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Integrating Guidance & Counselling in Curriculum Implementation and Grade Five To Seven Students' Academic Performance in Aljamea -Tus- Saifiyah University, Nairobi Campus, Kenya

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Abstract

The purpose of this study was to examine the impact of counselling services' integration into the implementation of the curriculum on the academic performance of students in grades five through seven at the Nairobi campus of Aljamea-tus-Saifiyah University. The study was underpinned on the Cognitive Theory by Jean Piaget. The study was guided by one research question: how is guidance and counselling integrated in the implementation of curriculum at Aljamea-tus-saifiyah, Nairobi campus? The study method adopted was a convergent parallel mixed methods approach. A cross-sectional survey design was used to collect quantitative data, while qualitative data was collected through a phenomenological design. The target population comprised of 345 participants, which included 311 pupils and 34 teachers. Out of which 93 students and 3 teachers, a total of 103 people were included in the study's sample. Data collection instruments were questionnaires and interview guides. The validity and reliability of quantitative instruments and the trustworthiness of qualitative instruments were ascertained. Ethical issues were observed throughout the study. According to the findings, it was found that effective integration of guidance and counselling into the school curriculum does have a positive impact on the academic performance of students. The study recommended that the existing method of including guidance and counselling in curriculum implementation should be evaluated by curriculum designers in Kenya and elsewhere. It also recommended the Dawoodi Bohra community to ensure that the qualified educators are used to train other instructors at other Aljamea campuses.

Keywords: Education, Integration, Guidance and Counselling, Aljamea-tus-Saifiyah, Nairobi, Kenya, Curriculum Implementation

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Introduction

According to the definition provided by Gelfand (2017), counselling is "the process of providing guidance, professional services, help, and advice to those in need." Throughout history, informal systems of counselling and counselling have existed practically everywhere civilization spread. According to Chisenga (2021), the philosophical teachings of Plato and Aristotle served as the foundation for modern counselling and guidance practises in ancient Greece and Rome. In the Middle Ages, as Christianity spread and religious institutions expanded, priests and bishops increasingly provided spiritual direction and counselling to their flocks. Priests at Catholic churches and convents, for instance, used contemporary counselling methods based on the notion of individual confession. Tomaso Garzoni, a scholar, authored a book in 1626 titled "Universal Plaza of all the Professions in the World" (Lievsey, 2016) that discussed many professions and served as a precursor to guiding and counselling. What a modern high school or college guidance counsellor would discuss with a student is reflected in this book.

Guidance and counselling can trace their roots back to the 19th century, when the industrial revolution served as a significant catalyst. Because of this, industrialised nations like the United States saw the rise of social reform, compulsory education, and vocational movements. According to UNESCO (2002), the first modern guiding service was pioneered in the United States by George Merrill, a teacher at the California School of Mechanical Arts in San Francisco in the nineteenth century. For the students to make an informed decision about their future careers, George broke down what they could expect to study in each trade. After that, we provided career guidance and alumni support to help them find employment.

According to Makinde (1983), the field of guidance and counselling got its start formally in the early 20th century, during the early Vocational Guidance Movement in the United States of America. Between 1907 and 1913, Jesse Davis began his work in counselling and persuaded schools to implement programmes focusing on students' individuality, culture, and character development. He also advocated for the dissemination of occupational information that was contextualised within the study of more traditional topics. He pioneered the implementation of career and academic advising programmes in public schools. This makes him the pioneer of school counselling in America. Frank Parsons, a social and political reformer, was a forerunner in the field of guiding and counselling, specifically in the area of career guidance. For instance, in Boston, Frank Parsons established a Vocational Bureau in 1908. Thus, Frank Parsons is commonly referred to be the "Father of Vocational Guidance."

Parson's main worry and opinion was that people would be better able to make informed career decisions if they were aware of their own specific strengths and shortcomings. This forebearer work was crucial to the development of contemporary guidance and counselling. The goal of the vocational guidance movement was to help the poor and unemployed in the United States. The Boston Vocation Bureau drafted a plan for career counselling in the city's public schools in 1909. The bureau's efforts impacted the

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demand for and uptake of career counselling across the globe, not just in the United States. Shertzer and Stone (1976) back up this claim, arguing that the experiments begun by Parsons were successful in the sense that many students benefited greatly from the services provided by the bureau.

Theological, ethical, and social concepts found both expressly and implicitly in the Qur'an and the legacy of Prophet Muhammad (Sunnah) are central to Islamic care and counselling, say Ahmed and Amer (2012). Care and counselling in the Islamic tradition have traditionally taken the shape of both official or professional and informal practises, with both individual and group sessions being common. One of the most important aspects of a child's education and development is the guidance and counselling services they receive. Rather than approaching student issues from a purely secular (Western) perspective, Islamic guidance and counselling in schools takes an Islamic approach to problem solving. Human beings are the pinnacle of creation and the basis of Islamic counselling advice. Therefore, it should be a part of the curriculum and used to help students figure out what they want to do with their lives professionally.

One of the most important aspects of a child's education and development is the guidance and counselling services they receive. Therefore, it should be a part of the curriculum and used to help students figure out what they want to do with their lives professionally. The learners and the community both gain from counselling because the students share what they learn with those around them. As a result, this is crucial in shaping people's ethics. Students learn appropriate behaviours and their peers adopt such traits as a result. Students' academic outcomes and vocational decisions benefit from schools' incorporating advice and counselling services (Sun & Yuen, 2012).

Counselling and advising today serve as a catalyst in helping people find answers to the challenges, they confront every day (Pompeo & Lewitt, 2014). The benefits of guiding and counselling stem from the fact that people can profit from being helped through the many stages of life. In addition to helping people with simple problems, guiding and counselling can help them through more complex and trying times. There is complexity in the home, the workplace, and the classroom. The pupils are guided through their studies in a systematic manner. The result is improved academic performance. One of the advantages of receiving guidance and therapy is the improvement in one's state of mind.

Counselling and guiding are like milestones along the way to a desired destination. For students who are mentally unstable but have high academic goals, such as achieving A's in every class, advising and counselling can remove barriers to independent study. Good relationships can be encouraged through guiding and counselling. When someone vents to another person about their difficulties, they often find resolution to issues they previously seemed intractable. This helps them form positive bonds with their other students and their instructors.

According to Aljamea-tus-Saifiyah's counselling policy, every campus must employ at least one licenced professional counsellor full time. The primary goal of the guidance counsellor is to assist each student in reaching his or her maximum potential. If there are any personal or academic issues, the counsellor should help the student work through them.

Participating in student welfare and educational support committees; reviewing and developing the Aljamea counselling programme; counselling students; liaising with instructors and parents; sending students to external agencies; evaluating and enhancing the Aljamea counselling programme (Aljamea-tus-saifiyah University, 2019).

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Numerous studies on a global scale have demonstrated the importance and value of including guidance and counselling into educational settings. Krumboltz & Kolpin (2019) conducted a study in the United States to learn more about how advice and counselling are combined there. Due to the fact that students face different difficulties in different parts of the country, this research shows that a counsellor is assigned based on the school district. The primary goal of academic advising is to improve students' grades and other scholastic outcomes.

According to research by Hearne and Galvin (2015), teachers in Ireland want to better understand their place in the school's counselling programme. They claimed that ever since the 1998 Education Act, Irish policy-makers have pushed a "whole school approach" to guidance counselling as an example of how it should be done in secondary schools. In this model, schools work together to create a school guidance plan tailored to the individual requirements of their children, rather than using a cookie-cutter approach.

Counsellor identity as a profession, current societal issues, and the difficulties of counselling to meet community needs were all topics of discussion in a study conducted by Gunawan and Wahab (2015) at Yogyakarta State University, Indonesia. According to the findings, Western ideals and expectations have had an impact on the field of counselling in Indonesia. Therefore, it is not adapted to the specific requirements of the local population. When deciding how to implement counselling in schools, it is crucial to take into account the cultural context of both students and teachers.

Using a school counselling system put in place to help truant adolescents and their families, Tajan, (2015) observed the proliferation of Japanese psychiatric clinics. The study found that increasing adolescent counseling's focus on preventing school absences, dropping out, and isolation helped reduce all three. The study considered recent shifts in Japanese society and addressed how formal education influences young people. The study concluded that as counselling is beneficial to both students and the community, it is the counsellors' duty to develop a method appropriate to modern Japan's social context and cultural history. As a result, this is crucial in shaping people's ethics. The community models its behaviour after the norms that are instilled in the students.

African elders and life's transitions, such as those between childhood and adulthood, shaped the continent's approach to advice and counselling. In the years before the 19th century, this was done so that the next generation would grow up with the same set of values that had guided the previous one. This led to a more tranquil society and encouraged proper behaviour among the youth. Goss and Adebowale (2014) state that many African professors held symposia to spread African cultural values.

Most priests provided counselling to a culture that seemed to be immoral, and this sparked an interest in counselling among the newly arrived missionaries and adherents of many religions. As a result, they contributed to the growth of order in many different communities and throughout society. As a result, they paved the way for the inclusion of counselling in the school system as a means of encouraging high achievement among children. Counselling in schools has flourished as a result of the introduction of religion studies (Wambu, & Fisher, 2015).

For instance, counselling has a long history in Zambian society, albeit it has taken many forms and been interpreted in a variety of ways since well before the colonial era. Modern culture has been shaped by historical and social factors, which are the source of its variations and inconsistencies. Emotional and psychological anguish, as well as behavioural issues, have plagued the people of Zambia in all traditional communities and throughout

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history. Young people needed to be directed into the traditional societies' occupations that would best serve the society's needs and aspirations. There are well-established practises and procedures in every culture for assisting people with their issues and professions. Social and moral introductions, apprenticeship training, and initiation rites were traditional contexts in which young people received guidance and counselling. Professional counsellors are now frequently found at community centres, hospitals, and universities.

Researchers Otwine, Oonyu, Kiweewa, and Nsamba (2018) from Uganda's Makerere University set out to convince undergraduates of the value of including career guidance as part of their education. Seven hundred fourteen educators received training in the art of guidance. This aided them in selecting suitable majors and vocations throughout their academic lives. Two hundred students were interviewed for the study. The purpose of the research was to demonstrate how career guidance positively affects the students' final career decisions.

In Kenya, Ruttoh (2015) investigated secondary schools in the Kamariny Division of the Keiyo District to see whether or not counselling and guidance activities were carried out as intended. From the total population, 230 volunteers were selected at random. According to the results of the study, guidance and counselling programmes in schools are not always carried out as planned. The document suggests that the Ministry of Education implement regular inspections of quality by the Quality Assurance and Standards Officers, and incorporate advice and counselling into the school programme. The federal government ought to provide the school counselling and guidance project with the funds and policy framework it needs to succeed.

In Kenya, Kiweewa (2015) performed research to spark a movement towards including advising and counselling into preservice teacher education. One of the main characteristics of this all-encompassing method is the insistence on cross-curricular integration and the joint effort of the entire school community, as noted in the report. Instead of the typical reactive and corrective methods, proactive, preventative, and developmental techniques are required. The method considers educators to be pivotal players because of the potential impact of educators' perspectives on the delivery, effectiveness, and efficiency of guidance services.

Providing professional a school-based counselling services provided by professional counsellors based on its various schools would be of tremendous assistance to the well-being of students at Aljamea, as they are not exceptional to the previously mentioned psychological and personal difficulties. Students at Aljamea have access to a wide variety of counselling services, each of which is tailored to the unique set of difficulties faced by each individual. Homesickness, loneliness, a lack of affection from close family members, and academic pressure are only some of the difficulties the kids face. Mental health services, help adjusting to a new place, academic and emotional counselling, help setting and achieving goals, and instruction in developing effective study habits are all examples of what's needed.

Integrating guidance and counselling into lessons is crucial because it teaches students how to evaluate their strengths and develop their potential. Teachers and students both benefit from its incorporation into the classroom as a means of eradicating limiting personality traits. Happiness increases productivity, and students learn to take responsibility for their own learning as a matter of course. Akili Dada in Kenya is a case in point; they provide guidance and possibilities, especially for women from low-income households (Brewer, 2008).

Better remedies for mental health problems can be developed through the combination of counselling and cognitive therapy. Counsellors can aid their clients in better information processing and behavioural modification by employing approaches from

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cognitive psychology, cognitive behavioural therapy, and social cognitive therapy. Helping a person work through their own unique set of challenges and grow as a person is what counsellors do. Counsellors employ a wide range of methods, the most of which fall into one of three broad categories: cognitive, behavioural, or social-cognitive. Individuals' thoughts about themselves and their experiences are the primary targets of cognitive therapy. People can benefit from this therapy by learning to think more constructively and realistically.

Several data points indicate that students at Aljamea institutions are not immune to the aforementioned types of mental health and interpersonal difficulties. For instance, recent research by the American College Health Association found that over 30% of college students had experienced clinical depression at some point during the previous year.

Therefore, it would tremendously benefit the students' mental health if the school provided guidance and counselling services from trained professionals. Students with mental health issues would have access to the care and understanding they need with the provision of such services. Thus, this study sought to investigate the influence of guidance and counselling integration in the curriculum on students' academic performance.

Statement of the Problem

Integrating school counselling into the curriculum is one strategy to meet the emotional and vocational needs of all students (ASCA, 2012a). To do so, classroom teachers must forego some instruction time. But educators worry they won't have time to teach anything beyond the bare minimum of what will be on the test (Au, 2007; Vogler & Virtue, 2017). School counsellors have a tough time meeting the requirements of all children in terms of school and job readiness because of the limited amount of time available in the school day (Barnar & Brott, 2011). It is not necessary to choose between addressing the academic curriculum and the counselling curriculum. By rethinking academic classes to include the counselling core curriculum, we may provide students with more challenging and meaningful educational possibilities. There is a strong correlation between academic achievement and psychological and social health, as documented by numerous studies (Parker et al., 2004; Petrides, Frederickson, & Furnham, 2004). Counselling has been shown to be an effective intervention for reducing stress, anxiety, and depression and improving overall mental health (Ndetei et al., 2007). Counselling should be made available to all students struggling with their emotions.

Although counselling services are offered in Aljamea –tus- Saifiyah, Nairobi campus, there are growing concerns and outcry of the people about the need for emotional care among students. This concern has been raised during parents and staff interaction sessions where emotional distress was noted being a challenge for several students. According to discussions among members of staff counselling was seen as providing a safe and confidential space for students to explore their emotions and thoughts and receive professional guidance on coping with them healthily. Students in Aljamea-tus-Saifiyah were moreover found to be having difficulty in coping with the academic expectations; having established that the students get admitted to Aljamea-tus-Saifiyah campuses for eleven years, it is possible that some of these students suffer from homesickness. In life, people need affection and support from those they love, which in our case, are family members.

Aljamea-tus-Saifiyah, despite being a multinational institution of academic excellence, counselling has not been captured in the institution's formal curriculum and there is no research that has ever been carried out in this institution to establish the extent to which the counselling offered helped learners to cope with the school demands and achieve

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academic excellence in its Nairobi campus. It is due to this therefore this study suggested to investigate integration of guidance and counselling into Aljamea-tus-Saifiyah, Nairobi campus curriculum implementation.

Objective

The objective of this study was to ascertain the ways in which guidance and counselling can be effectively integrated in curriculum implementation and what impact does that have on academic performance of students.

Theoretical Framework

The study was guided by the theoretical foundations laid by Jean Piaget's cognitive development theory in the 1950s and 1960s. Determining the motivations, goals, and mental states of other individuals is the primary focus of cognitive theory (Rachman, 1998). The Swiss psychologist displayed that younger people were not as dumb as they were thought to be. Piaget had interest in how children think and deduced that the children answered questions qualitatively compared to the adults. The theory mainly comprises two aspects:

The process of cognitive development; this involved assimilation and adaptation where individuals tend to investigate their environment and find out ways to use and accommodate the constituents of their surroundings. In addition, the stages passed through towards acquiring the ability to adapt; these stages include sensorimotor which is the infancy stage, pre-operational stage which comprises the early childhood, concrete operational stage which involves the early adolescence and finally the formal operational stage which is majorly the adulthood. At this point the intelligence is displayed through the logic utilization of symbols.

Cognitive theory is essential in integration of guidance and counselling in schools since it helps to curb the faulty thinking among the students. Students faulty thinking would eventually result to faulty decision making and in turn faulty solutions (Capuzzi, & Stauffer, 2016). Therefore, the availability of cognitive counsellors in schools helps the students to obtain solutions accurately. The cognitive theory involves therapies which include; reality therapy, motivational interviewing, cognitive behaviour therapy commitment and acceptance therapy.

Cognitive theory is important since they tend to improve the student's ability to focus, to comprehend and to recall all the information they have come across and also think critically about the subject matter as the time goes. The skills obtained from cognitive counselling allow students to obtain ideas, to clench the process and improve their analytical skills.

Cognitive theory helps the study of human way of thinking. With cognitive theory it is possible to predict the behaviours of individuals and what they are going to do next. With this type of theory, it makes it possible for the students to be altered and changed to better their behaviours through counselling since the counsellor knows what they are going to do next, giving him the best approach according to the personality of the person being counselled.

According to Alahmad (2020) strength of cognitive theory is that it involves a lot of practical applications. This practicality can be revisited to determine if a person has Autism since it was all practical and the same record can be revisited. This data also helps the teacher to be able to know how to handle the persona of that condition.

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Cognitive theory can be combined with other approaches. This is very essential since it can be combined with other theories and approaches to make it more effective. This yields more positive outcomes as the saying goes 'it is better two, than one'. One of the combinable theories is the cognitive-behavioural therapy, which is a combination of behavioural approach and cognitive approach. This completes the gaps in cognitive approach yielding better results compared to any of it being worked on individually. This process is very effective to those who have phobia, anxiety disorder or post traumatic-disorder. (Dweck, & Leggett. 1988).

Cognitive theory helps one to improve the skills solving any problem. This theory equips a student with the necessary skills to make quick and informed decisions. This type of skill always comes in handy at times of crises or emergency any many other times that they are require to make a decision faster and when they are doing any challenging task.

However, there are few shortcomings that make it difficult to be utilized in certain instances. One of the shortcomings is that cognitive theory aims at changing the individuals' thoughts which at times appears to be forceful. Human beings cannot be separated from their thoughts which are affected by their environment and therefore cognitive counselling can be perceived to be unethical (Hays, 2014). It is believed that thinking is as well controlled by the nature and the body hormones and cannot be necessarily controlled by counselling. The theory, therefore, displays its simplistic nature which makes it unacceptable in certain circumstances.

Benefiting from the cognitive counselling requires one to be committed, because a therapist helps you, but they are not capable to make your problems go away unless the individual is willing to cooperate. The fact that it requires the students to be cooperative, it is therefore not suitable to the individual who have mental health issues (Andersson, & Cuijpers, 2008). In the process one may become more anxious and more emotionally uncomfortable.

Cognitive theory has its limitations, but there are ways to mitigate these weaknesses. One way to overcome the issue of the cognitive theory being perceived as forcing individuals to change their thoughts is to ensure that the counselling process is ethical and respectful of human beings' autonomy.

Cognitive theory helps the student and teachers in problem solving since they are already equipped with the necessary skills to overcome their daily life hurdles.

According to Lin (2002) cognitive theory can be used to change the behaviour of students who have bad habits. When combined with behavioural strategies, it can be used to modify behaviours in ways like, relaxation training, desensitization of the system, behaviour modification and teaching self-management and monitoring.

Cognitive theory can be used to treat trauma. When someone has undergone a traumatic event and he/she need to recall it so as to heal or give the information to the authority, cognitive theory comes in handy. According to Gonzalez-Prendes, Resko, & Cassady (2019) this process helps one to remember the event as they were with the same magnitude of the scene as it was, be it tension or insecurity or may be fear or anything that happened making a person to remember things as they were. Hence, cognitive therapy concentrates on teaching people how to identify, reframe and evaluate the cognitions that are not functioning related to the trauma and the thing that is involved in intense negative emotions and behavioural reactions.

Cognitive theory can be used to treat phobia. There are two types of cognitive biased in phobia treatment: attention bias is one of them. In this type, you focus on the negative thing about the phobia unlike concentrating on the positive side or thing. The other bias is

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interpretation bias, where you program your mind not to misinterpret or prejudge the negative thing about the phobia. These methods can be utilized to boost the positivity of the students by addressing their fears and giving them courage to face their fears.

The above features make cognitive theory relevant to the current study as it is beneficial in integrating counselling services in curriculum implementation and can influence academic performance of the students of Aljamea-tus-Saifiyah, Nairobi.

Review of Related Literature

Various methods have been utilized to integrate counselling in the curriculum which include technology, incorporating guidance and counselling as a career subject in schools and use of formal programs.

In a study conducted by Woo, Dondanville, Jang et.al, in 2020 in the USA, with the aim to create awareness of the benefits technology has in counselling programs in schools. It used survey and provision of questionnaire involving a sample population of one hundred eighty individuals in the year 2020. The research indicated that schools have adopted the use of technology to offer counselling services which were done during the corona virus pandemic period. The occurrence of the pandemic led to changes in schools' education system since they were forced to conduct most of the activities online. This therefore led to creation of strategies on how to offer counselling services as well. This, therefore, served as a perfect move in integration of counselling using technology which is vital and essential.

Woo's study informs the current study a lot about how technology can be integrated in implementation of counselling, however, the said study did not seek to shed light specifically on the age or grade of students that were the target population. The study uses only quantitative design, whereas a combination of quantitative and qualitative approaches could have yielded better and valid results. The current study employs mixed methods research design to fill the mentioned gap.

The study's primary goal was to raise consciousness about the ways in which technology may improve school counselling programmes. The study used a survey and provision of a questionnaire Involving a sample population of one hundred eighty individuals. The research indicated that schools had adopted the use of technology to offer counselling services which were done during the coronavirus pandemic period. The occurrence of the pandemic led to changes in schools' education system since they were forced to conduct most of their activities online. This, therefore, led to the creation of strategies on how to offer counselling services as well. Thus, this served as a perfect move in integrating counselling using technology, which is vital and essential.

A study in Finland by Kolog, Sutinen, & Vanhalakka-Ruoho (2014) involved a population of two hundred students who were selected randomly and offered questionnaires to fill as well as write personal stories. The aim of this study was to help students and teachers understand the importance of e-counselling in schools. The research shows that use of emails, instant messaging and video conferencing has made the integration of e-counselling possible in schools. It stated that e-counselling should be embraced as one of the easiest ways to help in integration of counselling in schools since the world has experienced advancement in technology vastly. Most schools nowadays have access to internet, and it should therefore be utilized as a tool to enhance counselling services.

Kolog's study informs the current study about how e-counselling is beneficial in implementation of counselling, however, the said study differs from the current study, which was conducted in Finland. Finland is a developed nation, whereas Kenya is a developing

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nation, and the availability and affordability of internet differs in these nations. The current study suggests solutions that can be beneficial like improving the availability and affordability of internet first.

In research conducted in Bowling Green state university in Ohio by Kozlowski (2013), the research aimed to help individuals choose counselling as a career since it is very essential in schools. Its outcome indicated that integration of counselling in schools as a career subject is among the best ways to fuel counselling programs in schools. Kozlowski (2013) states that, counselling careers are vital programs that should be adopted in schools. The research involved a population of one hundred and fifty individuals who were interviewed. The research was conducted by a professor in this university.

Kozlowski's study showed that by integrating counselling as a career subject it would help students learn about it adopt it and even use it among themselves. However, the numbers of individuals interviewed seem too low to help in the analysis. Perhaps a larger number of interviewees would yield a more accurate outcome. The current study uses a larger number of people for interviews to get a more accurate conclusion.

In research conducted in Uganda in the year 2014 in Makerere University, a population of one hundred and fifty students and teachers were involved and an interview was conducted on them. This study aimed to highlight why teachers need the essential skills in counselling beforehand. According to Nyan (2014), it is important to train the teachers who are involved in counselling on the best way to offer counselling service. This would therefore include technological training in order to make it easy for both the teachers and the students. The outcome of the research shows that integration of counselling in schools led to elevated performance amongst the students and it was therefore essential.

Nyans' study enlightens the current study a lot about how training of teachers can impact positively counselling services, on the downside; the said study did not give specifics on the age or grade of students and teachers that were the targeted. A mixture of quantitative and qualitative methodologies could have produced better and more accurate results. The current study uses both quantitative and qualitative methodologies.

In research conducted by Appiah (2013) in Kwame Nkrumah University, Ghana, set out to show the importance of training counsellors before they start helping students. The research involved a sample population of two hundred students who were offered with questionnaires. The findings of the research showed that selected individuals who offer counselling should be equipped with counselling skills. According to the study counselling career skills, should be offered to all the groups of counsellors. This move would ensure effective counselling services are offered to the students.

Appiah's study showed that the people in charge of counselling should have the required skills. The study has specified the number of students who were used for the case study but not the specific details like age bracket, gender etc. The study has employed quantitative research to make a conclusion. The current study highlights the specific numbers to help get better findings by employing qualitative and quantitative methodologies together.

A related study conducted in South Africa by Nicholas, Naidoo & Pretorius (2006) involving a population of three hundred students divided into portions whereby some was offered questionnaires and others were interviewed as way of collecting data. The purpose of this study was to help individuals to know the importance of psychology as a career. The research findings indicated that career psychology has played a big role in offsetting social issues among students. According to it career psychology is essential and there is and to develop in our schools. The research was conducted in the year 2006. The researcher

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however recommends that a follow up research should be conducted to ascertain the progress in career psychology.

Nicholas's research showed that a career in psychology helps deal with offsetting social issues. The study however was done a long time ago which leaves a big gap for new findings for recent studies. The current research uses the most current sources to ensure there's accuracy in the findings.

Research was also conducted in Kericho sub county, Kenya by Ruto, Manduku & Kosgey (2017) wanted to showcase the benefits of using technology in counselling. It indicated that technology is among the key determinants in the success of offering guidance and counselling in schools. Population of two hundred and ten students were offered with questionnaires and a portion of this population was interviewed. The research stated that use of technology is a vital determinant on effectiveness of guidance and counselling. As we understand, social media has taken up a prime role in affecting the students conduct and therefore it is essential if the schools use it as a tool to offer guidance and counselling to the students.

Rutos's study is both qualitative and quantitative, the number of students interviewed and offered with questionnaires is specified, and it shows the current study that social media could be used in schools as a tool of guidance. However, the area of study is a developing country and access to social media would not be easy for everyone and therefore some is inconvenienced. The current research focuses on finding a solution on how social media can be more accessible by employing mixed research methodologies that can be helpful in the area of study.

According to a study by Wambu & Fisher (2015) in Kenya, there is a need to develop strict formal programs that can be put in place to enhance counselling. The study set out to show that there exists ambiguity on how counselling sessions are offered in our Kenyan secondary schools. The research involved a population of two hundred students who were divided into two portions. One portion was offered with questionnaires and the other portion was interviewed as methods of data collection. The sample population was selected randomly across secondary schools in Kenya. The outcome was that there is need to embrace the use of formal programs in schools so that it can be able to reach a wider scope.

Wambu's study suggests that there is need to embrace the use of formal programs in schools for counselling. A wide variety of schools were used to find the conclusions therefore the accuracy of the findings is precise. However, the numbers of schools or even the types of schools are not mentioned so the findings have no base. The current study is more specific on the types of schools to have a more precise conclusion and to be able to meet the goals of the current study.

Review of related global, regional and local literature addressed the different ways by which guidance and counselling can be integrated in the curriculum. It also indicated a need to effectively integrate guidance and counselling as it impacts the student's mental well-being which eventually leads to betterment in academic performance.

Research Methodology

The study used the the mixed methods approach, specifically the convergent parallel design which allowed the study to gather qualitative as well as quantitative information. To collect quantitative data a cross-sectional survey was used. Qualitative data was collected using phenomenological method, specifically interviews. The target population comprised of students of grades 5 to 7 and teachers who teach in these grades of Aljamea-tus-Saifiyah,

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Naiorbi campus. There are 311 students (boys and girls) enrolled in grades five through seven at the Nairobi location of Aljamea-tus-Saifiyah. From whom, 93 students (30%) were chosen by stratified random sampling. There are 34 teachers teaching in grades 5 to 7 in Aljamea-tus-Saifiyah, Naiorbi campus out of whom 10 teachers were chosen for the study using a purposive (sometimes called selected or expertise) sample method. Data was collected from students using questionnaires, while interview guides were used for data collection from teachers. Quantitative data were analysed by the use of SPSS software. Data obtained from questionnaires was presented in frequency tables and bar graphs, whereas dat from interviews was organized according to research questions and presented in direct quotes and narratives.

Findings and Discussions

The study sought to find out student and faculty views on different types of guidance and counselling that are availed and on those that can be included in Aljamea-tus-Saifiyah. Students were given several statements in which they were required to indicate their level of agreement/disagreement using the following Likert scale *Key: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.*

The study wanted to investigate the possibility of group counselling being seen as a better option compared to individual counselling. Results after collecting data are as indicated in Figure 1.

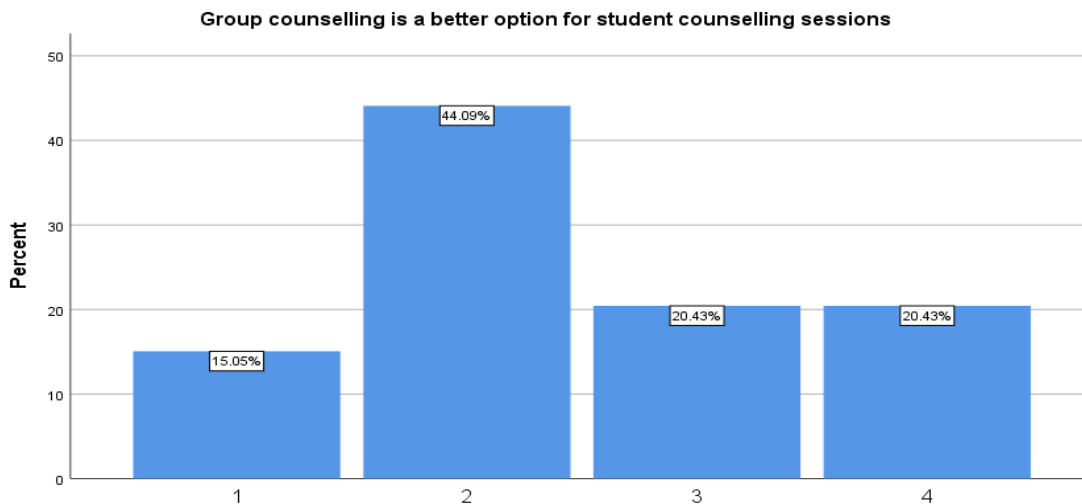


Figure 1: Group counselling as a Better Option for Guidance and Counselling Sessions.

Source: *Field data, 2022.*

Figure 1 shows that among the students who participated in the study, 15.05% strongly disagreed that group counselling and guidance is a better option for student counselling sessions, 44.09% disagreed that group therapy is a better option for student therapy sessions, 20.43% were not sure whether or not group counselling is a better a chance for student counselling sessions, and 20.43% agreed. None of the students strongly agreed that it is preferable to have counselling sessions in a group setting.

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From the findings, many students do not seem to prefer group guidance and counselling seems. This could be because some students' issues might need privacy to disclose. Guidance and counselling may involve, emotional, social as well as spiritual matters and others hence the approach used is crucial to the students' life.

The findings agree to what Brown (2018) asserts, a large number of students do not like group counselling despite its number of benefits. For instance, according to this author group counselling saves students from self-denial and low self-esteem. When counselling is done in a group, students understand that there are others too who are dealing with issues similar to theirs. The students thus can develop trust and high self-esteem since there is less self-judgement. When group members share their feelings with others, they experience pain and stress relief. Group counselling creates a platform where individuals air their different perspectives. Since people are diverse in thinking, they look at problems and issues differently. Individuals can easily incorporate the different strategies to handle their own problems. The findings are in agreement with what Kim and Asbury (2020) asserts, since members of the group might be in different stages of their problems, they can easily provide coping ways and experiences to their colleagues.

Additionally, the findings are in agreement with what Maben and Bridges (2020) asserts, group counselling creates accountability among the members. Group members can provide advice and positive feedback in addressing challenges. A point to note, according to this author, group counselling creates confidence. Most of the teens tend to develop fear especially when speaking about issues that affect them. With group counselling, they can always know that they are not alone in the issues hence the confidence to speak up. The results also imply that group counselling is a perfect platform for self-discovery. When interacting with other members of the group, students can see reflections of themselves in others, discovering the blind spots and developing ways of addressing them.

Group counselling in school may occur during class time or during physical education. The main idea is that group counselling may involve one or two counsellors and as many as 15 students in the same venue, as asserted by Metcalf (2021). There are those group counselling sessions that involve boys only, girls only or both boys and girls in the same venue. Therefore, there is a concern of whether group counselling is a better option for student counselling sessions. Therefore, the following Figure shows student responses on the concern.

Despite the benefits of group counselling, most students are indicated that they were opposed to group counselling. Precisely, the students are not ready for This is in addition to what Geldard, Geldard and Foo (2017) asserts, individual counselling occurs in a situation where there is one student and one counsellor. exposure to other students from the same or different classes.

The study went further to find out the possibility of individual counselling being a better option compared to group counselling, since individual counselling is another way of carrying out counselling to students in school setting.

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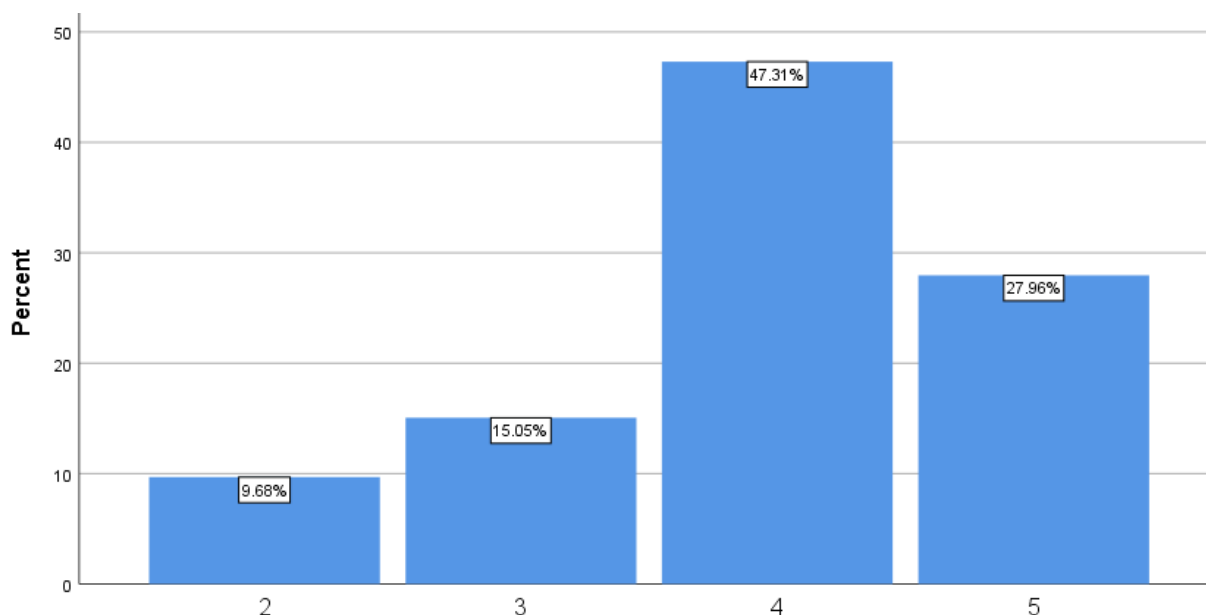


Figure 2: Individual Guidance and Counselling Session as a Better Option for Students.

Source: *Field Data, 2022*.

Figure 2 shows that whereas no students strongly disagreed, there were nine students (9.68%) who disagreed to the idea that individual student counselling is preferable. Findings were supported by interviews with teachers, in which F, G, and H each provided their own unique perspective.

According to participant F:

Individual counselling makes one to feel lonely and fear to share their feelings because they might be judged. I think it is not always beneficial to have individual counselling among students (Interview, 20/12/2022).

When participant G was interviewed, the response was she had this to say, “Individual counselling, in contrast to group therapy, does not enable a person to break a negative cycle by watching similar processes in others. I do not prefer individual counselling especially at student level.” (Interview, 17/12/2022). Participant H shared this with the researcher:

Because individual counselling is between two or less people, it lacks support of group members which helps to comfort the victim and give various experiences. I do not agree that individual counselling is a better option for student counselling (Interview, 17/12/2022).

Whereas, 14 students (15.05%) of the students were undecided whether individual counselling is a better option for student counselling. However, 44 students (47.31%) agreed that individual counselling was a better option for counselling and 26 students (27.96%) of the students strongly agreed that individual counselling was a better option for counselling.

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The researcher conducted interviews with faculty members, and their conclusions were supported by quotes from three separate interviewees.

According to participant A, “Individual counselling gives a student a conducive environment to give his/ her own insights about the various issues affecting him/her” she said (Interview, 17/12/2022). Participant B was obligated to tell the researcher about this experience, He said:

I think individual counselling is better compared to group counselling. Individual counselling in my opinion gives an opportunity to those students who lack public confidence to express themselves and ask for help (Interview, 19/12/2022).

While interviewing participant C, the following were his sentiments, “Individual counselling is important especially in setting personal goals and working to achieve those goals in school, therefore, I recommend individual counselling to all students” he said (Interview, 20/12/2022).

About 70 students agreed with idea of individual counselling rather than group counselling. However, less than nine students have contrary opinions about the concept of individual counselling. The students who did not agree with the idea of individual guidance and counselling could probably not have misunderstood the question since some students in Jamea institution come from non-English speaking countries and there is a likelihood of language barrier in responding to the questionnaire. However, when answering of research questions, one is free to give sentiments willingly.

This finding agrees to what Metcalf (2021) asserts, most students find it easier to express their feelings, thoughts, problems, and emotions towards the counsellors in individual counselling set-up. Here, the students get enough confidence to ask their concerns and collaborate with the counsellor in achieving the main goals. Since, the students are under stage of development and others in adolescent, they prefer making their issues private from others in the school. This is in addition to what Geldard and Foo (2017) assert, individual counselling occurs in a situation where there is one student and one counsellor. This shows that students prefer individual counselling more over group counselling as it is more confidential, and students feel at ease expressing their concerns in private.

The study went further to enquire what counselling styles and therapies are used by the faculty members to provide guidance and counselling to students. Out of ten, 3 faculty members confirmed that they use the humanistic therapy. Another 3 members said that they prefer the psychodynamic approach. Two participants preferred behavioural therapy while 1 used the cognitive and the other CBT therapy.

This is agreement with Falicov, Niño and D'Urso, (2020) who assert that because most students are at their teenage stages of development and have different behavioural patterns, it is essential to use a guidance and counselling style that is more attuned to their nature.

The study further sought to understand the various ways of counselling that could be employed in the findings are as summarized in Table 1.

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Table 1: Ways of Integrating Guidance and Counselling at Aljamea-tus-Saifiyah, Nairobi Campus.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Selection of counsellors should be done by the students	None	10	18	33	32
Reading material should be provided regarding counselling to students	None	16	28	36	13
Counselling should be made a mainstream career subject in schools	None	23	37	26	7

Source: *Field Data, 2022.*

The study sought to find out if students should be given a choice in selecting their counsellors.

According to Table 1, 33 (35.5%) students agreed that students should be able to select their counsellors. Out of the total of 93 students, 32 (34.4%) strongly agreed that students should be able to select their counsellors. Eighteen (18) (19.35%) students were not decided whether students should be able to select their counsellors. The remaining 10 (10.75%) students disagreed that students should be able to select their counsellors. None of the students strongly disagreed that students should be able to select their counsellors.

From these findings, the Aljamea-tus-Saifiyah students seem to be comfortable with being guided and counselled by specific counsellors which is expected in counselling guidelines. People seem to prefer working with specific others due to ethical issues and this is acceptable if at all such indicators are seen.

The study further asked the faculty members about their view regarding the selection of counsellors by students. Most faculty members agreed. Participant J when asked, had to say this:

Yes. Counselling is most effective when the student is ready to receive. Choosing a counsellor is proof of readiness to accept, receive and respond.” (Interview, 19/12/2022). Participant K responded, “Indeed, establishing comfort with a specific person can help students develop a greater sense of trust and openness towards receiving any form of treatment (Interview, 18/12/2022).

Another participant D added that “Being Comfortable with a particular person will help the student to rely more and open up for treatment of any kind.” (Interview, 17/12/2022).

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Therefore, majority of the students and faculty agree on selecting their own counsellors. This is in agreement with Bobga (2016) who asserts that students might need a counsellor who they can freely express their private issues and problem to and get help without secrets being told to others. According to Bobga, students also prefer individualized counselling because they can easily get the attention of their counsellors.

The study went further to investigate whether reading materials regarding counselling should be provided to students.

As indicated in Table 1, 36 (38.71%) students agreed that reading material should be provided regarding counselling to students to make them more aware of its benefits. 28 (30.11%) students were undecided whether reading material should be provided regarding counselling to students to make them more aware of its benefits. 16 (17.20%) students disagreed that reading material should be provided regarding counselling to students to make them more aware of its benefits. 13 (13.98%) students strongly agreed that reading material should be provided regarding counselling to students to make them more aware of its benefits. None of the students strongly disagreed that reading material should be provided regarding counselling to students to make them more aware of its benefits.

The study interviewed faculty members about the need to provide reading material regarding guidance and counselling to students. Participant D added that:

Yes. Many people have the notion that they will gain nothing by expressing their issues to others therefore they try to keep it to themselves. Awareness should be spread on the benefits of counselling. (Interview, 17/12/2022).

Participant B responded, “Yes, it has the potential to foster a more accepting attitude towards counselling.” (Interview, 19/12/2022). Participant F had this to say, “Yes, because it makes them more aware of the need of counselling.” (Interview, 20/12/2022).

These findings indicate that the students might want to understand more about guidance and counselling process. This might explain why students preferred individual counselling and choice of the counsellor as expressed in earlier finds. It also indicates that and faculty members are of the opinion that providing reading material is beneficial for the guidance and counselling process. These findings agree to what Sharf (2016) noted, reading materials provide students with additional information on the careers related to counselling, the objectives and importance of doing counselling at school.

The study then sought to find out whether counselling should be made a mainstream career subject in schools.

As per the findings of Table 1, 26 (27.96%) students agreed that counselling should be made a mainstream career subject in schools. 7 (7.53%) students strongly agreed that counselling should be made a mainstream career subject in schools. However, 37 (39.78%) students were not decided whether counselling should be made a mainstream career subject in schools. 23 (24.73%) students disagreed that counselling should be made a mainstream career subject in schools. None of the students strongly disagreed that counselling should be made a mainstream career subject in schools. Overall, 33 (35.48%) students agreed that counselling should be made a mainstream subject in the school as compared to 23 (24.73%) students who disagreed.

The study further sought to enquire the view of faculty members regarding the same question. When asked, participant A had to say this:

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Certainly, including guidance and counseling as a mainstream career subject would enhance students' emotional intelligence, promote empathy, and help them build meaningful connections with others. (Interview, 17/12/2022).

Participant C was of the view that:

Making guidance and counselling a mainstream career subject would ensure that students receive the necessary guidance and support to overcome challenges, set goals, and make well-informed decisions about their future.” (Interview, 20/12/2022).

Whereas, participant K had a different view, “I don't think guidance and counselling should be made a mainstream career subject as it might take away valuable instructional time from core academic subjects. (Interview, 18/12/2022).

It is evident from the findings that most students and teachers believe that counselling should be incorporated in the normal curriculum and made a career subject in schools. Students seemed interested in guidance and counselling being part of the school curriculum from the findings, an indication that they were aware of importance of guidance and counselling in schools. This finding is consistent with the claims made by Lile et al. (2018), that academic counselling and guidance programmes help students identify and cultivate their unique strengths and passions. It can help with problems like poor time management and a lack of organisation that may persist into adulthood.

Summary

The study investigated the influence of integrating guidance and counselling within the implementation of the curriculum on the academic outcomes of students in grades five through seven in Aljamea-tus-Saifiyah's Nairobi campus. The investigation was grounded in the cognitive theory, which informed the following research question: How are guidance and counselling integrated into the curriculum for students at Aljamea-tus-Saifiyah's Nairobi location?

The study found that by integrating guidance and counselling in the curriculum through different ways has an influence on students' academic performance, study habits, attention and mental well-being. Additionally, the research found that guidance and counselling play a crucial role in curriculum by helping new students to adjusting to the new environment, trains them on most effective ways of overcoming peer pressure and trains them on time management. Further, the research established that it is important to make guidance and counselling a mainstream career subject and ensure provision of reading material regarding counselling to students to make them more aware of its benefits and giving students a freedom of choice in selecting their counsellors who they can feel free to exchange minds.

However, the study investigated various problems facing integration of guidance and counselling in curriculum implementation. Consequently, it faces problems involving inadequate time, inadequate number of teachers specialized in guidance and counselling. In school setting, guidance and counselling integration may also face a problem of inadequate reading materials brought by large number of students and inadequate provision of books from the ministry of education and curriculum developers.

The study sought to find out various solutions to the problems that face integration of guidance and counselling in curriculum implementation and students' academic

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performances. The study proposed creation of more time in school by the teachers and curriculum developers so that they can effectively integrate and implement guidance and counselling in school and students learning timetable. The study also proposes the necessity of having regular counselling programs especially once or twice a week to help students solve various academic problems and find solutions to improve in academic performances.

Conclusions

Information was gathered exclusively from students and faculty members at Aljamea-tus-Saifiyah. Teachers and students agreed that integrating guidance and counselling in curriculum implementation plays a critical role in influencing their behaviour and attitude hence leading to improvements in academic performances; for instance, improving from sudden drop of grades and improve performances of those who achieve lowly in academics. Additionally, guidance and counselling integration in school curriculum helps the students to build self-confidence, adjust to new environments, develop study habits, and informs on how to overcome peer pressure.

Further, through guidance and counselling students can get informed on to manage their time while schooling, overcome anxiety, informs the students on the best ways to prepare for end semester and final examinations in their school curriculum. Students acknowledged the importance of integrating guidance and counselling in curriculum implementation as the best idea for academic success.

Recommendations

Based on the findings of the study, the researcher makes the following recommendations to various educational stakeholders. These includes the university management, teachers, students, curriculum developers and the Dawoodi Bohra community.

University Management

The findings of this study will aid the university management to determine the mediums of providing adequate teacher training of guidance and counselling to the teachers. The management should plan and take priority on the resources and teachers available to ensure effective integration of guidance and counselling in the school while keeping in mind the time-constraints of teachers and students. Furthermore, the management should ensure that their strategies for the implementation of guidance and counselling in school are followed by both teachers and students.

Teachers

The findings of this study will urge teachers to incorporate the counselling concepts in their lesson plans and aim at guiding the students' inside and outside the class. A point to note is that the core principle of Aljamea-tus-Saifiyah university is to develop students physically, morally and intellectually. Therefore, teachers should realise that guidance and counselling will help the students improve their thinking capacity and ability to solve problems hence broaden their educational journey and improve their academic performance.

Students

The findings of this study will be of assistance to the students of Aljamea-tus-Saifiyah. They will realise that guidance and counselling helps students to fulfil their academic obligations with vigour and enthusiasm. Therefore, students should use the information they

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learn from counselling and guidance so as to better their academic performance. They should also help fellow students and Dawoodi Bohra community members at large, particularly during the community services.

Curriculum Developers

The findings of this study will also help the curriculum designers in Kenya and around the world. They should assess and evaluate the current approach to incorporating and teaching guidance and counselling in curriculum implementations and making it a common topic in the classroom. The educational bodies in Kenya should strongly encourage and implement integrating guidance and counselling in curriculum implementation and making it a main-stream topic.

Dawoodi Bohra Community

The findings from this investigation will be useful to the Dawoodi Bohra community-owned and operated schools to stress ethical and social principles through the use of guidance and counselling programs among school-age children and teenagers. To ensure that this technique is used both at the school and in all other schools, Aljamea-tus- Saifiyah's experienced teachers and other qualified counsellors can train other schoolteachers.

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