

**“ PERCEPTION OF THE INFLUENCE OF GUIDANCE AND
COUNSELING PROGRAMME ON STUDENTS’ PERFORMANCE AT
KENYA CERTIFICATE OF SECONDARY EDUCATION KISII
CENTRAL, KENYA ”**

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By

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Requirements for the Award of the Degree of Master of
Education in Curriculum Studies.**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.



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This research project has been submitted for examination with our approval as University Supervisors



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DEDICATION

I dedicate this work to all my family members ; to my late father Simeon Ong'au Ongeri; my mother Martha Kwamboka Ong'au, to my wife Nancy Kemunto and to our lovely children Zachary, Flora, Victor, Rachael and Ayubu Musa. I love you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

AACD	American Association for Counseling and Development
AIDs	Acquired Immune Deficiency Syndrome
G/C	Guidance and counseling
HIV	Human Immuno Virus
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
NACADA	National Co-ordinator Against Drug Abuse
PTAs	Parents Teacher's Associations
QASOs	Quality and Standards Officers
TSC	Teacher's Service Commission
UNESCO	United Nations, Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Education Fund
WHO	World Health Organization

ABSTRACT

The provision of adequate and effective guidance and counseling services is crucial in education. Students need effective professional advice on appropriate study habits and techniques to perform effectively in National Examinations.

The aim of this study was to investigate the perception of the influence of guidance and counseling program on students' performance at Kenya Certificate of Secondary Education in Kisii central district. Four questions were formulated to guide the study. Research question one sought to assess the perception of the attitude of students and teachers towards guidance and counseling programme and how it affects KCSE performance. Research question two aimed at establishing the perception of the levels of training of headteachers and teacher-counselors in guidance and counseling at KCSE performance; Research question three sought to determine the perception of the adequacy of the facilities used in guidance and counseling program at KCSE performance while research question four aimed at establishing the perception of the intervention measures put in place to strengthen the provision of guidance and counseling services at KCSE performance.

The design adopted for the study was descriptive survey design. The target population of the study was 26 teachers that comprised of 13 headteachers of public secondary schools, 13 teacher-counselors of public secondary schools and 335 students both males and females.

The findings revealed that 46.2% of the guidance and counseling teachers had over 15 years of experience in guidance and counseling. 53.8% of the guidance and counseling staff had no professional trainings in guidance and counseling. Schools with teachers who had professional training in guidance and counseling had an average mean score of 3.741, and performance at KCSE by schools with headteachers who had attended guidance and counseling trainings was slightly higher than those who had not attended guidance and counseling trainings. (Table 4.14). Students had a negative attitude towards guidance and counseling and in

the way guidance and counseling are conducted to ensure that they form study habits and techniques which will eventually lead to good performance in KCSE.

There were infrastructure facilities in almost all the schools covered in the study. That is 84.62% had G/C offices, (Table 4.19). Further, the research findings revealed that students had a negative attitude in the way G/C was conducted to ensure that the students effectively pass KCSE. That is 53.8% rated it negative, 61.5% of the teachers who responded agreed that their morale in G/C services was lowered by lack of support from the administration. Thus not given a high priority in most schools. However, teacher-counselors had it that effective provisions of G/C services effectively improves academic performance of students in public secondary schools. That is 38.5% agreed strongly and 46.2% agreed.

Lastly, 53.8% of head teachers said that appointing of members of staff to be in charge of G/C was an important intervention measure used in many public secondary school, provision of vital reading/writing materials and giving teacher-counselors a lighter teaching load in order to enable him/her to concentrate on G/C services provisions adequately and timely (Table 4.21).

The instruments used were open and closed questionnaires. Data analysis technique used includes content analysis for qualitative data and descriptive analysis for quantitative data.

The recommendations are; lighter teaching load to G/C teachers, professional training to be given to G/C teachers, provision of adequate infrastructure for effective provision of G/C services and encouragement to students so as to seek guidance and counseling services from teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education all over the world has been given priority both as a prerequisite for an individual's upward social mobility and as a basic human right and above all for national economic development. It equips an individual with both knowledge and skills needed not only for furthering his or her education but also to enable one to occupy specific occupations and render vital services in the relevant occupations, (Gysbers and Petroski, 2001).

The provision of adequate and effective guidance and counseling services is crucial in order for the students to study hard, form and follow good study habits and techniques and perform better in examinations. This would in turn lead to admission to various colleges to study at different levels and furthering of their education and careers. Students need effective professional advice on appropriate study habits and techniques in order to improve on their academic performances (Ogbodo, 2002).

In addition, students need to be effectively guided and counseled by a trained and qualified guidance and counseling professionals in order to make vital decisions, habits and steps on both personal and academic matters so that they can improve on their academic performances. Access to guidance and counseling that is effective is an essential ingredient in tackling students' obstacles to attainment of

their social/personal developmental and academic endeavours (Kaplan and Evans, 1999)

Lack of proper and effective guidance and counseling among students the world over has led to the moral decay generally in society and specifically in secondary schools (Kagwiria, E. 2003).

In addition, students perform poorly because they lack the right attitudes to study and do not have the right orientation from home and from society (Obilade, 1987, Ladipo, 2000 and Eweniyi, 2002). The attitudes of human beings play a significant role in their behaviors.

According to Indongole (1987), in his study on factors affecting performance in public examinations, maintained that the examination results are a function of the learner and his/her learning environment. He represents this concept by the following mathematical model;

$$B = f(P, E)$$

Where B = academic performance

f = function of

P = person/bearer/candidate

E = learning environment i.e. home and school. Moreso, educational achievement can be a function of many factors. Salem and Mustin (1992)

suggested that school inputs such as school leadership, school climate and various student factors such as study habits and techniques, self-esteem and self image, student attendance and home environment such as parents' expectations and support were closely related to educational achievement.

According to study done by Kafui (2005), from Ghana and Omosewo, (1995), from Nigeria in their studies on study habits as a factor for poor performance and improving student performances respectively, concluded that, there is need for an effective Guidance and Counseling Programme in schools in order to address the other factors which are barriers to better academic performances in secondary schools. Kafui (2005), from Ghana and Omosewo, (1995),

Several issues in school Guidance and Counseling are raised. These are; issues of position verses program (Jones, 1988). Many school professionals, teachers and administrators view guidance from a position orientation. When viewed from a program orientation, school counselors have a content to deliver that revolves around the academic, career and personal/social development of all students and a method to deliver that content through a Guidance Curriculum, individual planning and responsive services. There is also a framework and structure to manage and evaluate the program through a system support. When viewed from this perspective, guidance and counseling has a clear role to play in supporting the overall mission of a school.

From a position of orientation, you have a system where all sorts of duties may be assigned that may or may not have anything to do with the work of the school counselor. It is essential that we begin to understand Guidance and Counseling from a programmatic view that will address academic, career and social/personal development of all students and assist schools in improving students' academic performance

Guidance and counseling programs have for too long focused on process as evaluation – a summary of what school counselors do. It is a vital aspect of evaluation as it helps programs stay focused on the vital work of the school counselor. In addition, there is the pressure of a heavy workload and the risks of burn-out and breakdown. Also there is the aspect of personal deficiencies that, one as a counselor, may bring to the job. For instance, a tendency to filter out negative feedback. There is also the heavy expenditure on time and effort needed to keep a breast of the relevant helping literature. Ethical issues; the importance of knowing the contents of professional conducts, the purposes and limitations of such code is vital to the understanding of ethical and legal issues in school counseling. Although a detailed memorization of the ethical code is not needed, school counselors should have at least basic understanding of their ethical responsibilities as defined in the documents (Huey, 1987).

Privacy and confidentiality of information. Information of clients should be kept confidentially. Legal issues; are related to acceptable professional practices in the community. Many schools have policies that differentiate between the rights of

custodial and non-custodial parents and school counselors are often required to implement such policies. Cultural diversity – school counselors have a responsibility to provide services for all students including those from other cultures. The unique ethical issues involved in counseling multicultural populations need to be addressed by counselors. Sex intimacy – perhaps the most pressing problems in the counseling profession is sexual intimacy with their clients. School counselors are involved less with often colleagues who counsel adults. An interactive dialogue about ethical dilemmas generally provide the best framework for learning and professional growth (Larrabee and Terres, 1985). And American association for counseling and development (AACD 1988) no policy document. There is already no policy document issued by the government to regulate the services of the school counselors and the delivery/implementation of guidance and counseling program. Marginalization of services – there is marginalization of guidance and counseling services and demoralization of its practitioners due to the economic situation in Africa and Britain (Watkins, 1994).

There is generally shortage of appropriate reference materials for school guidance and counseling services in most schools in Africa (UNESCO, 1998). Like in Botswana (Main 1989), Zambia (UNESCO, 1998) school guidance and counseling programs were started in Zimbabwean secondary schools in an attempt to respond to the needs of students which included academic, career, social and personal needs (Badza, 2005). Also Nyakundi, (2005) in his findings he found out that there is need for a functional guidance and counseling program in

secondary schools in order to cater for both educational and psychological and emotional needs of students. In addition, one of the strategies used to boost student performance in KCSE was intensive guidance and counseling for careers, academic and character development.

Rationale for carrying out research in Kisii Central is evidenced by frequent dismal KCSE performance by students over the years in Public Secondary schools.

The table below shows public secondary schools and their respective KCSE performances. (Table 1.1)

Table 1.1**KCSE performance in Kisii central from the year 2007 - 2009**

	SCHOOL	2009	2008	2007	average
1.	Bobaracho mixed day	3.4900	3.444	3.240	3.3913
2.	Nyaguta mixed day	3.6110	4.1014	4.6854	4.1326
3.	Kiamabundu mixed day	3.4440	2.8696	2.6844	2.9993
4.	Nyaura mixed day	3.2730	4.1429	3.2560	3.5573
5.	Matunua mixed day	2.7270	2.6364	2.5534	2.6389
6.	Otamba mixed day	3.1720	3.5109	3.4320	3.3716
7.	Amariba mixed day	3.0250	2.6966	3.1414	2.9565
8.	Nyanko mixed day	2.8380	3.4107	3.3418	3.1968
9.	Masongo mixed day	2.5430	2.0714	2.6154	2.6096
10.	Kegati mixed day	5.7710	6.0829	6.1542	6.0027
11.	Nyanguru mixed day	New			
12.	Nyabiuto mixed day	New			
13.	Boronyi mixed day	New			

Source: Examination Analysis Record DEO's Office Kisii Central 2010

1.2 Statement of the problem

Kisii central district especially Kiogoro division experiences and continues to experience poor KCSE performances over the years. Despite the availability of plenty of food, availability of schools and adequate staffing, there is declining educational standards in the area. From the KCSE examination analysis record DEO's Office Kisii central of 2010 a majority of the students score below C+. The physical needs of a student are key factor to better academic performance because no student can learn while hungry(KCSE exam analysis record Kisii Central 2010).

G/C plays a major role in the performance of KCSE in secondary schools. The major roles are as follows; minimizes incidences of indiscipline, thus improving the students' performance in examinations. Major goal of G/C is to change behavior and helps clients to adjust and understand themselves. Assist students in developing effective study habits and techniques as well as coping up with examination anxiety. In addition, it helps the youths to know and appreciate themselves, others and challenges facing their developmental stage of adolescence. The programme provide the lost sense of direction, purpose and fulfillment in learners and help them to act and think more rationally and realistically (Cottle, 1973).

Despite the many workshops, training courses and seminars help to equip G/C teachers and headteachers there has been minimal KCSE performance in all

public secondary schools in Kisii Central. This dismal performance has been a major worry to not only teachers but also to all other stakeholders in the entire district. In the light of this it has necessitated a study on the perception of the influence of guidance and counseling on students' performance at KCSE in Kisii Central.

This way all teachers will work together in improving the general welfare of the school thus, improving the academic performance of the students and school at large. (Gysbers 2006).

Also, with the introduction of subsidized secondary school education, there is an upsurge of student enrolments in Kisii central district. From the statistical abstract (Republic of Kenya 2008, KNBS 2002-2007) Kisii central district enrolment shot up from 111,213 to 135,987 students. Even with these enrolments there is dismal performance in KCSE and this is a major worry and concern to the teaching fraternity, local administrators, and parents and even to the students themselves. The dismal performance of KCSE in the district can be attributed to among others the ineffective delivery of guidance and counseling services in the schools and the attitudes of both students and teachers to the guidance and counseling program (Kilonzo, 1980). Little attention has been given to equip teachers with relevant knowledge and skills essential for planning, implementing, monitoring and evaluating the program in order to benefit students most (Maithya, 1996).

This study therefore was meant to establish the perception of the influence of the guidance and counseling program on students' performance at KCSE in Kisii central district. The Kenyan government has since the year 2003 introduced free primary education throughout the nation and since the year 2008 , it introduced subsidized secondary education. In addition , it has improved staffing in schools by employing teachers on contract has made promises to the effect that it will employ teachers on permanent and pensionable terms in future. All these efforts were done in order to improve academic performance in public secondary schools.

1.3 The purpose of the study

The purpose of this study was to establish the perception of the influence of guidance and counseling programme on students' performance at KCSE from a perspective point view in Kisii central district, Kenya.

1.4 Objectives of the study

The study attempted to achieve the following objectives;

- i. To assess the perception of the attitude of students and teachers towards guidance and counseling program and how it affects the KCSE performance.
- ii. To establish the perception of the levels of training of headteachers and teacher- counselors in guidance and counseling and their effects in KCSE performance.

iii. To determine the perception of the adequacy of the facilities used in guidance and counseling program and their effects in KCSE performance.

iv. To establish the perception of the intervention measures put in place to strengthen the provision of guidance and counseling service in KCSE performance.

1.5 Research questions

The study was guided by the following questions;

- i. How did the attitude of the head teachers and teacher-counselors towards guidance and counseling program affect KCSE performance?
- ii. What were the training levels of head teachers and teacher-counselors in guidance and counseling in KCSE performance?
- iii. How adequate were the facilities used in guidance and counseling program in KCSE performance?
- iv. What were the intervention measures put in place in order to strengthen the provision of guidance and counseling services in KCSE performance?

1.6 Significance of the study

The study would be of great value to the school head teachers because its findings would assist them to identify effective ways of guidance and counseling of students especially on academic matters such as study habits and techniques,

setting goals having positive attitude towards education and inculcating the idea of self esteem in students. The study would specifically benefit the guidance and counseling department in public secondary schools so that they can carry out frequent and professional advice to the students on not only academic matters but also on social and psychological issues affecting them. The study findings would also identify the importance of guidance and counseling programmes in secondary schools in dealing with student problems thus reducing incidences of time wastages, truancy and bad behaviours which can ultimately lead to taking academic matters seriously by students and better KCSE performance in secondary schools. In addition, the study would benefit secondary school head teachers in understanding the need for effective guidance and counseling departments in their respective schools and the need to recognize, initiate and support the programme for better KCSE results and avoidance of wastage of valuable time.

The findings would also act as a springboard for future researchers who might wish to explore further the field of the perception of the influence of Guidance and Counseling Programme on KCSE performance and incorporate other issues not included in this study. The study may also be of great value to school heads, local leaders and teachers because it may assist them in identifying the causes of poor KCSE performances in their schools and take remedial measures to avert the situation.

1.7 Limitation of the study

The researcher was limited to the use descriptive research design. The major purpose of descriptive research is description of the state of affairs as it presents itself or as it exists at present. The researcher has no control over the variables; he/she can only report what has happened or what is happening. The study was only done in Kisii Central District which one of the many districts found in Nyanza Province. This limited the generalizations of the findings of the study to other districts in Kenya. The study was restricted to the perspective influence of Guidance and counseling programme on students' performance at Kenya Certificate of secondary education in Kisii Central.

1.8 Delimitation of the study

The study was carried out only in public secondary schools of Kisii central district and not private secondary schools. The study was mainly concerned with the perception of the influence of Guidance and Counseling Programme on students' performance at KCSE in Kisii central district. Thus, the attitude of teachers and students were determined as it was within scope of study.

1.9 Basic assumptions of the study

The following were the basic assumptions of the study;

- (i) There was the provision of Guidance and Counseling Programme in public secondary schools in Kisii Central.

(ii) There were several other factors that influenced and determined KCSE performance in public secondary schools like student factors, home and school factors.

(iii) That public school headteachers and teachers are conversant with school and individual factors that determine KCSE performance.

(iv) There are adequate facilities and teaching staff to offer Academic, Guidance and Counseling services to the students in public secondary schools.

1.10 Definitions of Significant Terms

The following terms are defined as they were used in this study.

Guidance refers to the advice-giving process that helps the individual recognize problems, set priorities and goals, make plans and work through them in order to perceive herself or himself and the world at large and seek appropriate solutions to the problems faced.

Counseling refers to the process that is aimed at providing an opportunity for the student or client towards living in a more satisfying and resourceful way.

School refers to the academic institution in which more than ten learners receive regular instruction from a recognized and trained/qualified instructor following an approved curriculum.

Discipline refers to self-restraint in individuals or act of behaving in accordance with laid down rules and regulations of the institution.

Public school refers to a community-owned academic institution in which a minimum of ten learners receive regular instruction from an instructor following an approved curriculum.

Private school refers to an individually-owned academic institution in which a minimum of ten students receive regular instruction from an instructor from a recognized and trained instructor following an approved curriculum.

Counselor refers to a professionally trained and qualified person in the provision of guidance and counseling services.

Teacher-counselor refers to a professionally trained and qualified person or teacher working in academic institution to offer guidance and counseling services to students only.

Client/Counselee refers to learners or a person who seeks help through guidance and counseling programmes.

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives, research questions, limitations, delimitations , significance of the study, and basic assumptions, organization of the study and definition of significant terms. Chapter two, literature review consists of concept of guidance and counseling, objectives of guidance and counseling, effects of effective guidance and counseling, the need for effective guidance and counseling to students' performance, effective

guidance and counseling services, evaluation of guidance and counseling programs, theoretical framework, conceptual framework and a summary of literature review.

Chapter three consists of research methodology. It consists of research design, target population, sample and sampling procedures, research instruments, reliability and validity instruments. Chapter four consist of data analysis and interpretation. Chapter five consist of summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents and deals with literature related to influence of guidance and counseling on Kenya certificate of secondary school performance. These are; the concept of guidance and counseling, objectives of guidance and counseling, the need for efficient guidance and counseling services, evaluation of guidance and counseling programs theoretical framework, conceptual framework, a summary of literature review.

2.2 Concept of Guidance and Counseling

Guidance and counseling are actually different terms but are generally used interchangeably. Tattum (1986), quoting Carl Rogers (1951), defines counseling as, 'a living process which depends on the development of a relationship between people which is sufficiently supportive to enable one of these people (the student as the client) to explore aspects of his/her life more freely and to arrive possibly at more adequate ways of coping'.

Miller (1968), defines guidance as a process of helping individuals achieve the self understanding and self-direction necessary to make the maximum adjustment to school, home and the community. In order to achieve this goal, a school guidance programme must;

Make systematic and comprehensive study of its learners, provide them with a wide variety of information about themselves and their educational, vocational

and social opportunities; Offer them the opportunity to receive individual assistance through counseling; and render services of an informational training and research nature to the school, staff, parents and needs of these pupils.

2.3 Objectives of guidance and counseling programmes in public schools

According to guidance Module 1 Draft July (1996), the following were the major objectives of guidance and counseling programme;

Educational guidance facilitates smooth transition for children from home to school, from primary to secondary from secondary to post secondary institutions or to the world of work; Educational guidance assists students in developing effective study habits as well as coping with examination anxiety. Most strikes in schools as it has been witnessed occur towards the end of term examinations, where fear of failure, creates pressure among students who in turn relieve tension by damaging school property, insure fellow students and finding facets in school meals and social guidance helps the youth to know and appreciate themselves, others and know and face the challenges facing their developmental stage of adolescence;

2.4 Effects of effective guidance and counseling services in facilitating the learning – teaching process

According to guidance module 1 draft, July 1999, the following are the major effects of effective guidance and counseling;

Facilitates smooth transition for children from level to level and to the world of work; Assists students in developing effective study habits as well as coping up

with examination anxiety and Helps the youths to know and appreciate themselves, others and challenges facing their developmental stage of adolescence.

Helps people to live happier and healthier lives Koech Report (1999), says that the programme provides the lost sense of direction, purpose and fulfillment in learners. Also minimizes incidences of indiscipline thus, improving the student performances in examinations. According to Cottle, (1973), the major goal of counseling is to change behavior. It helps the clients to understand themselves and achieve insight into their feelings attitudes and conflicts, to help them act and think more rationally and realistically.

2.5 Need for effective guidance and counseling services on students and their performance

Kagwiria, (2003), states; lack of proper guidance among students the world over has led to the moral decay generally in society and specifically in secondary schools. Countries that participated in the world's educational forum in Dakar, Senegal in April 2000, noted that drug abuse and alcoholism were destructive hazards to the youth's health and education. The participants observed that drugs and especially alcohol and opium were treated casually and found in social places among adults, which encouraged the youths, as they grew up knowing that nothing was wrong with socializing using opium and alcohol. They however, committed themselves to improving all aspects of quality education (including guidance and counseling in schools) (UNICEF, 2001).

2.6 Effective guidance and counseling programme in schools

The school head by Virtue of his position is responsible for the guidance a counseling programme in the school (Republic of Kenya, 1977). He/she is the chief guide and counselor because the nature of his appointment requires that he/she assumes the responsibility to provide guidance and counseling to the whole school, especially to the learners. The success and effectiveness of guidance and counseling programme depends wholly upon the headteacher. Their encouragement provisions and commitment is essential to the success of the programme. Kebaya (1989), has stated that “a good administrator defines the duties to be performed, defines competencies needed for each, selects the most competent personnel available, provides them with vital and needed materials and equipment, helps them develop good working relationship and encourages their growth on the job”. Therefore, the role of the headteachers in guidance and counseling programmes is not clearly evidenced in Kisii central district.

Oketch and Ngumba (1991) have stated that effective counselors need to be available to their clients both physically and emotionally. Just to know that a counselor is reachable is good enough to many clients. Unfortunately, the issue of time is one of the major constraints to guidance and counseling programmes. The school has to provide materials, equipment and facilities such as an office, filing space, forms for securing data from learns, folders to contain counseling notes, shelves for books, filing cabinets, notice boards, desks and chairs. The headteachers have to recognize importance of privacy for counseling and respect

for the confidentiality of the counseling relationships by providing a room or an office.

2.7 Relationship between guidance and counseling and student academic performance

School counselors provide counseling programs in 3 domains – academic, career and personal/social. Their services and programs help students to resolve emotional, social or behavioral problems and help them to develop a clearer focus or sense of direction (Mullis, & Otwell, 1997). Effective counseling programs are vital to the school learning and teaching climate and a crucial element in improving student academic achievement by developing study habits and techniques, note-taking skills, listening skills and goal setting (Gevler, 1985). Studies done by Hadley, (1988) and Lee, (1993) shows that elementary guidance activities have appositive influence on students' academic performance.

A study at Missouri high schools shows that schools with more fully implemented model guidance and counseling programs had students who were more likely to report that; they had earned higher academic grades; their education was better preparing them for future, their schools made career and college information available to them and that their school had a more positive climate (greater feelings of belonging and safety at school, classes less likely to be interrupted and peers behaving better) (Gysbers, (1997).

2.8 Evaluating guidance and counseling programs in schools on its influence on student behaviour

Evaluation consists of making systematic judgments of the relative effectiveness with which goals are attained in relative to specified standards. In evaluating a function like guidance and counseling service, we attempt to determine to what extent the objectives of the service have been attained. The major objectives of guiding and counseling are to assist individuals to develop the ability to understand themselves, to solve their own problems and to make appropriate adjustments to their environment as the situation dictates (Gibson, 2008).

Evaluation is the means by which school personnel can be judge the extent to which these objectives are being met (Popham, 2010). Then ten characteristics-cited hereunder provide criteria for evaluating the effectiveness of a school's guiding and counseling programs (Gysbers , (2006). These are, pupil needs, staff co-operation, the process and product of the program, balance of the program, program stability, program flexibility, qualified counselors, adequate student – counselor ratio, the physical facilities and student records.

2.9 Summary of Literature review.

Guidance is a process of helping individuals achieve the self- understanding and self- direction necessary to make maximum adjustment to school, home and the community. In order to achieve this goal, a school guidance program must: make a systematic and comprehensive study of its learners; provide them with wide variety information about themselves and the educational, vocational and social

opportunities, offer the opportunity to receive individual assistance through counseling and render services of an informational training and research nature to the school staff and needs of learners. The major objectives of guidance and counseling are to assist individuals to develop the ability to understand themselves, to solve their own problems and to make appropriate adjustments to the environment as the situation dictates.

Counseling is a living process which depends on the development of a relationship between people which is sufficiently supportive to enable one of these people (the student) to explore aspects of his or her life more freely and to arrive possibly at more adequate ways of coping.

2.10 Theoretical framework

Charles Handy (1993) developed one of the processes of theories of motivation called “motivational Calculus.” He suggested that for any individual decision there is a conscious or unconscious assessment of three factors which he terms the motivational calculus. These factors are; the individual’s needs the desired results and E-factors (i.e. effort, emotion, energy, expenditure and excitement in achieving desired results). Handy suggested that, motivation in organization is increased when intended results are made clear and when there is feedback on performance.

In addition, he suggested that, individuals are more committed to specific goals which they have helped to set themselves. The goals are within the individual’s sphere of influence so that they are to do something about them. He emphasized that motivation is dependent on a form of calculation whereby a person weighs up the potential rewards and the efforts required to achieve those rewards.

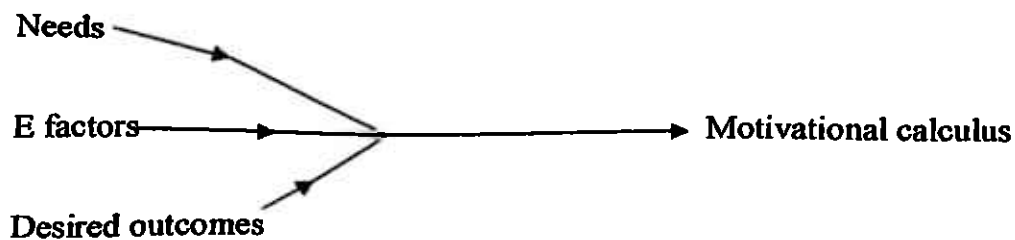
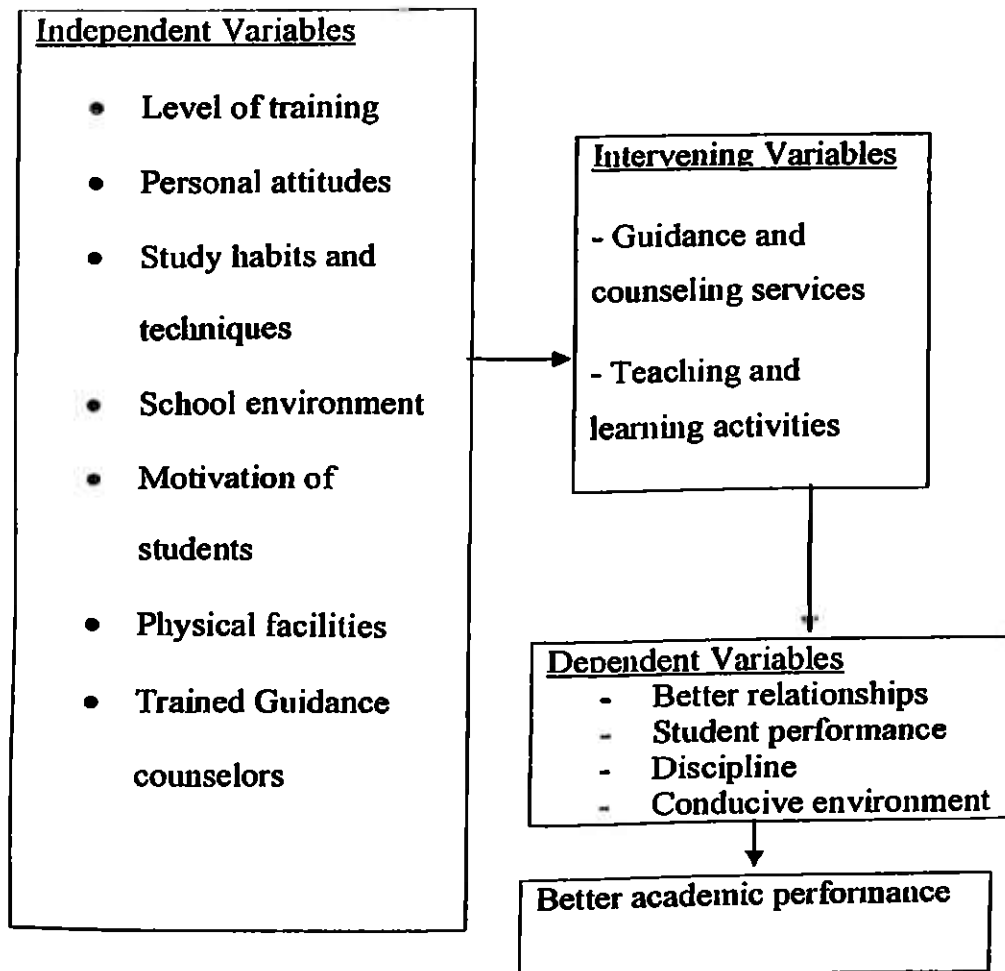


Figure 2.1: Process of motivation

Fig 2.2 Conceptual framework



The level of the training of guidance and counseling teachers, the personal attitudes of both teachers and students, coupled with motivation of students the availability of physical facilities in schools can influence the academic performance of students and their overall discipline. This actually occurs when there is effective guidance and counseling services in schools in addition to effective teaching learning activities. Thus, better relationships among students and teachers, discipline among students and a conducive teaching and learning environment. Consequently, there is better academic performance in schools.

The effective guidance and counseling services plays a crucial role in the lives of parents, teachers, and students. Teacher- counselors are to be good role models should be able and effective to guide and counsel students on all issues relating to their social, academic and career development. Once they do these, the students will have to develop good study habits and techniques thus making good, wise and informed choices and decisions and eventually have good and acceptable behaviours. Consequently, they will have better academic results. All these takes place because a conducive learning and teaching environment has been created coupled with good learner-teacher relationships.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research design, target population sampling procedure, research instrument, instrument validity, instrument reliability, piloting, data collection procedures and data analysis procedures.

3.2 Research Design

The study was carried out using descriptive survey method. This is a method through which data is to be collected from members of the population by use of a questionnaire in order to determine the current view of that population with respect to one or more variables. The study dealt with facts as they are recorded in KCSE scores (Examination Analysis Records 2007-2009 Kisii Central).

The research design had enough provision for protection against bias and ensured maximum reliability with due concern for the economical completion of the research study. Moreover, respondents had adequate time to give thought out answers to the questions asked and could conveniently and easily be reached.

The research aimed at determining the perception of the influence of guidance and counseling services on students' performance at KCSE in public secondary schools in Kisii Central District, Kenya.

3.3 Target Population

Target population of the study was 26 teachers comprising of 13 teacher-counselors, 13 headteachers in 13 public secondary schools at Kiogoro Division Kisii Central district and student sample size of 335. There were thirteen secondary schools in the Division. (Statistics section DEO's office, Kisii Central District 2010). There were 13 teachers – counselors, 13 headteachers and a student population of 2637.

3.4 Sample size and sampling procedures

Krejcie and Morgan table (1970) state that where the target population is small then population size should be used as sample size. All the 13 secondary schools in Kisii central formed the study sample. Morgan table in Mulusa (1990) was used to sample students. According to this table when the population is 2600 the sample size should be 335. Therefore, sample size for students was 335 and the sample size of teachers is 13. Then simple random sampling was used to select the sample size of 335 students both females and males from all schools.

Stratified simple random sampling was used to sample students because enabled the researcher to achieve the desired representation of the various subgroups in the target population. Due to the fact that target population had distinct categories, it was selected in such a way that existing subgroups in the target population were fairly but randomly represented within the sample. In addition, it was ensured that subgroups in the target population were represented proportionately. Criteria for stratifying the target population was sex (female and male) and education level in

the secondary schools e.g. form IV and ratio of females to males in different classes in the school. The sample size of students was 335, teacher-counselors was 13 and the headteachers was 13.

Purposive sampling was used for 13 head teachers and 13 teachers' counselors in public schools. This was so because it allowed the researcher to use respondents who had the needed information with respect to the objectives of the study. Respondents were thus picked because of their roles in public secondary schools that were, headteacher and teacher-counselor.

3.5 Research instruments

Two Questionnaires were used to collect data from teachers on teacher-related factors-one for headteachers and another for teachers-counselors. The study used a third questionnaire for students. The questionnaires had both open-ended and closed type items and structured questions. The three questionnaires were rated using Likert and Likert Scale (1976) on a five scale rating. The scale was arranged in a continuum with corresponding arbitrary scores ranging from 5-1 as follows. Always (5), very Often (4), often 3, Rarely (2), Never (1). The respondent were expected to tick against a score corresponding to their reactions.

Mugenda (1999) , the major purpose of descriptive research is description of the state of affairs as it presents itself or as it exists at present. The main feature of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. This involved use of

questionnaires in that they are simple to administer and relatively inexpensive to analyze. The researcher and respondents do come into contact with each other.

Questionnaires were availed to the respondents with a request to return them after completing the same. It is most convenient and economical in terms of time and money. It is a method of getting vital and relevant information from the respondents. In order to avoid discussed and agreed responses, they were administered by a researcher and gave ample time to fill them. The researcher himself administered the questionnaires to avoid respondents discussing and agreeing upon responses. Student's questionnaires were personally administered in a central common classroom and were collected immediately after completion, got checked before allowing them to leave the room in order to ascertain quantity to avoid losses. The researcher ensured all respondents total confidentiality when dealing with those responses. The researcher personally collected the questionnaires immediately after the exercise was over to ascertain that all questionnaires are returned.

A pilot study of testing the questionnaires was conducted to reveal the weaknesses, if any, of the questionnaires and consequently, corrected them before doing the actual research. Respondents were literate and co-operated. The researcher was able to define clearly what he/she wanted to measure or find out and found adequate methods of measuring it along with a clear cut definition of target population.

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3.5.1. Instrument validity

According to Borg and Gall (1989) validity is the degree to which a test measures what it is supposed to measure. This study employed content validity which consisted of an infinite number of items, where a highly valid instrument contained a representative sample of these items. To improve validity a pilot

study was taken to identify items that were inadequate for measuring the variables. So that it could either be discarded or improved to enhance the quality of the instrument

3.5.2 Reliability of instruments

Fraenkel and Wallen (2006) observed that reliability is consistency of the scores or answers from one administration of an instrument to another and from a set of items to another. Borg Gall (1989) defines reliability as the degree to which a test measures what is supposed to measure consistently. The reliability co-efficient reflects the extent to which a test is free of error variance, that is the closer the reliability co-efficient is to the value of 1.00, the more that test is free of error variance and therefore measure of the true difference.

The reliability of research instruments was determined by a pilot study and the editing was done by experts who were my supervisors and final proof reading by the researcher himself.

Test-retest reliability refers to a situation in which an instrument used should give you more or less the same results each time you use it on the same person or population sample. Test-Retest techniques were used for questionnaires and were a method of assessing reliability of data. It involved administering the same instruments twice to the same group of subjects. There was usually a time lapse between the first testing and the second testing period. Also referred to as pretest-posttest techniques (i.e. same test is administered twice to the same group).

3.6 Data Collection Procedures

Permission to conduct the research was sought from the National Council of Science and Technology and the Ministry of Education office .D.E.O's Office, Kisii Central district by a way of a research permit and introduction letter. The researcher wrote a letter of introduction to seek appointment with the head teachers and teachers of the schools which were involved in the study. The researcher sent letters two weeks prior to the actual visit. The researcher then distributed questionnaires personally by visiting every school involved in the study.

3.7 Data analysis techniques

Mugenda and Mugenda (1999) observe that data analysis is the process of bringing order and meaning to the collected data. The responses from every respondent were counter-checked then tabulated .They were represented in the form of frequencies, percentages and summaries of headteachers' views on the influence of guidance and counseling services on students' performance at KCSE in public Secondary schools in Kisii central District.

Information from the three questionnaires was presented in form of summaries. The responses analyzed, compared and then the results were tabulated. About qualitative responses, comparisons were made and conclusions arrived in discussion form. The Likert's scale were used to analyze the attitude of the students towards guidance and counseling where strongly agree=5, agree=4, undecided=3, disagree=2 and strongly disagree=1.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

This chapter presents the data, analyzes the data and interprets the findings of the study. The chapter also presents, analyses, interprets and discusses the findings following the four major objectives of the study.

4.2 Questionnaire Response Rate

The study managed to get 95% response rate from the head teachers and the teacher-counselors. This was possible through proper field organization through proper coordination with the schools' administrations and adequate informing of the respondents on the purpose and importance of the study. However, on the part of the students the researcher was not able to find 100% response rate since 314 students out of the targeted 335 students responded, due to the fact that at the time of data collection some students had been sent home for fees and some were taking part in games. Table 4.1 below shows the response rate of the study.

Table 4.1: Questionnaire response rate

Respondent	Targeted	Obtained	Response rate
Head teacher	13	13	100
Teacher-counselors	13	13	100
Student	335	314	93.7
Total	361	340	94.2

4.3 Demographic characteristics of the respondent

This section presents the demographic characteristics of the respondents. The researcher studied the demographic characteristics that could help understand the factors under study. In the case of the head teachers and teachers the researcher studied their gender, years of working experience and years of experience in current working position. In the case of students, the researcher studied characteristics such gender, family size and parents' education level.

4.3.1 Demographic characteristics of head teachers

In the case of the head teachers, the researcher studied their gender, years of experience in teaching and years of experience as head teachers. Table 4.3 below shows the gender distribution of the head teachers.

Table 4.2: Gender of the head teacher

Gender	Frequency	Percentage
	N	
Male	8	61.5
Female	5	38.5
Total	13	100

From table 4.2, a total of (61.5%) head teachers were male and the rest (38.5%) were female. This results show that both views of the male and the female head teachers were included in the study.

The study further investigated the years of teaching experience of the head teachers. Table 4.3 below presents the results of the findings. The study revealed that there were more male teachers than female teachers. The presence of more male teachers meant that fewer girls could seek guidance services from male teachers in the schools. This is so because female students often tend to seek guidance services from female teachers.

Table 4.3: Years of experience of the head teachers

Years of experience	Frequency N	Percentage
1 – 5	0	0
6 – 10	0	0
11 – 15	2	15.38
Over 15	11	84.62
Total	13	100

4.3.2 Demographic characteristics of the teachers

This section presents the demographic characteristics of the teachers. Just like it was the case for the head teachers, the demographic characteristics that were studied included gender and years of experience in. Table 4.3 below presents the gender of the head teachers.

Table 4.4: Gender of the head teachers

Gender	Frequency N	Percentage
Male	7	53.8
Female	6	46.2
Total	13	100

An exploration of the gender of the counseling teaches established that a majority of the counseling teachers were male just like it was the case of the head teachers. A proportion of 53.8% of the counseling teachers were male, the rest were female. This just, like it was the case for the head teachers, the response of the counseling teachers were representative of the views of both sexes.

The study also investigated the years of teaching experience of the teachers. Table 4.5 shows the response.

Table 4.5: Years of experience as guidance and counseling teachers

Years of experience	Frequency N	Percentage
1 – 5 years	1	7.7
5 – 10 years	2	15.4
11 – 15 years	4	30.8
Over 15 years	6	46.2
Total	13	100

46.2% of the guidance and counseling teachers had over 15 years of experience in guidance and counseling. This results show that the guidance and counseling teacher had been in the schools long enough for them to give reliable results in the study (Table 4.5).

4.3.3 Demographic characteristics of students

This section presents the demographic characteristics of the students. The demographic characteristics of the students that were studied included: gender, family income and parents level of education. Table 4.5 presents the gender of the sampled students.

Table 4.6: Gender of students

Gender	Frequency N	Percentage
Male	169	53.8
Female	145	46.2
Total	314	100

53.8% students were male, though the number of male students was higher than the number of female students in the sample, it can still be concluded that of both male and female students were included in the sample. (Table 4.6).

The researcher investigated the family size of the students. Table 4.7 below presents the results

Table 4.7: Family sizes of the children

Family size	Frequency N	Percentage
< 5	53	16.9
5 – 9	147	46.8
10 – 13	94	29.9
Over 13	20	6.4
Total	314	100

From the investigation of the family sizes of the students sampled, 46.8% came from family sizes that were having between 5 and 9 members. The rest of the students 53.2% come from families with the number of family members ranging from 10 and over. These learners have social, personal, psychological and academic problems which requires G/C services from teachers.

The study also investigated the parents' level, of education in an attempt to understand the parents' knowledge on issues such as guidance and counseling among others. Table 4.8 below presents the response.

Table 4.8: Parents' level of education

Parent level of education	Frequency N	Percentage
Primary	42	13.4
Secondary	167	53.2
Middle level college	85	27.1
University	20	6.4
Total	314	100

53.2% students had parents who had secondary level of education. Most of the parents of the learners have secondary level of education and therefore can understand G/C issues for instance developmental stages of a child.

4.4 The influence of attitude of students and teachers towards guidance and counseling program on KCSE performance

This research endeavored finding out what attitude the students and teachers had towards guidance and counseling and their effects on performance in KCSE. The attitude of the students and teachers were captured using a five-point likert scale. The response of the items used to measure attitude were scored as 5 for strongly agree, 4 for agree, undecided was scored as 3, disagree was scored as 2 and strongly disagree was scored as 1. The scores for each item were summed up and divided by the total number of respondents to give a mean score. The attitude of the students who attained mean scores of 3.5 and above were considered to have a liking for guidance and counseling while those who got mean scores of 2.4 and below were considered to have demonstrated a dislike for guidance and counseling. The students who had a mean score between 2.5 and 3.4 were undecided which according to this research is neutrality.

4.4.1 Attitude towards Objectives of guidance and counseling

The sampled students showed their feelings about the objectives of guidance and counseling as shown in Table below

Table 4.9: Students' attitude towards the objectives of guidance and counseling

Statement	SA		A		U		D		SD		Mean score
	N	%	N	%	N	%	N	%	N	%	
Students positive attitude toward guidance and counseling enables them pass in KCSE	16	5.1	47	15	31	9.9	94	29.9	126	40.1	2.15
Guidance and counseling assists in adjusting the perceptions and ambitions of the students to enable them pass KCSE.	16	5.1	63	20.1	15	4.8	110	35	110	35	2.252
Guidance and counseling is effective in ensuring students pass science subjects and mathematics	19	6.1	51	16.2	14	4.5	138	43.9	92	29.3	2.258
Guidance and counseling in the schools is important in improving the performance of students in language and humanity subjects	21	6.7	55	17.5	10	3.2	143	45.5	85	27.1	2.312
Guidance and counseling is only good for all type of students in ensuring they pass KCSE	3	1	41	13.1	2	0.6	167	53.2	101	32.2	1.975
The way guidance and counseling is conducted is effective in ensuring that the students pass in KCSE	24	7.6	46	14.6	5	1.6	144	45.9	92	29.3	2.226

From table 4.9, that the students on average had a negative attitude towards guidance and counseling. In all the statements that aimed at measuring their attitude, the mean scores were less than 2.5 meaning that they were on average negative about the possibility of guidance and counseling enabling them improve their performances in KCSE. For instance, 5.1% and 15% students strongly agreed and agreed respectively that students positive attitude toward guidance and counseling enables them pass in KCSE compared to 29.9% and 40.1% students who disagreed and strongly disagreed that students positive attitude toward guidance and counseling enables them pass in KCSE. This shows that more students did not believe that guidance and counseling had the ability to enable them pass in KCSE compared to the students who believed that guidance and counseling enabled students pass in KCSE. The mean score for this statement was 2.15 which is less than 2.5 indicating a negative attitude towards the possibility of guidance and counseling enabling students improve their performance.

On guidance and counseling assisting in adjusting the perceptions and ambitions of the students to enable them pass KCSE the mean score for the statement was 2.252. This meant that more students were negative compared to the students that were positive about the possibility of guidance and counseling enabling students to improve their performance in KCSE.

On Guidance and counseling being effective in ensuring students pass science and mathematics subjects, the mean score was 2.258. Since the mean score is less than

2.5, it means that the students had a negative attitude towards the possibility of guidance and counseling enabling them to improve their performance in KCSE.

On Guidance and counseling in the schools being important in improving the performance of students in language and humanity subjects, the mean score of the students was 2.312, which is a value less than 2.5 indicating that the students had a negative attitude towards the possibility of guidance and counseling enabling them improve their performance in language and humanity subjects.

On guidance and counseling being good for all type of students in ensuring that they pass in KCSE, the students had a mean score of 1.975. Only 14.1% of students strongly agreed or agreed with this statement compared to 85.4% who disagreed or strongly disagreed that guidance and counseling in the schools was important in improving the performance of students in languages and humanity subjects.

The students had a negative attitude in the way guidance and counseling was conducted to ensure that the students effectively pass in KCSE. A proportion of 75.2% students disagreed or strongly disagreed that the way guidance and counseling was conducted was effective in ensuring that the students pass in KCSE compared to just 22.2% who agreed or strongly agreed. This results show that the students were largely negative. This was confirmed by the mean score of 2.226 which was less than 2.5 indicating a negative attitude.

4.4.2 Attitude towards methods used in delivery of guidance and counseling

Attitude of the students was gauged using 7 statements on the Likert scale to show their feelings about the methods used in the delivering of guidance and how they influenced their performance in KCSE. Table 4.10 below presents the results.

Table 4.10: Students Attitude towards delivery of guidance and counseling

Statements	SA		A		U		D		SD		Mean
	N	%	N	%	N	%	N	%	N	%	Score
Individual and small group approaches to guidance are good for delivery of guidance and counseling that ensures students pass in KCSE	14	4.5	44	14	33	10.5	88	28	135	43	2.089
Guest speakers invited to guide and counsel students is important in delivery of effective guidance and counseling in ensuring that students pass in KCSE	17	5.4	62	19.7	18	5.7	104	33.1	113	36	2.255
Students participation in the guidance and counseling process makes guidance and counseling appealing enabling them pass in KCSE	18	5.7	48	15.3	13	4.1	124	39.5	111	35.4	2.166
Use of different methods for the delivery of guidance and counseling is very appropriate for delivery of guidance and counseling leading to students pass KSCE	22	7	54	17.2	14	4.5	132	42	92	29.3	2.306
Enough sessions are offered to us in guidance and counseling	10	3.2	45	14.3	3	1	132	42	124	39.5	1.997
Guidance and counseling materials are sufficient in the schools	22	7	34	10.8	4	1.3	111	35.4	143	45.5	1.984

On Individual and small group approaches to guidance being good for delivery of guidance and counseling and therefore ensuring that students pass in KCSE, the mean score was 2.089 which was a value less than 2.5 meaning that the students had a negative attitude towards the individual and group work approaches to guidance and counseling and whether they could improve their performance in KCSE.

On guest speakers being invited to guide and counsel students being important in delivery of effective guidance and counseling in ensuring that student's pass in KCSE, the students had a negative attitude to the approach with a mean score of 2.089. Since the mean score was less than 2.5 it means that the student had a negative attitude.

On students' participation in the guidance and counseling process making the guidance and counseling appealing enabling them pass in KCSE, the mean score was 2.166 which was a value less than 2.5 indicating that the students had a negative attitude towards the approach.

On use of different methods for the delivery of guidance and counseling being very appropriate for delivery of guidance and counseling leading to students pass KCSE, the mean score was 2.306, which was a value less than 2.5 meaning that the students had a negative attitude towards the approach.

The students largely disagreed that enough sessions on guidance and counseling were offered to them to enable them pass in KCSE. A proportion of 81.5% of

students disagreed or strongly disagreed that enough sessions were offered to them on guidance and counseling to ensure that they pass in KCSE.

The students' negative attitude towards guidance and counseling was further confirmed from the guidance and counseling teachers. The guidance and counseling teachers were asked to rate the way students sought guidance and counseling services in the school. Table 4.11 shows the response of the guidance and counseling teachers.

Table 4.11: Students seeking guidance and counseling services

	VP		P		NT		N		VN	
	n	%	n	%	n	%	n	%	n	%
What is the attitude of students towards guidance and counseling services in the school?	1	7.7	3	23.1	1	7.7	7	53.8	1	7.7

Key: VP – Very positive, P – Positive, NT – Neutral, N – Negative, VN – Very Negative, n – Number of teachers

When the teachers of guidance and counseling were asked to rate the attitude of students toward guidance and counseling services in the schools, 53.8% rated it was negative and 7.7% rated it as very negative. Only 23.1% rated it as positive meaning that the students were largely negative about guidance and counseling.

The guidance and counseling teachers were asked to respond to frequency the students sought guidance and counseling in schools. Table 4.12 shows the response.

Table 4.12: Frequency of students seeking guidance and counseling

	Always		Very often		Often		Rarely		Never		Mean score
	n	%	n	%	n	%	n	%	n	%	
How often do students seek guidance and counseling services in the school?	0	0	1	7.7	4	30.8	8	61.5	0	0	2.462

From table 4.12, No guidance and counseling teacher said that they the students always sought for guidance and counseling in the school, only 7.7% said it was often sought. Majority of the teachers said it was sought rarely. A total of 61.5% guidance and counseling teachers said that students rarely sought for guidance and counseling services. More G/C facilities to be available, more female teachers to cater for female learners and learners to be encourage to develop positive attitude towards seeking guidance and counseling services.

4.4.3 Attitude of the teachers towards guidance and counseling

The study investigated the perception of the attitude of the teachers towards guidance and counseling using a five point Likert scale. The researcher presented the respondents with questions that were supposed to establish their attitude towards guidance and counseling and how it affected performance. Table 4.13 shows the attitude towards guidance and counseling by the teachers.

Table 4.13: Attitude of the teachers towards guidance and counseling

	SA		A		NS		D		SD		Mean Score
	N	%	N	%	N	%	N	%	N	%	
My morale for implementing guidance and counseling service is lowered by lack of support from school administration	2	15.4	8	61.5	2	15.3	1	7.7	0	0	3.846
Effective provision of guidance and counseling effectively improves academic performance of the school	5	38.5	6	46.2	2	15.4	0	0	0	0	4.231
I feel that the teachers with professional counseling skills attract more students	6	46.2	4	30.8	1	7.7	2	15.4	1	7.7	4.154
The general academic performance in KCSE has not been impressive to all stakeholders	2	15.4	11	84.6	0	0	0	0	0	0	4.154
The general performance in KCSE has been poor due to lack of effective guidance and counseling services in the school	5	38.5	6	46.2	0	0	2	15.4	0	0	4.077

Key SA – Strongly agree, A – agree, NS – Not sure, D – Disagree, SD – Strongly disagree,

61.5% of the teachers agreed that their morale in guidance and counseling was lowered by lack of proper support from the administration. This result shows that perhaps guidance and counseling was not given a high priority in most schools. The guidance and counseling teachers had it that effective provisions of guidance and counseling effectively improves academic performance of the schools. A proportion of 38.5% and 46.2% of guidance and counseling teachers strongly agreed and agreed respectively that effective guidance and counseling improves the academic performance of the schools. No guidance and counseling teacher disagreed or strongly disagreed to guidance and counseling improving the

academic performance of schools. The guidance and counseling teachers were positive that teachers with professional counseling skills attracted more students. A proportion of 30.8% and 46.2% guidance and counseling teachers agreed that teachers with professional counseling skills attracted more students. The teachers largely agreed that the general performance of the schools has not been good to all the stakeholders. A proportion of 15.4% and 84.6% guidance and counseling teachers strongly agreed or agreed that the general performance of the school had not been impressive to all the stakeholders in the school. The guidance and counseling teachers also had it that the general performance in KCSE had been poor due to lack of effective guidance and counseling services in the school. A proportion of 38.5% and 46.2% of guidance and counseling teachers had it that the general performance of the school had been poor due to lack of proper guidance and counseling in the schools.

4.4 To establish the level of training of head teachers and teacher- counselors in guidance and counseling in KCSE performance

The second objective investigated the perception of the levels of training of the headteachers on guidance and counseling on the performance of schools in KCSE. The teacher characteristics investigated in the study include professional training in guidance and counseling and their influence in performance in KCSE.

4.4.1 Influence of head teacher professional training in G & C on performance in KCSE

From the study, the head teachers had either been trained on G & C or not. The mean scores were sorted and grouped according to the performance of schools that had teachers who had either attended or not attended G & C professional training. The score of the different categories of schools based on the head teacher's professional qualification in G & C were obtained and compared and establish whether the head teacher professional qualification in G & C affected performance of the schools in KCSE. It was observed that performance in KCSE of the schools with head teacher who had attended professional guidance and counseling was slightly higher than for those who had not attended professional training in guidance and counseling. Table 4.14 presents the results.

Table 4.14: School achievement by head teacher attendance of guidance and counseling

Attendance of guidance and counseling trainings	Number of head teachers	Mean score
Have attended	5	3.623
Have not attended	8	3.125

From table 4.14, 5 head teachers had attended training in guidance and counseling while 8 had not attended training in guidance and counseling. The head teacher who had attended guidance and counseling trainings had schools with a mean score of 3.625 while the head teachers who had not attended guidance and counseling trainings had schools with an average mean score of 3.125. These results clearly show that the average mean score of the schools with head teachers who had attended professional guidance and counseling courses were higher than for those who had not attend guidance and counseling trainings.

Having established that the mean performance of the schools with head teachers who had professional skills in guidance and counseling was higher by an average mean score of 0.498, the researcher sought to know the adequacy of the trainings that head teachers received. Table 4.15 shows the response.

Table 4.15: Adequacy of G & C trainings

Response	Frequency	Percentage
Very adequate	2	40
Adequate	2	40
Somewhat adequate	1	20
Inadequate	0	0
Very inadequate	0	0
Total	5	100

The results in table 4.15 indicate that the guidance and counseling trainings that the head teachers received were adequate in ensuring that their schools improve in

KCSE. From table 4.15, 40% head teachers said that the trainings they had received in guidance and counseling were very adequate, 40% said that the trainings they had received in guidance and counseling were adequate and 20% head teacher said that the training he had received in guidance and counseling were somehow adequate. This results show that the guidance and counseling trainings were adequate and well equipped.

4.4.2 Influence of G & C teacher professional training on academic performance in KCSE

This section presents results on the influence of attendance of guidance and counseling trainings on the performance of schools in KCSE. Just like it was the case for the head teachers, the researcher sorted the performance of the schools that had teachers who had gone for professional trainings in G & C from those had not attended professional trainings in guidance and counseling. The researcher then compared the performance of the two groups to establish the influence of training on performance as presented in table 4.16.

Table 4.16: Influence of teachers' professional training on performance in KCSE.

Attendance of guidance and counseling trainings	Number of teachers	Mean score
Have attended	6	3.741
Have not attended	7	3.159

46.15% guidance and counseling teachers had attended professional training in guidance and counseling while 53.84% had no professional training in guidance and counseling. The schools that had teachers who had professional trainings in guidance and counseling had an average mean score of 3.741 while the schools that did not have teachers who had attended professional trainings in guidance and counseling had a mean score of 3.159. These results just like it was the case for the head teachers showed that the schools with teachers who had attended professional trainings in G / C on average performed better than the schools without teachers who had attended professional trainings on guidance and counseling.

The study further investigated adequacy of the trainings that the teachers received on guidance and counseling. The researcher presented the teachers with a question asking them to rate the adequacy of the guidance and counseling trainings that the teachers received. Table 4.17 below presents the results.

Table 4.17: Adequacy of the guidance and counseling trainings for the teachers

Response	Frequency	Percentage
Very adequate	4	30.8
Adequate	8	61.5
Somehow adequate	1	7.7
Inadequate	0	0
Very inadequate	0	0
Total	13	100

30.8% guidance and counseling teachers said that the guidance and counseling training were adequate, 61.5% said that the guidance and counseling trainings were adequate and one teacher said that the guidance and counseling trainings were somehow adequate. No respondent said that the training were inadequate or very inadequate.

4.5 To determine the adequacy of the facilities used in guidance and counseling program in KCSE performance

The third section sought to establish the adequacy of facilities in guidance and counseling and how it affected their performance in KCSE. The researcher presented the respondents with a question asking them to state the infrastructure

of guidance and counseling infrastructure that were available in their schools. Table 4.18 presents the infrastructures that were present in the schools.

Table 4.18: Guidance and counseling infrastructure facilities

G & C infrastructure	Frequency	Percentage
Guidance & counseling books	13	100
Guidance and counseling office	11	84.62
Life skill book	6	46.15
Career books	4	30.77
Video	3	23.08
Reference books	2	15.38
G / C file and text books	1	7.7

84.62% indicated that all the schools had guidance and counseling books. These results show that all the sampled schools had schools infrastructure. The researcher sought to know the adequacy of the guidance and counseling infrastructure in the schools table 4.19 below presents the results.

Table 4.19: Adequacy of guidance and counseling facilities

Name of item	Adequacy of resources		Inadequacy	
	Frequency	Percentage	Frequency	Percentage
Books	11	84.6	2	15.4
G/C office	9	69.2	4	30.8
Life skill books	5	38.5	8	61.5
Career books	4	30.8	9	69.2
Video	3	23.1	10	76.9
Reference books	2	15.4	11	84.6

84.6% indicates the percentage of books available and 69.2% shows the percentage of schools with G/C offices. The result shows that guidance and counseling infrastructure were not available in many schools but in the schools that they were available then they were adequately in place.

4.6 To establish the intervention measures put in place to strengthen the provision of guidance counseling service in KCSE performance

The last objective investigated the intervention measures put in place to strengthen guidance and counseling services in KCSE performance. The study presented the head teachers with a question inquiring about the intervention

measures their schools had put in place in order to strengthen the provision of guidance and counseling programs. Table 4.20 below presents the results.

Table 4.20: Intervention measures put in place to strengthen guidance and counseling

Intervention measures	Frequency	Percentage
Appointing members of staff to be in charge of guidance and counseling.	7	53.8
Ensuring regular attendance of seminars and trainings by the guidance and counseling teachers	7	53.8
Ensuring that the students are provided with foster parents in the schools	3	23.1
Having a guidance and counseling clubs in the schools	2	15.4
Including guidance and counseling in the time tables	1	7.7
Supervision of the G / C program	1	7.7

From table 4.20, the intervention measure that had been put in place was ensuring that teachers attend regular trainings and guidance and counseling programs. This was supported by 53.8% of the head teachers as an intervention measure that was used in their schools. Lastly 53.8% head teachers said that appointing of

members of staff to be in charge of guidance and counseling was an intervention measure that was used in the schools.

The researcher presented the guidance and counseling teachers with a set of intervention measures to respond to whether their head teachers had adopted them. The measures included, appointing guidance and counseling staff, providing materials for guidance and counseling, giving teachers in charge of guidance and counseling a lighter teaching load so as to concentrate on guidance and counseling. involving other teachers in guidance and counseling process, encouraging students to be guided and counseled, co-coordinators activities of G/C, Helping in preparation of G/C programs, setting timetable for G/C in the school, regularly sending teachers to in-service training in G/C, asking teachers to submit report on G/C to him, referring students with personal/social problems to the guidance and counseling office, enabling the schools to invite guest speakers to come to the school and involving the parents of those students with indiscipline issues. Table 4.21 below presents the results of the adoption of this intervention measures.

Table 4.21: Intervention measures in guidance and counseling as supported by the head teachers

Intervention measures	Frequency	Percentage
Encourages students to be guided and counseled	6	46.2
Involves parents of those students with indiscipline issues	5	38.5
Regularly sending teachers for in-service training in G/C	5	38.5
Co-coordinators activities of G/C	4	30.8
receiving reports on G/C from the G / C department	4	30.8
Referring students with personal/social to the G / C office	4	30.8
Involving other teachers in guidance and counseling	3	23.1
Enabling the G / C office to invite guest speakers to come to the school.	2	15.4
Including guidance and counseling on time table.	1	7.7
Helping in preparation G/C programs	1	7.7

Table 4.3 presents the intervention measure steered the head teachers. The intervention measure included, inclusion of guidance and counseling on the time table by the head teacher, this was done in 7.7% schools. The other intervention measure was the head teacher encouraging students to be guided and counseled by the department of guidance and counseling. The headteacher do involve parents of

the students with indiscipline issues was implemented in 38.5% schools. The head teacher regularly sending teachers for in-service training was done in 38.5% schools. The head teacher co-coordinating the activities of guidance and counseling was done in 30.8% of the schools. receiving reports on G/C from the G/C department by the head teacher was done in 30.8% schools, referring students with personal/social problems to the G/C office was done in 30.8% schools, head teacher involving other teachers in guidance and counseling was done in 23.1% schools, the head teacher enabling the G/C office to invite guest speakers to come to the school was done in 15.4% schools and helping in preparation G/C programs was done in 7.7% school.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study investigated, through a descriptive design, the influence of guidance and counseling on students' performance at Kenya certificate of secondary education in Kisii central, with a view of providing an empirical evidence for the continued support of guidance and counseling in schools.

5.2 Summary of Findings

This study pursued four objectives and consequently made four major findings. The first objective sought to assess how the attitude of students and teachers towards guidance and counseling program affect the KCSE performance; the second objective investigated the level of training of head teachers and teacher-counselors in guidance and counseling in KCSE performance, the third objective determined the adequacy of the facilities used in guidance and counseling program in KCSE performance and the fourth objective investigated the intervention measures put in place to strengthen the provision of guidance counseling service in KCSE performance.

The findings of the investigation of the first objective were that the students on average had a negative attitude towards guidance and counseling. For instance few students did agree that guidance and counseling could enable them pass in KCSE, few students also agreed that guidance and counseling could assists in adjusting the perceptions and ambitions of the students to enable them pass

KCSE, few students also had it that Guidance and counseling is effective in ensuring students pass science and mathematics subjects, few students had it that guidance and counseling in the schools was important in improving the performance of students in language and humanity subjects, few students also had it that guidance and counseling is only good for all type of students in ensuring they pass KCSE. Lastly, few students approved that the way guidance and counseling was conducted in their schools was effective in ensuring that the students pass in KCSE. On the delivery of guidance and counseling services to students, the attitude of student was negative as the mean scores were less than 2.5 for the statements that sought to gauge the attitude of the students towards guidance and counseling. For instance, most students disagreed that individual and small group approaches to guidance are good for delivery of guidance and counseling so as to ensure students pass in KCSE, guest speakers being invited to guide and counsel students being important in delivery of effective guidance and counseling in ensuring that students pass in KCSE, students participation in the guidance and counseling process making guidance and counseling appealing enabling them pass in KCSE, use of different methods for the delivery of guidance and counseling being very appropriate for delivery of guidance and counseling leading to students pass KSCE, having enough sessions offered to the students on guidance and counseling and that guidance and counseling materials are sufficient in the schools. This showed that the students had a negative attitude

towards the possibility of guidance and counseling enabling the students pass in KCSE.

The second objective investigated the influence of training in guidance and counseling by the teachers on the performance of schools in KCSE. The study found that 5 head teachers had attended training in guidance and counseling while 8 had not attended training in guidance and counseling. The head teacher who had attended guidance and counseling trainings had schools with a mean score of 3.625 while the head teachers who had not attended guidance and counseling trainings had schools with an average mean score of 3.125. These results clearly show that the average mean score of the schools with head teachers who had attended professional guidance and counseling courses was higher than for those who had not. Among the head teachers who had attended training, 40% of the head teachers said that the trainings they had received in guidance and counseling were very adequate, 40% said that the trainings they had received in guidance and counseling were adequate and 20% of the head teachers said that the training they had received in guidance and counseling were somehow adequate. This results show that the guidance and counseling trainings were adequate and well equipped. In the case of the teachers, 46.15% guidance and counseling teachers had attended professional training in guidance and counseling while 53.84% had no professional training in guidance and counseling. The schools that had teachers who had professional trainings in guidance and counseling had an average mean score of 3.741 while the schools that did not have teachers with professional

qualification had a mean score of 3.159. These results just like it was the case for the head teachers showed that the teachers who had professional skills on average performed better than the schools without teachers with professional skills on guidance and counseling. among the teachers who had attended professional training in guidance and counseling, 30.8% guidance and counseling teachers said that the guidance and counseling training were adequate, 61.5% said that the guidance and counseling trainings were adequate and one teacher said that the guidance and counseling trainings were somehow adequate. No respondent said that the training were inadequate or very inadequate.

The third objective investigated the adequacy of guidance and counseling facilities in schools. The study findings had it that all the schools had guidance and counseling books, 84.62% schools had guidance and counseling office, 46.15% had life skills books, 30.77% had career books, 23.08% had videos, and 15.38% had reference books. The study also found that 30.8% schools had very adequate guidance and counseling offices, 38.5% had adequate guidance and counseling offices and 15.4% of schools had somehow adequate guidance and counseling offices. Lastly 15.4% schools had no guidance and counseling offices. On the adequacy of career books, the study findings had it that 69.2% had no career books, a total of 23.1% had schools had very adequate, 7.7% school had adequate career book. On the guidance and counseling videos in the schools, 84.6% had no guidance and counseling videos, 7.7% school had very adequate videos for guidance and counseling, and lastly 15.4% schools had adequate

guidance and counseling videos. These results show that guidance and counseling infrastructure were not available in many schools but in the schools that they were in they were adequate.

The last objective investigated the intervention measures of guidance and counseling that were put in place in schools. One intervention measure that had been put in place was ensuring that teachers attend regular guidance and counseling programs. This was supported by 53.8% of the head teachers as an intervention measure that was used in their schools. A total of 23.1% head teachers said that ensuring that students are provided with foster parents in the schools was an intervention measure that was used in the provision of guidance and counseling. Lastly 7.7% head teacher said that appointing of members of staff to be in charge of guidance and counseling was an intervention measure that was used in the schools.

5.3 Conclusions

The purpose of the study was to investigate the perception of the influence of guidance and counseling on students' performance at KCSE in Kisii central. From the study, it was found that the students in Kisii central district had negative attitude towards the objective of guidance and counseling of ensuring that the students improve in KCSE. The students also had a negative attitude towards the process of guidance and counseling delivery in the schools. Most schools did not have adequate facilities of guidance and counseling except few schools with the

facilities of guidance and counseling. The study also established both the headteachers and guidance and counseling teachers had professional trainings in guidance and counseling which they could use in their workers guides and counselors.

The students had a negative attitude towards the way G/C was conducted to ensure they pass effectively in KCSE. Thus G/C service provisions should be conducted efficiently and effectively by qualified staff and in a professional manner for students to develop a positive attitude towards G/C services.

92.3% students do not seek G/C services from G/C teachers. They should be encouraged to seek G/C services in order to solve their individual academic, personal and social problems they face 61.5% of the teachers agreed that their morale in G/C provision was lowered by lack proper support from the administration. Thus G/C should be given a high priority in schools in order to boost morale of G/C staff.

46.2% of G/C staff had it that the general performance of KCSE in Kisii Central had been poor partly due to lack of proper G/C services in all the public secondary schools and that the general performance of KCSE has not been impressive to all stakeholders. Stakeholder should do something urgently in order to improve KCSE in the district.

5.4 Recommendations

Based on the findings of the study the following recommendations were made;

The M.O.E should ensure that secondary schools have more capacity in terms of staff who are trained on guidance and counseling to enhance efficiency in the provision of guidance and counseling services, The MOE should also ensure schools implement the curriculum based establishment (CBE) that requires a minimum of at least 2 guidance and counseling teachers in one streamed schools and two to three streamed schools should have at least 4 guidance and counseling teachers to ensure that guidance and counseling is done properly.

To improve the standards of guidance and counseling, the QASOs should constantly monitor the schools to ensure that the students are regularly guided and counseled so as to nurture good attitude among the teachers and students.

The headteachers would be encouraged to attend professional G/C trainings in order to supervise effective G/C programmes in their schools.

There should also be adequate G/C facilities, proper and adequate trainings for headteachers and G/C staff for effective provision of G/C services.

In addition, there is also need for headteachers and teacher to get regular trainings in G/C in order to acquire skills vital to offer G/C services effectively.

There should also be intervention measures by schools in order to offer effective and adequate G/C services to students. Amongst the intervention measures are; appointing a member of staff to be in charge of G/C in the school, provision of G/C materials for both teachers and students, lighter load to G/C staff and setting timetable and sending teachers for inservice trainings in G/C.

Finally, students should always be encouraged to seek G/C services regularly on various issues especially on study habits and techniques in order to perform better in KCSE to face and solve social and personal problems they face in life.

More female teachers to be appointed as G/C staff in order to assist female students in G/C service provisions.

5.5 Suggestions for further studies

The following topics were suggested for further studies.

Future researcher should carry out the same research in other areas, such as in Nyamira County so as to compare with the findings of this study.

Future researchers should investigate the extent to which guidance and counseling influence the performance in other institution of learning such as primary schools and even in the other higher institutions of higher learning such as the tertiary institutions and the universities.

Since this study was a descriptive study, future researcher should do a correlation study to establish the relationship between guidance and counseling and academic performance of students.

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APPENDICES

Appendix I

LETTER OF INTRODUCTION TO RESPONDENTS

University of Nairobi
Department of Educational
Administration and Planning
P.O Box 30197
NAIROBI
Date _____

The Principal

Dear Sir/Madam

REF: RESEARCH STUDY IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi carrying out a study on the influence of guidance and counseling on students' performance at KCSE in public secondary school in Kisii Central District. Your school has been sampled for the purpose stated above.

Kindly respond to all items in the questionnaire. Do not write either your name or that of your school on the questionnaire. It will be used for the purpose of the research only. Thank you very much for your cooperation.

Yours faithfully

Ong'au David Nyamwaka

Faculty of Education

UNIVERSITY OF NAIROBI

Appendix II

QUESTIONNAIRE FOR TEACHER- COUNSELORS ON

INFLUENCE OF GUIDANCE AND COUNSELING ON STUDENTS' PERFORMANCE AT KCSE IN KISHI CENTRAL .

Part A

Put a tick (✓) in the box against your chosen answer (response)

1. What is your gender? Male () Female ()

2. What is your professional qualification?

SI () Diploma teacher () Untrained graduate teacher ()

Trained graduate teacher () M.ED ()

3. (a) Have you received any additional professional training in guidance and counseling? Yes () No ()

(b) If your answer in 3(a) above is yes, how long did the training take?

A few days () A few weeks () 3 months ()

3 months- 1 Year () 2 years and over ()

(c) How do you rate the training given ?

Very Adequate () Adequate () Somehow adequate ()

Inadequate () Very inadequate ()

4. (a) For how long have you been assigned the responsibility of being in-charge of guidance and counseling in your school?

Less than one year () 1-2 years () 2-3 years ()

3-4 years () More than 4 years ()

(b) Please tick the box with the number that best describes your attitude towards being assigned and providing guidance and counseling duties. The numbers represent the following responses.

5= Very positive() 4= positive () 3= neutral ()

2= negative () 1=very negative ()

5. Explain ways in which you think effective guidance and counseling creates a conducive learning and teaching environment.

.....
.....

6. (a) Does the head teacher support the guidance and counseling services in the school? No, () Yes ()

(b) If yes, how?

If No, why so?

i.

i

ii.

ii

iii.

iii

iv.

iv

v.

v

7. (A)List the resources available in your school for effective provision of guidance and counseling services.

ITEM	QUANTITY (N of Rooms / Kshs)

(b) In your view are the resources adequate for the effective provision of guidance and counseling services in your school? 5= Very adequate ()
 4= adequate () 3= somehow adequate () 2= Inadequate()
 1= Very Inadequate()

8. State five ways in which effective guidance and counseling services can enhance performance of KCSE in the school.

.....

9.What is the attitude of students towards the seeking guidance and counseling services in the school? 5= very positive () 4= positive ()
 3= neutral () 2= negative () 1= very negative ()

10. How often do students seek guidance and counseling services in the school?
 Tick a box that best describes your response.

5= Always () 4= Very often () 3= Often () 2= Rarely ()

1= Never ()

PART B

Express on a five- point scale your response to each of the following statements by ticking the box against the number that best describes your teaching towards guidance and counseling services in the school. The key below gives the corresponding responses for the numbers 1-5

Response	Strongly agree	Agree	Not sure	disagree	Strongly disagree
Corresponding number	5	4	3	2	1

1. My morale for implementing guidance and counseling service is lowered by lack of support from school administration.

1. () 2. () 3. () 4. () 5. ()

2. Effective provision of guidance and counseling effectively improves academic performance of the school.

1. () 2. () 3. () 4. () 5. ()

3. I feel that the teachers with professional counseling skills attract more clients (students).

1. () 2. () 3. () 4. () 5. ()

4. Only students with a positive attitude towards guidance and counseling services seek assistance from counselors when faced with social (personal problems)

1. () 2. () 3. () 4. () 5. ()

5. The general academic performance in KCSE has not been impressive to all stakeholders.

1. () 2. () 3. () 4. () 5. ()

6. The general performance in KCSE has been poor due to lack of effective guidance and counseling services in the school.

1. () 2. () 3. () 4. () 5. ()

7. The head teacher feels that guidance and counseling services is not necessary and it is a waste of valuable time.

1. () 2. () 3. () 4. () 5. ()

8. The students are made aware of the availability, importance and provision of guidance and counseling services in the school.

1. () 2. () 3. () 4. () 5. ()

9. Below is a list of guidance and counseling activities. Tick () from the boxes provided the correct responses to show the activity that your head teacher does.

a) Appoints guidance and counseling staff ()

- b) Provides materials for guidance counseling ()
 - c) Involves other teachers in guidance and counseling ()
 - d) Gives you a lighter teaching load ()
 - e) Encourages students to be guided and counseled. ()
 - f) Co-coordinators activities of G/C ()
 - g) Helps in preparation G/C programs ()
 - h) Timetables guidance and counseling on time table. ()
 - i) Regularly sends your for in-service training in G/C ()
 - j) Asks you to submit report on G/C to him termly ()
 - k) Refers students with personal/social problems to you. ()
 - l) Enables you to invite guest speakers to come to your school. ()
 - m) Involves parents of those students with indiscipline issues ()
- Any other (specify).....

10. Indicate whether the following statements are true or false .(a) The school has established peer counseling services. True () False ()

(b) The school has established referrals where difficult cases are handled.
 True () False ()

Thank you most sincerely for your time, effort and information.

Appendix III

**QUESTIONNAIRE FOR THE HEAD TEACHER ON
THE INFLUENCE OF GUIDANCE AND COUNSELING ON
STUDENTS' PERFORMANCE AT KCSE IN KISII CENTRAL .**

Part A put a tick () in the box against your chosen response

1. What is your gender? Male () Female ()

2. What is your professional qualification?

S1 teacher ()

Diploma teacher ()

Untrained graduate teacher ()

Trained graduate ()

MED ()

3. (a) Have you got any additional professional training in guidance and counseling? Yes () No ()

(b) If your answer in 3(a) above is yes, how long did the training take?

A few days () A few weeks () Three months ()

3 months – 1 year () More than one year ()

© How do you rate the training given?

Very adequate () Adequate () Somehow adequate ()

Inadequate () Very inadequate ()

4. (a) Have you assigned any teacher the responsibility of being in- charge of guidance and counseling in your school? Yes () No ()

(b) If yes, is it time tabled, co-ordinated and supervised by you or any other?

Yes () No ()

(c) If not supervised by you, who supervises it?

5. Please tick the box with the number that best describes the attitude of teachers towards being assigned guidance and counseling duties in your school.

5= very positive () 4= positive () 3= neutral ()

2=negative () 1= very negative ()

6. What is the attitude of students towards the provision of guidance and counseling services in the school? Refer to No 5 for responses.

1. () 2. () 3. () 4. () 5. ()

7. State five ways In which effective and guidance and counseling can create a conducive learning and teaching environment.

i.

ii

iii

iv

v.

8. (A) Do teachers support the provision of guidance and counseling services in the school? Yes () No ()

(B) If Yes, how?

(C) If No, why so?

i

i.

ii.

ii.

iii.

iii.

iv

iv

v.

v.

9. (a) List the resources available in your school for effective provision of guidance and counseling services.

Item	Quantity

(b) In your view, are the resources adequate for effective provision of guidance and counseling services? Tick as appropriate

Very adequate- 5 () Adequate- 4 () Somehow- 3 ()

Inadequate-2 () Very inadequate-1 ()

10. (A) State ways in which effective guidance and counseling can be used to enhance KCSE performance in your school

(B) What intervention measures have you put in place in order to strengthen the provision of guidance and counseling program ?

(C) What constraints do you face in your provision of effective guidance and counseling in your school?

Appendix IV

STUDENT QUESTIONNAIRE ON INFLUENCE OF GUIDANCE AND COUNSELING ON STUDENTS' PERFORMANCE AT KCSE IN KISII CENTRAL.

The question consists of one part designed to collect different types of data. This part seeks information pertaining to students' need to seek guidance and counseling services and their subsequent academic performance in school. In addition, it aims at discovering the achievement and aspirations of students as a result of their contacts with effective guidance and counseling services in the school.

Respondents who would be sampled are requested to complete the questionnaire and return it.

NOTE

1. The information you give will be treated with strict confidentiality
2. Please answer the questions honestly as far as they relate to you.
3. Your participation to the success of this study is highly appreciated and you will be remembered forever.

Please indicate the correct response in your view

1. Respond to the following as they may apply to your school?

Statement	SA	A	U	D	SD
Students positive attitude toward guidance and counseling enables them pass in KCSE					
Guidance and counseling assists in adjusting the perceptions and ambitions of the students to enable them pass KCSE.					
Guidance and counseling is effective in ensuring students pass science subjects and mathematics					
Guidance and counseling in the schools is important in improving the performance of students in language and humanity subjects					
Guidance and counseling is only good for all type of students in ensuring they pass KCSE					
The way guidance and counseling is conducted is effective in ensuring that the students pass in KCSE					

7. In your opinion, what can be done in order to improve academic (K.C.S.E) performance in your school?

.....

8. In your opinion, if guidance and counseling services are strengthened and effectively provided, can it assist students to improve on their K.C.S.E. performance in your school? If so how?

9. Which of the following problems affect students discipline in your school?

- | | | | |
|----------------------|-----|------------------------|-----|
| i) Truancy | () | (ii) Early pregnancies | () |
| (iii) Repetition | () | (iv) Drug abuse | () |
| (v) Alcoholism | () | (vi) Bullying | () |
| (i) Raping | () | (viii) Drop-out | () |
| (ix) Early marriages | () | | |

10. Do you think the headteacher/principal has a role to play in guidance and counseling in your school?

Yes () No ()

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Date: 11th July, 2011

Our Ref: NCST/RRI/12/1/SS-011/904/4

David Nyamwaka Onga'u
University of Nairobi
P. O. Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Influence of guidance & counselling on students' performance at Kenya Certificate of Secondary Education in Kisii Central" I am pleased to inform you that you have been authorized to undertake research in Kisii Central District for a period ending 31st August, 2011.

You are advised to report to the District Commissioner & the District Education Officer, Kisii Central District before embarking on the research project.

On completion of the research, you are expected to submit one hard copy and one soft copy of the research report/thesis to our office.


DR. M. K. RUGUTT, Ph.D, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
Kisii Central District

The District Education Officer
Kisii Central District



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Registration: "SCIENCE TECH", Nairobi
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NAIROBI-KENYA
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Date: 11th July, 2011

Ref: NCSI/RRI/12/1/SS-011/904/4

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. DAVID NYAMWAKA
ONG'AU

of (Address) UNIVERSITY OF NAIROBI
P.O BOX 30197 NAIROBI

has been permitted to conduct research in

.....Location,

KISII CENTRAL.....District,

NYANZA.....Province,

on the topic INFLUENCE OF GUIDANCE

AND COUNSELING ON STUDENTS'

PERFORMANCE AT KENYA CERTIFICATE

OF SECONDARY EDUCATION IN

KISII CENTRAL

for a period ending 31ST AUGUST, 2011

NCST/RRI/12/1/SS-011/904/4
Research Permit No.....

Date of issue 11/07/2011

Fee received KSH. 1,000



[Signature]
Applicant's
Signature

[Signature]
Secretary
National Council for
Science and Technology

[Signature]
DR. M. K. RUGUTT, Ph.D., HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
Kisii Central District

The District Education Officer
Kisii Central District