

**INFLUENCE OF GUIDANCE AND COUNSELLING OF STUDENTS' ON
ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN LAMU WEST
SUB COUNTY, LAMU COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the
Degree of Master of Education in the Department of Education, School of
Humanities and Social Sciences of Africa Nazarene University**

SEPTEMBER 2019

DECLARATION

I declare that this thesis is my original work and that it has not been presented in any other university for academic work

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DEDICATION

I dedicate this work to my mother Eudius Waiyego and my sisters: Isabel, Liz, Dorcas and Maryann and my friend Simon Gathu for their continuous encouragement, financial and moral support.

ACKNOWLEDGEMENT

I appreciate the love of God that has brought me this far. Special thanks to my supervisors Dr. Kyalo wa Ngula and Dr. Boniface Mwangi for their tireless effort for guiding me while I was writing this proposal. I also thank other lecturers who took me through in the Department of Education. I also appreciate and recognize the teachers of all the schools where the research was carried out more especially madam Beth Ngatia in Bahari secondary school. I give thanks to my former colleagues at Hongwe secondary for all the support they gave me. Lastly, I do recognize my sister Dorcas for helping me type the work. Thanks.

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ABSTRACT

In addressing guidance and counseling, development partners and states have put in place regulatory frameworks and justice institutions. In this regard, the legislative framework in Kenya is commendable. What has not received adequate attention, has been tackling the manner in which guidance and counseling is affecting students' dealings at school. Lamu West Sub County had been affected in academic performance in a number of ways including effects of guidance and counseling, creating a dire consequence on the performance of these learners. The purpose of this study was to investigate the influence guidance and counseling on academic performance in secondary schools in Lamu West Sub County. The study was anchored on the psychoanalytic theory and cognitive development theory. The study adopted descriptive survey design. The study targeted 16 principals and 32 guidance and counseling teachers from all the public secondary schools in Lamu West Sub County. Pilot testing and expert judgment were used to ascertain content and construct validity of the research instruments. Census sampling technique was used to sample all the 16 principals and the 32 guidance and counselor teachers from the 16 secondary schools. The guidance and counseling teachers' questionnaire and principals' interview guides were employed to collect data. Reliability of the guidance and counseling teachers' questionnaire was ascertained through the split half technique, where a coefficient of 0.88 was obtained. Data were analysed by both descriptive and inferential statistics. Descriptive statistics such as frequencies, means, standard deviations and percentages were used. The formulated three null hypotheses were tested using multiple regression analysis. The study found that most schools lacked consistent professional guidance and counselling services. Due to lack of effective guidance and counselling services, most of the students were vulnerable to misinformation from different sources. The study three independent variables contributed 73.6 % of variance in pupils' academic performance ($R^2 = 0.736$). Guidance and counseling in academic issues had the most significant relative contribution to the prediction of pupils' academic performance ($\beta = 0.529, p < 0.05$), followed by guidance in psychosocial issues ($\beta = 0.401, p < 0.05$), while career guidance had the least influence ($\beta = 0.282, p > 0.05$). The study concluded that most of the counselor teachers rarely get themselves involved in matters concerning their students' relations at home and which jeopardized students' academic performance. The study recommended that all the teachers regardless of their school ranking, be engaged in guidance and counseling development workshops and seminars. The knowledge and experience gained from such engagements can be used to uplift their schools and the general students' welfare. This calls for the TSC to make it mandatory for all teachers to attend and participate in these trainings.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CS	Cabinet Secretary
FGM	Female genital Mutilation
G&C	Guidance and Counseling
ISP	Intimate Sexual Partner
IT	Information Technology
KCSE	Kenya Certificate of Secondary Education
STI	Sexually Transmitted Infections
UN	United Nations
UNICEF	United Nations Children’s Fund
UNESCO	United Nations Education Scientific and Cultural Organization
UNSR	United Nation Special Rapporteur
WHO	World Health Organization

OPERATIONAL DEFINITION OF TERMS

Abuse: It is the improper treatment or usage by someone; application to a wrong or bad purpose.

Counseling: This is exchange of opinions and advice in a form of consultation

Gender: It refers to the cultural differences between males and females in terms of roles and responsibilities, expectations, power, privileges, rights and opportunities thus gender in short means the socially determined roles and characteristics with assigned values

Guidance: It is the process of trying to change or control an individual's way of behaving especially to the positive

Mutilate: The act of physically harming so as to impair use, notably by cutting off or otherwise disabling a vital part.

Victim: Refers to one who has suffered the abuse, exploitation, corruption or abuse of power and may include their family members, dependents, relatives or close associates.

Violence: An action intended to cause destruction, pain and suffering.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This study sets out to find out the background information, the statement of the problem, the purpose of the study, research objectives, research questions, hypothesis, and significance of the study. It also has scope of the study, delimitation, limitation and assumptions of the study, theoretical and conceptual framework.

1.2 Background of the Study

Guidance and counseling are essential in schools for students' personality development. If a school lacks effective guidance and counseling, students are denied advice on how to manage and deal with their emotional conflict and personal problems (Ibrahim, Aloka, Wambiya & Raburu, 2014). They are therefore assisted on how to deal with psychological problems which likely to affect their academic performance. Other than just teaching students in the school curriculum, teachers also solve psychological and behavior problems. Students are today having more misconduct problems than it was being experienced some years ago (Lai-Yeung, 2014). This has been as a result of intensive exposure to modern technology.

According to Miller, Das, Tancredi, McCauley, Virata, Nettiksimmons & Verma (2014), India is a country that students have been going through the worlds' highest suicide rates. This is because they have been under peer pressure, fear of failing in exams, depression and poverty. As a result, learners have been under extreme anxiety, stress and trauma related to examinations. The education system in India focuses on quantitative learning,

improper curriculum and long school hours. Students are taught on how to be perfect and disciplined even without their consent (Smolentseva, Froumin, Konstantinovskiy & Lisyutkin, 2018). Parents have been putting their children under pressure in the education acquisition. This is due to the fact that education is very expensive and competitive. Therefore, the parents pack their children in a study room with the TV and internet connection off. They have limited sporting and socializing time. Instead of children being good in academic performance, they get depressed. They are not able to fulfill their parents' expectations.

The United Kingdom that is England, Northern Ireland, Scotland and Wales has elaborate guidance and counseling. Counseling in schools has been supporting a large number of distressed school children in UK. The effectiveness of guidance and counseling has been impacting on the academic performance (Gysbers & Henderson, 2014). The statutory governments have been funding the counseling program for Wales, Scotland and Northern Ireland. England has been lagging behind as far as counseling program is concerned. England is therefore not having reductions in psychological distress in the short term. Young adolescent children are therefore not easily moving closer towards their personal goals. Academic performance in the process is not being achieved as it was supposed to be if counseling program was effective.

According to UNESCO (2015), a case of Jenny a 14 years old high school student who came back from the school holiday withdrawn and lowly spirited. She had previously been a social and intelligent girl. Her class teacher got concerned but Jenny would not confide in him. The teacher proposed for Jenny to make a private appointment with the guidance and counseling head. On realization that the counseling would be confidential led to

Jenny's acceptance to open up. The counselor helped her deal with the situation that was distressing her. Jenny's parents had separated and the counselor offered to talk to Jenny's mother. A new living arrangement had been made for Jenny and her younger brother. She had been absolutely stressed out and she started skipping meals in order to ease her frustrations. Ongoing through several sections of counseling, she started coping with the issue. The parents also reconsidered their separation decision and have worked out issues between themselves for the sake of their children.

The life design group on career construction counseling in Netherlands advocates for delivery of career development services in class using a narrative approach. This is effective in secondary schools and yet cost efficient so that schools are in a position to afford it. Career counseling in schools is recommended and schools are supposed to employ an appropriate qualified and experienced external provider if they do not have any of their own (Hannon, 2016). This is meant to give assurance to schools that the counselor is properly trained, supported, professionally supervised, insured and working within agreed policy frameworks and standards. One Head teacher mentioned, "As the head teacher I am mainly responsible for the overall counseling of students which I think is not accurate at all, as my position demands to control everything but counseling is not controlling" (Hossain, & Faisal, 2013 pg. 136). Thus it seems in these schools counseling is limited to imposing some hard and fast rules to students irrespective of their needs. The study recommends that in case that the school looks at this a too much of a burden to support financially, it is important to enlighten the parents so that they can come in and help in funding of the school guidance and counseling department

In Africa, guidance and counseling has been experiencing a range of challenges. For instance, the nature and the experiences students have been through have been complicated. Resources and facilities have also been inadequate. Teachers in Africa are not making to discuss some issues with their students especially those related to sex and relationships among adolescents (Kosciw, Palmer & Kull, 2015). Facilitating environment and cultural influences due to the enabling regulations and government policies is also limited in Africa. The Young and Campbell's paper presents the "core outcomes in routine evaluation (CORE) measures". It studied the South African students both white and black in high schools. It was discovered that with just general counseling, the white students could deal with their distress. The black students however, had a lingering legacy of inequality in mental health experience. They were suffering higher levels of distress. This could have been due to cultural differences.

A study conducted in Nigeria establishes the predictors of academic success. The report revealed that school principals and teachers constitute the main obstacle to the success of G&C services in secondary schools (Hansons, 2018). According to the report, negative attitude of school authorities to guidance services has stifled the success of the guidance and counseling department in schools. The findings were issues to do with time management and adequate concentration. Another study in Nigeria conducted by Ogbuanya, Eseadi, Orji, Anyanwu, Ede, and Bakare (2018) stated that career counseling is essential since, negative career thoughts are cognitive barriers that interfere with an individual's career decision making and successful career development. Guidance and counseling was helping in curbing these issues amongst students. Guidance and counseling in most schools are only conducted without coordinated and clear course of action.

In Kenya, guidance and counseling has been identified as an important aspect in secondary schools. This is because of the many roles that the department undertakes in improving all aspects of quality education. The strength of G&C department influences the career, psychosocial and academic issues of students towards selves, others, their studies and the way of overcoming those challenges. Mumbi (2009) reported that G&C services assisted students not to worry a lot most of time as a matter of what they have gone through. This is achieved through dealing with career, psychosocial and academic issues so that they are helped to get relaxed. Consequently, they acquire positive attitude towards learning. They become calm and energetic and as a result, are able to capture content of study (Mumbi, 2009). The findings also reported that the students are able to change their behaviors if they have not been good. However, the study findings reported that there is need for the counselor teachers to make follow up assisted the undecided students to completely change their ways of doing things. It also got the parents and guardians involved especially for the challenges with root causes based at home.

In Lamu County, students involved in career, psychosocial and academic issues have higher levels of social, emotional and health behaviors than those who do not have these issues. Lamu County has experienced several attacks by the Alshababs militants causing insecurity to the residents. Guidance and counseling help reduce these factors amongst students in Lamu West Sub County. Students have not yet been able psychologically settled due to the anxiety that was caused (Lind, Mutahi & Oosterom, 2017). The other challenge is that in this County, students have been experiencing these challenges to a large extent since most schools have been leaving the responsibility of guidance and counseling to class teachers. The problem is that not all teachers are skilled counselors. The government of

Kenya in Lamu County has implemented G&C services though they are still inadequate to improve students' academic performance (GOK, 2005; Gysber & Henderson, 2014). As a result, many emerging issues are affecting students due to lack of effective guidance and counseling.

In order for guidance and counseling to have influence on the students, it must be looked at as; a series of programmed activities in order to assist a student to be aware of himself or herself as an individual. The student should be able to have awareness of his or her experience (Ibrahim, et al 2014). The student should relate the experience with the dynamics processes which undergo continuous changes over time as a series of events, steps and actions which are geared towards general development of the individual.

1.3 Statement of the Problem

Students perform better in the KCSE if they are well guided and counseled on career, psychosocial and academic issues (Gysber & Henderson, 2015). However, secondary schools in Lamu West Sub County have been experiencing decline in the academic performance (MOE, 2017). The study therefore tried to link the relationship between guidance and counseling effectiveness in schools with poor academic performance in KCSE. Having been on the ground, the researcher realized that many students were experiencing problems at personal levels. Some of these problems were behavioral and others were traumatic and psychological. The study focused on finding out if lack of proper guidance and counseling could be attributed to these problems and if it had been the cause for decline in academic performance.

Students have opportunities to learn their special interests, abilities and talents. Secondary school students require a lot of information on their career choices to enable them perform well in the world of work. Unfortunately lack of guidance and counseling services on career choices was likely to create problems. Students with experiencing problems while making choices on career; if not well guided could end up making wrong choices affecting their academic performance. There were other students facing psychosocial challenges. They required effective guidance and counseling so that they get awareness of what they were supposed to do. Lack of effective guidance and counseling may tamper with the academic performance of the individual learners (MOE, 2017). Other learners are not aware on how to go about academic challenges on their own. Research shows that learners going through challenges due to poor guidance and counseling or lack of it completely experiences poor academic results as compared to those who are under any abuse (Siddiqui, 2011). If the learner is not comfortable, then it was scientifically proven as a matter of fact that the learner would not be able to give a good concentration to school work and for that reason his or her performance was expected to be very low.

1.4 Purpose of the Study

The purpose of the study was to examine the influence of guidance and counseling of students on academic performance in secondary schools in Lamu West Sub County, Kenya

1.5 Research Objectives

- i. To establish the influence of career guidance on students' academic performance in secondary schools in Lamu West Sub County;

- ii. To examine the influence of guidance and counseling of students in psychosocial issues on academic performance in secondary schools in Lamu West Sub County;
- iii. To assess the influence of guidance and counseling of students in academic issues on academic performance secondary schools in Lamu West Sub County.

1.6 Null Hypotheses of the Study

The following null hypotheses were formulated and tested at 95% level of confidence

H₀₁: There is no statistically significant influence of career guidance on students' academic performance in secondary schools in Lamu West Sub County.

H₀₂: There is no statistically significant influence of guidance and counseling of students in psychosocial issues on academic performance in secondary schools in Lamu West Sub County

H₀₃: There is no statistically significant influence of guidance and counseling students' in academic matters on academic performance in secondary schools in Lamu West Sub County

1.7 Significance of the Study

Significance refers to the importance of the study in terms of school academic influence and its use that may be made of findings. It is a rationale of the study that highlights the contributions of the research to other researchers and policy makers (Oso & Onen, 2009).

The study would be of importance to various education stakeholders. These include the student himself or herself, teachers, parents, counselor teachers and the community. The students will be able to understand themselves in terms of abilities, interests, what they are capable of and probably know a psychological problem they could be undergoing in the

situation they are facing. This is better off in situation where guidance and counseling is keen on the students' well-being. This is because they are helped on career issues, psychosocial issues and academic issues.

The counselor teachers, teachers, parents and school principals are expected that the study findings will help them in realizing the importance of guiding and counseling secondary school students on career issues, psychosocial issues and academic issues. In addition, the study empirical evidence will be used by other researchers aiming at working on the academic performance. The study will also add on to the available literature of guidance and counseling and will be a reference to other researchers.

1.8 Scope of the Study

The scope of the study was the geographical area within which the researcher carried out the study (Marylin & Goes, 2013). The study involved all the secondary schools in Lamu West which are 16. It helped the study in identifying all the variables in the scope area. The study employed descriptive and survey study designs. The study involved the school principals and guidance and counseling head and assistants. It helped determine the influence of G&C on students' academic performance.

1.9 Delimitation of the Study

The delimitation of the study is the definitions one sets as the limits of their own study (Brooks, 2013). According to Simon & Goes (2013), study delimitations are those features which arise from limitations of the study as well as the sensible exclusionary and inclusionary choices made during the development of the research plan. Delimitations are within the researcher's control. There are several factors which can lead to poor academic

performance in KCSE but the study was delimited to guidance and counseling in career, psychosocial and academic issues as the possible influence on the students in the process of teaching and learning. Guidance and counseling range from effective to ineffective skills on the students. The study was also delimited to the counselor teachers and the school principals in secondary schools.

1.10 Limitations to the Study

Limitations are possible shortcomings or influences that can affect the study and are not under control of the researcher. They limit the extent to which a study can go and may affect the end result of the study (Simon & Goes, 2013). The study encountered a number of limitations. For instance, the counselor teachers are supposed to be assessed using the questionnaire and as Sharma (2008) noted, they over-rated their effectiveness in the desirable traits and under-rated themselves in the undesirable traits. Some respondents were unwilling to give honest responses for fear of intimidation from their employers. That was overcome by assuring the respondents of confidentiality of the responses shared and that the information would be used academically only. Additionally, information source triangulation was accomplished by interviewing the principals who provided more insight on the same information.

1.11 Assumptions of the Study

Assumptions in a study are things that are somewhat out of researcher's control, but if they disappear the study would become irrelevant (Simon, 2011). The assumptions in a research are facts assumed to be corrected but not really verified. This study was carried out under the assumptions that all secondary schools had at least two counselor teachers.

1.12 Theoretical Framework

Kombo & Tromp (2006) analyzed that this is a collection of many ideas which are related based on theories. The study relies on prepositions from two theories as follows:

1.12.1 Psychoanalytic Theory by Sigmund Freud

The Psychoanalytic theory was developed by Sigmund Freud. The theory focuses on the study of childhood events that could influence their mental functioning for the rest of their lives (Freud & Bonaparte, 1954). According to Sigmund, human behavior is determined by conscious and unconscious mind. Psychoanalysis is a method of treating mental disorders by investigating the interaction of the conscious and unconscious mind. It focuses on personality organization and dynamic of personality development that guides psychoanalysis.

Human nature has an exchange of energy and transformation. The release of this energy is called “Catharsis” (Elliot, 2015). Sigmund further asserts that personality is composed of a conscious, preconscious and unconscious mind. The conscious mind has information of what is happening in the present. Preconscious mind have both conscious and unconscious mind. The unconscious have the forgotten experiences and memories.

The counselor in a school is a teacher who helps the learner to open up the challenges they are going through so that the counselor can be able to guide and counsel them appropriately (Boothby, 2014). The counselor encourages the development of transference allowing the student under counseling to have a feeling of safety and acceptance. The learner is able to explore difficult incidences and experiences from his past, gain insight and is in a position to go through the unresolved issues (Guntrip, 2018). The learner is therefore in a position

to go through a developmental stage that was skipped without being resolved. Finally, counseling in psychoanalysis helps learners who have been psychologically affected to be adjusted to the demands of learning and socializing with others.

The theory is significant to this study because the Lamu West Sub County has learners who are psychologically disturbed. The effect is likely to affect the learners' academic performance. The guidance and counseling teachers are supposed to support the learners deal with the issues affecting them. Consequently, the learners are going to interact well with the environment around them. As a result, this will bring about positive effect in their academic performance.

1.12.2 Vygotsky's Cognitive Development Theory

The theory asserts on the fundamental role of social interaction in the development of cognition (Vygotsky, 1980). This is because; it focused on the cultural role in the development of higher mental functions like speech and reasoning in children. Vygotsky suggested that for a child to learn, through instruction, there is a requirement for a more knowledgeable other (MKO) who happens to be a person like; a teacher, a parent, an adult or an expert or a professional and also others like children and computers.

He also described the Zone of Proximal Development (ZPD) that had two levels. The first level (Present level of development), which describes what the child is capable of doing without any help from anyone (Berns, 2010). The second level (Potential level of development), which is what the child could potentially be capable of with help from other people. The gap between level 1 and 2 is what Vygotsky described as the Zone of Proximal Development. He suggested that with help from other more knowledgeable people, the

child can potentially gain knowledge already held by them, though it must be age and level appropriate to the child.

Vygotsky also had another feature in his theory known as Scaffolding. This is that of when an adult provides support for a child, they will adjust the amount of help they give depending on their progress (Vygotsky, 2016). This is for instance a mother training her daughter to be a responsible mature girl. She gives her the basic theoretical facts of life and then by example trains the girl practically and allows her to practice it alone.

Vygotsky also had a study of the role of egocentric or private speech as he focused on language as a part of cognitive development was based on the idea that at the beginning of a child's life, language and thought begin as separate systems within a child's brain (Donald, 2019). He believed that these two systems would merge in the child at around the age of three, and the two systems would become interdependent. As the two systems become interdependent, a child's communication can be internalized to become private speech to the self, and this internalization of language is an important component to a child's cognitive development.

The most important application an educator can put into place from Vygotsky's theory is his concepts of the zone of proximal development and scaffolding. This allows teachers to realize what a child can do if they only had assistance (Vygotsky, 1980). They can then provide the necessary scaffolding to help a child develop the skill on their own. For younger children in particular, educators need to focus on providing an environment that encourages the children to engage in imaginative play because the role-playing they engage in will help them to develop language and thinking skills (Tudge & Winterhoff, 1993). The

learners have to be free from all forms of challenges. Guidance and counseling is capable of helping deal with the challenges learners are going through for them to properly develop in all aspects of development. As a result, the cognitive development will be affected in case any other aspect of development is lacking in that learner. Caregivers and teachers are for that reason required to work hard in enlightening the community on effects of the effects of guidance and counseling in schools on learners' academic performance.

1.3 Conceptual Framework

A conceptual framework is a tool that assists the researcher to elaborate knowledge and perception of the condition under examination and to communicate it. If evidently expressed, a conceptual framework has a potential to assist the researcher to make meaning of successive findings. It forms part of the scrutinized plan for negotiation and it is reviewed and improved as a result of investigation (Gregory, Lumpkin & Marley, 2005). Figure 1.1 shows the proposed conceptual framework for the study.

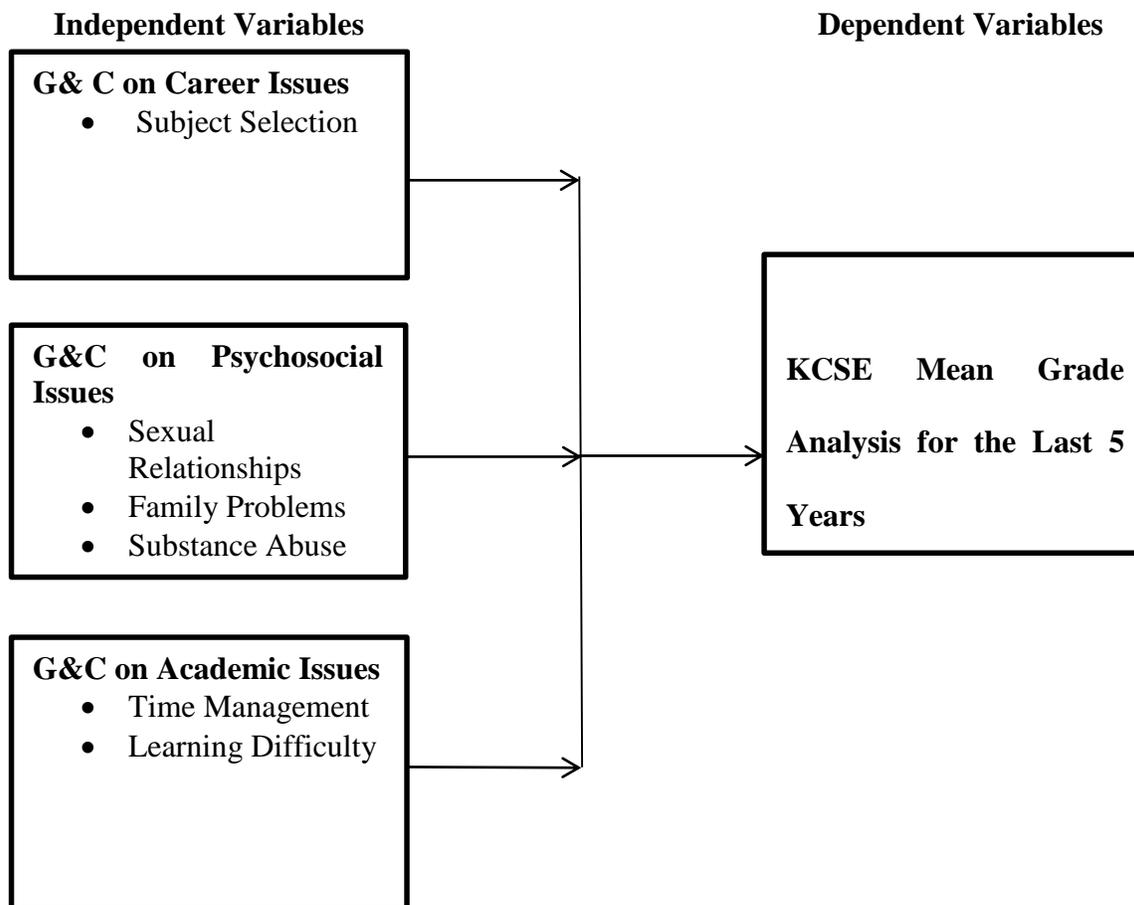


Figure 1.1: Conceptual Framework Showing the Presumed Factors Influencing G&C on Academic Issues

Figure 1.1 shows the three independent variables which were conceptualized to influence students' performance in KCSE in secondary schools in Lamu West Sub County. The first independent variable is the guidance and counseling on students' career issues that was geared at removing obstacle in subject selection. The second independent variable is on the influences of psychosocial issues precisely sexual relationships in secondary schools. It also investigated on family problems and substance abuse which had been affecting the discipline of students. The last variable was academic issues like time management and learning difficulty. The dependent variable was KSCE results analysis for the last five

years. The G&C issues was looked at in the manner it was to determine the academic performance of students in the KCSE examination as advocated by Lev Vygotsky in the cognitive development theory where students having the best state of mind because of conduciveness of their mind, they are able to explore more during learning and the psychoanalytic theory help the students work independently to solve their problems. This helped improve their academic performance in KCSE examination.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature in view of the research problem. The chapter begins with the theoretical review. The empirical review is based on influence of guidance and counseling on students' performance. The literature is organized in accordance to the study objectives. The literature review is based on recent text books, journal articles, internal and national policy documents on guidance and counseling. The chapter ends with the summary of reviewed literature and research gaps.

2.2 Theoretical Review of the Literature

This research will be guided by guidance and counseling theories. These theories avail theoretical evidence pertaining different arguments by scholars and researchers on academic performance of students in secondary schools. Psychoanalysis according to Sigmund Freud is a psychological method meant for understanding and curing mental illnesses. It is about how the human mind works with the assumptions that all human being are at a certain degree controlled by unconscious mental processes, recognition of the theory of resistance and repression (Guntrip, 2018). There is the appreciation of the importance of sexuality and of the Oedipus complex. Finally, there is the importance of infantile experiences.

The unconscious is an autonomous part of the mental apparatus. It takes place when a student encounters a traumatic, painful and embarrassing situation. The interpretation of dreams takes place in the unconscious system (Freud & Bonaparte, 1954). Dreams are usually the individual memory of thoughts a person has while sleeping. The pleasure

principle makes the unconscious both strive for pleasure and avoid displeasure (Elliot, 2015). The reality principle on the other hand means to bear displeasure until it can be eliminated by an adequate action.

Ego, Id and Super-ego: The Id symbolizes the dark animal side of the mind, always longing for satisfaction or destruction. Id acts according to the pleasure principle. It follows the instincts and drives that are inborn in every human being (Boothby, 2014). The second is the Super-ego which is a kind of moral instance acting in accordance with the rules the individual has learnt. If an individual does not comply, it generates a bad conscience. It brings about perfectionists who demands both Id and Super-ego. It is situated between these two forces and the reality. The demand of either Id or Super-ego is fought at the expense of Ego.

The academic performance is reviewed through the Cognitive Development theory by Lev Vygotsky. The theory focuses on the fundamental roles of social interaction in the development of cognition. The reason for this argument is the fact that the culture plays major roles in the development of higher mental functions like reading and reasoning (Tudge & Winterhoff, 1993; Vygotsky, 2016). As a result, if there is a challenge in the social relation of the child, their intellectual development will be affected. According to the theory, for good academic performance a child has to be in an enhancing environment. Consequently, the Social Learning theory (Bandura, 1978) in Santrock, (2009) looks at domestic violence as emanating from observing and modeling other people's manners of behavior. As a person observes reinforcements of violent behaviors from the society, the person is likely to be violent too (Bandura, 2017). Violence is seen as a cyclical vice hence

children who experiences parents undertaking violence will also be violent to those they can domineer.

2.3 Conceptualization of Guidance and Counseling in Schools

School based guidance and counseling is a professional activity delivered by qualified personnel in schools. Counselors assist troubled and distressed students by offering them an opportunity to understand the difficulties they are going through (Hansons, 2018). Students are guided on career issues and subject choices (Ogbuanya, et al, 2018). They are advised on how to live peacefully and harmoniously with others. Ineffective guidance and counseling impacts directly on discipline and in the process it affects the academic performance. In case of a discipline issue; even if it will result to suspension or expulsion of a student, guidance and counseling should be subjected on that student. Such hearing provides an opportunity for appealing (Smolentseva, 2018). Parents should be available so that in an instance that the problem affecting the learner is home based, parents should be made aware. At this point, the parents will know what to do. This helps instill discipline in students through shaping their behavior. The students are therefore able to achieve their goals and objectives. They get aware of what to do and how to do it best.

2.3.1 Guidance and Counseling on Career Issues

Guidance and counseling focuses to highlight the important influences that impact the career decision making of students. According to the analysis by Lane (2016) and Owen and Guneri, (2015) guidance and counseling teachers helps in mentoring of students in terms of their career success. The study states that team mentoring among peers is more effective than personal mentoring. In support to that study, another study states that it also helps students have suggestions for the career guidance. Secondary school education is

important in the career decisions (Arthur & Nune, 2014). The researcher is also agreed with the studies by other researchers because every career is determined by the subject qualification.

In support, Ndhlovu, (2015) asserts that guidance and counseling services on students' career choices help them while making decisions on their future careers. There many students who choose subjects without knowledge of whatever career the subject can enable them to take later in life. Others fail to put extra effort on subjects capable of enhancing them into certain careers they would wish to take on finishing high schools. In addition, the study shows that guidance and counseling helps improve academic performance (Ibrahim, Aloka, Wambiya & Raburu, 2014). This is because G&C helps students in understanding one's strengths, limitations and how to solve problems. It also has positive effect on how to nurture students who have varying abilities, capacities, interest and unlimited potential. This helps prepare the students to become effective members of the society. This is the reason why counselor teachers should be well trained on career guidance so that they will be able to mentor students positively (Lai-Yeung, 2014). Failure to have proper training would limit students in making decisions on the correct careers.

Further analysis shows that guidance and counseling should encourage both boys and girls to do away with the belief that there are subjects for boys and for girls (Morshed, 2017). All students should consider what they are interested in doing and what they can do best. For instance, if a boy feels that being a nurse can be the best career for him, he should focus on biology and chemistry. On the other hand, if a girl wants to become an electrical engineer, her main focus should be physics and mathematics (Hill, Mammarella, Devine, Caviola, Passolunghi & Szucs, 2016). If there is difficulty, the student should seek help

from a teacher. On contrary, the gender beliefs about male or female oriented careers should be done away with. Some students allow their parents influence their careers (Owen Guneri, 2015). The study findings suggested that some parents influence the career choices of their children. Some of these students may not have a passion and others do not have aptitudes for what they are being forced to choose. That is likely to affect the academic performance of such students. Parents should advice their children on career issues and leave the students to make their personal choices with help of the counselor teachers. Students should also not model what their parents are doing especially if they are successful in their careers. This is because time has changed and probably the parent's career is no longer marketable. Again, it would be easy for the parents because they had passion about the career but unbearable to their children because they are not passionate about doing the work. Guidance and counseling should help these students and their in realizing that what was good for the parents is certainly not good for the young generation.

2.3.2 Guidance and Counseling on Psychosocial Issues

Secondary school students are teenagers and they have lots of problems affecting their lives. According to Morshed (2017) students are more especially affected by behavioral and emotional disorders. It is not easy to understand them clearly. Issues like education achievements, romance and love, alcoholism and drug abuse, prejudice and discrimination and economic challenges at home usually affect them directly or indirectly. As a result, they end up becoming truant, violent, socially withdrawn, having discipline issues or wanting to commit suicide. To be precise, the students are usually confused by these things. Guidance and counseling should therefore be enhanced to help students deal with these problems at all costs. In addition to that, UNESCO, (2015) there

has been no formal program for guidance and counseling in many schools which is a major disaster to the school performance

2.3.2.1 Sexual Relationships

Love and Romance is one of the relationships practiced by students. According to study by Wang & Degol (2016), romantic love is an intense, new feeling unlike any of the love by parents, brothers, sisters and friends. Love makes everyone feel important, understood and secure. At adolescence, teens notice passionate feelings of attraction. In secondary schools most relationships are first love for both partners. The degree of expressing this depends with ones culture since it is all over the world. In the same analysis, first relationships are very strong and uncontrollable. They are bound to do some damage. The hormone levels are at maximum and the brain is not yet fully developed. Moreover, parents and teachers find it difficult to intervene in order to warn the teenagers on the consequences (Kosciw, Palmer and Kull, 2015). The study further suggests that it is no wonder first love often ends in heart break. Romance combines both attraction and closeness. Romantic love also has the commitment part. This in teen relationships is sometimes not adhered to. This is because at this time they are trying to gather new experiences. The other reason is because as people are developing more closeness, they start to learn the inner qualities. They may not be as one had expected from a long term relationship. The pretense period may not last long (Asterhan & Rosenberg, 2015). Therefore, people's true colors are exposed.

Teens at this time waste a lot of their study time bonding, going out together, dating and fantasizing about their love. Others waste their pocket money treating their partners. Guidance and counseling is important to the students at this point (Wilson, 2017). Most relationships in secondary schools end since love is delicate. It needs to be cared for and

nurtured which is not easy for students. Break ups happen and most learners do not take them lightly. It is a painful experience especially if it was the first real love and one did not want it to end. To some people, the grief is overwhelming and devastating. It is called a heart break. Some teens decline in academic performances, others attempt suicide and others murder (Hannon, 2016). These adolescents involved may feel confused about what to do. Counselor teachers help those who are not to move on after a heart break. The students confide and are helped.

This review focuses on relationships in schools and how it has led to teenage pregnancy (Maluli & Bali, 2014). Teenage pregnancy is likely to change the course of a young mother's life. According to the US Department of Health and Human Services, about 250000 babies born in 2015 were teenage mothers. They are unplanned pregnancies. The girl is put into a responsibility of not only herself but also for another person. The teenage girl undergoes physical changes, mental changes, and sleepless nights. They are also required to make arrangements of child care, antenatal care and how to complete secondary school after birth (Kutsyuruba, Klinger & Hussain, 2015).

Teenage pregnancies lead girls into postpartum depression. They have higher rates of suicidal ideation than their peers who are not mothers. On giving birth, these teenagers are likely to find it difficult concentrating in class, have anxiety and mood swings (Erdmans, 2012). Other times they have a feeling of worthlessness and difficulty enjoying activities one once enjoyed. Guidance and counseling should be administered to these girls through the teacher counselor. If this is not dealt with properly, it can lead to school dropout or poor academic performance. This is likely to deem the lives of both the mother and the child.

Students also engage in the aberrant sexual behaviors. For instance, girls engage in lesbianism, boys become gays (Lipkin, 2018). A school with only one homosexual student is likely to have so many others introduced to the practice. This is because the homosexual students are able to influence others through peer pressure. They victimize other students while recruiting them into homosexuality. The lesbians then introduce gadgets which the girls use as a vibrator and in some instances they have only one gadget in the school without disinfectants. Therefore, there are many instances whereby girls get infected with STIs. They also waste a lot of time while having aberrant sex instead of studying. Their academic performance is therefore affected.

2.3.2.2 Family Problems

The study shows that parental illiteracy affects the manner in which children develop psychological dysfunction (Lai-Yeung, 2014). Parental education is important as guidance and counseling is introduced to the student at home. Family disputes are strong predictors of the psychological dysfunction. In support to that, in families where disputes take place often, adolescent children are more prone to psychosocial dysfunction (Smolentseva et al, 2018). This is because family problems increase negligence of parents towards the needs of their adolescents. This negatively impacts adolescent development, including poor academic performance. Study has further linked domestic violence with suicidal thoughts among involved teenagers (Miller. et al, 2014).

According to WHO (2014), carried out some analysis about the consequences of physical gender based domestic violence. Physical abuse is taking place in two major modes, which are; physical abuse and sexual abuse (Straus, Gelles, & Steinmetz, 2017). In the same analysis it was discovered that these victims are very likely to experience depression and

drinking problem, they also may experience headaches, back pains, abdominal pains, post traumatic disorders, limited mobility and gastrointestinal disorders. The impact of this on children who grow up in families where there is violence may suffer a range of behavioral and emotional disturbances. Physical abuse also takes place against the male (Anil, 2017). Issues of physical abuse are embarrassing therefore many prefer to suffer in silence. The worst situation is when the violation is taking place in the sight of their children. These children will be violent due to modeling of this behavior to other students at school (Bandura, 1978). They may also be violent to their sibling at home.

The society norms have often tolerated and condoned physical violence (Fleming, McCleary-Sills, Morton, Levtov, Heilman, & Barker, 2015). This review focuses on the physical intimate partners. It also looks into children born in families experiencing physical abuses either on self or on one of their parents. In the recent past world-wide research work, men experiences higher rate of abuse than women due to war, street violence, gang related activity through organization by their family members and at times the end result is suicide. On the other side women and girls are being sexually assaulted by close people they know on a high rate (Kiss, Schraiber, Hossain, Watts & Zimmerman, 2015). The practices of prevention and protection of gender based domestic violence is getting more complicated. Survey have come up with data that most of the sexual abuse victims end up getting involved in commercial sex immorality. At times the victims are schools going children and on getting introduced to intimacy there is reduction in their interest and concentration in the academic matters. Women who are victims to physical abuse opt for separation and are raising children in single parenthood (Deering et al, 2014). The children raised in these kinds of hardship will not perform well academically.

Poverty is another family factor relating to guidance and counseling and students' academic performance. At times it is as a result of parents being chronically ill (Bista, Thapa, Sapkota, Singh, & Pokharel, (2016). Students whose parents cannot afford them enough pocket money are at higher rates of psychosocial dysfunction. Guidance and Counseling is essential in impacting responsibility in teenagers. They are therefore required to manage the little they have. In case this is not done, these adolescents are likely to practice antisocial behaviors like stealing, gambling and prostitution (Epstein, 2018). Some other times they act as though they are avoiding gatherings. This becomes impediments to the emotional development that may directly or indirectly affect psychosocial development. According to Siddiqui (2011), there are incidences when the loved ones die and the situation is very challenging to the adolescents especially if they are left without a guardian to take care of them. In her analysis, Mumbi (2009), guidance and counseling should be conducted on these students at school so that they pick up pieces and continue with their learning effectively.

Many students run into gambling to earn their pocket money. Gambling is an activity characterized by a balance between winning and losing that is governed by a mixture of skill and chance. Gambling is more approachable and offers an on demand and immersive experience (Jack, 2018). One of the main draws of gambling is the promise of great rewards. Gambling addiction is very difficult to realize before it is at place because it does not usually have warning when it is starting. The gamblers relationships at home and school begin to undergo hardship due to gambling debts and deception about the extent of their gambling cause mental strain; they will therefore be required to depend on others to be secured out of their hopeless situation at this moment. As a result, they end up being

criminals, incurring so many debts, losing their jobs, family breakups and social ties and at times even suicide (Norton & Watt, 2014). Gambling is related to drug and substance abuse as teenagers are gambling, they get exposed so much. The study according to Williams (2006), indicates that to most learners, gambling provide a mild diversion leading to only loss of a little time and money. Though, there is a subgroup of students that gamble for a long time with large amounts of money, causing very intense disorders for themselves (Heise, 2018)

2.3.2.3 Substance Abuse

Secondary school students abuse alcohol and other drugs. Drug abuse may be a voluntary decision or one may be introduced by peers. Substance use brings about behavioral problems among secondary school students (Khansa, 2015). Abuse of drugs leads to addiction. Overuse after getting addicted makes the user to experience alteration of brain chemistry, health complications, accidents and injuries. It also causes financial constraint, impaired judgment, hallucinations, truancy and even death. Over time, the mind gets used to extra dopamine in a way that it cannot function normally without it. Consequently, this makes everything in such an individual to change. For instance, the personality, the memory and bodily processes change. Other drugs used by teens are usually injected and they carry out lots of sharing even the syringes. It is therefore likely to cause the person diseases like HIV and hepatitis B and C. Some drugs are illegal in some countries. If one is caught using it, even if one is a student, judgment through the court of law is a must leading to jail term or heavy penalty.

Counselor teachers are able to detect signs of a substance use. Most drug users find it difficult controlling the much they are likely to use the drugs. The drug users are detected easily by counselor teachers as they exhibit similar problems. For instance, lacking interest in things they used to love. Drug users often change friends a lot. They tend to ignore personal care and hygiene. They prefer to spend more time alone than one used to. They sleep at odd hours and eat more or less than they used to. They tend to experience problems with peers, teachers and parents. Counseling is dynamic because even the discipline issues are integrated in it. For example, if an indiscipline case is reported to a teacher, the teacher should first deal with it. The case should then be handed over to the deputy principal (Atici, 2014). After dealing with the case, as a discipline issue, it is then handed over to the counseling head.

According to Kamore and Tiego (2015), discipline problems are at time linked with substance abuse. Dealing with a disruptive student behavior is a major frustration for teachers in a classroom. Consequently, lack of discipline is likely to reduce the teacher's effectiveness in facilitating student achievements (Hagenauer, Hascher & Volet, 2015). Lack of discipline for students in place, will bring about little learning. A school having students with discipline issues is neither safe nor secure for everyone. The issue of discipline is first of all supposed to be dealt with by the school administration. Later on, it is forwarded to the counselor teacher to dig it up and make a follow up. Guidance and counseling helps in shaping students behavior. It provides individuals with self-direction.

2.3.3 Guidance and Counseling on Academic Issues

Today's children find themselves in schools without knowledge of why they are in schools. Counseling is therefore a tool used in discussing to students why they are in schools.

Students also have little awareness about themselves. Some have learning challenges; others are vulnerable to things like domestic violence. Others are emotionally or behaviorally challenged by what they are going through. Teachers need to prepare students for life and not for exams. Guidance and counseling on the other hand help students improve their study skills and academic life (Gysber & Henderson, 2014). Consequently, the students' academic performance is enhanced and also prepared for life because they get both academic and social growth.

2.3.3.1 Time Management

Time is crucial in academic performance and many students struggle with time management on an ongoing basis. Grissom, Loeb & Mitani (2015) aver that most students are subjects to procrastination whereby they keep wasting time until the last minute. These students do not have proper control over their time and they let planned tasks wait until the last minute when they are unable to catch up. At times they miss the set targets and deadlines. They end up frustrated since they experience trouble balancing the demands of the course work load. There are instances when they end up losing their self-esteem (Marshall, Parker, Ciarrochi & Heaven, 2014). Consequently, they if a student was performing well, there is a possibility that his or her grades will drop suddenly. In the long run, poor time management creates a bad cycle for the academic performance. Some other students are forced to stay up late in order to finish assignments. Others lack enough time for eating. The brain and the body is therefore poorly nourished hence is not able to produce energy for learning.

Students also face distractions which cause inefficiency in the work flow. This is usually as a result of lack of planning ahead and sticking to the daily goals. Failure to manage time well makes the learner to jump from one type of task to another in order to try and meet a fast approaching deadline which results in low productivity. Some students arrive in class late hence find it hard to understand the study content. Others spend most of their time while in class in keeping in contact with friends and while at home spend time with family members. They are therefore not in a position to complete important tasks. Counselors are essential at helping students in effectively ignoring distractions so as to concentrate at producing high quality work without missing the deadline.

Students with poor time management skills are not well organized, so they miss out on some issues. Steinmayr, Crede, McElvany & Wirthwein (2016), students experiencing anxiety are not able to prioritize on what is significant to their objectives. They are never aware of what they should begin with and as a result, they are messy and end up scoring poorly. Therefore, they get anxiety and fatigue. Anxiety has both emotional and physical effects on the learner. The students get worried with no direct cause and the situation continues relentlessly. At times, anxiety is very severe that one sense impending danger even though there is no actual threat. Consequently, a student gets mentally exhausted and as they focus on fear and worry. They lack the energy required for learning (Pekrun, Lichtenfeld, Marsh, Murayama & Goetz, 2017). In such a situation, the mindset also prevents a student from being able to resolve difficult situations effectively. The counselor teacher offers cognitive counseling in order to have effective time and stress management tactics. The parents are advised on what to feed such a learner.

Study by Wallburg (2014); Ariani (2017) burnout syndrome is being identified in secondary school students. The major cause of this problem is poorly planned and managed time. The analysis has highlighted a number of risk factors and mental health consequences concerning burnout in an adolescent population. A large number of the students suffer from burnout as they tend to read too much reading and doing so many of them doing many exercises (Dyrbye & Shanafelt, 2016). They try to have sleepless nights so that they can read as much as time can allow them to do. The problem is that as they are studying that much, they tire their brains and as a result, whatever they read is not of help to them. The brain system gets saturated with too much information such that the student cannot learn anything new. At times, burnout makes the body to be too tired and the student keep reading the same thing for a long time without progress (Wang, Chow, Hofkens & Salmela-Aro, 2015). If one is not careful, the burnout state even erodes what the student had already learnt and understood. The learner loses concentration and is unable to study anything new.

2.3.3.3 Learning Difficulty

The study analysis by Hen & Goroshit (2014) indicates that academic problems which are likely to affect students' academic performance, learning difficulties, lack of concentration while learning. Other students lack money to pay for schooling. There are those who lack interest in the topic of study causing underachievement. Some students are good at procrastination causing them not to manage their time well. Counselor teachers are supposed to help teachers and parents know that some students struggle with reading or are consistently low achievers in class performance. Studies have proven that a few of these learners have not been treated because their cases are not extreme. Therefore, identifying them is rather difficult because they behave just like ordinary learners but take to

understand a concept. According to Suggate (2016), these students should be helped to prepare for the end term and national examination by being given a long term effect of reading interventions. They should be taught on comprehension, phonemic awareness interventions and shown good maintenance of effect that transferred to non-targeted skills which may not have been well understood at the elementary level of learning. They experience difficulty and some of them end dropping out of school. A number of them attempt suicide especially at adolescence. Their parents and teachers tend to push them too hard in order to make them improve their grades. In case they are not able to positively change their grades, they get stress and frustration. The child then becomes anxious about school and this stress in other students manifest it inform of aggression towards the peers, teachers and parents. It is possible to help these students to pass as asserted by Harðardóttir, Júlíusdóttir and Guðmundsson (2015) that incase the students' struggle problems are defined. The analysis states that the learners should neither be labeled nor stigmatized instead should be supported. There is a probability that they are going to perform well academically.

The counselor teacher should come in help them who have been experiencing stress as a result of academic pressure. Counselor teacher should first identify the causes of academic stress in students. This is because some of them also suffer as a result of traumatic experiences, family problems, personal problems or even financial strain. On discussing the traumatic experiences of a student with the counselor teacher, their academic performance improves. Those students whose problem is learning difficulty, the counselor teacher can discuss on remedy of that child with the parents. The child should have

individualized tutoring to help them understand concepts at their own pace. This will help build their self-esteem and after sometime they are capable of get to the pace of other students.

2.4.1 Summary of the Reviewed Literature

The reviewed literature was replete with studies on influence of guidance on students' academic performance (Gysber & Henderson, 2014; Ehiane, 2014; Dyrbye & Shanafelt, 2016; Noe, Hollenback, Gerhart & wright, 2017; Steinmayr, Crede, McElvany & Wirthwein, 2016) and others who had investigated on the effectiveness of guidance and counseling in improving students' academic performance. In most of these studies, guidance and counseling teachers had been recognized as most important people in developing students' psychological development in preparing them for learning in class and having personal study. The reviewed literature had also discussed in details the various benefits and challenges of having guidance and counseling in the secondary schools so as to improve the KCSE examination results. However, there is paucity on the literature on proper training of the counselor teacher on guidance and counseling in career issues. Moreover, most studies focus on the guidance and counseling in school related factors without considering them while at home and in the society with friends away from home and school. The current study was specifically sought to establish the influence of guidance and counseling on KCSE performance.

2.4.2 Knowledge Gap

Most of the studies reviewed recognized the counselor teachers as the key person in the implementation of effective guidance and counseling in the psychological development of the students in order to improve of the students' performance. None of the studies

attempted to establish statistically the nexus between the counselor teacher's ability in the guidance and counseling. The studies also failed to look at the need for the other teachers' requirement in guidance and counseling of the students in the subject matters and other small issues which would not get attention from the counselor teachers. Taking into account that some secondary schools from Lamu West Sub County in Lamu County have acquired substantial G&C training from the national government, parents and NGOs (MOE, 2017), and yet failed to effectively improve the KCSE performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents a detailed description of the methodology used in the study. The chapter contains: research design, the study locale, target population, sample and sampling techniques, description of research instruments, pilot testing, validity and reliability of data collection instruments. Further, data processing and analysis procedures are explicated. The chapter culminates with a description of legal and ethical considerations.

3.2 Research Design

The study employed both descriptive survey and correlation research designs. Descriptive survey research seeks to establish factors associated with certain occurrences, outcomes or outcome conditions (Borg & Gall, 2006). Kothari (2014) explicates that descriptive survey research design is best adapted to obtain personal and social facts, beliefs and attitudes, it involves measurement classification, analysis, comparison and interpretation of data that results in the formation of important principles of knowledge and solution to significant problems. Descriptive survey design involved asking a sample population questions about a particular issue to explore their opinions, attitudes and knowledge about the issue in question (Fraenkel, Wallen & Hyun, 2012). Correlation research design uses inferences to explain relationships among variables systematically and emphatically without direct control of independent variables (Orodho, 2012). This hybrid design was found appropriate in this study since apart from seeking opinion, attitude and knowledge about the issue at hand, the study also sought to establish the degree of each independent variable influence on the dependent variable.

3.3 Research Site

The study took place in Lamu West Sub County which is located in Lamu County, in the Coast Region of Kenya. Lamu County is sub divided into two sub-Counties, Lamu West and Lamu East. The researcher decided to use Lamu West which comprises of four zones, which are Amu, Witu, Hindi and Bahari zones. The region of study has been appropriate since it has both urban and rural settings. That was helpful to the study in identifying all the variables in the scope area. It therefore necessitated the need to investigate more on how to help learners with career, psychosocial and academic issues through intervention of guidance and counseling in schools in the sub-County.

3.4 Target Population

Babbie (2014) defines target population as a complete set of individuals, cases or objects with some common observable characteristics. According to Lamu County schools census report of 2017, there were 16 public and private secondary schools (MOE, 2017). The study targeted 16 principals, 32 guidance and counselling teachers from the 16 public and private secondary schools in Lamu West Sub County.

3.5 Sample and Sampling Procedures

A sample is a subgroup of the target population which is used to generate the required data for the study (Creswell, 2014). According to Orodho (2012) when the target population is small, the researcher can sample the entire population. Scheaffer, Mendenhall, Ott and Gerow (2011) aver that census survey is the approach where the population is equal to the sample. Thus, the researcher used census sampling technique to sample all the 16 Principals and the head and assistant of guidance and counseling programme from the 16 secondary schools in Lamu Sub County. Table 3.1 shows the study sample frame

Table 3.1: Study Sample Frame

Category of Respondents	Population	Sample	Percentage	Sampling Technique
Principals	16	16	100.0	Census
Guidance and Counseling Teachers	32	32	100.0	Census
Total	48	48	100.0	

3.6 Data Collection Measures

The researcher developed and used different instruments to collect data. For instance, in this study, both a questionnaire and an interview schedule were used to collect data.

3.6.1 Guidance and Counseling Teachers' Questionnaire

Berliner (2002) observed that questionnaires are widely used in research because it is possible to give similar and standardized questions to the subjects. This makes it possible to compare responses from different subjects in the same question. Questionnaires will be used to gather information from teachers and students. They will comprise both unstructured (open-ended) and structured (close-ended) questions. The instrument will be having four sections. Section A in the instrument addressed personal background information such as gender, marital status, level of education, level of income, cultural background, and personality type. Section B of the instrument focused on guidance and counseling on career issues. Section C was on psychosocial issues. Section D focused on guidance and counseling on academic issues.

3.6.2 Principals' Interview Schedule

Satyanarayan (1983), reports that interviewing is an appropriate instrument in any study, because it helps the interviewer to cover all the dimensions of an investigation, through probing the participants. Moreover, Kerlinger (1973) notes that more respondents are willing to communicate orally than in writing and therefore provide data more readily in an interview than a questionnaire. They were conducted on the school principals since the information aimed to be acquired by the schedule on guidance and counseling involves the school administration. The interview schedules interrogate sequentially on the how motivation speeches are conducted in the schools. It also enquired on the parents' intervention for behavior modification and the dilemmas where an incidence in the guidance and counseling department had to be disclosed to the school administration (Appendix III). Suggestions were employed in improving and sustaining education for learners who have been victims of career, psychosocial and academic issues.

3.7 Pilot Testing

To ensure the effectiveness of the questionnaire a pre-test was carried out at Hongwe Mixed Day Secondary School. Its objective was to measure the validity and reliability of research instrument with a view of ascertaining whether the questions measured what they are meant to measure and whether they would be interpreted as they were supposed to be by all respondents in order to improve it. The institution had been chosen because it had been found to have a high enrolment of learners and that meant that the career, psychosocial and academic issues affecting students would be many. The school did not participate in the main study.

3.8 Validity of Data Collection Instruments

This is the capability of the research tools for the study in bringing out significant representation of the population through the sample (Creswell 2012). Precisely, it was used to demonstrate the content validity since the major goal was to elaborate the circumstances as it existed. To establish the content validity of the research instruments, expert review was to be sought. The instruments content was to be verified by university supervisor attached to the researcher (Babbie, 2014). Their opinions, remarks and proposed details were taken into consideration and the instruments were revised. The instruments were also piloted in order to modify the ambiguous items.

3.9 Reliability of Data Collection Instruments

It refers to the consistency of measurement after a number of trials. It should therefore measure variables accurately and consistently and obtain the same conditions (Gay, Mills & Airasian, 2009). To determine the reliability of the questionnaires quantitative items, the collected data was subjected to split half method. A reliability coefficient of 0.88 was obtained. According to Creswell (2014), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. Further, Creswell (2014) maintains that the reliability of the qualitative data depend on; dependability, stability, consistency, predictability and lack of distortion. Hence, to ensure reliability of qualitative data, the study consciously demarcated the methodological procedures and designs of research in order to make conclusions from the one Lamu West Sub County to represent the other Sub Counties in Kenya.

3.10 Data Processing and Analysis

Data collection is the process of bringing order and the meaning of the information collected (Kombo & Tromp, 2006). Once the researcher collects data from the field, the data was cleaned, coded and entered into statistical package for social sciences (SPSS). Data collected from questionnaires was analyzed quantitatively by use of descriptive and inferential statistics. It was presented in tables, pie charts and frequencies. Pearson R was used to analyze quantitative data. Data from interviews were analyzed thematically in order to give in depth information to supplement information from the questionnaires.

3.11 Legal and Ethical Measures

The researcher has been permitted by Africa Nazarene University to carry out the study as a requirement for the master's degree. A letter to the respondent was also used by the researcher as the data collection was taking place. The researcher sought permission from the NACOSTI, the school administration and from the counselor teachers. The researcher ensured that the research was explained to the respondents beforehand so as to obtain relevant information. The researcher used the respondents' information with confidentiality to the maximum so as to ensure that nothing leaks out. The researcher willingly shared the research findings after completion of the research with relevant users who may be interested in utilizing the findings

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The purpose of the study was to examine the influence of guidance and counseling of students on academic performance in secondary schools in Lamu West Sub County, Kenya. The study objectives were: to establish the influence of career guidance on students' academic performance, to examine the influence of guidance and counseling of students in psychosocial issues on academic performance and to assess the influence of guidance and counseling of students in academic issues on academic performance in secondary schools in Lamu West Sub County. Data were collected through G&C teachers' questionnaire and head teachers' interview schedule. Both quantitative and qualitative data were collected. Data were analyzed as per the research objectives. The three null hypotheses of the study were tested using multiple regression analysis at a significance level of 0.05. Qualitative data from the head teachers' interviews were analyzed concurrently with the quantitative data.

4.2 Response Rate

The study sampled 32 G&C teachers and 16 principals. All teachers filled out and returned the questionnaires while 13 principals were available for the interview. Thus, the return rate was 100% for G&C teachers and 81.3.0% for principals. Fraenkel et al. (2012), postulate that a response rate of more than 60 per cent is normally sufficient for a study.

4.3 Demographic Information

This section entails the general information of the respondents. The aspects captured include; gender of the respondents, level of education and teaching experience for teacher respondents.

4.3.1 Gender of the Respondent

The study sought to establish the gender distribution of respondents. The distribution is depicted in Table 4.1

Table 4.1: Distribution of Respondents by Gender

Gender/ Category	Male	Female	Total
G&C Teachers	14 (43.75%)	18 (56.25%)	32
Principals	12(92.31%)	1 (7.69%)	13
Total	26	19	45

It was evident from Table 4.1 that most of teachers and principals were male in secondary schools in Lamu West Sub County. The government policy on employment in civil service has been that of equal opportunities irrespective of gender. However, the gender disparity was well within the government's basic gender mainstreaming minimum requirement of one third for each gender (Republic of Kenya, 2010).

4.3.2 Counselor's Teaching Experience

The study sought to find out teaching experience of teacher respondents. This was important because experienced teachers were better informed on guidance and counseling and specifically students' behavior and express their feelings after schools ranking based

on KSCE examination over a number of years. Figure 4.1 depicts the teachers and principals teaching experience.

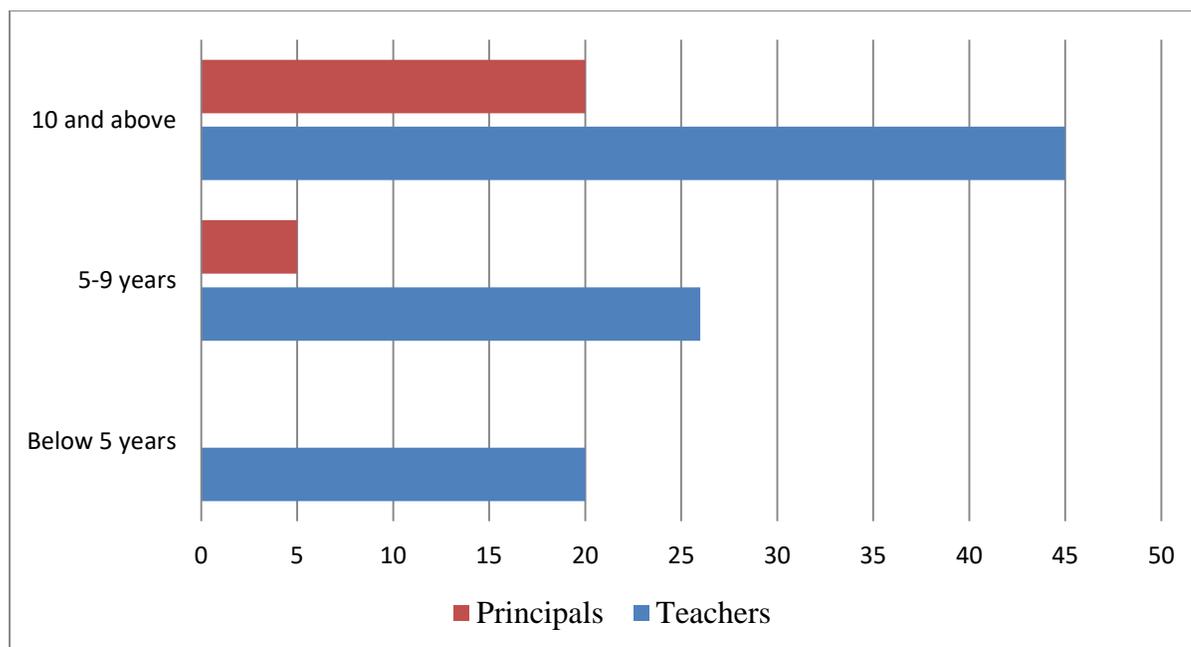


Figure 4.1 Teaching Experience

Figure 4.1 shows that 80% of principals and 49.5% of teachers had over 10 years of experience while 20% of principals and 28.65% of teachers had an experience of five to nine years. However while there was no principal who had an experience below 5 years, there were 22% of teachers who had. This implies that most of principals and teachers have witnessed school national ranking over several years before the ban was imposed. However, ranking at County and Sub County level has been in practice. Since perception is formed gradually, the sampled respondents happened to be the most appropriate.

4.3.3 Counselor Teachers Level of Education

The study sought to find out the level of education of guidance and counseling teacher respondents. This was important because well trained teachers were better informed on guidance and counseling and specifically students' behavior and express their feelings after schools ranking based on KSCE examination over a number of years. Figure 4.2 depicts the teachers and principals teaching experience.

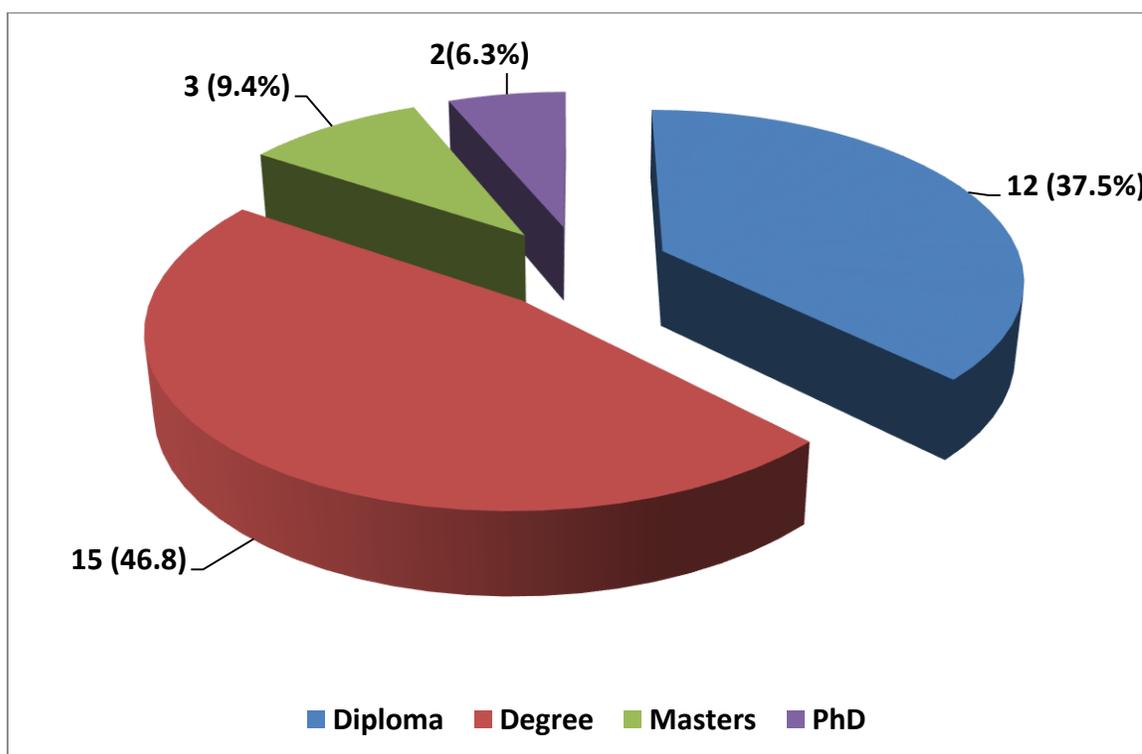


Figure 4.2: Counselor Teacher's Level of Education

This shows the level of training of counselor teachers in Lamu West Sub County which had 32 counselor teachers. The levels of education considered were diploma, which had a total of 12 teachers, degree had a total of 15 teachers 3 were master's degree holders and 2 had their doctorate degrees as shown in Figure 4.2.

4.4 Career Guidance and Academic Performance

The first objective of the study was to examine the influence of career guidance on students' academic performance in secondary schools in Lamu West Sub County. To achieve the objective, the study analyzed quantitative data from G&C teachers' questionnaire and the head teachers' interview schedule. The G&C teachers' questionnaire had a set of statements in form of a likert scale in which strongly disagree was rated number 1 while strongly agree was rated number 5. The mean responses were such that: 1 to 2.8 was considered as 'Disagree', 2.9 to 3.1 was considered as 'Undecided', 3.2 to 5 was considered as 'Agree'. The analyzed data was summarized in means and standard deviations as depicted in Table 4.2.

Table 4.2: G&C Teachers' Mean Response on Career Guidance

Statement	Mean	SD
I have sufficient knowledge to guide and counsel students on different careers	2.8	0,9
We do career guidance right from form one	4.0	0.8
Students are guided on career as they choose their preferred subjects in form 2	3.8	0.7
Students are given ample time to consult and decide on their preferred subjects in line with their careers	2.8	1.2
Most of the students demonstrate commitment to excell in their preferred subjects	3.2	0.4
We advice students on the clustre subjects and grades needed to qualify for different university courses	2.7	1.1
Most of our form 4 students are definite of courses and careers they want to pursue	2.8	0.5
We assist students to set subjects grade targets in line to the higher education prospects and career requirements	3.3	0.9
Most of the students are keen to consult on careers requirements to perform well in KCSE	3.9	0.6

n = 32

In reference to Table 4.2, findings show that G&C teachers lack sufficient knowledge to guide and counsel students on career issues (Mean=2.8, SD 0.9) because most of the teachers do not have training on career issues. They do not know what to advice a student who would like to get information about a certain career choice. In response to the statement that most counselor teachers conduct career guidance to students' right from form one shows that most schools do it (Mean=4.0, SD 0.8). This implies that whenever students are introduced in form one, they are made to understand that they are at that level of academic working towards their future careers. G&C teachers guide students on career

subjects as they choose their preferred subjects in form two (Mean=3.8, SD 0.7). As students get ready to choose the subjects they would wish to involve themselves with, the teachers work hard in helping them understand the subject requirement each career need. The researcher realized that that the findings were similar to those from Lamu County as the G&C teachers and the principals responses showed.

A school principal had similar argument as exemplified by the following comment:

Long before I became a principal, I realized that if students select their subjects well while in form two, they get the motivation to work harder and as a result they perform well academically... Consequently, I support the teachers by having them have ample time with the students choosing subjects so that they can be able to deliver as much information to the students as possible. I also allow the teachers to engage external motivational speakers so that they deliver more information to the students and the school facilitates for that. Students are encouraged on making informed choices so as to reduce on their level of ignorance. (P 3)

Most G&C teachers suggest that students are not given ample time to consult and decide on their preferred subjects based on the careers (Mean= 2.8, SD=1.2). It shows that students are not given enough time so that they can be able to conduct their research and come up with a conclusion of what they would like to select depending with the career they would want to take in future. There was manifestation of a high deviation meaning some teachers though most teachers did not give ample time to students, others did it and students in their schools were able to consult well and decide wisely on the subjects to select. However, a relatively high standard deviation is an indicator of a great variation in counselor teacher's response. Majority of the G&C teachers agreed that most students demonstrate commitment to excel in preferred careers (Mean 3.2, SD 0.4). This is because at least enrolling in form one; most students are aware of the career they would prefer to take in

future. Moreover, teachers entice them more on career choices as they continue learning as indicated by the low deviation.

There were further responses on the same subject from the principal's schedule, that:

G&C caters for students' career issues through ensuring that counselor teachers in the school are involved in guiding students mostly at the three basic levels of secondary schooling which are; when a student is being admitted to the school. It is also done when the students are choosing subjects and when they are choosing the careers and courses for admission in universities. I ensure that the G&C teachers undergo an in service training on the career issues affecting students. In addition to that, the school also sought for external help through the G&C department to make career guidance very powerful for students. (P 12)

Most counselor teachers do not advice students on the cluster subjects and grades needed to qualify for different university courses (Mean= 2.7 SD=1.1). It shows that most teachers do not find it important in advising students on what they are required to the subject they should have done and how they should have passed in order to qualify for the career they wish to take in future. The findings show that most of the form 4 students are not definite on the courses and careers they would want to pursue (Mean= 2.8, SD = 0.5). This is because counseling sessions are not conducted in a way that the students are made to get aware of exactly the course and career that is best for them. Most form 4 students do not have knowledge on what they are best at even if they are candidates they just work for the sake of working without a clear career in mind since they lack teachers' intervention on the same.

Career guidance and counseling helps students get awareness about the various requirements for different careers. They therefore work hard in subjects related to the careers they would want to pursue. The students are made aware of what they are supposed to do to avoid putting unnecessary effort in some subjects that are not contributing to the qualification of their careers. In so doing, the teachers are able to increase the students' intrinsic motivation and as a result, students work extremely hard. Even in situations which some subjects they are interested in are

difficult, they are able to get help individually because of they have positive attitude towards the subjects and learning in general. (P 7)

According to the statement that G&C teachers assist students to set the subject grade targets in line with the higher education prospects and career requirement (Mean= 3.3, SD= 0.9). Most schools have organized a system whereby students have to be assisted while setting their targets for all subjects. This is because schools would wish to use the students' achievements in the subjects as an improvement point for the school's mean grade. Therefore career G&C teachers are urged to try their level best in ensuring that this is done the best way possible. Most G&C teachers agreed that most students are always keen on career requirements to perform well in KCSE exams (Mean= 3.9, SD= 0.6). Counselor teachers get a large number of students who through their will consult them on the career requirements so that they prioritize on what to do in order to pass well in subjects to qualify them towards their careers.

However, one of the principals honestly confessed that he had never paid much attention to the current job market dynamics through this statement:

The G&C staff in my school has been helping who ask for help students on issues concerning the career choices. It is a matter of fact that if a student have been able to cluster the subjects and pass well, he or she will be able to get a good career on admission to the university... Nevertheless, I have not been keen on careers in the current job market. This has been an insight on my side since as technologies are advancing, students are supposed to advance as well. They ought to be notified on the careers which are fading in the job market so that they are advised on selecting careers which will eventually get them a job on university completion. Since I have not researched on the new careers for the today's job market, with help of my guidance and counseling department, I will get a way out for my students to know what is viable for them. (P 10)

4.5 Guidance and Counseling in Psychosocial Issues and Academic Performance

The second objective of the study was to establish the influence of guidance and counseling of students in psychosocial issues on academic performance in secondary schools in Lamu West Sub County. To achieve the objective, the study analyzed quantitative data from G&C teachers' questionnaire and the head teachers' interview schedule. The G&C teachers' questionnaire had a set of statements in form of a likert scale in which strongly disagree was rated number 1 while strongly agree was rated number 5. The mean responses were such that: 1 to 2.8 was considered as 'Disagree', 2.9 to 3.1 was considered as 'Undecided', 3.2 to 5 was considered as 'Agree'. The analyzed data was summarized in means and standard deviations as depicted in Table 4.3.

Table 4.3: G&C Teachers' Mean Response on Psychosocial Issues

Statement	Mean	SD
We guide students on how to relate with each other in school	3.4	0.9
We guide and counsel students on how to reduce conflicts with their parents	2.5	0.8
We guide students on how to use social media responsibly	3.7	0.6
We guide and counsel students in regard to peer pressure	3.4	0.8
We guide and counsel students on premarital sex	3.9	0.5
Students are guided on boy/girl relationship	2.9	1.1
Students are guided and counseled on aberrant sexual behaviors	2.3	0.5
Students are guided and counseled on how to handle their body changes during puberty	2.8	1.3
We guide and counsel students who lose their loved ones	2.4	0.6
We identify and counsel students who live with chronically sick parents	2.2	0.8
We identify and counsel students whose parent (s) are alcoholic	2.7	1.0
We identify and counsel students who are in substance abuse	3.9	0.7
We counsel and guide students' on indiscipline issues	4.2	0.5

n = 32

As evident in Table 4.3, majority of the G&C agree in their responses that they guide students on how to relate with each other (Mean= 3.4, SD=0.9). Guidance and counselling department in many schools is always on the lookout so that no one is hurt or hurts another. There are students who are socially imbalanced and this result in aggression, bullying, fighting, calling each other names, stealing and sexually harassing others. Teachers agree that most of them are good at checking how they relate to avoid trouble. Findings indicate that most of the G&C do not guide and counsel students on how to reduce conflicts with their parents (Mean 2.5, SD 0.6). Teachers dislike getting themselves involved in a conflict between parents and children. Teachers assume that students usually have problems with

their children in instances when the parents lack control of their children since they see them as lacking discipline.

G&C teachers also agree to a large extent that they guide and counsel students on how to use social media responsibly (Mean=3.7, SD= 0.6). In today's society if students are not guided on the manner in which they use the social media. The reason being that, social media is influencing children especially in academic performance. It is also influencing their behaviours because of too much exposure therefore teachers have been doing their best to minimise this problem. Most G&C teachers also agreed strongly that they guide and counsel students in regard to peer pressure (Mean= 3.4, SD= 0.8). Some students are admitted in secondary school with a good character but they get new friends who influence them negatively. They end up changing their good morals and they get spoilt and if teachers do not get involved, these students lose their truck completely.

The findings also shows that most of the counsellor teachers guide and counsel students on premarital sex (Mean= 3.9, SD= 0.5). Due to the advanced technology, many students are getting involved in premarital sex and as a result, teachers have to get involved so as to minimise on the impact of premarital sex. That is the reason why schools are working hard to ensure that their students do not fall victims of premarital sex. The findings of G&C teachers guiding and counselling students on boy, girl relationship was having a range of responses with majority agreeing that they do not do it and a few agreed that they do it (Mean= 2.9, SD= 1.1). The issue on how boys and girls should relate especially in mixed schools is complicated since teachers advocate for a positive relationship among students. However, as the boys socialize with girls, at times they take it beyond ordinary friends and

they become intimate friends. Teachers rarely intervene since most of them do not know how to bring in the issue well for counselling.

Principals commented on the issue of sexuality and academic performance by saying that:

I have realized that sexual relationships are affecting academic performance dismally. This is because, students involved in sexual relationships misuse much of their time fantasizing about their lovers, thinking on what to do to be more attractive and others having sexual affairs... Sexuality in secondary schools has been affecting the students badly since some of them end up in teenage pregnancies; others contract sexually transmitted diseases and others drop out from schools... Students get depressed, others are sent away from homes by their parents and they get stranded such that they are not able to conduct their studies well. In such cases, the student's performance is affected dismally... In other instances, students undergo break ups and heart failure and they get affected so much that they cannot be able to handle the situation emotionally. They spend most of their time mourning their misfortune and their concentration in their studies is affected negatively. (P 5)

I admit that guidance and counselling is trying all they can to help deal with sexual relationships in secondary schools. However, there has been an issue that have come to my concern about the way schools are protecting the learners with the aberrant sexual behaviours since they want to protect the reputation of their schools... This has been affecting some schools adversely and the truth is bitter because up to now, principals are not able to deal with the situation since they do not want to be exposed probably to protect their positions in the schools. The disappointing issue about this is that so many innocent boys and girls are falling victims of this practice ruining their academic performance. (P 2)

The responses also show that very few G&C teachers do the guidance and counselling on aberrant sexual behaviours (Mean= 2.3, SD= 0.5). These practices are common in one gender schools though counsellor teachers fear exposing these cases. Most schools are reluctant about this issue since they fear on destroying their reputation. It is not as easy as it may seem for a school to expose its students since its own fame is also at stake. Therefore, even on realizing that these things are taking place, they try to end without making it public therefore, the involved students are not taken for counselling sessions. The findings on

students being guided on how to handle their body changes proved that G&C teachers mostly do not guide and counsel students on how to handle their body changes during puberty (Mean= 2.8, SD= 1.3). However, because of the high deviation, it means that a small number of the counsellor teachers carry it out. Most teachers view the issue of body changes during puberty as a parent's responsibility thus many of them ignores the issue.

The findings on G&C teachers guiding and counselling students who lose their loved ones is usually not done by majority (Mean= 2.4, SD= 0.6). Many counsellor teachers are not well trained in the field of psychology. They therefore do not find it advisable to counsel a student who has lost loved ones as they think that it will make the student be reminded about something they need to forget. Most of the G&C teachers agreed that they do not identify nor counsel students who live with chronically sick parents (Mean 2.2, SD 0.8). They argue that if they carry out these counselling sessions on such students, that they could ruin their self-esteem. They students need to be encouraged to learn how to live with their sick parents and have time for their studies to avoid poor academic performance. Counsellor teachers also agreed that most of them do not guide and counsel students whose parents are alcoholic (Mean= 2.7, SD= 1.0). This is because most of the teachers do not like getting involved with matters related to parents. Therefore, even if they know that the parents are alcoholic and that is even likely to affect the child's performance, many do not give the child counselling sessions.

Other findings were that G&C teachers identify and counsel students who are victims of drugs and substance abuse (Mean= 3.9, SD= 0.7). Substance abuse by one student is likely to have been spread widely after some times. Therefore teachers do not take chances with

these students. They take responsibility of guiding and counselling students' victim to this vice and if the situation is very bad they recommend them for rehabilitation. It is also evident according to the respondents' responses that G&C teachers guide and counsel students on indiscipline issues (Mean= 4.2, SD= 0.5). Discipline is key to academic performance therefore teachers are required to work hard in ensuring that students are disciplined. Teachers understand that schools without discipline there is no order, students are also likely to be unruly thus difficult to teach them as teachers will also have negative attitudes towards these students. Consequently overall performance will low.

A principle commented this way in relation to discipline:

In my school, there is a guidance and counselling committee with a head, assistant and other three members. The committee has been important while it comes to discipline issues because after the discipline committee has dealt with punishing a student found guilty with indiscipline issue, the student is then referred to the guidance and counselling committee and they find out why the student is behaving so. This helps in determining the root cause of the discipline problem and how to deal with it. If remedy has not been concluded, the counsellor teacher is left with the student to conduct several counselling sessions in order to help the learner deal with the problem amicably. (P 11)

4.6 Guidance and Counseling in Academic Matters and Academic Performance

The third objective of the study was to establish the influence of guidance and counseling of students in psychosocial issues on academic performance in secondary schools in Lamu West Sub County. To achieve the objective, the study analyzed quantitative data from G&C teachers' questionnaire and the head teachers' interview schedule. The G&C teachers' questionnaire had a set of statements in form of a likert scale in which strongly disagree was rated number 1 while strongly agree was rated number 5. The mean responses were such that: 1 to 2.8 was considered as 'Disagree', 2.9 to 3.1 was considered as 'Undecided',

3.2 to 5 was considered as 'Agree'. The analyzed data was summarized in means and standard deviations as depicted in Table 4.4.

Table 4.4: G&C Teachers' Mean Response on Academic Matters

Statement	Mean	SD
We guide and counsel students on study habits	3.5	1.0
We guide and counsel students on time management	3.7	0.8
Students who score Grade D minus and E in the end term examination are counseled by the guidance and counseling department	3.8	0.7
Students who experience sudden drop in their grades are referred to guidance and counseling department in our school	2.8	0.5
We guide students on how to give attention and improve in all subjects	3.2	0.4
We guide and counsel students on how to prepare for the end term and national examination	2.7	1.1
We guide and counsel students on how to overcome examination anxiety	2.5	0.5

n = 32

It is clear from Table 4.4 findings that most G&C teachers guide and counsel students on study habits (Mean= 3.5, SD= 1.0). This is because most of the students are clever but they do not know the way to conduct their studies. Counseling them will therefore raise their chances of performing well academically. However, the findings indicate that these a few G&C do not guide students on study habits as evident from the high deviation of responses. It was agreed by majority that they guide and counsel students on time management (Mean= 3.7, SD= 0.8). Teachers understand that students with effective time management

skills are mostly disciplined and they perform well academically. Therefore they guide and counsel their students so as to enhance their time management skills.

Findings show that students who score D minus and E in the end term examination are counseled by guidance and counseling department (Mean= 3.8, SD= 0.7). There could be issues which make these students to perform poorly for instance; some could be having learning difficulties and other pressures probably in class or from home preventing them from being able to learn properly.

The other response from the respondents indicated that students who experience sudden drop in their grades are not referred to guidance and counseling department in their schools (Mean= 2.8, SD =0.5). The subject teachers in most schools are the ones left with the responsibility of taking care of students who have had a sudden drop in their subject. Some of the subject teachers were not necessarily counselor teachers. Therefore they would not be able to help these students in dealing with the problems making them to have sudden drops. Most G&C teachers in their responses show that they guide students on how to give attention and improve in all subjects (Mean= 3.2, SD= 0.4). Students who were able to pay attention and improve all the subjects they are taking are able to raise their mean grade. Consequently, their school mean grade is raised. The counselor teachers by helping students through counseling are therefore able to make their school accomplish their academic target grades and that is why they did it with vigor.

Most counselor teachers agree that they do not guide and counsel students on how to prepare for the end term and national examinations (Mean= 2.7, SD= 1.1). Teachers assumed that students are knowledgeable on how to prepare for the end term and national

examination. Although, a few of the respondents guide and counsel students especially on how to prepare for the national examination and that is why the deviation is high. They also disagreed with the statement that they guide and counsel students on how to overcome examination anxiety (Mean= 2.5, SD= 0.5). Anxiety is usually an emotional challenge brought by too much fear and worry in a person. Situations like examinations would be extremely overwhelming in some students especially when parents and teachers show students that they can only rely on academic performance for success. The students are therefore under pressure and they are not able to perform well in exams.

4.7 Hypotheses Testing

The study applied multiple regression analysis to ascertain both the composite and relative influence of the three independent variables (career guidance, G&C in psychosocial issues, G&C in academic issues) on the dependent variable (students' academic performance). The mean values associated with the study's three variables were regressed against school KCSE mean values for five years. Tables 4.5, 4.6 and 4.7 depict the summary of multiple regression analysis.

Table 4.5: Multiple Regression Model Summary

Model	R	R ²	Adjusted R ²	Standard error of the estimate
1	0.858	0.736	0.688	0.2307

Predictors: (constant), career guidance, G&C in psychosocial issues, G&C in academic issues

Dependent variable: Students academic performance

Table 4.5, shows that the multiple correlation coefficients R and which is the correlation between the observed values of dependent variable and the values predicted by the multiple

regression model, had a value of 0.858. This meant that there was a very strong correlation between the predicted and observed values of students' academic performance.

The coefficient of determination R^2 which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.736 implying that 73.6 % of variance in students KCSE performance was explained by the guidance and counseling of students in career, psychosocial and academic matters. Other variables not included in this model may have accounted for the remaining 26.4 % variance. In order to determine the significance of the model, the results in the analysis of variance as shown in Table 4.6 was considered.

Table 4.6: Multiple Regression Model Significance (ANOVA)

Model	Sum of Squares	df*	Mean Square	F	Sig.
1 Regression	53.814	3	17.938	75.270	0.002
Residual	6.664	28	0.238		
Total	60.478	31			

df*- degrees of freedom.

Table 4.6 shows that the joint independent variables statistically significantly predict the dependent variable, $F(3, 28) = 75.270$, $p < 0.05$ and thus, the regression model was a good fit for the data. Further, to get the relative contribution of the three independent variables to the dependent variable, the result in Table 4.7 was considered.

Table 4.7: Summary of Multiple Regression Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig. value
	Beta	Std. Error	Beta			
1 (Constant)	.344	0.173			3.26	0.139
Career guidance	.309	0.141	0.282		3.54	0.009
G&C in Psychosocial issues	.427	0.148	0.401		3.83	0.032
G&C in academic matters	.588	0.163	0.529		5.39	0.017

Dependent variable: Students' Academic Performance

Table 4.7 reveals that students' academic performance was a function of positive reinforcement of career guidance, G&C in psychosocial issues and G&C in academic matters. The regression model capturing the hypothesized relationship was given as: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$ and where Y = students' academic performance in KCSE, X_1 = career guidance, X_2 = G&C in psychosocial issues, X_3 = G&C in academic matters, while ε is the error term. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $Y = 0.344 + 0.309 X_1 + 0.427 X_2 + 0.588 X_3$.

The unstandardized β or coefficients values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. Thus, when the career guidance changes positively by one unit, students' performance in KCSE improves by 0.344 units ($\beta = 0.344$) while holding the other factors constant. Similarly, when the level of guidance and counseling in psychosocial issues changes positively by

one unit, the performance of students in KCSE improves by 0.427 units ($\beta = 0.427$) while holding the other factors constant.

In order to have direct comparison and better insight into the importance of predictors, the standardized β values that do not depend on the units of measurement of variables were used. The standardized beta values give the number of standard deviation that students' performance in KCSE will change as a result of one standard deviation change in the predictor. Accordingly, Table 4.7 shows that guidance and counseling in academic matters had the most significant relative contribution to the prediction of performance in KCSE ($\beta = 0.529$) followed by G&C in psychosocial issues ($\beta = 0.401$) while career guidance had the least influence ($\beta = 0.282$).

In order to test the three formulated hypotheses of the study, the t statistic that tests whether a β value is significantly different from zero ($H_0: \beta = 0$) was considered (refer to Table 4.7).

H₀₁: There is no statistically significant influence of career guidance on students' academic performance in secondary schools in Lamu West Sub County

As shown in Table 4.7, the unstandardized beta value for career guidance was significantly greater than zero ($\beta = 0.309$, $t(31) = 3.54$, $p < 0.05$). Subsequently, the null hypothesis was rejected, implying that career guidance had a statistically significant influence on students' academic performance in Lamu West Sub County. This meant that students were inclined to perform better in KCSE when well informed on careers and subjects grades requirements.

H₀₂: There is no statistically significant influence of guidance and counseling students in psychosocial issues on academic performance in secondary schools in Lamu West Sub County

In reference to Table 4.7, the unstandardized beta value for G&C in psychosocial issues was found to be significantly greater than zero ($\beta = 0.427$, $t(31) = 3.83$, $p < 0.05$). Subsequently, the null hypothesis was rejected, implying that G&C in psychosocial issues had significant influence on students' performance in KCSE in Lamu West Sub County. This meant that schools in which students were well guided and counseled in regard to psychosocial issues, were likely to post better KCSE results.

H₀₃: There is no statistically significant influence of guidance and counseling students' in academic matters on academic performance in secondary schools in Lamu West Sub County

Table 4.7 shows that the unstandardized beta value for G&C in academic matters was significantly greater than zero ($\beta = 0.588$, $t(31) = 5.39$, $p < 0.05$). Subsequently, the null hypothesis was rejected, implying that guidance and counseling in academic matters had a statistically significant influence on students' performance in KCSE in Lamu West Sub County. This meant that students in schools where guidance and counseling in academic matters is emphasized are likely to perform better in KCSE.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the results as per research objectives, summary of findings, conclusion derived from the findings and the recommendations. Areas of further study are also suggested. The purpose of the study was to establish the influence of guidance and counseling on students' academic performance in Lamu West Sub County, Lamu County, Kenya.

5.2 Discussion

This session discusses the results and analysis done in chapter four as per the three objectives.

5.2.1 Influence of Career Guidance on Students' Academic Performance

The first objective of the study was to establish the influence of career guidance on students' academic performance in secondary schools in Lamu West Sub County. In reference to Table 4.2, most of the G&C teachers indicated that they lack sufficient knowledge to guide and counsel students on different careers. This finding was similar to Lai-Yeung (2014) finding that despite the fact that most counselor teachers are not trained on guidance and counseling, they ought to undertake training on career issues since it is a complex field which requires professional knowledge to handle it. This implies that schools need to sponsor teachers for seminars and workshops in regard to guidance and counseling. The trained career counselor discusses with the student on the issue and they are able to help the student make a choice about the issue challenging them. Moreover, students

counseled by trained career personnel, tend to develop a positive attitude towards the career they are guided in picking. Therefore, it is not just having a career in mind but working towards pursuing it.

The finding by the researcher that G&C teachers do career guidance on the students right from form one which according to the analysis in reference to Table 4.2 indicates it was highly agreed (Mean= 4.0, SD= 0.8). It is important to carry out guidance on career issues as early as form one. This is to help students decide on the subjects to pay much attention to. This finding is supported by Lane (2016) who asserts that guidance and counseling on career issues helps mentor students on career success. It is important to note that most students are not able to prepare enough on getting career guidance when the student has gone too far with the secondary school education. This is because the student tends to get confused especially on realizing that they might not be ready enough to have a certain career they have always desired. In some situations when the students realize that the time remaining is not adequate for them to pursue their dream career, they get frustrated and surrender. They stop working hard since what they would have wished to do is no longer possible for them to do it. Some of them work extremely hard. They try to study more than their capability and as a result, they become subjects to burnout and at times they get anxiety. In addition to that, a similar finding by Ariani (2017) shows that such situation makes the students not to be able to understand the content they are studying since they have already become too exhausted to an extent that they are no longer able to understand. Consequently, career guidance should be done right from form one. The students will continue building their dream having knowledge on the career they want to work for in secondary school.

More to that finding by the researcher is that counselor teachers agreed that students are guided on career as they choose their preferred subjects in form two in secondary schools in Lamu West Sub County. Referring to Table 4.2, students are usually not sure about the subjects they should choose therefore G&C teachers should do their best in helping these students build on their dreams. Additionally, the researcher found out that a few of teachers advised students to choose subjects they are performing better. At times it is not a must that while in form one and early form two that a student perform well in the subjects required as a qualification for their careers. They do not believe that if one is not good in a certain subject can be able to work hard and improve it. Therefore, teachers should guide the students towards the requirements in the various careers and encourage them to start working hard towards their dream careers. A study by Ndhlovu (2015) supports the finding as indicated by most G&C teachers by stating that guidance and counseling is essential to students who are making career decisions. In form two, this is the most significant moment for career decision in secondary school. It is at this time when students make a determinant of the likely range of careers they can have in their list as reducing the subjects reduces the possibilities for certain careers choices. Teachers should encourage students to be very careful while choosing the subjects in form two.

Conversely, the researchers findings through the response that students being given ample time to consult and decide on the preferred subjects in line with their careers (Mean 2.8, SD 1.2), most counselor teachers in Lamu West Sub County disagreed with the statement. In accordance with Table 4.3, some teachers think that there is no need to give the students ample time to consult and decide on subjects in line with their careers. It is important for the teachers to at least inform the students about subject selection a few months before the

actual time they are required to make the selection. The students can consult from the older siblings and other learned people for guidance about their career choices and the subjects required. Here in they will get information of the careers in the current job markets so that they will make decision on whether to stick to their dream careers or if they should consult on a related alternative depending with the job market. On contrary to the responses by majority of the counselor teachers, Arthur & Nune (2014), aver that secondary school education is crucial for career decisions. The teachers should guide the students on the careers and allow them to consult from their own angle and decide on the subjects they should choose for the enhancement of their own dream careers.

The discussion of the findings the study analysis shows that most of the students demonstrate their commitment to excel in their preferred subjects (Mean= 3.2, SD= 0.4). In responses by Table 4.2, G&C teachers from Lamu West Sub County agreed that students are determined to perform well in the subjects they have preferred. That is the reason why most students start performing well after choosing subjects even if they were earlier taking the same subject and not performing well on the same. Similar study by Ibrahim, Aloka, Wambiya & Raburu (2014), indicate that learners get motivated when studying their preferred subjects. They perform better in the subjects of their choices than those which are compulsory. This is because from within they feel that they have done it on their own free will, no one have pursued them to have the subjects. Also they get a positive attitude towards what they feel that they have taken with their own free will. The positive attitude gives them the desire to perform better. Even in instances when there is content that they have not understood about it, they consult and visit the teachers individually to understand better.

Further analysis showed that G&C teachers are in disagreement that most of the form four students are definite about courses and careers they want to pursue. In reference to Table 4.2, some students are not definite about courses and careers they want to pursue since they do not have adequate information about these careers as they guidance and counseling is not conducted on the same adequately. A study analysis by Gysber & Henderson (2014) indicates that students practice what their teachers guide them into. For instance, if the guidance and counseling teachers are adequate about their responsibility in guiding and counseling students on various issues, students will become definite about the courses and careers they would like to pursue later. Therefore, they will be able to do their best to pursue what they desire because they are aware about it. If they do not know what to do, then they have no motivation to work extremely hard for a future career that they know nothing about.

5.2.2 Influence of Guidance and Counseling in Psychosocial Issues on Students' Academic Performance

The study of the second objective was to examine the influence of guidance and counseling of students in psychosocial issues on academic performance in secondary schools in Lamu West Sub County. In reference to Table 4.3, the counselor teachers agreed that they guide students on how to relate with others in school. Students' relation is paramount to their wellbeing and that of other students. There are students who are bullies, others are usually aggressive all the time to other students, there are those who are antisocial and all the time they like their own company. A few of the students are friendly and are pleased when any other person in the class is happy. The G&C teachers should guide and counsel students on positive relationship with others in the school. For that matter, they are able to make

one another love one another and this helps them to help each other in their dealings. For instance, students who understand the content of the study assist those who have not understood. They feel safe with one another as they look after their welfare together. In cognate to these findings of the study, Boothby (2014); advocates for guidance and counseling on students' relation. According to the psychoanalytic theory, counselors in schools help students to appropriately exist with others. They are encouraged on development of transference allowing the students under counseling to have a feeling of safety and acceptance. If students are relating well in a class, they feel safe since there are no threats around them.

In reference to Table 4.3, the study found out that most G&C teachers disagreed that they guide and counsel students on how to reduce conflicts with their parents (Mean 2.5, SD 0.8). Many teachers dislike intervening in issues affecting parents since they consider those issues family problems. In addition to that, most parents do not take it lightly that teachers are being involved in their family issues. They assume that such teachers have been involving themselves in other people's business. Teachers do not like issues which are likely to defame them. The fact is that students experiencing conflicts with their parents are supposed to be helped by having them and their parents counseled. This is because, if they are not helped, their academic performance is likely to be affected. In support, Norton & Watt (2014) aver that students' relation with their parents makes them either ready to learn or in a psychologically disturbed state that make them not to open up their mind for learning. Students together with their parents are therefore supposed to be guided and counseled in order for them to understand one another well. Moreover, Mumbi (2009) found out that when children get to the adolescence, they are easy do deal with. At this age,

they think that all they know is the right thing and find their parents to old fashioned since they are not exposed to the emerging issues in the advanced technology age. They have therefore always had conflicts with one another. Guidance and counseling is important to both the parents and the students since both have to learn how to understand one another and live harmoniously.

The discussion referring to Table 4.3, G&C teachers agreed that they guide students on how to use the social media responsibly (Mean 3.7, SD 0.6). Social media is exposing the adolescents to immorality. For instance, the action movies have been making students learn techniques on fighting, robbery and other activities which they are trying to practice at schools. The social media use is addictive especially the video gaming and many students are finding it difficult to stop it. Consequently, they are using the time they are supposed to be doing their studies in social media and as a result their academic performance is declining rapidly. In conjunction with the findings, Epstein (2018) suggests that social media lead to antisocial behaviors. The adolescents are seen having ear phones and avoid interaction with other people especially due to addiction and they want to do things their way. They consider anyone around them as distractors including the teacher. They find other things apart from ordinary routine like learning and house chores as interesting. The students finally become impediments to the emotional development that may directly or indirectly affect their psychological development. That is the reason why they should be counseled to make them use social media responsibly.

Moreover, the G&C teachers in Lamu West Sub County agreed that they guide and counsel students on premarital sex (Mean 3.9, SD 0.5). In reference to Table 4.3, counselor teachers are active in guiding and counseling students on premarital sex. The students on getting

themselves engaged in premarital sex gets themselves involved in difficult situation which are not only risky to the student alone but to other students, teachers and parents. The biggest risk of premarital sex for students is misuse of their study time as they have their love affairs. They are exposed to psychological stress especially when their sweet love affair goes sour in instances like break up. Similar to the study findings, Wang & Degol (2015) found that romantic love is usually an intense feeling whereby the individuals involved do not consider anything else important apart from their love especially if it is first love for both. There are high possibilities of teenage pregnancies because the girls at that age are not able to tell when they are if they are ready for conception. On becoming pregnant, both the boy and the pregnant girl are not able to concentrate on the study. The pregnant girls become anxious and get mood swings. They require extra time for the baby but if the pregnancy had never occurred they would have used that time for learning (Kutsyuruba, Klinger & Hussain, 2015). That is why strict counseling should be continuously conducted on the premarital sex in secondary schools.

The findings in reference to Table 4.3 indicate that most G&C teachers were undecided about if they guide and counsel students on boy girl and girl relationship (Mean 2.9, SD 1.1). The boy and girls relationship is a complicated matter to deal with especially for the teachers in mixed and day schools. As a matter of fact, teachers encourage students to be united and assist one another in their class. This does not apply to boys and boys or to girls and girls but to all students in class. In support to these findings, Kosciw, Palmer & Kull, (2015) teachers and parents find it difficult to intervene and warn teenagers on the consequences of boy and girl relationship. Teachers consider that as a duty for the parents as according to their understanding of things their work is to teach the students. The parents

on the other hand find talks related to sex as a taboo to talk about hence they avoid it. On contrary to these two studies the Hannon (2016), suggests that guidance and counseling should be carried out on boy and girl relationship as the effects are severe on the academic performance. For instance, they waste time while fantasizing about their partners instead of learning. They also refuse to attend classes and instead go out together. The students misuse the pocket money as they treat their partners.

In reference to Table 4.3, most G&C teachers disagreed that they do not guide and counsel students on aberrant sexual behaviors. Most counselor teachers and school administration avoid the issue of aberrant sexual behavior since they consider that exposing their school to the public. This is likely to ruin the reputation of the school which they deal with silently. The students involved in the homosexuality in school are rarely guided nor counseled. However, study by Lapkins (2018) avers that the homosexuals are usually an invisible population. Even if they exist among students having sexual affairs in schools, they are not guided nor counseled even if they require it. Lapkin makes it clear that students involved in aberrant sexual behaviors are affected by its consequences just like those practicing heterosexuality. For instance, they waste study time as they carry out their sexual affair, there are also chances of being infected with sexually transmitted infections. There are girls using the same gadget for sex in one school for all the girls in the school. Also the gays mostly have unprotected sex. This is likely to have them psychologically affected and their academic performance is reduced.

In reference to Table 4.4, most G&C teachers in Lamu West Sub County disagreed that they guide and counsel students on how to handle their body changes during puberty (Mean= 2.8, SD= 1.3). Counseling students on body changes during puberty is a wild field

that may also not be easy. In many schools where guidance is done is usually done in to the form one and form two students. It is unfortunate that some students at that time have not yet had these changes yet so they feel like have some abnormalities. In another finding by Mumbi (2009), adolescents when experiencing these changes especially those who experience their growth spurts earlier usually get problems with their self-esteem and as a result they get withdrawn and their academic performance is affected negatively. This is for example if the when a girl sees her first monthly periods without any knowledge on the same. They might assume that they are sick. Therefore, they should be guided and counseled on these issues so that they understand that they have no abnormalities at all.

In accordance to Table 4.3, most G&C teachers disagreed with the statement that they guide and counsel students who lose their loved ones (Mean 2.4, 0.6). There has always been difficulty with the way in which the teacher should approach a student who has lost a loved one. The teachers think that by approaching such a student to discuss such an issue is like adding salt on an injury. In addition, they think that if a child is not reminded on the same it will help the child to forget. On contrary to this, Guntrip (2018) suggested in his findings that students should be helped to go back to the unresolved matters which they may have skipped without being dealt with. They are helped to explore and find a remedy on how to accept the issue instead of making it be forgotten without being resolved. On accepting the situation, the students are able to able to start adjusting with the difficult situation and step by step they begin moving on until finally they are able to forget it. At this time, it is different since they have at least resolved the issue hence they have started healing and their academic performance is not affected.

In reference to Table 4.3, most of the G&C teachers in Lamu West secondary schools disagreed that they do not identify and counsel students who live with their chronically sick parents (Mean= 2.2, SD= 0.8). Truthfully, many teachers do not know how to help students whose parents are chronically sick. Most people think that the best way to help children with bed ridden parent is through financial assistance but that is not the case. It is important but you can financially help someone but the problem is left the same way. This is because the psychological healing is better than economical healing. That is where guidance and counseling comes in. According to findings by Bista, Thapa, Sapkota, Singh & Pokhard (2016), parents who are not able to take care of their children makes the children to be affected in their academic performance. More so, most of the G&C disagreed that they do not identify and counsel students whose parents are alcoholic (Mean= 2.7, SD=1.0). Such parents are usually very harsh to their family members. Some of them battle their wives who happen to be the mother to these children and others physically abuse their children. Due to alcoholism, they waste the family resources and their children live in poverty stricken situations. The children get psychologically affected and they are unable to adjust to the demands of learning and socializing with other students (Straus, Gelles & Suzanne, 2017). The violence they face behind the closed doors make them lose themselves into depression, others become truant, others engage in premarital sex to run to people who are friendly and loving to them and others drop out of school due to extreme poverty and go to other towns away from home to search for a job. That is why if the G&C teachers identify such students, try to help them out through guidance and counseling and if possible involve the parents who are alcoholic and let them realize the harm they are causing their children.

In reference to Table 4.3, most G&C teachers agreed that they identify and counsel students who are in drugs and substance abuse (Mean= 3.9, SD= 0.7) Drugs and substance abuse in among students has become a major issue to be looked into by the counselor teachers and parents in order to help students perform well academically. Drugs are harmful to the students since they make everything lose its seriousness and students do as they please and not as they are supposed to do. They also start hallucinations and at times they even lose their sanity in severe cases. This is when they see everyone in school as their mate. For instance, if a teacher ask them a question or caution them for making a mistake, they get back at the teacher like they do not have any respect for that teacher. They therefore have problems with teachers, parents and other students. Kamore & Tiego (2015); Khansa (2015) asserts that substance abuse is linked with behavioral problems. The students who abuse substances have emotional and behavioral problems. They are difficult to deal with and they are bullies to other students, others abuse other students verbally, physically and sexually. Serious guidance and counseling should be conducted on them and then they should be referred to rehabilitation centers so that they are fully counseled. This is important as it helps reduce the spread of drug and substance abuse.

Finally in reference to Table 4.3, most G&C teachers agreed that they guide and counsel students on indiscipline issues (Mean= 4.2, SD= 0.5). Discipline is the key to success of the academic performance of any school. In a class with students who are disciplined, the atmosphere for teaching and learning is conducive for both the teacher and the students. According to Hagenauer, Hascher & Volet (2015), disruptive students reduces teacher's effectiveness. This is because the teacher on realizing that the class has a student who is disturbing others, the teacher gets angry and the mood automatically changes and that is

why it will also not be very nice even for the other innocent students in the class. Atici (2014) found out that once there is a student lacking discipline in class, the child should first be dealt with by the discipline committee and then after the negative reinforcement one should be handed over to the guidance and counseling department to be counseled. Through this they will have realized their mistake and acquired means of dealing with these issues.

5.2.3 Influence of Guidance and Counseling in Academic Issues on Students' Academic Performance

The study of the third objective was to assess the influence of guidance and counseling of students in academic issues on academic performance secondary schools in Lamu West Sub County. In reference to Table 4.4, majority of the G&C teachers agreed they guide and counsel students on study habits (Mean= 3.5, SD= 1.0). Many students perform poorly because they have poor study habits. It is important to know that not all students who automatically know the best way to go through their studies. The counselor teachers in most schools are keen with the way their students study. They keep reminding them on the same and at times, they even invite external motivational speakers to talk about study habits to their students. In support to that finding, Siahi & Maiyo (2015) supports that guidance and counseling is good for learners' improvement in academic performance as they will have better means of understanding what they have learnt in class. They will avoid relating some subjects to certain gender since anyone can do anything and perform well in it (Hill, Mammeralla, devine, Caviola, Passolunghi & Szucs, 2016). Counselor teachers should prioritize guiding students on academic performance through improving their study skills.

In reference to Table 4.4, most G&C teachers in Lamu West Sub County agreed that they guide and counsel students on time management. Time is one of the things in the world which once wasted can never be recovered. That is why the counselor teachers are supposed to guide the students in dealing with issues on time management. In addition to that, Grissom, Loeb & Mitani (2015) in their finding suggests that counselor teachers should help students stick to the deadlines by doing everything at the right time to avoid burnout. This can easily be accomplished by disruptions which are likely to divert their attention from the main point at school which is academic study. It will only be after they have gotten to the deadline when they will begin working towards their study. This time, they will do it with all their might to make up for the time lost. It is going to be extremely difficult for them to accomplish their objective (Ariani, 2017). The students get burnout because of overworking their mind. They get exhausted and as a result, they lack the energy to learn new content and that is why they perform poorly and counseling is able to help them out.

In reference to Table 4.4, G&C teachers in Lamu West agreed that students who score grade D minus and E in the end term exams are supposed to be counseled by the guidance and counseling department (Mean= 3.8, SD= 0.7). Most of the learners scoring very poor grades have a problem of learning difficulty. They would be trying to pay attention in class but fail to perform since they already have a condition preventing them from performing well in class. In the first place, their psychological wellbeing should be looked at in order for the learners to be assisted to improve their academic performance. The findings by Harðardóttir, Júlíusdóttir & Guðmundsson (2015) aver that even students with learning could perform well with the help of guidance and counseling. They are supposed to struggle

regarding problem defining so as to know the condition preventing the student not to perform academically. They should discourage teachers and other students from labeling and stigmatizing them. They should support the students by caring for them in order for them to develop self-worth and resilience. Step by step, the student will start understanding content little by little until when they will have improved to the top level that is when the counseling sessions should reduce.

In reference to Table 4.4, most G&C teachers in Lamu West disagreed that students who experience sudden drop the guidance and counseling department in their schools (Mean= 2.8, SD= 0.5). G&C teachers are not dealing with students who have sudden drop in the academic performance because they leave that work to the subject teachers to do it. The problem is that most subject teachers are counselor teachers. Therefore, instead of helping the students to determine why they have performed poorly in that examination, they start scolding the individual. That is why in most cases on suddenly dropping in the academic performance, majority of the student are not able to revive themselves again. Conversely to the findings in Lamu West Sub County, Marshall, Parker, Ciarochi & Heaven (2014), found out that students who experience sudden drop in the academic performance should be referred to the guidance and counseling department since the main cause for this is usually their self-esteem. The G&C teacher will be able to boost their self-esteem and as a result they will be able to work out to make up for what had caused them the sudden drop in their performance.

In reference to Table 4.4, G&C teachers in Lamu West agreed that they guide and counsel students on how to give attention to improve in all subjects (Mean= 3.2, SD= 0.4). There students who develop negative attitude towards certain subjects. In such cases, there are

those instances when students are not able to cope with the content of a subject, others are not in good terms with a certain subject teacher and the rest assume that some subjects belong to either boys or girls if they are the opposite of that. Zoe & Koomen (2016) found that there is usually the importance of teacher efficacy and its effect on classroom process. That is why the G&C teachers should guide students on paying attention to all subjects. The teachers disagreed that they guide and counsel students on how to prepare students on how to prepare for the end term and national examination (Mean= 2.5, SD=1.1). Others conduct this preparation of the examination. Suggate (2016) in his findings indicated that in preparation for the end of term and national examinations, students should be given the long term effect of reading interventions. They should be taught on comprehension, phonemic awareness interventions and shown good maintenance to the performance.

Finally, while referring to table 4.4, G&C teachers in Lamu West Sub County disagreed that they guide and counsel students on how to overcome examination anxiety (Mean= 2.5, SD= 0.5). In some instances, students are not able to welcome examinations in their classroom. They feel inadequate in doing the exams and as a result, they are not able to handle the anxiety of waiting for the exam. According to Pekrun, Lichtenfeld, Marsh, Murayama & Goetz (2017), their finding indicate that they get too worried because of the examination phobia. As a result, they get mentally exhausted as they focus on the reason why they are worrying instead of focusing their energy on the study. Their mindset prevents them from being able to solve difficult situations effectively.

5.3 Summary of Major Findings

The summary of the findings about guidance and counseling on career issue is that G&C teachers should be trained on different careers so that they can be able to guide the students

to make a wise career decision. It should also be done early enough so that they can have enough time to work towards the achievement of their careers. Teachers should give students an opportunity to consult before making subject selection. After subject selection, the students should be assisted by the G&C teachers in setting grade targets so that they qualify for the career requirements. If students consult on career requirements to perform well in KCSE, the counselor teacher should be sure about the way he or she is going to guide that student to avoid misguiding the student. It is even better to postpone the counseling until the G&C teacher is sure or refer the student to a person informed about career guidance.

On psychosocial issues, G&C teachers agreed that they guide students on how to relate with one another in the school. It was found that most of them did not counsel students on how to reduce conflicts with their parents. The findings indicated that counselor teachers guide students on how to use social media responsibly as it is one of the factors influencing students today because of the modern technology. The students are also guided and counseled on the effects of peer pressure. Counselor teachers agreed that they guide students on premarital sex as its consequences are severe on the students. It was found that most counselors do not involve themselves on issues of aberrant sexual behaviors. The findings indicated that most counselor teachers do not guide and counsel students on issues pertaining changes in their body changes during puberty. They also agreed that they do not guide and counsel students who lose their loved ones. The findings also showed that most of the counselor teachers do not guide and counsel students living with parent who are chronically sick and those that are alcoholic. Most counselor teachers identify and counsel students involved in substance abuse and those who have indiscipline issues.

The academic issue findings were that most of the G&C teachers' guide and counsel students on study habits. They also agreed that they guide and counsel students on time management skills. It was discovered from the responses that the counselor teachers counsel students who score D minus and E grades in the end term examination. The findings indicated that the counselor teachers do not guide and counsel students who experience sudden drop in their grades at school. However, the G&C teachers agreed that they guide and counsel students on how to give attention and improve in all subjects. The counselor mostly admitted that they are not able to guide and counsel students on how to prepare for the national examination. They also rarely guide and counsel students on how to overcome examination anxiety.

5.4 Conclusion

In conclusion, the study found that most counselor teachers do not undergo a serious training in guidance and counseling on career issues. The findings are inadequate about the career counselors. It shows that even if many are trained counselor teachers, very few of the trained counselors have undergone career guidance to be particular.

Counselor teachers rarely get themselves involved in matters concerning their students' relations at home. For instance, students who have lost their love ones are mostly at a terrible situation and they should always be guided on how to heal in order to start performing well. Additionally, if students have problems with their parents being alcoholic, teachers do ignore such cases and these students require guidance and counseling just like any other situation of psychosocial issue. The issue of aberrant sexual behavior is usually not looked into by the guidance and counseling department and also by the counselor teachers since they think that it is likely to ruin the reputation of the school.

The counselor teachers lack adequate knowledge of helping students with learning difficulties deal with their problem and handle their study well in order to perform well academically. Some of the counselor teachers do not know that the students should be guided on the issues of preparation for the end term and national examinations. This will help them to reduce chances of getting examination anxiety or if it is there they will be able to overcome it in the proper manner.

5.5 Recommendations of the Study

From findings and conclusion of the study, the following recommendations were made:

Both guidance and counseling teachers and principals were critical of guidance and counseling as is done in Kenya since it ignores other pertinent areas of excellence such as students' family relations and discipline. In order to mitigate the negative effects of lack of guidance and counseling on students' career, psychosocial and career issues to raise the academic performance.

The government, through the Ministry of Education should diversify education offered such that different students' talents and career issues are catered for as opposed to examination oriented education system. By doing so guidance and counseling teachers are expected to conform to the best recommended guidance and counseling practices where the needs of the students are looked into. In addition, students should be guided the on how to conduct their studies through the guidance and counseling department.

It is imperative for all the teachers regardless of their school ranking to be engaged in guidance and counseling development workshops and seminars. The knowledge and experience gained from such engagements can be used to uplift their schools and the

general students' welfare. This calls for the TSC to make it mandatory for all teachers to attend and participate in these trainings.

In order to achieve effectiveness in guidance and counseling, the government should first ensure that no school is so much disadvantaged in terms of physical and teaching facilities, and competent human resource. The government should set aside a special fund meant for uplifting disadvantaged schools to be at par with other well-endowed schools. It is only when students start to perform academically that guidance and counseling can make sense.

5.6 Suggestions of Further Studies

1. There is need for a study to be carried out on effects of guidance and counseling in schools based on their academic performance.
2. A country wide study on the perceptions of the effects of parental involvement on teachers and students should be carried in order for the government decision to effect proper G&C in schools.
3. A study of the disadvantages and advantages of effective guidance and counseling on academic issues in a situation where all schools have limited educational resources and human personnel

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a post graduate student in Africa Nazarene University, pursuing a master's degree in education. I am currently carrying out a research titled: **INFLUENCE OF GUIDANCE AND COUNNSELING OF STUDENTS ON KCSE PERFORMANCE IN LAMU WEST SUB COUNTY, LAMU COUNTY, KENYA**, as part of the course requirement.

For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent.

Kindly respond to the questionnaire various items as candidly as possible. There is no right or wrong answer. Do not write your name anywhere in the questionnaire. The results of this study will be used for academic purposes only.

Yours Faithfully,

AGNES MUTHONI IRUNGU

Cell Phone: +254 727568762

Email: agneseudius@gmail.com

**APPENDIX II: GUIDANCE AND COUNSELING TEACHERS'
QUESTIONNAIRE**

SECTION A: Demographic Data

Please tick (✓) where appropriate or fill in the required information on the space provided.

1. Gender: Male [] Female []

2. Age bracket:

Below 30years [] 30 – 40 years [] 41 – 50 years [] Over 50 years []

3. Working experience as a teacher?

Below 5years [] 5 – 10 years [] 11 – 20 years [] Over 20 years []

4. Do you have any training related to Guidance and Counselling?

Yes [] NO []

If yes, up to which level?

Masters and above [] Degree [] Diploma [] Certificate []

In service Courses (workshop) [] Other-specify [] _____

5. What is your teaching load?

Less than 15 [] 15 – 20 lessons [] 21 – 30 lessons []

Over 30 lessons []

6. Have G&C assigned a specific time in the time table?

i. Yes []

ii. No []

Section B: Career Guidance and Academic Performance (Please tick (√) where applicable)

7. Please indicate the level of agreement that you have with the following statements in regard to students' career guidance and their academic performance. Key: 5-Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; 1-Strongly Disagree.

Statement	5	4	3	2	1
I have sufficient knowledge to guide and counsel students on different careers					
We do career guidance right from form one					
Students are guided on career as they choose their preferred subjects in form 2					
Students are given ample time to consult and decide on their preferred subjects in line with their careers					
Most of the students demonstrate commitment to excell in their preferred subjects					
We advice students on the clustre subjects and grades needed to qualify for different university courses					
Most of our form 4 students are definite of courses and careers they want to pursue					
We assist students to set subjects grade targets in line to the higher education prospects and career requirements					
Most of the students who are keen to consult on careers requirements perform well in KCSE					

Section C: Guidance and Counseling in Students Psychosocial Issues and Academic Performance (Please tick (√) where applicable

8. Please indicate the level of agreement that you have with the following statements of parental school management involvement. Key: 5-Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; 1-Strongly Disagree.

Statement	5	4	3	2	1
We guide students on how to relate with each other in school					
We guide and counsel students on how to reduce conflicts with their parents					
We guide students on how to use social media responsibly					
We guide and counsel students in regard to peer pressure					
We guide and counsel students on premarital sex					
Students are guided on boy/girl relationship					
Students are guided and counseled on aberrant sexual behaviours					
Students are guided and counseled on how to handle their body changes during puberty					
We guide and counsel students who lose their loved ones					
We identify and counsel students who live with chronically sick parents					
We identify and counsel students whose parent (s) are alcoholic					
We identify and counsel students who are in substance abuse					
We counsel and guide students' on indiscipline issues					

Section D: Guidance and Counseling in Academic Issues and Students Academic Performance (Please tick (√) where applicable

9. Please indicate the level of agreement that you have with the following statements of parental discipline involvement. Key: 5-Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; 1-Strongly Disagree.

Statement	5	4	3	2	1
We guide and counsel students on study habits					
We guide and counsel students on time management					
Students who score Grade D minus and E in the end term examination are counseled by the guidance and counseling department					
Students who experience sudden drop in their grades are referred to guidance and counselling department in our school					
We guide students on how to give attention and improve in all subjects					
We guide and counsel students on how to prepare for the end term and national examination					
We guide and counsel students on how to overcome examination anxiety					

Thank you very much for your cooperation and participation in this study!

APPENDIX III: PRINCIPALS' INTERVIEW SCHEDULE

1. How does guidance and counseling in your school cater for the students' career, psychosocial and academic issues?
2. In which ways do you think guidance and counseling in career guidance, psychosocial and academic matters enhance students' academic performance?
3. How do you enhance staff participation on guidance and counseling in students' academic issues?
4. Does your staff in guidance and counseling department possess the capacity to guide and counsel students on careers and the current job market dynamics? Explain
5. How do you support the guidance and counseling teachers in ensuring students are guided well while choosing subjects of interest in form 2?
6. How do you solve students indiscipline cases through guidance and counselling
7. Most students at secondary level perform dismally in academics due to sexuality issues. How do you ensure students are well guided in this area?
8. Poor reading habits, negative attitude towards some subjects, poor time management, stereo-types and peer pressure are among factors that lead students to low performance in examinations. How does your school tackle these issues?

**APPENDIX IV: LAMU WEST SECONDARY SCHOOLS' KCSE MEAN GRADE
FOR FIVE YEARS**

SCHOOLS	2014	2015	2016	2017	2018	AVERAGE
Lake Kenyatta Sec School	2.50	2.05	1.97	1.98	1.75	2.05
Mpeketoni Boys	5.61	5.01	5.02	4.98	4.50	5.02
Witu Secondary	3.30	3.61	3.52	3.45	3.50	3.48
Witu Mjini Secondary	3.01	2.80	2.89	2.88	3.80	3.08
Kiongwe	1.99	1.85	2.00	1.98	1.86	1.94
Hongwe Secondary	4.31	4.22	3.90	3.70	3.64	3.95
Mukowe Secondary	3.91	3.47	3.33	3.75	3.61	3.61
Coast Arid Secondary	-	-	1.91	1.70	1.99	1.87
Royal Kibaoni	3.85	3.33	3.85	3.40	3.25	3.54
Sacred Heart	4.50	4.31	4.20	4.00	4.62	4.33
Bahari Secondary	1.90	2.02	2.35	2.23	2.10	2.12
Uziwa Secondary	-	2.90	2.45	2.35	2.20	2.48
Mkunumbi Secondary	-	2.01	1.90	1.87	1.65	1.86
Majembeni Secondary	-	1.50	1.62	1.68	1.90	1.68
Bomani Secondary	-	-	1.81	1.70	1.99	1.83
Hindi Secondary	3.05	2.95	2.99	2.66	2.58	2.85

**APPENDIX V: INTRODUCTORY LETTER FROM AFRICA NAZARENE
UNIVERSITY**



AFRICA NAZARENE
UNIVERSITY

15th August 2019

RE: TO WHOM IT MAY CONCERN

Irungu Agnes Muthoni (15S01DMED002) is a bonafide student at Africa Nazarene University. She has finished her course work in Masters of Education and has defended her thesis proposal entitled: *"Influence of Guidance and Counseling of Students' on Academic Performance in Secondary Schools in Lamu West Sub County, Lamu County, Kenya"*.

- Any assistance accorded to her to facilitate data collection and finish her thesis is highly
- welcomed.

Prof. Orpha Ongiti
Ag. DVC Academic Affairs.

D. V. C. ACADEMIC
AFRICA NAZARENE UNIVERSITY
P. O. Box 53067
Nairobi, Kenya.
Africa

APPENDIX VI: RESEARCH PERMIT FROM NACOSTI


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
 Date of Issue: **09/September/2019**

RESEARCH LICENSE



This is to Certify that Ms. AGNES IRUNGU of Africa Nazarene University, has been licensed to conduct research in Lamu on the topic: INFLUENCE OF GUIDANCE AND COUNSELLING OF STUDENTS' ON ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN LAMU WEST SUB COUNTY KENYA for the period ending : 09/September/2020.

License No: **NACOSTI/P/19/1231**
 Applicant Identification Number: **170358**

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APPEENDIX VII: MAP OF KENYA SHOWING LAMU COUNTY



APPENDIX VIII: MAP OF LAMU COUNTY

