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**Implementation of Guidance and Counseling Programme and Implications on Academic Performance of Students in Muhoroni, Kisumu County, Kenya**

By Caroline Adhiambo Mugwang'a and Sr. Dr. Lucy Achieng'

**Abstract**

The study was carried out to investigate the implementation of guidance and counseling programme and its implications on the academic performance of students in secondary schools in Muhoroni District, Kisumu County, Kenya. The study in Muhoroni was necessitated by the downward mobility in KCSE performance for the past three (3) consecutive years (2016-2018) with very dismal performance. The study was out to establish the services offered in guidance and counseling, in secondary school's vis a vis the attitude of students towards guidance and counseling services. The study intended to find out the perception of students, teacher counselors and principals on the effectiveness of the guidance and counseling programme in enhancing academic performance of students. Moreover, the study was to find out the challenges faced in implementing guidance and counseling secondary schools in Muhoroni, Kisumu County as well as the measures to be taken to effectively strengthen guidance and counseling services for students. The study was underpinned on the Needs Hierarchy theory by Abraham Maslow. To realize the purpose of the study, survey design was employed. Muhoroni has the total of 37 schools, 3200 Form Three students. The target population included all the 37 secondary schools, 37 principals, 37 teacher counselors, and the 3200 Form Three students. The sample size was 16 schools, 16 principals, 16 teacher counselors and 320 students, giving a total of 352 respondents. Stratified and simple random sampling method was used to select schools. Principals and teacher counselors were selected using purposive sampling technique, while students were selected using simple random for single streams, and stratified and simple random sampling technique for schools with more than one stream. In co-educational schools, students were stratified into girls' and boys' categories, and then simple random sampling was done. The data collection instruments included questionnaires for students and teacher counselors and interview guide for principals. The data was analyzed using Statistical Package for Social Sciences (SPSS) version 20.0, where the descriptive statistics such as frequencies, tables and percentages were used in analyzing data. Data analysis produced the following findings: All the three aspects of guidance and counseling are offered but to a different extent, with 87.5% of the teacher counselors, and 90.6% of the students agreed that most of the guidance and counseling services offered is academic. Career/vocational guidance was rated second by 56.25% teacher counselors and 56.25% students; while personal/social counseling was rated third by 56.3% teacher counselors and 55.9% students. All the respondents agreed that students have a positive attitude towards guidance and counseling. There was consensus among the students, teacher counselors, and principals that guidance and counseling services was effective in enhancing the students' academic performance. From the findings, the major challenges facing guidance and counseling programme as given by the respondents include: inadequate facilities and reference materials, lack of specific time allocated for the services, inadequate training of the teacher counselors, heavy teaching load, and many other responsibilities held by teacher counselors. The study recommended that there is need for schools to provide adequate facilities and reference materials. There should be specific time allocated for the services if possible within the time- table. Further the study recommended that teacher counselors be trained for them to deliver effectively. The teaching load of teacher counselors should be reduced and even other responsibilities be given out so that they can spend more time with students.

**Key word:** Kenya, Academic Performance, Guidance and Counseling, Effective, Implementation, Principal, Teacher counselor, Wastage Grade, Muhoroni Sub county.

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## **Implementation of Guidance and Counseling Programme and Implications on Academic Performance of Students in Muhoroni, Kisumu County, Kenya**

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### **Introduction**

Guidance and counseling is one of the key developments in the field of education. With the onset of modernization, rapid industrialization, rural urban migration, disintegration of the family, high mobility in search of education and career opportunities, it became necessary to introduce guidance and counseling in schools to meet societal changes (Were, 2003). Worldwide, students experience social, personal and academic problems at school and at home. The problems include living in distressed families, for instance, divorced or separated parents, family conflicts, and diseases such as Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome (HIV and AIDS). Many students are infected and affected by HIV and AIDS because their parents and relatives are suffering from HIV and AIDS. Their lives are full of stress and distress as they care for their ailing and dying parents and relatives (Nziramanga, 1999). The HIV and AIDS pandemic have turned millions of students into orphans with uncertain future (UNESCO, 2002). These problems disturb the learning process of students. All these are experienced by students at a time when parents and teachers are putting pressure on the students to excel in academics (McGuinness, 1998). Thus, distress, depression and unhappiness have become part and parcel of student life (Nyaga, 2011). Therefore, there is an increased need for effective guidance and counseling services in schools.

With effective guidance and counseling, these challenges and problems that students face that undermine their academic endeavors could be handled and solved. These problems need information, understanding, encouragement and guidance (Chireshe, 2006). Once they are helped to deal with their hurdles, they will adjust emotionally and socially, and their academic performance will be enhanced (Nyaga, 2011). Ndirangu (2007) notes that if Kenyan education institute's aim is to produce youths who are academically equipped, confident with high self-esteem and individuals who are to be relied on in the present and future generations, then guidance and counseling in schools should be the anchor of productive, respectful and disciplined, directional and focused individuals. Wango (2007) also reports that guidance and counseling is the missing link in the school's management solution to truancy, students' riots/ strikes, apathy and poor performance. Thus, guidance and counseling is instrumental in helping students overcome problems which usually paralyze their academic achievement, hence enhancing good academic performance.

Guidance and counseling in schools started at the turn of the 20<sup>th</sup> Century in the United States, during the Industrial Revolution (Gysbers & Henderson, 2001). The negative effects of industrial growth and the corresponding neglect of human conditions and the divergent population entering schools necessitated the introduction of guidance and counseling in schools (Schmit, 1993). A great pioneer in the field of guidance was Frank Parson who coined the term

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'vocational' guidance. By 1928, vocational guidance departments had been initiated and permanently established in several schools in the USA. In the early years, school guidance and counseling was mostly vocational in nature, focusing on assisting individuals to choose and prepare for an occupation (Hughes, 1971). As the 21<sup>st</sup> Century unfolds, United States continues to undergo substantial changes in its occupational, social and economic structures (Gysbers, 2001), creating complex challenges for students such as: violence in homes and schools, divorce, teenage suicides, substance abuse, sexual experimentation, dropping out of school and participating in gangs. These complex challenges will continue to have substantial impact on personal, social, career and academic development of students (Gysbers & Henderson, 2000 as cited in Gysbers 2001). Thus, with these complex problems, United States need to re-visit the implementation of the guidance and counseling, and offer a more comprehensive programme that will take care of the personal, social, career and academic needs of the students.

Elsewhere in Hong Kong, for instance, guidance and counseling services in schools were introduced as a result of the "increased variation in children's background, increased developmental, personal and social problems, lack of motivation towards school work, disruptive behavior in the classroom and the rise of juvenile delinquency" (Yuk Yee & Brennan, 2004:57). In Africa, the concept of guidance and counseling has been embraced with enormous enthusiasm. In Malawi, the Malawian Ministry of Education and Culture officially introduced guidance and counseling services in all secondary schools in the early 1990s in reaction to "the many social, personal, educational and problems that had surfaced in the 1990s among secondary school students (Maluwa-Banda, 1998:289). Thus, the guidance and counseling programme was to help students in their social, personal, educational and other problems that students encountered.

In Kenya, the need for formal guidance and counseling for the youth was recognized in 1960s. The Ominde Commission (Government of Kenya, 1964) recommended the provision of career guidance to all students. This was to ensure that students were given courses of education and training best fitted for their needs. As a result, a supervisory guidance and counseling services office was established at the Ministry of Education Headquarters to oversee the effective implementation of the programme. Thus, in 1971 the Ministry of Education introduced guidance and counseling in schools. Unfortunately, the Gachathi Commission in its report (GOK, 1976) noted that until that time guidance and counseling had not been mainstreamed into school management, and also guidance and counseling duties were being handled by untrained teachers with heavy teaching responsibilities. The Commission emphasized that: 1) All teachers to be trained as guidance and counseling personnel, 2) All teacher trainees take a compulsory course in guidance and counseling, 3) Every public school should have a guidance and counseling unit offices to handle issues of student emotional and other disciplinary issues, and 4) That the guidance and counseling of pupils/students be done properly to enhance academic work and their future adaptability to society, and 5) Parents and other competent members of the community should be involved in the provision of guidance and counseling. The Kamunge Report (Republic of Kenya, 1988) also noted that counseling was not being implemented properly in schools and stressed that schools should establish guidance and counseling programmes and that senior and responsible teachers coordinate the programme.

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Wango (2006) observes that guidance and counseling in school has been promoted to help improve participation and achievement of students, especially girls, in education. However, he notes that despite the emphasis of guidance and counseling in schools, the provision of guidance and counseling services is highly variable and somehow fragmented in scope depending on individual schools. Okola (2008) observes that Kenyan secondary schools have very few reference books in guidance and counseling, trained personnel are few or not available at all and most schools do not have sufficient funds to carry out the programme effectively, and that some head teachers may avoid the responsibility of running such a programme, and teacher counselors cannot work efficiently in a situation where the programme is not included in the school time table. Nyaga (2012) also notes that teacher counselors are facing challenges such as heavy work load , lack of facilities , inadequate time, and lack of knowledge due to lack of training.

The conditions in present day Kenya that have created an urgent need for guidance and counseling are: HIV and AIDS pandemic, social problems, family conflicts, poverty, work problems, drug abuse, sexual permissiveness, peer influence, lack of role models, and overloaded school curriculum (Mutie & Ndambuki, 1999). HIV and AIDS is the biggest challenge facing Muhoroni, Kisumu County. According to the Ministry of Health (2014), the total population of people under care and treatment for HIV and AIDS is 92,652 out of a total population of 152,835 people in Muhoroni (National census, 2009). Many students are infected and affected. The lives of these students are full of stress and distress as they care for their ailing and dying parents and relatives (Nziramasanga, 1999). Thus, according to Wango (2006:10), “one of the main arguments for the need for counseling in school is to assist students that have been affected by HIV and AIDS.” Another problem that Muhoroni District has is that of high poverty levels that affect the students in their academic endeavors. Most of the residents in Muhoroni are living below the poverty line and are unable to provide their children with basic necessities of life. High poverty levels result in absenteeism and low retention of students in schools, especially among girls (Owano, 2013). Thus the great need to counsel students so that they do not get into sexual permissiveness in an effort to make ends meet. Sexual permissiveness results in fights and injuries, spread of HIV and AIDS, unwanted pregnancies, school dropout, absenteeism, indiscipline, family conflicts and poor performance in academics.

### **Academic Performance in Muhoroni District**

In Kenya, Kenya Certificate of Secondary Education (KCSE) results are based on a grading system where grade A is the highest with 12 points, while grade E is the lowest and is equivalent to 1 point. Using that scale the table below shows the mean score results for years 2010 to 2017 in Muhoroni , Kisumu County.

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**Table 1: KCSE Performance 2010 - 2017 in Muhoroni**

| YEAR | MEAN SCORE | MEAN GRADE | CANDIDATURE |
|------|------------|------------|-------------|
| 2010 | 5.0869     | C- (Minus) | 672         |
| 2011 | 6.2508     | C (Plain)  | 1,278       |
| 2012 | 6.0652     | C (Plain)  | 1,408       |
| 2013 | 6.2102     | C (Plain)  | 1,490       |
| 2014 | 6.57       | C+ (Plus)  | 1,684       |
| 2015 | 7.08       | C+ (Plus)  | 1,820       |
| 2016 | 4.79       | C- (Minus) | 1,945       |
| 2017 | 3.907      | D+ (Plus)  | 2,387       |

Source: DEOs Office, Muhoroni, Kisumu County

From the table, it is evident that there was an upward mobility in the performance of the candidates in Muhoroni in the years 2010-2015. Then from 2016-2017, there was a downward mobility. If the downward trend continues, then it implies that the candidates will have no future at all. The current trend could have been caused by the many socio- economic and psychological problems and challenges that these candidates face that really need counseling.

### Statement of the Problem

Muhoroni Sub-County has had downward mobility in the KCSE performance in the past three (3) consecutive years (2016- 2018), with very dismal performance that had never been witnessed in the past eight (8) years. Investing in education becomes meaningful when the end product gives returns to the individual, the government and the society (Ayot & Briggs, 1992). Thus, the downward trend is worrying, and indeed a cause for alarm for all stakeholders.

With the downward mobility, guidance and counseling could be an intervention. Guidance and counseling play a crucial role as students, who are faced with problems and challenges such as peer pressure, career choice, rapid growth and physical changes, addiction to drugs and alcohol, turn for help from the teacher counselors. And with pressure from parents and teachers to excel in studies, scarcity of preferred jobs, and the current economic depression, there is need for proper guidance, so that the students can achieve their full potential and fit in competitive world of work.

And this world where academic achievement is the priority and order of the day (Omogun, 2007) there is an urgent need to embrace guidance and counseling. Guidance and counseling, as an essential component of education, should be a remedy to the many psychological, emotional, moral and spiritual, and educational challenges that the student experience that paralyze their learning process. Therefore, the studies ought to investigate the implementation of guidance and counseling program and establish the influence of the programme on academic performance of secondary school students in Muhoroni Sub- County, Kisumu County.

Despite the correlation between guidance and counseling and academic performance, research studies have not been done in Muhoroni District to investigate the implementation of

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the guidance and counseling programme in secondary schools. Information on implementation of guidance services in Muhoroni district is not available thus creating a gap to be filled by the study at hand.

### **Research Questions**

The following questions were formulated to guide the research in getting necessary information for this study:

- i. What are the guidance and counseling services provided in secondary schools in Muhoroni, Kisumu County?
- ii. What is the attitude of students towards guidance and counseling in secondary schools in Muhoroni, Kisumu County?
- iii. What is the perception of students, teacher counselors, and principals towards effectiveness of guidance and counseling programme in enhancing academic performance of students?
- iv. What are the challenges being faced in the implementation of guidance and counseling programme in Muhoroni, Kisumu County?
- v. What are the measures to be taken to make guidance and counseling services more effective in Muhoroni, Kisumu County?

### **Research Methodology**

The study was conducted in Muhoroni, Kisumu County. Muhoroni is situated at the foot of the Nandi escarpment. It occupies a total area of 667.30Km<sup>2</sup>, with a population of 152,835 (National census, 2009). It is located 50Km East of Kisumu town. The study adopted descriptive survey design and mixed methods research approach. The design involves the selection of respondents administering questionnaires of conducting interviews (Creswell, 2014) with the purpose of answering questions concerning the current status of the variables under study (Mugenda & Mugenda, 2003). The survey design seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviors or values (Mugenda & Mugenda, 2003). Since the study sought to obtain attitudes of students and perception of students, teacher counselors, and principals concerning the current implementation of the guidance & counseling programme, descriptive survey was the most appropriate. The study adopted a Mixed Method paradigm, and specifically concurrent approach. Mixed Method paradigm combines qualitative and quantitative research techniques and approaches into a single study (Borg, Gall & Gall, 2007). In concurrent approach, the researcher collects both the qualitative and quantitative data at the same time during the study and then integrates them in the interpretation of overall results (Creswell, 2014). Concurrent approach is used when the strengths of one method offsets the weaknesses of the other so that together, they provide a more comprehensive set of data (MacMillan & Schumacher, 2010). Thus, mixed methods approach compensates for limitations with use a single method, provides more comprehensive data, and so enhances credibility of findings.

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The target population of this study comprised of all the 37 secondary schools, all the 37 principals, all the 37 teacher counselors and all the 3,200 Form Three students. The principals were involved because they are better placed to give any information related to the study due to their position in the management of the schools. The teacher counselors were selected because they are the implementers of guidance and counseling services in schools. They are also Heads of guidance and counseling departments in their schools and so they are in a position to give any information related to the guidance and counseling services in the school. Finally, the Form Three students were selected by the researcher so as to be able to look at how they have performed in academics for at least three years in secondary school. The students are the intended beneficiaries of the guidance and counseling services in school and for that reason, they are in a position to provide information relevant to the study.

A sample of 16 secondary schools, 320 Form Three students, 16 Principals, and 16 teacher counselors were selected. According to Kothari (2004), a representative sample for a survey study that meets the requirement of efficiency, reliability and flexibility should range between 10% and 20%. Therefore, out of 3,200 Form Three students in Muhoroni (DEO's Office Statistics, 2018), 320 students were selected, representing 10% of the population. From the 320 students, the researcher selected 16 schools, thus 20 students were selected from each school. To select the 16 schools a representative sample comprising of girls, boys and co-educational secondary schools were sampled using stratified and simple random sampling methods. Muhoroni has a total of 37 secondary schools of which 5 are girls, 2 boys and 30 are co-educational. Stratified random sampling ensures inclusion in the sample of the subgroups which otherwise would be omitted entirely by other sampling methods because of their small number, while simple random ensures every subject has an equal chance of being selected (Mugenda & Mugenda, 2003; Kothari, 2004). Thus, stratification ensured representativeness regarding sex and the type of school. All the 5 girls' schools and all the 2 boys' schools were selected for the study due to their small number. Then from the 30 co-educational schools, the researcher randomly selected 9 schools, representing 30% of the co-educational schools.

Thus, from the 16 sampled schools, 20 students were selected from each school. Simple random sampling was used to select the 20 students in schools with one stream. In schools with more than one stream, students were stratified in streams then equal numbers of students drawn from each stream by simple random sampling. In co-educational schools, the students were selected with equal gender representation by first stratifying them into girls and boys categories, and then simple random sampling was done. Simple random sampling gives all members of the target population the same probability of being chosen and minimizes bias (McMillan & Schumacher, 2010). Since each of the 16 selected schools has one teacher counselor and one principal, all of them were automatically selected regardless of other factors such as sex or age. Two research instruments were used to collect data in this study, namely questionnaires and interview guide. Two questionnaires were developed: One for the students, and another for the teacher counselors. The interview guide was for the principals only. Questionnaires are relatively economical, have standardized questions (McMillan & Schumacher, 2010), and facilitate faster collection of data from a large sample, and ensure confidentiality giving the respondents freedom to respond without fear of victimization (Gray, 2004). The questionnaires consisted of both

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closed and open ended questions. Closed ended questions elicit quantitative data, are quick to answer and may improve the response rate. Open ended questions encourage freedom of expression, thus elicit “rich” qualitative data (Kangethe, 2013). Thus, both qualitative and quantitative data was generated from the questionnaires.

Interview was administered to principals. Nyaga, (2011) asserts that interviews are appropriate for soliciting in-depth qualitative data.

Permission was gotten from CUEA, faculty of Education; formal researches permit from National Council for Science and Technology (NACOSTI), and research authorization from County Director of Education, Kisumu County. The researcher then gave the teacher counselors their questionnaires. They responded to the questions and returned the duly filled in questionnaires to the researcher. The student's questionnaires were administered by the researcher, with the help of the teacher counselor, and the filled in questionnaires collected immediately. The interview with the principals was conducted on one to one basis, and a tape recorder used to capture all that was discussed. Data analysis is vital as the mass of Information collected may be difficult to understand. Qualitative data obtained from open-ended items on the questionnaires and the interview held with the principals was used to generate themes and categories. The researcher then used thematic analysis to discuss findings, relative to the research questions. A research report was then presented in narrative form with the respondents' “voices” quoted. Quantitative data collected was cleaned and fed into the computer using a computer programme Statistical Package for Social Sciences (SPSS) Version 20, where descriptive statistics particularly frequency and percentages were used to analyze the data, and presented using tables and graphs

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**Results and Discussion**

**Perception of Teacher Counselors on Effectiveness of Guidance and Counseling on Academic Performance.**

**Table 1**

| <b>Statements on Perception</b>                                                       | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Not Sure</b> | <b>Agree</b> | <b>Strongly Agree</b> | <b>Total</b> |
|---------------------------------------------------------------------------------------|--------------------------|-----------------|-----------------|--------------|-----------------------|--------------|
| <b>The services have made the students to attend school regularly (everyday).</b>     | 1<br>6.2%                | 3<br>18.8%      | 1<br>6.2%       | 9<br>56.3%   | 2<br>12.5%            | 16<br>100%   |
| <b>The services have made the students to do their assignments.</b>                   | 0<br>0%                  | 2<br>12.5%      | 3<br>18.8%      | 8<br>50.0%   | 3<br>18.8%            | 16<br>100%   |
| <b>The services have made the students to value all subjects</b>                      | 1<br>6.2%                | 5<br>31.3%      | 2<br>12.5%      | 6<br>37.5%   | 2<br>12.5%            | 16<br>100%   |
| <b>The services have made the students to consult teachers on academic matters</b>    | 0<br>0%                  | 4<br>25.0%      | 2<br>12.5%      | 8<br>50.0%   | 2<br>12.5%            | 16<br>100%   |
| <b>The services have made the students to perform better in CATs and examinations</b> | 1<br>6.2%                | 2<br>12.5%      | 1<br>6.2%       | 9<br>56.3%   | 3<br>18.8%            | 16<br>100%   |
| <b>The service has made the students to prepare and follow personal time-tables</b>   | 2<br>12.5%               | 4<br>25.0%      | 3<br>18.8%      | 5<br>31.2%   | 2<br>12.5%            | 16<br>100%   |

Source: Respondents October 2018

Over sixty eight percent (68%) of the teacher counselors acknowledged that guidance and counseling services enhanced school attendance of their students. On a similar note, most of the teacher counselors (68.8%) were of the opinion that guidance and counseling services had made the students to do their assignments. From the findings, 50.0% of the teacher counselors agreed that the services had made the students to value all subjects, while 37.5% of them disagreed. The failure of the students to value all subjects is enough reason to explain the low achievement in

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academics. A total of 43.7% of the teacher counselors agreed that students prepare and follow personal time-table, while 37.5% of them disagreed. The failure of the students to prepare and follow personal time-table could be contributing to the poor performance in academics. This problem could be a sign that guidance and counseling programme is not being implemented effectively. According to the findings, 62.5% of the teacher counselors acknowledged that guidance and counseling services had made the students to consult teachers on academic matters. In the interviews, one of the principals stated that guidance and counseling had made the students to consult more, do extra work and do much better in assignment and exams. From the findings, 75.1% of the teacher counselors agreed that the students were now doing better in CATS and exams. Thus, according to the findings, guidance and counseling enhances academic performance.

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**Perception of Students on the Effectiveness of Guidance and Counseling Services on Academic performance.**

**Table 2**

| <b>Statements on Perception</b>                                             | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Not Sure</b> | <b>Agree</b> | <b>Strongly Agree</b> | <b>Total</b> |
|-----------------------------------------------------------------------------|--------------------------|-----------------|-----------------|--------------|-----------------------|--------------|
| <b>The services have made me to attend school regularly (everyday).</b>     | 9<br>2.8%                | 27<br>8.4%      | 22<br>6.8%      | 176<br>55%   | 85<br>26.5%           | 320<br>100%  |
| <b>The services have made me to do my assignments.</b>                      | 15<br>4.7%               | 32<br>10%       | 44<br>13.7%     | 142<br>44.4% | 87<br>27%             | 320<br>100%  |
| <b>The services have made me to value all subjects</b>                      | 30<br>9.4%               | 53<br>16.5%     | 52<br>16.3%     | 138<br>43.1% | 43<br>13.4%           | 320<br>100%  |
| <b>The services have made me to consult teachers on academic matters</b>    | 22<br>6.8%               | 38<br>11.9%     | 26<br>8.1%      | 161<br>50.3% | 73<br>22.8%           | 320<br>100%  |
| <b>The services have made me to perform better in CATs and examinations</b> | 14<br>4.4%               | 42<br>13.1%     | 31<br>9.7%      | 168<br>52.5% | 65<br>20.3%           | 320<br>100%  |
| <b>The services has made me to prepare and follow personal time-tables</b>  | 17<br>5.3%               | 52<br>16.3%     | 38<br>11.9%     | 146<br>45.6% | 67<br>20.9%           | 320<br>100%  |

Source: Respondents October 2018

Going by the findings, most of the students (81.5%) agreed that school attendance had been enhanced by guidance and counseling services. The finding was close to that of the teacher counselors where 68.8% of them agreed with the statement. Similarly, majority of the students (81.4%) acknowledged that the services had made them to do their assignments. Again, the finding was congruent to that of the teacher counselors, where 68.8% of the teacher counselors agreed with the statement.56.5% of the students now valued all subjects because of the services.

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On a similar note, the students concurred with 50.0% of the teacher counselors who acknowledged that the services had made students to value all subjects. However, it was evident that a total of 25.9% of the students disagreed with the statement. It would be argued that these were probably students from schools where guidance and counseling departments had not been functional, or it had just been established and its impact had not been registered. From the findings, a total of 73.0% of the students acknowledged that the services had made them to consult teachers on academics matters, concurring with 62.5% of the teacher counselors. 66.5% of the students agreed that the services had made them to prepare and follow personal time-table. The findings also revealed that guidance and counseling services had made the students to perform better in CATS and exams, from 72.8% of the students. Similarly, 75.1% of the teacher counselors had the same opinion that the services had enhanced academic performance. In the interviews, one of the principals stated that the services have made even those students who were discouraged academically to develop a positive attitude and were able to spur on academically. Thus, it can be deduced that guidance and counseling programmed relates well (enhances) with academic performance. Thus, every effort should be made to perfect its implementation so that students can realize their fullest potential and become what they could become.

### **Conclusion**

Most of the services offered in guidance and counseling are on academics. Personal/social and career counseling are also offered but to a small extent. Students have a positive attitude towards guidance and counseling services. Student, teacher counselors and principals understood/agreed that guidance and counseling programme is effective in enhancing academic performance. However, effective implementation of the programme has been hindered by a number of challenges which include: inadequate facilities and reference materials, inadequately trained teacher counselors, lack of specific time allocated for the programme, heavy teaching workload and many other responsibilities held by teacher counselors.

### **Recommendations**

Schools should implement all the three aspects of guidance and counseling, that is, academic, personal/social and career. There is need to create awareness on the importance of guidance and counseling in schools. Teacher counselors should take advantage of the positive attitude of students and enhance their availability to them. Policy makers in the Ministry of Education should provide adequate resources and organize free and frequent seminars and workshops for the teacher counselors.

Ministry of Education should allocate specific time for the programme, and if possible, within the school time-table. The Ministry should also reduce teaching workload of teacher counselors, and even relieve them of other responsibilities they hold so that they can have more time for students

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