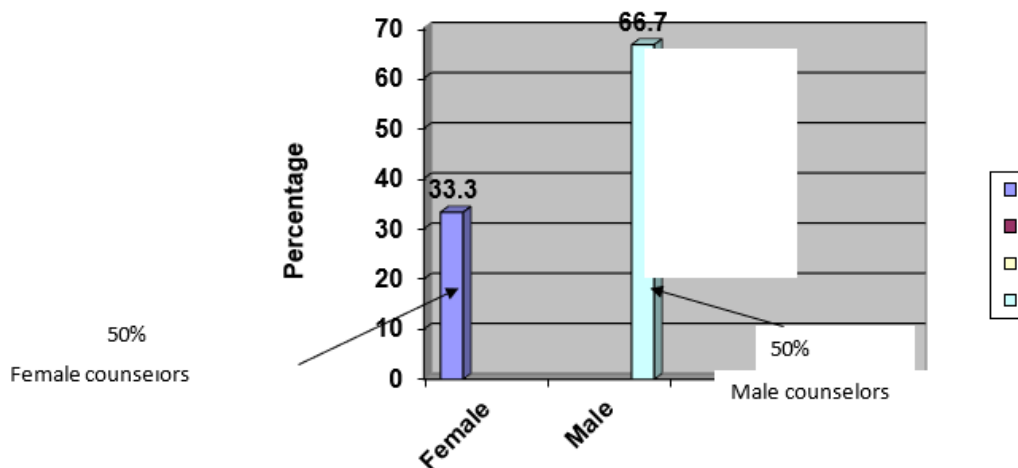**Demographic characteristics of Teacher Counselors.**
The number of female counselors was 3 and male was also 3. This shows an equal percentage of 50%. Table 3 shows this distribution.

Table 3: Teacher counselors' demographic characteristics

Gender	Frequency	Percentage
Male	3	50
Female	3	50
Total	6	100

The number of female counselors was three and male was also three. This shows there is gender balance in the employment of the teacher counselors in the schools in the division of study. This clearly explains the equal percentage of 50 for the two genders. This implies that both boys and girls are made aware of the role of guidance and counseling in the management of the educational wastage and dropout-rate. It also indicates male and female issues are
catered for evenly. Gichinga, (2005) says that adolescents at the age of fifteen to eighteen require a lot of counseling on developmental and sexuality related issues. Figure 2 shows clearly how gender sensitivity is considered

Figure 2: Demographic Characteristics of Teacher Counselors

This figure 2, shows equal number of female teacher counselors and male teacher counselors. This is an indication that every gender is taken care of properly in guidance and counseling. So issues that require male teacher counselors or female teacher counselor are tackled adequately. This is supported by Gichinga (2005) when she says that there are some issues that may require either male counselors or female counselors. This is due to the fact that some students may be free with either of the gender

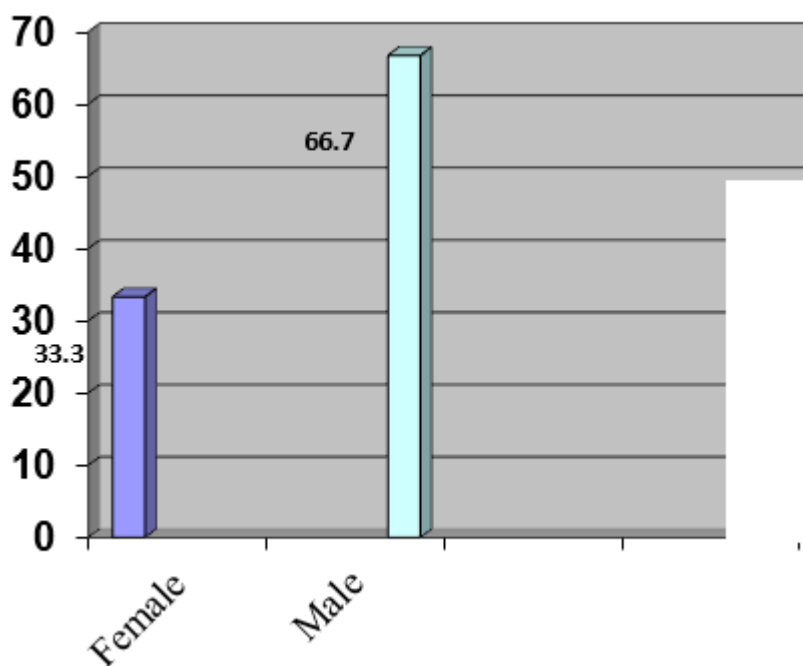**Distribution of Head teachers.**
The distribution of head teachers is clearly explained in Table 4

Table 4: Distribution of head teachers.

Gender	Frequency	Percentage
Male	4	66.7
Female	2	33.3
Total	6	100

Table 4 shows the distribution of the sample of head-teachers in the division. The number of female head-teachers was two and that of male was four. This shows a percentage of 33.3 for females and 66.7 for males. This shows a gender imbalance in the headship. This could explain the cultural belief of the location under study that the males are born leaders unlike the females. Men are looked at as better leaders than women.

This explains the fact that there are more men head-teachers than women. Figure 3 shows clearly this distribution of head-teachers.

Figure 3: Distribution of Head Teachers.

This figure depicts the community of study's cultural beliefs that most of the leadership is in the hands of men and therefore the value of boys' education has been there for a long time. This explains why there are more male head-teachers than female head-teachers.

Causes and Ways of Curbing Repetition
Causes of Students' Repetition
The respondent's responses on the causes of students repetition are clearly indicated in Table 4

Table 5: Causes of Students Repetition

Causes	Frequency	%
Laziness	272	98.6
Peer influence	270	97.8
Low income in the family	267	96.7
Desire to achieve personal targets	264	95.7
Competition for top grades	258	93.5
Pressure from parents	254	92.0
Age factor	251	90.1
Chronic absenteeism	249	90.2
Family rivalry	246	89.1
Bereavement	244	88.4
Long/terminal illnesses	241	87.3
Other siblings being in school	236	85.5
Parents irresponsibility	235	85.1
Performance of elder siblings	231	83.7

Results in Table 5 reveal that the highest causes of repetition include; laziness (98.6%), peer influence (97.8%), low family income (96.7%) and desire to achieve set targets (95.7%). The lowest cause of repetition has 83.7%. This indicates that these are the major causes for even their percentages are above 83.7%
Susan (2009) observes that a number of students enjoy repeating at time if they want to join their peers.
She also points out that, students repetition is encouraged by many factors that include; family background, peer influence parents, parents' irresponsibility, better performance among other siblings.

Ways Of Curbing Students' Repetition

Table 6: Ways of Curbing students' Repetition

Causes	Frequency	%
Government interventions	270	97.8
Setting timelines for completion	268	97.1
Government supporting the needy	266	96.4
Counselling parents on career progression	260	94.2
Adhering to Ministry guidelines on repetition	256	92.8
Engage learners in guidance and counselling	255	92.4
Strengthen guidance and counselling	252	91.3
Limiting the age entry to school	248	89.9
Close monitoring by stakeholders	245	88.8
Emphasizing on CBC other than grades	240	87.0
Enlighten parents and guardians	236	85.5
Developing policies to limit wastage	238	82.7
Ensuring good health for all	218	79.0
Limiting number of children in a family	214	77.5

Table 6 shows that 97.8 % of the respondents pointed out that, government interventions was the highest mode of curbing students' repetition.

This was followed by setting timelines for completion (97.1%), government supporting the needy (96.4%) and counselling parents on careers progress on 94.2%. At the bottom was limiting number of children in a family 77.5%.

In general, the modes of curbing students repeating given by respondents were 77.5% and above.

Kawira (2010) in her study on the relationship between life skills education and education wastage in Kiambu, highlights that guidance and counselling is crucial in the management of students' repetition in secondary schools. She spines that constant dialogue with parents and students as well as community members can reduce students' repetition in schools. The study encourages school administrators to always work towards curbing students' repetition through limiting the age of entry, counselling parents and guardians, adhering to Ministry guidelines and policies on repetition among others.

Perception of Head-teachers, Teacher Counselors and Students on the role of Guidance and Counseling Programme in the Management of Educational Wastage.

Hypothesis one of the study stated that there is no significant influence in the perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling programme in the management of educational wastage among students in secondary schools within Mwimbi Division, Maara Districts. ANOVA analysis was done to aid in testing this hypothesis. Table 5 gives details of the analysis.

Table 5: ANOVA on perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling programme in the management of educational wastage.

	Sum of squares	Df	Mean squares	F	P-value.
Between groups	8.224	2	4.112	0.4396	0.22
Within groups	538.240	27	19.821		
Total	546.464	29			

Hypothesis one of the study, was to determine the significant difference in the perceptions of the head-teachers, teacher counselors and students on the role of guidance and counseling in the management of educational wastage.

It is clear that the P-value (0.22) computed is greater than the Alpha-value (0.05). In this regard, the null hypothesis that stated that there is no significant difference in the perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling programme in the management of educational wastage among students in secondary schools within Mwimbi Division, Maara Districts is accepted. This shows that the perceptions that head-teachers, teacher counselors and students have on the role of guidance and counseling could be varied only due to chance. This indicates that all groups agreed that Guidance and Counselling is important in the management of educational wastage. So, the findings of the study agree with the views of Dondo (2004) that the opinions of various people on whether guidance and counseling programme impacts on their lives will not vary if they are exposed to counseling and have positive attitude towards themselves and the counselor. This is an indication that guidance and counseling is embraced fully by the head-teachers, teacher counselors and students. Hence, the need to continue creating awareness of the role of

guidance and counselling programme to head-teachers, teacher counselors and students to maintain this views. This could be done through training of the head-teachers and teacher counselors who would impart the knowledge to the students.

According to FAWE(2000) reasons for dropping out of school and repetition for a number of students include; tuition and fees are beyond the means of the majority, traditional beliefs about girls' and women role discourage investment in their education, poor training of teachers, inadequate equipping of schools, long distance to schools among others.

The open ended questions on the causes of repetition were categorised into themes and concepts. According to head-teachers the causes of class repetition included the following; laziness among students, congested curriculum, irresponsibility among students, compulsion by parents and teachers to take certain subjects. Poor academic performance, age difference among students, peer influence, cultural factors like circumcision, pregnancy among girls, dead of bread winners in the family, family conflicts and rivalry, drug and substance abuse and absenteeism due to parents failure to pay fees.

Teacher counselors also had their views on the causes of class repetition in schools. Their views included; poor parentage, lack of motivation from parents, harsh teachers, pregnancy among girls, lack of moral and financial support from relatives, society's demand for better academic performance, drug and substance abuse, developmental stage crisis and management, poor role models and lack of employment of the elder siblings and lack of proper guidance and counselling.

The students on the other hand, had various causes of class repetition that lead to educational wastage. The cited failure of teachers to cover the syllabus, harshness and cruelty of teachers, peer pressure, problems emanating from home, pregnancy among girls, drug and substance abuse, laziness, congested curriculum, death of bread winners, lack of learning recourses like textbooks, lack of teaching personnel, strictness of teachers and lack of freedom to air their views. All these views are fully supported by Gichinga (2005) as she enlists causes of class repetition.

Looking at the views of the head teachers, teacher counselors and students the most recurrent causes are as listed; pregnancy among girls, congested curriculum, drug and substance abuse, lack of learning recourses, death of bread winners, harshness of teachers, outdated cultural practices, peer pressure, problems emanating from home and laziness among students. This is fully supported by Dondo (2004) when he says that, the causes of class repetition are many among them laziness, lack of learning recourses congested curriculum drug and substance abuse and pregnancy among girls. This agrees with Gichinga (2005) ways of curbing class repetition included; instilling desire and like for work, encouraging and supporting free primary education, discouraging traditional practices like female genital mutilation , parents being responsible, discouraging drug and substance through counseling and supporting guidance and counseling programme in schools. Their views also fully support the views also fully support the views of Gichinga (2005) that there are various ways of curbing education wastage among them parents being responsible and ensuring that students have the desire to excel in their academic.

So all the challenges highlighted can be eliminated through guidance and counseling as the perceptions of head teachers, teacher counsellors and students indicate that guidance and counseling is important in the management of educational wastage and dropout rates among secondary school students.

V. Conclusion And Recommendations

Conclusions

The study has obtained information that prove that the perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling programme have influenced the management of educational wastage and dropout rate of secondary school students in Mwimbi Division, Maara District. The following conclusions can therefore be made from the findings of this study:

(i) In this study Hypothesis one stated that there is no significant difference in the perception of head teachers, teacher counselors and students on the role of guidance and counseling in the management of educational wastage. The conclusion has revealed that head-teachers teacher counselors and students perceptions of guidance and counseling programme in the management of education wastage and dropout rates vary only due to chance. Such a perception emanates from the similar programmes that are put in place in various schools to ensure that students go through the education without repeating classes or dropping out of school. The guidance and counseling programme has been vital in ensuring positive attitudes and good interpersonal relationships among students.

Recommendations

i. The Ministry of Education should ensure that there is more training and exposure to guidance and counseling programme among head-teachers, teacher counselors and students. This exposure and self-awareness could be done through seminars, workshops and training.

ii. The ministry of education could also emphasize more on training of head-teachers and teacher counselors to help the students understand the role of guidance and counseling more.

Acknowledgement

References

[1] Anthony, D. (1996). Types Of Counselling. Pampan Vila: Anaugraha Publications.
[2] Bandura, A. & Walters, R. (1963). Social Learning And Personality Development. New York: Richard Wilton.
[3] Biswalo, P. (1996). Guidance And Counselling. Dar-Salaam: University Press.
[4] Borg, R. & Gall, M. (1989). Educational Research An Introduction. New York: Longman Inc.
[5] Chambers, W. (1998).Chamber English Dictionary, (7th Edition), Cambridge: Cambridge University Press.
[6] Chepchieng, M. (1996). A Study Of Family Social-Economic Background And Sex As Factors Influencing Secondary School Pupil's Academic Performance In Kabartonjo Division Of Baringo District. An Unpublished Masters Thesis, Moi University, Eldoret.
[7] Collins, C And Jones, R. (1987). The Theory And Practice Of Counselling. London: Cassell.
[8] Colen, L. & Mamon, H. (1995). Research Methods In Education. London Routledge.
[9] Corey G. (1990). Theory And Practice Of Group Counselling (4th. Edition.), California: Cole Publishing Company.
[10] Corsini, W. (1961). Experience In Groups. London: Tavistock.
[11] Dobson, J. (1992). Parental Guidance; Family Magazine Colorado Springs. Co United States Of America.
[12] Dondo, M. (1996). Guidance And Counselling For Schools And Colleges. Nairobi: Phedi Graphics.
[13] Douglas, T. (1976). Group Work Practice. New York: International Universities Press, Inch.
[14] Durojaiye, M. (1972). Psychological Guidance Of School Child. Evans Education And Manpower Training For The Next Decade And Beyond. Nairobi: Government Printer.
[15] Eshwani, G. (1993). Education In Kenya Since Independence. Nairobi: East African Educational Publishers.
[16] Eshwani, G. (1987). Failure And Dropout In Secondary Schools In Kenya And Zambia. A Study Of Internal And External Courses. Nairobi: Unesco.
[17] Eshwani, G. (1986). Participation Of Girls In Science And Technology Education In Kenya. A Paper Presented At The Comparative And International Education Societies 30th Annual Meeting, Toronto: Canada.
[18] Fawe News, (200). Closing The Gap In Education; Curbing Dropout, Nairobi Fuster, J. (2002). Personal Counselling. Bombay: Better Yourself Brooks.
[19] Fuster, J. (1996). Personal Counselling: 7th Updated Edition; Better Yourself Brooks Publishing Co. Bombay.
[20] Gall, M. Borg, W. & Gall, J. (1996) Education Research An Introduction. Newyork: Longhorn Publisher.
[21] Gay, L. (1992). Education Research Competences For Analysis And Applications. New York: Macmillan Publisher Company.
[22] Gichinga, E. (2005) Marriage Counselling. Gem Counselling Services: Nairobi: Kenya.
[23] Gitonga S. (1993). Marriage Conflicts. Microgeneva Services Goldenberg, L & Mahler, W. (1983). Crisis Counselling. London: Taristick.
[24] G. O. K. (1988). Report Of The Presidential Working Party On Education And Work Force Training For Next Decade And Beyond. Nairobi: Government Printer.
[25] G.O. K. (1964). Kenya Education Commission Report. Part 1, Republic Of Kenya Government Printers: Nairobi .
[26] Wanyoike W, (2003). Understanding Youth And Family Issues From Christian Perspectives. Nyeri: Don Bosco Printing Press.
[27] Waweru, E. (1984) Management Of Human Resource In Kenya. Nairobi, Kenya; Kenya Literature Bureau.
[28] Wiersma, W. (1985). Research Methods Of Educational, An Introduction. (3rd Ed), London: Allyn And Bacon Inc.
[29] World Bank, (1991). Vocational And Technical Education And Training. A World Bank Policy Paper, Washington, D.C: World Bank.