

**GUIDANCE AND COUNSELLING SERVICES AND THEIR INFLUENCE ON  
STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS IN BURETI SUB COUNTY, KENYA**

**BY**

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## ABSTRACT

Individual, Group and Peer Guidance and Counselling (G&C) services in Secondary Schools are conceived as important services towards strengthening students' character and academic achievement. In Bureti Sub County performance in K.C.S.E. from 2007 to 2009 was below average, that is, mean scores of 4.445, 4.435 and 4.491 respectively in spite of G&C services being in place, perhaps due to shortcoming in the effectiveness of these G&C services on academic achievement. The purpose of this study therefore was to examine guidance and counselling services and their influence on students' academic performance in Bureti Sub County, Kenya. The objectives of the study were to: Establish the professional qualifications of the personnel providing G&C services; Examine the adequacy of G&C facilities and materials in secondary schools; Find out the preferred types of guidance and counselling services offered in secondary schools and; Determine the relationship between G&C services and students' academic performance in Public secondary schools in Bureti Sub County. A conceptual framework based on Biswalo's (1996) concept that guidance and counselling helps students develop proper study skills and acquisition of knowledge on examination techniques was adopted in this study to establish the influence of G&C services on student's academic performance. The study used descriptive survey and correlation research designs. The study population comprised of 22 principals, 22 heads of G&C department and 1,201 form four 2012 students from all the 22 Public Sub County secondary schools in Bureti Sub County. Two principals, two G&C teachers and 120 students were used in the pilot study. The study employed saturated sampling technique to select 20 principals and 20 heads of G&C department while simple random sampling technique was used to select 400 students. Questionnaire, interview schedule and document analysis guide were used to collect data for the study. Face and content validity of instruments was established by supervisors. Reliability of instruments was determined using test-retest method. Reliability coefficient of the instruments was 0.72, 0.71 and 0.74 for principals, G&C teachers and students questionnaires respectively. Data collected using questionnaires were analysed using descriptive statistics in form of frequency counts, percentages and means; while inferential statistics, that is, Pearson r and multiple regressions were used to determine relationships between variables. Data collected using interview schedule were audio taped and transcribed into themes and sub-themes as they emerged from the data. The study established that 13(65%) of the practicing school counselors did not have the required qualifications of diploma and above in G&C. Guidance and Counseling facilities were inadequate in most schools. Types of G&C services offered in schools included individual, peer and group. The relationships between G&C services offered and academic performance was statistically significant. The study concluded that the types of G&C services preferred were peer and group and that G&C services accounted for 47.5% of students' academic performance. The study recommended that teacher counselors should be trained and the facilities for counseling should be improved. The findings of this study are significant to teacher counselors, Principals and the Ministry of Education Science and Technology as they will enable them to enhance G&C services in schools so as to achieve the set objectives of school guidance and counseling program.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Historically, guidance and counselling can be traced back to the work of Parsons of Boston, U.S.A in 1908 (Kochar, 1992). Parson's experience of encountering vocational misfits in social work and who could have been assisted in time had their needs been diagnosed, helped him found the "vocation bureau" Soon afterward, other large cities in America developed comparable services based on vocational needs for those graduating causing the phrase "vocational guidance" to gain popularity.

In Britain as noted by McLeod (2000), the provision of educational systematic counselling was first introduced in the mid-1960s partly as the process of rendering service to students who needed assistance in making decisions about important aspect of their education and career choices such as choice of courses, careers to pursue or decisions regarding interests and academic abilities and choices of universities. The literature on formal guidance and counselling in African countries is rather scanty and can be traced back to the fifties in Nigeria and sixties in Botswana, Tanzania, Zambia and Swaziland (Biswalo, 1996).

Guidance and Counselling happens to be one of the developments in the field of Education in Nigeria (Egbochugu, 2008). It became popular with the introduction of the 6-3-3-4 educational system. It is generally accepted that formal guidance started in 1959 at St. Theresa's College, Oke-Ado in Ibadan by some Reverend Sisters, out of concern for the products of their school. They felt that there was need to offer vocational guidance to their outgoing final year students. Fifty-four out of the sixty students who benefited from

the experts' advice benefited and were placed in various jobs. The innovation was highly accepted by the society because in later years this group of people organized career talks, seminars, guidance workshops and lectures for the class five Students. Later on, the vocational guidance services spread to other secondary schools outside Ibadan and across the entire federation. The ministry officials became so interested in these organized services that this group of "Career Advisers" was invited to provide career workshops for teachers and career masters. Eventually the term "Career Advisers" became a national issue (Egbochugu, 2008).

Formal guidance and counselling in education sector in Uganda are among the latest professions. The restructuring exercise carried out by the Ministry of Public Service in 2008 of the Ministry of Education and sports saw the creation of new Departments and Directorates. Among them was the creation of the Department of guidance and counselling (Opiro, 2010).

Globally it is evident that students in educational institutions have needs that call for guidance and counselling services which if unattended could lead to numerous disciplinary issues, wastage and failure to secure proper placement (Nyaga, 2011). In Kenya, a former British colony, the growth and development of the counselling profession is closely associated with the evolution of traditional societal structures caused by multiple social and economic factors over the last 20 years and which call for professional interventions (Oketch, 2012).

These evolutions have shifted emphasis on need for effective G&C services in our institutions to fill the gap left by these changes. Koech Report, (Republic of Kenya, 1999)

on its part, observed that the guidance and counselling unit in the ministry would provide effective services to secondary school students and teachers in various districts. The gap however and which this study sought to fill was the implementation of this recommendation. MOEST has been critical of this assumption as well (Republic of Kenya, 2005) contesting that the government supports the provision of guidance and counselling services in schools while the policy response in this area remains haphazard. There are, as yet, no comprehensive guidance and counselling services in place within Kenya's education system. As a result, issues to do with discipline, violence and poor academic performance by students have been handled in an ad-hoc manner perhaps due to unqualified counsellors. In response to this MOEST (Republic of Kenya, 2012) had advocated for proper guidance and counselling services for acceptable outcomes when it contested that the mandate of the Education Sector is to respond to the 2010 Constitution and Kenya Vision 2030 and in so doing propose strategies that address wastage and inefficiency. The findings of this study will help suggest appropriate strategies.

Surprisingly, Kenya has strong provisions for guidance and counselling in schools, the Sessional paper No. 1 of 2005 (Republic of Kenya, 2005) gave general guidelines on guidance and counselling services in schools. The only glaring gap as highlighted further by the same Sessional paper is the acknowledgement that the rapid expansion of University education faces challenges such as mismatch between skills acquired by university graduates and the demands in the work place (Republic of Kenya, 2005). The National Conference on Education and training also recommended that programs be instituted for professional training of teachers handling guidance and counselling services.

Ideally institutions in Kenya as recommended by Mutie and Ndambuki (2004) should have a G&C resource centre managed by a trained counselor. The centre should be a large room equipped with adequate furniture, resource materials like books, audio visual equipments, computer, filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintain and displayed. A study by Egbochugu (2008) found that the quality of G&C facilities affected student's adjustment in Edo state Nigeria. Yet the status of these G&C facilities and materials in public secondary schools in Bureti has never attracted any empirical study in view of the recommendation by Egbochugu (2008) and Mutie and Ndambuki (2004), this was the knowledge gap that the study also sought to fill.

Through different types of guidance and counselling services students are able to plan a suitable academic routine and advancement and also facilitate good learning environment in their schools. In schools where guidance and counselling services are effective the students are able to pursue the right type of education, make the most of their academic pursuance and can easily participate in life activities that build their academic aspirations. The students are also assisted in coping with examination pressure and anxiety which includes the fear of failure and craving for the highest grades.

Nyaga (2011) study on effectiveness of G&C services on University students development in Kenya found that guidance and counselling services assist university students to improve their social, academic and personal competences which is also consistent with Biswalo (1996) assertion that effective academic guidance and counselling helps the students develop proper study skills, acquire knowledge on examination techniques and understand their career prospects. Students would develop

their academic competence when schools have properly established guidance and counselling structures that provide preventive, remedial and developmental academic guidance so that the students can make realistic educational plans for their future. The knowledge gaps in this respect however were the types and preferred types of G&C services offered and their relationship with academic performance in public secondary schools in Bureti Sub County which the two studies did not address.

Given the foregoing background, this study examined guidance and counselling services and their influence on students' academic performance in public secondary schools in Bureti Sub County where past exams analysis indicated that mean performance in K.C.S.E. had remained below 4.5 between 2007 and 2009 (Table 1). In 2009 for instance 73.52% scored mean grades of C and below with mediocre grades D and E being rampant (DEOs office Bureti, 2010). As Compared to other neighboring Sub Counties such as Sotik and Konin which posted 3 and 2 sub county schools respectively among top hundred nationally in 2013 K.C.S.E, Bureti Sub County posted none (Aduda, 2013).

**Table 1**

**Bureti Sub County Overall Performance between 2007 and 2009**

<b>Year</b>	<b>Entry</b>	<b>Mean score</b>	<b>Performance index</b>
2007	3015	4.445	+0.055
2008	2211	4.435	-0.013
2009	2353	4.491	+0.056

**Source: DEOs Office, Bureti Sub County, 2010**

This scenario necessitated re-examination of the current situation by examining professional qualification of the personnel providing G&C services, adequacy of G&C facilities and materials in place mandated in the Sub county to offer guidance and counselling services and how these services affects students' academic performance in K.C.S.E. Given the foregoing background, this study examines guidance and counselling services and their influence on secondary school students' academic performance in public secondary schools in Bureti Sub County.

## **1.2 Statement of the Problem**

Although guidance and counselling services were usually provided in secondary schools in Bureti Sub County there seemed to have been noticeable missing link between theory and practice and expected outcome and the actual outcome. For instance for the years 2007 to 2009 the mean score more or less remains constant and low, that is 4.445, 4.435 and 4.491 respectively. This was in spite of the efforts made by the Ministry of Education in ensuring guidance and counselling services were provided and in-cooperated into school administrative system. This could have been because of ineffective G&C services perhaps due to incompetent teacher counsellors, inadequate G&C facilities and or negative attitude towards G&C services available. Guidance and counselling services as recommended by the Ministry of Education are meant to provide preventive approaches to challenging situations by helping secondary school students develop their academic competence and tolerance by making realistic choices and relevant decisions in life. There was need therefore to examine guidance and counselling services and their influence on student's academic performance in K.C.S.E. This was to show if these services offered actually provide adequate guidance and counselling services for students' academic development or otherwise



### **1.3 Purpose of the Study**

The purpose of this study was to examine guidance and counselling services and their influence on secondary school students' academic performance in Bureti Sub County, Kenya.

### **1.4 Objectives of the Study**

The objectives of this study were to:

- i. Establish the professional qualifications of teacher counsellors in public secondary schools in Bureti Sub County.
- ii. Examine the adequacy of guidance and counselling facilities and materials in public secondary schools in Bureti Sub County.
- iii. Find out the preferred types of guidance and counselling services offered in public secondary schools in Bureti Sub County.
- iv. Determine the effectiveness of guidance and counselling services on secondary school students' academic performance in Bureti Sub County.

### **1.5 Research Questions**

- i. What are the professional qualifications of teacher counsellors in public secondary Schools in Bureti Sub County?
- ii. What is the adequacy of guidance and counselling resource facilities and materials in public secondary schools in Bureti Sub County?
- iii. Which are the preferred types of guidance and counselling services offered in public secondary schools in Bureti Sub County?

## 1.6 Research Hypothesis

The following hypothesis was tested at a significant level of 0.05.

**H<sub>0</sub>:** There is no significant relationship between guidance and counselling services and secondary school students' academic performance in Bureti Sub County.

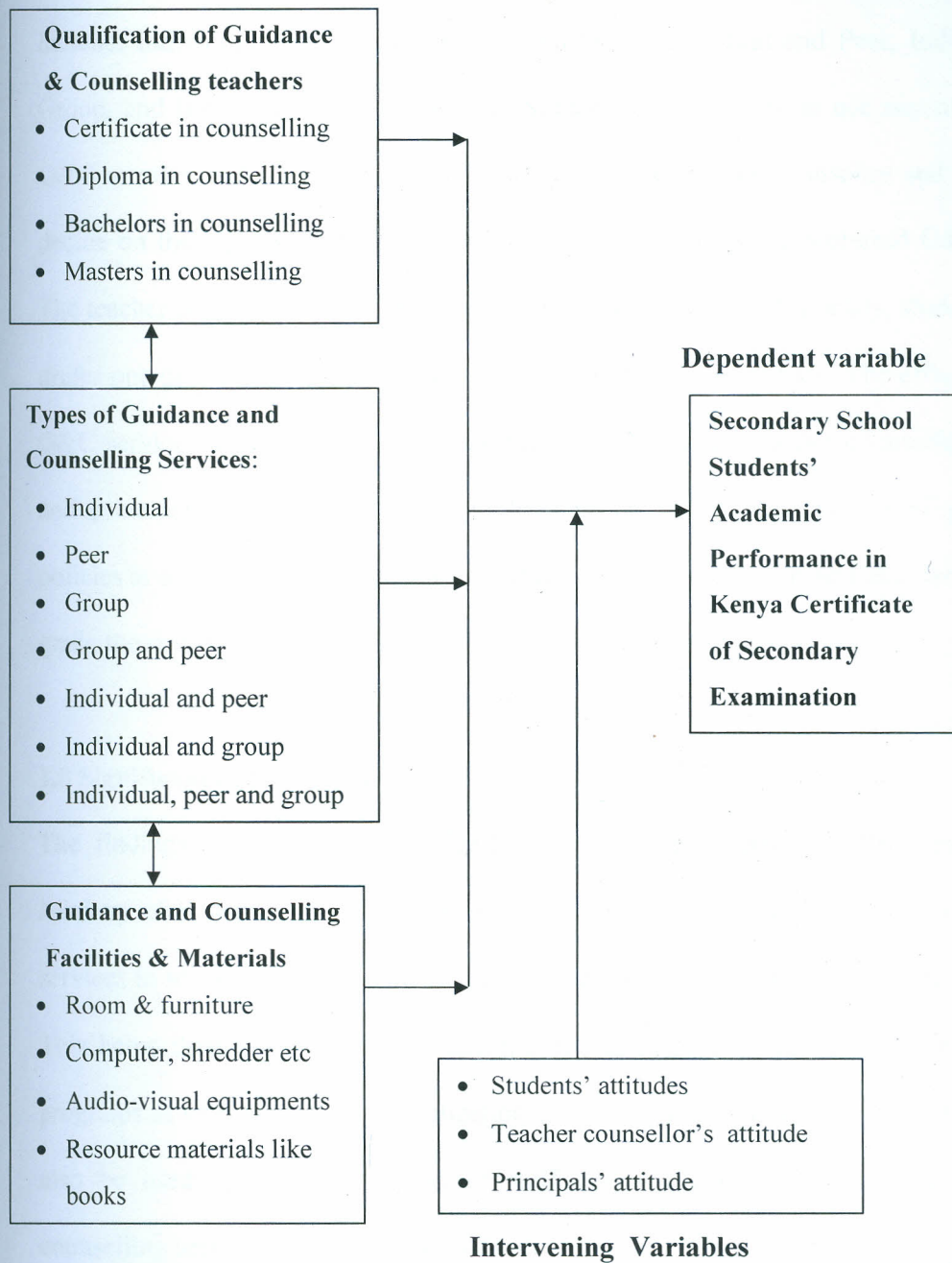
## 1.7 Conceptual Framework

The conceptual framework for this study postulates that professionally qualified G&C personnel with adequate G&C facilities and materials influence the effectiveness of guidance and counselling services in a school as reflected by academic performance of its students in K.C.S.E. G&C teachers professional qualification is the way teacher counsellors use acquired knowledge and skills to perform in the work place. Effective professional qualification is the match between stated goals and their achievements (Figure 1).

Guidance and counselling teacher's professional qualification aside, availability of adequate guidance and counselling facilities and materials are equally important for effective guidance and counselling service delivery. Professionally qualified and competent school counsellors with adequate guidance and counselling facilities and materials have the potential to improve students expressed behaviour in learning and their general academic performance. Guidance and counselling services discourage undesirable learning habits and environments while encouraging good ones as suggested by Biswalo (1996) and Nyaga (2011) in her application of Albert Ellice ABC theory of rational-emotive therapy.

Different types of guidance and counselling services need to be strengthened through; recruitment of adequate numbers of professionally well-trained counsellors, provision of adequate G&C resource facilities and materials and by advocating for positive attitude and proper utilization of available guidance and Counselling resources and services. This will assist in opening and creating academic opportunities for secondary school students' excellence in Kenya Certificate of Secondary Examination (K.C.S.E).

### Independent variables



**Figure 1: A Conceptual framework showing guidance and counselling services and their influence on students' academic performance.**

Source: Researcher.

In a school set up there are seven types of guidance and counselling services offered. This include; Individual, Peer, Group, Group and Peer, Individual and Peer, Individual and Group, and Individual, Peer and Group. Students are at liberty to use any of the seven G&C services and they are not restricted to any. The teacher counsellor and the student decide on the type whereby it is the student who identifies the preferred G&C service. The teacher counsellor therefore provides the required service. Naturally, students tend to prefer one or the other type of G&C service based on their attitude. The effectiveness of G&C services depend on three factors; the student attitude, teacher counsellors' attitude and principal's attitude, the principal because he is the implementer of government policies at school level and accounting officer. The outcome of these G&C services is the grade the student got in 2012 K.C.S.E.

### **1.8 Significance of the Study**

The findings of this study are significant to teacher counselors, Principals and the Ministry of Education Science and Technology as they will help them to enhance G&C services in schools so as to achieve the set objectives of school guidance and counseling. This helps them in changing the attitude of and improving school G&C policies and programs as well as resource mobilization for guidance and counselling. The findings can also be used in the organization of staff development programs for guidance and counselling service providers in schools.

## 1.9 Assumptions of the Study

The study was conducted on the assumptions that:

- i) G&C services are offered in schools for purposes of enhancing students' academic performance.
- ii) Secondary schools have G&C facilities and materials for teacher counsellors' use.

## 1.10 Scope of the Study

This study was only done in public secondary schools in Bureti Sub- County. The study covered the cohort of 2012 K.C.S.E registered students and their results. The study only concentrated on guidance and counselling services and how they affect students' academic performance in public secondary schools in Bureti Sub County.

## 1.11 Definition of Key Terms

**Counselling:** –the process of helping a student to understand his/her internal world so that he/she may gain better control over his/her own behaviour and action for the better.

**Guidance:** – the systematic organized ways of the educational process that helps the youths in power to give direction to their own life to the end that they may gain richer and better personal experiences and behaviours.

**Guidance and Counselling Centre:** - A room where guidance and counselling materials, information are displayed, kept and where counselling can be done.

**Guidance and Counselling Teacher:** - A person charged with the responsibility of guiding and counselling students or head of guidance and counselling department.

**Influence:** - Outcome of the intended and expected results of guidance and counselling services on students academic performance.

**Principal:** - Chief executive officer of a school or a person acting in that capacity

**Qualified counsellor:** - Person offering professional quality guidance and counselling services usually of diploma and above certification.

**Secondary School:** - Institution where more than 10 young people of post primary age learn or institution where those transiting from primary schools learn.

**Services:** - assistance and advice offered to students by teacher counselors and peers either singly or in groups and therefore classified as peer counseling, individual counseling and group counseling services

**Student:** - young person of post primary age learning in a secondary school.

**Types of G&C services:** - are peer, individual and group G&C services offered to secondary school students.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This section covered an overview of literature related to training of Guidance and Counselling teachers as one of the pillars and facilities and materials as another pillar of guidance and counselling service delivery. It also covered brief review of different types of guidance and counselling services offered in secondary schools in Bureti. Alongside, this section also highlighted possible effects of guidance and counselling services on students' academic performance and the gaps thereof.

#### **2.2 Professional Training of Guidance and Counselling Teachers in Secondary Schools**

Teachers in Kenyan public schools are recruited, appointed, promoted and deployed by the Teachers Service Commission and its agents. The power to appoint and minimum qualification required as stated is derived from the TSC Act Cap 212, 1967 revised 1980 and 2012. However, from Wangai's report (Republic of Kenya, 2001), it was recommended that teachers with training in guidance and counselling be identified and deployed as heads of guidance and counselling departments in secondary schools. This report also recommended that such teachers be given incentives. Mutie and Ndambuki (2002) seem to have been in agreement with this recommendation, but observed that: majority of the 1000 out of over 4000 G&C teachers appointed by Teachers Service Commission as heads of guidance and counselling departments in public secondary schools in Kenya possessed no training in Guidance and Counselling. Perhaps lack of well trained counsellors in some schools could be one of the impediments to effective G&C services offered and which could be one of the causes of poor academic



performance hence need to establish the status of professional training of teacher counsellors and their effects on academic performance.

Kamunge report (Republic of Kenya, 1988) merely recommended that schools should establish guidance and counselling programs headed and coordinated by senior teachers. In addition, the report proposed that the co-coordination of guidance and counselling activities be decentralized from national level to province and district levels. With increasing number of schools and students enrolment further decentralization to school level is necessary and its follow up since much has happened about the training and coordination of guidance and counselling activities in Kenyan schools since Gachathi report (Republic of Kenya, 1976) so that more information on its recommendation is availed. Curiously, both Gachathi and Kamunge reports only recommended a senior member of staff to be appointed head of the guidance and counselling department in school without reference at all to his or her training yet this affect service delivery as suggested by Nyaga (2011) and Biswalo (1996).

In addition to training, Vacc and Loesch (1987) suggested consideration of personality qualities when appointing a counsellor. This was because the personality of a counsellor affected his or her behaviour when handling the counselee. He suggested that counsellors working with clients need to possess personality traits that include genuineness, positive scepticism, trust, courage, security and empathy. What was not made clear by Vacc & Loesch is whether these qualities can be acquired through training & if it affect eventual output of service delivery as reflected on the quality of grades attain by counselee. A report published in Republic of Kenya (1997) was even more emphatic on these personality qualities when it contested that such teachers must bear a sincere interest in

each student's development as a person and should be committed to a program that develops the student's needs and that the teachers need to be warm and outgoing with the ability to inspire the confidence of students and the support of fellow staff members. They also need to have good public relations in addition to being creative in developing new areas of services as needed. But over and above these, they need to be people of mature judgment with organizational ability to establish priorities.

Republic of Kenya (1999) had noted with concern that once vibrant unit in the Ministry of Education Science and Technology is no longer as effective as it used to be. Most of the "professionally" trained Personnel in this unit have since retired or been deployed to other sections. The institutional and field staffs have nowhere to seek the necessary advice to help them in carrying out their guidance and counselling duties effectively. This was why a study in this area in Bureti Sub County was necessary to establish current status of G&C services.

Within Kenyan schools, the cited reports and their recommendation appeared to have been no more than wishes as there was no emphasis placed on a comprehensive procedure that would ensure implementation. This is one of the knowledge gaps this study seeks to fill by establishing current status of training of G&C teachers. As is pointed out by Mutie and Ndambuki (2004) and Wango (2006), guidance and counselling has remained a weak component at all levels of the education system. Wango (2006) study on Policy and Practice in G&C in Kenya found that despite the emphasis on guidance and counselling in schools, the provision of guidance and counselling services is highly variable and somewhat fragmented in scope largely depending on individual schools.

In response to Wango's (2006) recommendation this study examined the relationship between professional qualification of school counsellor and G&C service delivery as reflected on academic performance of counsel students in addition to using a larger sample to justify generalisation of the entire Bureti Sub County where Wango had only used one school.

### **2.3 Guidance and Counselling Resource Facilities and Materials in Secondary Schools**

Though guidance and counselling had gained recognition in Kenya in the recent past, there was still too often an assumption that anyone can offer counselling services anywhere whether or not there was the time, resource facilities, supervisory support, personality or administrative skills to manage resources. Egbochuku (2008) study on the assessment of the quality of guidance and counselling services on students' adjustment in Nigeria pointed out that:

The facilities needed by the school counsellor to carry out quality guidance and counselling services in the school are numerous. Some of these are accommodation, bookshelves, and tables with drawers, cabinets for storing pamphlets, finance, time and psychological test materials among others. Inadequacy of these facilities limited the effectiveness of the service rendered. P47.

To ascertain Egbochuku (2008) assertion this study edge away by establishing the relationship between G&C resource facilities and G&C services as reflected by counselee academic performance.

Simatwa (2007) on his part pointed out that students discipline remains the most serious problem facing education systems. He further acknowledged that a good percentage of prefects and teachers perceived guidance and counselling services in schools negatively as a waste of time and ineffective. Perhaps due to lack of qualified G&C administrators or

deficit of guidance and counselling resource facilities and materials in our educational institution.

Mutie and Ndambuki (2004) posited that;

The effectiveness of the educational and vocational information service in a school depends largely on the systematic organization, proper maintenance and regular use of the G&C centre. Ideally the centre should be a large room equipped with filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintained and displayed. (P107).

This centre should offer ideal place for interactions between service providers and recipients. By using these resource centre with all its human and physical facilities G&C clients will benefit in gaining insight of their academic endeavours. The ideal guidance and counseling centre as stipulated by the national guidance and counseling policy, Republic of Kenya (2011) are: Guidance and Counseling Office (size 5 x 4 meters) equipped with one office table with drawers, shelves for books and magazines; Sound proof quiet counseling room furnish with, 2 good office desks/tables, Lockable cabinets, Computer, printer and shredder, Four office chairs, fresh flowers and notice board.

The status of G&C facilities and materials in public secondary schools in Bureti was not known in view of the recommendation by the government (Republic of Kenya, 2011 and Mutie and Ndambuki, 2004), this was the knowledge gap that the study sought to fill.

In addition, Shirley (2004) on her part pointed out that for a G&C programme to be sustainable and effective financial resources is needed to provide all the facilities needed as stipulated above. She further noted that G&C programme activities determine the materials and equipment required and that adequacy of the necessary resource facilities and materials had positive impact on guidance and counselling services. This study seeks

to establish if this is the case for Bureti Sub County where performance in K.C.S.E. is wanting.

Ziro (2002) in regard to the provision and management of discipline pointed out that; the government has designed a secondary school curriculum which provides opportunities for students to be instructed in vital lessons on morality through religious studies, social ethics and guidance' and counselling in order to instil in them good character. What Ziro (2002) fail to acknowledge is the fact that social ethics is no longer offered and that religious studies is optional. This had singled out, guidance and counselling with well equipped resource centre as the only avenue for students to be instructed in vital lessons on morality, good study habits and career opportunities available and their academic entry requirements.

UNESCO (2000) on its part noted that financial resources include the school budget for G&C. When resources are limited it is obvious that the scope of the programme will be affected. In addition to physical facilities, time is another very important resource for effective guidance and counselling. The guidance calendar should therefore show all guidance activities that are planned in the school. It should ensure that particular needs are addressed at appropriate time and place and should accomplish certain activities in a sequence.

The foregoing were still wishful thoughts as there was no clear guidelines on policy implementation of such recommendation especially in Bureti Sub County (Republic of Kenya, 2012). Neither was there a study on the correlation between students' academic performance and G&C services offered. Perhaps this is why the quality of G&C services,

discipline and performance in some schools is still wanting. It was from these glaring gaps that this study seeks to examine but not limited to adequacy of G&C resource facilities and materials in Bureti Sub County and how these affected counsel students' academic performance in K.C.S.E.

#### **2.4 Types of Guidance and Counselling Services Offered in Secondary Schools**

There are basically three types of guidance and counselling services commonly practiced and or offered to students in secondary schools. These are individual, group and peer counselling (Nyaga, 2011). Individual counselling is a process in which a professional counsellor and a client develop an interactive relationship that fosters client self-awareness and empowers that person to resolve his or her particular situational problems effectively. Effective individual counselling services in a university setting will foster development of students' social, personal and academic competencies (Nyaga, 2011).

Group counselling may be defined as a dynamic interaction among individuals for prevention or remediation of difficulties or for the enhancement of personal growth through the interaction of those who meet together for a commonly agreed on purpose and at prearranged times. Peer counselling on the other hand is the process where some model students are trained on counselling so that they can offer counselling services to fellow students for instance in their places of residence. This has been known to produce good results as young people trust themselves (Nyaga, 2011).

The Ministry of Education Science and Technology has guidance and counselling unit which was created in the 1970s (Mutie & Ndambuki, 2004). The unit provided services to secondary schools and teacher training colleges as well as conducting in-service courses

for teachers. In the past, the unit had developed a career guidance booklet for use by secondary school students. Over the years the mandate of the unit had been expanded in response to the challenges emerging in the education sector. Currently the unit is charged with the responsibility of co-coordinating guidance and counselling services being offered as well as providing in-service courses for teachers, pupils and students. This was an indication that the government supports the provision of guidance and counselling services in schools but the policy response in the area was still weak (Republic of Kenya, 2012). Mutie and Ndambuki (2002) had also pointed out that there are no comprehensive guidance and counselling practices offered yet in place in Kenyan secondary school. As a result issues to do with discipline and violence in schools had been handled in an ad-hoc manner. This study was more of a follow-up to ascertain Mutie and Ndambuki's assertion as at present.

Sessional Paper No. 1 of 2005 had provided general guidelines on guidance and counselling services in schools through investment program which cost the government Kshs. 4.5 million (Republic of Kenya, 2005). Since nobody had undertaken a research as a follow up on its implementation, this study will definitely be handy in providing the much needed assessment of current status of different types of guidance and counselling services being offered in secondary schools in Bureti and their effects on academic achievements of students who utilize them.

Republic of Kenya (2005) acknowledged as one of the ways of improving G&C services in our schools was capacity development of G&C teachers and peers. Capacity development involved enabling the human resource in an organization to undertake assigned tasks with confidence. This is achieved through pre-service or in school life coaching by providing in-service training of staff and peers. This is the mission of

MOEST (Republic of Kenya, 2005) which is, to work with other education stakeholders to provide, promote and co-ordinate quality life-long education, training and research for Kenya's sustainable development and responsible citizenry. Life coaching here refers to a planned activity aimed at developing skills, knowledge, attitudes, values and creativity of employees and or learners for improved performance at individual, organizational and national levels. In other words, life coaching is a solution to identified performance deficiencies at work or school. Consequently types of G&C services offered and undertaken should be relevant and must meet the needs of the individual performance and organizational goals in the country.

According to the Koech Report, (Republic of Kenya, 1999) in-service programs need to be provided regularly to managers, administrators, teachers, curriculum implementers and peer educators. Secondary education, it further states, can only be improved by identifying and training the right people to head schools or departments and they must undergo training courses on job competencies. What is not clear from the foregoing and which had remained as a glaring gap in literature and which could be an impediment to quality guidance and counselling service delivery is whether the advocacy for their provision and proper utilization of these G&C services available was a myth or reality in our secondary schools in Bureti Sub County. This study was set to establish this by examining the preferred types of G&C services offered in Bureti Sub County as this may affect students' academic performance in examination.

Organizations, schools included, therefore should invest a lot on guidance and counselling processes and practices by advocating for quality G&C service provision. Byer (1970) agrees with this when he argued that people and resources are the greatest



potential asset to any organization, the development of human and nonhuman resources and the creation of organizational conditions for full utilization of their development should be of the highest priority and concern to the governing body and the top management of any organization.

Therefore the development of human and physical resources and types of services offered assumes that the process is continuous and there is always room for improvement. It also assumes that circumstances change hence the need to cope with changes. To realize this, counselees must be provided with advices, resources, experiences and practices which will allow them to expand their knowledge and widen their views of the range of alternatives available to them to make informed decisions.

Through different types of guidance and counselling services students are able to plan a suitable academic routine and advancement and also facilitate good learning environment in their schools. In schools where guidance and counselling services were effective it means that the students are able to pursue the right type of education, make the most of their academic pursuance and can easily participate in life activities that build their academic aspirations. The students are also assisted in coping with examination pressure and anxiety which includes the fear of failure and craving for the highest grades.

This will be in line with what Nyaga (2011) found out in her study on effectiveness of G&C services on university students development in Kenya, that effective counselling services assists, particularly university undergraduate students individually or in groups to develop academic, social and personal competencies that help them adjust to different situations and make appropriate decisions in life. This is also consistent with Biswalo

(1996) assertion that effective academic guidance and counselling helps the students develop proper study skills acquire knowledge on examination techniques and understand their career prospects. Students would develop their academic competence when schools have properly established guidance and counselling structures that provide preventive, remedial and developmental academic guidance so that the students can make realistic educational plans for their future. The knowledge gaps in this respect were the preferred types of G&C services offered and their relationship with academic performance in public secondary schools in Bureti Sub County which the two studies did not address.

### **2.5 Relationship between Types of Guidance and Counselling Services and Students' Academic Performance**

Guidance and counselling processes and practices is an indicator of operational guidance and counselling services being offered in any school. Quality of G&C services in place by extension affect school learning culture as reflected on students' academic performance in K.C.S.E. Arudo (2008) in his study found that School G&C programs have significant influence on discipline problems. Students who participated in a school counselling program had significantly less inappropriate behaviours and positive attitudes towards learning than those students who did not participate in G&C program. The knowledge gap in this study is whether this is the case also with students' academic performance in K.C.S.E.

Simatwa and Ajowi (2010) study on the role of G&C in promoting students' discipline in secondary schools in Kisumu however found that G&C was minimally used to promote student discipline. Perhaps this could be why most public schools in Bureti Sub County continue to perform poorly in K.C.S.E. and some had been witnessing indiscipline cases

which disrupt good learning environment yet G&C services are in place (Kirui, 2005). Reacting to possible causes of indiscipline and intervention strategies, Republic of Kenya (2009) pointed out that discipline in schools cannot be implemented without addressing the core issues that give rise to indiscipline. Cases of indiscipline are mostly brought about by underlying issues that need to be uncovered through use of professional interventions.

The foregoing are in line with what had however been identified by other scholars as one of the impediments to effective guidance and counselling practices in schools (Ajowi & Simatwa, 2010; Wango, 2006; Republic of Kenya, 2005 and Mutie and Ndambuki 2004). Yet the examination of the effects of guidance and counselling services on students' academic performance in secondary schools in Bureti Sub County had never been a subject of research. These inadequacies on professional qualification of G&C teachers and facilities could be impeding guidance and counselling service delivery which in turn impedes school performance at K.C.S.E.

In 2008, schools in Kenya also witnessed spate of student violence and failure in examination. An article written by Kaikai on Sunday Nation ,8<sup>th</sup> March 2009, revealed the magnitude of failure in 2008 Kenya Certificate of Secondary Education Examination when it reported that the statistics of 2008 K.C.S.E showed that average performance dropped steeply with students attaining a mean score of below 50 percent in most subjects. When releasing the results Education minister blamed the poor results on post-election violence and school strikes for the poor performance. This study seeks to establish the case of Bureti Sub County, all other factors assumed held constant.

The reviewed literatures revealed the importance attach to G&C services. The gap in literature however is the theory and practice of the working world of school counselling and the relationship between G&C services and students academic performance. This study seeks to establish whether or not guidance and counselling services in Bureti Sub County meet the required standards and the effects of these services on academic performance. Wango (2006) postulates that, despite the importance that seems to have been attached to guidance and counselling practices in Kenyan schools, the program had not been evaluated fully as to the extent to which it is being implemented in schools in line with the ministry of Education policies.

This study hopes to contribute towards the much needed information on assessment of professional qualification of teacher counsellors, adequacy of G&C resource facilities and materials, preferred types of G&C services being offered and their effects on students' academic performance in K.C.S.E in public secondary schools in Bureti Sub County. Moreover most studies done so far paid attention to other factors other than relationship between guidance and counselling services and secondary school students' academic performance in K.C.S.E: (Nyaga, 2011; Ajowi & Simatwa, 2010; Mbathi, 2008; Simatwa, 2007; Berther, 2007; Egbochugu, 2008; Wango, 2006; Oulo, 2004; AJowi, 2004; Ngonga, 2002 and Biswalo,1996) among others.

The researcher intend to document information on attributable factors of guidance and counselling services and their effectiveness on students' academic performance in public secondary schools in Bureti Sub County with the hope that custodian school management and other education stakeholders may adopt and adapt the findings.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This section described the research procedures. It also described the research design, the study area, the populations from which the samples were drawn from, the sample size, sampling techniques, the data collection strategies, reliability and validation of instruments and how data were collected, analyzed and presented.

#### 3.2 Research Design

The study employed both descriptive survey and correlation designs. Descriptive survey design involved asking a sample population questions about a particular issue to explore their opinions, attitudes and knowledge about the issue in question (Frankel & Wallen, 1993). Borg and Gall (1996) noted that descriptive survey research is intended to provide statistical information about aspects of education that interest policy makers and Educators. Correlation research design uses inferences to explain relationships among variables systematically and emphatically without direct control of independent Variables (Kerlinger, 1973).

This hybrid design was justifiable because no single method suffices in any study (Newby, 1997). According to Cohen and Manion (1994), a combination of two or more methods compensates for the inadequacies of each individual method. Fraenkel and Wallen (1993) and Gay (1996), also correctly argue that a study such as this one which considered a number of variables and intended to answer a number of research questions thereby providing a more wholistic picture cannot afford to use a single research design.

### 3.3 Area of Study

The study was carried out in Bureti Sub County. Bureti Sub County is within latitude 0.25° S to 0.43° S and longitude 35.05° E to 35.35° E and has total area of 1100km<sup>2</sup>. The Sub County had 22 public secondary schools which registered students for K.C.S.E in 2012. Out of the 22 schools; 10 were mixed day, 3 were girls boarding, 5 were Mixed day and boarding, 2 were Mixed boarding, while 2 were boys' boarding. Bureti Sub County was used in the study because it is one of the Sub Counties in Kericho County that had been performing below average in KCSE Examination (DEOs Office, 2010). Table 3.1 shows K.C.S.E. mean score between 2007 and 2009.

**Table 3.1**

**Bureti Sub County Overall Performance between 2007 and 2009**

Year	Entry	Mean score
2007	3015	4.445
2008	2211	4.435
2009	2353	4.491

Source: DEOs Office, Bureti Sub County (2010)

### **3.4 Study Population**

The target population included all the 22 Principals, 22 heads of guidance and counselling departments and 1,201 students in all the 22 public sub county secondary schools in Bureti Sub County. Principals were chosen because they are the accounting officers and sponsors of G&C services, G&C teachers were chosen because they are the service providers and both were better placed to supply the information needed. Students were chosen because they are the beneficiaries of G&C services and the ones who did K.C.S.E in 2012.

### **3.5 Sample and Sampling Techniques**

The study employed two sampling techniques namely: Saturated and simple random techniques. Saturated sampling was used as all public sub county secondary schools which registered students for 2012 K.C.S.E were selected for the study. Simple random sampling was used to select 400 students for the study. Cohen, Manion & Morrison (2007) table of sample size was used to determine the sample size of 400 from the target population of 1201 (Table 3.2).

**Table 3.2**

**Sample size, confidence levels and confidence intervals for random samples**

N	90% Confidence level			95% Confidence level			99% Confidence level		
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362
500	176	230	301	217	273	340	285	337	393
600	187	249	335	234	300	384	315	380	453
650	192	257	350	241	312	404	328	400	481
700	196	265	364	248	323	423	341	418	507
800	203	278	389	260	343	457	363	452	558
900	209	289	411	269	360	468	382	482	605
1,000	214	298	431	278	375	516	399	509	648
1,100	218	307	448	285	388	542	414	534	689
<b>1,200</b>	222	314	464	291	<b>400</b>	565	427	556	727
1,300	225	321	478	297	411	586	439	577	762
1,400	228	326	491	301	420	606	450	596	796
1,500	230	331	503	306	429	624	460	613	827

**Source: Cohen, Marion and Morrison (2007).**

By employing these two sampling techniques biasness was minimized, variable control was ensured and also good representative sample for generalization was obtained. Heads of guidance and counselling departments and Principals participated in this study, one



from each sampled school. Their selection was predetermined in so far as their schools were selected. Two schools not used in the study were used for piloting to test reliability of instruments.

**Table 3.3**

**Sample Frame**

<b>Category of Respondents</b>	<b>Target Population (N)</b>	<b>Sample Size (n)</b>	<b>Percentage (%)</b>
Principals	22	20	91%
G&C Teachers	22	20	91%
Students	1201	400	33%

### 3.6. Research Instruments

Three instruments were used to collect data for the study. These were interview schedule, questionnaires and document analysis guideline. The data collected through questionnaires were analyzed using descriptive statistics in form of frequencies, percentages and mean ratings. Relationships between variables were determined using inferential statistics that is Pearson r. and multiple regressions. While data collected using interview schedule were audio taped and transcribed into themes, categories and sub-categories as they emerged from the data. They were analyzed using summary Tables for the purpose of data presentation and interpretation. From 2012 K.C.S.E computer printout of each sampled school, the researcher used document analysis to obtain 2012 K.C.S.E results for each of the four hundred students used in the study.

### **3.6.1 Principals' Questionnaire**

This was used to obtain information on professional qualification of teacher counsellor, INSET courses on G&C, adequacy of G&C resource facilities and materials, as well as information on frequency and types of G&C services offered in their schools and students mean scores in 2012 K.C.S.E.

### **3.6.2 Guidance and Counselling Teacher's Questionnaire**

This was used to obtain the following data: teacher counsellor's experience in teaching and counselling, professional qualification in G&C, INSET courses attended on G&C, external G&C programs, adequacy of G&C resources facilities and materials and frequency and different types of G&C services offered in their schools.

### **3.6.3 Students' Questionnaire**

This was used to obtain data on student's 2012 K.C.S.E mean grade, types of guidance and counselling services received in 2012 before they sat for their K.C.S.E. It was also used to obtain data on frequency of receiving these different types of G&C services offered in their schools.

### **3.6.4. In-depth Interview Schedule for the Principal**

Since academic endeavours and discipline are core functions of any school it was imperative that the use of interview in this research was preferable since the investigator had an opportunity to establish rapport and confidentiality with the respondents (Mbathi, 2008). After administering the questionnaires' a further smaller sample of seven respondents selected randomly and who had responded to questionnaires earlier were interviewed. The results were then summarized and presented after counterchecking with the questionnaire to ascertain their sincerity and completeness. Face to face interviews of

7 principals were conducted since they were better placed to give detail information on guidance and counselling services, guidance and counselling resource facilities and materials and possible influence of guidance and counselling services on K.C.S.E performance. Interview for the Principal were used to elicit data related to the objectives and major group guidance and counselling from school log book.

### **3.6.5 Validity of Instruments**

Validation of the research instruments is the extent to which the values provided by an instrument actually measure the attributes they were intended to measure. Mugenda and Mugenda (2003) referred to validity as the accuracy and meaningfulness of inferences that are based on the research results. For the research instrument to be considered valid the content selected and included in the research tool must be relevant to what is being investigated. Experts in the Faculty of Education, Maseno University were asked to assess the relevance of the content and tools to ensure that they cover the areas under investigations in the study.

### **3.6.6 Reliability of Instruments**

Reliability of the instruments is the extent to which a measuring instruments such as a questionnaire and or interview schedule yield consistent results. According to Mugenda and Mugenda (2003), once the instrument has been finalized it should be tried in the field to determine its reliability. A test-retest method was carried out within an interval of two weeks in two schools which were not used in the actual study. Responses from the two tests showed reliabilities of more than 0.70. The two tests showed reliabilities of 0.72, 0.71 and 0.74 for Principals, G&C teachers and Students questionnaires respectively.

### **3.7 Data Collection Procedures**

Permission to conduct research from the respective schools was obtained before conducting the research. After getting research permission from school administration, the researcher administered the questionnaires himself in person to Principal, G&C teachers and sampled 2012 form four students one month to the start of 2012 K.C.S.E. Questionnaires were hand delivered to the respondents in respective schools. On the day of delivery, the researcher introduced himself to the respondents and explained the objective of the study. On a pre-arranged date the respondents were asked to complete the questionnaires themselves. After serious follow up all questionnaires were returned fully filled, 20 for Principals, 20 for G&C teachers and 400 for students. Filled questionnaires were then summarized for analysis.

Face to face interview for the principals were conducted two weeks after they filled the questionnaires. The interview was audio recorded with permission from the respondents. Audio recorded interview transcripts were summarized into themes and sub-themes as they emerged from the data. When 2012 K.C.S.E results for the same group were out five months later, their results from KNEC 2012 KCSE computer prints out were obtained from their respective schools for analysis with permission from the school administration.

### **3.8 Data Analysis**

The data collected through questionnaire were analyzed using inferential statistics that is Pearson  $r$ , multiple regressions and descriptive statistics in form of frequencies, percentages and mean ratings. While data collected using interview schedule were audio taped and transcribed into themes, categories and sub-categories as they emerged from the data. They were analyzed using summary tables for the purpose of data presentation

and interpretation. Mean ratings ranging from 1.0 for less favourable to 5.0 for very favourable were used to classify opinion on selected items based on the objectives. 2012 KCSE results for the sample students who had responded to questionnaires earlier were analyzed using computer program. Correlation between variables was then determined using SPSS computer program version 13.0 from where relevant interpretation, discussion and recommendations were then drawn from the analyzed and represented data.

## CHAPTER FOUR

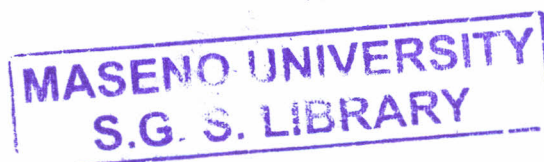
### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the results, analysis and discussion of the data collected. The study examined guidance and counselling services and their influence on students' academic performance in public secondary schools in Bureti Sub County.

The study was guided by the following objectives to: Establish the professional qualifications of teacher counsellors in public secondary schools in Bureti Sub County, Examine the adequacy of guidance and counselling facilities and materials in public secondary schools in Bureti Sub County, to find out the preferred types of guidance and counselling services offered in public secondary schools in Bureti Sub County and Determine the influence of guidance and counselling services on secondary school students' academic performance in Bureti Sub County.

The finding of this study was presented in the following sub headings: Length of service of Guidance and Counselling Teachers, Professional Qualification of Guidance and Counselling Teachers in secondary Schools, Adequacy of Guidance and Counselling Resource Facilities and Materials in secondary Schools in Bureti Sub County, Guidance and Counselling Services offered in Secondary Schools in Bureti Sub County and finally Influence of Guidance and Counselling Services on Secondary Students Academic performance in K.C.S.E.



#### 4.2 Length of Service of Guidance and Counselling Teachers

G&C teachers were asked to indicate their length of service in G&C. Their responses were as shown in Table 4.1.

**Table 4.1**

**Length of Service in Guiding and Counselling (n=20)**

<b>Experience in G&amp;C</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than a year	1	5%
1-2 years	3	15%
3 years	5	25%
Over 3 years	11	55%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 4.1 shows that majority of G&C teachers in Bureti Sub County, 16 (80 %) had stayed in their current station for at least 3 years. Another 3 (15 %) had stayed for over 1 year but less than 3 years. Only 1(5%) was less than one year old in their station. Twenty (100%) of all the schools used in the study indicated that they had G&C services and that 19(95 %) have had the same teacher counsellor or G&C service for at least 1 year (Table 4.1). This shows that majority of the respondents had gained enough experience to be able to respond to the items in the questionnaire adequately and more so they are also able to guide and counsel students.

This study found out that all teachers in the selected school in charge of G&C have vast experience partially agreeing with Omondi (2007) which also found that over 80% of G&C teachers in secondary schools in Kisumu District were professionally qualified and therefore in a position to offer quality G&C service.

### 4.3 Professional Qualifications of Guidance and Counselling Teachers in Secondary Schools

The research question responded to was: What are the professional qualifications of teacher counsellors in secondary schools in Bureti Sub County? The responses to this research question were as shown in Tables 4.2 to 4.4. Guidance and Counseling teachers were asked to indicate their professional qualification as G&C teachers.

**Table 4.2**

**Professional Qualification of Teacher Counsellors in Secondary Schools in Bureti Sub County as reported by G&C teachers (n=20).**

Professional qualification	G&C teachers' response	
	Frequency	%
Un-Trained Counselor	6	30%
Certificate in Counseling	7	35 %
Diploma in Counseling	2	10%
Bachelors in counseling	4	20%
Masters in Counseling	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 4.2 is a summary of the professional qualifications of teacher counselors as given by the Guidance and Counseling teachers. As it can be seen, majority, 13(65%) had certificates or are untrained. Only 7(35%) had diploma and above qualification in counseling. This means most teacher counselors providing G&C services in secondary schools in Bureti require capacity building to offer effective counseling. This concurs



with Afullo's (2005) study which also found that classroom teachers lack sufficient skills to effectively manage students' discipline. Afullo (2005) further recommended in that connection necessity of periodic in-servicing of teacher counsellors to update skills and enrich pre-service teacher training.

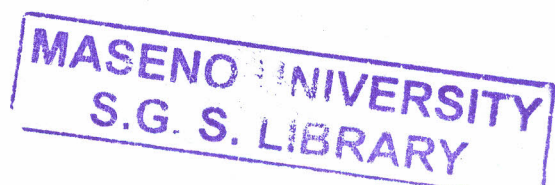
The respondents were also asked to indicate the adequacy of Teacher Training Colleges in training G&C personnel. Their responses were as shown in Table 4.3.

**Table 4.3**

**Adequacy of Teacher Training Colleges in Preparing Teachers for Guiding and Counseling Task as reported by G&C teachers (n=20) and Principals (n=20)**

Adequacy	G&C teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Very adequate	1	5%	1	5%
Adequate	3	15%	2	10%
Satisfactory	6	30%	5	25%
Inadequate	8	40%	9	45%
Very inadequate	2	10%	3	15%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

Most Principals, 17 representing 85% felt that the training on Guidance and Counseling offered in the teacher training colleges were satisfactory or below. 16 (80%) of teacher counselors on their part also rated college training in G&C as either satisfactory or below in their adequacy. This means that pre training of teacher training is ineffective in preparing teacher graduates for the task of guiding and counseling.



The findings shown on Tables 4.2 and 4.3 were confirmed when teacher counselors and principals were asked whether teacher counselors possess relevant professional qualifications. A third of head teachers said 'yes' and two thirds 'no', while only a quarter of G&C teachers said 'yes' and three quarters 'no'.

When both the principals and teacher counsellors were asked what can be done to improve G&C service delivery most, more than 90 % identified sending teacher counsellor for further training, in-servicing the teacher counsellor and inviting external professional counsellors. The same was the case also with those interviewed.

Less than 5% of principals interviewed and who responded to the questionnaires agreed that teacher counsellors do not have very adequate G&C training. When principals were asked whether college training in G&C was adequate the response was 0%. This shows that guidance and counselling teachers in Bureti require additional training in G&C.

This supports Wafula (2012) position that, teacher training is critical as the country looks to become a middle income economy by 2030 and we need to invest more in training as a way of diversifying the pools of skills for national development. It further argued that most teachers do not upgrade their skills even in the light of changing technological and socio-economic environment hence fossilized skills. Multiple researchers by various stakeholders in education also point to 'fossilisation' of teacher's knowledge after college with some findings pointing apathy.

Further, the finding is in line with what is contained in a report by M.O.E task force that was constituted to realign education to the new constitution. Sections of the yet to be

released report are categorical that teacher training has not develop in tandem with the changing needs in education (Wafula, 2012). This study has become another voice that add to calls by Wango (2006) that there are no proper procedures as at now for administering teacher counselors education in Bureti and to some extend the country nor are proper policies on appointing these cadre of professionals.

The responded were further asked to indicate inset courses attended. Their responses were as shown in Table 4.4.

**Table 4.4**

**Number of INSET Courses attended by Teacher Counsellors in the past one year and Length of the Course as perceived by G&C Teachers (n=20) and Principals (n=20)**

INSET Courses Attended	G&C teachers		Length of the course	Principals	
	Frequency	Percentage		Frequency	Percentage
Nil	10	50%	One day	10	50%
One	5	25%	A few days	5	25%
Two	3	15%	One week	3	15%
Three	1	5%	2-3 weeks	1	5%
Four & above	1	5%	Over 3 weeks	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>Total</b>	<b>20</b>	<b>100%</b>

Table 4.4 shows that 10 (50%) of teacher counsellors offering G&C service in secondary schools in Bureti had never attended any INSET course in the past one year. About 25% had attended once, 15% twice and only 10% attended INSET three times and above.

Half (50%) of the respondents indicated that the INSET courses attended lasted one day. There was only one teacher counsellor who had attended G&C course lasting more than three weeks.

The implication from both the principals' and teacher counselors' responses from Tables 4.2 to 4.4 is that practicing teacher counselors in Bureti Sub County do not possess the relevant professional training to effectively deliver guidance and counseling services. Pre-training was inadequate and most counselors themselves or their respective schools had to a greater extent never bothered to send unqualified teacher counselors for in-service or further training in G&C. Refresher courses were also inadequate.

Another striking finding from those interviewed and feedback from questionnaires showed that apart from teacher counsellor, principals (47%), deputy principals (46%), professional counsellor (5%) and D.E.O (2%) at times offer group G&C services at school level. The findings also overwhelmingly showed that 100 % of all respondents acknowledged the need for G&C training for teacher counsellors. This was in support of Republic of Kenya (2005) which also acknowledged the need for improving G&C services by developing capacities of school counsellors so as to undertake assigned tasks with confidence.

This also supports Mutie and Ndambuki (2002) observation that majority of the 1000 of the T.S.C appointed G&C teachers out of over 4000 public secondary schools in Kenya possess no training in G&C. It further supports Strauss and Sayles (1980) assertion that

developing human resource in any organization is very important. Majority of respondents identified the following as some of the reasons why inset is necessary for teacher counsellors: need to keep updated with emerging issues and techniques in G&C, to improve on G&C service delivery, to realise good performance in exams among others.

When the respondents were asked to identify two major obstacles affecting G&C service delivery, most identified inadequate training in G&C, lack of enough resources such as G&C room, negative attitudes of students to go for counselling, lack of policy framework on G&C, lack of incentives, too much work load of teacher counsellors leaving little time for counselling, among others.

Excerpt from one of the interviewed Principal noted: "Guidance and counselling are made out of ignorance and sheer experience, no emphasis is laid on capacity development of school counsellors, emphasis is laid on subject performance". Another Principal interviewed also noted: "Given the two roles of teaching and counselling most schools dedicate more time to teaching as education stake holders' judge schools performance on how much grades they produce in K.C.S.E. not how many students are counsel". This seems to agree with World Bank (2008) which also observed that teachers' workloads are perceived to increase significantly while time on task decreases because of new roles such as guiding and counselling.

One of the Principal interviewed also identified the following as the most important changes needed in the process of appointing and organizing pre- and in-service training for school counsellors:

- i. Developing policies for recruitment and career development of teacher counsellors;
- ii. Clear career and professional route to becoming school counsellor;
- iii. Investing in teacher counsellors' trainers and supervisors at county and national level and availing relevant resource materials and facilities for guidance and counselling.

This finding concurred with (Republic of Kenya, 2005) which advocated for working with other education stake holders to provide, promote and coordinate quality lifelong education, training and research for Kenya's sustainable development and responsible citizenry.

#### **4.4 Adequacy of Guidance and Counselling Resource Facilities and Materials in Secondary Schools in Bureti Sub County**

The research question responded to was: what is the adequacy of guidance and counselling resource facilities and materials in secondary schools in Bureti Sub County?

The responses to this research question were as shown in Table 4.5.

**Table 4.5**

**Adequacy of G&C facilities as rated by G&C Teachers (n=20)**

Overall mean		Rating					T	MR
		5(VA)	4(A)	3(S)	2(I)	1(VI)		
Furniture for G & C such as	F	3	2	2	8	5	20	
chairs, tables/desk, lockable	%	15	10	10	40	25	100	
cabinets & notice board.	S	15	8	6	16	5	50	2.5
Sound proof, appropriately	F	2	3	2	8	5	20	
located, comfortable and	%	10	15	10	40	25	100	
conducive G & C room.	S	10	15	6	16	5	52	2.6
Audio-visual	F	1	2	3	7	7	20	
equipments such as computer,	%	5	10	15	35	35	100	
printer and shredder	S	5	8	9	14	7	43	2.2
Resource materials	F	2	2	3	8	5	20	
like career books, prospectus,	%	10	10	15	40	25	100	
magazine etc	S	10	8	9	16	5	48	2.4
<b>Overall Mean</b>								<b>2.4</b>

**Key and Classification of adequacy of G&C Facilities and Materials**

**1.0 = VI - Very Inadequate**

**2.0 = I - Inadequate**

**3.0 = S - Satisfactory**

**4.0 = A - Adequate**

**5.0 = VA - Very Adequate**

**T - Total**

**MR - Mean Rating**

Table 4.5 shows that teacher counsellors' opinion on adequacy of G&C facilities in their schools had an overall mean of 2.4. This meant G&C teachers' rating on adequacy of G&C facilities and materials in their schools were below average. Furniture for G&C, room for G&C, audio visual equipments and G&C resource materials scored means of 2.5, 2.6, 2.2 and 2.4 respectively meaning G&C teachers' opinion on adequacy of G&C facilities was unfavourable. However there were some instances where principals claimed to have G&C facilities when it was the opposite according to their G&C teachers. One Principal when asked why her school was not having a room and furniture like lockable cabinets for G&C, her response was:

This being a small school such facilities are not yet available, however we normally allow G&C teacher to use the deputy's or principal's office whenever a need arises. In fact one of the cabinets under key and lock in the deputy's office is exclusively hers.

Ideally schools should have a G&C centre with furniture. The centre should be a large room equipped with adequate furniture, resource materials like books, audio visual equipments, computer, filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintain and displayed, Mutie and Ndambuki (2004) and Republic of Kenya (2011).

From the responses, it emerged that majority of the schools are unable to set aside a room fully equipped with resource materials like computer for G&C, career books, prospectus or furniture for G&C. Otherwise, this would significantly improve service delivery. Rotich (2010) study on the effect of subsidized secondary education on academic curriculum implementation in Kenya recommended that teachers need to have tools, equipments and resources in order to carry out their tasks effectively.



**Table 4.6**

**Adequacy of G&C Facilities in Schools as rated by Principals (n=20)**

Item		Rating					T	Mean
		5(VA)	4(A)	3(S)	(2)I	1(VI)		
Furniture for G&C such as chairs, tables/desk, lockable cabinets & notice board.	F	2	4	6	5	3	20	
	%	15	25	25	20	15	100	
	S	10	16	12	10	3	51	<b>2.6</b>
Sound proof, appropriately located, comfortable and conducive G&C room.	F	2	3	5	6	4	20	
	%	10	15	25	30	20	100	
	S	10	15	15	12	4	56	<b>2.8</b>
Audio-visual equipments such as computer, printer and shredder	F	2	3	4	6	5	20	
	%	10	15	20	30	25	100	
	S	10	12	12	12	5	51	<b>2.6</b>
Resource materials like career books, prospectus, magazine etc	F	2	3	6	5	4	20	
	%	15	20	30	20	15	100	
	S	10	15	18	15	4	47	<b>2.9</b>
<b>Overall Mean</b>								<b>2.7</b>

**Key and Classification of adequacy of G&C Facilities and Materials**

**1.0 = VI - Very Inadequate**

**2.0 = I - Inadequate**

**3.0 = S - Satisfactory**

**4.0 = A - Adequate**

**5.0 = VA - Very Adequate**

**T – Total**

**MR – Mean Rating**

Table 4.6 above reflected the principals' opinion on G&C facilities. Most principals consistently indicated their schools did not have adequate G&C facilities with an overall mean of 2.7. This meant principals' rating on adequacy of G&C facilities was satisfactory. All items, that is, furniture for G&C, room for G&C, audio visual

equipments and G&C resource materials scored means of less than 3 that is 2.6, 2.8, 2.6 and 2.9 respectively meaning principals' opinion on adequacy of G&C resource facilities and materials was below average. This showed that principals acknowledged inadequacy of G&C facilities in their schools.

On the second objective, which was to examine the adequacy of G&C resource facilities and materials in public sub county secondary schools in Bureti Sub County, the findings as discussed above showed that most schools in Bureti lacked adequate G&C facilities. Oral face to face interview undertaken also reveal the same. One principal when asked why his school was not having a room and furniture like lockable cabinets for G&C, his response was:

With inflation our schools live from hand to mouth, tuition facilities, laboratory chemicals and equipments and to some extend games take priority. Furniture and offices like for G&C is always among the least priorities.

All those who were interviewed were however sceptical to the fact that G&C is slowly becoming a necessity in secondary schools in Bureti, this seems to be in line with Republic of Kenya (2005) assertion that there are, as yet, no comprehensive guidance and counselling services in place within Kenya's education system. However the awareness is slowly gaining momentum.

## 4.5 Guidance and Counseling Services Offered in Secondary Schools in Bureti Sub County

The research question responded to was: What are the types of G&C services offered in secondary schools in Bureti Sub County? Teachers and principals were asked to indicate different types of guidance and counseling services in their schools and their responses were as shown in Table 4.7

Table 4.7

Types of Guidance and Counselling Services offered as indicated by G&C Teachers (n=20) and Principals (n=20)

Item	G&C teachers					T	MR	Principals					T	MR	
	5	4	3	2	1			5	4	3	2	1			
	VF	F	ST	R	VR			VF	F	ST	R	VR			
Individual Guidance and Counseling is offered	F	1	1	3	13	2	20	1	1	3	13	2	20		
	%	5	5	15	65	10	100	5	5	15	65	10	100		
	S	5	4	9	26	2	46	2.3	5	4	9	26	2	46	2.3
Group Guidance & Counseling is offered	F	2	2	5	8	3	20	3	7	4	5	1	20		
	%	10	10	25	40	15	100	15	35	20	25	5	100		
	S	10	8	15	16	3	52	2.6	15	28	12	10	1	66	3.3.
Peer Guidance and Counseling is offered	F	1	3	3	10	3	20	1	3	3	10	3	20		
	%	5	15	15	50	15	100	5	15	15	50	15	100		
	S	5	12	9	20	3	49	2.5	5	12	9	20	3	49	2.5
Overall Mean								2.5							2.7

### Key and Classification of G&C services offered

5.0 = VF - Very Frequently

4.0 = F - Frequently

3.0 = ST-Some Times

2.0 = R - Rarely

1.0 = VR - Very Rarely

T - Total

MR - Mean Rating

From Table 4.7 it can be observed that individual, peer and group G&C services are offered in public secondary schools in Bureti Sub County, though at lower standard. Both G&C teachers and principals acknowledged the low frequency of different types of guidance and counseling services offered in their schools with an overall mean of 2.5 and 2.7 respectively. Individual G&C services had a mean rating of 2.3 as indicated by both G&C teachers and Principals. Group G&C services had mean ratings of 2.6 and 3.3 as indicated by G&C teachers and principals respectively. Peer G&C had a mean rating of 2.5 as rated by both G&C teachers and principals. This means the provision of different types of guidance and counseling services in secondary schools in Bureti Sub County are still below average except for group G&C which was rated fairly by the principals. Principals interviewed cited negative attitudes and low advocacy as some of the causes of failure to implement individual and peer counseling services. This concurs with Kizito (2005) findings that negative attitude make it difficult for teachers to plan and organize effectively G&C services. This positively shows that G&C services were available and were being offered and not just in theory though somehow they are still below expected standards. This support Omondi's (2007) study which found that for career guidance to be effective it should be given priority in school calendar of activities and be programmed in the school time table and that in-service course on their implementation be organized on regular basis.

On peer counselling, one Principal when asked how he has implemented the program, he responded: "G&C department participate in the appointment and training of peer counsellors, in addition to inviting professional counsellors and motivational speakers to guide and train them as peer counsellors".

Other than school administration, G&C teacher and peer counselors, invited guest speakers also provided G&C services. The list of invited guests included: professionals, motivational speakers, external professional counselors as well as some of their parents. This indicates involvement of other stakeholders in G&C activities.

#### 4.6 Influence of Guidance and Counselling Services on Secondary School Students

##### Academic Performance

The research hypothesis tested was: There is no significant relationship between guidance and counselling services and secondary school student's academic performance in Bureti Sub County. One month to starting their 2012 K.C.S.E exams, sampled candidates who were to sit for KCSE were asked to indicate the type and frequency of guidance and counselling services they received in 2012. Their KCSE results were later obtained for analysis from the principal. The responses were as shown in Tables 4.8 to 4.15.

**Table 4.8: Individual G&C Service**

	<b>G&amp;CS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	0	53	13.3	13.3
	1-3	151	37.8	51.0
	4-6	98	24.5	75.5
	7-9	33	8.3	83.8
	10-12	16	4.0	87.8
	13-15	12	3.0	90.8
	16-18	37	9.3	100.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	

**Key: G&CS - Guidance and Counselling Sessions**

From Table 4.8 it can be observed that the highest number 151(37.8%) students had 1 to 3 sessions of Individual G&C services in school in 2012 and 53 (13.3%) did not go for Individual G&C services. The rest had varied sessions from 4 to 18.

**Table 4.9: Group G&C Service**

	<b>G&amp;CS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	0	53	13.3	13.3
	1-3	142	35.5	48.8
	4-6	71	17.8	66.5
	7-9	26	6.5	73.0
	10-12	29	7.3	80.3
	13-15	41	10.3	90.5
	16-18	38	9.5	100.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	

**Key: G&CS - Guidance and Counselling Sessions**

From Table 4.9 it can be observed that the highest number 142(35.5%) students had 1 to 3 sessions of Group G&C services in school in 2012. Fifty three (13.3%) did not receive Group G&C services. Seventy one (17.8%), twenty six (6.5%) and twenty nine (7.3%) students had 4-6, 7-9 and 10-12 sessions of Group G&C services respectively. The rest received varied sessions ranging from 13 to 18.

**Table 4.10: Individual and Group G&C Services**

	<b>G&amp;CS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	0	51	12.8	12.8
	1-3	170	42.5	55.3
	4-6	98	24.5	79.8
	7-9	26	6.5	86.3
	10-12	26	6.5	92.8
	13-15	29	7.3	100.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	

**Key: G&CS - Guidance and Counselling Sessions**

From Table 4.10 it can be observed that the highest number 170 (42.5%) students had 1 to 3 sessions of Individual and Group G&C services. Fifty one (12.8%) did not receive G&C services. The rest of the sessions ranged from 4 to 15 sessions.

**Table 4.11: Peer G&C Service**

	<b>G&amp;CS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	0	37	9.3	9.3
	1-3	159	39.8	49.0
	4-6	84	21.0	70.0
	7-9	20	5.0	75.0
	10-12	29	7.3	82.3
	13-15	34	8.5	90.8
	16-18	37	9.3	100.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	

**Key: G&CS - Guidance and Counselling Sessions**

From Table 4.11 it can be observed that the highest number 159 (39.8%) students had 1 to 3 sessions of Peer G&C services. Thirty seven (9.3%) did not receive Peer G&C services. Eighty four (21.0%), twenty(5.0%) and twenty nine (7.3%) students had 4-6, 7-9 and 10-12 sessions of Peer G&C services respectively. The rest received varied sessions ranging from 13 to 18.

**Table 4.12: Individual, Group and Peer G&C Services**

	<b>G&amp;CS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	0	42	10.5	10.5
	1-3	179	44.8	55.3
	4-6	114	28.5	83.8
	7-9	23	5.8	89.5
	10-12	21	5.3	94.8
	13-15	21	5.3	100.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	

**Key: G&CS - Guidance and Counselling Sessions**

From Table 4.12 it can be observed that the highest number 179 (44.8%) students had 1 to 3 sessions of Individual, Group and Peer G&C Services while 42(10.5%) never received Individual, Group and Peer G&C Services in 2012 in their school. The rest ranged from 4 to 15 sessions.



**Table 4.13: Group and Peer G&C Services**

	<b>G&amp;CS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	0	36	9.0	9.0
	1-3	187	46.8	55.8
	4-6	101	25.3	81.0
	7-9	32	8.0	89.0
	10-12	25	6.3	95.3
	13-15	19	4.8	100.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	

**Key: G&CS - Guidance and Counselling Sessions**

From Table 4.13 it can be observed that the highest number 187 (46.8%) students had 1 to 3 sessions of Group and Peer G&C services while 36(9.0%) never received Group and Peer G&C services for the four years they were in school. The rest had varied sessions from 4 to 15.

**Table 4.14: Individual and Peer G&C Services**

	<b>G &amp; CS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	0	54	13.5	13.5
	1-3	172	43.0	56.5
	4-6	110	27.5	84.0
	7-9	26	6.5	90.5
	10-12	18	4.5	95.0
	13-15	20	5.0	100.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	

**Key: G&CS - Guidance and Counselling Sessions**

From Table 4.14 it can be observed that the highest number 172 (43.0%) students had 1 to 3 sessions of Individual and Peer G&C services while 54(13.5%) never received Individual and Peer G&C services for the four years they were in school. The rest had varied sessions from 4 to 15.

**Table 4.15: 2012 KCSE Results**

	<b>Mean Scores</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	2	2	.5	.5
	3	78	19.5	20.0
	4	101	25.3	45.3
	5	70	17.5	62.8
	6	49	12.3	75.0
	7	28	7.0	82.0
	8	28	7.0	89.0
	9	35	8.8	97.8
	10	6	1.5	99.3
	11	3	.8	100.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	

From Table 4.15 it can be observed that 101(25.3%) of students scored mean score of 4, two (0.5%) scored 2, seventy eight (19.5%) scored 3, six (1.5%) scored 10 while three (0.8%) of students had 11. The rest ranged between scores of between 5 and 9.

**Table 4.16**

**Relationship between Guidance and Counselling Services and Secondary School Student's Academic Performance in 2012 K.C.S.E.**

		Individual G & C	Peer G & C	Group G & C	Individual & Peer G & C	Individual & Group G & C	Group & Peer G & C	Individual, Group & Peer G & C	2012 KCSE mean score
Individual G & C	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	400							
Peer G & C	Pearson Correlation	.100(*)	1						
	Sig. (2-tailed)	.045							
	N	400	400						
Group G & C	Pearson Correlation	.132(**)	.095	1					
	Sig. (2-tailed)	.008	.058						
	N	400	400	400					
Individual & Peer G & C	Pearson Correlation	.206(**)	.121(*)	.199(**)	1				
	Sig. (2-tailed)	.000	.016	.000					
	N	400	400	400	400				
Individual & Group G & C	Pearson Correlation	.076	.139(**)	.098	.129(**)	1			
	Sig. (2-tailed)	.127	.005	.051	.010				
	N	400	400	400	400	400			
Group & Peer G & C	Pearson Correlation	.064	.180(**)	.190(**)	.179(**)	.202(**)	1		
	Sig. (2-tailed)	.202	.000	.000	.000	.000			
	N	400	400	400	400	400	400		
Individual, Group & Peer G & C	Pearson Correlation	.027	.072	.190(**)	.131(**)	.140(**)	.188(**)	1	
	Sig. (2-tailed)	.591	.152	.000	.009	.005	.000		
	N	400	400	400	400	400	400	400	
2012 KCSE mean score	Pearson Correlation	.239(**)	.332(**)	.325(**)	.403(**)	.341(**)	.433(**)	.355(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	400	400	400	400	400	400	400	400

\* Correlation is significant at the 0.05 level (2-tailed).

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

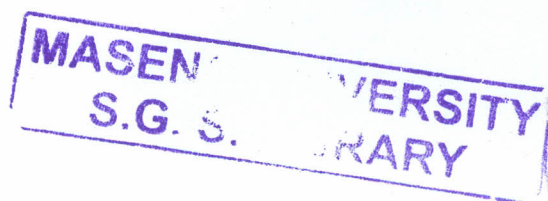
In Table 4.16 it can be observed that there was a positive correlation between individual G&C services and academic performance of students of 0.239. The correlation was significant as the computed correlation of 0.000 was less than the set p-value of 0.05. This means that individual guidance and counselling services positively influenced students' academic performance in KCSE.

Peer G&C services contributed positively to the students' academic performance in KCSE as Pearson r correlation coefficient was .332. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05. This means that peer G&C services significantly influenced students academic performance.

Group G&C services contributed positively to the students' academic performance in KCSE as Pearson r correlation coefficient was .325. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05. This means that Group G&C services significantly influenced students' academic performance in KCSE.

Individual and peer G&C services contributed positively to the students' academic performance in KCSE as Pearson r correlation coefficient was .403. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05. This means that Individual and peer G&C services significantly influenced students' academic performance in KCSE.

Individual and group G&C services contributed positively to the students' academic performance in KCSE as Pearson r correlation coefficient was .341. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05.



This means that Individual and Group G&C services significantly influenced students' academic performance in KCSE.

Group and peer G&C services contributed positively to the students' academic performance in KCSE as Pearson r correlation coefficient was .433. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05. This means that Group and peer G&C services significantly influenced students' academic performance in KCSE.

Individual, group and peer G&C services contributed positively to the students' academic performance in KCSE as Pearson r correlation coefficient was .355. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05. This means that Individual, group and peer G&C services significantly influenced students' academic performance in KCSE.

Coefficient of determination was done to estimate the percentage by which G&C services accounted for variations in students' Academic performance in 2012 K.C.S.E. The results were as shown in Table 4.17.

**Table 4.17 Coefficient of Determination**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.689(a)	.475	.466	1.477

a **Predictors:** (Constant), Individual G&C; Peer G&C; Group G&C ;Group & Peer G&C; Individual & Group G&C; Individual & Peer G&C; Group, Individual & Peer G&C.

From Table 4.17 it can be observed that the coefficient of determination was 0.475. This means that 47.5% of the variations in academic performance were accounted for by G&C services. This means that the influence of G&C services was moderate. This fact can also be observed in the correlation matrix Table 4.16. Analysis of variance was done to establish the significance of G&C services on academic performance, Tables 4.18 and 4.19.

**Table 4.18: Analysis of Variance of factors influencing G&C Services**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	401.763	2	200.882	64.956	.000(a)
	Residual	1227.747	397	3.093		
	Total	1629.510	399			

a. Predictors: (Constant), Adequacy of G&C facilities, Professional Qualification in G&C

b. Dependent Variable: 2012 KCSE mean score.

The analysis of variance (Table 4.18) revealed that the calculated p-value was .000. The calculated p-value was less than the critical value 0.05. This meant that the relationship between G&C facilities, professional qualification in G&C and student's academic performance in K.C.S.E was statistically significant.

**Table 4.19: Analysis of Variance of Types of G&C Services**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	773.972	7	110.567	50.661	.000(a)
	Residual	855.538	392	2.182		
	Total	1629.510	399			

a Predictors: (Constant), Individual, Group & Peer G & C, Individual G & C, Peer G & C, Individual & Group G & C, Group G & C, Individual & Peer G & C, Group & Peer G & C

b. Dependent Variable: 2012 KCSE mean score

The analysis of variance (Table 4.19) revealed that the calculated p-value was .000. The calculated p-value was less than the critical value 0.05. This meant that the relationship between G&C services and academic performance in K.C.S.E was statistically significant. The null hypothesis which states that there is no significant relationship between guidance and counselling services and students academic performance in K.C.S.E. was therefore rejected. This implied that in high performing public secondary schools in Bureti Sub County, guidance and counselling services could be relied on as a predictor of academic performance. Academic performance in public secondary schools in Bureti could therefore also have been affected by other factors such as; location of schools, distance from their home areas and leadership styles among other factors. The study therefore further undertook regression analysis to estimate the relationship between variables. That is, the relationships between the dependent variable, performance in 2012 K.C.S.E and the independent variable guidance and counselling services received (Table 4.20).

**Table 4.20: Multiple Regression Analysis**

Model	Unstandardized		Standardize		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t.	Sig.
1 (Constant)	.445	.273		1.630	.104
Individual G & C	.139	.045	.118	3.117	.002
Group G & C	.150	.041	.141	3.659	.000
Peer G & C	.216	.042	.194	5.160	.000
Indiv. & Group G & C	.223	.046	.182	4.802	.000
Indiv. & Peer G & C	.320	.053	.233	6.019	.000
Group & Peer G & C	.335	.053	.246	6.314	.000
Indiv ,Group & Peer G & C	.286	.052	.209	5.500	.000

a. Dependent Variable: 2012 K.C.S.E. means score

Group and peer G&C service contributed positively to academic performance in KCSE. Academic performance improved by .335 with group and peer G&C services as was signified by a coefficient of .335. Group and peer G&C services contributed the highest to academic performance of students in KCSE. This is possibly because of high frequency of group G&C services and the fact that peers tend to trust their fellow trained peer counsellors.

Individual and Peer G&C service contributed positively to academic performance in KCSE. Academic performance improved by .320 with Individual and Peer G&C services as was signified by a coefficient of .320. Individual and peer G&C service also contributed significantly to students' performance in KCSE. This is because when students receive



advice from expert counsellors they are bound to heed their advice on areas such as good study habits, time management among others.

Individual, group and Peer G&C service contributed positively to academic performance in KCSE. Academic performance improved by .286 with individual, group and Peer G&C services as was signified by a coefficient of .286. Individual, group and Peer G&C services significantly influenced students performance in K.C.S.E though not as much as individual and peer and Group and peer G&C services. This may be because of peer influence.

Individual and Group G&C service contributed positively to academic performance in KCSE. Academic performance improved by .223 with Individual and Group G&C services as was signified by a coefficient of .223. Individual and Group G&C services also contributed significantly to student's performance. This is because when students are guided by professional counsellors frequently offering one to one or mass guidance and counselling students are likely to facilitate good learning environment in their schools which translate into good results in K.C.S.E.

Peer G&C service contributed positively to academic performance in KCSE. Academic performance improved by .216 with peer G&C services as was signified by a coefficient of .216. This is because effective academic peer guidance and counselling services helps the students develop proper study skills as well as acquisition of knowledge on examination techniques which make them excel in exams.

Group G&C service contributed positively to academic performance in KCSE. Academic performance improved by .150 with Group G&C services as was signified by a coefficient

of .150. This is because group guidance and counselling services assist secondary school students improve their academic competence by enabling them participate in life activities that build their academic aspirations.

Individual G&C service contributed positively to academic performance in KCSE. Academic performance improved by .139 with Individual G&C services as was signified by a coefficient of .139. Individual G&C services contributed the least compared to the other types of G&C services possibly due to stigma associated with one to one counselling service.

Through different types of guidance and counselling services students were able to plan a suitable academic routine and advancement and also facilitate good learning environment in their schools. In schools where guidance and counselling services were effective it meant that the students were able to pursue the right type of education, make the most of their academic pursuance and can easily participate in life activities that build their academic aspirations. The students were also assisted in coping with examination pressure and anxiety which includes the fear of failure and craving for the highest grades. These findings agree with Nyaga's (2011) study which also found that guidance and counselling services assist university students to improve their social, academic and personal competences. In addition, it is also consistent with Biswalo (1996) assertion that effective academic guidance and counselling helps the students develop proper study skills acquire knowledge on examination techniques and understand their career prospects. Students would develop their academic competence when schools have properly established guidance and counselling structures that provide preventive,

remedial and developmental academic guidance so that the students can make realistic educational plans for their future.

Republic of Kenya (2001) also supported the use of guidance and counselling to maintain discipline and high academic standards in secondary schools. Recommendation 89 of the Report suggested strengthening of G&C in schools at the teacher and peer level. It argued, if G&C is effectively and efficiently carried out by expert teacher counsellors, it can greatly assist students in attaining their goals and needs. This will also be in line with Kute (2009) assertion that students be given counselling sessions and be made to go for longer G&C sessions as this make them achieve their expectations. The academic stagnation at 4.4 and 4.5 of Bureti Sub County (DEOs Office, 2010) as has been establish by this study had been among others as a result of ineffective guidance and counselling services due to inadequacy of guidance and counselling human and physical resources and attitudes towards guidance and counselling services in most schools.

Analysis of interview transcript confirmed the responses of the questionnaires. One Principal when asked to compare G&C services and performance of students in K.C.S.E, the respond was: "Guidance and Counselling is directly proportional to performance. Without good study habits, open forums and G&C we cannot have good grades in K.C.S.E. examination." This agrees with Arudo (2008) study which also found that school G&C programs have significant influence on discipline problems and academic performance. School management should therefore prioritize guidance and counselling resources and services in spite of tight financial situation, as this affect school learning environment and eventual performance in K.C.S.E.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 5.1 Introduction

This chapter presents summary, conclusion and recommendations of the study.

#### 5.2 Summary

The summary of the study based on the objectives of the study are as follows:

##### 5.2.1 Professional Qualifications of Guidance and Counselling Teachers

The study established that 20 (100%) of Public Sub county Secondary Schools in Bureti Sub County had operational guidance and counselling services and that Sixteen (80%) of teacher counsellors in Secondary Schools in Bureti Sub County had been in G&C service for more than 3 years. The study further established that only 35% had diploma and above qualification in G&C. Thirty percent were untrained counsellors while 35 % had certificate in counselling. The data also showed that 50% of teacher counsellors offering G&C service in secondary schools in Bureti had never attended any INSET course in the past one year. Most of the courses (75%) attended by teacher counsellors lasted one or a few days.

##### 5.2.2 Adequacy of Guidance and Counselling Facilities and Materials in Secondary Schools in Bureti Sub County

The study established that guidance and counselling facilities and materials in secondary schools in Bureti Sub County were inadequate. Principals' overall mean rating on adequacy of G&C facilities and materials was 2.7 while G&C teachers' overall mean rating was 2.4. This meant principals' rating on adequacy of G&C facilities was satisfactory while G&C teacher's rating was inadequate. This showed that majority of the schools in Bureti Sub County did not have adequate furniture for G&C, audio-visual

equipments for G&C, appropriate G&C room, and other G&C resource materials needed to effectively deliver quality guidance and counselling service.

### **5.2.3 Guidance and Counselling Services offered in Public Secondary Schools in Bureti Sub County**

The study established that the types of guidance and counselling services offered in schools included; individual; peer; group; individual and group; Individual and peer; peer and group; individual, peer and group. Most students preferred peer and group guidance and counselling. The least preferred type of G&C service was individual. Both G&C teachers and principals acknowledged the low frequency of different types of guidance and counseling services offered in their schools with overall mean of 2.5 and 2.7 respectively.

### **5.2.4 Relationship between Guidance and Counselling Services and Students' Academic Performance in K.C.S.E.**

The study established that there was a positive correlation between guidance and counselling services and students' academic performance in K.C.S.E. When students academic achievement in 2012 K.C.S.E were correlated with professional qualification of G&C teachers, adequacy of G&C facilities and materials and with the frequency of the seven types of G & C services received the results were statistically significant with p-value of 0.000 at the critical p-value of 0.05. The Pearson r coefficients were .239, .332, .325, .403, .341, .433, .355, for individual G&C , peer G&C, group G&C, individual and peer G&C , individual and group G&C, group and peer G&C, individual group and peer G&C services respectively. G&C services accounted for 47.5% of the variations in academic performance in KCSE.

The null hypothesis, which states that there is no significant difference between guidance and counselling services and students' academic performance in K.C.S.E in public secondary schools in Bureti Sub County, was therefore rejected. Multiple regression coefficient of the variables under study revealed that the quality of different types of guidance and counselling services namely: individual G&C , peer G&C, group G&C, individual and peer G&C , individual and group G&C, group and peer G&C, individual group and peer G&C services were significant predictors of student performance in K.C.S.E.

### **5.3 Conclusions**

The study concluded that: Majority of practicing G&C teachers in public sub county secondary schools in Bureti Sub County do not possess relevant professional training and qualification to effectively deliver guidance and counselling services. Training in G&C of such teachers, be fast tracked to ensure only qualified personnel handle the job they are trained in.

Guidance and counselling facilities and materials were inadequate in most public secondary schools in Bureti Sub County. This inhibited quality service delivery. Most head teachers finance other sectors at the expense of guidance and counselling. Some schools were conducting counselling sessions on makeshift rooms.

Majority of students did not maximise the use of different types of guidance and counselling services available in their schools. Most schools did not have guidance and counselling as part of their school program as frequencies for receiving G&C services were below average.

G&C services offered included individual G&C , peer G&C, group G&C, individual and peer G&C , individual and group G&C, group and peer G&C, individual group and peer G&C services. Peer and group G&C service was the preferred and most effective type of G&C service. Guidance and counselling services influenced students' academic performance in K.C.S.E.

#### **5.4 Recommendations of the Study**

In light of the findings and conclusions of this study, the following recommendations were made:

##### **5.4.1 Recommendations on Professional Qualification of Guidance and Counselling Teachers**

- i. There is need for Teachers Service Commission to recruit and appoint professional G&C teachers and assign them task of guiding and counselling students. This will improve the quality of G&C service which in turn will improve management of students learning environment and performance in K.C.S.E
- ii. There is a need also to in-service practicing G&C teachers to give them fresh and updated ideas on techniques and principles of counselling to match with modern cultures and work expectations.

##### **5.4.2 Recommendations on Guidance and Counselling Resource Facilities and Materials**

- i) Schools to adequately fund G&C programs and avail adequate G&C facilities and Materials.
- ii) Schools should set aside a room as guidance and counselling centre well equipped with necessary furniture, computers and audio visual materials.

- iii) Investment on guidance and counselling resources and services by school management should be prioritize just like tuition and games as this affect good learning environment and eventual performance in examination.

#### **5.4.3 Recommendations on Guidance and Counselling Services offered**

- i) Guidance and counselling services should be made available to all students. This will boost the frequencies of receiving individual, group and peer guidance and counselling services.
- ii) Schools should sensitise students and other G&C stake holders on the need for receiving and providing group and peer guidance and counselling by all forms of advocacy as these were found to produce best results.
- iii) Schools should train some of their students as peer counsellors to supplement the work of teacher counsellors as this was found to be one of the preferred and effective type of G&C service. The other preferred and effective type was group G&C service.

#### **5.4.5 Recommendation on Relationship between Guidance and Counselling Services and Students' Academic Performance in K.C.S.E.**

- i. It was found that guidance and counselling services in public sub county secondary schools affects students' academic performance in K.C.S.E. Provision of effective quality guidance and counselling services should interest school administrators and other stakeholders as this determine their core function, academic excellence.
- ii. Since there is significant positive correlation between guidance and counselling services and students academic performance in K.C.S.E, students should be encouraged to utilize guidance and counselling services available as this makes them achieve better grades in examination.



### **5.5 Suggestions for Further Research**

The study exposed the following knowledge gap that requires further research;

- i) Effectiveness of Guidance and Counselling Services on Students' discipline in Secondary Schools in Bureti Sub County.

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