



RESEARCH ARTICLE

GUIDANCE AND COUNSELLING SERVICES AND THEIR INFLUENCE ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE STUDY OF BURETI SUB COUNTY

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ABSTRACT

Individual, Group and Peer Guidance and Counselling services in Secondary Schools are conceived as important services towards strengthening students' character and academic achievement. In Bureti Sub County performance in Kenya Certificate of Secondary Education from 2007 to 2009 was below average, that is, mean scores of 4.445, 4.435 and 4.491 respectively in spite of Guidance and Counselling services being in place, perhaps due to shortcoming in the effectiveness of these Guidance and Counselling services on academic achievement. The purpose of this study therefore was to examine guidance and counselling services and their influence on students' academic performance in Bureti Sub County, Kenya. The objectives of the study were to: establish the preferred types of guidance and counselling services offered in secondary schools and determine the relationship between Guidance and Counselling services and students' academic performance in Public secondary schools in Bureti Sub County. A conceptual framework based on Biswalo's (1996) concept that guidance and counselling helps students develop proper study skills and acquisition of knowledge on examination techniques was adopted in this study to establish the influence of Guidance and Counselling services on student's academic performance. The study established that 13(65%) of the practicing school counselors did not have the required qualifications of diploma and above in Guidance and Counselling. Guidance and Counseling facilities were inadequate in most schools. Types of Guidance and Counselling services offered in schools included individual, peer and group. The relationships between Guidance and Counselling services offered and academic performance was statistically significant. The study concluded that the types of Guidance and Counselling services preferred were peer and group and that Guidance and Counselling services accounted for 46.6% of students' academic performance as signified by adjusted R square of .466. The study recommended that teacher counselors should be trained and the facilities for counseling should be improved. The findings of this study are significant to teacher counselors, Principals and the Ministry of Education Science and Technology as they will enable them to enhance Guidance and Counselling services in schools so as to achieve the set objectives of school guidance and counseling program.

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INTRODUCTION

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

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

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Zambia and Swaziland (Biswalo, 1996). Guidance and Counselling (G&C) happens to be one of the developments in the field of Education in Nigeria (Egbochugu, 2008). It became popular with the introduction of the 6-3-3-4 educational system. It is generally accepted that formal guidance started in 1959 at St. Theresa's College, Oke-Ado in Ibadan by some Reverend Sisters, out of concern for the products of their school. They felt that there was need to offer vocational guidance to their outgoing final year students. Fifty-four out of the sixty students who benefited from the experts' advice benefited and were placed in various jobs. The innovation was highly accepted by the society because in later years this group of people organized career talks, seminars, guidance workshops and lectures for the class five Students. Later on, the vocational guidance services spread to other secondary schools outside Ibadan and across the entire federation. The ministry officials became so interested in these organized services that this group of "Career Advisers" was invited to provide career workshops for teachers and career masters. Eventually the term "Career Advisers" became a national issue (Egbochugu, 2008). Formal guidance and counselling in education sector in Uganda are among the latest professions. The restructuring exercise carried out by the Ministry of Public Service in 2008 of the Ministry of Education and sports saw the creation of new Departments and Directorates. Among them was the creation of the Department of guidance and counselling (Opiro, 2010). Globally it is evident that students in educational institutions have needs that call for guidance and counselling services which if unattended could lead to numerous disciplinary issues, wastage and failure to secure proper placement (Nyaga, 2011). In Kenya, a former British colony, the growth and development of the counselling profession is closely associated with the evolution of traditional societal structures caused by multiple social and economic factors over the last 20 years and which call for professional interventions (Oketch, 2012). These evolutions have shifted emphasis on need for effective G&C services in our institutions to fill the gap left by these changes. Koech Report, (Republic of Kenya, 1999) on its part, observed that the guidance and counselling unit in the ministry would provide effective services to secondary school students and teachers in various districts. The gap however and which this study sought to fill was the implementation of this recommendation. Ministry of Education Science And Technology has been critical of this assumption as well (Republic of Kenya, 2005) contesting that the government supports the provision of guidance and counselling services in schools while the policy response in this area remains haphazard. There are, as yet, no comprehensive guidance and counselling services in place within Kenya's education system. As a result, issues to do with discipline, violence and poor academic performance by students have been handled in an ad-hoc manner perhaps due to unqualified counsellors. In response to this Ministry of Education Science And Technology (Republic of Kenya, 2012) had advocated for proper guidance and counselling services for acceptable outcomes when it contested that the mandate of the Education Sector is to respond to the 2010 Constitution and Kenya Vision 2030 and in so doing propose strategies that address wastage and inefficiency. The findings of this study will help suggest appropriate strategies. Surprisingly, Kenya has strong provisions for guidance and counselling in schools,

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

Ideally institutions in Kenya as recommended by Mutie and Ndambuki (2004) should have a G&C resource centre managed by a trained counselor. The centre should be a large room equipped with adequate furniture, resource materials like books, audio visual equipments, computer, filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintain and displayed. A study by Egbochugu (2008) found that the quality of G&C facilities affected student's adjustment in Edo state Nigeria. Yet the status of these G&C facilities and materials in public secondary schools in Bureti has never attracted any empirical study in view of the recommendation by Egbochugu (2008) and Mutie and Ndambuki (2004). Through different types of guidance and counselling services students are able to plan a suitable academic routine and advancement and also facilitate good learning environment in their schools. In schools where guidance and counselling services are effective the students are able to pursue the right type of education, make the most of their academic pursuance and can easily participate in life activities that build their academic aspirations. The students are also assisted in coping with examination pressure and anxiety which includes the fear of failure and craving for the highest grades.

Research Objectives

- i. To establish the preferred types of guidance and counselling services offered in public secondary schools in Bureti Sub County.
- ii. To determine the relationship between guidance and counselling services and secondary school students' academic performance in Bureti Sub County.

Synthesis of literature on preferred types of guidance and counselling services offered in secondary schools and their influence on students' academic performance

Types of Guidance and Counselling Services Offered in Secondary Schools

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

social, personal and academic competencies (Nyaga, 2011). Group counselling may be defined as a dynamic interaction among individuals for prevention or remediation of difficulties or for the enhancement of personal growth through the interaction of those who meet together for a commonly agreed on purpose and at prearranged times. Peer counselling on the other hand is the process where some model students are trained on counselling so that they can offer counselling services to fellow students for instance in their places of residence. This has been known to produce good results as young people trust themselves (Nyaga, 2011). The Ministry of Education Science and Technology has guidance and counselling unit which was created in the 1970s (Mutie & Ndambuki, 2004). The unit provided services to secondary schools and teacher training colleges as well as conducting in-service courses for teachers. In the past, the unit had developed a career guidance booklet for use by secondary school students. Over the years the mandate of the unit had been expanded in response to the challenges emerging in the education sector. Currently the unit is charged with the responsibility of co-ordinating guidance and counselling services being offered as well as providing in-service courses for teachers, pupils and students. This was an indication that the government supports the provision of guidance and counselling services in schools but the policy response in the area was still weak (Republic of Kenya, 2012). Mutie and Ndambuki (2002) had also pointed out that there are no comprehensive guidance and counselling practices offered yet in place in Kenyan secondary school. As a result issues to do with discipline and violence in schools had been handled in an ad-hoc manner. This study was more of a follow-up to ascertain Mutie and Ndambuki's assertion as at present.

Sessional Paper No. 1 of 2005 provided general guidelines on guidance and counselling services in schools through investment program which cost the government Kshs. 4.5 million (Republic of Kenya, 2005). Since nobody had undertaken a research as a follow up on its implementation, this study will definitely be handy in providing the much needed assessment of current status of different types of guidance and counselling services being offered in secondary schools in Bureti and their effects on academic achievements of students who utilize them. Republic of Kenya (2005) acknowledged as one of the ways of improving G&C services in our schools was capacity development of G&C teachers and peers. Capacity development involved enabling the human resource in an organization to undertake assigned tasks with confidence. This is achieved through pre-service or in school life coaching by providing in-service training of staff and peers. This is the mission of Ministry Of Education Science and Technology (Republic of Kenya, 2005) which is, to work with other education stakeholders to provide, promote and co-ordinate quality life-long education, training and research for Kenya's sustainable development and responsible citizenry. Life coaching here refers to a planned activity aimed at developing skills, knowledge, attitudes, values and creativity of employees and or learners for improved performance at individual, organizational and national levels. In other words, life coaching is a solution to identified performance deficiencies at work or school. Consequently types of G&C services offered and undertaken should be relevant and must

meet the needs of the individual performance and organizational goals in the country.

According to the Koech Report, (Republic of Kenya, 1999) in-service programs need to be provided regularly to managers, administrators, teachers, curriculum implementers and peer educators. Secondary education, it further states, can only be improved by identifying and training the right people to head schools or departments and they must undergo training courses on job competencies. What is not clear from the foregoing and which had remained as a glaring gap in literature and which could be an impediment to quality guidance and counselling service delivery is whether the advocacy for their provision and proper utilization of these G&C services available was a myth or reality in our secondary schools in Bureti Sub County. This study was set to establish this by examining the preferred types of G&C services offered in Bureti Sub County as this may affect students' academic performance in examination. Organizations, schools included, therefore should invest a lot on guidance and counselling processes and practices by advocating for quality G&C service provision. Byer (1970) agrees with this when he argued that people and resources are the greatest potential asset to any organization, the development of human and nonhuman resources and the creation of organizational conditions for full utilization of their development should be of the highest priority and concern to the governing body and the top management of any organization. Therefore the development of human and physical resources and types of services offered assumes that the process is continuous and there is always room for improvement. It also assumes that circumstances change hence the need to cope with changes. To realize this, counselees must be provided with advices, resources, experiences and practices which will allow them to expand their knowledge and widen their views of the range of alternatives available to them to make informed decisions.

Through different types of guidance and counselling services students are able to plan a suitable academic routine and advancement and also facilitate good learning environment in their schools. In schools where guidance and counselling services were effective it means that the students are able to pursue the right type of education, make the most of their academic pursuance and can easily participate in life activities that build their academic aspirations. The students are also assisted in coping with examination pressure and anxiety which includes the fear of failure and craving for the highest grades. This will be in line with what Nyaga (2011) found out in her study on effectiveness of G&C services on university students development in Kenya, that effective counselling services assists, particularly university undergraduate students individually or in groups to develop academic, social and personal competencies that help them adjust to different situations and make appropriate decisions in life. This is also consistent with Biswalo (1996) assertion that effective academic guidance and counselling helps the students develop proper study skills acquire knowledge on examination techniques and understand their career prospects. Students would develop their academic competence when schools have properly established guidance and counselling structures that provide preventive, remedial and developmental academic

guidance so that the students can make realistic educational plans for their future. The knowledge gaps in this respect were the preferred types of G&C services offered and their relationship with academic performance in public secondary schools in Bureti Sub County which the two studies did not address.

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

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

Simatwa and Ajowi (2010) study on the role of G&C in promoting students' discipline in secondary schools in Kisumu however found that G&C was minimally used to promote student discipline. Perhaps this could be why most public schools in Bureti Sub County continue to perform poorly in Kenya Certificate of Secondary Education and some had been witnessing indiscipline cases which disrupt good learning environment yet G&C services are in place (Kirui, 2005).

Reacting to possible causes of indiscipline and intervention strategies, Republic of Kenya (2009) pointed out that discipline in schools cannot be implemented without addressing the core issues that give rise to indiscipline. Cases of indiscipline are mostly brought about by underlying issues that need to be uncovered through use of professional interventions. The foregoing are in line with what had however been identified by other scholars as one of the impediments to effective guidance and counselling practices in schools (Ajowi & Simatwa, 2010; Wango, 2006; Republic of Kenya, 2005 and Mutie and Ndambuki 2004). Yet the examination of the effects of guidance and counselling services on students' academic performance in secondary schools in Bureti Sub County had never been a subject of research. These inadequacies on professional qualification of G&C teachers and facilities could be impeding guidance and counselling service delivery which in turn impedes school performance at Kenya Certificate of Secondary Education

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

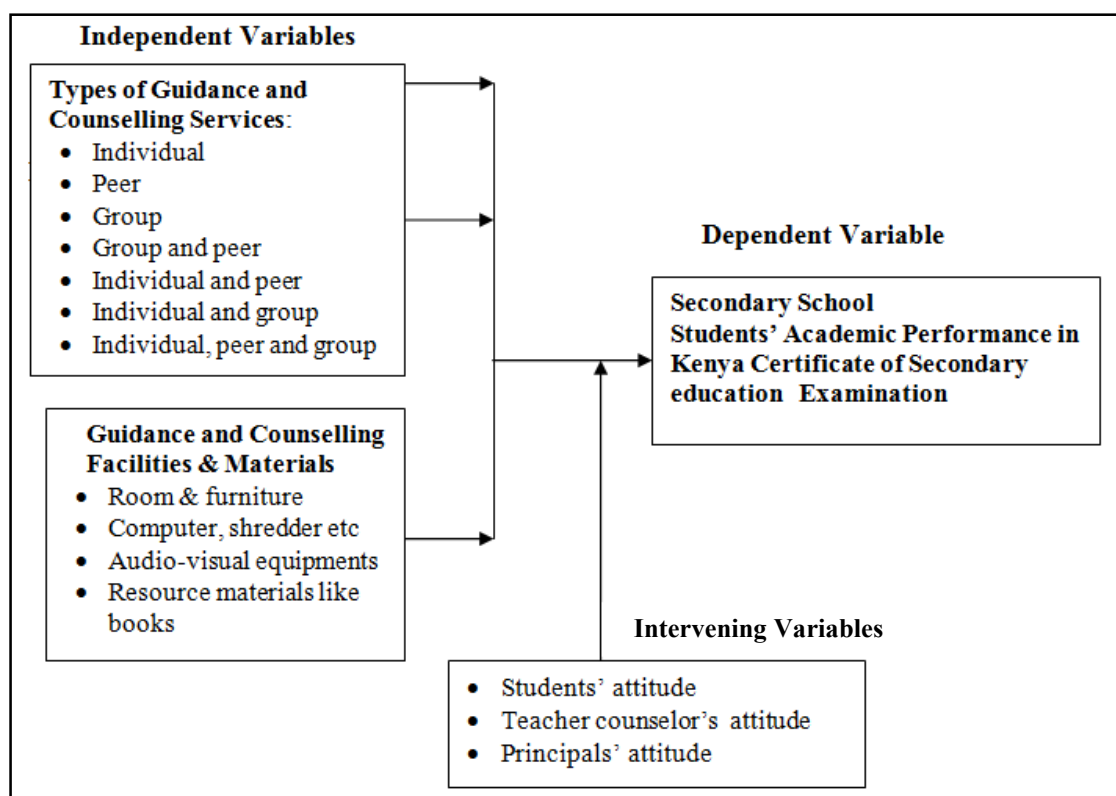


Figure 1. A Conceptual Framework Showing Guidance and Counselling Services and their Influence on Students' Academic Performance

This study seeks to establish whether or not guidance and counselling services in Bureti Sub County meet the required standards and the effects of these services on academic performance. Wango (2006) postulates that, despite the importance that seems to have been attached to guidance and counselling practices in Kenyan schools, the program had not been evaluated fully as to the extent to which it is being implemented in schools in line with the ministry of Education policies. Moreover most studies done so far paid attention to other factors other than relationship between guidance and counselling services and secondary school students' academic performance in Kenya Certificate of Secondary Education: (Nyaga, 2011; Ajowi & Simatwa, 2010; Mbathi, 2008; Simatwa, 2007; Berther, 2007; Egbochugu, 2008; Wango, 2006; Oulo, 2004; AJowi, 2004; Ngonga, 2002 and Biswalo,1996) among others.

Conceptual framework

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

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

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

Research methodology

The study used descriptive survey and correlation research designs. The study population comprised of 22 principals, 22 heads of G&C department and 1,201 form four 2012 students from all the 22 Public Sub County secondary schools in Bureti Sub County. Two principals, two G&C teachers and 120 students were used in the pilot study. The study employed

saturated sampling technique to select 20 principals and 20 heads of G&C department while simple random sampling technique was used to select 400 students. Questionnaire, interview schedule and document analysis guide were used to collect data for the study. Face and content validity of instruments was established by supervisors. Reliability of instruments was determined using test-retest method. Reliability coefficient of the instruments was 0.72, 0.71 and 0.74 for principals, G&C teachers and students questionnaires respectively. Data collected using questionnaires were analysed using descriptive statistics in form of frequency counts, percentages and means; while inferential statistics, that is, Pearson r and multiple regressions were used to determine relationships between variables. Data collected using interview schedule were audio taped and transcribed into themes and sub-themes as they emerged from the data.

RESULTS

Research Question One

The research question responded to was: What are the types of Guidance and Counseling services offered in Secondary Schools In Bureti Sub County?

Teachers and principals were asked to rate different types of guidance and counseling services offered in their schools. Their responses were as shown in Table 1.

From Table 1, it can be observed that individual, peer and group G&C services are offered in public secondary schools in Bureti Sub County, though at lower standard. Both G&C teachers and principals acknowledged the low frequency of different types of guidance and counseling services offered in their schools with an overall mean of 2.5 and 2.7 respectively. Individual G&C services had a mean rating of 2.3 as indicated by both G&C teachers and Principals. Group G&C services had mean ratings of 2.6 and 3.3 as indicated by G&C teachers and principals respectively. Peer G&C had a mean rating of 2.5 as rated by both G&C teachers and principals

Research Hypothesis

The research hypothesis tested was: There is no significant relationship between guidance and counselling services and secondary school student's academic performance in Bureti Sub County. One month to starting their 2012 Kenya Certificate of Secondary Education examinations, sampled candidates who were to sit for Kenya Certificate of Secondary Education were asked to indicate the type and frequency of guidance and counselling services they received in 2012. Their Kenya Certificate of Secondary Education results were later obtained for analysis from the principal. The responses were as shown in Tables 2 to 13.

From Table 2, it can be observed that the highest number 151(37.8%) students had 1 to 3 sessions of Individual G&C services in school in 2012 and 53 (13.3%) did not go for Individual G&C services. The rest had varied sessions from 4 to 18.

Table 1. Types of Guidance and Counselling Services offered as indicated by G&C Teachers (n=20) and Principals (n=20)

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

Key and Classification of Guidance & Counseling services offered

1.0-1.44 = VR -Very Rarely

1.45-2.44 = R- Rarely

2.45-3.44= ST-Some Times

3.45 -4.44= F - Frequently

4.45-5.00 =VF - Very Frequently

T - TotalMR - Mean Rating

Table 2. Individual G&C Services

G&CS	Frequency	Percent	Cumulative Percent
Valid	0	53	13.3
	1-3	151	37.8
	4-6	98	24.5
	7-9	33	8.3
	10-12	16	4.0
	13-15	12	3.0
	16-18	37	9.3
Total	400	100.0	

Key: G&CS - Guidance and Counselling Sessions

Table 3. Group G&C Services

G&CS	Frequency	Percent	Cumulative Percent
Valid	0	53	13.3
	1-3	142	35.5
	4-6	71	17.8
	7-9	26	6.5
	10-12	29	7.3
	13-15	41	10.3
	16-18	38	9.5
Total	400	100.0	

Key: G&CS - Guidance and Counselling Sessions

Table 4. Individual and Group Guidance and Counselling Services

G&CS	Frequency	Percent	Cumulative Percent
Valid	0	51	12.8
	1-3	170	42.5
	4-6	98	24.5
	7-9	26	6.5
	10-12	26	6.5
	13-15	29	7.3
Total	400	100.0	

Table 5. Peer Guidance and Counseling Services

G&CS	Frequency	Percent	Cumulative Percent
Valid	0	37	9.3
	1-3	159	39.8
	4-6	84	21.0
	7-9	20	5.0
	10-12	29	7.3
	13-15	34	8.5
	16-18	37	9.3
Total	400	100.0	

From Table 3, it can be observed that the highest number 142(35.5%) students had 1 to 3 sessions of Group G&C services in school in 2012. Fifty three (13.3%) did not receive Group G&C services. Seventy one (17.8%), twenty six (6.5%) and twenty nine (7.3%) students had 4-6, 7-9 and 10-12 sessions of Group G&C services respectively. The rest received varied sessions ranging from 13 to 18. From Table 4, it can be observed that the highest number 170 (42.5%) students had 1 to 3 sessions of Individual and Group G&C services. Fifty one (12.8%) did not receive G&C services. The rest of the sessions ranged from 4 to 15 sessions. From Table 5, it can be observed that the highest number 159 (39.8%) students had 1 to 3 sessions of Peer G&C services. Thirty seven (9.3%) did not receive Peer G&C services. Eighty four (21.0%), twenty(5.0%) and twenty nine (7.3%) students had 4-6, 7-9 and 10-12 sessions of Peer G&C services respectively. The rest received varied sessions ranging from 13 to 18.

Table 6. Individual, Group and Peer Guidance and Counselling Services

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

Key: G&CS - Guidance and Counselling Sessions

From Table 6, it can be observed that the highest number 179 (44.8%) students had 1 to 3 sessions of Individual, Group and Peer G&C Services while 42(10.5%) never received Individual, Group and Peer G&C Services in 2012 in their school. The rest ranged from 4 to 15 sessions.

Table 7. Group and Peer Guidance & Counselling Services

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

Key: G&CS - Guidance and Counselling Sessions

From Table 7 it can be observed that the highest number 187 (46.8%) students had 1 to 3 sessions of Group and Peer G&C services while 36(9.0%) never received Group and Peer G&C services for the four years they were in school. The rest had varied sessions from 4 to 15.

Table 8. Individual and Peer Guidance and Counselling Services

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

Key: G&CS - Guidance and Counselling Sessions

From Table 8, it can be observed that the highest number 172 (43.0%) students had 1 to 3 sessions of Individual and Peer G&C services while 54(13.5%) never received Individual and Peer G&C services for the four years they were in school. The rest had varied sessions from 4 to 15.

In order to establish the relationship between G&C services and students academic performance, the students performance in 2012 in KCSE was established and the results were as shown in Table 9.

Table 9. 2012 Kenya Certificate of Secondary Education Results

Mean Scores	Performance index	Frequency	Percent	Cumulative Percent
1.45-2.44	2	2	.5	.5
2.45-3.44	3	78	19.5	20.0
3.45-4.44	4	101	25.3	45.3
4.45-5.44	5	70	17.5	62.8
5.45-6.44	6	49	12.3	75.0
6.45-7.44	7	28	7.0	82.0
4.45-8.44	8	28	7.0	89.0
8.45-9.44	9	35	8.8	97.8
9.45-10.44	10	6	1.5	99.3
10.45-11.44	11	3	.8	100.0
Total		400	100.0	

From Table 4.16 it can be observed that 101(25.3%) of students scored mean score of 4, two (0.5%) scored 2, seventy eight (19.5%) scored 3, six (1.5%) scored 10 while three (0.8%) of students had 11. The rest ranged between scores of between 5 and 9. Pearson's r was used to determine the relationship between G&C and students academic performance. The results were as shown in Table 10.

From Table 11, it can be noted that there was positive significant relationship between G&C services and students academic performance. The null hypothesis was therefore rejected. It also means that increase in G&C services would lead to increase in students performance in Kenya Certificate of Secondary Education.

From Table 11, it can further be observed that there was a positive correlation between individual G&C services and academic performance of students of 0.239. The correlation was significant as the computed correlation of 0.000 was less than the set p-value of 0.05. This means that individual guidance and counselling services positively influenced students' academic performance in Kenya Certificate of Secondary Education. Peer G&C services contributed positively to the students' academic performance in Kenya Certificate of Secondary Education as Pearson r correlation coefficient was .332. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05. This means that peer G&C services significantly influenced students academic performance. Group G&C services contributed positively to the students' academic performance in Kenya Certificate of Secondary Education as Pearson r correlation coefficient was .325. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05. This means that Group G&C services significantly influenced students' academic performance in Kenya Certificate of Secondary Education.

Table 10. Relationship between Guidance and Counselling Services and Secondary School Student's Academic Performance in 2012 Kenya Certificate of Secondary Education

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

* Correlation is significant at the 0.05 level (2-tailed).
 ** Correlation is significant at the 0.01 level (2-tailed).

Table 12. Coefficient of Determination Regression analysis of the influence of G&C on students academic performance

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

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

Table 13. Analysis of Variance of the influence of G&C Services on students academic performance

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

a. Predictors: (Constant), Adequacy of G&C facilities, Professional Qualification in G&C
 b. Dependent Variable: 2012 Kenya Certificate of Secondary Education mean score.

Table 14. Multiple Regression Analysis of the influence of G&C services on students academic performance

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

a. Dependent Variable: 2012 Kenya Certificate of Secondary Education examination means score
 Regression Equation. $Y = a + bx_1 + cx_2 + dx_3 + ex_4 + fx_5 + gx_6 + hx_7$

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

influenced students' academic performance in Kenya Certificate of Secondary Education. Individual and group G&C services contributed positively to the students' academic performance in Kenya Certificate of Secondary Education as Pearson r correlation coefficient was .341. The correlation was statistically significant as the computed sig of 0.000 was less

than the set p-value of 0.05. This means that Individual and Group G&C services significantly influenced students' academic performance in Kenya Certificate of Secondary Education. Group and peer G&C services contributed positively to the students' academic performance in Kenya Certificate of Secondary Education as Pearson r correlation coefficient was .433. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05. This means that Group and peer G&C services significantly influenced students' academic performance in Kenya Certificate of Secondary Education. Individual, group and peer G&C services contributed positively to the students' academic performance in Kenya Certificate of Secondary Education as Pearson r correlation coefficient was .355. The correlation was statistically significant as the computed sig of 0.000 was less than the set p-value of 0.05. This means that Individual, group and peer G&C services significantly influenced students' academic performance in Kenya Certificate of Secondary Education. Coefficient of determination was done to estimate the percentage by which G&C services accounted for variations in students' Academic performance in 2012 Kenya Certificate of Secondary Education. The results were as shown in Table 12.

From Table 12, it can be observed that the coefficient of determination was 0.466. This means that 46.6% of the variations in academic performance were accounted for by G&C services. This means that the influence of G&C services was moderate. This fact can also be observed in the correlation matrix Table 4.16. Analysis of variance was done to establish whether G&C services were significant predictors of students academic performance. The results were as shown in Table 13.

The analysis of variance (Table 13) revealed that the calculated p-value was .000. The calculated p-value was less than the critical value 0.05. This meant that the relationship between G&C services and student's academic performance in Kenya Certificate of Secondary Education was statistically significant. This means that G&C services are significant predictors of students academic performance.

The study therefore further undertook regression analysis to determine the actual influence of G&C services on students academic performance. The results were as shown in Table 14. That is, the relationships between the dependent variable, performance in 2012 Kenya Certificate of Secondary Education and the independent variable guidance and counselling services received (Table 14).

Table 14 revealed that group and peer &C services had the highest influence on students' academic performance. That is, one unit increase in group and G&C services increased students' academic performance by .335 units. The other types of G&C services influenced students' academic performance in descending order by units as follows: individual and peer G&C services, .320; individual, group and peer G&C services; .223; peer G&C services, .216; group G&C services, .150 and individual G&C services, .139. The prediction equation was $Y = .445 + .139x_1 + .150x_2 + .216x_3 + .223x_4 + .320x_5 + .335x_6 + .286x_7$. This means that group and peer G&C services contributed positively to academic performance in Kenya Certificate of

Secondary Education. Academic performance improved by .335 as a result of group and peer G&C services as was signified by a coefficient of .335. Individual and Peer G&C service contributed positively to academic performance in Kenya Certificate of Secondary Education. Academic performance improved by .320 with Individual and Peer G&C services as was signified by a coefficient of .320. Individual, group and Peer G&C service contributed positively to academic performance in Kenya Certificate of Secondary Education. Academic performance improved by .286 with individual, group and Peer G&C services as was signified by a coefficient of .286. Individual and Group G&C service contributed positively to academic performance in Kenya Certificate of Secondary Education. Academic performance improved by .223 with Individual and Group G&C services as was signified by a coefficient of .223. Peer G&C service contributed positively to academic performance in Kenya Certificate of Secondary Education. Academic performance improved by .216 with peer G&C services as was signified by a coefficient of .216. Group G&C service contributed positively to academic performance in Kenya Certificate of Secondary Education. Academic performance improved by .150 with Group G&C services as was signified by a coefficient of .150. Individual G&C service contributed positively to academic performance in Kenya Certificate of Secondary Education. Academic performance improved by .139 with Individual G&C services as was signified by a coefficient of .139.

DISCUSSION

Provision of different types of guidance and counseling services in secondary schools in Bureti Sub County were low average except for group G&C which was rated fairly high by the principals. Principals interviewed cited negative attitude and low advocacy as some of the causes of failure to implement individual and peer counseling services. This concurs with Kizito (2005) findings that negative attitude make it difficult for teachers to plan and organize effectively G&C services. Nevertheless the study revealed that G&C services were available and were being offered and not just in theory though somehow they were below expected standards. This support Omondi's (2007) study which found that for career guidance to be effective it should be given priority in school calendar of activities and be programmed in the school time table and that in-service course on their implementation be organized on regular basis. On peer counselling, one principal when asked how he had implemented the program, he responded: "G&C department participate in the appointment and training of peer counsellors, in addition to inviting professional counsellors and motivational speakers to guide and train them as peer counsellors". Other than school administration, G&C teacher and peer counselors, invited guest speakers also provided G&C services. The list of invited guests included: professionals, motivational speakers, external professional counselors as well as some of their parents. This indicates involvement of other stakeholders in G&C activities. The relationship between G&C services and students' academic performance in Kenya Certificate of Secondary Education was statistically significant. The null hypothesis which stated that there is no significant relationship between guidance and counselling services and students academic

performance in Kenya Certificate of Secondary Education was therefore rejected. This implied that in high performing public secondary schools in Bureti Sub County, guidance and counselling services could be relied on as a predictor of academic performance. Academic performance in public secondary schools in Bureti could therefore also have been affected by other factors such as; location of schools, distance from their home areas and leadership styles among other factors.

Group and peer G&C services contributed the highest to academic performance of students in Kenya Certificate of Secondary Education. This was possibly because of high frequency of group and peer G&C services and the fact that peers tend to trust their fellow trained peer counsellors. Individual and peer G&C service also contributed significantly to students' performance in Kenya Certificate of Secondary Education. This is because when students receive advice from expert counsellors they are bound to heed their advice on areas such as good study habits, time management among others. Individual, group and Peer G&C services significantly influenced students performance in Kenya Certificate of Secondary Education though not as much as individual and peer and Group and peer G&C services. This may be because of peer influence. Individual and Group G&C services also contributed significantly to student's performance. This is because when students are guided by professional counsellors frequently offering one to one or mass guidance and counselling students are likely to facilitate good learning environment in their schools which translate into good results in Kenya Certificate of Secondary Education. Effective academic peer guidance and counselling services helps the students develop proper study skills as well as acquisition of knowledge on examination techniques which make them excel in exams.

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

and counselling structures that provide preventive, remedial and developmental academic guidance so that the students can make realistic educational plans for their future.

Republic of Kenya (2001) also supported the use of guidance and counselling to maintain discipline and high academic standards in secondary schools. Recommendation 89 of the Report suggested strengthening of G&C in schools at the teacher and peer level. It argued, if G&C is effectively and efficiently carried out by expert teacher counsellors, it can greatly assist students in attaining their goals and needs. This will also be in line with Kute (2009) assertion that students be given counselling sessions and be made to go for longer G&C sessions as this make them achieve their expectations. The academic stagnation at 4.4 and 4.5 of Bureti Sub County (DEOs Office, 2010) as has been establish by this study had been among others as a result of ineffective guidance and counselling services due to inadequacy of guidance and counselling human and physical resources and attitudes towards guidance and counselling services in most schools. Analysis of interview transcript confirmed the responses of the questionnaires. One Principal when asked to compare G&C services and performance of students in Kenya Certificate of Secondary Education, the respond was: "Guidance and Counselling is directly proportional to performance. Without good study habits, open forums and G&C we cannot have good grades in Kenya Certificate of Secondary Education examination." This agrees with Arudo (2008) study which also found that school G&C programs have significant influence on discipline problems and academic performance. School management should therefore prioritize guidance and counselling resources and services in spite of tight financial situation, as this affect school learning environment and eventual performance in Kenya Certificate of Secondary Education

Conclusion

Majority of students did not maximize the use of different types of guidance and counselling services available in their schools. Most schools did not have guidance and counselling as part of their school program as frequencies for receiving G&C services were below average. G&C services offered included individual G&C , peer G&C, group G&C, individual and peer G&C , individual and group G&C, group and peer G&C, individual group and peer G&C services. Peer and group G&C service was the preferred and most effective type of G&C service. Guidance and counselling services influenced students' academic performance in Kenya Certificate of Secondary Education

Recommendations

- Guidance and counselling services should be made available to all students. This will boost the frequencies of receiving individual, group and peer guidance and counselling services.
- Schools should sensitize students and other G&C stake holders on the need for receiving and providing group and peer guidance and counselling by all forms of advocacy as these were found to produce best results.

- Schools should train some of their students as peer counsellors to supplement the work of teacher counsellors as this was found to be one of the preferred and effective type of G&C service. The other preferred and effective type was group G&C service.
- Guidance and counselling services in public sub county secondary schools affects students' academic performance in Kenya Certificate of Secondary Education Provision of effective quality guidance and counselling services should interest school administrators and other stakeholders as this determine their core function, academic excellence.
- Since there was a significant positive correlation between guidance and counselling services and students academic performance in Kenya Certificate of Secondary Education , students should be encouraged to utilize guidance and counselling services available as this makes them achieve better grades in examination.

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