

**THE INFLUENCE OF GUIDANCE AND COUNSELLING PROGRAMME
ON ACADEMIC PERFORMANCE OF SELECTED PUBLIC SECONDARY
SCHOOL STUDENTS: A CASE OF BAHATI DIVISION, NAKURU
DISTRICT**

BY

NDIRANGU PRISCA NJERI

**A Research Project Report Submitted to the Graduate school in Partial Fulfillment of the
Requirements for the Award of Master of Education Degree in Guidance and Counselling
of Egerton University**

EGERTON UNIVERSITY

JANUARY, 2007

DECLARATION

This research project report is my original work and has not been submitted for the award of a degree or diploma in any other university.

Signature: _____

Date: _____

Ndirangu Prisca Njeri

EM16/0980/03

RECOMMENDATION

This research project report has been submitted for examination with my approval as University supervisor.

Signature: _____

Date: _____

Dr. B.E.E. Omulema

COPYRIGHT

© 2007

Ndirangu Prisca Njeri

All rights are reserved. No part of this work may be reproduced or utilized, in any form or by any means without prior written permission of the author or Egerton University.

DEDICATION

This research project report is dedicated to my family members, Brethren of Good News Foundation Ministries and friends for their constant love, care and encouragement.

ACKNOWLEDGEMENT

A number of people have contributed immensely towards the completion of this research project. To all of them, I wish to extend my sincere gratitude. First, I gratefully acknowledge my employer - Teachers Service Commission (TSC) for granting me a two-year study leave with pay. The study leave enabled me to successfully undertake and complete my postgraduate studies. Secondly, I am indebted to my project supervisor: Dr. B.E.E. Omulema for his invaluable assistance, insights, criticisms and guidance without which this study would not have been a reality. I am grateful, as well, for the efforts of all the staff members of the Department, for their immense assistance and contribution to this work. I would also like to acknowledge all the respondents who took time off their busy academic schedules to attend to my research needs. Last but not least, I owe much gratitude to my family members, Brethren of Good News Foundation Ministries and friends for all the support and encouragement they accorded me throughout my studies.

ABSTRACT

A guidance and counselling programme in a school assist students to harmonize their abilities, interests and values and thereby develop their full potential. All this is geared towards improving the self-image of the students and facilitating better achievement in academic performance. This study sought to establish the influence of guidance and counselling programme on academic performance of secondary school students in Bahati division of Nakuru district. This study adopted an *ex post facto* research design. It targeted all the 1385 Form Four students, 21 teacher counsellors and 21 head teachers of the 21 selected public secondary schools in the study area. A random sample of 196 students, ten teacher counsellors and ten head teachers were selected from the ten schools. Data was collected through administration of questionnaires with the selected respondents. The collected data was then processed and analyzed using descriptive and inferential statistics with the aid of Statistical Package for Social Science (SPSS) version 11.5 for windows. The study established the following findings: Secondary schools in the study area differed in the number of guidance and counseling services that they had implemented. Teacher counsellors had little training in guidance and counselling. Stakeholders adequately supported guidance and counselling programme in the schools. Students were aware of the role and importance of career counselling in their schools. There was poor academic performance among students. Guidance and counselling programme has a positive impact on the academic performance of students. Based on these study findings, the following recommendations were made: There is need for the teacher counsellors to implement all the services required for a guidance and counselling programme. There is need to improve the level of training of teacher counsellors in guidance and counselling. Teacher counsellors should take advantage of the positive attitude of the students to enhance career counselling in their schools. Guidance and counselling programme should be strengthened in order to improve the academic performance of secondary schools in the area.

TABLE OF CONTENTS

DECLARATION

RECOMMENDATION

COPYRIGHT

DEDICATION

ACKNOWLEDGEMENT

ABSTRACT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

CHAPTER ONE

INTRODUCTION

1.1 Background Information.....

1.2 Statement of the Problem.....

1.3 Purpose of the Study.....

1.4 Objectives of the Study.....

1.5 Research Questions

1.6 Significance of the Study.....

1.7 The Scope and Limitations of the Study.....

1.8 Assumptions of the Study

1.9 Definition of Terms

CHAPTER TWO

LITERATURE REVIEW.....

2.1 Introduction.....

2.2 Genesis of Guidance and Counselling

2.3	Role of Guidance and Counselling in Secondary Schools
2.4	An Effective Guidance and Counselling Programme in Secondary Schools
2.4.1	Orientation Services
2.4.2	Appraisal Services
2.4.3	Educational and Occupational Informational Services
2.4.4	Counselling Services
2.4.5	Placement and Follow-up Services
2.5	Causes of Poor Academic Performance in Schools
2.5.1	Anxiety
2.5.2	Poor Self-Concept
2.5.3	Poor Methods of Study
2.5.4	Poor Reading Techniques
2.5.5	Indiscipline
2.6	Theoretical Framework
2.6.1	Person-Centered Theory
2.6.2	Social Learning Theory
2.7	Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction
3.2	Research Design
3.3	Location of Study
3.4	Population of Study
3.5	Sampling Procedure and Sample Size
3.6	Instrumentation
3.7	Data Collection Procedures
3.8	Data Analysis

CHAPTER FOUR

RESULTS AND DISCUSSION.....

- 4.1 Introduction
- 4.2 Effectiveness of Guidance and Counselling Programme
- 4.3 Professional Qualifications of Teacher Counsellors
- 4.4 Support to Guidance and Counselling Programme in a School.....
- 4.5 Students' Attitude toward Career Counselling
- 4.6 Academic Performance of Students
- 4.7 Guidance and Counselling and Academic Performance
- 4.8 Challenges Facing Guidance and Counselling Programme

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

- 5.1 Introduction.....
- 5.2 Summary of the Findings.....
- 5.3 Conclusion
- 5.4 Recommendations
- 5.5 Suggestions for Further Research.....

REFERENCES

APPENDICES

APPENDIX A: TEACHER COUNSELLOR QUESTIONNAIRE

APPENDIX B: STUDENT QUESTIONNAIRE

APPENDIX C: HEAD TEACHER QUESTIONNAIRE

APPENDIX D: CLASS TEACHER QUESTIONNAIRE

APPENDIX E: RESEARCH PERMIT

LIST OF TABLES

<u>Table 1: Population</u>	19
<u>Table 2: Sample size</u>	19
Table 3: Services offered by Guidance and Counselling Programme	25
Table 4: Aware of Services being offered by Guidance and Counselling Department	27
Table 5: Common Counselling Needs among the Students	27
Table 6: Formed Guidance and Counselling Committee	28
Table 7: Level of Training in Guidance Counselling	29
Table 8: Assistance of the School Administration to Guidance and Counselling	30
Table 9: Support of Other Teachers to Guidance and Counselling	31
Table 10: Students' Attitude toward Career Counselling	33
Table 11: Level of Attitude toward Career Counselling	34
Table 12: Academic Performance Mean Score	35
Table 13: Academic Performance of Students	35
Table 14: Factors Limiting Academic Performance	36
Table 15: Factors Promoting Academic Performance	37
Table 16: Pearson's Correlation of Career Counselling and Academic Performance	39
Table 17: Challenges Facing Guidance and Counselling Programme.....	39
Table 18: Suggestions to Improve Guidance and Counselling.....	41

LIST OF FIGURES

Figure 1: Relationship between Guidance and Counselling and Academic Performance18

LIST OF ABBREVIATIONS AND ACRONYMS

GOK:	Government of Kenya.
MOE:	Ministry of Education
MOEST:	Ministry of Education Science and Technology
TSC:	Teachers Service Commission
NCEOP:	National Committee on Educational Objectives and Policies
KCSE:	Kenya Certificate of Secondary Examination
SPSS:	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Guidance and counselling are two closely interrelated concepts and each determines the availability and efficient of the other. According to Makinde (1984) and Patterson (1977), “guidance” refers to a broad area of all educational activities and services aimed at assisting individual students to understand themselves and adjust to school life. In Kenya, the Ministry of Education (1977) considers guidance as a continuing process concerned with determining and providing for the developmental needs of ‘learners’. Mutie and Ndambuki (1999) defines “counselling” as a learning-oriented process which usually occurs in an interactive relationship with the aim of helping the client learn more about him/herself. Guidance and counselling is therefore aimed at bringing about maximum development and self-realization of human potential for the benefit of the individual and the society. In a school, the programme assists students in harmonizing their abilities, interests and values and enables them to develop their full potential. It directs students on appropriate career and subject choices; solving discipline, education, social and psychological problems; and general adjustment to school life (Gerardo, 1996).

The development of guidance and counselling originated from Europe and the United States of America in 1900’s. A person named Goodwin in 1911 organized a wide guidance programme in USA that catered for students. The emphasis was on vocational information, awareness of the world of work, location of employment and reduction of examination anxiety (Makinde,1984). He noted that since 1950’s, popular views of guidance and counselling have changed rapidly and that understanding youth’s problems are among the functions of school guidance and counselling. A random sample of 100 counsellor education programmes with evaluating the effect of counselling on students was carried out in USA. The study found out that guidance and counselling significantly influence academic performance of a student. This is an indication that most institutions have put emphasis on need for academic excellence and more so the intervention of guidance and counselling programmes. This development made teacher counsellors to provide guidance and

counselling services at secondary schools, not only to students who are underachieving, maladjusted, but also to gifted children who do not know what to do with their abilities.

In Africa, the genesis of modern guidance and counselling is dated back to 1960s. For example, Makinde (1984) observes that the first organized formal careers guidance service for the students in Nigeria was held in Ibadan. The service resolved to expand counselling activities in the country by the end of 1970, and form a larger association to embrace career masters and counsellors. In Kenya, the genesis of formal guidance and counselling programme dates back to as early as 1960s (Kilonzo, 1984). The programme was introduced in the country in 1963 during the first Guidance and Counselling Career Conference held to discuss career choices among students in learning institutions (Oketch & Ngumba, 1999). It includes all services aimed at helping a student understand himself, his attitude, interests, abilities, physical, mental and social maturity for optimum development, and general adjustment to school life (Mutie & Ndambuki, 1999). The programme was later reinforced and emphasized by the 1975 National Committee on Educational Objectives and Policies (NCEOP), Government of Kenya – G.o.K. (1976, 1988, 1999, 2001).

All these commissions reinforced and emphasized on the need to reinforce and empower guidance and counselling in order for it to effectively achieve the above set objectives in schools. The Ministry of Education has directed all learning institutions in the country to establish guidance and counselling programme as a continuous sequential education process aimed at bridging the gap between one education level and another. The need to strengthen guidance and counselling has been further reinforced by the government directive to ban corporal punishment in schools (G.O.K., 2001). Gichinga (1995) observes that guidance and counselling has had impact in the secondary school students' lives and noted that there is relationship between the programme and academic performance. However, according to G.O.K., despite the ministerial directive to implement and effect guidance and counselling programme in all learning institutions in order to uplift the academic standards of students, academic performance in most secondary schools in the country has been declining while disciplinary problems have been increasing over time.

For instance, Nakuru district has been registering poor and fluctuating academic performance over the recent years in the national Kenya Certificate of Secondary Examination (KCSE). The district with a total of 160 secondary schools registered a mean score of 4.697 in the year 2000, 4.794 in 2001, 4.747 in 2002, 5.18 in 2003 and 5.26 in 2004 out of a possible maximum of 12 points (Nakuru District Education Office, 2006). These mean scores are far below average when compared to the possible maximum points and the national averages. Bahati Division in Nakuru district has also suffered and experienced the same low levels in academic performance over the same period. For example, the division with a total of 21 schools registered a mean score of 4.678 in the year 2002, 5.125 in 2003 and 5.165 in 2004. This poor academic record necessitated the need to find out whether guidance and counselling programme had any influence on academic performance of secondary school students in Bahati division of Nakuru district.

1.2 Statement of the Problem

Academic performance of secondary schools in Bahati division of Nakuru district has been declining over time (Nakuru District Education Office, 2006). This has a negative reflection on the various programmes put in place to promote academic performance in the area. The main concern was the role of guidance and counselling programme in improving the self-image of the students and facilitating better achievement in academic performance. Little information was available on the extent to which guidance and counselling programme has been used to assist in raising the academic performance of secondary school students. This study sought to provide some insights into these issues and establish the relationship between guidance and counselling and academic performance of secondary school students.

1.3 Purpose of the Study

This study sought to assess the influence of guidance and counselling programme on academic performance of selected public secondary school students in Bahati division of Nakuru district.

1.4 Objectives of the Study

The study aimed at achieving the following specific objectives:

- (i) To establish effectiveness of guidance and counselling programme in secondary schools.
- (ii) To determine the professional qualifications of the teacher counsellors handling guidance and counselling programme in schools.
- (iii) To identify the role of school administration and other teachers in enhancing guidance and counselling programme.
- (iv) To determine the attitude of students towards educational/career counselling in their schools.
- (v) To examine academic performance among secondary school students.
- (vi) To establish the relationship between the level of effectiveness of guidance and counselling and academic performance of secondary school students.
- (vii) To identify the challenges facing guidance and counselling programme.

1.5 Research Questions

The study addressed the following research questions:

- (i) What is the effectiveness of guidance and counselling programme in secondary schools?
- (ii) What are the professional qualifications of the teacher counsellors handling guidance and counselling programme in schools?
- (iii) What the role of the school administration and other teachers in enhancing guidance and counselling programme?
- (iv) What is the attitude of students towards educational/career counselling in their schools?
- (v) What is the academic performance among secondary school students?

- (vi) Is there any relationship between the level of effectiveness of guidance and counselling and academic performance of secondary school students?
- (vii) What are the challenges facing guidance and counselling programme in schools?

1.6 Significance of the Study

Secondary school students face various challenges that if not well handled affect their academic achievement. Therefore, in order to adequately address these challenges, emphasis has been placed on the existing programmes within the schools. Guidance and counselling is one of these programmes. Detailed studies are needed to evaluate the influence of guidance and counselling programme on academic performance. This study was based on the premise that it is important to understand the extent to which the programme is used in addressing challenges facing students in schools. Such a study helps in providing useful information that could be useful in redesigning and giving impetus to the programme by those concerned including the Ministry of Education, administrators of the institutions, teacher counsellors and students so as to boost the academic performance and overall self-actualization of secondary school students. The teacher counsellor will use this study to evaluate the impact that guidance and counselling will have on academic performance in their respective schools. The Ministry of Education will also use this study in evaluating whether guidance and counselling programme is an effective measure in addressing the challenges facing secondary school students in the country. The study will also assist school administrators in assessing their contribution to guidance and counselling programme and its influence on academic performance of students in their schools. When guidance and counselling programme is well conceptualized by the Ministry of Education and implemented by the teacher counsellor with the support of the school administrators, the students will benefit by improving their academic achievements and self-actualization.

1.7 The Scope and Limitations of the Study

The study focused on the influence of guidance and counselling programme on academic performance of secondary school students in Bahati division of Nakuru district. Bahati division was chosen as a research site due to the available evidence of poor academic performance among students in national examinations (Bahati Division Education Office, 2005). Only Form Four students were involved in this study because they have been in the school for a higher number of years. Therefore, they were in a better position of evaluating guidance and counselling programme more objectively and also have established academic trend.

This study encountered a number of limitations which impeded effective answering of the research questions. These limitations include:

- (i) Academic performance of students in a school is determined by very many factors including the ability of the individual student, the quality of the teachers, the staffing level, availability of facilities, and guidance and counselling, among others. Therefore, it is not practically possible to isolate one factor and link it to the level of academic performance. However, in this study, the researcher is confined to the academic areas that are of concern to the guidance and counselling programme only.
- (ii) All secondary schools in the country were expected to have implemented guidance and counselling programme as directed by the government through the Ministry of Education. Therefore, effective analysis of the influence of the programme in the country requires a consideration of as many schools as possible. However, due to time, manpower and financial resource constraints, it is not practically possible to cover all the schools in the country. This means that only a small sample of the schools was be involved. Thus, the 10 public secondary schools in Bahati division, which are a very small fraction of the total number of schools in the country, were involved in this study. The findings of this study were therefore confined to the sampled schools and students in Bahati division and can not be overly generalized to all secondary schools in the country.

1.8 Assumptions of the Study

The study is based on the following assumptions:

- (i) Poor and falling academic performance in the study area is due to inefficient and ineffective guidance and counselling programme.
- (ii) Guidance and counselling programme face a number of challenges in addressing the academic problems of students in secondary schools.
- (iii) The views expressed by the sampled respondents are a true reflection of guidance and counselling programme in their respective schools.

1.9 Definition of Terms

In this section, operational definitions are presented as used within the context of this study.

Academic performance: This refers to the academic achievement of a student which is Usually measured in terms of grades or marks attained in a test.

Counselling: Involves helping an individual to deal with or remove frustrations and obstacles that interfere with their lives and develop his most acceptable self by thinking through the situation him/herself in an accepting atmosphere.

Effective counselling: Producing a desired result. In this case, effectiveness refers to the Ability/capacity of guidance and counselling programme to offer its required services in a school. In this study, the effectiveness of guidance and counselling will be measured on a **likert scale** by examining the extent to which the programme is able to offer various components of academic/career/educational counselling in schools.

Guidance: A process of helping learners to develop self understanding, capabilities for making realistic career decisions, overcome personality deficits and make optimal academic progress.

Guidance and counselling: Includes all services that help an individual understanding of him/herself, his/her attitude, interests, abilities, physical, mental and social maturity for optimum development.

Public schools: These are schools facilitated and controlled/regulated by the government.

Teacher Counsellor: A school teacher who has undergone formal training in guidance And counselling including theory and practice.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on guidance and counselling programme in learning institutions. The review discusses the genesis of guidance and counselling, the role of guidance and counselling in secondary schools, effective guidance and counselling programme in secondary schools, and causes of poor academic performance in secondary schools. The chapter also outlines the theoretical and conceptual frameworks to be used in guiding this study.

2.2 Genesis of Guidance and Counselling

Formal guidance and counselling in the world originated from Europe and the united states of America in 1900's and by 1911 an organized wide guidance programme in the United States of America was in place and it catered for students' needs. The emphasis was on vocational information , awareness of the world of work, location of employment and reduction of examination anxiety (Makinde ,1984). Bor, Landy, Gill and Bruce (2002) noted that views of guidance and counselling have changed rapidly and that understanding the functions of school guidance and counselling is important.

Kilonzo (1984) states that in Kenya the concept of guidance and counselling was introduced to our school system in late 1960's and formalized through the Ministry of Education in 1971. Gichinga (1995) has rightly noted that the need for formal guidance and counselling in African countries is recognized at the present time more than ever before. In pursuit of formal guidance, the Government of Kenya has set up various education commissions that have come up with reports on government policy of guidance and counselling.

Government of Kenya –(G.O.K) (1964) opened a door for a number of Kenyans who were sent overseas to further their education and be trained in various fields. This commission made recommendations that touched on guidance and counselling; among them was to ensure that children pursue courses of education and training best fitted to their needs and also being

provided with advice on careers and opening for employment. The objective of guidance at this time was vocation-oriented. Angaha (1987) observes that the government of Kenya recognizes that guidance and counselling is an essential service that must be offered to every student in schools in Kenya and that MOE has made attempts in seeing to it that an operational and effective guidance and counselling programme is implemented policy in all learning institutions.

2.3 Role of Guidance and Counselling in Secondary Schools

The objective of guidance and counselling programme is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Makinde (1984) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars (1994) and Mutie and Ndambuki (1999) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Guidance and counselling programme is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic.

In secondary schools, there is need for students to make proper subject and career choices after the four year course. Borrow (1983) observes that it is the role of guidance and counselling programme to provide the students with the necessary information about the courses availability and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities.

Most secondary school students are in the adolescent stage. According to Robert and Elizabeth (1983), during this time, adolescent experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. They observe that guidance and counselling is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life.

Guidance and counselling programme also help students choose and pursue achievable careers. According to Borrow (1983) the world is highly complex and dynamic which makes career

choice very difficult. He reckons that time change, people change, technology progresses and these challenges everyone to change to new ways of living and working. The students need guidance and counselling programmes to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals.

The programme also plays the role of intercepting and assisting disadvantaged students and also checks on school drop-out. Makinde (1984) observes that one of the roles for school counsellor is to help students who are experiencing difficulties. Students from disadvantaged families of the society have many problems and needs which, are to be dealt with in guidance and counselling programme .Lindsay (1983) argue that such students may experience difficulty in adjustment with peers, teachers and the environment thus guidance programme helps such students to adjust and utilize the guidance facilities available fully. Majority of the disadvantaged students later acquire low qualifications for the world of work. This poor achievement may even marginalize them more if guidance programme does not intervene; some may even drop out of school, thus the guidance programme is well suited for assisting the students.

2.4 An Effective Guidance and Counselling Programme in Secondary Schools

According to Zeran and Antony (1962) a good and effective guidance and counselling programme is essential in every school. An organized guidance and counselling programme will offer right environment for the growth and development of the student and offer quality education. Gichinga (1995) acknowledges that there has been steady growth of guidance and counselling programme in the secondary schools in Kenya. The major emphasis has been on vocational and educational guidance and counselling aimed at fostering personal/social development.

An effective guidance and counselling programme should be led by a trained counsellor who is responsible for coordinating guidance and counselling activities in the school (Nelson, 1972). Makinde (1984) observes that the trained counsellor is a leader and consultant in the school's student appraisal programme and also helps to plan and develop guidance and counselling programme and the curriculum in relation to students' needs. Kyungu (1994) argue that effective

guidance and counselling programme should have active cooperation of teachers, teacher counsellors and administrators. The school should make arrangements to enlist the support of the parents and introduce them to the idea of guidance and counselling.

Therefore, in an effective guidance and counselling programme, various guidance and counselling services are offered to assist students in personal development and psychological growth towards maturity. According to Schertzer and Stone (1976), these services include the following:

2.4.1 Orientation Services

Orientation services are provided to help students to adjust better to school environment. According to Makinde (1984), when new students are admitted every new academic year in secondary schools, they feel lost socially and psychologically in their new environment. This is because they no longer enjoy the psychological support of their parents, friends and former teachers. Also the new environment has rules, regulations and administrative set-up appears completely different. Orientation services are therefore designed to help such students adjust during such critical transition periods. Good guidance programme is hence drawn to familiarize them with the overall school situation.

2.4.2 Appraisal Services

Appraisal services involve a teacher counsellor collecting, analyzing and using a variety of objective data that can enhance better understanding of the student. A teacher counsellor without adequate and reliable information of a student will have difficulties in assisting him/her (Makinde 1984). It is therefore important to collect and make available a variety of information through observation, interview, testing, history, and social adjustment data about each student so that they can be in a position to plan satisfying educational, vocational and social programme.

2.4.3 Educational and Occupational Informational Services

These services have the aim of providing students with better knowledge of educational, vocational and social opportunities that can be used to make better and well informed decisions.

In secondary schools, students need at all times to make decisions about their education, career and social life Borrow (1983) Mutie and Kochhar (1992) observe that students need information related to job opportunities, training opportunities, and academic qualifications required.

2.4.4 Counselling Services

Counselling services are designed to help an individual student analyze himself/herself by relating their capabilities, achievements, interests and mode of adjustment to what new decision they have to make Gichinga (1995) These services are very critical for the students because they need it to solve career, study, personal and social problems they encounter in life. The school is supposed to provide time, place, and personnel required for skilled assistance of individual students in working out solutions to their personal problems. The services are designed to facilitate self-understanding through individual or group relationships.

Kyungu(1994)support this by observing that effective guidance and counselling in secondary schools and other learning institutions has become extremely important in guiding students on the relationship between health and the environment, life-earning skills, the knowledge and attitudes that lead to success or failure in life. Effective counselling service should assist in improving the self-image of the students and facilitate better achievement in academic performance.

2.4.5 Placement and Follow-up Services

The placement services are very essential at the end of secondary school education, where students need to decide on the next step after secondary school. These services assist students in selecting subject combinations required for particular courses and choosing of the right careers. Makinde (1984) states that placement service is designed to aid an individual to select and utilize opportunities within the school and in the labour market. Follow-up services are needed follow or trace a student after school and to the world of work. School counsellors develop a systematic plan for maintaining contacts with former students. Makinde (1984) notes that the data obtained from follow-up is kept in the school and it is used in evaluating the effectiveness of the entire guidance and counselling programme.

2.5 Causes of Poor Academic Performance in Schools

Teachers, parents, peers and personal motivation strongly influence a student's academic self-concept and academic achievement. (Napier 1972) observes that leaving secondary school students on their own to develop self-reliance, self-understanding, self-direction and problem-solving skills without proper guidance from trained counsellors will not yield lasting results. There are therefore a host of problems which cause students to attain poor academic performance including: anxiety, poor self-concept, and sexuality, poor methods of study, poor reading techniques, organ disabilities and indiscipline.

2.5.1 Anxiety

According to (Mandler and Sarason 1952) anxiety exists when individuals are at odds with themselves. The underlying conflict springs from a clash between incompatible impulses, desires and values. Secondary school students are in adolescence stage, whereby many adolescents are seriously confronted for the first time with facts about themselves and in specific their academic performance. This brings forth conflict and frustration in them that produce anxiety and tension thus affecting their concentration in studies and they end up performing poorly in academics.

2.5.2 Poor Self-Concept

Self-concept is the sense of self. Its basis is one's knowledge of what he/she has been and has done. Self-concept helps a student to understand himself/herself and regulate their behaviour. Teachers, parents, peers, personal motivation and the student's gender strongly influence a student's academic self-concept and academic achievement. Teacher's approval - disapproval patterns are directly related to pupils' academic self-concepts (Davidson & Lang, 1960). The more positive a student believes about his/her teacher's evaluation of him/her, the better his/her academic achievement as measured by grades, and vice versa. The teacher bears a major responsibility for helping students develop positive academic self-concepts. According to Makinde (1984), most students in secondary schools being in adolescence have poor self-concept as they undertake the tasks for adolescents. Lindsay (1983) supports this by observing that the adolescents compare their real and ideal selves and judge themselves by how well they perform in academics. Self-concept remains fairly stable during adolescence especially for the students

whose view of themselves was initially positive (Engel, 1959). Hence, the individual's academic self-concept is a learned structure which grows through training, identification with individual peers, teachers and significant other. The self - concept of an individual is effectively assessed from self-reports in academic and non-academic domains (Marsh, 1990). Since the academic self concept is such a major factor influencing development and learning, the school must assume a prominent role in helping students to develop a more adequate academic self concept.

2.5.3 Poor Methods of Study

A student with self-knowledge will develop a powerful motive or aim in academic achievement. Mutie and Ndambuki (1999) observe that poor organization, laziness, being easily distracted and lack of self-confidence are among issues that contribute to a student's poor academic performance. But he emphasizes that through academic counselling; teacher counsellors can motivate students and help them improve their academic standards. To achieve academic success, a student needs to be trained on effective study methods and examination techniques.

2.5.4 Poor Reading Techniques

Many secondary students are faced with academic problems such as poor reading habits, whereby most of them are slow readers and do not comprehend what they read. Lack of recognition of underlying framework and the main points in information already acquired has contributed to students' poor academic performance. Poor concentration has been an issue to many students who have performed poorly Mandler and Sarason (1952) . Academic counselling is thus a good remedy for students with reading problem b y training them to have effective reading.

2.5.5 Indiscipline

Indiscipline being acts of disorder in a student against the established norms in a school has widely affected many students' academic performance. Lindsay (1983) observes that there are two reasons why adolescents result in indiscipline. These are internal and external reasons. The internal reasons involve fulfilling the needs of the adolescent while the external reasons include individual, administrative and the social community causes. When the students' needs are not met, then they are frustrated and this affects their academic performance.

2.6 Theoretical Framework

This study was based on the principles of person-centered and social learning theory. The person centered theory emphasizes on the human interaction between two people (the counsellor and the client, in this case). Social learning theory, on the other hand, postulates that a child learns behaviour through social interaction in the form of observation and imitation of what other people in the society are doing.

2.6.1 Person-Centered Theory

This theory focuses on the human interaction between the counsellor and the client. Rogers (1980) called it the Person-centered theory in order to suggest that his principles extended beyond the client-therapist relationship to encompass all human interaction. The current person-centered theory is understood as a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit. The student will drive towards growth, health and adjustment (Makinde, 1984).

The model assumes that human interaction is only possible when certain conditions prevail. In the case of guidance and counselling, these conditions should prevail seller's demonstration in the counsellor-client orientation. According to Omulema (2000), these conditions include counselor's demonstration of empathy, unconditional positive regard and warmth to the client. He notes that growth occurs in an acceptance, warm, empathetic, non-judgmental environment that allows students the freedom to explore their thoughts and feelings and to solve their own problems.

Guidance and counselling programme that lacks these characteristics culminate into poor performance of students in school. When a counsellor communicates the above conditions, those being helped will become less defensive and more open to themselves and their world and they will behave in more social and constructive ways. Many students harbour feelings of failure in academics and thus have low self esteem, but a counsellor is able to counter the feelings by working towards fostering the students capacity to hope and believe that they are capable of overcoming academic failure they are experiencing and even end up performing their best potentialities.

A conducive environment for the student should be provided and teachers should provide room for self-actualization by being friendly, loving, competent and responsible. Teacher counsellor should also help the student set goals and allow positive self recognition after attaining set goals and aspirations that will boost success in academic performance. Therefore, a good environment should be created by teacher counsellor.

2.6.2 Social Learning Theory

Learning is a process where behaviours are learnt or acquired from the environment. One way of learning is through social observation and imitation. This theory is advanced by Albert Bandura (1986). This theory explains delinquency as a behaviour learnt through the complex process of socialization. The theory postulates that the behaviour is reflective of people observing and imitating others and imagining the consequence of their own behaviour. The theory advocates that human behaviour is modified using learning principles to change behaviour (Omulema, 2000).

The behavioural approach emphasizes that the client define goals in behavioural terms provide resources and encouragement in helping clients more towards goals and helps clients with different problems (Patterson, 1973). Teacher counsellors can therefore apply this in counselling students concerning their academic performance. Makinde (1984) notes that counselling effectiveness and outcome of counselling are assessed by change in the specific student's behaviour. This implies that counselling can use behavioural counselling to create a conducive environment for the students to modify their behaviours in order to solve their academic problems through creation of learning conditions. Teacher counsellors can use behavioural techniques like self management programmes and self directed behaviours which may deal with learning, study and time management skills in schools. This will foster the students' academic performance. The student will drive towards growth, health and adjustment (Makinde, 1984). Therefore, a good environment created by the teacher counsellor. School can provide room for good self-concept that will boost success in academic performance.

2.7 Conceptual Framework

The theoretical framework assisted in the conceptualization of this study to show the relationship between guidance and counselling and academic performance of the students. The study conceptualized that all secondary schools in the country had established guidance and counselling programme to offer orientation, appraisal, educational/career, counselling and placement services to students (independent variable). The programme is supposed to assist students to harmonize their abilities, interests and values and thereby develop their full potential. All these activities and services are geared towards improving the self-image of the students and facilitate better achievement in academic performance (dependent variable). Academic performance of students in a school is determined by very many factors including the ability of the individual student, the quality of the teachers, the staffing level, availability of facilities, and guidance and counseling, among others. Other factors like extraneous and intervening variables were controlled using one of the methods of controlling variance that of holding factors constant. This involves reducing a variable to a constant which helped in reducing their effects on the dependent variable.. Therefore, the influence of these factors, though present, was not directly captured. The actual influence of guidance and counseling programme on the academic performance of the student is in turn given chance to be assessed. The interrelationships are illustrated in Figure 1 which guided this study.

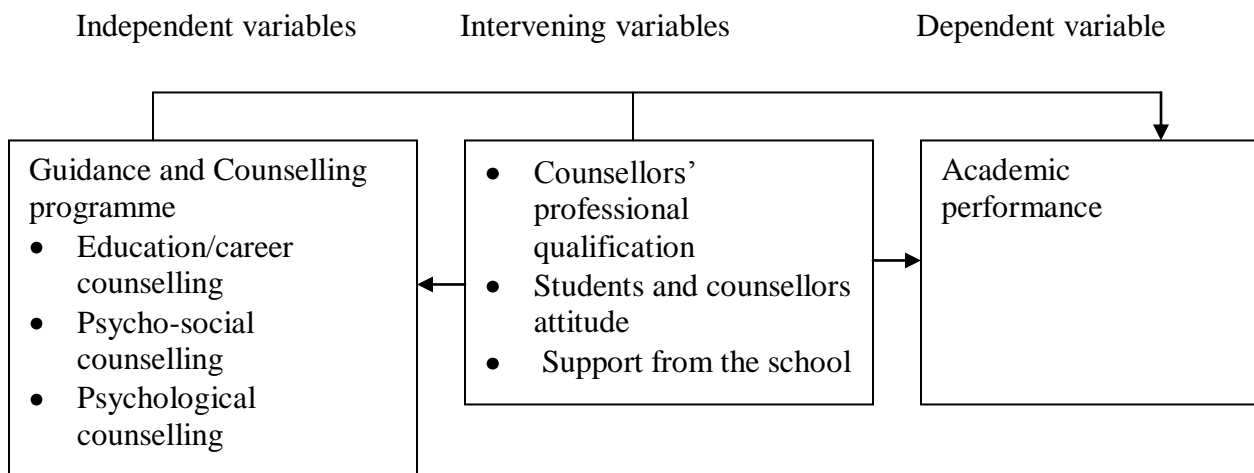


Figure 1: Relationship between Guidance and Counselling and Academic Performance

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a description of the research methodology which includes research design, population, sampling procedures and sample size, instrumentation, data collection procedures and data analysis.

3.2 Research Design

The ex post facto research design was employed for the study. This design examines the effects of a naturally occurring treatment after changes have occurred rather than creating a treatment. Survey method was employed to gather data from sampled schools. Survey type of research describes an existing phenomenon and is also referred to as normative or status study (Kathuri and Pals 1993). The independent variable which is guidance and counseling programme has already been established in schools and hence the research was interested on its influence on academic performance.

3.3 Location of Study

The study was conducted in Bahati division of Nakuru District in Rift Valley province. The division is one of the 15 divisions forming the district. It was chosen as a research site due to the available evidence of poor academic performance among students in national examinations. This had pointed out to a lapse in the guidance and counselling programme in addressing the various educational, social, personal, psychological and vocational challenges facing students in school.

3.4 Population of Study

The target population included all the Form Four students, teacher counsellors, class teachers and head teachers in Bahati division. The division has 21 public secondary schools (one national, seven provincial and thirteen district schools) with a population of 1385 students in Form Four classes in the year 2006.

Table 1: Population

Category of Schools	No. of Schools	No. of Teacher	No. of Class Teachers	No. of Head Teachers	No. of form fours
National	1	1	1	1	165
Provincial	7	7	7	7	716
District	13	13	13	13	506
Total	21	21	21	21	1,385

3.5 Sampling Procedure and Sample Size

Purposive and simple random sampling procedures were used in selecting the required sample for this study. Purposive sampling was used in this study in selecting ten schools out of the 21 in the division. Proportionate sampling was used in selecting the 10 schools.

Table 2: Sample Size

Category of Schools	No. of Schools	No. of Students
National	1	45
Provincial	3	55
District	6	96
Totals	10	196

Note that there was only one national school in the study area and therefore it was automatically included in the sample. The remaining 20 schools were stratified into two strata (provincial and district schools) and a proportionate sample of nine schools selected. Three provincial and six district schools will be selected. Simple random sampling using random number tables was then used to select the specific number of schools included the sample from each stratum. The ten schools had a student population of 400 in Form four classes. In order to determine the sample size of students to be drawn from the 400 Form four students in the ten selected schools, this study adopted a formula by Kathuri and Pals (1993) for estimating a sample size, n , from a known population size, N .

$$n = \frac{\chi^2 NP (1-P)}{d^2 (N - 1) + \chi^2 P (1 - P)}$$

Where:

- n = required sample size
- N = the given population size of form four students, 400 in this case
- P = Population proportion, assumed to be 0.50
- d² = the degree of accuracy whose value is 0.05
- χ² = Table value of chi-square for one degree of freedom, which is 3.841

Substituting these values in the equation, estimated sample size (n) was:

$$n = \frac{3.841 \times 400 \times 0.50 (1 - 0.5)}{(0.05)^2 (400 - 1) + 3.841 \times 0.5 \times (1 - 0.5)}$$

$$n = 196$$

Proportionate sampling was used in selecting the 196 students from the ten selected schools. This ensured that the sample was proportionately and adequately distributed among the six schools according to the population of each school. Seven out of the ten schools were mixed schools. A proportionate sample of male and female students was then selected from the seven mixed school using proportionate stratified sampling. This ensured that male and female students from the mixed schools were involved according to their respective population in each school. Lastly, simple random sampling using random number table was used to select the specified number of students of each gender to be included in the sample from each school. The students corresponding to the number picked were included in the sample. In addition to the 1996 students, ten teacher counsellors and ten head teachers were also involved in the study.

3.6 Instrumentation

Primary data was collected through administration of three sets of questionnaires (students; teacher counsellors; and head teachers) and academic record schedule (from the class teachers). Each instrument aimed at collecting specific information from the targeted respondents. The student questionnaire elicited information on their level of awareness about guidance and counselling programme, and their attitudes towards education/career counselling. The teacher

counsellor questionnaire sought information on the operation of the guidance and counselling programme, his/her professional qualifications, experience, support from the administration and teachers, students' awareness about the programme, his/her attitude towards education/career counselling, and the challenges the programme is facing in the school. The head teacher questionnaire sought information on the programme, mode of selecting/appointing the counsellors, academic performance of the schools, factors affecting academic performance, support given to the programme, among others. Class teachers provided the academic record of the selected students' respondents.

The research instruments were validated in two ways. The first method involved the researcher going through the instruments in relationship with the set objectives to make sure that they contain all the information that can enable answer these objectives. The second method involved consulting and seeking for the opinion of the experts from the Department of Psychology, Counselling and Educational Foundations. The instruments were then taken for piloting on a population that is similar to the target population, Nakuru High and Afraha secondary schools in Nakuru Municipality. The piloting included 10 students, one teacher counsellor and one head teacher from each of the two schools. The objective of piloting was to allow for modifications of various questions in order to rephrase, clarify and clear up any ambiguities in the questionnaire. Piloting also assisted in testing the reliability of the instruments. Through the use of Cronbach's alpha, a reliability coefficient of 0.795 was obtained for the student questionnaire. Such reliability coefficients were considered to be sufficient enough to confirm and reflect the internal consistency of the instruments (Mugenda and Mugenda 1999).

Secondary data was collected to supplement the primary data. These data was collected from documented information on guidance and counselling and academic performance. Sources of this information will include government offices and libraries (books, journals, theses, periodicals, and other publications).

3.7 Data Collection Procedures

The researcher proceeded to collect data from the selected respondents after receiving permission from the University and Divisional Education Office in Bahati division. Permission was also

sought from the head teachers of the six sampled schools in the study area. The researcher visited the selected schools before hand for acquaintance with targeted respondents, especially teacher counsellors and head teachers. This exercise assisted the researcher in familiarizing herself with the respondents, explaining the essence of the study and booking appointments for the data collection. After familiarization, data was then collected from the respondents using the above mentioned instrument. The class teachers in each school assisted in the distribution and collection of the questionnaires from the sampled students. The class teachers also provided the academic performance (mean grades) of each student who filled the questionnaire. The completed instruments were collected from the class teacher by the researcher within a period of two days.

3.8 Data Analysis

Data collected was processed, coded and analyzed to facilitate answering the research questions. This was done using both descriptive and inferential statistics. The descriptive analyses using frequencies, percentages and tables were used to summarize and organize data and to describe the characteristics of the sample population. Inferential statistics were used in making deductions and generalizations about the whole population. Pearson's correlation coefficient was used in testing research question six at $\alpha = 0.05$ significance level. This was done with the aid of a computer programme - Statistical Package for Social Sciences (SPSS) version 11.5 for windows.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a discussion of the research results. The discussion addresses the research objectives of the study which included:

- (i) To establish effectiveness of guidance and counselling programme in secondary schools.
- (ii) To determine the professional qualifications of the teacher counsellors handling guidance and counselling programme in schools.
- (iii) To identify the role of school administration and other teachers in enhancing guidance and counselling programme.
- (iv) To determine the attitude of students towards educational/career counselling in their schools.
- (v) To examine the level of academic performance among secondary school students.
- (vi) To establish the relationship between the level of effectiveness of guidance and counselling and academic performance of secondary school students.
- (vii) To identify the challenges facing guidance and counselling programme.

The data collected on these objectives were analyzed descriptively with the aid of Statistical Package for Social Sciences (SPSS) version 11.5 for windows.

4.2 Effectiveness of Guidance and Counselling Programme

The first objective of this study sought to establish effectiveness guidance and counselling programme has been realized in the sampled public secondary schools. This objective is based on the fact that in Kenya, the Ministry of Education has directed all learning institutions to implement guidance and counselling programme. In this study, all the ten schools have established guidance and counselling programme and the teacher counsellors reported that the department is functional. This suggests that the schools have complied with the government policy and therefore students could be assisted in addressing the challenges they face while in school. The 196 sampled students confirmed their realization and function of the guidance and

counselling programme in their schools with 95.9 per cent (188) of them aware of the department.

Effective implementation and functioning of guidance and counselling programme in any school depend on a number of various responsive services that it provides in addressing the challenges facing students. The teacher counsellors therefore enumerated the services that their department is offering to students in school. Table 3 summarizes their responses. Note that guidance and counselling programme in the schools is offering more than one service and therefore the percentage of each service is out of ten (the sample size).

Table 3: Services offered by Guidance and Counselling Programme

<i>Services</i>	<i>Frequencies</i>	<i>Per cent</i>
Orientation	9	90.0
Career/academic counselling	8	80.0
counselling	7	70.0
Placement and follow-up	5	50.0
Appraisal	2	20.0

Table 3 shows that majority of the schools are offering orientation, career/academic and counselling services to their students. The teacher counsellors reported that orientation services targets newly admitted students and assists them to adjust, cope and familiarize with the environment including rules, regulations and administrative set-up. This helps them to adequately settle in their new environment. Career counselling helps students in making appropriate educational and career decisions that can facilitate better academic achievement. The counseling services, on the other hand, were meant to address the various social and psychological challenges facing students in and out of school. The prominence of the above three services is underlined by the fact that schools in the country are under constant public and government pressure to attain high achievement. Therefore, school administrators and teachers are very much concerned with programmes and services that are directly related to academic achievement of the students. The three services have immediate and direct effect on the academic performance of students in the schools.

In addition, 50 per cent of the schools offering placement and follow-up services while 20 percent offering appraisal services. The placement services targeted form four students who were

preparing for the final examination and the next academic level. The students were assisted in selecting subject combinations required for particular courses and choosing of the right careers based on their abilities. Follow-up services are needed to follow or trace a student after school and to the next. The counsellors noted that due to limited resources and time, follow-up services in their schools have only been possible for those students joining universities. They noted that the University Joint Admission Board (JAB) in the country gives an opportunity to students who are joining public universities an opportunity to revise their choices of degree programme according to their results. It is during this time that the teacher counsellors followed these students to make sure that they make the right decisions depending on their performance and the viability of the programme. The other students rarely kept contact with the school after their final examinations. The two teacher counsellors who offered appraisal services reported that it assisted them in collecting, analyzing and using a variety of objective data that enhanced better understanding of the students being counseled. This helped in adequate counselling and judgment of a student.

The above findings are supported by Schertzer and Stone (1976), Makinde (1984) and Mutie and Ndambuki (1999) who observe that an effective guidance and counselling programme operates through the various services it offers to its clients (students). Proper implementation of these services will not only guarantee a well-round teacher counsellor but also adequately address all the challenges facing the students in a school situation. These services include all the above five. Macomber (1972) and Rono (1989) add that proper development, coordination and implementation of the guidance and counselling services in schools assists students to understand their own growth and development and to acquire social and life skills that will enable them to fit into the society. However, for the services being offered by guidance and counselling programme to be of any value in a school, it is important for the students to be aware of their existence, access and utilization. This study therefore sought to establish whether the 188 students (95.9 %) aware of the functioning of guidance and counselling department in their schools knew about the services being offered. Table 4 summarizes the responses.

Table 4: Aware of Services being offered by Guidance and Counselling Department

Aware of the Services	Frequency	Per cent
Yes	154	82.0
No	34	18.0
Total	188	100.0

From Table 4, it can be observed that 82.0 per cent of the respondents were aware of the services offered by guidance and counselling department in their school while 18.0 percent were not. This suggests that either the departments have created adequate awareness about the services being offered or majority of the students aware of the departments sought to know the services offered. However, the 154 students aware of the services differed in terms of their demand for assistance from the department. Approximately 48.7 per cent (75) of them have ever sought for assistance from guidance and counselling while 51.3 per cent (79) had never. This suggests that students' awareness of the existence of guidance and counselling department and the services offered does not necessarily translate into demand for the assistance of the teacher counsellor. The ten teacher counsellors confirmed that some of their students seek for the assistance of guidance and counselling programme. The counsellors have noted a number of common counselling issues that make majority of their students seek assistance.

Table 5: Common Counselling Needs among the Students

<i>Counselling needs</i>	<i>Frequencies</i>	<i>Per cent</i>
Academic problems	9	60.0
Adolescence/identity crisis	8	80.0
Family problems	8	80.0
Emerging life challenges like HIV/AIDS	5	50.0
Drug abuse	4	40.0

N = 10

An examination of Table 5 indicates that majority of the teacher counsellors handle academic, adolescence and family-related problems/issues among their students. This suggests that majority of the students who seek for the assistance of the teacher counsellors wanted to perform better in their academic work, while in their adolescent stage, and have family problems that affected their academic performance. A half and 40 per cent of the teacher counsellors have also noted their student demand for knowledge on emerging life challenges like HIV/AIDS, and drug abuse, respectively.

For proper and efficient management and running of the guidance and counselling programme in a school, the Ministry of Education recommends that there shall be guidance and counselling committee composed of five to eight interested staff members. In this study, the teacher counsellors were asked whether their schools have formed a guidance and counselling committee. Table 6 summarizes the results.

Table 6: Formed Guidance and Counselling Committee

Guidance and Counselling Committee	Frequency	Per cent
Yes	8	80.0
No	2	20.0
Total	10	100.0

Table 6 indicates that 80.0 per cent of the ten selected schools have formed guidance and counselling committee. This suggests that other stakeholders in the schools participated in the planning and coordination of guidance and counselling activities in the schools. The membership of the guidance and counselling committee in these varies between 5 and 7. The size of the membership of the committee is adequate and conforms to the set limits by the Ministry of Education of between five to eight qualified staff members. Mutie and Ndambuki (1999) support the formation of such a committee which is supposed to be responsible for planning and coordinating guidance and counselling activities and assess the work already done in conformity to the goals/objectives of the programme. The committee should include head teacher, counsellor, parents, school prefect and vocation guidance teacher.

4.3 Professional Qualifications of Teacher Counsellors

The second objective of this study sought to establish the professional qualifications of the teacher counsellors handling guidance and counselling programme in schools. This objective was based on the fact that effective implementation and operation of guidance and counselling programme in any school requires the teacher counsellors to be adequately trained both in theory and practical aspects of the expected services. This study established that all the ten teacher counsellors have trained in guidance and counselling. Their head teachers also concurred that their teacher counsellor have trained in guidance and counselling. This suggests that the teacher counsellors in the sampled schools are professionally capable to handle the counselling needs of

the students. Bor, Landy, Gill, and Brace (2002) support this by observing that an adequately trained teacher counsellor is able to provide a healthy environment for assisting students in their personal, social and academic struggles, and the implementation of the programme in a school. Durojaiye (1980) adds that all secondary school teacher counsellors should acquire competency in guidance and counseling to enable effective planning, developing and organizing viable programmes that can assist in addressing the challenges facing students. Professional training equips teacher counsellors with appropriate skills and psychological knowledge necessary to enable them to assist their clients. This knowledge helps the counsellors to appropriately understand the counselling needs of the students and use appropriate techniques in solving them. A teacher counsellor who is not trained may have difficulties in detecting and reading different types of student behaviours, their causes and how to handle them. Gibson and Mitchell (2003) argue that of all the guidance and counselling resources, the quality of human resource is by far the most important. An adequately qualified counsellor is able to meaningfully harness and mobilize all other resources required for effective management and operations of the programme. This study noted that the teacher counsellors in the sampled schools have different levels of training in guidance and counselling. Table 5 depicts their level of training in guidance and counselling.

Table 7: Level of Training in Guidance Counselling

Level of Training	Frequency	Per cent
Seminar/workshop	4	40.0
Certificate course	6	60.0
Total	10	100.0

An examination of Table 7 indicates that 60.0 per cent of the counsellors had certificate level of training in guidance and counselling while 40.0 per cent had attended seminars and workshops in guidance and counselling. The respondents reported that most of them gained most of their knowledge in guidance and counselling during their normal Bachelor's degree teacher training courses. This suggests that the respondents had at least some level of training in guidance and counselling and can therefore be relied upon to discharge their counselling responsibilities in school. However, One has to undergo a full-time specialized training counsellor of at least two years otherwise they qualify to be called advice-givers in guidance and counselling. Therefore,

given this criterion, all the teacher counsellors in the study area can be categorized as having inadequate professional level of training in guidance and counselling.

4.4 Support to Guidance and Counselling Programme in a School

The third objective of this study sought to establish the kind of assistance that school administration and other teachers give to guidance and counselling programme. This objective was based on the fact that enormous role of guidance and counselling programme in a school can not succeed without adequate support of all the stakeholders involved. Such stakeholders include the school administration, members of staff, parents of the students being counseled, and students themselves. The support of the school administration to the programme is of foremost and paramount importance. In this study, all the teacher counsellors reported that they received support from their head teachers in discharging their responsibilities. The support of the head teacher is very crucial to the success/failure of guidance and counselling programme. However, there were variations in the exact kind of support that the head teachers gave to the programme. Table 8 depicts the kind of support that the teacher counsellors received from their head teachers.

Table 8: Assistance of the School Administration to Guidance and Counselling

Kind of support	Frequency	Per cent
Reference materials	10	100.0
Inviting guest speakers	10	100.0
Availing students records	3	30.0
Facilitating attendance of seminars and workshops	6	60.0
Provided a room/office	5	50.0
Facilitating referral services	2	20.0

As indicated in Table 8, guidance and counselling programme received assistance from the school administrators. In all of them, the head teacher provided reference materials, availed students' records and invited guest speakers to talk to students on various issues. However, in some schools they facilitated attendance of seminars and workshops, provided a room/office for counselling services and facilitated referral counselling services. Such support, if well utilized, provided a good working environment for the teacher counsellor and guidance and counselling department to undertake their responsibilities in the study area. MOEST (1977) support this by observing that school head teachers, by virtue of their positions, have the authority and

responsibility to establish guidance and counselling programme in their schools. The head teacher is responsible for planning, executing, appraising and interpreting the various programmes and activities of the school. Therefore, guidance and counselling programme will only flourish when the head teacher recognizes and supports its objectives and activities. Apart from providing the environment within which the counselling services thrive, the head teacher also appoints the teacher counsellor or recommends him or her for appointment by Teachers Service Commission. The head teacher lays the foundation upon which the teacher Counsellor provides the actual counselling services. Wanjohi (1990) adds that the head teacher as the chief executive officer in a school is responsible for the planning execution, appraisal and interpretation of the various activities in the school. Hence guidance and counselling will only succeed when the administration recognizes and supports its objectives and activities.

In a school situation, teacher counsellor works in collaboration with other teachers toward the realization of students’ potentials. Therefore, in addition to the support of the school administration, other teachers play a very important role in guidance and counselling programme in a school. All the selected teacher counsellors also reported that other teachers in their schools supported their work. Table 9 summarizes the kind of support that the teacher counsellors received from other teachers.

Table 9: Support of Other Teachers to Guidance and Counselling

Kind of support	Frequency	Per cent
Consultations in counselling cases	10	100.0
Monitoring the progress of students being counseled	6	60.0
Referring students with counselling needs to the teacher counsellor	6	60.0

N = 10

From Table 9, it is illustrated that all the teacher counsellors consulted with other teachers on various students’ counselling cases. This was so as to get a complete and clear picture of the student being counseled. 60 per cent were supported by other teachers in monitoring the progress of those students being counseled, while another 60 per cent noted that they referred identified students with counselling needs to the teacher counsellor. Such support encourages and helps

the teacher counsellor appreciate that all teachers are responsible for the welfare of the students. It also enables one to effectively meet his/her professional obligations.

Apart from the support of the school administration and other teachers, the success of guidance and counselling programme depend on the level of involvement and consultation with the students' parent. The sampled teacher counsellors reported that they solicited for the support of the parents/guardian of the students undergoing counselling whenever parental intervention and family information about the student(s) was needed. They added that the involved parents were always supportive, appreciative, and ready to augment the work of the teacher counsellor. Oketch and Ngumba (1991) support this by observing that the teacher counsellor is supposed to interact and coordinate with the students' parents being counseled since it is almost impossible to effectively change some student's behaviour without enlisting the support and cooperation of the parents. The collaboration between teacher counsellors and parents is essential to effect change in the student's life and facilitate growth. Hence, the teacher counsellor should interact with parents since they are in control of their children.

The support of each of the above stakeholders (school administration, other teachers and parents of the students) has a unique role to play in effective implementation of guidance and counselling programme in a school. Therefore, closer cooperation and support of one another is crucial for the success of the programme. Kyungu (1994) support this by arguing that an effective guidance and counselling programme should have active cooperation of teachers, teacher counsellors and administrators. The school should also make arrangements to enlist the support of the parents and introduce them to the idea of guidance and counselling. Harold (1995) and adds that frequent consultation between the teacher counsellor and the administration, other teachers and parents either in groups or individually provide a strong source of support for the teacher counsellor in meeting their professional obligations.

4.5 Students' Attitude toward Career Counselling

The fourth objective aimed at determining the attitude of students towards educational/career counselling in their schools. In this study, the level of attitude of the students toward career counselling in their schools was measured on a 5-point range Likert Scale using 11 statements

related to role of career counselling in secondary schools. The sample respondents were requested to indicate their degree of agreement or disagreement with each of the statements. Table 10 summarizes the distribution of their responses.

Table 10: Students' Attitude toward Career Counselling

Statement	Response (%)				
	SA	A	U	D	SD
Help students in career choices	41.0	38.8	11.5	6.5	2.2
Has made students more responsible for their academic work	38.1	35.3	15.1	6.5	5.0
Help students to adjust and cope with school life	37.4	41.0	10.1	5.8	5.8
Invites guests speakers from higher learning institutions to talk about career choices	35.3	22.3	18.0	12.2	12.2
Assist students on how to choose their subject combinations	33.8	43.9	7.9	6.5	7.9
Provides students with information on the available career opportunities	32.4	41.7	12.2	9.4	4.3
Make follow-up or trace students after secondary school to know what they are doing	16.5	18.7	22.3	16.5	25.9
Does not provide students with information on the requirements and qualifications for the available career opportunities	5.8	115	15.8	30.2	36.7
Does not assist students in their time management	7.2	6.5	17.3	33.8	38.3
Does not assist students to develop good study habits	2.9	8.6	10.1	26.6	51.8
Is designed for academically poor students only	0.0	2.2	10.8	23.7	63.3

N = 196

An examination of Table 10 demonstrates that the students are aware of the role and importance of career counselling in their schools. This was demonstrated by their high level of agreement in the first six statements and disagreement in the last four. This suggests adequate awareness and publicity of career counselling services in the schools. It can be attributed to the fact that students are very conscious about obtaining high level of academic achievement and are therefore eager to know the various sources of help (including career counselling) that existed in their schools. However, they are not straight forward on follow-up cases of students after schools.

The response to each constituent statement was scored on a scale of 1, indicating least level of attitude, to 5, indicating highest level of attitude toward career counselling. The individual

statement scores were added up to form a total attitude score for each respondent. The total score varied between 11, indicating the least total attitude score, and 55, indicating the highest total attitude score. The higher the score, the more positive was the attitude of students toward career counselling in their schools, and vice versa. The total score was later coded into three ordinal categories in order to differentiate between the levels of attitude among the respondents. This included a score below 33 (11-32) meaning negative level of attitude, a score of 33 (a neutral/average attitude) and a score above 33 (34-55) meaning positive level of attitude. Table 11 depicts the level of attitude of the students toward career counselling in their schools.

Table 11: Level of Attitude toward Career Counselling

Level of attitude	Frequency	Per cent
Negative	18	9.4
Average	4	2.2
Positive	174	88.5
Total	196	100.0

Table 11 indicates that 88.5 per cent of students had a positive level of attitude toward career counselling in their schools. This suggests that the students understood the role and importance of career counselling in their schools. They knew how the programme benefited them in making academic and career decisions. These results draw very much from the cognitive theory whereby the information and knowledge that students had received about career counselling and their first hand experience with the counsellors had been cognitively processed and influenced their attitude toward it. Kallgren and Wood (1986) support this by observing that knowledge about an issue (career counselling, in this case) is another factor that seems to promote attitude that is consistent with beliefs, feelings and cognition. Knowledge ability enhances the clarity and strength of beliefs and feelings. The more knowledgeable a person is about a topic, the clearer his opinions and the stronger his feelings, pro or con. Thus the more likely he is to act in ways that match his views. Fazio and Zanna (1981) add that when such knowledge has been gained from firsthand experience, it is even more apt to influence attitude.

4.6 Academic Performance of Students

The fifth objective aimed at determining the level of academic performance among secondary school students. In this study academic performance among the sampled students was measured

using the mean grade scores of their second term Mock examinations. The scores varied from a minimum of 1 point (mean grade of E) to a maximum of 12 points (mean grade of A). Table 10 summarizes the academic performance of the students.

Table 12: Academic Performance Mean Score

<i>Grade</i>	<i>Points</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percentage</i>
E	1	5	2.6	2.6
D-	2	15	7.7	10.2
D	3	23	11.7	21.9
D+	4	27	13.8	35.7
C-	5	34	17.3	53.1
C	6	37	18.9	71.9
C+	7	21	10.7	82.7
B-	8	7	3.6	86.2
B	9	8	4.1	90.3
B+	10	6	3.1	93.4
A-	11	9	4.6	98.0
A	12	4	2.0	100.0
Total		196	100.0	

As indicated in Table 12, that 80.1 per cent of the students recorded a mean grade score of between 2 points (D-) and 7 points (C+). On the overall, the sampled students registered a mean grade score of 5.54 points with a mode of 6 points (C). These results suggest average levels of academic performance among the sampled students. It also points out to the overall levels of academic performance among schools on Bahati division given the fact that the examinations were done one term to the final national examinations. Therefore, the results could highly reflect the expected performance in the national examinations. The head teachers and teacher counsellors of the sampled schools also rated the level of academic performance of students in their schools. Table 13 summarizes their responses.

Table 13: Academic Performance of Students

<i>Level</i>	<i>Head teachers</i>		<i>Teacher counsellors</i>	
	<i>Frequency</i>	<i>Per cent</i>	<i>Frequency</i>	<i>Per cent</i>
Average	6	60.0	7	70.0
Good	3	30.0	2	20.0

Very good	1	10.0	1	10.0
Total	10	100.0	10	100.0

Table 13 indicates that majority of the head teachers and teacher counsellors (60 and 70 %, respectively) rated the level of academic performance of their students as average, while 10 per cent, each, rated it very good. This generally indicates average level of academic performance of students in the study area. The six head teachers and seven teacher counsellors who rated the level of academic performance in their schools as average attributed it to a number of factors. Table 14 summarizes these factors.

Table 14: Factors Limiting Academic Performance

<i>Factors</i>	<i>Teacher counsellor</i>		<i>Head teacher</i>	
	Frequency	Per cent	Frequenc y	Per cent
Poor self concept	3	42.9	3	50.0
Poor reading/study habits	2	28.5	1	16.7
Indiscipline	1	14.3	1	16.7
Lack of facilities and resources	1	14.3	1	16.7
Total	7	100.0	6	100.0

From Table 14, it is observed that 42.9 per cent of the teacher counsellors and 50 per cent of the head teachers attributed average academic performance of their students to poor self concept. The teacher counsellors and head teachers reported that most of their students had developed poor academic self-concept by not believing in their capability to perform well in academic work. They thought of themselves as failure and believed negatively about their teacher's evaluation. This had affected their academic performance. Makinde (1984) and Mutie and Ndambuki (1999) support these findings by observing that most students in secondary schools being in adolescence have poor self-concept as they undertake the tasks for adolescents. They compare their real and ideal selves and judge themselves by how well they perform in academics. Dweck, Nelson and Enna (1978), attribute poor self-concept to the approval - disapproval patterns (the feedback) that teachers give students about their academic affect their academic achievement and behaviour in class. This therefore influences students' perceptions of their ability and ultimate self-concept.

Poor reading/study habits among students also contribute to the low level of academic performance. 28.5 per cent of the teacher counsellors and 16.7 per cent of the head teachers noted that some of their students did not have good study habits. The students did not know how to concentrate and utilize well their limited study time. Mutie and Ndambuki (1999) observe that poor concentration in academic work has been an issue to many students who have performed poorly. 14.3 per cent of the teacher counsellors and 16.7 per cent of the head teachers reported that most secondary schools in the area are also characterized by frequent cases of indiscipline among its students which affect their academic achievements. The indiscipline students act contrary to the school rules and regulations and are always at loggerheads with the establishment. Lastly, lack of enough facilities and resources in the school affect the academic performance of the students. Students and teachers are forced to do without some necessary facilities and resources and therefore lag behind in terms of syllabi coverage.

The study also sought to establish factors that promote academic performance in those schools where academic performance is reported to be at least good. The four head teachers and three teacher counsellors who rated the level of academic performance in their schools as at least good attribute it to a number of factors. Table 15 summarizes these factors. Note that the respondents mentioned more than one factor and therefore their percentages do not add up to 100.

Table 15: Factors Promoting Academic Performance

<i>Factors</i>	<i>Teacher counsellor</i>		<i>Head teacher</i>	
	<i>Frequenc y</i>	<i>Per cent</i>	<i>Frequency</i>	<i>Per cent</i>
Cooperation and dedication among teachers	3	100.0	4	100.0
Involvement of guidance and counselling	2	66.7	4	100.0
Determination and dedication	3	100.0	4	100.0
Support of parents	3	100.0	4	100.0
Availability of facilities and resources	3	100.0	3	75.0
Discipline	2	66.7	3	75.0

Table 15 indicates that cooperation and dedication among teachers, involvement of guidance and counselling services (especially career counselling), determination and dedication of students, support of parents, availability of facilities and resources, and discipline among students were responsible for the high level of academic performance in the school. The respondents noted that

all these factors complement each other to positively influence the academic performance of their students.

4.7 Guidance and Counselling and Academic Performance

The sixth objective aimed at establishing the relationship between the level of effectiveness of guidance and counselling and academic performance of secondary school students. In this study, level of attitude of students toward career counselling was used as a proxy measure of the effectiveness of guidance and counselling. This was based on the premise that career counselling is one of the services of guidance and counselling that is specially designed to assist students in making proper academic decisions in school. Therefore the level of attitude of the students toward career counselling closely reflected the effectiveness of guidance and counselling in addressing academic challenges facing students. Correlation analysis was used to determine the relationship between attitude of the students toward career counselling and academic performance and whether it was significant or not. Correlation was used to determine the strength and the direction of the relationship between the two variables (attitude and academic performance). In this case, attitude toward career counselling was treated as the independent variable while academic performance was the dependent variable. Attitude toward career counselling was measured on a 5-point Likert Scale using 11 statements with a total score varying from 11 to 55 as shown earlier in section 4.5. Academic performance, on the other hand, was measured using the mean grade scores of the second term mock examinations of the selected students. The scores varied from a minimum of 1 point (mean grade of E) to a maximum of 12 points (mean grade of A) as shown in section 4.6. Table 14 shows a correlation coefficient matrix of attitude toward career counselling and academic performance mean score.

Table 16: Pearson's Correlation of Career Counselling and Academic Performance

Variables	Statistics	Attitude towards career counselling	Academic Performance
Attitude towards career counselling	Pearson Correlation	1	.336(**)
	Sig. (2-tailed)	.	.000
	N	139	139
Academic Performance	Pearson Correlation	.336(**)	1
	Sig. (2-tailed)	.000	.
	N	139	139

** Correlation is significant at the 0.01 level (2-tailed).

An examination of Table 16 indicates that there was a positive and significant relationship between attitude and academic performance mean score ($r = .336$, $p < 0.01$). Since $p < 0.01$, there is a significant relationship between students' attitude toward career counselling and academic performance. This suggests that the higher the level of attitude of the students towards career counselling (effectiveness of guidance and counselling) in their schools, the higher was their level of academic performance, and vice versa. Students who valued career counselling were more likely to seek for the services of the guidance and counselling in addressing their academic challenges and therefore end up making rational academic decisions.

4.8 Challenges Facing Guidance and Counselling Programme

The seventh objective sought to identify the challenges facing the guidance and counselling programme in selected public secondary schools in Bahati division of Nakuru district. Guidance and counselling programme in secondary schools in the Division as reported by teacher counselors is facing numerous challenges in discharging their responsibilities effectively. In this study, the ten teacher counsellors reported the main challenges facing guidance and counselling programme in their schools. Table 17 summarizes these challenges.

Table 2: Challenges Facing Guidance and Counselling Programme

Challenges	Frequencies	Per cent
Lack of specific time allocation	10	100.0
Inadequate resources and facilities	9	90.0
Heavy work load	8	80.0

As indicated in Table 17, lack of specific time allocation to guidance and counselling activities (100.0 %), inadequate resources and facilities (90.0 %) and heavy workload were the major challenges facing guidance and counselling programme in the study area. All the teacher counsellors reported that there was no specific time allocated for guidance and counselling activities in their school. The counsellors worked full-time as teachers in addition to undertaking their guidance and counselling duties and responsibilities in the school. In such circumstances, the counsellors performed their guidance and counselling responsibilities on haphazard part-time basis with no time table for guidance and counselling activities. Guidance and counselling was sandwiched between class work and co-curricular activities. 80 per cent of the respondents added that because of lack of specific time allocation, they have a heavy workload of teaching and guidance and counselling. This has limited their dedication to guidance and counselling as the schools, students and parents are more interested in academic performance first. G.O.K (1976) and Mutie and Ndambuki (1999) support this by observing that guidance and counselling programme has not been effective in schools in the country because the teacher providers have a heavy workload. Mutie and Ndambuki add that because of the busy teaching schedule, many students regard and perceive the teacher counsellor as a teacher first then a counsellor. Their perception about the teacher counsellor and guidance and counselling services is very much influenced greatly by how they perceive him/her as a teacher first. Therefore students demand for guidance and counselling services will depend on how well/bad they perceive their teacher counsellor as a teacher.

Guidance and counselling programme requires adequate availability of resources and facilities for effective service delivery. However, 90 per cent of the respondents reported that the programme in their schools lacked adequate financial and material resources to effectively meet students' demands. This was reported to affect the operations of guidance and counselling programmes in the schools.

Given the above challenges the study sought to establish suggestions for the improvement of guidance and counselling programme in the selected schools. The teacher counsellors made a number of suggestions that could improve guidance and counselling programme in their schools. Table 18 highlights their suggestions.

Table 3: Suggestions to Improve Guidance and Counselling

Suggestions	Frequency	Per cent
Introduce peer counselling	4	40.0
Reduce teaching load	3	30.0
Provide adequate resources and facilities	3	30.0
Total	10	100.0

Table 18 indicates that 40 per cent of the respondent wanted peer counselling to be introduced in their schools, 30 per cent preferred their teaching load to be reduced, while 30 per cent suggested adequate provision of resources and facilities. The respondents reported that introduction of peer counselling in their schools would give them an opportunity to reach out to more students and adequately understand their needs as they can easily share their problems with their peers. Peer counsellors can also be used in addressing some issues of the students that can only be solved by their mates. Reducing the teaching load would give teacher counsellors ample time to undertake their guidance and counselling responsibilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to assess the influence of guidance and counselling programme on academic performance of secondary school students in Bahati division of Nakuru district. This chapter, therefore, presents the summary of the findings of the study, conclusions drawn from these findings, and the recommendations based on the conclusions. Also included are suggestions for further research on guidance and counselling in secondary schools.

5.2 Summary of the Findings

The following are the findings of the study based on the objectives:

- (i) All the schools have established guidance and counselling programme but varied in the services they offered.
- (ii) All the teacher counsellors have training in guidance and counselling, albeit at different levels, with four of them having attended seminars and workshops in guidance and counselling while six had certificate level of training.
- (iii) Guidance and counselling programme received various kind of support from the school administration, other teachers, and parents in undertaking their responsibilities.
- (iv) Majority of students have a positive level of attitude toward career counselling in their schools.
- (v) Majority of the students recorded average levels of academic performance in their academic work.
- (vi) There was a positive and significant relationship between attitude toward career counselling and academic performance mean score.
- (vii) Guidance and counselling programme face a number of challenges in undertaking its responsibilities in the schools. The challenges included lack of specific time allocation to guidance and counselling activities, inadequate resources and facilities and heavy workload.

5.3 Conclusion

Based on the findings, the study makes the following conclusions:

- (i) Secondary schools in the study area differ in the number of guidance and counselling services that they have implemented.
- (ii) Teacher counsellors have low levels of training in guidance and counselling.
- (iii) Stakeholders adequately support guidance and counselling programme in the schools.
- (iv) Students are aware of the role and importance of career counselling in their schools.
- (v) There is low academic performance by majority of the students.
- (vi) Guidance and counselling programme has a positive impact on the academic performance of students.

5.4 Recommendations

From the above conclusions, the study makes the following recommendations:

- (i) There is need for the teacher counsellors to implement all the services required for a guidance and counselling programme.
- (ii) There is need to improve the level of training of teacher counsellors in guidance and counselling.
- (iii) Teacher counsellors should take advantage of the positive attitude of the students to enhance career counselling in their schools.
- (iv) Guidance and counselling programme should be strengthened in order to improve the academic performance of secondary schools in the area.

5.5 Suggestions for Further Research

This study suggests the following areas for further research:

- (i) The role of peer counselling in the academic performance of secondary school students.
- (ii) Academic performance of students in subjects taught by teacher counsellors.
- (iii) The influence of professional training of head teachers in guidance and counselling and academic performance in schools.

REFERENCES

- Angaha, O (1987) the condition of Guidance and Counselling in Kenyan Schools: A Case Study of Kabras Division; Western province-Kenyatta University research project
- Baker L. T. (1994). *Doing social research*. New York: Mc Graw Hill.
- Bennars, G. A., Otiende J. E. & Boisvert, R. (1994). *Theory and practice of education*. Nairobi: East African Education Publishers Ltd.
- Bor, R., Landy J. E, Gill, S., & Brace, C (2002). *Counselling in schools*. London: Sage Publications Ltd.
- Borrow, H (1983) *Career Guidance for new age*. Boston Houghton Mifflin Company.
- Davidson, H. H. and Lang, G. (1960). Children's perception of their teachers feeling towards them related to self-perception, school achievement and behavior. *Journal of Experimental education*, pp 29.
- Durojaiye, M.O.A (1980). *A new introduction to educational psychology*. Lagos: Evans Brothers.
- Dweck, C. S., Davidson, W., Nelson, S., & Enna, B. (1978). Sex differences in learnt helplessness. The contingencies of evaluative feedback in the classroom; and an experimental analysis. *Developmental psychology*, pp 14, 268-76.
- Engel, M. (1959). *The stability of the self-concept in adolescence*. Tokyo: Prentice Hall.
- Fazio, R. H., & Zanna, M. P. (1981). Direct experience and attitude-behaviour consistency. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 14, pp. 161-202). New York: Academic Press.
- Frankel, J. N. and Wallen, E. N. (2000). *How to design and evaluate research in education*. (4th Ed.). New York: McGraw-Hill.
- Garry, R. & Charles E. (1963). *Guidance techniques for elementary teachers*. Columbia: Merrill Books, Inc.
- Gibson, R. L., and Mitchell, H. M., (2003). *Introduction to guidance and Counselling*. New Jersey: Person Education Upper Saddle, River.

- Gichinga, E .M (1995) Basic Counseling Skills Gem counseling Services, Kenya.
- Gorardo, C (1996) Teenagers and Their Problems. Process Litho Kings, Dallas Texas.
- Government of Kenya (1976). *Report of the national Committee on educational Objectives and policies*. Nairobi: Government printer.
- _____ (1988). *Report of the presidential working party on education manpower training for the next decade and beyond*. Nairobi: Government Printer.
- _____ (1999). *Totally integrated quality education and training: Report of Commission of Inquiry into the Education System of Kenya*. Nairobi: Government Printer.
- _____ (2001). *Report of the task force on student discipline and unrest in secondary schools*. Nairobi: Government Printer, pp 100.
- _____ (2006). *Examination analysis*. Nakuru District Education Office, 2006.
- Griffin, G. (1994). School mastery, straight talk about boarding school management in Kenya. Nairobi: Lectern Publications.
- Harold (1995). How to Help Others. International Publications Services.(U.S.A)
- Hollis, J. W. (2000). *Counsellor preparation: Programme, faculty and trends* (10th Ed.). New York: Routledge. In Robert Gibson and Marianne Mitchell (2003). *Introduction to guidance and Counselling*. New Jersey: Person education upper saddle, River.
- Indira, M. (2000). *Guidance and counselling*. New Delhi: Author press.
- Jones, A. (1970) *School counselling in practice*. London: Ward Lock Educational Company Ltd.
- Kallgren, C. A., & Wood, W. (1986). Access to attitude-relevant information in memory as a determinant of attitude-behaviour consistency. *Journal of Experimental Social Psychology*, pp 22, 328-338.
- Kathuri, G. N. & Pals, A. D. (1993). Introduction to educational research. Njoro, Kenya: Egerton University.
- Kerlinger, N.F. (2000). *Foundations of behavioral research*. (5th Ed.) New York: Serjeet Publications.
- Khaemba, E. N. (1986). *The role of guidance & counselling in selected secondary schools in Nakuru*. Unpublished PGDE, Egerton University, Kenya.
- Kilonzo G. K. (1984). Guidance and counselling in Kenya seminar paper, Kenyatta University No. 2046. The Bureau of Educational Research. Nairobi: Kenyatta University.

- Kochhar, S.K (1992) Educational and Vocational Guidance. Sterling Publishers.
- _____ (2002). *Guidance and counselling in colleges and universities*. New Delhi: Starling Publishers Put Ltd.
- Kothari, C.R. (2004). Research methodology: Methods and techniques. New Delhi: New Age International (P) Ltd, publishers.
- Kyungu, S.P (1994) Guidance, Counselling in Schools: A research Paper Presented to the Education Department.Stirling University (U.K)
- Lindsay (1983) Problems of Adolescence in Secondary Schools, London; room Helm.
- Marsh, H.W. and Yeung, A.S. (1997). Causal effects of academic self-concept on academic achievement. Structural equation model of longitudinal data. *Journal of educational psychology*, 89, 41-54.
- Mc Daniel, B. H. & Shaftel, A. G. (1956). *Guidance in the modern school*. New York: Holt, Ranehart and Winston.
- Macomber, F. G (1972). *Principles of teaching in elementary schools*. New Delhi: Eurasia Publishing House PVT. Ltd.
- Makinde, O. (1984). *Fundamentals of guidance and counselling*. London: Macmillan Education Limited.
- Mandler,G & Sarason, S. (1952)"A Study of Anxiety and Learning. Journal Abnormal and Social Psychology" New York; Wiley.
- Mugenda, M. O. & Mugenda, G. A. (1999). Research Methods: Qualitative and Quantitative Approaches. Nairobi: Acts Press.
- Mutai, K. B. (2000). How to write quality research proposal: A complete and simplified Recipe. New York: Thellery Publications.
- Mutie E. K.and Ndambuki, P. (1999) *Guidance and counselling for secondary school and colleges*. Nairobi: Oxford University Press.
- Nachmas, F. C. & Nachmas, D. (1996). *Research methods in the social sciences*. London: St. Martins Press, Inc.
- Napier W. R. (1972) *School guidance services: Focus on developing nations*. New York: Evans Brothers Ltd.
- Nelson, J. R. (1972). Guidance and counselling in the elementary school. USA: Holt Reinehort and Winston Inc.

- Oketch, E. and Ngumba, W. (1999). *Guidance and counselling for schools and colleges*. East Africa Oxford University Press.
- Patterson, G. (1962). *Vocational guidance and career development*. New York: Macmillan Press. Psychological Forms.
- Robert, E., & Elizabeth, (1983). *Developmental psychology*. New York: Random House Inc.
- Rono, R. (1989). *The role of teacher counsellor*. A paper presented at seminar in guidance and counselling, Kenyatta University, Kenya.
- Shetzer, A. & Stone, P. (1966). *Fundamentals of guidance*. New York: Houghstone Mifflin.
- Sindabi, A. M. & Omulema, B. E. (2001). *General psychology*. Njoro: Egerton University Press.
- Sindabi, A. M. (1992). An analysis of the guidance & counselling programme in selected Kenyan secondary schools. Unpublished Doctoral Thesis, Fall Church Virginia.
- Stone, A. L. & Bradley, O. F. (1994). *Foundations of school counselling*. New York: Longman.
- Wanjohi, K. (1990). A perception of the role of the teacher counsellor in secondary schools in Nyeri, Kenya. Unpublished M.Ed Thesis: Kenyatta University.
- Young V. P. (1966). *Scientific social surveys and research*. New York: Pretence – Hall, Inc.
- Zeran, F.R & Antony (1962) *Organization and Administration of Guidance Services*; Chicago. Rand Mac Nally and Co.

APPENDICES

APPENDIX A: TEACHER COUNSELLOR QUESTIONNAIRE

My name is Prisca Njeri Ndirangu, a student at Egerton University undertaking a Masters degree in Guidance and Counselling. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is on “The Influence of Guidance and Counselling Programme on Academic Performance of Secondary School Students in Bahati Division of Nakuru District”. You have been selected as one of my respondent in this project. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

Section A: Background Information

1. Name of the school _____
2. Type of school
 - Boys boarding
 - Girls boarding
 - Mixed boarding
 - Boys only day
 - Girls only day
 - Mixed day
 - Mixed day and boarding
3. Category of school National Provincial District
4. Age _____
5. Gender Male Female
6. Professional status a teacher
 - Diploma/S1
 - A.T.S
 - Graduate (Bachelors)
 - Masters

7. Teaching experience (in years) _____
8. Number of years served as a teacher counsellor _____
9. Do you have any professional training as a teacher counsellor?
- Yes No
10. If yes, state the level of training in counselling?
- Seminar/workshop
- Certificate course
- Diploma certificate
- Bachelor's degree
- Masters degree
11. What criterion was used to appoint you as a teacher counsellor?
- Personal characteristics Professional training
- Appointed by T.S.C Nominated by the staff members
- Seniority in the staff Nominated by the head teachers

Section B: Guidance and Counselling Programme

1. Has your school established guidance and counselling department?
 Yes No
2. If yes, is the department functional? Yes No
3. What are the services offered by guidance and counselling programme in this school?
 Orientation services
 Appraisal services
 Placement and follow-up services
 Educational counselling services
 Counselling services
4. Does the school administration support the department? Yes No
5. If yes, what kind of support do you get from the school administration?
 Provided a room/office
 Reference materials
 Finances
 Availing students' records
 Facilitating referral services
 Inviting guest speakers
 Facilitating attendance of seminars
 Others (specify) _____
6. Has the school formed guidance and counselling committee?
 Yes No
7. If yes, how many members comprise this committee? _____
8. Do other teachers in the school support the department? Yes No
9. If yes, what kind of support do you get from these teachers?
 Consultation

- Making follow ups of the clients (students)
 - Referring students with problems to the teacher counsellor
 - Others (specify)_____
10. Are students in this school aware of the existence of the guidance and counselling department? Yes No
11. If yes, are they aware of the services offered by the department?
 Yes No
12. Do they ever seek for these services? Yes No
13. What are the most common counselling issues/needs you have noted among the students in the school? _____

14. In your opinion, do you think that you have adequately addressed these issues/needs?
 Yes No
15. Do you ever involve parents/guardians of the client students in the counselling?
 Yes No
16. If yes, do these parents/guardians support your work as a teacher counsellor?
 Yes No

Section C: Academic performance in School

1. How can you rate the academic performance of Form Four students in this school?

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Very poor | <input type="checkbox"/> Good |
| <input type="checkbox"/> Poor | <input type="checkbox"/> Very good |
| <input type="checkbox"/> Average | |

2. If the answer in 1 is very poor, poor or average, what are the factors affecting academic performance of students in this school?

- | | |
|--|---|
| <input type="checkbox"/> Anxiety | <input type="checkbox"/> Laxity among teachers |
| <input type="checkbox"/> Poor self concept | <input type="checkbox"/> Quality of the students |
| <input type="checkbox"/> Poor methods of study | <input type="checkbox"/> Lack of facilities and resources |
| <input type="checkbox"/> Poor reading/study habits | <input type="checkbox"/> Others (specify) _____ |
| <input type="checkbox"/> Indiscipline | |

3. If the answer in 1 is good or very good, what are the factors that have promoted academic performance of students in this school?

- Cooperation and dedication among teachers
- Involvement of guidance and counselling
- Determination and dedication of students
- Availability of facilities and resources
- Discipline
- Support of parents
- Other (specific) _____

Section D: Effectiveness of guidance and counselling programme in career/academic/educational counselling

Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about guidance and counselling programme in the school.

Statement	SA	A	U	D	SD
Guidance and counselling programme assist students on how to choose their subject combinations					
Guidance and counselling programme does not assist students to develop good study habits					
Guidance and counselling programme help students in career choices					
Guidance and counselling programme provides students with information on the available career opportunities					
Guidance and counselling programme does not provide students with information on the requirements and qualifications for the available career opportunities					
Guidance and counselling programme invites guest speakers from higher learning institutions to talk about career choices					
Guidance and counselling programme has made students more responsible of their academic work					
Guidance and counselling programme does not assist students in their time management					
Guidance and counselling programme help students to adjust and cope with school life					
Guidance and counselling programme is designed for academically poor students only					
Guidance and counselling programme make follow-up or trace students after secondary school to know what they are doing					

4. What challenges do you think hinder efficient operation and management of guidance and counselling in your school? _____
- _____
- _____
- _____

5. How do you deal with these challenges? _____

6. Suggest ways in which guidance and counselling programme in this school can be improved and be made more efficient in providing the necessary services to the students? _____

APPENDIX B: STUDENT QUESTIONNAIRE

Section A: Background Information

1. Name of the school _____
2. Type of school
 Boys boarding Girls only day
 Girls boarding Mixed day
 Mixed boarding Mixed day and boarding
 Boys only day
3. Category of school National Provincial District
4. Age _____
5. Gender Male Female

Section B : Guidance and Counselling Programme

1. Are you aware of the existence of the guidance and counselling department in your school? Yes No
2. If yes, are you aware of the services being offered by this department?
 Yes No
3. If yes in 2, have you ever sought for the services of this department?
 Yes No
4. What are the problems/issues that made you seek for these services? _____

5. How many times have you gone for these services? _____
6. Did you feel comfortable discussing your problem with the teacher counsellor?
 Yes No
7. Has the department therefore had any positive influence on academic performance of the school? Yes No

Section C: Academic performance in School

1. How can you rate your level of academic performance?

Very poor

Good

Poor

Very good

Average

2. If the answer in 1 is very poor, poor or average, what are the factors affecting your academic performance in this school? _____

3. If the answer in 1 is good or very good, what are the factors that have promoted academic performance of students in this school?

Cooperation and dedication among teachers

Involvement of guidance and counselling

Determination and dedication

Availability of facilities and resources

Discipline

Support of parents

Other (specific) _____

Section C: Attitude towards career/academic/educational counselling

Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about guidance and counselling programme in the school.

Statement	SA	A	U	D	SD
Guidance and counselling programme assist students on how to choose their subject combinations					
Guidance and counselling programme does not assist students to develop good study habits					
Guidance and counselling programme help students in career choices					
Guidance and counselling programme provides students with information on the available career opportunities					
Guidance and counselling programme does not provide students with information on the requirements and qualifications for the available career opportunities					
Guidance and counselling programme invites guest speakers from higher learning institutions to talk about career choices					
Guidance and counselling programme has made students more responsible of their academic work					
Guidance and counselling programme does not assist students in their time management					
Guidance and counselling programme help students to adjust and cope with school life					
Guidance and counselling programme is designed for academically poor students only					
Guidance and counselling programme make follow-up or trace students after secondary school to know what they are doing					

APPENDIX C: HEAD TEACHER QUESTIONNAIRE

Section A: Background Information

1. Name of the school _____
2. Type of school
 - Boys boarding
 - Girls boarding
 - Mixed boarding
 - Boys only day
 - Girls only day
 - Mixed day
 - Mixed day and boarding
3. Category of school National Provincial District
4. Age _____
5. Gender Male Female
6. Professional status a teacher
 - Diploma/S1
 - ATS
 - Graduate (Bachelors)
 - Masters
7. Teaching experience _____
8. Number of years served as a head teacher of this school _____

Section B: Guidance and Counselling Programme in school

1. Has your school established guidance and counselling department?
 Yes No
2. If yes, is the department functional? Yes No
3. Does the school have a trained teacher counsellor? Yes No
4. If yes, what criterion was used to appoint you as a teacher counsellor?
 Personal characteristics
 Appointed by TSC
 Seniority in the staff
 Professional training
 Nominated by the staff members
 Nominated by the head teacher
5. Does the school administration support the department? Yes No
6. If yes, what kind of support do you give to the guidance and counselling programme?
 Provided a room/office
 Reference materials
 Finances
 Availing students' records
 Facilitating referral services
 Inviting guest speakers
 Facilitating attendance of seminars
 Others (specify) _____
7. Has the school formed guidance and counselling committee? Yes No
8. If yes, how many members comprise this committee? _____
9. Do other teachers in the school support the department? Yes No

10. If yes, what kind of support do they give this department?
- Consultation
 - Making follow ups of the clients (students)
 - Referring students with problems to the teacher counsellor
 - Others (specify) _____
11. Does your school ever involve parents/guardians of the client students in the counselling?
- Yes No
12. If yes, do these parents/guardians support the work of a teacher counsellor?
- Yes No

Section C: Academic performance in School

1. How can you rate the academic performance of students in this school?
 Very poor Poor Average Good Very good

2. If the answer in 1 is very poor, poor or average, what are the factors affecting academic performance of students in this school?
 Anxiety
 Poor self concept
 Poor methods of study
 Poor reading/study habits
 Indiscipline
 Laxity among teachers
 Quality of the students
 Lack of facilities and resources
 Others (specify) _____

3. If the answer in 1 is d or e, what are the factors that have promoted academic performance of students in this school?
 Cooperation and dedication among teachers
 Involvement of guidance and counselling
 Determination and dedication of students
 Availability of facilities and resources
 Discipline
 Support of parents
 Other (specific) _____

APPENDIX D: CLASS TEACHER QUESTIONNAIRE

My name is Prisca Njeri Ndirangu, a student at Egerton University undertaking a Masters degree in Guidance and Counselling. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is on “the influence of guidance and counselling programme on academic performance of secondary school students in Bahati division of Nakuru district”. As a class teacher of a Form Four Class in this school, you have been selected as one of my respondent in this project. You are requested to provide the academic record of the following students who were also selected and used as respondents in the project. Your sincere and correct information will be important in attaining this goal. All information will be treated with utmost confidentiality.

Student's Numbers	Overall grade in Form one	Overall grade in Form two	Overall grade in Form three	Overall grade in Form four
01				
02				
03				
04				
05				
06				
07				
08				
09				
010				
011				
012				
013				
014				
015				

APPENDIX E: RESEARCH PERMIT