

**GUIDANCE AND COUNSELLING ON STUDENTS' ACADEMIC
PERFORMANCE IN SECONDARY SCHOOLS IN NDIA
DIVISION, KIRINYAGA DISTRICT
KENYA**

**THESIS
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION
IN EDUCATIONAL MANAGEMENT
AND ADMINISTRATION**

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AUGUST 2011**



DECLARATION A

"This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning."



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14-9-2011

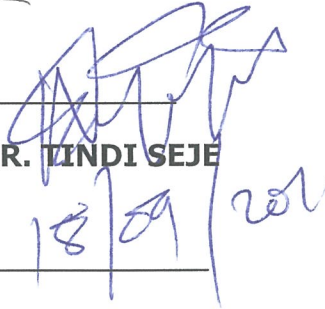
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DECLARATION B

"We confirm that the work reported in this research was carried out by the candidate under our supervision."



DR. IJIOMA AND MR. TINDI SEJE


18/09/2021

DATE:

APPROVAL SHEET

"This thesis entitled "Guidance and counseling on academic performance of secondary school students in Ndia Division Kirinyaga District" prepared by Githaye wilson in partial fulfillment of the requirements for the degree of master of education in educational management and administration has been examined and approved by the panel on oral examination with grade of PASSED.

Name and signature of chairman

Name and signature of supervisor

Name and signature of panelist

Name and signature of panelist

Name and signature of panelist

Date of comprehensive examination: _____

Grade: _____

Name and signature of SPGSR

Name and signature of DVC SPGSR

DEDICATION

This piece of work has been dedicated to my Family for their role spurring me to greater heights.

ACKNOWLEDGEMENT

First and foremost I would like to thank the almighty God who made it possible for me to complete this course through granting me good health and opening for me some doors for financial support.

Special thanks also go to my supervisors Dr. (Mrs) Ijeoma and Mr. Tindi for their useful insights in the process of the study.

My thanks also go to my family members who sacrificed their comfort socially, financially and materially to enable me do this course. May the almighty God reward you abundantly.

ABSTRACT

This study was specifically designed and conducted to investigate the relationship between guidance and counseling and academic performance of secondary school students in Ndia Division, Kirinyaga District . The study focused on examining the level of guidance and counseling, level of students' academic achievement and the relationship between guidance and counseling and students' academic performance in Secondary schools in Ndia Division. The researcher applied a co relational study design using quantitative approach to derive meaning from quantitative data generated. The main research instrument used to obtain data during the study was Likert scaled questionnaire adopted and modified to suit the objectives of the study. Data collection was guided by the research questions and objectives. A total of 124 respondents were purposely and randomly sampled from the eight secondary schools in the district. Results from the study and analysis showed that there was a significant relationship between guidance and counseling and the academic performance of students. Revelations from the study further indicated that there is still very low levels of academic performance of secondary school students in this division. The level of guidance and counseling was found to be fairly adequate. The study recommended that the government should incorporate guidance and counseling units within each school so as to bring closer these services to the students

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CHAPTER ONE

PROBLEM AND ITS SCOPE

Background of the study

The history of school counseling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counseling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. The factors leading to the development of guidance and counseling in the United States began in the 1890s with the social reform movement. The difficulties of people living in Eluhobe slums and the widespread use of child labor outraged many. One of the consequences was the compulsory education movement and shortly thereafter the vocational guidance movement, which, in its early days, was concerned with guiding people into the workforce to become productive members of society. Korinek, L. & Prillaman, D. (1992).

In contrast to the psychoanalytic method of Sigmund Freud (1856-1939), which focuses on unconscious visual processes and their roots in the past, Thorne (1948) behavior therapy will underpin this study. According to the said theory, Guidance and counseling focuses on observable behavior and its modification in the present. As an initial step in many types of behavioral therapy, the client monitors his or her own behavior carefully, often keeping a written record. The client and therapist establish a set of specific goals that will result in gradual behavior change. The therapist's role is

often similar to that of a coach or teacher who gives the client "homework assignments" and provides advice and encouragement. Therapists continuously monitor and evaluate the course of the treatment itself, making any necessary adjustments to increase its effectiveness (Thorne, F. C. 1948)

A number of specific techniques are commonly used in behavioral therapy. Human behavior is routinely motivated and rewarded by positive reinforcement. A more specialized version of this phenomenon, called systematic positive reinforcement, is used by behavior-oriented therapists. Rules are established that specify particular behaviors that are to be reinforced, and a reward system is set up. With children, this sometimes takes the form of tokens that may be accumulated and later exchanged for certain privileges. Just as providing reinforcement strengthens behaviors, withholding it weakens them. Eradicating undesirable behavior by deliberately withholding reinforcement is another popular treatment method called extinction. For example, a child who habitually shouts to attract attention may be ignored unless he or she speaks in a conversational tone Lapan, and et al. (1997). In this study, the independent variable was Guidance and Counseling , which has as many definitions as can be found. For example, According to Nosal (1968), counseling is defined as the diagnosis and treatment of minor (non-imbedded, non-incapacitating) functioned (non-organic) maladjustments and as a relationship, primarily individual and face to face between a counselor and a client. Gitonga (1999) defines a Counsellor as an advisor, especially one who has professional training, in this study, It has been used with reference to

teacher counselor. He also reiterates that Counselling is Professional advice about a problem from the middle English council or Latin consortium to take counsel, consult. A relatively short term, interpersonal, theory based process of helping persons who are fundamentally psychologically healthy resolve developmental and situational issues. In this study however, the term will refer to; Teacher counselor level of training, teacher counselor's experience, teacher counselor's approach, learners' disposition towards counseling and school counseling environment (administration, discipline, facilities etc.) The dependent variable in this study was Academic achievement. For the purpose of this study, the term academic has been used to mean that which relates to education, in this case secondary school education, English Oxford Dictionary (2007) defines Achievement as the fact of succeeding at things in general by being determined or working hard. In this study however, Academic achievement will refer to; school attendance, Post test score and Moral Acceptance. The study took place in Ndia Division kirinyaga District Central Province, Kenya. Where academic performance in secondary schools has consistently been reported to be very low. Guidance and counseling services offered by trained personnel is also Very low. In particular, basing on ethnographic observation, there is very low level of school attendance, most students are morally un upright, and end up performing poorly in examinations.

Statement of the problem

Guidance and counseling services has unquantifiable advantages such as facilitating good raport between the students and their parents, encouraging moral growth in the

learners and giving the whole society a sense of direction and purpose (Lapan et al, 1999). Dismayingly however, Use of guidance and counseling services in secondary schools has consistently been low e.g. see (Gakibayo,2001; Nsohya, 2002 and Wakanyasi, 2002). In particular, ethnographic observation suggests that there is very low level of school attendance, most students are morally un upright, and end up performing poorly in examinations.

This failure to use Guidance and counseling leads to several undesirable outcomes such as waste of funds by the ministry on under utilized or even un utilized staffs and facilities (Njiranie, 2000). Also given that the current academic trends need students who are morally and emotionally stable (Kasozi 2002). Factors related to how usage of guidance and counseling services in schools have to be unearthed if the problem is to be addressed. While there could be several factors related to the problem, according to Thorne's (1948)behavior therapy theory, Guidance and counseling focuses on observable behavior and its modification in the present which may have great effect on learners' moral standards, their cognitive achievement and their attendance to set up rubrics. Hence the need for this study to appraise the relationship between Guidance and counseling and academic performance by the said students.

Purpose

The purpose of this study was to establish the effect of Guidance and Counseling on the Academic Achievement of Secondary school students .

Objectives

The specific objectives of the study were;

- (i) To establish the profile of the respondents in respect to Gender, age and level of education
- (ii) To establish the level of Guidance and counseling in the secondary schools in Ndia Division
- (iii) To assess the level of Academic performance in secondary schools Ndia Division
- (iv) To establish the relationship between guidance and counseling and students' academic performance in Ndia Division.

Research Questions;

- i. What is the profile of the respondents in respect to age, gender and level of education
- ii. What is the level of guidance and counseling in Ndia division secondary schools?
- iii. What is the level of academic performance in secondary schools in Ndia Division?
- iv. What is the relationship between guidance and counseling and academic performance in secondary schools in Ndia division?

Hypotheses

H_0 = There is no significant relationship between Guidance and counseling and academic performance of students.

Scope of the study

Geographically, the study concentrated on secondary schools in Ndia Division kirinyaga District Central Province, Kenya, the students and teachers served as respondents. In **content**, the study focused on Guidance and counseling, herein conceptualized as counseling level of training of the teachers, counseling Environment, Counseling techniques and learner's disposition towards counseling. And academic achievement herein conceptualized as Post test score, school attendance and moral acceptance. In terms of **time**, the study covered between April and August 2011. **Theoretically**, the study was underpinned by Thorne (1948)'s behavior therapy theory.

Significance of the Study

The study could help the following;

The Ministry of Education; identify how Guidance and counseling services affects academic achievement in secondary schools in Ndia Division and hence be in position to adjust staff training on Guidance and counseling so as to positively influence academic achievement in the country.

The community; they will benefit from the findings since improved perception on the significance of guidance and counseling in schools may be witnessed.

Researchers; Theoretically, the study will also prompt more researchers in the area having contributed to literature and methodology of such future studies.

Definition of terms

Guidance and counseling –a process through which a person attempts to help another person in matters of self understanding, decision making and problem solving process. It is a face to face encounter and its outcome is gradually dependent upon the quality of the counseling relationship

Academic performance- ability to pass exams, do exercises given in class

Secondary schools- the second face of schooling level after primary 8, and usually takes four years, in Kenyan case.

CHAPTER TWO

LITERATURE REVIEW

Concepts, Ideas, Opinions from Authors/ Experts

The Concept of Counseling

There is no universally accepted definition of counseling. The reason being that some definitions are too broad while others are specific, for instance Hansen and Women (1982) states that counseling is a word that every one seems to understand, but it is quite apparent that no two people understand it in exactly the same way.

Considering Tahums perspective, counseling is a dialogue between someone who has a problem and someone with special knowledge and can help in understanding of the problem. Counseling is usually initiated by the client and it is very personal, intimate, private and confidential. It does not mean to instruct nor is the counselor expected to express personal views and values to the client (Makine, 1983).

Nosal (1968), states that counseling is a process through which a person attempts to help another person in matters of self understanding, decision making and problem solving process. It is a face to face encounter and its outcome is gradually dependent upon the quality of the counseling relationship. It also means the process of interaction between a counselor and a client in private setting where the farmer helps the latter to change his or her behaviour in order to find a satisfactory resolution of his or her needs.

Wrenn (1999), puts it that counseling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of clients need but in which there is always mutual participation by the counselor and the client with the focus upon self clarification and self determination by the client.

From the foregoing definitions, the researcher concludes that counseling is a process through which people are assisted to make choices. It is personal, intimate, private and confidential and must be based upon knowledge about factors affecting individual's behaviour and ability to help clients understand such factors by accepting to explore aspects of his or her life. Essentially, it is concerned with developing the client's own capacity for decision and problem solving rather than handling clients already made solutions.

The main concern of students is to find coherent and consistent identity so as to function well in society. Their individualistic ideas, interests and emotions need recognition and encouragement. The desire for education and career development, which is influenced by money economy and adoption of Western Technology. To manage these problems, counseling becomes the central factor in helping them out of these problems of which academic achievement is not an exception.

Chepleting (2003) carried out a study on educational guidance and counseling in Aldai, Nandi District. The main objective of the study was to find out the importance of educational guidance and counseling in schools. The researcher maintained that counseling in secondary schools assist students to develop socially, emotionally and intellectual growth if given correct orientation. The study also sought to find out the objectives of counseling of students. These objectives included the following: students should achieve self understanding; students should be able to deal with complicated interpersonal relationships, students should be able to attain appropriate academic achievement, students should be able to alternate social, personal or emotional problems and students should be able to make appropriate educational and vocational decisions. The study laid more emphasis on the objective of counseling of students. The objectives of counseling in this study are seen in the eyes of the role counseling plays in terms of taking care of student's academic, career and personal / social needs. These findings will be of great use in this study.

When comparing the school counseling profession in Kenya with other countries like the United States, Counseling began as a vocational guidance movement at the beginning of the 20th Century. Jesse Davis is considered the first to provide a systematic school guidance programme in 1907 (Schimlt, 2003). In Kenya, guidance and Counseling started with the ministry of Labour only to give vocational counseling which is similar to the United States. The only difference is that in the U.S, it was a movement while in Kenya it was only a department in the ministry of education it was only a department in the ministry of education.

In the United States, Professional school counselors implement a comprehensive school counseling programme that promotes and enhances student achievement through a guidance curriculum, individual planning strategies, responsive services and comprehensive school counseling programme support / advocacy.

Professional school counselors meet the need of students in basic domains: academic development, career development and personal / social development knowledge, understanding, counseling, coordination and collaboration, classroom guidance lessons are designed to be preventive in nature and includes self-management and self monitoring skills (Schmidt, 2003).

In Kenya secondary school curriculum, there is no provision for guidance and counseling lessons. Usually students are to be attended to outside class hours and usually after day's lessons. Students are exhausted after a whole nine lesson. Counseling such as student may not yield much fruit since they are tired both in mind and body.

Looking at what is discussed above; one can deduce that counseling is more established in developed countries than in developing countries and Kenya in particular. In Kenya, counseling lessons are not provided for in the school curriculum and most counseling teachers are not even professionally trained. However, faculties of

education in some universities for instance Kenyatta University has in the recent past started to offer degrees in guidance and counseling.

The reviewed literature has revealed that guidance and counseling programs are going on in various schools in Kenya though not yielding much. Literature has also foregrounded some of the issues that are dealt with during counseling, for instance adolescence problems, career counseling, peer pressure, psychological and emotional problems among other. Furthermore, teacher counselors like any other teacher are overloaded with other instructional duties.

Most reviewed studies indicate that some of the hindrances to the effective implementation of guidance and counseling in secondary schools are thus most of the counselors are not professionally trained, Counseling has no place on the school timetable, Kenyan schools have few reference books on guidance and counseling and that most schools do not have sufficient funds to carry out the programme effectively. (Anyona; 1989, Gitonga, 1999, Nderitu, 2007, Okola, 2005)

This literature has shown clearly the effect of counseling on academic achievement of secondary school students which is the gap that this study hopes to address. However, in order to capture the effect of counseling on academic achievement of secondary school students, other related factors are such as teacher counselor level of training, experience, approach, learners disposition towards counseling and the school environment.

Historical Background of guidance and Counseling services in Kenya

In Kenya, counseling developed fast before independence. Years that followed independence realized a considerable expansion in both thought and counseling particularly in schools. Basing on Kilonzo (1980), he notes that at the end of 1962 the Ministry of Labour together with the Ministry of Education decided on some ways to give vocational counseling with the help of career masters.

The 1964 / 1970 Ford Foundation consultant report on high level manpower requirement and resources in Kenya recommended that all career masters and school libraries be supplied with a comprehensive careers guide book (Kilonzo, 1980). In 1977, the United Education Scientific cultural organization (UNESCO) sent an expert to Kenyatta University College to do a needs assessment study in the hope of establishing a centre for educational and Vocational Counseling.

Some studies have been carried out by Kilonzo (1980) Amukao (1984) and Khaemba (1986) who argued that there is little progress in guidance and counseling in Kenya Secondary Schools. Hence, there are few secondary schools with form fours who are helped to fill in career forms and yet they may not have been counseled properly at the lower level on how to improve their performance.

Guidance and counseling in schools has also been supported by educational reports. The Kamunge Report (1988) recommended that schools should establish guidance and counseling programmes and senior teachers be made responsible for this. As a follow up of this, in the late 1990's the Ministry of education through the PDE's (Provincial Director of Education) then known as P.E.O's (Provincial Education Officers) conducted interviews for Guidance and Counseling and those who qualified were promoted as (H.O.D's) Heads of Departments for Guidance and Counseling in schools. In order to implement some of their recommendations, introduction of social education and ethics as a new subject in secondary curriculum was adopted which again has been phased out in the year 2002.

The phasing out of this subject brought confusion to schools as if the ministry did not understand the role played by the subject or it might be the subject did not have any impact on the students who studied it. The subject appeared not to have any connection with guidance and counseling. The Kamunge report after recommending that senior teachers be made responsible for guidance and counseling in schools did not make a follow up for this programme. Furthermore, these teachers were not

professionally trained as counselors. This meant that counseling was provided by teachers who had no counseling skills.

Students were only counseled in terms of careers without considering the academic performance. If counseling has to be made effective it should be linked to the academic achievement of secondary school students. The researcher will therefore investigate into the effect of counseling on academic achievement on secondary school students in Ndia Division.

Academic Performance of Students

Each of us has a different set of intelligences (Gardner, 1985 & 1995; Viadero, 1998) that have been nurtured during our young lives, that have matured during our adult lives, and that we tend to reinforce among our own children.

Traditionally, the Tlingit uncle or aunt passed these "skills" on to their maternal nephews and nieces as the primary teachers and mentors of young children. The elders among us remember how well that system worked and the lessons learned because failure was not allowed.

Sitguay, my paternal grandmother, once asked my sister and me if we had eaten lunch yet (she had been observing us at play and already knew the answer to that question – we had not yet had lunch). She then told us that we had to take time to care for our bodies, that what we did as young children would influence the health of our own children, and that my sister had to eat well to insure that her children would be healthy. The knowledge and skills transferred from one generation to the next allowed our ancestors to develop an intellectually and socially rich complex culture. In the modern context, we have allowed failure through a loss of language development, through a deterioration of skills and knowledge necessary for our cultural and social well being, and through a lack of direct participation in the educational process (both formal/in the schools, and informal/in the community setting).

In a major review and analysis of the research literature on the education of Native children (Demmert, 2001; Demmert & Towner, 2003, Grissmer, Demmert, Towner et al., 2004), and in a review of the research on intellectual development and learning, we find that many of the Tlingit practices and customs for transferring knowledge and skills are supported by contemporary research.

From the perspective of academics, two of the most accurate predictors of a young person's ability to succeed in school are reading readiness (phonemic awareness, vocabulary, alphabet naming, and listening comprehension) and two dimensions of a youngster's social behavior (interpersonal skills: the quality of social relationships with peers, and work-related social skills: a child's degree of independence, responsibility, and self-control) at 54 months of age (5 ½ years of age) (NICHD, 2004).

The most current information on improving academic performance tells us that there are three environmental influences linked to levels of academic performance among young children (NICHD, 2004). These influences include the following:

- 1) *High quality parenting* (the degree to which a youngster is provided with an enriched warm and responsive learning environment)

Theoretical Review

Thorne (1948) behavior therapy underpinned this study. According to the said theory, Guidance and counseling focuses on observable behavior and its modification in the present. The theory further maintains that, as an initial step in many types of behavioral therapy, the client monitors his or her own behavior carefully, often keeping a written record. The client and therapist establish a set of specific goals that will result in gradual behavior change. The therapist's role is often similar to that of a coach or teacher who gives the client "homework assignments" and provides advice and

encouragement. Therapists continuously monitor and evaluate the course of the treatment itself, making any necessary adjustments to increase its effectiveness (Thorne, F. C. 1948)

A number of specific techniques are commonly used in behavioral therapy. Human behavior is routinely motivated and rewarded by positive reinforcement. A more specialized version of this phenomenon, called systematic positive reinforcement, is used by behavior-oriented therapists. Rules are established that specify particular behaviors that are to be reinforced, and a reward system is set up. With children, this sometimes takes the form of tokens that may be accumulated and later exchanged for certain privileges. Just as providing reinforcement strengthens behaviors, withholding it weakens them. Eradicating undesirable behavior by deliberately withholding reinforcement is another popular treatment method called extinction. For example, a child who habitually shouts to attract attention may be ignored unless he or she speaks in a conversational tone Lapan, et al. (1997).

Related studies

School counseling environment and counseling effectiveness.

According to Eshiwani (1986), many school heads and their teachers are too preoccupied with covering the teaching aspects of the school results at the end of the year. They may not be aware that students if not well counseled in education related issues may not be able to achieve their academic goals.

The function of guidance in the life of her client is fundamental in the success of the educational goals which is fulcrum of national development. The success of guidance

practice in the life of the learner cannot be effective if the counseling environment is not positive. Ejide (2002) and Burns (2000) simply put that a positive environment is one that is not void of both human and material hindrances to learning (counseling) but is capable of sensitizing and stimulating the entire counseling process.

Counseling environment is like a knob that works through the clients cognitive, affective and psychomotor domain with activities and facilities geared towards promoting relatively permanent change in the client behavior values, convictions, dispositions within and outside the school setting.

Positive counseling environment is like salt that sweetens the pot of guidance practice. A soup without salt, no matter the nature of ingredients the best cannot come out. It is when the environment is conducive that the educational goals can be achieved through guidance practice. The underlying theoretical basis is that there is correlation between stimulating environment and mental development (Ainsworth, 1969). Further Ejide (2002) explained that positive environment provides the clients with broad range of experiences which broadens the mental capacity of the clients and enhances their creativity skills and competences.

Therefore, the environment portends the surrounding of the clients where counseling process occurs. The counseling environment is made up of three components: the physical, social and psychological/emotional. The physical environment consists of the physical facilities such as the provision of standard counseling office with equipment like furniture, computers, psychological tests, audio and visual (I), laboratories, e.g., the social environment has to do with the activities such as orientation, career forum, group counseling, story telling, plays, music and dance therapy, study habit induction and others. All these are to enhance their potentials, develop social and coping skills in order to become productive. There are the emotional/psychological components; this is the disposition of the counselor in the course of counseling relationship.

It involves listening, genuineness, unconditional positive regard, empathy, confidentiality, questioning skills, reassurance, friendliness, acceptance, constructive and expression of negative personality all these are to make the clients relaxed, feel worthy and have sense of belonging so that his best can be unfolded. Under these conditions the client will be in a position to state all his problems without hindrance.

Then the counselor and the client can work through the clients' problem effectively. Integration of all these factors strengthen the inner mind of the individual and enable him imbibe values and principles that will make him stand up to the challenges the day provides. There is no doubt that positive counseling environment is very crucial to the quality of counseling outcome.

It is also paramount to effective guidance practice within the school setting. This is because the environment provides factors, conditions and elements that enhance good counseling relationships which in turn encourage effective guidance practice. Here the counselor and the school manager create a positive environment so that the client can be pleasantly disposed towards the utilization of the services that counseling renders. Counseling is promoted in a conducive environment. The effectiveness of the counseling environment depends on how conducive, friendly and relaxed it is. When these conditions are met then the individual can achieve his optimal potentials. The usefulness of positive counseling environment to guidance practice is the gap that this study intends to fill.

This shows that good environment bring desired changes in the client The study confirms Bulus (2000) who opined that positive environment sensitizes and stimulates entire counseling process. Thus improved counseling school services in conducive working environment can in turn lead to achieving educational goals. Further examination of the results reveal that social counseling environment which involves counseling interactive activities between clients and counselors favor guidance practice effectiveness because it underscores the deep sentiments which is attached to

interaction. This is because interaction in a counseling relationship provides assistance outside counseling session and being accessible to clients.

These activities and physical factors such as educative pictures, films, video and decorations are complementary factors for effectiveness. One of the qualities of a counselor is to assist clients to cultivate the spirit of critical thinking. This at least is the goal of effective practice.

Also the social counseling environment which is part of the counseling activities helps to improve clients' cognitive, educational and personal-social life. The use of music experience during counseling session is a counseling activity that also improves the quality of life in various domains. The interaction emphasis on personal responsibility, self awareness, recognition of the needs of others and upon open and honest therefore helps them to develop integrity and confidence, No significant difference was found between male and female practicing counselors practice effectiveness. This finding supports their earlier studies by Ebebuwa-Okoh (2010) whose studies reveal no gender differences. The plausible for this finding is that both male and female have the same training experience and as such have similar tendencies in practicing their profession.

There is no significant difference based on location. The reason for this finding shows practicing counselors receive training from same source so in practice their performance is independent of location rather it is acquisition of skills that matters and the nature of problem handled.

A counselor's personality and students' academic performance.

Another study by Gitonga (1999) was on secondary school head teachers' attitude towards guidance and counseling programmes in Meru Central district. The main objective of the study was to find out secondary head teachers' attitude towards guidance and counseling programmes. The study found out that 58.8% of the head teachers who took part in the study indicated that their students were not aware of

what counseling was all about. The study laid much emphasize on the attitude of head teachers towards counseling. The low level counseling services amongst students could indicate that counseling services in school are not very much emphasized and the attitude of head teachers should be put in question. The study did not investigate into the role of counseling in improving the performance an aspect that is central in this study.

Wanjohi (1990) conducted a study on the perceptions on the role of counselors in secondary schools in Nyeri District. The main objective of the study was to find out the perceptions on the role of counselors in secondary schools. The study maintained that counselors dealt with personal matters concerning students. The study maintained that counseling students on personal mattes should be given preference in secondary schools. In the above study, the emphasis was on student's personal needs. The current study will base itself on the investigation of effects that counseling has on academic achievement.

Other boundary issues connected to the dynamic of the student/professor relationship are related to the counselor educators' tasks of fostering the students' development of effectiveness as counseling practitioner. How is effectiveness connected to counselor's personality? According to the cited literature above, effectiveness depends on the counselor's personality. Yalom (1995) indicates that the counselor's personality is the therapeutic agent. Thus, counseling outcomes depend more on the counselor's personality functioning therapeutically than on the level of the counselor's expertise. Likewise, Cormier & Cornier (1985), state that effective counselors are capable of integrating scientific knowledge and skills into their personhood. They are persons first, then professionals. They have achieved a balance of interpersonal and technical skill. These authors also indicate that effective counselors have (a) Intellectual Competence, (b) Energy, (e) Flexibility, (d) Support, (e) Goodwill, (F) Self-awareness, (G) Cultural Experience, among others. Consequently, it is clear that becoming an effective helper is a process that combines personal exploration with the mastery of

knowledge and skills training (George & Cristiani, 1995).

In addition, Gladding (1996) identifies counselors' effective personal characteristics as (a) spontaneity, (b) emotional maturity, (c) patience, (d) outgoingness, (e) friendliness, (f) practicality, (g) sensitivity, (h) creativity, (i) objectivity, (j) empathy, (k) altruism. These growth-enhancing personal qualities of the helpers facilitate their positive ethical and professional performance and allow counselors to use fulfilling lives, facilitating the counselors' willingness to learn from their mistakes and to grow therapeutically. Thus, individuals possessing the mentioned characteristics are sensitive and can fully concentrate on their clients' problems and situations; thus, they can be more effective (Cormier & Cormier, 1985). The professional counselors' willingness to live in accordance with what they teach and to be positive models for their clients is what makes those counselors "therapeutic" persons and effective (Corey, Corey, & Callahan, 1993). The ways these counselors present themselves to clients are what make them "models" that have a positive impact on their clients. Similarly, counselors' beliefs, personal attributes, and qualities have considerable influence on how they function ethically as professional helpers. Because the counseling field demands so much from the personhood of the counselor, counselor educators and counseling programs should foster students' self-exploration and support the students in their academic journey.

Yet, more exploration is needed in order to: (a) develop skills that foster ethical and therapeutic personality; (b) identify teaching strategies and environmental factors that can help in the development of those skills; (c) develop assessment instruments that might measure the effectiveness of a therapeutic personality; (d) identify the types of personalities that are more conducive to therapy; and (e) determine the ethical implications and their impact on the student/professor relationship. Finally, what are the boundary issues implied in the preparation of counselors from the view that counseling effectiveness depends of counselor' personality and how might it influence the student/professor relationship? Moreover, how "much of model," of those personal

characteristics, should counselor educators become? The cited authors do not address these implications.

Learners' disposition towards counseling and their academic performance

Kariuki (2002) carried out a study on peer counseling in schools in Bungoma. The main objective of the study was to find out the role of peer counseling in secondary schools. He noted that peer counseling in schools helps improve academic achievements since students help each other academically, socially and even psychologically. The study was on the importance of peer counseling in schools. The contribution of the study is of significance in this study based on its findings on the role of counseling in academic achievement

Anyona (1989) in her study which attempted to identify and compare the psychological counseling needs of adolescents in Lari Division, Kiambu District observed that schools through educational counseling are expected to help individual students to be aware of their fullest potential in order to enable them attain higher educational and training opportunities. The study found out that there were no effective counseling services in the sampled schools. In the same vein, Mwangi (1991) carried out a study on counseling high school students in Lari Division. The study pointed out that it is important to inform students concerning counseling services available. It was also noted in the study that high school students have so many counseling needs that interfere with their academic achievement. These studies emphasized the psychological counseling needs of students. This study however does not limit itself to the counseling needs of students but rather goes deeper to find out the effect of counseling on the academic achievement.

Although Council For Accreditation of Counseling and Related Educational Programs (CACREP) does not delineate or suggest a desirable "counseling student's core personal characteristics" to be fostered within the context of the students

professor/relationship, CACREP Guidelines state that from an ethical point of view, training programs have an obligation to address the characteristics of students' personalities as well as the professional competencies that are likely to interfere with a counseling student's efficacy with clients (Corey, Corey & Callahan, 1993).

Likewise, growing discussion in literature sees counselors' personalities and professional competencies as vital ingredients in the effectiveness of their counseling interventions in the use of counseling strategies for teaching and supervising counseling students (Gladding, 1996). In fact, taking into account the personal characteristics is professionally very important since counselors' personal characteristics influence therapeutic outcomes; assumption of influence is widely accepted among professional counselors (Herlihy & Corey, 1997). Other authors, such as Carkhuff & Berenson (1967), Kottler (1986), and Rogers (1961), agree that concerning the personal characteristics of counselors, the personhood is more important than their counseling techniques. This assumption makes it incumbent on counselor training programs to focus on counselors-in-training as persons as well as on their academic performance. Therefore, counselor educators should deal with the students' personal characteristics and their positive or negative influence on the students' role as counselors. Since the students are the center of the learning process, it is important to know what these candidates for counselors might bring into the Counseling Program. Information that might help to better understand how to approach their education as counselors in an ethical manner and how to adequately preserve the student/professor relationship is needed as well.

Counseling students have many reasons for becoming counselors. In this sense, the literature states that there are two clusters of motivators for being a counselor: dysfunctional motivations (DM) and healthy or functional motivations (FM) (Guy, 1987). This author states the following as DM: (a) Emotional distress, (b) Vicarious coping, (e) Loneliness and isolation, (d) Desire for power, (e) Need for love (1), Vicarious rebellion. These characteristics influence students' awareness of themselves and their potential

for becoming effective counselors. These characteristics increase the possibility that counselors could potentially harm their clients as well as the profession. In fact, DM can interfere with students' learning process during their training.

Conversely, the healthy or functional motivators (FM) help students to become effective counselors. According to Guy, FM include (a) Curiosity, (b) Ability to listen, (c) Comfort with conversation, (d) Empathic and understanding (e) Emotional insightfulness (f) Introspection, (g) Tolerance of intimacy (h) Comfort with power, (i) Ability to laugh. FM is useful for selecting teaching strategies within ethical boundaries. Therefore, the clusters of motivators can help counselor educators to guide and to prepare counselors while paying attention to personalized academic training, personal characteristics, and selves-exploration. There is agreement among the cited authors that teaching counseling and "doing" supervision should facilitate the students learning in how to use their own self as instruments for enhancing the lives of others, ethics and effectiveness, and professional competency. However, diverse opinion exists among authors regarding the relationship between counselors' personality and counseling effectiveness in the arena of supervision and teaching counseling. For example, some authors express the notion that education cannot change the persons' basic characteristics. Yet, counselor educators should consider those characteristics in the counseling education and training programs (Summerel & Borders, 1996).

There are questions which exist between these divergent positions on personality and counseling skills. Where are the boundaries? Could counselor educators teach counseling and do supervision utilizing the students' personalities instead of the students' capacity of mastering knowledge and skills? If so, how is this achieved? In addition, what is the impact of these teaching procedures on the student/professor relationships? Finally, what types of multiple relationships can emerge in the implementation of this view? These boundary issues are not established in the consulted literature.

The study dealt with general perceptions of teachers and students on the role of counselors in secondary schools. It did not look into counseling in relation to academic

achievement rather. This study therefore takes a different perspective in looking at counseling in terms of its effect on academic achievement.

CHAPTER THREE

METHODOLOGY

Research design

The researcher used descriptive correlational survey design to investigate the relationship between counseling and the academic performance of Secondary school students. A combination of qualitative and quantitative methods was used. Descriptive survey research studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and whenever possible to draw valid general conclusion from the facts discovered (Iokesh, 1984). Surveys also aim at obtaining information which can be analyzed, patterns extracted and comparison made (Bell, 1993). Hence a choice for this study. This method was used because it is appropriate in gathering data from a large sample of respondents within a short Period of time.

Population of study.

This study's population consisted of mainly teachers of secondary schools in Ndia division. Ndia division has 15 secondary schools with a population of 280 teachers. The target population consisted of all counseling teachers in the selected schools, since at most each school has all its staff professionally trained teachers in counseling and The total population of participants was one hundred and eighty (180).

Sample and sampling procedures

Ndia Division has 15 secondary schools. Because of the large population size, the researcher sampled eight (8) schools for the study using stratified and simple random sampling techniques (Ogula, 1998). The 124 counseling teachers were selected randomly from the parent population since each school has all teachers as trained

teacher counselors. The study employed Slovene's formula get a sample of 124 from a population of 180

$$n = \frac{N}{1 + N(e)^2}$$

Instruments

This study employed a self administered questionnaire in data collection. It was an adopted one which later got standardized. It had four sections, section A, was on background variables, herein, the profile of the respondents was addressed in respect to age, gender, marital status, and level of education. Section B (1) was on the second objective of the study, B (2) on the third objective of the study and B (3) on the fourth objective of the study.

Reliability

This is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). The researcher determined the reliability of the instrument through split-half technique, which requires only one testing session. The question on the questionnaire were separated into two sets of odd numbered questions for one set and even numbered questions for the other set. Each of the two sets questions were treated separately and then scored accordingly.

The two sets were corrected using the spearman's correlation formula to estimate the reliability. To ensure reliability of the instruments, one school was used for the pilot testing. The one school that was used for piloting was not in the study. This helped to rectify any misleading questions or information before going out for the real study. A

correlation coefficient that fell between -1.00 to 1.00 was deemed reliable. For reliability coefficient of 0.07 or 0.08 is acceptable reliable.

Validity

Validity is deemed as the extent to which a measurement instrument measures what is intended to measure (Coolican, 1996). To ensure content validity so that the instrument accurately measure the effects intended, self administered questionnaires was used. The questionnaires was given to specialists in educational research, supervisors and guidance and counseling specialists to ascertain that the content is correct.

Data Collection Procedures

Prior to data collection, a research permit was obtained from the Ministry of Education. An introductory letter was also obtained from the university (K.I.U- school of post graduate studies and Research) to facilitate data collection process. Having obtained all the documents required, the researcher progressed with the data collection. He payed a visit to the selected schools and sought permission with the principals in order to be allowed to collect data. It was during this time that he made arrangement for interview and dropped the questionnaires for heads of departments and teachers.

He established two contact persons from each school (one teacher and one H.O.D) who assisted in collecting the questionnaires back from the respondents. The researcher kept in touch with the contact persons and collected back the questionnaires from them in each selected school. He gave questionnaires to the principals and in their absence, the deputy heads.

Data Analysis

The data collected was coded under themes that give more meaning to it. During this process the researcher also translated the data into numerical figures to add meaning and easy understanding and interpretation of the data. The study used

quantitative data analysis; the researcher used tabulation (frequencies and percentages) to analyze the profile of respondents. Similarly, mean was used to analyze the extent to which school counseling environment affect students' academic performance. Mean was also used to analyze how learners' disposition towards counseling affects their academic performance. Correlation analysis using Pearson's product correlation coefficient was used to analyze the relationship between counselors' personality and students' academic performance. The statistical package for social science (SPSS version 13) was used in the analysis of data.

Limitations of the Study

In the process of carrying out this study, a number of constraints were encountered. These constraints may have hindered the validity of the study. These include;

- (i) There was mounting pressure from the administration for students to complete the research on schedule which might have affected the quality of research.
- (ii) Uncertainty over the extent to which the respondents may cooperate was poignant given that it may reveal their short comings and other inefficiencies
- (iii)The study reflects an exploratory study and much may still remain to be done before the research is in position to generalize the findings concretely about the relationship between guidance and counseling to academic performance of secondary schools.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study.

Description of the respondent's profile

This part presents the background information of the respondents who participated in the study. Respondents in this study were described according to age, sex and level of education. Table 1 illustrates the frequency and percentage distribution of respondent's profile.

Table 1; Respondents background

Major category	Sub category	Frequency	Percentage (%)
Age	Below 24 years	22	23.9
	25-34 years	39	42.4
	35-44 years	21	22.8
	44 and above	10	10.9
	Total	90	100.0
Sex	Male	39	43.3
	Female	51	56.7
	Total	90	100.0
Level of education	Diploma	21	28.2
	Degree	35	60.3
	Masters	18	11.5
	Total	90	100.0

Source: primary data

Table 1 shows that the female respondents 57% over dominated the male respondents 43% this could suggest that the society involved in the study has many women opting for the teaching profession because of its comparatively low pay other than men who

opt for more technical jobs that pay better. Regarding age the sample was dominated by respondents between the ages of 25-34 years, who were 39 constituting 43% this is implying that the majority of the respondents sampled were still in their youthful stage. Could be because the much senior teachers have deserted the civil service where there is allegedly better pay and less job. As regards the level of education, most respondents had bachelor degrees at 60.3 % followed by Diploma at 28.2 and finally those with masters degree trailed at 11.5 %

The level of guidance and counseling in secondary schools in Ndia Division

The independent variable in this study was the level of Guidance and counseling in secondary schools in Ndia Division for which the second objective was directed to determine its level in the said context. The said subject was divided into a number of sets questions. Each of the set questions were asked to determine the level of guidance and counseling. Respondents were asked to rate the level of guidance and counseling by ticking the right box. Teachers were asked to rate the level of agreement with each element by ticking the right box. Responses were likert skaled ranging from 1-5, where 1= very inadequate, 2=inadequate, , 3=fairly adequate, 4=Adequate, 5 Very adequate.

. Respondents responses were analyzed using means computed through SPSS and are shown in Table 2 below.

Table 2:

The level of guidance and Counseling in secondary schools in Ndia Division.

Indicators of guidance and counseling levels	Mean	Interpretation	Rank
Counseling environment			
Effectively counseling only takes place in the counseling room	3.80	Adequate	1
You have music systems which is used during the counseling sessions	3.48	Fairly adequate	2
The school counseling block affects the quality of the results	3.36	Fairly Adequate	3
Comfortable chairs, desks, carpets and other utilities in the counseling positively affects the counseling results	3.11	Fairly Adequate	4
Beautiful trees, flowers and pictures positively affect the counseling results	2.88	Fairly Adequate	5
clean air, good light, and a safe counseling environment positively impacts on counseling activities.	2.84	Fairly Adequate	6
When the counselor is jolly and friendly, it positively impacts on counseling results.	2.83	Fairly adequate	7
If a client is attended to by the same sex counselor, the results is good	2.23	Fairly Adequate	8
Total	2.76	Fairly adequate	
Many students attend to counseling services in your school	4.22	Adequate	1
Students attend counseling over Academic, career, and social life.	3.91	Adequate	2
The role of the school counselor is essential in your school	3.64	Adequate	3
the role of the school counselor is essential in your school	3.63	adequate	4
Your students have a poor attitude towards attending counseling sessions	3.24	Fairly Adequate	5
There is no Confidentiality in your counseling sessions	3.13	Fairly adequate	6
Counselors are not good role models	3.10	Fairly adequate	7
You have confidence in you self as a school counselor	2.93	Fairly adequate	8
Total	3.47	Adequate	
Counselors' personality			

Teacher counselors are the ones basically responsible for the counseling sessions	3.21	Fairly adequate	6
Counseling equips learners with effective study skills and habits	2.95	Fairly adequate	7
Counseling identifies students characteristic and potentialities	3.62	Fairly adequate	2
Counseling helps learners in choosing their careers	3.24	Fairly adequate	5
Counseling helps in improving discipline and curbing student's unrest in schools.	3.54	Fairly adequate	3
Counseling has enables students to focus more in their studies.	3.64	Fairly adequate	1
Through counseling students are able to plan and use their study time well hence improving their performance.	3.43	Fairly adequate	4
Total	3.49	Fairly adequate	
Grand points	3.47	Fairly adequate	

Source: Primary data

Results in table 2 indicates that school counseling environment has affected the level of counseling effectiveness. This is indicated by the fact that most mean ratings are 3 which fall under fairly adequate on the likert scale. For example Effectively counseling only takes place in the counseling room was rated as adequate with a mean of 3.80, this indicates that the location of the school counseling is very important on students counseling effectiveness, the location of the school in a remote area could have been because of the scattered patterns of settlement of the local population, it could also have been the only strategic place that could provide the learning environment and the provision of the necessary services and yet effective counseling would occur in a school

setting far away from urban commotion. Further, if counseling took place inside rooms specially designed for it, results could be great

Use of music during the counseling session also was ranked highly to positively influence counseling effectiveness. This was presented with a mean of 3.48 which is fairly adequate on the table. Music has a tendency of soothing the soul, right music played at the right time in the counseling session would yield great results.

The school counseling block affects the quality of the counseling results in a positive way, this was ranked with a mean of 3.36 which falls under fairly adequate in the table. High quality counseling rooms with most facilities positively affects the counseling effectiveness. If the buildings are old with dilapidated structures and facilities, the clients tend not to gain much from such environment

Comfortable chairs, desks, carpets and other utilities in the counseling room were found to provide the clients and the counselor with ample time for each other, this is illustrated in the table with a mean of 3.11 which also show that the respondents partially agreed with the statement that these utilities improve the image and confidence of the counselor and helps him do his job with a superlative degree of elegance. It could also suggest that the clients are getting quality from a quality environment

However as indicated in the table the respondents pointed out that, Beautiful trees, flowers and pictures do not affect the counseling results so much this is shown in the table by a mean of 2.88 which is equally fairly adequate as per the table. Beautiful flowers, trees and pictures may be within the vicinity of the counselee all the time and yet he still will remain stressed. However, well blended and arranged in the counseling environment may positively impact on the counseling effectiveness

The respondents also reported that clean air, good light, and a safe counseling environment does not so much positively impacts on counseling activities. This is ranked with a fairly adequate mean of 2.84 as illustrated in the table. Clean air is

necessary if you are going to be free with the counselor. Light in school counseling environment has also been a challenge to the school, this could be possible because lack of power system in school, and the learning environment is also not conducive because of constant drought.

Whether the counselor is jolly and friendly does not so much affect counseling effectiveness, this was ranked by a low mean of 2.83, this could possible suggest that the nature of rapport between the client and the counselees is partially crucial in determining the level of counseling effectiveness

Gender of the counselor and that of the counselee was identified as having no serious effect on the effectiveness of the counseling process. This was ranked by a mean score of 2.63 which is fairly adequate as indicated in the table. This could suggest that the clients don't mind much on who counsels them be it man or woman.

The overall mean (2.76) may point out a good picture- fairly adequate about the level of school counseling environment on counseling effectiveness, however it is important to look at areas of the school counseling environment that mostly affects students' counseling performance and be addressed to provide high quality counseling.

According to results in table 2 many counselors pointed out that counseling play a big role in their students' academic performance. Counselors clearly showed that they have many students in their school attending counseling sessions as this is ranked first with a mean score of 4.22 in the table. This could possible suggest that the school administration have sensitized the learners on the big role in making available counselors to help in the personal development of the students.

The table also indicates that the counselors agreed that students attend counseling over Academic, career, and social life. This is represented by a mean score of 3.91 and fall under adequate on the table showing that learners attending counseling sessions have a positive impact on their performance and personal development. This could be because of counseling helping learners to improve on their personal life, and help

learners to make informed choices that have made them to be responsible people in the society. counselors also pointed out that students frequently attend counseling sessions this is indicated by a mean score of 3.64 in the table, this could be because learners get to know how to deal with emotional issues that affects them, it could be because the counselors act as their confidant that they can talk to when they are in problems.

The role of the school counselors was also pointed to be essential in the schools as many counselors agreed with this statement and ranked by a mean score of 3.63 in the table. This could possible suggest that many learners have acknowledge the role played by counselors in the schools. It could also points out that many learners are looking at counselors as their role models in the schools.

However the respondents have mixed reactions on some question posed on them as regards learner's disposition towards counseling on students' academic performance. For example counselors response towards whether the learners have a positive attitude towards attending counseling sessions stand on neutral as per the ranking on the table with a mean of 3.24 which is also fairly adequate, this could possible suggest that the attitude has improved given the benefit others have seen over time from the counseling sessions.

The table also indicates that counselors' response towards Confidentiality in counseling sessions is also ranked with a mean score of 3.13 which also stand fairly adequate on the table. This could possible suggest learners have high regard towards their counselor and looked at him or her as person with integrity and moral character to protect them from any psychological harm. It could also suggest that the counselor has built a good working relationship with the learners hence not having any negative thoughts about his or her work. However the response of the respondents towards themselves as not being good role models is also indicated by a mean score of 3.10 which also stand fairly adequate on the table. This could possible suggest that learners have built good relationship with the counselor and looked at the counselor as a good role model. The response of the counselors towards having confidence within themselves was reported

with a low mean of 2.93 which also stand fairly adequate on the table. This could possible suggest that due to the counselors' tough principles and the ethical considerations that guides its work, counselors looked at themselves as not living to the dictates of their profession.

The overall mean (3.47) indicate Learners' disposition towards counseling on their Academic performance have increased and their participation in attending counseling sessions is high, it is important to look at ways on how learners can be motivated to attend counseling sessions to improve on their academic performance

In as far as counselors' personality, most scores were ranked fairly adequate with the fact that Counseling has enables students to focus more in their studies scoring highest with a mean of 3.64, followed by the notion that Counseling helps in improving discipline and curbing student's unrest in schools a mean of 3.54, followed by the fact that through counseling students are able to plan and use their study time well hence improving their performance with a mean of 3.43. and so on.

The general picture of counselor's personality rating was fairly adequate with a total rating mean of 3.49.

The grand mean of the rating of the level of guidance and counseling in Ndia Division secondary schools is fairly adequate with a mean of 3.47.

Level of students' academic performance

The dependent variable of the study was students' academic performance, conceptualized in terms of students' performance in exams which was measured in terms of students' scores ranked as excellent (80% and above), very good (70-79), good (60-69), fairly good (50-59), poor (40-49) and very poor (below 40). Teachers were requested to indicate the number of students who passed in each score rank in the table, their answers were summarized using means as indicated in table 4 below.;

Table 3; students' academic achievement

Range of marks %	Description	Mean
80 and above	Excellent	3.52
70-79	Very good	5.53
60-69	Good	9.85
50-59	Fairly good	18.58
40-49	Poor	29.66
Below 40	Very Poor	21.18
Total		14.82

Results from the table 3 above indicate that most students in the sampled schools performed poorly. This is so evident in the above table where most students scored within the rank of 40-49 and below. For example, on average, 30 students scored between 40-49 and 21 scored below 40% while only four students in each school scored 80 and above, only 6 scored between 70-79 and only 10 students scored between 60-69.

This points to the fact that the level of students academic achievement was generally poor. On average, only 39 students scored above average (50 and above) while over 50 students in each school sampled scored below average (below 50%), indicating that on average, the general students' academic achievement in the sampled schools was reported to be generally very low hence the need to understand the cause.

Relationship between guidance and counseling and academic performance

The dependent variable in this study was academic performance of which the fourth objective was directed to establish the relationship between level of guidance and counseling on students' academic performance. Level of guidance and counseling was divided into a set of questions. The level of students' academic performance was got using students score check list and its mean computed so as to answer question based on objective 4,

The fourth objective of this study was to assess the relationship between a level of guidance and counseling and students' academic performance. To determine this the researcher computed and correlated mean indices based on the perceptions of the respondents on the level of Guidance and counseling with that of students' academic performance. The Pearson's linear correlation coefficient (r) was used correlate the mean indices and results are shown in table 3

Table 4:

Relationship between level of Guidance and Counseling and the students' academic performance

Variables Compared		Mean	R'-Value	Sig.	Interpretation	Decision on Ho
level of guidance and counseling	Low	3.47	0.714	0.00	significant difference	Rejected
level of academic performance	High	14.82				

Source primary data

The r-values in table 5 indicate a positive relationship between guidance and counseling and academic performance ($r\text{-value} > 0$), suggesting that the more guidance and counseling is provided to learners, the more their academic performance improved and vice versa. Considering all the sig. Values in table five indicate a significant correlation between the two variables ($\text{sig. values} < 0.05$). Basing on this analysis all the null hypothesis are rejected, leading to a conclusion that guidance and counseling significantly affects their academic performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the summary of findings, conclusion, recommendation and suggestion for future research in line with study objectives and research question.

Summary of the findings

This study intended to examine the relationship between guidance and counseling on academic performance of students in Ndia division Kirinyaga district. It was based on four objectives i) to establish the profile of the respondents in respect to Gender, age and level of education ii) to establish the level of guidance and counseling in ndia division iii) to assess the level of students' academic performance iv) to establish the relationship between guidance and counseling and students' academic performance in Ndia division Kirinyaga District.

Analyzing using frequencies and percentage distribution showed that female respondents (58) dominated male respondents (43%) in the sampled areas. Respondents level of education were dominated by the degree holders 39% while the age of the respondents was dominated between 24-35 years implying that the majority of the respondents sampled were still in their youth. This could also insinuate that the older teachers have deserted the teaching profession in favor of the civil service jobs which offer better pay and little work.

Descriptive analysis showing means revealed that the grand level of guidance and counseling in Ndia division secondary schools as fairly good (overall mean index=3.47) which fall under fairly good in the likert scale; respondents in Ndia division showed that the level of guidance and counseling environment was fairly good (mean index= 2.76) learner's disposition towards counseling on students' academic performance was equally

good (overall mean index 3.47) and finally, the level of counselors' personality which was equally rated as fairly adequate with a mean of (3.49)

On testing the relationship between guidance and counseling and students' academic performance, the results using persons linear correlation coefficient indicated a significant differences between Guidance and counseling and students' academic performance (t-Value, 0.714 Sig 0.000)

CONCLUSION

The study concluded that there are more female teachers than male ones in ndia Division secondary schools. Majority of the teachers in ndia division are youth between the ages of 25-30 and majority are graduate teachers. The re is generally low levels of teacher experience among the secondary school teachers in this Division while motivation and teacher experience are fairly adequate. The level of students' academic scores is still very low in the division since most of the students in the division still score below average.

The second objective of this study was to establish the level of guidance and counseling in Ndia Division Kirianyaga district. Based on the analysis in chapter four, majority of the respondents reported that the level is fairly adequate. At a grand mean of 3.47 , the study further concluded that ; school counseling environment has a strong positive impact on the counseling effectiveness on the students, in that schools that have conducive counseling environments, the counseling effectiveness on students is high contrary to schools that have poor counseling environments.

The findings are in line with Ojoawo (1989) and Adepoju (2002) both found in their separate studies that counseling environment of schools in Oyo State had significant effect on students' counseling effectiveness and that there was a significant difference in performance between rural and urban schools. Owoeye (2000) in his study revealed that school counseling facilities were found to be the most potent determinant of counseling effectiveness when taken together, whereas, Ofoegbu (1998) found that

school-home distance affects students dropout rate and teachers' classroom management and instruction. Banks and Finlayson (1973) were of the view that counseling environment is like a knob that works through the clients' cognitive, effective and psychomotor domain with activities and facilities geared towards promoting relatively permanent change in the client behavior values, convictions, dispositions within and outside the school setting.

The findings also agree with that of Ejide (2002) who maintains that positive counseling environment is like salt that sweetens the pot of guidance practice. A soup without salt no the nature of the ingredients the best cannot come out. It is when the environment is conducive that the educational goals can be achieved through guidance practices. The underlying theoretical basis is that there is correlation between stimulating environment and mental development. Therefore, the environments portend the surrounding of the clients where counseling process occurs. The counseling environment is made up of three components. The physical, social and psychological/emotional.

The findings further shows that good environment bring desired changes in the client. The study confirms Bulus (2000) who opined that positive environment sensitizes and stimulates entire counseling process. Thus improved counseling school services in conducive working environment can in turn lead to achieving educational goals. Further examination of the results reveal that social counseling environment which involves counseling interactive activities between clients and counselors favor guidance practice effectiveness because it underscores the deep sentiments which is attached to interaction. This is because interaction in a counseling relationship provides assistance outside counseling session and being accessible to clients.

These activities and physical factors such as educative pictures, films, video and decorations are complementary factors for effectiveness. One of the qualities of a

counselor is to assist clients to cultivate the spirit of critical thinking. This at least is the goal of effective practice.

Also the social counseling environment which is part of the counseling activities helps to improve clients' cognitive, educational and personal-social life. The use of music experience during counseling session is a counseling activity that also improves the quality of life in various domains. The interaction emphasizes on personal responsibility, self awareness, recognition of the needs of others and upon open and honest therefore helps them to develop integrity and confidence. No significant difference was found between male and female practicing counselors practice effectiveness. This finding supports their earlier studies by Ebenuwa-Okoh (2010) whose studies reveal no gender differences. The plausible for this finding is that both male and female have the same training experience and as such have similar tendencies in practicing their profession.

There is no significant difference based on location. The reason for this finding shows practicing counselors receive training from same source so in practice their performance is independent of location rather it is acquisition of skills that matters and the nature of problem handled.

Based on the analysis in chapter four, majority of the respondents reported that. There is a significant relationship between the counselors' personality and the academic performance of the students. This is mainly because counseling effectively improve on student's performance, it is important to have a counselor whose morals are admirable by the students. That is being in apposition to act as role model and at the same as to have good virtuous.

Therefore the findings are in line with Yalom (1995) who indicates that the counselor's personality is the therapeutic agent. Thus, counseling outcomes depend more on the counselor's personality functioning therapeutically than on the level of the counselor's expertise. Likewise, Cormier & Cormier (1985), state that effective counselors are capable of integrating scientific knowledge and skills into their personhood. They are

persons first, then professionals. They have to achieve a balance of interpersonal and technical skill. These authors also indicate that effective counselors have (a) Intellectual Competence, (b) Energy, (c) Flexibility, (d) Support, (e) Goodwill, (F) Self-awareness, (G) Cultural Experience, among others. Consequently, it is clear that becoming an effective helper is a process that combines personal exploration with the mastery of knowledge and skills training.

The fourth objective of this study was to establish the relationship between learner's disposition towards counseling and their academic performance in Ndia division Kirianyaga District. Based on the analysis in chapter respondents reported that there is a significant relationship between counseling and academic performance of students in Ndia division. This is vital as counseling not only provide students with knowledge on how to improve on the academic performance but developed the students in other areas of social life.

The findings of this study are in line with Ngoh (1997) who points out that school counselors are dedicated to preparing students to be well adjusted, productive members of society; therefore, they are dedicated to the personal/social development of every student. They model what it means to be caring and ethical by being open-minded and fair. They build appropriate relationships with students and are aware of individual talents, aspirations, and concerns. Through effective personal/social counseling, accomplished school counselors encourage all students to achieve at their highest level. School counselors are aware that a strong sense of self, awareness of one's personal strengths and limitations, knowledge of how to interact effectively and respectfully with others, and a sense of personal responsibility contribute directly to one's academic and career success.

School counselors use varied strategies to develop each student's awareness of personal talents, skills, abilities, preferences, and perspectives. They understand that self-confidence comes from the development of skill and competence. They encourage students to take appropriate risks and to measure successes and setbacks

appropriately. School counselors know that every student needs to feel successful regardless of personal, home, family, and community circumstances. They work collaboratively to recognize each student's diligence and high academic and career aspirations.

According to National Board for Professional Teaching Standards (2004) school counselors offer opportunities for students to take action, assume responsibility, exercise leadership, and develop initiative. Further students' personal/social development, accomplished school counselors encourage students to be actively involved in school activities, such as ambassador programs, mentor programs, and student organizations. They encourage activities that go beyond the school setting, such as canned food drives, service club projects, and community musical presentations. Through such participation, school counselors assist students in acquiring awareness of their roles as contributing members of society.

Recommendation

In light of the findings obtained during the study, the researcher recommends that it is important for the division education officer in Ndia division to carry out an evaluation to assess the extent to which counseling services are offered to students in these schools. This is because most of the principles and teachers are reluctant to facilitate counseling services in their schools since it is the cornerstone for academic performance.

The stakeholders in educational setting should provide funds on regular basis to purchase materials and facilities needed for effective counseling. Seminars and workshops should be organized periodically for guidance counselors to keep abreast with current guidance practices.

Students in Ndia division should also change their perception towards counseling especially the students who do not see the importance of counseling and those who go for counseling once in a term or do not go completely. Attitude has an influence factor

towards academic performance and therefore should be positive so that students can be counseled on social and academic issues. In addition to this the students should also change their attitude towards the counselors whether teacher counselor or the principal as these are the people who understand the problems they encounter from the environment and how well they can be solved.

School principles should develop an assessment register for student for the purposes of counseling. This will help monitor the progress of counseling and the frequency of counseling. In addition to this, the principles will be able to know the students who boycott counseling sessions so that appropriate remedy could be found as without counseling the expected academic performance may not be achieved.

It is also worth noting that counseling skills are important for effective counseling, therefore the principles in these schools must ensure that the teachers counseling students have the right training for the counseling services required. This is important because students shy away from counseling because of the counselors themselves.

Areas for further research

Research could also be done on the relationship between school environment and counseling effectiveness

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APPENDIX 1
QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHERS

Dear Student,

I am a student at Kampala International University (KIU). I am undertaking a research study on *the relationship between guidance and Counseling on the Academic performance of Secondary Scholl Students in Ndia Division, Kirinyaga District* as a partial fulfillment of the requirements for the degree of master in education. I am glad to inform you that you have been selected to participate in this study. Your responses will be used for research purpose only and your identity kept confidential.

You are kindly requested to sincerely respond to the items on the questionnaire. Please read and answer the questions by putting a tick within the boxes in front of your response to the question, some questions require answers to be written down in the spaces provided.

May I retrieve this questionnaire in 1 week after you have received it. Thank you very much in advance.

Yours faith fully

Githaye Wilson

Masters Candidate

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr.Githaye Wilson that will focus on Guidance and counseling and academic performance in secondary schools in Ndia Division Central Province Kenya. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

Section A: Demographic Information

1. Gender

a) Male

b) Female

2. Age

a) 15 - 17

b) 18 - 20

c) 21 - 23

d) 24 - 25

e) 26 and above

3. Level of Education

- a) Secondary school
- b) Diploma
- c) Bachelors degree
- d) Masters degree

Section B:

Key: **SD** Strongly Disagree **D** Disagree **UN** Undecided

A Agree **SA** Strongly Agree

No	Statement	SD	D	UN	A	SA
	B (1) school counseling environment					
4	You have effective counseling in the counseling room					
5	The use of music during the counseling session makes it better					
6	The school counseling block affects the quality of the results					
7	Comfortable chairs, desks, carpets and other utilities in the counseling positively affects the counseling results					
8	Beautiful trees, flowers and pictures positively affect the counseling results					
9	clean air, good light, and a safe counseling environment positively impacts on counseling activities.					

10	When the counselor is jolly and friendly, it positively impacts on counseling results.					
11	Noise obstruct students' counseling success					
12	If a client is attended to by the same sex counselor, the results is good					
	B (2) A counselor's personality					
13	Teacher counselors are the ones basically responsible for the counseling sessions					
14	Counseling helps students adjust to situation in school and at home.					
15	Counseling equips learners with effective study skills and habits					
16	Counseling identifies students characteristic and potentialities					
17	Counseling helps learners in choosing their careers					
18	Counseling helps in improving discipline and curbing student's unrest in schools.					
19	Counseling helps to improve academic performance.					
20	Academic performance of your students has improved since they started attending counseling sessions.					
21	Most issues that distract students from their studies are solved through counseling.					

22	Counseling has enables students to focus more in their studies.					
23	Through counseling students are able to plan and use their study time well hence improving their performance.					
	B (3) Learner's disposition towards counseling					
24	Many students attend to counseling services in your schools					
25	Students attend counseling over Academic, career, and social life.					
26	Your students frequently go for counseling					
27	the role of the school counselor is essential in your school					
28	Your students have a poor attitude towards attending counseling sessions.					
29	There is no Confidentiality in your counseling sessions					
30	Counselors are not good role models					
31	You have confidence in yourself as a school counselor					
32	Effectiveness of counseling depends on the counselors' personality					
33	As a counselor you are sensitive , practical, and emotionally mature					

Check list for students' academic performance

Range of marks %	Description	Mean
80 and above	Excellent	
70-79	Very good	
60-69	Good	
50-59	Fairly good	
40-49	Poor	
Below 40	Very Poor	
Total		

Thanks for your cooperation

