

**GUIDING AND COUNSELLING PRACTICE IN RELATION TO ACADEMIC
PERFORMANCE**

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DECLARATION

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

Sign.....

Date.....

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This research project has been submitted for examination with my approval as the University Supervisor.

Sign.....

Date.....

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DEDICATION

This study is dedicated to my late father Richard Mukhisa Kituyi, whose inspiration towards hard work has motivated all my siblings to work hard academically. Being one of them, we have emulated his quest for academic excellence by working hard in our respective fields to maintain the spirit within the family. I would also like to extend my gratitude to my mother Rose Kituyi who has given me moral support throughout my studies.

My dear wife Jaqueline Nabutola and my children: Rita, Rachael, Rose, Richard, Rino and Righteous have encouraged me by allowing me time off from the family and finances to fund the research undertaking for this project.

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ABSTRACT

This study was based on establishing the influence of guiding and counselling practice as applied in secondary school in relation to strategies towards academic excellence. The objectives were: to determine the effect of peer guiding and counselling in relation to academic performance, assess its impact towards subject and career choices, determine the influence of discipline counselling towards performance and its effect on personal, social and moral challenges.

The study adopted a descriptive research design. The target population comprised of Quality Assurance Officers, teachers and students in secondary schools in Bungoma County. The instrument used to collect data was a questionnaire. Data was analyzed using quantitative statistics and presented using tables and graphs with the aid of SPSS.

The results show that, guiding and counselling as practised does not meet the required standards of what is desired in academic performance. This has a direct bearing on human development that is related to what is effective practice regarding vision and mission of schooling: the self and self-conceptualization process for mastery of development tasks. These are agents of what constitutes comprehensive guidance and counselling practice. Further without access to counselling programmes, the self and self-actualization are jeopardized more so towards self-actualization, belonging, safety and expectation as a drive. Also, lack of visibility of counselling programmes poses a challenge, as this reflects lack of recognition. There is need to review guidance and counselling practices with the view of ensuring they meet the professional standards that lead to academic excellence thus performance. The recommendations are tailored towards guiding policy and mandating the practice.

The study recommended that there should be a national policy put in place, to enable teacher training colleges and secondary schools have guiding and counselling included in their curriculum. In addition, the Ministry of Education should come up with alternative means of discipline in place of the corporal punishment that has been abolished and organize seminars to sensitize the teachers and students on a comprehensive practice of guiding and counselling. More than anything it should be comprehensive and should go beyond mere career guidance to disciplinary issues, personal-social-moral as well as support learning.

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LIST OF ACRONYMS

D.O.S	-	Director of Studies
DQUASO	-	District Quality Assurance and Standards Officer
EU	-	European Union
G&C	-	Guidance and Counselling
GPA	-	Grade Point Average
IEA	-	International Evaluation of Education Achievement
IAT	-	Implicit Association Test
KCSE	-	Kenya Certificate of Secondary Education
KNEC	-	Kenya National Examination Council
NAEP	-	National Assessment of Educational Progress
PC	-	Peer Counselling
SPSS	-	Statistical Package for Social Sciences
FCAT	-	Florida Comprehensive Assessment Tests

CHAPTER ONE

INTRODUCTION

1.1 Background study

Guiding and counselling (G&C) is an interactive process, co-joining the counsellor who is trained and educated to give assistance to the counsellee. The goal of this G&C intervention is to help the one being guided and counselled to learn to deal more effectively with him/herself on the reality of his/her environment (Makinde 1987). Guiding and counselling is a programme that assists in understanding the biological, sociological, philosophical and psychological needs of students in particular being in their adolescent, stage congregating in our secondary schools.

The quality of education is reflected through academic achievement resulting from the student's performance at various levels, which is a function of behavior in their study habits and attitude. Thus to enhance the quality of education, it's necessary to improve the students study habits and attitudes. This can be done by identifying those factors that affect study behavior negatively, hence remedial measures and strategies applied for the development of good study habits and attitudes. This calls for schools to organize for effective guiding and counselling services.

Behavior modification could be attained by resolving the physical, emotional, social and academic difficulties of the students by helping the students understand their learning strengths and weakness as a factor that will improve their study habits. In this case the greatest challenge of an educator is to maintain order in the classroom so as to achieve academic objectives, thus creating an optimal work environment (Shechtman & Lie chtentritt, 2004). What is required in school today, is not only discipline that ensures safety of educators, learners and creation of an environment conducive to teaching and learning, but also improving academic performance.

In the school context, career choice in Kenyan Secondary Schools has been a challenge particularly in the selection of subjects based on their future careers. The task has been entrusted with the Director of Studies who actually performs the

guidance and counselling roles as advisors to both students and parents. Education guidance is important in assisting the learners to make informed decisions about their educational path on issues of choices that need to be made between subjects, curriculum and institutions of learning. It also provides them with information on subject combinations or options.

Discipline in institutions of learning plays a very important role towards the academic achievement of the students. The style of discipline management strategy focuses not only on stopping an inward behavior but also modifying it without using punishments by following roles or rewards of any sort. Classroom Management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior of students as implied by Barbetta, Patricia, Norona, Kathleen Leong, Bicard and David (2005), as a prevention of disruptive behavior. Learner Behavior Management is a broader concept of Classroom Management that involves management of learner's behavior within classroom and outside classroom.

Basing on the background of the adolescent stage that falls at the secondary school levels, the students are involved in numerous social and personal problems ranging from family issues, drug related problem, health issues among others. There is need to have a team of specialized persons to handle these issues through application of guiding and counselling, towards ensuring behavior modification in our learners in a positive way, that enhances academic performance.

1.2 Statement of the problem

Not much has been done to study G&C as a means to modify behavior of students towards academic achievement. This attribute has been seen in the academic performance of the students in the secondary Schools. This study is intended to fill the gap by providing knowledge and practice in the areas of subject selection for advancing university education, school discipline management for performance enabling environment and the personal, social and moral guidance for students in relation to academics.

1.3 Purpose of study

The purpose of the study is to look into guiding and counselling practice as applied in secondary schools in relation to strategies towards academic excellence.

1.4 Objectives of the study

The following objectives will guide the study:

1. To determine the effect of peer guiding and counselling in relation academic performance.
2. To assess the impact of guiding and counselling towards subject and career choices in relation to academic achievement.
3. To determine the influence of guiding and counselling towards discipline in schools for academic excellence.
4. To establish the influence of guiding and counselling towards personal social and moral challenges in enhancing academic performance.

1.5 Significance of the study

This study is significant to the policy makers as it shall enable them develop appropriate policy interventions towards quality guiding and counselling in secondary schools. This study is also expected to help teachers re-evaluate their strategic plans and realize the schools' set goals that require G&C.

The findings should contribute towards the advancement of knowledge on guiding and counselling that fosters positive attitude among secondary school students. This shall be made possible by providing a pool of information for the Ministry of Education, to use in promoting guiding and counselling programmes in conformity with Kenya's vision 2030.

1.6 Definition of significant terms

Attitude - Tendency to react favorably or unfavorably towards a designated class of stimuli.

Behavior modification - This is the transformation or change of human behavior.

Career - The progress and actions taken by a person throughout a life time especially those related to that person's occupation. It comprises of jobs held and titles earned over a long period of time rather than one position.

Career counselling - a structured step by step disclosure of the courses offered at the university and tertiary colleges, to high school students.

Counselling - Counselling is the skilled and principled use of relationships that give self-knowledge, emotional acceptance and lead to personal growth.

Guidance - Guidance as a term refers to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans leading individuals to the achievement of desired life.

Guidance and counselling - An activity or programme aimed at creating a positive attitude among learners towards academics.

Teacher-student parenting - The assignment of a girl student to a teacher as a foster parent to aid in removing educational, personal, social, mental, emotional and other similar problems of the student.

Motivation - The act or process of giving someone a reason to do something.

Performance - The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed.

Policy - Principal or protocol to guide decisions and achieve rational outcome.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter deals with the review of related literature that will assist the researcher to gain an insight into what the current study seeks to investigate. This is organized as per the study objectives and the conceptual framework. The chapter also has a theoretical frame work and summary of the literature review.

2.1 Related studies

Several studies related to guiding and counselling in relation to academic performance have been done. In 2003, Brigman and Campell conducted a study to evaluate the effects of counsellor-led interventions on students' achievement and behavior. They used maths and reading scores from Florida Comprehensive Assessment Test (FCAT) as their dependent measure of the student achievement evaluation. The scores of students randomly selected from schools with equal racial and social economic make ups in treatment groups, were contrasted with those of students in control groups that were matched for achievement evaluation. They found out that students in the treatment groups had higher mean score as compared to controlled groups.

In another study done by Sink and Stroh (2003), they examined the question; "Do school counselling interventions in elementary schools with comprehensive developmental guidance forster higher academic achievement test scores in student". This was an outcome based research into the effectiveness of school counselling programmess, among 150 elementary schools across the state of Washingtone in USA. The schools were devided into the treatment groups of the comprehensive counselling programme within the school.

The findings revealed that the students who had attended the same school for three or more years where comprehensive counselling programmes had taken place, performed better accademically. Additionally those who remained in the same school for a multiple of years with fully implimented comprehensive school counselling

programmes earned high achievement test scores than those who attended school with no such programmes.

In another study done by Laan, Gysbers and Sun in 1997 on high school students; they found out that in schools where comprehensive G&C programmes existed, several positive relations between counselling programmes and students academic performance existed. Beale,2004:Schmidt,2003, in their study on the effects of comprehensive developmental guidance programs on academic achievement of students, found out that student counselling improves school attendance, school behavior, increases student achievement and their levels of self esteem and attitudes towards school.

In a study of the seventh grade students done by Lapan, Gysbers and Petroski in 2001, the findings revealed that there was a correlation between comprehensive G&C programme and there existed a direct and positive relationship between programme implementations and students perception of their school's safety and success.

2.1.1 Historical background of guidance and counselling

(a) Global

The development of guidance began in United States of America and Europe in the nineteenth century and gathered momentum towards the twentieth century. Among the pioneers was Frank Parsons of Boston, U.S.A. He helped find the Vocational Bureau and wrote his first book (Choosing a Vocation) between 1905-1909, during the development of guidance movement in the USA took place (Kochhar, 1992). Counselling before the 20th century used to be administered through religious perspective and implemented at the level of the local community, to deal with the behavioral problems. Some of the personalities who contributed to the guiding movement are such as Godwin, who in 1911 organized a wide guidance programme in Ohio USA high schools and Weaver (1912), who championed guidance and placement programs in New York City schools.

In Africa guidance existed in traditional African society by educating the youth about traditions and culture of the community. This was done from generation to generation by elders who considered it their social responsibility. The stages were from childhood, adolescence, adulthood and old age. In the 19th century a lot of inventions were made in the medical field by fast tracking some mental disorders that may have been caused by psychological factors such as being unable to cope with inner frustrations and conflicts (fauster, 2005). This point of view led to a change in the methods used in treating mental behavior from religious perspective to psychiatric (medical).

(b) Kenya

The guidance and counselling programme in Kenya has not made much impact due to lack of clear policy guideline by the Ministry of Education. There is a clear shortage of trained manpower in schools and resources. The trained career teacher overloaded with the normal teaching load cannot give proper guidance in schools due to lack of time. The development plan 1979-83 (Republic of Kenya 1979), stressed the need for teachers to be responsible for guidance and counselling and have their workload reduced while the timetable re-arranged to enable them have time to deal with student problems. Generally due to lack of administrative control and support of the guidance personnel in schools, this important program has not made much headway (Muite, EK and Ndambuki,P, 2002).

The government of Kenya is strengthening the guiding and counselling services through the Ministry of Education. Private agencies, institutions and non-governmental organizations (NGOS) are also promoting guidance in schools and colleges as well as outside the school set up by providing out of school programmes. The training offered at various levels, whether certificate, diploma or degree; offers guiding and counselling as part of the teachers training program. Moi University (Kenya) offers a Bachelor's degree in Education specializing in guidance and counselling.

2.2 Literature review

Guidance and counselling is concerned with individuals' behavioral processes. However, the two terms can be looked at differently. Many authors have defined counselling differently though they all agreed on some basic facts. Kiriswa (1988), a renowned counsellor defines counselling as an enabling process designed to help an individual come to terms with his or her life as it is, and ultimately reach a greater maturity through learning to take responsibility and to make informed decisions for sell.

One of the most novel definitions of counselling is that of Krumboltz (1976), who states that "counselling consists of whatever ethical activities a counsellor undertakes in an effort to help the client engage in that type of behavior which would lead to a resolution of the client's problem". The definition ignores professional training of a counsellor.

A final definition is that of Burks and Steflre (1979), who define counselling as "professional relationship between a trained counsellor and a client usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients understand and clarify their views of life, space and learn to reach their self-determined goals through meaningful, well informed choices and through resolution of problems of an emotional or interpersonal nature".

The definition captures professional training, relationship between the counsellor and the counsellee and also the fact that it is helping the relationship. It is difficult to separate guidance from counselling. Makinde (1983) says guidance aims at giving directions to the achievement of development tasks of infants and adolescents. Fruehling (2002) gives some light on educational guidance as asserting that "Educational guidance is processes of helping students achieve the self-understanding and self-direction necessary to make informed choices and move towards personal goals.

Guidance as a term refers to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans leading to achievement of desired life goals (Patterson, H, J, (1977). It is meant to equip the individual (student) with knowledge and techniques that will enable him or her to identify and find ways of anticipating and solving problems.

Counselling is the skilled and principled use of relationships that self-knowledge, emotional acceptance lead to personal growth. It is more concerned with addressing and resolving specific problems such as making decisions, coping with crises, working through feelings and inner conflicts or improving relationships with others. It is a process in which the helper expresses care and concern towards the person with a problem so as to facilitate that person's personal growth and positive change through self-understanding.

2.2.1 Theories for guiding and counselling

The theoretical literature considers the works of Sigmund Freud, Erickson, Skinner, and Horney in their psychoanalytic theory of human development as well as Carl Rogers' client-centered theory in counselling.

(a) Freud's psychoanalytic theory

Psychoanalysis, founded by Sigmund Freud is a method of treating individuals through psychological rather than physical means whereby it examines past causes for present behavior. The focus is on how the individual adjusts to the various conflicts in his development. Freud viewed his method as a procedure for investigating parts of the human mental process that were inaccessible in any other way. According to Freud, the key to treating mental disorders was to read the unconscious aspects of the individual's mental process, forming personality of three major systems: the id, the ego and the superego which interest as a whole (Hall and Lindzey, 1970).

To relate Freud's Psychoanalytic theory to the topic under study, it is clear that guidance and counselling co-coordinators' roles are very important in Freud's theory of human development. School counsellors serve as parents in our schools hence they

reward and counsel students. When the students do good or bad, the counsellors serve as light to direct the paths of these students to develop good character, in order to have sound mind to learn well and achieve their academic goals.

(b) Erickson's Theory

Another psychoanalytic theorist is Eric Erickson. His theory also supports the topic for study. According to Maier (1978), Erikson's theory states that, physical, social and environmental influences are intertwined as co-participants along with innate biological and psychological processes in shaping an individual's personality development. He claims that an individual's life course is already decisively influenced by the era, area and arrangement into which he or she is born. Also, much subsequent development depends upon where, when and how much other persons respond to the ever developing individual.

A critical look at Erickson's theory of environmental forces on child development indicates clearly that no child can develop well if not guided by an adult (Maier 1978). As a result, in the school environment, guidance and counselling co-coordinators' serve as trained personnel to mould the life of children. So the presence of these co-coordinators' in schools as parents can help students develop positively in behavior and also in mind, hence leading to good academic performance. Another authority whose theory supports this research work is Skinner with his operant reinforcement theory. Skinner's position is concerned with behavioral change, learning and modification of behavior. Skinner believes that understanding of personality will develop from a consideration of the behavioral development of the human organism in continuing interaction with the environment.

(c) Skinner's theory

Skinner's theory of development of personality states that a child can develop positively or negatively due to the environmental influence. School setting is the most second home or environment for children as this environment is a heterogeneous one with different characters, which can influence the students' behavior.

(d) Horney's theory

A German psychologist called Horney also came out with a theory about personality development of man. According to Hall and Lindzey, Horney based her theory on basic anxiety, which she defined as the feeling a child has of being isolated and helpless in a potentially hostile world. He may develop an unrealistic, idealized picture of himself in order to compensate for his feelings of inferiority (Hall and Lindzey, 1970). All these negative situations that started from home affect the child's performance negatively in all aspects and these conflicts could be avoided or resolved if the child is raised in a home where there is security, trust, love, respect, tolerance and warmth. School, the second home of the children has teachers and counsellors with all the above mentioned qualities to raise these children with love, trust, respect and warmth to help them have sound mind to learn.

(e) Rodgers client-centered theory

Rodgers developed client-centered theory in counselling. The essence of client-centered counselling is based on the belief in the person as someone who is able to determine what problems should be discussed and to seek his own solutions for them. As trust builds between counsellor and student, the counsellor is able, through empathic understanding to perceive the world as the student sees it and also how the student views himself in his world. These empathic perceptions are communicated to the student in a way that assists him in clarifying the relationship between his thoughts and feelings (Oladele, 1987).

Rodger's client-centered approach to counselling is optimistic and positive due to how he views human nature.

2.2.2 The concept of guiding and counselling in schools

(a) Guiding and counselling in schools

Collie W. C (1973) defined counselling as a psychological process by which a professional person helps a relatively normal client explore, understand and accept behavior so that future behavior choices can be made particularly those of an educational or vocational nature. Muite and Ndambuki (2002) defined counselling as

the skilled and principled use of relationships which develops self-knowledge, emotional acceptance and growth of personal interests. They viewed counselling as a reasoning oriented process which usually occurs on an interactive relationship, with the aim of helping the person learn more about them self and also to be an understanding and effective members of society. It is a process in which the helper (counsellor) expresses care and concern towards the person with a problem so as to facilitate that person's growth and positive change through self-understanding. This counselling denotes a relationship between the concerned people with a need. It is designed to help people to understand and clarify views of their life space and to reach out to self-determined goals through meaningful, informed choices and through resolution of problems of an emotional or interpersonal nature.

On its part, guidance is defined as a process, developmental in nature, by which an individual is assisted to understand, accept and utilize his or her abilities, aptitudes, interests and attitudinal patterns in relation to his or her aspirations MOE, (July 1996, Guidance model 1). The draft continues to state that guidance as an educational construct involves those experiences which assists peer learners to understand , accept and live in his/her society. This is in addition to the learner having learning experience about the world of work and people there in. Guidance is also designed to help each learner adjust his/her environment, develop the ability to set realistic goals and improve his/her total education program. Muite and Ndambuki (2002) cited Patterson, H.I (1977), who referred to guidance as a term referring to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustment in life.

Muite and Ndambuki further quoted the Kenya MOE (1977), who defined guidance as a continuing process concerned with determining and providing for the developmental needs of learners. Guidance is considered a lifelong process that involves helping individuals both as part of a group and at the personal life. Students need to be exposed to three dimensions of guidance namely: vocational, educational and personal-social guidance in order to be able to make appropriate decisions affecting their lives.

- Vocational guidance involves helping individuals to choose an occupation, prepare for it, enter upon and progress in it.
- Educational guidance is concerned with the provision of assistance to pupils in their choice of subject and adjustment to the school curriculum and school life in general.
- Personal-social guidance involves itself with helping an individual on how to understand oneself, how to get along with others, manners and etiquette, leisure time activities, social skills, family and relationships and understanding masculine and feminine roles.

It is important to note that counselling is reserved for the personal aspects of guidance that calls for highly specialized skills and it is concerned with emotional disturbance and behavior problems. While counselling is usually initiated by the client and is personal, intimate, private and confidential; guidance is less personal, less intimate, more public, informative, meant to instruct and can be initiated by the counsellor (Makinde, 1987).

From the onset it can be deduced that counselling activities may precede, accompany or follow guidance. Hahn, Milton E. (1955) in counselling psychology, observes that the primary aim of counselling is to help each individual who asks for help to resolve his difficulty with a minimal degree of self-sufficiency and self-control. Only rarely is the counsellor concerned with making plans and decisions of his counsellees. His major mission is to organize learning situations in such a manner that his client will after gaining new perception and insight into his problem, change his behavior from what it was to something more personally satisfying and socially acceptable.

(b) School counselling

School counselling for secondary students is designed to address the physical, emotional, social and academic difficulties of adolescents. By resolving this, students understand their learning strengths and weaknesses hence improve their study habits leading to better scores. The guidance programme promotes academic, educational,

personal, social and career development fostering positive attitude towards school, learning and work resulting to improved academic achievement.

A study was conducted by Hudesman et al (1986) to compare the impact of structured and non-directive counselling styles on academic performance of high-risk students. The results indicated that they had performed higher as compared to the peers. The secondary school guidance programme should be part of the total school programme and complement learning in the classroom. It should be child centered, preventive and developmental, aimed at maximizing the student's potential by encouraging their social, emotional and personal growth at each stage of their development.

Kochhar (2000) considers guidance necessary to help the pupil with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. Bhatnagar and Gupta (1999) are of the opinion that for better student achievement, it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programmes must include this aspect of student aid. Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students.

The main purpose of instruction is to enable the child to learn, whereas the teacher's task is to facilitate the learning process, develop good study habits and instill right attitude towards learning. A teacher who has the guidance point of view in teaching will keep all this in mind (Bhatnagar and Gupta, 1999). According to Braddock (2001), the purpose of guidance and counselling services for school children is to:

- Improve academic achievement
- Foster positive attitudes towards school, learning, and work
- Increase acquisitions and application of conflict resolution skills
- Decrease dropouts

In modern times the complexity of life has intensified the need of organized guidance services. Both developed and developing countries lay great emphasis on the guidance of their youth to channelize their energies. Students need to be guided for development of good study habits and adequate preparation to sit in the examination (Kochhar, 2000).

(c) Effective school counselling

Effective school counselling has been found to have significant influence on discipline problems. Baker and Gerler found that students who participated in school counselling effectively have significantly less inappropriate behaviors and more positive attitudes towards school than those students who did not participate in the programme Baker & Gerler (2001). Another study found that group counselling provided by school counsellors significantly decreased participants aggressive and hostile behaviors Omizo, Hershberger & Omizo, (1988).

The role of school counsellors is not limited to discipline but has been found to be very effective in assisting middle school children in the area of career development Whiston, Sexton & Lasoff, (1998). Further research indicates that school counsellors are effective in teaching social skills Verduyn, Lord, & Forrest (1990). Children who are experiencing family problems report being helped by school counsellors Omizo & Omizo, (1988). Such counsellors have been found effective in reducing victimization by assisting victimized children, reducing bullies, victimized behaviors and modifying the school climate and structure. Different forms of intervention, when used together, have shown to reduce some victimization-related behaviors Hanish & Guerra (2000).

Single session brief counselling, in which a student meets with a counsellor for one session lasting approximately 40 minutes, has been found effective in some instances. Brief counselling is a desirable alternative for students with developmental concerns, for example academic issues, peer conflicts, stress and procrastination. Researchers found that counsellors performing this method were often able to help students use their time more wisely and form concrete attainable goals with their students earlier in the counselling process Litrell, Mlia & Vanderwood, (1995).

Besides school counselling, interventions have a substantial impact on students' educational and personal development. Individual small-group counselling, classroom guidance and consultation activities seem to contribute directly to students' success in the classroom and beyond. School counsellors should spend the majority of their time performing these interventions by coordinating activities confined towards the improvement of the programme's efficiency and accountability. Borders & Drury (1992).

A study on the effects of counselling on classroom performance found that the underachieving students who received counselling improved significantly on the self-rating scale of classroom behavior in mathematics and language grades Gerler, Kinney & Anderson (1985). Counselling decreases classroom disturbances. It supports teachers in the classroom in order to enable them provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counselling services indicated that the classes were less likely to be interrupted by other students, and that their peers behaved better in school Lapan, Gysbers, & Sun, (1997).

School counselling interventions can therefore positively affect school behavior specifically students on task and productive use of time and teachers in class discipline. With effective school counselling, students are likely to report that:

- They earned high grades
- Education better prepared them for the future
- More career and college opportunities availed to them
- School with the environment of safety

Both developed and developing countries lay great emphasis on the guidance of their youth to channelize their energies. Students need to be guided for development of good study habits and adequate preparation for examinations (Kochhar, 2000).

2.2.3 School counselling program

To discuss secondary school guidance and counselling programme, Makinde (1984) talks of the major components of guidance and counselling in education development. According to him, the basic components of guidance and counselling are three:

- i) Educational counselling
- ii) Vocational counselling
- iii) Personal, social and moral counselling

He further explains that these are the major services of guidance and counselling offered to groups or individuals in the school community or private/business settings. Specific concerns of clients such as poor study habit, poor memory, poor performance, disinterestedness in school and being afraid to speak in the classroom are educational and academic matters.

Beale, 2004; Schmidt, 2003, gave evidence of the effects of comprehensive developmental guidance programmes which showed that student counselling improves school attendance, school behavior, increases student achievement and increases students levels of self- esteem and attitude towards school. Laapan, Gysbers and Sun surveyed a statewide sample of high school students and found that in schools where comprehensive guidance and counselling programmes existed, the outcome of the process showed: (a) Higher self-reported grades (b) students perception that they were being better prepared for their future (c) students perception that their schools were doing a better job providing information of post-secondary opportunities and (d) student perception that school climate was better.

In 2001, Lapan, Gysbers and Petroski studied the effects of comprehensive guidance and counselling programme on several areas on students' lives. In a study of the seventh grade students, they found out that there was a correlation between complete implementation of a comprehensive guidance and counselling programme and: (a) Students perceptions of school safety and success (b) students perception of higher level of satisfaction with their education (c) the effect on students grades and perception on their relationship with the teacher and (d) the perception of students in

the schools with regard to the importance and relevance of their education to their future.

In the study “Do school counselling interventions in elementary schools with comprehensive development guidance programmes foster higher academic achievement test score in students?”, Sink and Stroh (2003) found that early elementary aged students who attended the same school for three or more years where comprehensive counselling programmes were in place, performed better academically. Additionally, students who remained in the same school for multiple years with a fully implemented comprehensive school counselling programme earned higher achievement test scores than students who attended schools where no such programs were in place.

Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students by creating the environment for guiding and counselling to be approachable. Students with access to counselling programmes are more positive, hence great feeling of belonging, feeling safe in their school and have high expectations.

(a) Educational counselling

According to Makinde (1984), educational guidance and counselling is a process of helping an individual in planning a suitable educational program and making progress in it. He claims that the term “educational guidance” was first coined by Kelley (1914). He used it to describe the help given to students who had questions about choice of courses and studies, decisions on interests and abilities, choice of colleges and high schools, and school adjustment. Through guidance one student is guided towards a self-motivated individual capable of facing situations in life by offering desirable solutions for the present and future.

Taylor and Buku academic counselling (2006) shares the same view with Makinde (1984) that, academic counselling aims at assisting pupils to make the most of their educational opportunities. This means offering pupils the assistance that will make

them become cultivated individuals and at the same time preparing them for confident participation in life activities which will be socially useful and personally satisfying. They further explained that academic counselling is for students of all categories. The gifted ones are given academic counselling to enable them realize their capabilities and the need to do more. Dull students are also helped to convince themselves of what they can do to perform well in school. Further, children who are physically challenged are helped to realize their potentialities for a happier life.

Finally, they claim, academic counselling is for teachers as well. Teachers are helped to realize new and acceptable ways of handling or implementing new concepts in the school to the benefit of the pupils.

(b) Vocational counselling

Makinde (1984) claims vocational education is a phase of education where its emphasis is laid on preparation and participation in occupations of economic and social value. Vocational guidance plays its part in providing individuals with a comprehension of the world of work and essential human needs, thus familiarizing individuals with the terms “Dignity of Labour” and “Work Value.” Makinde draws differences between vocational education and career education. He says the former caters for a few at a specific period but the latter caters for all at all times. Career education is interdisciplinary, providing motivation, professional and academic skills from cradle to grave.

According to Sidney (1968), career education is a blending of general education, college education and vocational education into an entirely new curriculum permeating the entire spectrum of a youngster’s education. Also, Taylor and Buku (2006) blended vocational counselling and career counselling as one discipline. They claim vocational/career counselling aims at helping young people to come to a clearer realization of their aptitudes, interests, attainments, dispositions and circumstances in light of occupational demands or career options.

Oladele (1987) sees vocational counselling as a discipline, which is concerned with problems of selection, training for the adjustment to occupations. He further explains that it involves a systematic study of school leavers with the view to suggesting possible careers or jobs based on their interests, achievement aptitudes and prevailing job situations. Goeke and Solomore (1979) see employment counselling as a discipline that assists students (school leavers) on suitability for employment in certain establishments. They say it involves five steps as follows:

- i. Job specification
- ii. Assessing client's level of motivation
- iii. Assessing student learner's readiness for employment
- iv. Refereeing client to employer and
- v. Surveying job opportunities.

(c) Personal social and moral counselling

Makinde (1984) stresses that a guidance counsellor provides counselling services to a person who shows signs of the following personality maladjustments: unhappiness, annoyance and anger, inability to meet needs, inability to get aspirations into fruition, anxiety neurosis, excessive frustration, lack of knowledge and partial or total failure. The counsellor is also interested in abnormal cases of mental deficiency, at least by making decisive referrals. He further says a guidance counsellor assists students to adjust themselves to the school environment. Students at senior high schools and universities who have left the security of their home environments to find themselves among a large number of people often present a great variety of problems other than solely academic ones. He says fresher's (new students in an institution) may socially become maladjusted by experiencing interpersonal adjustment problem with room-mates, fellow students and lecturers. They may lose confidence in themselves and their own abilities and have little or no sense of personal value, become tense, introverted and emotional. All of these are of course detrimental to academic achievements. In such, cases, the school counsellor renders an invaluable service.

Taylor and Buku (2006) also see a different dimension of this aspect of counselling. They say it involves inter-personal problems of life adjustment by the student in the

school and home with fellow students, teachers and parents. Okun and Rappaport (1980) link personal counselling with marriage and family counselling. According to them, marriage and family counselling is a process with the goal of affecting change not only in an individual within the family but also in the structure of the family and ensuring acceptable behavior among its members. This will go to ensure positive personal and psychological adjustment for the child and aid his/her proper development.

Taylor and Buku (2006) again point out that personal counselling should also be extended to parents so that they would help to meet the child's adjustment needs at school. It means adjustment problems of the child may arise in terms of separation of parents, child rearing, single parent roles, emotional and psychological stress, legal issues and financial responsibilities. Due to this, parents need marriage or family counselling for stability at home, as the home stability will mean the child's psychological stability and adjustment at school towards his/her academic work.

2.2.4 Domains of counselling in school

In the process of residing academic performance the students at the adolescent stage are faced with challenges such as relationships, rapid growth and physical changes, peer pressure, addiction to drugs and alcohol, and the need for identity or to belong. Across the nation, secondary schools have continued to embrace use of G & C in an attempt to make the student's growth and development as smooth as possible (Sandra, 1999). The school being a social place receives children both from developed and developing communities with varied characteristics and behavior. The G & C teachers have continued to play a crucial role in shaping the psychological, emotional, moral and spiritual and education development of students. These form the counselling domains that the school conflicts are confronted with to form a basis of counselling.

(a) Academic achievement

The quality of education is reflected through academic achievement which is a function of study habits and study attitudes of the students. Thus to enhance the quality of education, it is necessary to improve the study habits and study attitudes of

the students by identifying the factors that affect them, hence propose remedial measures and employ strategies for the development of good study habits and study attitudes. Francis and Others (1987) also examined the positive effects of counselling on student's communication patterns, study habits and academic achievement. The results indicated that students in structured counselling conditions had higher G.P.A's than those in non-directive counselling condition at the end of the semester. Bhatnagar and Gupta (1999) were of the opinion that for better student achievement, it's necessary to aid students in their education by removing their difficulties and developing good study skills.

According to Whiston and Sexton (1998), school counselling study skills interventions have been shown to improve middle school students' grades and the 4th graders' academic achievement as measured by C.T.B.S. From the (Bulletin of Education and Research, June 2006, Vol 28, no 1 pg 35-45), better study habits and study skills lead to better achievement scores from students; hence guidance programmes would foster positive attitude towards school learning and work, leading to academic achievement. A study by Brigman and Campel (2003) on helping students improve academic achievement and school success behavior; showed that elementary and middle school students who participate in school counselling curriculum and group interventions that focus on cognitive, social and self-management skills, have consistently showed significant stronger math's and reading scores in state tests.

Lapan, Gysbers and Sun (1997) from their study on the impact of fully implemented guidance programmes on the school experiences found that, high school students in schools with more comprehensive counselling programmes are more academically successful as measured by the G.P.A. According to Braddock (2001), the purpose of guidance and counselling services for school going students is to improve academic achievement, foster positive attitude towards school, learning and work, increase acquisition and application of conflict resolution skills and finally decrease dropouts from schools.

(b) Subject choice and career application

With the rapidly changing labour market trends, world of work, job requirements and altered market conditions, there is need to guide the students towards setting of meaningful occupational goals. The students should be given relevant information concerning career choices and labour market requirements. In the study “Evaluating a guidance and language arts unit for high school juniors”, Lapan, Gysbers, Hoghey and Arni found that those students who participate in career development counselling show significantly more understanding of career possibilities, more future orientation and greater self-efficacy and increased school management.

Through careful understanding of the student, G&C can help the student choose careers that are consistent with his/her ability. Mutie and Ndambuki (1999) noted that students have to be helped in developing an integrated picture of themselves and of their role in the professional world. Left on their own, the students may not know much about the job prospects of what they study, majority of them still look forward for white collar jobs forgetting the ever changing world of technology which has turned many blues white. Peterson, Long and Billips (1999) stated that career interventions done by school counsellors within middle school students have a direct impact on students’ abilities to understand their educational choices and the relationship between academic choices and careers.

Education should be made more meaningful to the child then and thereafter and avoid accumulation of papers and certificates that may not help the child to fit in the labour market. A student should pursue education with a clear idea of what they will be to ensure efficient use of human resources. Whiston, Brecheisen & Stephens (2003) argues that career interventions that do not use school counsellors have been found to be significantly less effective than groups, workshops and classes run by counsellors. Currently schools are pre occupied with mean scores and attainment of grade ‘A’ without much on possible combinations and career alternatives for the child. A study carried out by World Bank (2001) reports that a lot of talent in some of the students remains latent because of laying too much emphasis on academic performance.

(c) Discipline in schools

School discipline can be described as all the strategies that can be used to coordinate, regulate and organize individuals and their activities in the school (Thornberg, 2008:37) and put in place the provision and procedures necessary to establish and maintain an environment in which teaching and learning can take place. This definition is comprehensive and a helpful starting point to understand school discipline in that it includes all activities used to maintain discipline-from cruel and coercive to the nurturing and liberating. From this definition, it is easy for researchers to categorize disciplinary strategies.

Educators operating from a traditional perspective may define school discipline as ranging from all activities that are implemented to control learner behavior, to enforcing compliance and maintaining order, to a view of freedom where an external discipline or guidance is seen to restrict the learner's autonomy (Ferreira et al., 2009). However, some authors hold that the quality and complexity of human behavior necessitates a more constructive approach to school discipline (Felderhof, 2002:71). This view holds that learners should increasingly accept responsibility for their own behavior, and that good discipline should be based on human values rather than punitive rules. As such, this study is moved by the views of educators operating from a progressive perspective. According to the progressive perspective, school discipline should be seen as all activities that contribute to learners' intrinsic motivation, self-management and decision-making skills.

Masitsa (2007:3) puts it that:

From the time learners realized that corporal punishment was abolished, their misbehavior increased, and lately they appear to be out of control. Many schools especially in Mahikeng area (South Africa), learners' misbehavior is so serious that numerous educators consider that the use of corporal punishment should be permitted in schools once more, since its abolition has left them with no effective methods of enforcing punishment.

In support of this contention, Osthuizen (2007:1) also indicates that the abolition of corporal punishment left a definite vacuum in methods of dealing with learner misconduct. This is an indication of over reliance on the use of punishment by specific rules.

Further emphasizing the frustration and challenges for schools administrators and teachers to manage discipline in schools without corporal punishment, Van Tassel (2011:1) indicates that teachers do not know alternative discipline methods which allow for increased student autonomy. They also do not know what alternative methods of discipline they have to offer as educators. Managing learner behavior has become one of the most problematic and contested areas in schools since the banning of corporal punishment Tiwane (2010:1). Educators are discouraged and demoralized by the way learners behave as they are accountable for learners' academic performance and achievement.

In maintaining discipline in schools that will serve a long term, educators have to device and implement disciplinary strategies that are non-coercive, yet assertive and non-confrontational, which will strive to increase classroom time available for teaching and learning and at the same time respond to students behaviors in manner that decreases disruption, improves classroom atmosphere and relieves educators stress and fatigue. In achieving this effectively, discipline is managed alongside modifying students' behaviors, by dire need to understand learners' behavior and reasons behind varying learner acts of misconduct. It is the conceded opinion of this study for educators to understand and apply Choice Theory of which Gasser (2009:2) says, it involves bringing learners to an awareness of their responsibility to make their own decisions about learning and behavior in classroom. By understanding learners' behaviors and actions, one can design effective disciplinary strategies that will manage and modify students' behaviors in schools effectively.

(d) Social and moral development of the students

In a school set up, we cannot consider the student in isolation; they interact with others and face different situations in life which may be easy to tackle or sometime

requiring tough choices to be made. If not well guided, this could easily lead to problems of adjustments which cause unrest in the child who may not cope. The situation is made worse by the fact that parents no longer play their role, Onyando (2008) notes that parents simply bundle their children off to school and pray that the principal's magic word will do the trick. Many want the children disciplined but are never willing to make tough choices, the task is presumed to be the teachers'. The school must therefore look for ways of equipping the child with problem-solving skills without interfering with academic performance.

In the same set up, we have children from disadvantaged sections of the society with varied experiences that may make it difficult for them to cope with peers, teachers and the environment. This may range from poor communication, low class participation, withdrawal, depression and lack of interest in co-curricular activities. If not helped, such factors can affect a child's performance not only academically, but the total wellbeing and development of the child. Guidance and counselling is needed for such students to enable them utilize the available opportunities and realize their full potential. Apart from facing difficult situations, the school is also likely to have children with special needs such as physically handicapped, slow learners, adapted, bereaved among others. Such children require support to enable them accept their state and realize their full potentials irrespective of their disability.

Well planned educational programmes can help ease tension, anxiety and depression which would otherwise affect a child's performance. Spiritual nourishment is likewise essential so as to raise the child with good moral standards. An extract from a report in the daily nation on Head Teachers raises the alarm as student riots become more violent, Ngare (2008) quotes parents as having said, "We are raising the red flag. Things are not right in our schools. There is no point of producing a bright but morally corrupt and indiscipline youth". Added to that is rampant spread of devil worship in schools, students are bound to be gripped by fear for lack of understanding what it all involves. They have to be given correct information and a way out when handling such cases.

2.2.5 Role of peer counselling for schools

Schools require trained student counsellors to compliment the G&C teacher working with them. Such students have the advantage that they are able to informally interact with their colleagues in class, during games, in the hostels and at any time whenever there is opportunity. It has been observed that they share many things in common, have their own language code and trust each other more. Because of age and shared experiences, they are well informed, trained and have relevant reference materials; thus they become very handy in solving problems before they explode. It is for that matter that Schools Outreach Project has over the years insisted in training of PC's for interested schools (Muite, Kyungu, 2011).

In selection of school PCs, the candidate's selection criterion include each class to have two counsellors; they must not be prefects, ought to be sociable, well disciplined, with average or above average academic performance, they must be good speakers, listeners and able to keep secrets, they must be active possibly in sports and be good role models. In some schools that have been more successful, selection is done by the students, while in a number of schools, class teachers pick the candidates. In one school, the principal insisted on prefects being involved that led to the failure of the programme.

The need for impact emerged when it was realized that half-day single speaker approach or single day group speaker approach had limited impact. Students require time, patience, understanding and more so someone capable of speaking their own language.

2.3 Conceptual framework

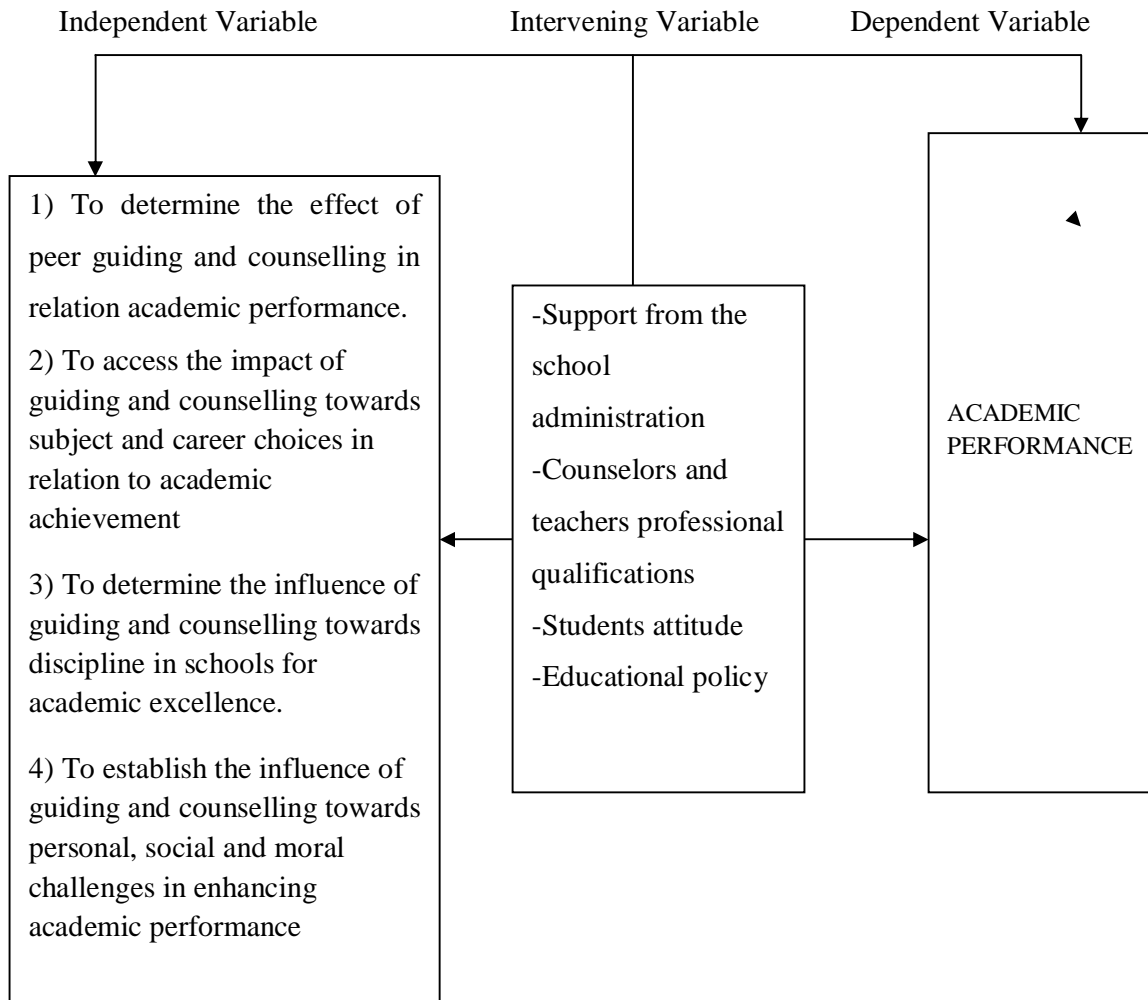


Figure 2.1: Relationship between guidance and counselling and academic Performance

The conceptual framework assisted in the conceptualization of this study, to show the relationship between guidance and academic performance of students. The study conceptualized that all secondary schools in the county had established guidance and counselling programmes; to offer its practice, subject and career choice options, discipline management and the personal, social and moral issues in the school setting (Independent Variable).

The program is supposed to assist students harmonize clear abilities, interests and values thereby developing their full potential. All these activities and services are geared towards improving the self-image of students and facilitate better achievement in academic performance (dependent variable).

Academic performance of students in a school is determined by many factors including: the support from the school administration, the quality of teachers (professional qualification), the students' attitude, availability of facilities and education policy among others. The extraneous and intervening variables were controlled alternately for successful assessment as illustrated in the framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research design, target population, sampling design and sample size, data collection methods, validity and reliability of research instruments, data analysis techniques and operational definition of variables.

3.2 Research design

According to Sanders, Lewis and Thornhill(2007), research design is a general plan of how a researcher will go about answering the research questions. This study employed descriptive survey. Descriptive research is a type of quantitative research that involves making careful description of educational phenomena, Gall et al(2003). Descriptive study is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing Best & Khan(2009).

The use of descriptive design involves observing and describing the situation without manipulating the variables. The use of this design helped portray an accurate position of the situation of the guidance and counselling in relation to the problem under study, Sanuders et al (2007) and permitted in-depth understanding of the subject matter.

According to Sanuders, et al,(2007), the survey method allows collection of data from a large sample population and generates findings that represent the whole population at a lower cost. This was relevant for the study, since it allows the generation of the results from the sample to the target population within known limits or error Gall et al(1996). The survey strategy allowed the collection of quantitative data within a short time span, which was analyzed quantitatively using descriptive statistics.

3.3 Target population

The target population comprised of the Principal, Deputy Principal, D.O.S, G&C Department Heads, form three Class Teachers and form three students. According to records from the D.E.O's office in Bungoma South District, there are 40 secondary schools. This gave a total of 40 Principals, 40 Deputy Principals, 40 D.O.S, 40 Guidance and Counselling Department Heads, 102 form three Class Teachers for the 102 form three streams and 3060 form three students. This resulted to a total of 3282 respondents.

3.4 Sampling procedure

Sampling is the process of selecting a number of individuals for a study in such away that the individuals selected represent the large group from which they were selected Mugenda and Mugenda (1999). This study employed random sampling and purposive sampling techniques. Random sampling was used to sample 15 schools from the district. Purposive sampling was applied to sample the 1 QUASO, 15 Principals, 15 Class Teachers from the sampled schools and the 62 form three students (4 from each of the 15 randomly sampled schools). According to Barlett (2001), purposive sampling helps in improving efficiency by enabling greater control on the composition of the sample which leads to collection of the desired data. Random sampling helps to reduce the effects of biasness and increase reliability of the findings which can be generalised to the larger population.

3.5 Data collection instruments

The research instruments that were employed in this study as the tools for data collection were: questionnaires and document analysis.

3.5.1 Questionnaires

It covered both closed and open ended questions which were administered to the respondents as away of acquiring data on how G&C has influenced secondary schools' performance. The questionnaire was divided into two sections; A and B. Section A elicited information on the schools and the demographic data of the respondents, while section B elicited information on the influence of G&C on

secondary schools' performance. Questionnaires were administered to the Heads of Guidance and Counselling, D.O.S, Class Teachers and form three students.

According to oppenheim (2000), a questionnaire is the most suitable instrument for quantitative studies because it is a set of structural questions used by the researcher to get the required information from the respondent. It has several advantages which include low cost of collecting data, designing the questionnaire and sending it to a respondent as well as being less expensive in analyzing and processing the data.

3.5.2 Document analysis

Analysis of performance records in KCSE, progress graphs and the other internal exams were done by the researcher to establish the schools' performance in in KCSE in the last 5 years and the performance of form three students in the last 4 terms. Document analysis helps in obtaining data that requires referring somewhere.

3.6 Validity reliability of the instruments

3.6.1 Pilot testing

The researcher sampled two schools in the sub-county which were not among the sample for the research and administered the tools to them. The same instruments were administered to the same schools after two weeks. The purpose of the pilot test was to check whether the tools would measure what they are supposed to measure. It would also be used to yield suggestions for improvement to be done on the research tools.

3.6.2 Validity of the instructions

Validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicator or content of a particular concept, Mugenda (2003). After formulating the instruments, the researcher gave them to the expert who is the researcher's supervisor to ascertain clarity of the instruments and determine whether the questions would elicit expected responses. The instruments were pilot tested in two schools in the district before the actual study was carried out.

3.6.3 Reliability of the instruments

According to Mugenda and Mugenda (1999), reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials.

Stempey and Wesley (1989), noted that test-re-test enables the researcher to receive important feedback on how questions can be reviewed to be more effective and relevant. The test-re-test was done in two schools in the same district which were part of the sampled groups. After test-re-test was done, the researcher checked the consistency with which the tools generated responses. The flow of questions was analysed, questions which elicited same answers were removed from the tools. The results were then analyzed to ensure the questions were properly designed and put across in the simplest way possible. Mugenda and Mugenda (2003), asserted that this enables the research instruments to yield consistent results or data after repeated trials.

In the process of test-re-test, the researcher noted down and discussed with the supervisor and interpreted the circumstances upon which arguments were made. This ensured that all sentiments were scrutinized before being accepted as valid findings of the study.

3.7 Data collection procedure

According to Oso and Orien (2008), data is anything given or admitted as a fact on which a research inference is based on. It is said to be the end result of the research procedures. This study collected appropriate data through survey by the use of questionnaires which were designed for the study. After the proposal had been approved by the panel, the researcher made a courtesy call to the Sub-county Education Office in Bungoma South to notify them of the research. In the field, the researcher visited the sampled schools and talked to the Principals about the research. The Principals of those schools introduced the researcher to the other respondents and informed them of what the researcher intended to do and requested them to offer necessary assistance.

The Head of Guidance and Counselling Department assisted in administering the questionnaires to the students and collection on the same day.

3.8 Data analysis technique

Mingala (2002) argued that data is a collection of facts and figures relating to a particular activity under study. Data once collected and kept has no useful purpose. It needs to be analyzed in order to answer research questions. Data analysis is a whole process which starts immediately after data collection and ends at the point of interpretation and processing of results (Leedy, 2003). The raw data collected from this study will be quantitative comprising of responses and suggestions from respondents. The researcher inspected the data pieces identifying the spaces left, classified and coded the data according to patterns of responses given by the respondents.

The data was then analyzed and presented by the use of descriptive statistics such as frequencies, percentages and tables. The data will then be discussed. According to singleton (1993), the most commonly used method of reporting descriptive survey research is by developing frequency distributions, calculating percentages and tabulating them appropriately.

3.9 Ethical consideration

The researcher observed confidentiality especially from the information given on the research tools. The respondents' information was not to be passed to a third party. The respondents' names were not be written on the research tools. The researcher did personal identification before the respondents and explained the mission of the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

This chapter presents findings on the study question; guiding and counselling practice in relation to academic performance. The study was carried out in public secondary schools where guiding and counselling is practiced as part of the school programme, used in the effective management of academic programmes to enhance performance.

The chapter presents descriptive data for the sample drawn from a population of (83) eighty three respondents; of which twenty nine(29) are teachers, forty three students(43), ten Principals (10) and one (1) Quality Assurance and Standards officer. The respondents were drawn with almost equal ratio in terms of gender distribution. The findings of the study are presented statistically. Frequencies of responses and percentages are tabulated for the research tools' responses as well as the respondents' demographic data.

The following objectives guided the study:

1. Determine the effect of peer guiding and counselling in relation to academic performance.
2. Assess the impact of guiding and counselling towards subject and career choices in relation to academic achievement.
3. Determine the influence of guiding and counselling towards discipline in schools for academic excellence.
4. Establish the influence of guiding and counselling towards personal social and moral challenges in enhancing academic performance.

4.1 Questionnaire return rate

The rate of return of the questionnaires is tabulated in table 4.1. The data gathered through the questionnaire would enable the researcher to acquire appropriate knowledge to answer the question of the study.

Types of respondent		No. of questionnaires issued	No. of questionnaire returned	Percentage
Teachers	Male	20	17	85%
	Female	15	12	80%
Students	Male	20	20	100%
	Female	25	23	92%
Total		80	72	90%

Table 4.1: Questionnaire return rate

The rate of return of the questionnaires was 90% which is appropriate, since the value is far above (30%) which is the expected.

4.2 Teachers' demographic data

A questionnaire was prepared to establish the background information of the characteristics of teachers in the study. These were: their gender, age, professional qualification and category of school.

4.2.1 Teachers gender

Sex	Frequency	Percentage
Male	17	58.6
Female	12	41.4
TOTAL	29	100

Table 4.2: Gender of teachers

On the teachers' gender, 17 (58.6%) of the sample used were male while 12 (41.4%) were female. This ratio enabled the researcher to examine the effectiveness of the perception of guiding and counselling practice in relation to academic performance and it also meant that there is no biasness in matters related to gender while sampling.

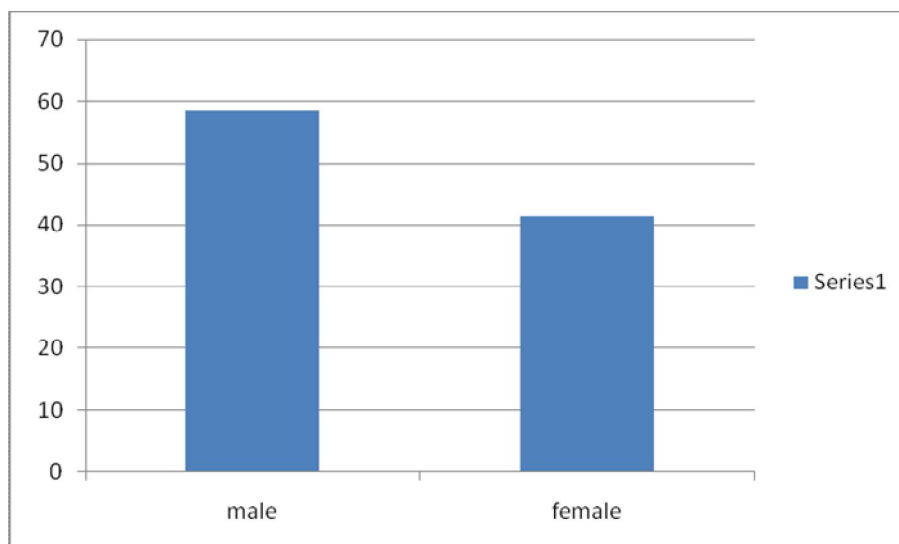


Figure 4.1: Teachers' gender

4.2.2 Teachers age

Years	Frequency	Percentage
2—25	3	10.3
26-30	7	34.5
31-35	11	72.4
36-40	4	86.2
>40	4	100.0
Total	29	

Table 4.3: Age of teachers

All 29 respondents filled the questionnaire summing up to (100%). 3 represented 10.3% of the teachers who are of age between 20-25 years, 7(24.1%) were between the ages of 26-30 years, 11(37.9%) were between the ages of 31-35 years, 4(13.8%) were between 36-40 years, while 4(13.8) were over 40 years of age. The mean age was 59.4% with a standard deviation of 1.180. From the findings, average age of most of the teachers participating in guiding and counselling in secondary schools are between 31-35 years; which is a prime age which has maximum output productivity.

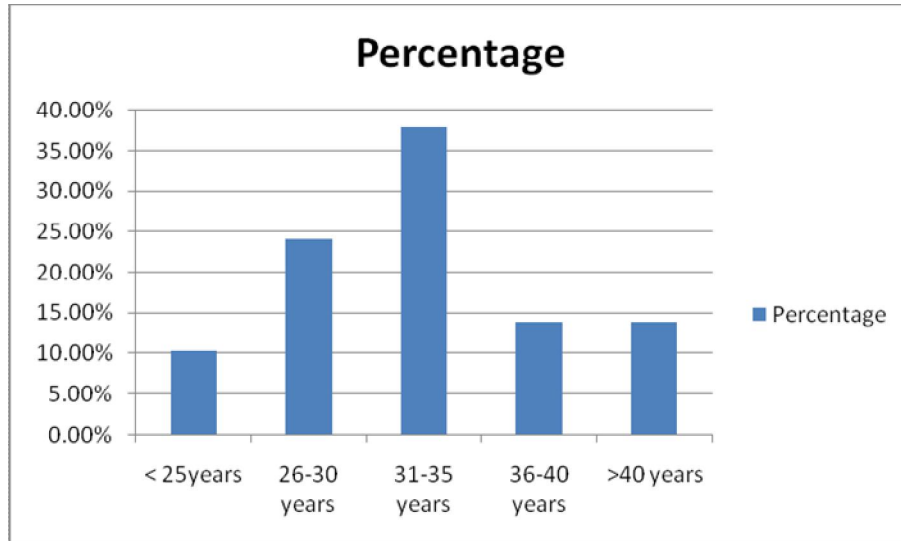


Figure 4.2: Teachers age

4.2.3 Professional qualification

Professional qualification	Frequency	Valid percentage
Post graduate	5	17.2
Trained graduate (BED)	17	58.6
Diploma/SI	5	17.2
Untrained graduate	2	6.9
Total	29	100

Table 4.4: Professional qualification of teachers

On professional qualification, all the 38 respondents filled the questionnaire translating to 100%. 5(17.2%) possessed post graduate degree in education, 17(58.6%) had a bachelor of education degree, 5(17.2%) had qualified as diploma holders in education while 2(6.9%) were untrained graduates.

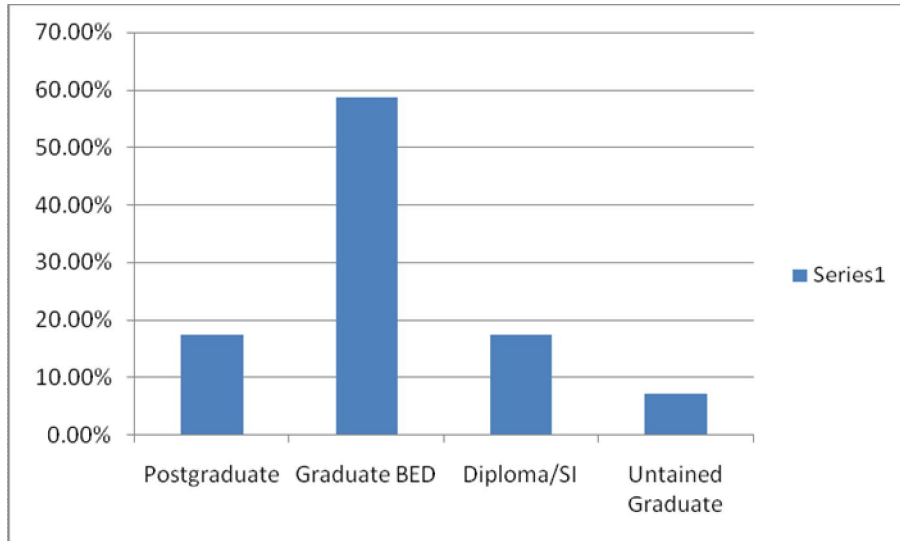


Figure 4.3: Professional qualification of teachers

This implies that majority of the teachers (93.1%) had been trained relevantly in education to teach. This has proved that academic qualifications and professional training of teachers have a direct and positive bearing on the quality of teaching performance. Effective teaching is determined by subject matter, knowledge and pedagogical skills (Husen, 1978; Avolos & Haddad 1981). The mean of 50.4% and standard deviation of 0.789 implied that majority of the teachers from both genders had qualified with a teacher education training certificate.

4.2.3 Category of school

Category of school	Frequency	Percentage
Boys boarding	9	31.0
Girls boarding	9	31.0
Mixed day	11	37.9
TOTAL	29	100

Table 4.5: Category of schools

On the category of schools, majority of the teachers were in mixed day schools 11(37.9%). The girls boarding had 9(31.0%) while in the boys boarding there were

9(31.0%). This is interpreted to mean most of the schools in Bungoma County were mixed day.

4.3 Students demographic data

The researcher explored the background characteristics of students by preparing a questionnaire for respondents to give their views about their gender, age, duration of stay and the category of school they learnt in. The results obtained were tabulated below.

4.3.1 Students gender

Gender of students	Frequency	Percentage
Male	20	46.5
Female	23	53.5
Total	43	100

Table 4.6: Student gender

20 students were male representing 46.5% while 23 students were female translating to 53.5% of the overall sample, giving a mean of 1.53 and standard deviation of 0.505. The ratio is almost equal meaning there was no biasness while sampling the students' population.

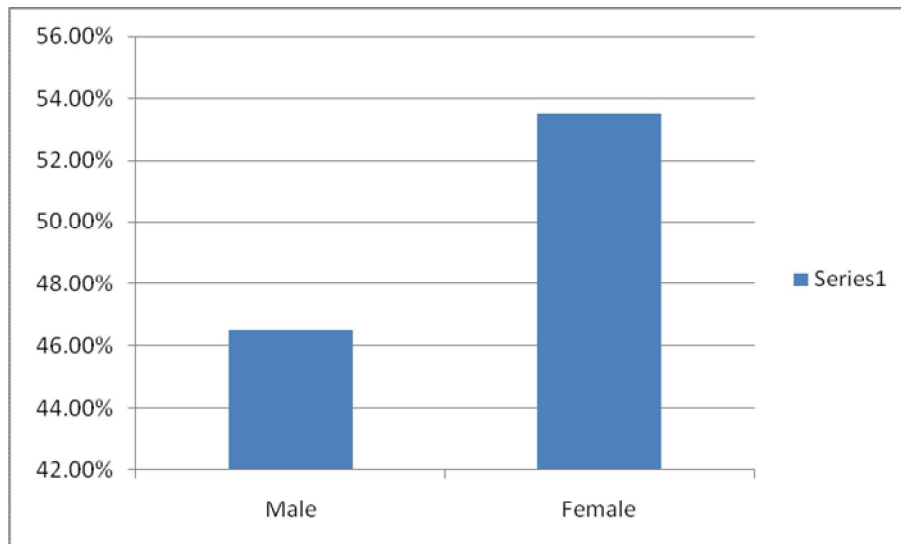


Figure 4.4: Students' gender

4.3.2 Students' age

Students Age	Frequency	Percentage
14-16	3	7.0
17-18	31	72.1
19-20	8	18.6
>21	1	2.3
	43	100

Table 4.7: Students' age

On age the researcher found out that majority of students 31(72.1%) were aged between 17-18 years. 3(7.0%) had between 14-16 years, 8(18.6%) had between 19-20 years while 1(2.3%) was above 21 years. The interpretation could mean there is a high transition rate hence no staggering of students; this is as a result of the study showing very few below 17 years and above 18 years.

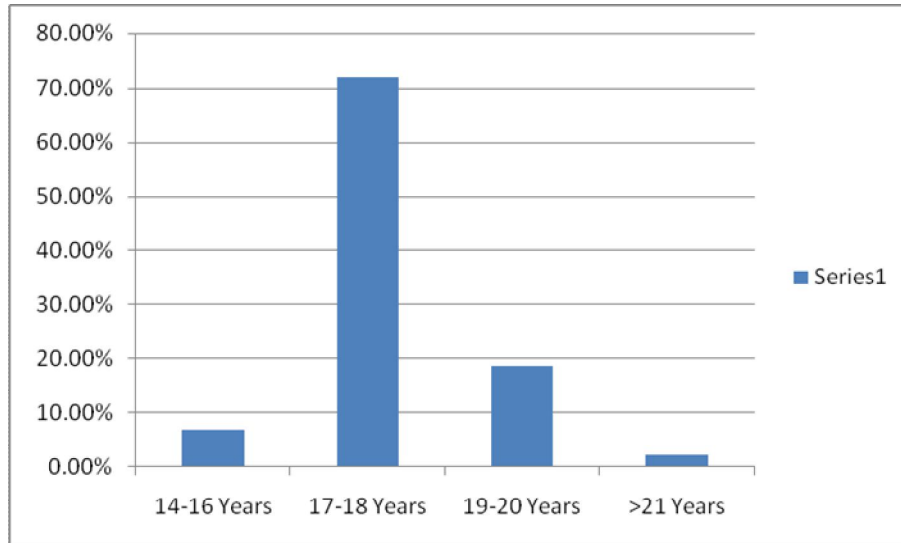


Figure 4.5: Students' age

4.3.3. Duration of stay of students

Duration of stay	Frequency	Percentage
<1 year	3	7.0
1-2 years	4	9.3
2-3 years	31	72.1
>3 years	11.6	11.6
	43	100

Table 4.8: Duration of stay of students

According to the study, majority of the students 31(72.1%) had been in the current school between 2-3 years, 3(7.0%) had stayed for one year, 4(9.3%) have been in school between 1-2 years while 5(11.6%) have been in school for more than 3 years. This means that most of the student sampled from the population, were mainly form fours and threes who have been in school between (2-3) years. This could mean that the school does not repeat students in the same classes.

4.3.4 Category of school

Category of School	Frequency	Percentage
Boys Boarding	9	20.9
Girls Boarding	8	18.6
Mixed day	26	60.5
Total	43	100

Table 4.9: Category of school

From the study 26(60.5%) of the students were in mixed day schools forming the majority of the sampled population, 9(20.9%) were in Boys Boarding while 8(18.6%) are in girls boarding. From the researched results of 2.4 as the mean and 0.821 as standard deviation, its interpretation means that most of the schools in Bungoma County were mixed day schools.

KEY: F-Frequency, % Valid Percentage, M-Mean.

Attribute		Yes	No	Total
School facilitates external speakers to counsel students	F %	28 96.6	1 3.4	29 100
The number of students taking counselling has been increasing	F %	22 84.6	4 15.4	29 100
Guiding and counselling policy has been communicated to students	F %	26 92.9	2 7.1	29 100
The Head Teacher champions guiding and counselling	F %	29 100		29 100

Table 4.10: Teachers' demographic responses

The study found out that 100% of the teachers were of the opinion that Head Teachers championed guiding and counselling in schools with mean of 1.00 and standard deviation of 0.000. Resulting from the administrative support, 92.9% of the teachers were of the opinion that guiding and counselling policy had been communicated to students. 96.6% of the teacher fraternity with mean of 1.03 and standard deviation 0.183, asserted that schools facilitated external speakers to counsel students, a factor that reinforces the guiding and counselling policy in the schools following the administrative support given. These should have influenced the 84.6% of the teachers who are of the opinion that the number of students taking counselling had increased.

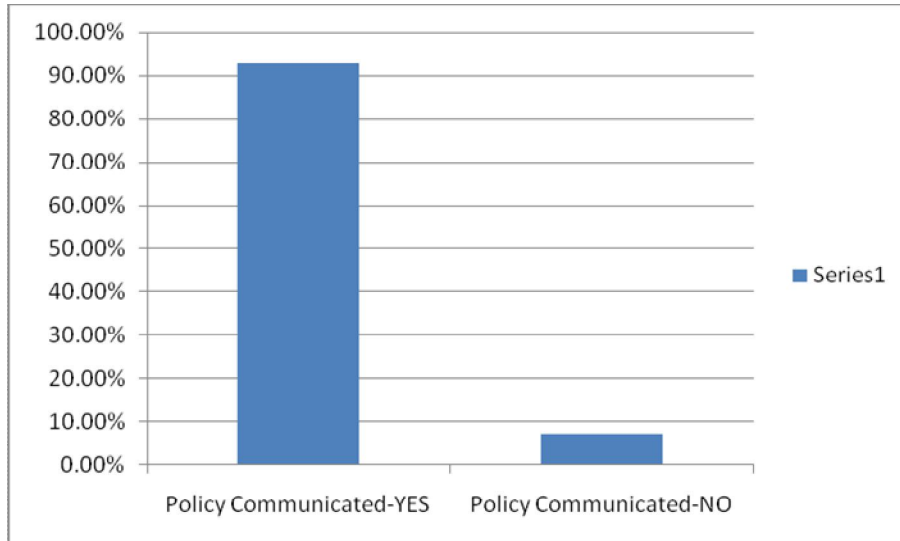


Figure 4.6: Guiding and counselling policy has been communicated to students

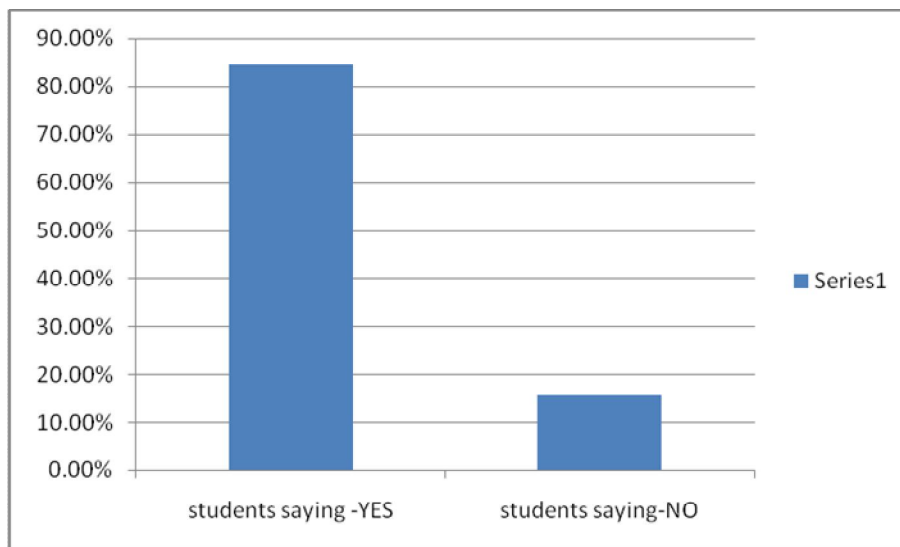


Figure 4.7: The number of students taking counselling has been increasing

4.4 Specific information

The researcher explored to find out the effect of guiding and counselling in relation to academic performance in schools. The findings were tabulated as shown below.

4.4.1 Response of students on guiding and counselling practice in relation to academic performance in schools.

The objective of the researcher was to find out how guiding and counselling practice is related to academic performance in schools. Students were asked to give their opinion on how frequent the classroom practices occur on a scale of 4: 1-Rarely occurs, 2-Sometimes occurs, 3-Occurs, 4-Very frequently occurs. The descriptive results are shown in table 4.11

Key:-Frequency, % Percentage, RO- Rarely Occurs; SO- Sometimes Occurs, O- Occurs, VFO- Very Frequently Occurs, M-Mean.

ATTRIBUTE		RO	SO	O	VFO	TOTAL	M
No corporal punishment is administered in school	f	24	10	4	3	4	1.81
	%	55.8	23.3	9.3	7.0	100	45.25
Guiding and counselling decreases students aggressiveness and hostile behavior	F	1	15	12	15	43	2.95
	%	2.3	34.9	27.9	34.9	100	73.8
School counsellors play parental roles in school.	F	5	5	13	19		3.14
	%	11.6	11.6	30.2	44.2	100	78.5
Decreased classroom disturbances enable quality instructions by teachers for students' achievements.	F	3	5	15	20	43	3.21
	%	7.0	11.6	34.9	46.5	100	80.25
Counsellors help students develop positive behavior and good mind posture.	F	3	5	15	20	43	3.21
	%	7	11.6	34.9	46.5	100	80.25
Counsellors regulate and organize individuals and other activities in the school.	F	4	5	16	18	43	3.12
	%	9.3	11.6	37.2	41.9	100	78
An established and maintained environment facilitates effective learning and teaching.	F	3	6	15	18	43	3.19
	%	7.0	14.0	34.9	41.9	100	79.75

Table 4.11: Effect of peer guiding and counselling in relation to academic performance

During the study it was found out that 45.25% of the students were of the opinion that no corporal punishment is administered in school. These findings were in line with the study done earlier by Osthuizen, 2007:1 and Van tassel (2011.1), who indicated that abolition of corporal punishment left a definite vacuum in methods of dealing with misconduct. This was an indication of overreliance by the learners on the use of

punishment by special rule. Van Tessel (2011.1) shows frustration and challenges for school administrators in managing discipline without corporal punishment.

The study also determined that 73.8% of the students found out that, guiding and counselling decreased students aggressiveness and hostile behaviour. This was in agreement with Omizo, Hershberger & Omizo,(1988), who in their study found out that group counselling provided by the school counsellors, significantly decreased participants aggressive and hostile behavior.

78.5% of the students were of the opinion that school counsellors play parental roles in school while 80.25% agreed that counsellors help students develop positive behavior and good mind posture. The findings of the two attributes agree with a study done earlier by (Maire 1978), who critically looked at Erickson theory of environmental forces on child development, indicated clearly that no child can develop well if not guided by an adult. As a result, in school environment, guidance and counselling coordinators serve as trained personnel to mould the like of children in schools as parents; hence help students develop positively in behavior and in mind.

A study on the attribute decreased classroom behavior enables quality instructions by teachers for high student's achievement, 80.25% were for this opinion. This was in agreement with the study done by Gerler, Kinney and Anderson (1985) on effects of counselling on classroom performance. It stated that, underachieving students who receive counselling improve significantly on the self-rating scale of classroom behavior.

The study reveals that 78% of the students were of the opinion that counselling regulates and organizes individuals among other activities in the school. This is in agreement with a study done by (Ferreira et al:2009:163), who states that education operating from a traditional perspective may define school discipline ranging from all activities that are implemented to control learner behavior to enforce compliance and order.

From the study 79.75% of the students were of the view that an established and maintained environment facilitates effective learning and teaching. This is in agreement with the study done earlier, where (Thornberg's 2008:37) stated that school discipline can be described as all strategies that can be put in place to co-ordinate, regulate and organize individuals and their activities in school.

Key: F-Frequency, % Percentage, SD-Strongly Disagree, U-Undecided, A-Agree, SA-Strongly Agree, M-Mean

ATTRIBUTE		SA	D	U	S	SA		TOTAL	M
Counselling leads to a teaching and learning environment that adheres to human rather than punitive rules	F	4	4	7	4	24		43	2.07
	%	9.3	9.3	16.3	9.3	55.8		100	41.4
Guiding encourages intrinsic motivation, self-management and decision making skills	F	1	2	2	18	20		43	1.24
	%	2.3	4.7	4.7	41.9	46.5		100	34.8
Discipline counselling accounts to learners academic performance and achievement	F	2	4	4	11	22		43	1.91
	%	4.7	9.3	9.3	25.6	51.2		100	38.2
Guiding and counselling advocates for no-coercive non-confrontational yet assertive strategies	F	-	5	7	24	6	1	43	2.47
	%		11.6	16.3	55.8	14.0		100	49.9

Table 4.12: Effect of peer guiding and counselling in relation to academic performance

41.2% of the students were of the opinion that counselling leads to a teaching and learning environment that adheres to human rather than punitive rules. This is in agreement with a study done earlier by (Felderhof, 2002:71), who found out that the

quality and complexity of human behavior necessitates a more constructive approach to school discipline. The learners should increasingly accept responsibility for their own behavior, and that good discipline should be based on human values rather than punitive rules.

Through the same study, 34.8% of the student respondents viewed that guiding and counselling encourages intrinsic motivation, self-management and decision making skills. The findings agreed with (Felderhof, 2002:71) study, which asserted that progressive perspective and school discipline should be seen as all activities that contribute to learners' intrinsic motivation, self-management and decision making skills.

38.2% of the respondents among the students said that discipline counselling accounts for learner's academic performance and achievement. These agreed with the previous study done by (Tiwane, 2010:1), who stated that managing learner behavior has become one of the most problematic and contested areas in schools since banning of corporal punishment. Educationists are discouraged and demoralized by the way learners behave, since they are accountable for learner's academic performance and achievement.

49.4% of students were of the opinion that guiding and counselling advocates for non-coercive, non-confrontational yet assertive strategies, while 65% of the student respondents said counselling improves on classroom time available for teaching and learning. These two attributes is in agreement with (Tiwane 2010:1) who states that to maintain long term discipline in school that will serve a long term, educators have to device and implement disciplinary strategies that are non-coercive, yet assertive and non-confrontational which will strive to increase classroom time available for teaching and learning.

4.5 Responses of teachers on the impact of guiding and counselling towards subject and career choices in relation to academic achievement.

The aim of the researcher was to assess the impact of guiding and counselling towards subject and career choices in relation to academic achievement. Teachers were asked to give their opinion as to what extent the guiding and counselling practice occurs on a scale of 3: 3-To a Great Extend, 2-To Some Extend, 1-Not At All. The descriptive results are presented in the table 4.13

Key-Frequency, % Valid Percentage, TGE-To a great Extend, TSE-To some Extend, NAA- Not At All, M- Mean.

ATTRIBUTE		TGE	TSE	NAA	TOTAL	M
Counselling sets meaningful occupational goals for students	F %	22 84.6	4 15.4		29 100	1.15 38.3
Career choices information lead to job market requirement	F %	16 59.3	10 37.0	1 3.7	29 100	1.14 38.0
Career counselling leads to career possibilities	F %	17 60.7	11 39.3		29 100	1.39 46.3
Counselling leads to more future orientation and greater self-efficacy	F %	15 55.6	11 40.7	1 3.7	29 100	1.48 49.3
Counselling improves student perception that they were being prepared for better future	F %	22 78.6	6 21.4		29 100	1.21 40.3
Subject choice and career counselling leads to increased school management	F %	11 42.3	12 46.2	3 11.5	29 100	1.69 56.3
Counselling helps students develop an integrated picture of them.	F %	21 75.0	7 25.0		29 100	1.25 41.6
Counselling help students know more about job prospects and what they study.	F %	22 78.6	5 17.9	1 3.6	29 100	1.25 41.6
Counselling helps students avoid accumulation of certificate that may not be helpful.	F %	7 25.9	15 55.6	5 18.5	29 100	1.93 64.3
Subject choice and career counselling help in the efficient use of human recourses	F %	12 46.2	10 36.5	4 15.4	29 100	1.69 56.3
Counselling helps in effective assistance towards career development	F %	22 81.5	5 18.5		29 100	1.19 39.7

Table 4.13: Impact of guiding and counselling towards subject and career choices in relation to academic achievement

On the attribute counselling sets meaningful occupational goals for students, 38.3% of the students agreed with it, while 38.0% were of the opinion that career choices information lead to job market requirement. In the same study, 46.3% think that career counselling leads to understanding of career possibilities while 39.7% of the respondents were of the opinion that counselling helps in effective assistance towards career development. 49.3% of the students feel that counselling leads to more future orientation and greater self-efficacy.

The five attributes are in agreement with the study done by Lapan, Gysbers, Hoghey and Arni on “Evaluating a guidance and language art unit for high school juniors”. They found out that those students who participate in career development counselling show significantly more understanding of career possibilities, more future orientation, greater self-efficacy and increased school management. With the rapid changing labour market trends, world of work, job requirements and altered market conditions, there is need to guide students towards setting of meaningful occupational goals. The student should be given relevant information concerning career choices and labour market requirements.

The same study of Lapan, Gysbers, Hoghey and Arni has been supported by the students’ findings, where 40.3% were of the opinion that counselling improves the perception that they were being prepared for a better future, while 56.3% said subject and career counselling lead to increased school management.

41.6% of the students were of the opinion that counselling help student develop an integrated picture of them. This is in agreement with Muite and Ndambuki (1999), who noted that students have to be helped in developing an integrated picture of them and of their role in the professional world.

In the same study 41.6 % of the students were of the opinion that counsellors help students know more about job prospects and what they study. This was in agreement with a study done earlier by Peterson, Long and Billips (1999), which states that career interventions done by school counsellors within middle school students, have a

direct impact on student's abilities to understand their educational choices and the relationship between academic choices and career.

On the attribute subject choice and career counselling help in the efficient use of human resources, 56.3% of the students are in agreement with it. This supports the study done earlier by Whiston, Brecheisen and Stephens (2003), who state that students should pursue education with a clear idea of what they will be. This ensures efficient use of human resources and those career interventions that do not use school counselors, have been found to be significantly less effective than group workshops and classes run by counsellors.

64.3% of the student respondents were of the opinion that counselling helps students avoid accumulation of certificates that may not be helpful. These is in agreement with Whiston, Brecheisen & Stephens (2003), who said in their study that education should be made meaningful to the child thereafter and avoid accumulation of papers and certificates that may not help the child to fit in the labour market.

4.6 Response of students on guiding and counselling towards discipline in schools for academic excellence

The objective of the research was to determine the influence of guiding and counselling towards discipline in schools for academic excellence. Students were asked to give their opinion to what extent they agreed with the school practices on a scale of 3: 3-To a Great Extend, 2-To Some Extend, 1-Not At All. The descriptive results are presented in table 4.14.

Key: F-Frequency, % Percentage, TGE-To a great Extend, TSE-To some Extend, NAA- Not At All, M- Mean

ATTRIBUTE		TGE	TSE	NAA	TOTAL	M
Discipline counselling promotes better study habits and study skills	F %	26 60.5	15 34.9	1 2.3	43 100	1.47 49
Discipline counselling leads to students being understanding and effective member of society.	F %	21 48.8	18 41.9	2 4.7	43 100	1.65 55
Counselling enhances discipline from cruel and coercive to nurturing and liberating.	F %	15 34.9	14 32.6	7 16.3	43 100	2.14 71.3
Discipline counselling enforces compliance and order among students	F %	12 27.9	22 51.2	5 11.6	43 100	2.02 67.3
Counselling goes a more constructive approach to school discipline	F %	19 44.2	23 53.5		43 100	1.6 53.3
Counselling improves on classroom time available for teaching and learning	F %	17 39.5	13 30.2	11 25.6	43 100	1.95 65
Discipline counselling improves classroom atmosphere and manages educators stress	F %	24.55.8	16 37.2	3 7.0	43 100	1.51 50.3
Discipline counselling enables one to understand students behavior	F %	19 44.2	21 48.8	3 7.0	43 100	1.63 54.3
Counselling provides disciplinary strategies that manages and moderates students behavior effectively	F %	25 58.1	14 32.6	3 7.0	43 100	1.53 51
Discipline counselling has significant influence on discipline	F %	19 44.2	18 41.9	5 11.6	43 100	1.72 57.3
Counselling provides for significantly less inappropriate behavior	F %	14 32.6	18 41.9	7 16.3	43 100	2.02 67.3
Counselling enforces more positive attitude towards school	F %	24 55.8	17 39.5		43 100	1.53 51.0
Counselling decreases students aggressive and hostile behavior	F %	16 37.2	20 46.5	3 7	43 100	1.88 62.7
The role of school counsellors is not limited to discipline alone.	F %	12 27.9	19 44.2	7 16.3	43 100	2.12 70.7

Table 4.14: Influence of guiding and counselling towards discipline in schools for academic excellence

49% of the students asserted that discipline counselling promotes better study habits and study skills. This is in agreement with the study done earlier by Whiston and Sexton (1998), who found out that school counselling study skills interventions have shown to improve middle school students. From the (Bulletin on education and Research, June 2006, Vol.28, no.1 page 35-45) better study habits and study skills lead to better achievement scores from students: hence guiding programmes would foster positive attitude towards school learning and work, leading to academic achievements.

The study revealed that 55% of the students were of the opinion that discipline counselling led to students understanding and effective members of the society. This was in agreement with the study done by Muite and Ndambuki (2002), where they defined counselling as the skilled and principled use of relationships, which develops self-knowledge, emotional acceptance and growth of personal interest. They view counselling as a reasoning oriented process which usually occurs on an interactive relationship, with the aim of helping the person learn more about them self and also be an understanding and effective member of the society.

The study also found out that 71.3% of the students were of the view that counselling enhances discipline from cruel and coercive to nurturing and liberating. The findings supported a study by (Thornberg, 2008), where he describes school discipline as all strategies that can be used to coordinate, regulate and organize individuals in all activities of the school. The definition is a comprehensive and helpful start to understanding school discipline in that, it includes all activities used to maintain discipline from cruel and coercive to the nurturing and liberating.

67.3% of the students were of the opinion that discipline counselling enforces compliance and order among students. These is in agreement with (Ferrira et al, 2009: 163), who states that educators operating from a traditional perspective may define school discipline as ranging from all activities that are implemented to control learner behavior, enforce compliance and maintain order.

53.3% of the students were of the opinion that counselling gives a more constructive approach to discipline. This is in agreement with a study done by (Felderhof, 2002:7), which stated that the quality and complexity of human behavior necessitates a more constructive approach to school discipline.

The study also found out that 65% of the respondents were of the opinion that counselling improves on classroom time available for teaching and learning. The findings agree with an earlier study done by Tiwane (2010:1) who stated that in maintaining discipline in school that will serve a long term, educators have to devise and implement disciplinary strategies that are non-coercive, yet assertive and non-confrontational, which will strive to increase classroom time available for teaching and learning and at the same time respond to students behavior in a manner that decreases disruption.

50.3% of the students were of the opinion that discipline counselling improves classroom atmosphere and manages educators stress while, 54.3% agree that counselling enables one to understand students' behavior. The students' opinion on the two attributes were in line with the Choice theory of which Gasser (2009:2) says; disciplinary strategies will manage students behaviors in a manner that decreases disruption, improve classroom atmosphere and relieves educators stress and fatigue. In achieving this effectively, discipline is managed alongside modifying students behaviors, by dire need to understand learners and reasons behind varying learners acts of misconduct.

From the study 51% of the students were of the view that counselling provides disciplinary strategies that manage and moderates students' behaviors effectively. The findings agree with the study done by Gasser (2009:2), which state that by understanding learners' behavior and actions one can design effective disciplinary strategies that will manage and modify students behavior in school effectively.

57.3% of the same students were of the view that discipline counselling has significant influence on discipline while 67.3% responded as supporting the attribute.

Counselling provides for significantly less inappropriate behavior. The two attributes are in agreement with an earlier study done by (Baker and Gerler:2001), which found that effective school counselling has significant influence on discipline and that students who participated in school counselling effectively have significantly less in appropriate behaviors and more positive attitude towards school than those students who did not participate in the programme.

62.7% of the student respondents asserted that counselling decreased student's aggressive and hostile behavior. The study agrees with a study done by Omizo, Hersberger and Omizo, (1988) which found out that group counselling provided by school counsellor's significantly decreased participant's aggressive and hostile behaviors.

51.0% of the student respondents were of the view that counselling enforces more positive attitude towards school. This is in agreement with a study done by Braddock, who said the purpose of guidance and counselling services for school going students is to improve academic achievement, foster positive attitude towards school, learning and work, increase acquisition and application of conflict resolutions skills and finally decrease dropouts from school.

70.7% of the students were of the opinion that the role of school counsellors was not limited to discipline alone. The outcome result was in agreement with an earlier study done by Whiston, Sexton & Lasof (1988) who asserted that the role of school counselors was not limited to discipline but has been found to be very effective in assisting middle school children in the area of career development.

4.7 Response of teachers on guiding and counselling towards personal, social and moral challenges in enhancing academic performance

The researcher sought to establish the influence of guiding and counselling towards personal social and moral challenges in enhancing academic performance in secondary schools. The teachers were asked to give their opinion on what rate the

guiding and counselling occurred on a scale of 4: 4-Very Good, 3-Good, 2-Good, 1-Poor. The results were presented as shown on table 4.15.

Key-Frequency, % Percentage, VG-very Good, G-Good-Fair, P-Poor

ATTRIBUTE		VG	G	F	P	TOTAL	MEAN
Students perceive the importance and relevance of education in their future	F	7	11	7	4	29	3.28
	%	24.1	37.9	24.1	13.8	100	82
Students pursue education with an idea of what they want to be	F	6	14	5	4	29	3.24
	%	20.7	48.3	17.2	13.8	29	81
Students understand the relationship between academic choices and career	F	7	10	6	5	29	3.32
	%	75.0	35.7	21.4	17.9	100	83

Table 4.15: Guiding and counselling towards personal, social and moral challenges in enhancing academic performance

From the study it was found out that 82% of the teachers were of the view that students perceive the importance and relevance of education in their future. This is in agreement with (Lapan, Gysbers and Petroski, 2001), in a study on the effects of comprehensive guiding and counselling programmes on several areas of students' lives. They found out that there was a correlation between complete implementation of a comprehensive guiding and counselling programme and the perception of students in schools in regard to their importance and relevance of education to their future.

On responding to the attribute, students pursue education with an idea of what they want to be, 81% of the teachers were of this opinion. This was in agreement with Whiston, Brecheisen & Stepheness (2003), who states that a student should pursue education with a clear idea of what they will be, to ensure efficient use of human resources. They argued that those career interventions that do not use school counsellors, have been found to be significantly effective than group workshops and classes run by counsellors.

The study also revealed that 83% of the teachers were of the opinion that students understand the relationship between academic choices and career. This was in agreement with a study done by Peterson, Long and Billips (1999), who states that interventions done by school counsellors within middle school students have a direct impact on student's abilities to understand their educational choices and the relationship between academic choices and careers.

Key: F-Frequency, % Valid Percentage, SD-Strongly Disagree, D- Disagree, U- Undecided, A-Agree, SA-Strongly, M-Mean

ATTRIBUTE	SD	D	U	A	SA	TOTAL	M
Students choose careers that are consistent with their ability		5 17.2	12 41.4	7 24.1	5 17.2	29 100	3.59 71.81
Students explore talent instead of emphasizing on academic performance	4 13.8	5 17.2		15 51.7	5 17.2	29 100	2.59 51.8
Students perceive their school as doing its best to provide information of post-secondary opportunities	2 6.9	6 20.7	1 3.4	8 27.6	12 41.1	29 100	2.24 44.8
Vocation guidance helps students chose an occupation that they progress in.	1 3.6	6 21.4	2 7.1	10 35.7	9 32.1	29 100	2.29 45.8
Counselling offers a combination and career alternative for a child	2 7.4	4 14.8	5 18.5	12 44.4	4 14.8	29 100	2.56 51.2
Counselling assists students in carrying out adequate plans for desired goals in life.	5 17.9	3 10.7	1 3.6	9 32.1	10 35.7	29 100	2.43 48.6
Subject and career counselling improves students grades	4 14.3	3 10.7	1 3.6	10 35.7	10 35.7	29 100	2.32 46.4

Table 4.16: Guiding and counselling towards personal, social and moral challenges in enhancing academic performance

On the attribute of guiding and counselling can help the students choose careers that are consistent with his/her ability, 71.8% of the teachers were in agreement. The outcome concurs with the earlier research where Muite and Ndambuki (1999) noted that students have to be helped in developing an integrated picture of themselves and of their role in the professional world. Left on their own, students may not know much about the job prospects of what they want to study. Majority of them look

forward for white collar jobs forgetting the ever changing world of technology which has many careers.

The results of the study students explore talent instead of emphasizing on academic performance revealed that 51.8% of the teachers were in support of the attribute. This is in conformity with a survey carried out by World Bank (1001), which reports that a lot of talent in some of the students remains talent because of laying too much emphasis on academic performance.

The study further revealed that 44.8% of the teachers were of the opinion that students perceive their school as doing its best to provide information of post-secondary opportunities. These was in line with Lapan Gysberg and sun, whose stated that wide survey sample revealed that high school students where comprehensive guiding and counselling programme existed, the outcome of the process showed that students perception that their schools were doing a better job providing for information of post-secondary opportunities.

45.8% of the teachers supported the attribute, vocation guidance helps students choose an occupation that they would progress in. This was in agreement with Muite and Ndambuki quotation of the Kenya's Ministry of Education MOE (1977) that defined guidance as a continuing process concerned with determining and providing for developmental needs for learners. Guidance is considered a lifelong process that involves helping individuals both as part of a group and at personal level. Students need to be exposed to the three dimensions of guidance: vocational, educational and personal-social guidance in order to be able to make appropriate decisions affecting their lives.

The researcher further found out that 48.6% of the teachers were of the view that counselling assists students in carrying out adequate plans for desired goals in life. This is was in support with Patterson H. I (1977) who refers to guidance as a broad area of educational activities and services earned at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustment in life.

The attribute subject and career counselling improves students grades was supported by 46.4% of the teachers sampled out in the study. Their opinion was in agreement with earlier study done by Lapan, Gysber and son, (1997). They observed that students in schools that provide counselling services indicated that, the use of classes were less likely to be interrupted by other students and that their peers behaved better in school. Counselling intervention can therefore positively affect school behavior specifically, students on task and productive use of time and students in class discipline. Students are likely to report that they had earned high grades.

The study found out that 51.2% of the teachers were of the view that counselling offers a combination and career alternative for a child. These findings were in agreement with Whiston, Brechisen and Stephens (2003), who argues that career interventions that do not use school counsellors have been found to be significantly less effective than group's workshop and classes run by counselors. Currently, schools are pre-occupied with mean scores and attainment of grade (A) mean without much thought on possible combination and career alternative for a child.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Background study

The study aimed at establishing the guiding and counselling practice in relation to academic performance.

5.2 Summary of the outcome of the research

The study established that guiding and counselling practice has a correlation with the academic performance of students in secondary schools. The research intentions were to fill in the gap and provide knowledge and practice through interventions on the objectives that are geared towards academic excellence.

5.2.1 Summary of objective 1: To determine the effect of peer guiding and counselling in relation to academic performance.

To some extent, trained student counsellors compliment the guiding and counselling teachers by playing parental roles, in helping decrease the students' aggressiveness and hostile behaviour. This helps develop good behaviour and mind posture that ensures "NO" corporal punishment is administered in schools.

Students among peers regulate and organize individuals and other activities in the school, establishing and maintaining an environment that facilitates effective teaching and learning and adheres to human rather than punitive. The social dignity bestowed upon the students personally encourages intrinsic motivation, self-management and decision making skills which accounts for academic performance and achievement. Morally, counselling advocates for non-coercive, non-confrontational, yet assertive disciplinary strategies.

5.2.2 Summary of objective 2: To find out the impact of guiding and counselling towards subject and career choices in relation to academic performance.

To a great extent, subject and career choice counselling helps students develop an integrated picture of themselves and their role in the professional world, by creating a

perception that they are being prepared for a better future. This leads to more future orientation and greater self-efficacy. With the rapid changing labour market trends, job requirements and altered market conditions, there is need to guide students towards setting meaningful occupational goals, with relevant information concerning careers choice and labour market requirements.

Counselling helps in effective assistance towards career development through interventions that lead to students' understanding of the educational choices and relationships between academic choices and career. Students should pursue education with a clear idea of what they will be to ensure effective use of resources and avoid accumulation of papers and certificates that may not be useful.

5.2.3 Summary of objective 3: Determining the influence of guiding and counselling towards discipline in schools for academic excellence.

To some extent, discipline counselling has significant influence on the overall school's discipline. It provides disciplinary strategies that manage and moderate students' behaviour effectively. This leads to better study skills and habits that improve the time available for teaching and learning through decreased disruption, improved classroom atmosphere which reduces educators' stress.

Discipline counselling assists students to be understanding members of society by attributing for self-knowledge, emotional acceptance and growth of personal interest, a factor that will contribute to the discipline from cruel and coercive to nurturing and liberating. The process will decrease students' aggressiveness and hostile behaviour cultivating compliance and order among students, which shall ensure positive attitude towards school.

5.2.4 Summary of objective 4: Establishing the influence of guiding and counselling towards personal social and moral challenges in enhancing academic performance.

To some extent, students perceive the importance and relevance of education for their future by pursuing studies with an idea of what they want to be. This is made possible

by students being made to personally understand the relationship between academic choices and careers that are consistent with their ability.

Socially students explore talents in their inner gifted ability instead of emphasizing on academic performance. The school is perceived as doing its best to provide information of post-secondary opportunities. Counselling offers a combination and career alternative for a child hence vocation guidance helps students choose an occupation that they would wish to progress in. This will improve the students' grades and assist students in carrying out adequate plans for desired goals in life.

5.3 Conclusions

The study sought to find the influence of guiding and counselling practice in relation to academic performance. The results show that, guiding and counselling as practised does not meet the required standards of what is desired in academic performance. This has a direct bearing on human development that is related to what is effective practice regarding vision and mission of schooling: the self and self-conceptualization process for mastery of development tasks. These are agents of what constitutes comprehensive guidance and counselling practice. Further without access to counselling programmes, the self and self-actualization are jeopardized more so towards self-actualization, belonging, safety, and expectation as drive. Also, lack of visibility of counselling programmes poses a challenge, as this reflects lack of recognition. There is need to review guidance and counselling practices with the view of ensuring they meet the professional standards that lead to academic excellence thus performance. The recommendations are tailored towards guiding policy and mandating the practice.

5.4 Recommendations

From the study, the general impression is that guiding and counselling affects positively the academic performance in schools. All teachers in the school need to understand in depth the concept of guiding and counselling in the school setting and how it can be used to improve the academic performance.

The study therefore recommends that:

- i. There should be a national policy in place, governing all teacher training colleges where guiding and counselling should be part of the teacher training curriculum. Guiding and counselling certificate should be a precondition for employment by the government employment agent.
- ii. Guiding and counselling should be introduced at secondary school level, as part of the examinable subject's, right from elementary secondary school.
- iii. The Ministry of Education policy of 'NO' corporal punishment, should be embraced with alternative means of punishment that are not punitive.
- iv. The Education Ministry should organize regular seminars based on personal social and moral practices for schools. This will ensure that the policy on professional ethics is adhered to for improved performance.

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APPENDICES

Appendix 1: Letter of introduction

To whom it may concern

I am a student at the University of Nairobi undertaking a Master of Education degree in Measurement and Evaluation, registration No: E58/61657/2013. As part of the requirements, I am carrying out a research entitled, “Guiding and counselling practice in relation to academic performance”.

The study involves administering questionnaires to the Principal, Heads of Guiding and Counselling Department, Directors of Studies, form three Class Teachers, form three students and the Quality Assurance and Standards Officer. The study will also involve filling in of the questionnaires and oral interviews. I kindly request you to assist me get the relevant information meant for academic purposes. The information will be treated with utmost confidentiality for the purpose of this study only.

Thank you

Yours faithfully,

Oliver Wekesa Kituyi

5-Excellent 4-Very good 3-Good 2- Fair 1-Poor

4. The following are statements about your school. Please indicate the extent to which each statement characterizes how subject choice and career application counselling is undertaken in your school.

Tick (√) appropriately in the rows and column in the table below where:

SD-Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA-Strongly Agree

Statement	SA	A	U	A	SA
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5. Using –To a Great Extent (TGE) 3: To some Extent (TRSE) 2: Not at All (NAA)

Answer stating the following, whether subject choice and career application guiding and counseling would have an effect on academic achievement of students in secondary schools.	TGE (3)	TSE (2)	NAA (1)
Do you think subject choice and career application counseling can lead to:			

The students' questionnaire was the same as the teachers'.

Thank you for your cooperation

Appendix III: Questionnaire for students

Guiding and counselling practice in relation to academic performance

Dear Student,

The purpose of this study is to evaluate “Guiding and counselling practice in relation to academic performance.”

You are kindly requested to fill the questionnaire genuinely. The information obtained will be treated with utmost confidentiality and only used for the purpose of this study.

SECTION A: Background Information

1. (A) Your Age Bracket (Kindly tick (√) one)

- (i) Below 14 yrs [] (ii) 15-14 yrs [] (iii) 17-18 yrs []
(iv) 19-20yrs [] (v) 21 yrs and above []

(b) Please indicate your

(i) School's name _____

(ii) Class _____

(c) Are you a boarder or day scholar?

Boarder [] Day scholar []

(d) Gender

Male [] Female []

(e) For how long have you been in this school?

Less than 1yr [] 1- 2yrs [] 2-3 yrs [] Over 3 yrs []

SECTION B: Guiding and counselling practice in relation to academic performance

2: DIRECTIONS. The following are statements about your school. Please indicate the extent to which each statement characterizes your school by putting RO, SO, O, VFO as explained below:

RO=Rarely Occurs; SO=Sometimes Occurs; O=Often occurs; VFO= Very Frequently Occurs

Statement	RO	SO	O	VFO
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3. In your opinion has the quality of teaching and learning in this school improved over time? Do you attribute this improvement (if any) to the guiding and counselling programs? Kindly give a brief explanation.

4. The following are statements about your school. Please indicate the extent to which each statement characterizes your school by ticking appropriately in the rows and columns in the table below, where:

SD-Strongly Disagreed-Disagree, U-Undecided, A-Agree, SA-Strongly Agree.

Statement	SA	A	U	D	SD
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5. Using – To a Great Extent (TGE) 3: To some Extent (TSE) 2: Not at All (NAA)

Answer stating the following questions whether guiding and counselling influences the discipline or students in secondary schools.	TGE (3)	TSE (2)	NAA (1)
Do you think discipline counselling in schools can lead to:			

Thank you for your cooperation.