

**EFFECT OF MANAGEMENT OF GUIDANCE AND COUNSELING SERVICES
ON STUDENTS' DISCIPLINE AND ACADEMIC PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN KISII COUNTY, KENYA**

BY

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**A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR
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ADMINISTRATION**

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND FOUNDATIONS

MASENO UNIVERSITY

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DECLARATION

DECLARATION BY THE CANDIDATE

I declare that this thesis is my original work and has not been presented for a degree award in any other university.

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May you all receive God's blessings in abundance.

DEDICATION

I dedicate this work to my late parents Peter Birundu Mogitaba and Russiah Kwamboka Birundu for their inspirational motivation in my academic work and progress. God bless you all.

ABSTRACT

School counselors design, deliver and manage inclusive school counseling programs that are meant to promote students' academic achievement and discipline. The counseling program is meant to focus on academic, career, and social/emotional curriculum experiences through classroom lessons, group activities and individual consultation. Despite such programs, various research studies have indicated cases of student unrest in most schools in Kenya in the recent past and poor academic performance. Evidence shows that students have emotional and behavioral problems which cause frustrations and despair. For instance, in Kisii County such cases have come up whereby students have burnt dormitories and razing down property belonging to the students. Some students have attacked school administrators with Pangas thus threatening their lives. Unwanted pregnancies are on the rise, sexual and drug abuse and school dropouts have also been recorded. Guidance and Counseling (G&C) would be viewed as a powerful means of giving students psychosocial support and help with individual problems. The purpose of this study was to establish the effect of management of guidance and counseling services on students' discipline and academic performance in Kisii County. The objectives of the study were to: Establish the effect of management of G&C infrastructure on student academic performance; establish the effect of management of G&C infrastructure on students discipline; determine the effect of management of G&C financial resources allocation on student academic performance; determine the effect of management of G&C on student discipline; establish the effect of G&C time allocation management on students academic performance and establish the effect of management of G&C time allocation on students' discipline. The study adopted descriptive survey and correlational research designs. A conceptual framework was used to help focus on the variables of the study. The target population was 10385 and consisted of 355 principals, 355 teacher counselors and 9,675 form four 2015 cohort of students. Fisher's formula (1925) was used to determine the sample. The sample sizes consisted of 185 principals, 185 teacher counselors and 370 form four students. The set of questionnaires, interview schedules and observation guide were used to collect data. Face and content validity of instruments was established by experts in Education Administration whose input was incorporated in the final drafts. Reliability coefficient of questionnaire was .836 meaning that they were reliable as the Cronbach's alpha coefficient was greater than 0.7. Data were analyzed using frequency counts, percentages, means and regression analysis. The study established that management of Guidance and Counseling infrastructure accounted for 71.5% of the variation in students' academic performance and 55.8% of students' discipline. Management of Guidance and Counseling financial resource allocation accounted for 66.7% of the variation in students' academic performance and 67.1% of students' discipline. Management of Guidance and Counseling time allocation accounted for 41.1% of the variation in students' academic performance and 45.6% of the students' discipline. The study concluded that Guidance and Counseling had effect on students' academic performance and discipline. The study recommended that school principals should improve on G&C infrastructure management, G&C financial resource allocation management and G&C time allocation management so as to further enhance students' academic performance and discipline. The findings of this study are significant to stakeholders in education as they provide data on formulation of policies on G&C services in relation to students' academic performance and discipline.

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ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
ASCA	-	American School Counselor Association
ELCC	-	Educational Leadership Constituent Council's
G&C	-	Guidance and Counseling services
IAEVG	-	International Association for Educational and Vocational Guidance
K.N.E.C	-	Kenya National Examinations Council
M.ED	-	Master of Education
MoEST	-	Ministry of Education Science and Technology
NACADA	-	National Agency for the Campaign against Drug Abuse
NACOSTI	-	National Council of Science and Technology Innovation
NPBEA	-	National Policy Board for Education Administration
Ph. D	-	Doctor of Philosophy
RAMP	-	Recognized ASCA Model Program
SI	-	Secondary Teacher One
TSC	-	Teachers Service Commission
TTC	-	Teacher Training College
USA	-	United States of America
WHO	-	World Health Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to American School Counselor Association (2015), comprehensive developmental school counseling programs positively impact on students, parents/guardians, teachers, the community, boards of education, administrators and school counselors. The benefits to each of these groups include the following: focuses on all students, enhances students' academic performance, centers on students' needs, seeks students' input, encourages more interaction among students, provides a developmental and preventive focus, promotes knowledge and assist in career exploration and development. It enhances life coping skills, helps students feel connected to school, enhances students' personal/social development, develops decision-making skills, increases knowledge of self and others, broadens knowledge of our changing work world and increases opportunities for school counselor-student interaction which develops a system of long-range planning for students. Whereas the studies in the USA by Counselor Association (2015) have shown a significant relationship between counselling services and educational outcomes, there is paucity of literature as the geographical distances may not bind solutions for in Kenya and Kisii County in particular hence, that this study sought to fill.

Deidra (2013) study in America established that Positive Behaviour Interventions and Support contribute positively to student behaviour and academic performance.

A study done by Nassey (2012) in New Zealand established that teachers' use of classroom-based management strategies was appropriate and that teachers believed that through the methods, they monitored and communicated to their students frequently during the lessons. Whereas the study was done New Zealand and its findings showing a significant relationship between teachers' use of classroom-based management strategies, there is a

dearth of literature in Kenya and Kisii County in particular hence, that this study sought to fill.

Yaworski (2012) conducted a study in USA and established that classrooms encountered a steady change of disciplinary options over the years. Despite the fact that corporal punishment has been banned and teachers have been trained on alternative corrective measures and how to implement them, several behavioural problems were still being experienced in the classrooms. Furthermore, Brown (2013) in New Zealand established that positive reinforcement approaches effectively increased positive behaviour, which led to clear and positive communication between teachers and students. Whereas the study by Brown (2013) and Yaworski (2012) have both looked into challenges of guidance and counselling services in classroom level, there is a gap in literature on the possible effect of guidance and counselling services on discipline and academic performance in Kisii County, a gap that this study sought to fill.

According to Klopfer (2014) training on proactive behavioural management had positive influence on teachers' self-efficacy, emotions, teaching style and reactions towards children and their use of management strategies in the classroom. Whereas the study by Klopfer (2014) looked into the effect of training and how it affected proactive behavioural management had positive influence on teachers' self-efficacy, there is a dearth in literature on the effect of guidance and counselling services on discipline and academic performance in Kisii County, Kenya, a gap that this study sought to fill.

Golker, Alavijeh, Gasempoor, Amiri and Zarrin (2012), in their study done in Iran, indicated that to a large extent teachers used prophylactic methods of discipline in their classrooms. Whereas the study by Golker, Alavijeh, Gasempoor, Amiri and Zarrin (2012) was done in Iran and looked into the effect of teachers guidance and counselling and prophylactic methods of discipline in their classrooms, there is a paucity in literature on the

effect of guidance and counselling services on discipline and academic performance in Kisii County, Kenya, a gap that this study sought to fill.

Renuka (2013) in India established that counseling was effective in solving adjustment difficulties such as appetite disturbance, concentration problems and depression that were very common among newly-admitted college students. Additional findings confirmed that constructive support from individual counseling had positive effect on academic performance and contributed to positive academic performance. Whereas the study by Renuka (2013) in India established that counseling was effective in solving adjustment difficulties, there is limited literature on the effect of guidance and counselling services on discipline and academic performance in Kisii County, Kenya, a gap that this study sought to fill.

A study by Collins (2002) established that guidance and counselling assisted students to be disciplined and be able to deal with challenges on academic and social adjustment in schools. Noordin *et al* (2009) on their research study in Malaysia found out that the level of discipline was low. Both studies did not investigate on the relationship of infrastructure and its effect on student discipline which was the intention of these study and therefore created the knowledge gap that this study intended to fulfill.

Krieger (2011) in Toronto revealed that in-service training on proactive classroom management was beneficial to teachers since it effected change in student behaviour by reducing behaviour problems. Nweze and Okolie (2014) findings in Nigeria revealed that counseling services in schools are instrumental in career decision making. Additional findings indicated that inadequacy of guidance and counseling resources affects students in career decision making.

Salgong *et al* (2016) argues that despite the effort made by the ministry of education to manage indiscipline in public secondary schools, indiscipline in schools has continued to be more violent and has led to destruction of property in various schools. Wambui and Fisher (2015) established that the challenges facing students in Kenya are similar to those that were experienced in the 1920s in the United States of America. However, both studies did not consider the aspect of time to be allocated for guidance and counselling programs in public secondary schools that this study sought to investigate thus creating a knowledge gap that this study attempted to fill.

According to Ogunboyede, Dada and Oyewumi (2013), the school guidance programme or service is prominent at the basic and post basic secondary school levels. They established that the school guidance programme entails a lot of service provided within the school aimed at helping the students from the beginning to the end of the school so as to cope with, function well in, and ultimately get the best out of educational system.

A study by Kafwa (2005) established that without funding of guidance and counselling services in school teachers will be paralyzed in their responsibility of counselling and guiding students. Similarly, Campbell (2010) in his study established that there are four major sources of financing in schools which includes grants, students' contribution, private contributions and other stakeholders' contribution associated with learning institutions. The two studies only emphasized guidance and counselling in schools without investigating on the effect of guidance and counselling service on students' academic achievements thus creating a knowledge gap which the study intended to fulfill.

Osakwe (2013) in Nigeria established that guidance and counseling requires adequate funding. Similarly, orientation through counseling eliminates disciplinary problems and motivation of teachers makes them pay attention to the emotional and psychological needs of students. These finding are supported by Sekuwi and Naluwemba (2014) who

established that there are many alternatives to corporal punishment and stakeholders have divergent views about them. Whereas studies by Osakwe (2013) and Sekuwi and Naluwemba (2014) who have looked into the relationship between counselling and funding, there is a gap in literature on the possible effect of guidance and counselling services on discipline and academic performance, a gap that this study sought to fill.

Auni, Jepchirchir and Ong'unya (2014) in Kenya established that lack of facilities, inadequately trained teachers and ineffective strategies hampered students' social adjustment. Whereas studies by Auni, Jepchirchir and Ong'unya (2014) have a link between facilities and counselling services, they left a gap in literature on the possible effect of guidance and counselling services on discipline and academic performance, a gap that this study sought to fill.

In a different study, Mwangi (2014) established that counseling program built moral uprightness and courage in the learners. Additionally, it led to good value, positive attitude towards self-discipline and enhanced change of behaviour. Whereas studies by Mwangi (2014) established that counseling program built moral uprightness and courage in the learners, they left a gap in literature on the possible effect of guidance and counselling services on discipline and academic performance, a gap that this study sought to fill.

Further, studies by Afande (2015) established that effective guidance and counseling benefited pupils by developing skills in decision making, providing services and focusing on the need of pupils. Whereas studies by Afande (2015) established that effective guidance and counseling benefited pupils by developing skills in decision making, they left a gap in literature on the possible effect of guidance and counselling services on discipline and academic performance, a gap that this study sought to fill.

Nyamwange, Nyakan and Ondima (2012), noted that, formal guidance and counseling has got its long history from America in the late 1890s and the early 1900s. Patterson (1974) is referred to as the father of vocational guidance and counselling and he became one of the pioneers of the guidance and counseling movement. Through his efforts, guidance and counseling became an organized service and it gained recognition for its important contribution in society. Patterson established the first career institution in the USA, and he also set the pace for the development of psychological testing. Gradually the guidance and counseling movement developed into an organized service, which has continued to make a significant contribution to the development of society and more specifically in education.

Mikaye (2012), explains that, school guidance and counseling programmes in schools have been introduced to assist students overcome a number of challenges that they experience at home and at school. Whereas studies by Mikaye (2012), explains that, school guidance and counseling programmes in schools have been introduced to assist students overcome a number of challenges, there is paucity of literature on the effect of guidance and counselling services on discipline and academic performance in Kisii County, a gap that this study proposed to fill.

According to Chandra (2002), there is an alarming complexity in our modern society which poses a variety of complicated problems leading to conflicts, frustration, unhealthy rivalry resulting to crisis and serious maladjustment among adolescent children. In such a complex society, the individual has to face many problems in life for a better adjustment in a social structure. He also noted that globalization processes and information technology have significantly changed the way people work. Thus, the students counteract problems and situations in all walks and phases of life. The students are not mature enough to critically evaluate baffling situations continuously faced with. They need somebody to help in the solution of problems and thus avoid tensions and conflicts.

The first education commission report in Kenya, (Republic of Kenya, 1964), the Ominde Report, in regard to guidance and counseling recommended that children be given courses of education and training best fitted to their needs and provided with advice on careers and openings for employment. In 1971, the Ministry of Education established guidance and counseling section at the Ministry headquarters as per the recommendations of the Ominde Report of 1964. This was on the realization that academic work alone cannot produce an all-rounded person who is useful to the self and to the community he/she serves.

The National Development Plan 1974-1978 (Republic of Kenya, 1974) indicated that the department handling guidance and counseling at the Ministry of Education was carrying out work that was diverse because it dealt with problems of psychological maladjustment of pupils and students and running of seminars on vocational guidance and counselling. It was more precise that head teachers were supposed to arrange timetables in such a way that members of staff responsible would have ample time to deal with inquiries directed to pupils' and students' career and personal problems. This would appear to be a very noble idea indeed. One of the areas that were investigated in this study was to determine whether the school timetable was friendly to the teacher counselors by looking at the time devoted to counseling in the sampled schools.

The National Development Plan 1979-1983 (Republic of Kenya, 1979) report recommended that there was need to make guidance and counseling in primary and secondary schools more effective. This was through: strengthening the guidance and counseling unit at the Ministry of Education through appointment of professionally qualified officers responsible for coordinating and organizing workshops for TCs; and, guidance and counseling was to form a part of teacher training curriculum in all Teacher Training Colleges (TTCs) and at the University. The National Committee on Educational Objectives and Policies, the Gachathi Report (Republic of Kenya, 1976), recognized that

guidance and counseling of students when properly done played an important role in enhancing the individual adaptability. Furthermore, it was dependent on voluntary efforts by some teachers who felt motivated to do it. As an intervention strategy, the committee recommended that all teachers be trained in guidance and counseling and be required to do it as one of their normal duties. It further recommended that the head of each educational institution assign a member of staff to be responsible for guidance and counseling and ensure that such services are available to all students and teachers and that opportunities for individual guidance and counseling by teachers and parents were available at appropriate times.

The Presidential Working Party Report on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988) and the Sessional Paper No. 6 (Republic of Kenya, 1988) emphasized that guidance and counseling was useful in helping individuals face the realities of life, identify talents, interests, needs and aptitude. It recommended that schools establish guidance and counseling programmes and that a mature and responsible teacher co-ordinate the programme. The report proposed that coordinating services be decentralized to provinces and districts so as to enhance the provision of better services and close co-ordination of these services. As a result, there was an officer assigned to co-ordinate guidance and counseling services at provincial and district levels.

According to Mbithi (1974), it is the responsibility of the principal to control, maintain the tone, the general development of school education and all-round standards in secondary schools. The principals are particularly charged with the responsibility of fostering the right atmosphere for child growth and development. Principals must be constantly in touch with all activities, whether academic or co-curricular although they may delegate some of their many responsibilities to the members of staff (Republic of Kenya, 1979). In essence, the

principal is held responsible in case of the failure of any activity or service delivery in the school.

Rono (1989) noted that the Ministry of Education Science and Technology viewed the school principal as a key player in initiating and organizing good guidance and counseling services. Smith, Roeber and Erickson (1955) emphasized how important it is for principals to have positive attitudes towards school guidance and counseling by stating that:

School administrators' attitude towards any service in the school, whether new or old, needs the acceptance and leadership of the school administrator. Without his/her approval and continued support, any service will wither on the vine because teachers and students sense and frequently adopt the school administrator's attitude towards any service in the school.

Many secondary schools in the past have been involved in strikes and led to mass destruction of property worth millions of shillings. Kisii County for example had secondary school students going on strike. In 1991, it witnessed the most shocking, senseless and ghastly incident in one of the schools in Meru where tragedy resulted into the death of nineteen (19) girls, seventy-one (71) rape cases and four (4) boys being jailed for manslaughter as reported by Mworira (1993) and Mwenda (1995). It was an incident that primarily involved students both as the assailants and as the victims as later recognized by Marie (2010).

In March 2001, corporal punishment in schools was abolished through Legal Notice No. 56 of 13th March, 2001. This form of punishment was seen as one way that Policy and Practice in Guidance and Counseling in Secondary Schools in Kenya discouraged children from attending school due to the fear instilled in them by this form of punishment. Pupils and students seemed to be punished for offences committed including petty offences,

failing to do their homework, failing to perform as expected in a subject and in cases of major disciplinary issues such as strikes (Human Rights Watch, 1999). It was concluded that the new school environment would be more child friendly and ensure greater and more enhanced pupil-teacher interaction. This in reciprocate would improve positively and constructively the teacher-student relationship to enhance better learning.

The Report of the Task Force on Student Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001) recognized that teacher counselors whenever appointed were unable to meet the school expectations due to lack of relevant training and practice. It recommended that counseling training be prioritized and professionally qualified teacher counselors be identified and deployed to schools. It was also recommended that the MOEST establishes a strong guidance and counseling division within the Ministry and equips the division with personnel and facilities to coordinate and facilitate all activities in the country. Pastoral care programmes were to be enhanced in all schools and train religious personnel capable of relating the teachings in schools and spiritual matters. This was to provide a strong foundation on moral values and spiritual growth. It also recommended that MOEST work closely with the National Agency for the Campaign against Drug Abuse (NACADA) to contain the problem of drugs and substance abuse in schools. But this seemed to have been largely ignored (Elimu Yetu Coalition, 2003).

The Koech Commission (Republic of Kenya, 1999) indicated that the guidance and counseling unit in the Ministry of Education provided effective services to secondary schools and TTCs as well as being able to conduct in-service courses for secondary school head teachers in various districts. In addition, the unit developed a useful career guidance booklet (Republic of Kenya, 1999/2000) for use by secondary school students when filling in career application forms. However, the Commission noted with concern (Republic of

Kenya, 1999:61) that the “once vibrant unit” was no longer as effective as it used to be. Since most of the professionally trained personnel in the unit had retired or were deployed to other sections. Institutional and field staff had nowhere to seek the necessary advice to help them carry out their duties effectively.

The Koech Report (1999) further noted that guidance and counseling remained a weak department at all levels of the education system and that even where it existed it was undertaken in a haphazard manner. This is because teachers identified for the purpose have not been trained and so have no professional competence in the subject. This is confirmed by previous studies conducted to investigate the extent to which the programme is implemented in secondary schools (Duda, 1996; & Muithya, 1996).

Research carried out in 20 secondary schools in Kilome Division of Makueni District, Muithya (1996) found that all the guidance and counseling teachers were trained teachers in different categories including Diploma (6) untrained Graduate (6) and Bachelor of Education (8). However, only 3 of them (3:17) had received further training in counseling. The three had received training from church seminaries rather than in a formal counseling training or any organized by the Ministry of Education for the purpose of enhancing counseling skills. Pre-service training in counseling is crucial for the teacher and further in-service training of teachers, especially on important components such as disaster preparedness and management, civic guidance, conflict resolution and management.

A study by Chepkemoi (2014) established that the major challenges facing guidance and counselling is lack of funding, lack of offices for guidance and counselling and inadequate teacher counselors. Mikaye (2012) in his research study titled investigation of the provision of guidance and counselling services in public schools on students’ discipline established

that 82.4% of the principal's considered guidance and counselling as important but lacked the necessary materials and literature support. Whereas the study by Mikaye (2012) looked into provision of guidance and counselling services in public schools on students' discipline, there is a gap in literature on the possible effect of guidance and counselling services on discipline and academic performance in Kisii County, a gap that this study sought to fill.

The Koech Commission (Republic of Kenya, 1999) further observed that large numbers of learners in education and training institutions were in need of Policy and Practice in Guidance and Counseling especially in Secondary Schools. It singled out learners infected and those affected by HIV/AIDS. Thus, the report advocated for requirement of professional counseling services not only for educational institutions but also to the members of their immediate families. The Commission noted that in view of the increase in anti-social behavior, there was an urgent need to have adequate mature and professionally trained staff to handle guidance and counseling in education and training institutions throughout the country. The Commission recommended that a national programme be instituted for the professional training of teachers to handle guidance and counseling.

The Commission recommended that peer-counseling services be established in all education and training institutions specially to combat HIV/AIDs. All these issues are incorporated in the study questionnaire and to be further investigated in the informal interviews. The role of guidance and counseling in the administration and management of student discipline in Kenya has been recognized by the various government policy documents since independence. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counseling be taught using subjects such to Religious Education, Social Education and Ethics to enable the

schools promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite this recommendation, the use of guidance and counseling services is still demanding in helping curb indiscipline in schools, which is increasing. Infractions that require guidance and counseling include assault, arson, fighting, and theft, and vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives.

In 1980, recorded cases of schools that experienced these cases of indiscipline were 22(0.9%). This increased to 187(7.2%) in 1990 (Simatwa, 2007). These cases have continued to increase unabated to the extent that, in 2001 the Ministry of Education introduced guidelines on safety in schools. Thus, in 1998, 26 girls at Bombolulu Girls Secondary School were burnt to death. In 1999, seventeen girls at St. Kizito Secondary School were killed and 70 raped; at Nyeri Boys High School, four prefects were burnt to death in their dormitory; and in 2001, 67 boys at Kyanguli High School were burnt to death by their colleagues (East African Standard Team, 23rd April, 2001). Although, the MOEST made a move to curb the destructive tendencies in schools by enacting the Children's Act in the year 2001, which provides that a child should be entitled to protection from physical and psychological abuse by any person, the unrest in schools is still being reported in large numbers (Ramani, 2002) affirmed that guidance and counseling can be used.

This move led to the need for a new approach to education to be formulated and a new management strategy of how order is to be created in schools. This need together with the escalating destructive tendencies is what Stoops, Raffer and Johnson (1981) maintained that, many student discipline problems that occur in secondary schools might not exist if guidance and counseling services were correctly offered. All these incidents make it necessary to strengthen guidance and counseling services in the management of student

discipline in schools. Despite the efforts made by the Ministry of Education Science and Technology to ban caning in schools through Legal Notice No.56 of Kenya Gazette (Supplement No. 25:199 of 30th March, 2001), unrest has continued in secondary schools with a new dimension especially the burning of schools.

Not only are they violent and destructive but also have caused maximum harm to human life. There seems to be lack of effective alternative strategy to contain student indiscipline. This can be realized from the fact that the whole country has been experiencing student violence and Kisii County is not exceptional to student violence.

The “Report of the Task Force on Student Discipline and Unrest” (Republic of Kenya, 2001) recognized the use of guidance and counseling in the management of student discipline in schools due to its proactive approach. It was therefore important to investigate how schools in Kisii County manage guidance and counseling services in the attempt to promote students’ discipline and academic performance.

The deteriorating level of the guidance and counseling status in the Kenyan education sector was noted through the Totally Integrated Quality Education and Training (TIQET) report on Educational System of Kenya (Orange, 2011). This report indicated neglect of guidance and counseling services unit for many years by the ministry of education thus making the unit inefficient (Njimu, 2013). The TIQET reiterated that a majority of students in the educational and teaching institutions were in serious need for guidance and counseling (Njoroge, 2014).

Physical facilities play a key role in the attainment of the school’s intended objectives and overall quality performance in national examinations. Public secondary schools are often characterized by lack of infrastructure facilities such as; adequate classrooms, latrines, hostels and laboratories. Ironically the introduction of Free Primary and Secondary

Education has been touted as an accelerator of the aforementioned problems. Since the inception of FPE in 2008, more students now attend school however a number of challenges continue to plague the implementation of these programs including overstretched and overcrowded facilities such as classrooms, latrines, hostels and laboratories. It may be a fact that dilapidated; crowded or uncomfortable school infrastructure leads to low morale among the students, teachers and the parents. Hence this leads to the drop in achievement when school facilities are inadequate (Fraizer, 1993).

Wangai-led Committee/Task Force report on student unrest in secondary schools identified a number of factors as follows: cultural conflicts filtering into the school; influence of opinion leaders at variance with the students' interests; the largely abdicated role of parents; moral decay afflicting the current generation of youths; deteriorating levels of nationalism; external school environment full of vices and images of violence; drug and substance abuse; rejection of some head teachers by the communities around some schools; fear of examinations; insecurity within and outside the school; out of school peer group influence; devil worshipping which was gradually permeating into schools; child labour inductive environment; unauthorized visitors and visiting days; increased human rights awareness; bad role models; role of mass media that appeared to glorify violence; hopelessness of school leavers given the hard economic times; and the huge disparity in resource distribution in the society thus recommended that student needs are paramount and every stakeholder to be responsible in shaping the behavior of students especially empowering guidance and counseling in schools (Republic of Kenya, 2001).

In another report by the National research Crime Centre (2016) reported unrest in secondary schools in 16 counties for the year 2016 and Kisii County as one of the counties that recorded the highest percentage (Table 1.1).

Table 1.1: Unrest in Secondary Schools in 16 counties, Kenya for the year 2016

County	Frequency	Percent
Nairobi	16	6.7%
Meru	13	5.4%
Uasin Gishu	15	6.2%
Migori	17	7.1%
Elgeyo Marakwet	13	5.4%
Vihiga	16	6.7%
Nyeri	10	4.0%
Makueni	17	7.1%
Taita Taveta	16	6.7%
Murang'a	12	5.0%
Kisii	17	7.1%
Kericho	16	6.7%
Nakuru	16	6.7%
Isiolo	16	6.7%
Machakos	16	6.7%
Kilifi	14	5.8%
Total	240	100.0%

Source: National Crime Research Centre (NCRC) 2016

Evidence from Table 1.1 indicates that Kisii County was one of the highest cases of student unrest and in some cases teacher involvement in participating in students' misbehavior which is a justification of this study. The effect of this unrests led to destruction of property worth millions of shillings and thus hampered infrastructural development gained. There was also loss of lives and psychological torture on students leading to miseries and suffering. Academic performance came to a halt as students were sent home to pay for damage caused in schools which was paid through their parents. According to information gathered from the County Education's office, Kisii County (2016) from the year 2012 to 2016 there has been 300 cases of vandalism, 86 cases of student unrests, 95 cases of pregnancy and on average the mean score was 4.8. It is not clear as to what extent the management of guidance and counseling services has impacted on discipline and academic performance.

In another report by the Ministry of Education, obtained from TSC statistics county offices the performance of schools in the neighboring counties of Kisii between 2013 to 2015 are as shown in Table 1.2.

Table 1.2: KCSE Performance between 2013-2015

County/ Sub-county	2013	2014	2015
Kisii	5.94	5.61	5.81
Nyamira	8.97	8.22	8.59
Homabay	5.7	6.1	5.9
Narok	4.0	3.5	4.6

From Table 1.2, it was observed that the generally the mean scores recorded for the last three years to 2015, kisii county was among the counties which performed relatively poorly to the surrounding sun counties which an average mean of 5 warranting the course for study.

1.2 Statement of the Problem

Guidance and counselling services in school are meant to assist students to develop their social, personal and academic competencies in order to make realistic choices and relevant decisions in life, leading to an all-round development of an individual who can fit into the society after school life (Renuka, 2013). In the context of public secondary education in Kisii County, Kenya, the effectiveness of guidance and counseling services in shaping students' discipline and academic performance is a matter of critical concern. Despite the recognized importance of comprehensive guidance and counseling programs in fostering holistic student development, and by policy having a department of guidance and counselling in all public secondary schools in Kenya, the high levels of indiscipline cases in public secondary schools in Kisii County is on the rise. For instance, the burning down of more than 100 Kenyan secondary schools nationwide, set ablaze by unknown assailants in July 2016. This was during the schools' second term calendar which will make 2016 go

down in history as Kenya's most destructive year. For instance, unrest in Kisii County Schools started after administrators denied pupils a chance to watch the Euro Cup finals and this spread across the country. Students from Itierio High School in Kisii County burnt seven dormitories and two classrooms before attacking and damaging a neighboring girls' school. A student disclosed that they had already planned the attack but were waiting for a trigger. He said that support by certain teachers prompted them to set dormitories and classrooms on fire and that they capitalized on the excuse that they were only expressing anger. Eight students of Kisii High School were arrested in connection with a fire incident that destroyed the institution's oldest dormitory as reported by nation media group. The fire razed down property belonging to 198 students.

Naikuro High school dormitory in Bobasi Sub-County, Kisii County was the fifth to burn within a week's period - The fire incident is among a series of fires including Nyamache Secondary school which was set on fire. Another report as evidenced by the nation media group; a Form 2 student was arrested after allegedly attempting to hack deputy principal with a panga at Mokwerero Secondary School in Kitutu Masaba. The School Principal reportedly called the area Assistant Chief, reporting that a student had attempted to kill the school's deputy principal. The report indicated that the 18-year-old student had stashed the machete inside his school bag. The teacher was saved by other teachers and support staff who cornered the student and alerted the police. Students of St Peter's Nyamesocho School in Kisii county rummage through a burnt-out dormitory for salvageable items following an arson attack.

The problem at hand revolves around the lack of a comprehensive understanding of the extent to which the management of guidance and counseling services in public secondary schools in Kisii County contributes to or hinders students' discipline and academic achievements. This gap in knowledge hinders the ability to implement targeted

interventions and improvements in the delivery of guidance and counseling services, potentially limiting their impact on the student body. By uncovering the relationship between management practices of these services and students' discipline and academic performance, this study aims to provide evidence-based insights that can inform policy adjustments, resource allocations, and professional development initiatives to create a more conducive learning environment for students in public secondary schools in Kisii County.

1.3 Purpose of the Study

The purpose of this study was to establish effect of management of guidance and counseling services on students' discipline and academic performance in Kisii County.

1.4 Objectives of the Study

Specific objectives of the study were to:

- i. Establish the effect of management of Guidance and Counseling services infrastructure on students' academic performance.
- ii. Determine the effect of Guidance and Counseling services infrastructure on students' discipline.
- iii. Determine effect of management Guidance and Counseling services financial resources allocation on students' academic performance.
- iv. Determine the effect of management Guidance and Counseling services financial resources allocation on students' discipline.
- v. Establish the effect of management Guidance and Counseling services time allocation on students' academic performance.
- vi. Establish the effect of management Guidance and Counseling services time allocation on students' discipline.

1.5 Research Hypotheses

The following null hypotheses were formulated for this study:

H₀₁: Management of Guidance and Counseling services infrastructure has no significant effect on students' academic performance

H₀₂: Management of Guidance and Counseling services has no significant effect on students' discipline.

H₀₃: Management of Guidance and Counseling services financial resource allocation has no significant effect on students' academic performance.

H₀₄: Management of Guidance and Counseling services financial resource allocation has no significant effect on students' discipline.

H₀₅: Management of Guidance and Counseling services time allocation has no significant effect on students' academic performance.

H₀₆: Management of Guidance and Counseling services time allocation has no significant effect on students' discipline.

1.6 Significance of the Study

The findings of this study would be used as a source of information by educational policy makers in the following areas:

Educational Enhancement

Understanding how the management of guidance and counseling services influences students' discipline and academic performance is crucial for enhancing the overall quality of education. Effective guidance and counseling can contribute to a positive school environment, which, in turn, can foster improved academic outcomes.

Student Well-being

The study addresses the holistic development of students by focusing on both discipline and academic performance. Mental health and well-being are closely tied to academic

success, and guidance and counseling services play a pivotal role in addressing students' emotional and psychological needs.

Policy Implications

Findings from this study can inform educational policies and practices in Kisii County, Kenya, and potentially other regions facing similar challenges. If effective management of guidance and counseling services positively impacts discipline and academic performance, policymakers may consider investing more resources in these areas.

Teacher Professional Development

The study may shed light on the importance of training teachers and counselors in effective guidance and counseling strategies. This could lead to improved professional development programs aimed at equipping educators with the skills needed to support students not only academically but also emotionally.

Community Engagement

Understanding the role of guidance and counseling services in student development can encourage greater community involvement in education. Parents and community members may recognize the value of such services and collaborate with schools to create a supportive environment for students.

Identification of Best Practices

The research could identify specific management strategies or counseling interventions that prove particularly effective. This knowledge can be used to establish best practices that can be replicated in other schools or educational systems.

Academic Interventions

If there is a demonstrated correlation between effective management of guidance and counseling services and improved academic performance, it could pave the way for targeted academic interventions. Schools could then tailor their programs to address specific academic challenges identified through counseling services.

Data for Future Research

The study contributes to the existing body of knowledge on the relationship between guidance and counseling services, discipline, and academic performance. This data can serve as a foundation for future research in related fields, helping to refine and expand our understanding of these complex dynamics. In conclusion, the significance of the study lies in its potential to inform educational practices, policies, and interventions, ultimately contributing to the well-rounded development of students in public secondary schools in Kisii County, Kenya.

- i) Provision of Guidance and Counseling infrastructure in schools
- ii) Provision of financial resources in schools
- iii) Allocation of time for guidance and counselling in schools.
- iv) The research findings may sensitize teacher-counselors and policy makers to be aware of any gaps in the actual provision of guidance and counseling services in secondary schools and seek to solve any problem hindering the provision of this essential service.

1.7 Scope of the Study

The study was confined to Kisii County. The study focused on the effect of guidance and counseling services management on students' discipline and academic performance in public secondary schools for the 2015 cohort. The cohorts from public secondary schools were selected as compared to their peers in the private schools in the county, they had both low levels of discipline and academic performance.

1.8 Limitations of the Study

- i. The study encountered the following limitations: One of the limitations of the study was that it was carried out in sampled public secondary schools in Kisii County only hence, the findings of the study used to draw generalizations to all schools the

country. This may not necessarily be representative to the rest of the schools. This limitation was managed by selecting a suitable sample size representative of the whole county so that all the sub counties are fairly represented.

- ii. The other limitation is that respondents may have decline to respond honestly to the questions while others may deliberately have given incorrect or misleading answers thereby depriving the study of the much-needed information which may end up giving wrong conclusions. To minimize this limitation, the respondents were assured of the confidentiality, and that the study were for educational purposes only, hence, the feedback would be published.
- iii. Non response counseling services in secondary schools being so sensitive because of the issues that have been observed related to counseling including; students unrest, students committing suicide and burning of school property especially dormitories. Some respondents therefore could have been apprehensive about the study leading to failure to providing accurate information leading to the possibility of compromised validity of the data collected. To counter this, the researcher had to assure the respondents ‘anonymity and confidentiality, and re-assure them that the feedback was only for the purpose of the study.

1.9 Assumptions of the Study

The study was guided by the following assumptions:

- i. Principals of secondary schools were aware of the role of guidance and counseling in promotion of students’ academic performance and discipline.
- ii. Principals of secondary schools did provide guidance and counseling infratastrure in schools.
- iii. Teacher counsels understood their roles in counseling of students.

- iv. Teacher counselors understood the need for effective management of G&C infrastructure financial resources and time allocation in the process of enhancing students' academic performance and discipline.
- v. Students in schools had been sensitized on the role of G&C in promotion of student discipline and academic performance.

1.10 Theoretical Framework

The study was based on client centered theory, systems management theory and Knights organizations theory as discussed below

1.10.1 Client-Centered Theory

Client-centered therapy, also known as person-centered therapy, is a humanistic approach to counseling and psychotherapy developed by Carl Rogers in the mid-20th century. The core philosophy of client-centered therapy is based on the belief that individuals have the inherent capacity for self-awareness, personal growth, and the ability to make positive changes in their lives. Rogers emphasized the importance of the therapist providing unconditional positive regard for the client. This means that the therapist accepts and supports the client without judgment, creating a safe and non-judgmental space for self-exploration. Empathy is a crucial component of client-centered therapy. Therapists strive to understand the client's feelings and experiences from the client's perspective. By empathizing with the client, the therapist demonstrates a deep understanding and validation of the client's emotions. The therapist should be authentic and genuine in their interactions with the client. This involves being transparent and true to oneself while maintaining a sincere and open relationship with the client. In client-centered therapy, the client is viewed as the expert on their own life. The therapist's role is to facilitate the client's self-exploration

and provide a supportive environment for the client to gain insights into their thoughts, feelings, and behaviors.

According to Mutie and Ndambuki (1999) client-centred Theory states that human beings are basically good and strive for self-actualization. They however require guidance and assistance to achieve their intentions in life particularly in the realm of academia. This equally applies to behaviour of individuals who rely on guidance and assistance in developing desired habits and characteristics in society. Guidance and counseling which is client-centered prioritize clients. Clients are allowed to set their own objectives besides institutional objectives as counselors provide supportive services. This theory denotes that clients have to be assisted to become more aware and realistic about their abilities and limitations. They are in need for guidance and encouragement to overcome obstacles, misconceived self-perceptions, distorted realities and harmful attitudes which may lead to self-destruction, if not checked and corrected. Self-awareness is a source of energy and motivation for achievements of the set intentions. In this case a counsellor should be able to help a counselee and in school, this is the student.

It's essential to recognize that client-centered therapy has also received praise for its emphasis on empathy, unconditional positive regard, and the therapeutic alliance. Like any therapeutic approach, its effectiveness can vary depending on the individual client and the nature of the issues being addressed. Additionally, many therapists use an integrative approach, combining elements of different theories to meet the unique needs of each client. Overall, client-centered therapy is characterized by its emphasis on the therapeutic relationship, the client's self-exploration, and the belief in the individual's capacity for growth and positive change.

Critiques of client-centered theory in guidance and counseling often center around specific aspects of the approach. Critics argue that client-centered therapy can be too open-ended

and lack direction. Some clients may prefer a more directive approach, especially when seeking specific advice or solutions to their problems. Some critics argue that the emphasis on individual experience and feelings may not adequately address cultural variations. The approach may not be as effective or culturally sensitive for clients from diverse backgrounds. The focus on self-actualization and personal growth may not be suitable for everyone. Some clients may have more immediate and concrete concerns that they want to address, and the client-centered approach might not provide the structure needed for addressing practical issues.

This approach has been influential in the field of counseling and psychotherapy and has been applied in various settings to help individuals navigate personal challenges and enhance their well-being. The relevance of this theory to the study lies on the premise that the teacher counsellors employ the client-centered approach places a strong emphasis on the individual's ability to explore and understand themselves. This empowerment is crucial in the context of guidance and counseling, where individuals seek assistance in making important life decisions.

1.10.2 Systems Management Theory

The study was based on the systems management theory authored by Ludwig von Bertalanffy's research (1968). From his published works, "The General System Theory: Foundations, Development, Applications: open-in-new," he outlines basic laws to be applied in literally every field. From his perspective, the way individual components within a complex system cyclically are both affected by and causing an effect on the system can be applied and reveal crucial information in multiple settings. Following this thought process, Bertalanffy (1968) reasoned there ought to be universal guidelines or principles that are applied across the sciences and within educational settings to further unify certain

fields-specifically the natural and social sciences-and relate them to one another, rather than looking at them individually.

The main assumption of systems theory is that a complex system is made up of multiple smaller systems, and it is the interactions between these smaller systems that create a complex system as it is known. Systems theory assumes certain underlying concepts and principles can be applied universally in different fields, even if these fields evolved separately. This assumption is a crucial factor in systems theory because it is this reasoning that enables people like social workers and psychologists to employ systems theory in a way that benefits those they're assisting.

The Open-Systems Theory also assumes that all large organizations comprise of the following fundamental components: inputs, transformation process, outputs and feedback (Lunenburg, 2010). The theory is applicable to this study as the elements apply to the relationship between practices of the principals in allocating critical resources that enhance learner discipline for instance: infrastructural resources, financial resource, and time as a resource, inputs that formed the independent variables for this study.

One of the limitations of the social systems theory is that this approach to an individual's issues is not always adequate to explain their present circumstances. In these cases, a more traditional psychological approach might be used. Examples of this include people who have a severe mental illness that requires unique care or medication. Another problem with social systems theory is the difficulty of drawing actionable conclusions based on what is found. Identifying problems is important, but finding solutions to these problems may create difficulty, especially at the cultural and policy level. Additionally, it may be difficult for social workers to truly understand their clients' social and cultural upbringing and environment, which can impede progress.

Despite these weaknesses, social systems theory is important to social work and helps practitioners reach a better understanding of those they work with hence, its application to a school as a social unit. The application of this theory to this study therefore lied on the premise guidance and counselling in the school set up is one of the small components in a school just like the main curriculum that the school manages ought to integrate if they have to achieve one whole- a disciplined and responsible graduate- education success of the students.

The relevance of the theory lies to this study lies in the premise that tasks performed by school managers and particularly the chief executive office being the principals of schools which include but not limited to instructional leadership, and school relations but also, guidance and counselling resource management as practiced in schools impacts on the student discipline hence not only enabling them to be educated citizens but also, disciplined and responsible members of the society. As the system theory opines, feedback in this study is in form of student discipline which is a critical responsibility of the school's management by the principals.

1.10.2 Knight's Organization Systems Theory (KOST)

Knight's Organization Systems Theory (KOST) (1993) will be used to guide this research. KOST model views a school as a system made up of interconnected web contributing to system efficiency. The theory argues that each part of the system is dependent on another. In the school context, the parts include the stakeholders like learners, parents, donors and the board of management. The theory advances those financial resources a significant factor in an institution since they are a means to an end. The financial resources can be sourced from government capitation, devolved funds through devolution school internal sources

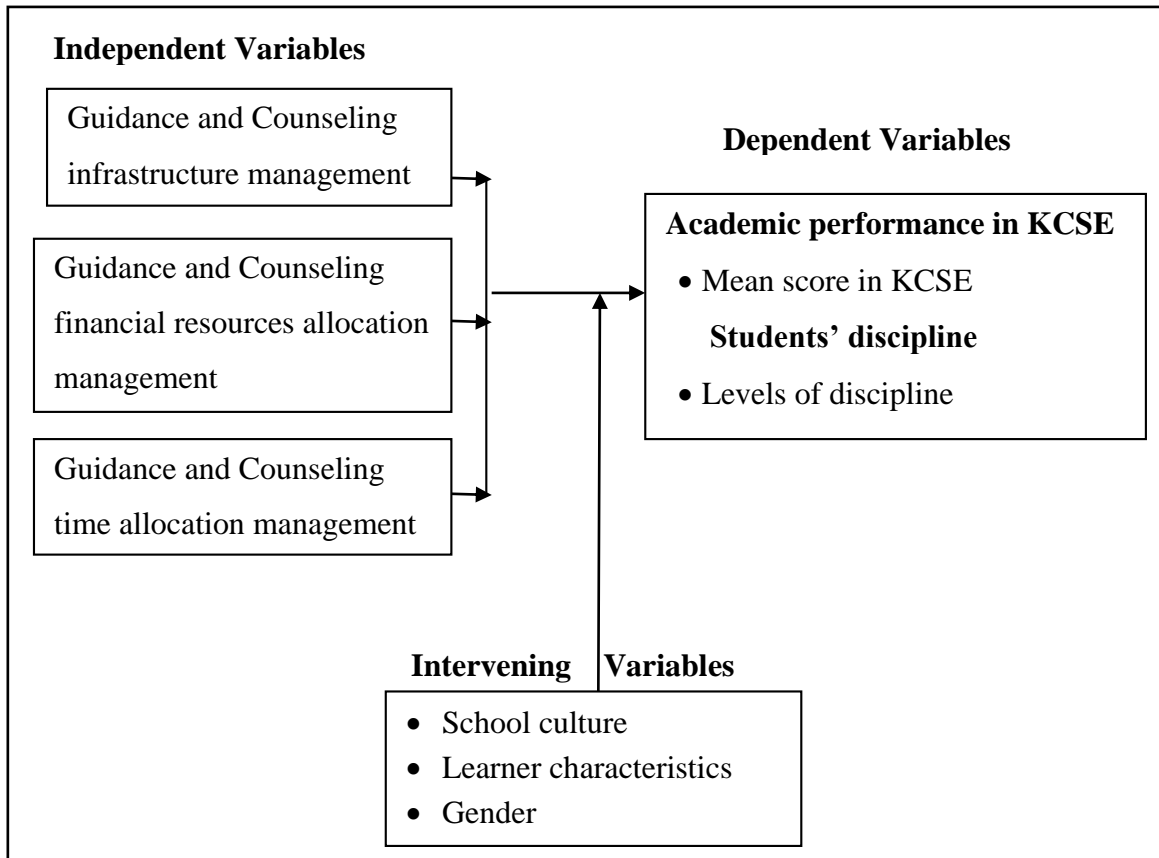
and donor support. Through planning and budgeting, the revenue component of financial resources is converted to other support resources that are in both human and physical.

According to Boston et al. (1996) NPM today is a combination of breaking down into huge organizations into smaller ones. They highlight that NPM is a force to recone with especially outside the US and that in comparison to other theories, the theory is more outcome oriented. It reinforces that through better budget management, efficiency is achieved. to this study, the budget in reference is the allocations from government to support free primary education grants. With application of NPM, the schools should administer the FPE funds like if they were in the private sector factoring a economic leadership literacy skills. As a result, the school head teacher and board of management plays an important role in administering the school resources.

This theoretical foundation was important to the study because one of FPE's key goals is to ensure that the government provides finances to administer school curriculum. However, solid financial implementation in schools is influenced by a combination of cautious financial skills such as training, budgeting, tight procurement, and cash management procedures. Further, the theory was significant to the current study as it advocated for prudent use of public resources while is espoused in this study through financial training skills, financial record keeping, procurement methods and budgeting procedures hence, the relevance of the theory to this study.

1.11 Conceptual Framework

The conceptual framework (Figure 1.1) postulates that management of G&C services with regard to infrastructure, financial resources allocation and time allocation affects academic performance and student discipline in public secondary schools (Figure 1).



Source: Researcher 2019

Figure 1.1: Conceptual framework

The conceptual framework of this study shows the interrelationships between and among the study variables. Guidance and Counseling services management is supposed to assist the students to harmonize their abilities, interest and values that can develop their full potential. This cannot be achieved in the absence of discipline. The study there presupposed that the guidance and management services management indicators being, infrastructure management, financial resources management and the time allocation management were predictors of student discipline hence, the independent variables. On the other hand, the observation variable was student discipline. The study also highlighted the other study variables that would intervene with the study and care was therefore taken not to be included in the study tools. These included the school culture, student characteristics and gender of the students as illustrated in Figure 1.1 which guided this study.

1.12 Definition of Key Operational Terms

Academic performance- Students' score in the Kenya Certificate of Secondary Education results provided by the school administration.

Counseling time allocation - The specific time dedicated to students and counsellors for guidance and counseling consultation.

Counseling Services: Is any assistance given through planned sessions that is given to students in schools through talking to them with the sole aim of removing frustrations that interfere with their normal development and learning in school. It is the professional advice specifically based on personal or psychological issues of people given by a professional.

Discipline: Self-restraint in individuals for the welfare of all, that is, the control of someone's or one's own emotions and actions for the development of desirable attitudes according to acceptable standards.

Financial resources: Money availed by the school management for guidance and counseling services.

Guidance: Advice or information given to students aimed at resolving a problem or difficulty, which they face in the course of study especially as given by someone in authority, precisely teacher counselor, who is qualified and has experience.

Guidance and counseling- The process of helping students discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness.

Guidance versus counseling-The main difference between guidance and counseling is that the guidance is the advice by someone more experienced or qualified whereas counseling is the professional advice specifically based on personal or psychological issues of people given by a professional.

Infrastructure planning- This includes availability of the counselor's office, appropriate furniture, electricity, and counseling resources like manuals, journals and internet.

Management: Means the process of utilization of resources which involves the elements of planning, organizing, coordinating, decision making and budgeting of resources to particular functions aimed at achieving the objectives of the organizations.

Perceptions: Means the ability to see, hear, or become aware of something through the senses. The normal limits to human perception "the way in which something is regarded, understood, or interpreted.

Perspectives: This is a particular attitude towards or way of regarding something; "a point of view."

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section of the chapter reviews the literature thematically as per the study objectives which include; effects of provision of guidance and counselling infrastructure; effect of guidance and counseling financial resource allocation and effects of guidance and counseling time allocation on student discipline and academic performance. This chapter also credited previous studies that have added to the body of knowledge in associating guidance and counseling to discipline and performance.

2.2 Effect of Management of Guidance and Counseling Infrastructure on Students' Academic Performance

Infrastructure is important in the provision of social services, guidance and counseling inclusive. A study by Mgimba and Mwila (2022) in Iringa District, Tanzania revealed that such as Libraries, Laboratories, Classrooms, dormitories and instructional materials affected students' academic performance in rural public secondary schools negatively due to their inadequacy. It is true that when facilities like classrooms, libraries and other infrastructures are inadequate teaching and learning processes cannot take place effectively. Guidance and counselling just like teaching and learning require adequate infrastructure. This is even very crucial because the clients, which is students are already in vulnerable state and therefore adequate and suitable infrastructure is vital as an enabling environment. This means that proper management of the infrastructure is required. Proper management of guidance and counselling infrastructure involves strategic planning, decision-making, budgeting, acquisition, and installing. Thus when these aspects of management are fulfilled guidance and counseling rooms are suitable and provide enabling environment for effective G&C services that translate to improved performance by students who would have

otherwise performed poorly. The study by Mgimba and Mwila (2022) did not examine the effect of management of G&C infrastructure on academic performance of students hence the knowledge gap this study sought to fill.

Uwimana and Andala (2020) in their study on relationship between school infrastructure and students' academic performance in 12 years Basic Education in Rwanda found that the inadequate school infrastructures indicated in twelve years reduced academic performance of students. The study also found that there was a significant low positive correlation between school infrastructures and students' academic performance in 12 years Basic Education in Gasabo District in Rwanda with a Pearson r coefficient correlation (r) +0.408, $P < 0.5$. Qualitative findings revealed that school infrastructures in schools in 12-year Basic Education included completed classrooms, well equipped libraries and laboratories, adequate playgrounds and school sanitation. However, these infrastructures were experienced need to be inadequate in 12-year Basic Education in Rwanda.

Nugroho and Wibowo (2019) asserts that school infrastructure are facilities that support the learning process to run optimally, especially in achieving learning objectives. The principle of management of infrastructure in essence is to maximize the potential that exists in schools and outside schools in terms of vision and goals of the school combined with the conditions that exist outside the school community. School infrastructure facilities have a significant influence on the effectiveness of the learning process in the classroom. In the learning process, it is better if school infrastructure functions optimally in order to improve the quality of learning. They add that school facilities do not just appear. They have to be created or adapted and this involves management. To ensure that they have maximum impact, planning must be embraced.

These studies by Uwimana and Andala (2020); and Nugroho and Wibowo (2019) have underscored the importance of creating and managing school infrastructure in attempts to

enhance learning in schools. It is true that school infrastructure should be managed well for optimal learning outcomes. In the same wavelength management of infrastructure meant for G&C to effectively enhance academic performance is achievable. Since the studies did not attempt to link management of G&C infrastructure, this the knowledge gap this study attempted to fill.

Okeno (2012) asserts that the goal of infrastructure system in secondary school education is to increase school attendance, enhance staff motivation and to improve academic achievement of students. It is believed that favourable attitudes towards school infrastructure and quality facilities promote performance in secondary school education. The study found that the state of infrastructure facilities in schools was directly proportional to student achievement and it was concluded that academic performance in secondary schools was influenced by several factors among them being the infrastructure. This study like other reviewed studies focused on the link between provision of infrastructure and academic performance. Management of G&C infrastructure was not examined in relation to academic performance of students. This is the knowledge gap this study attempted to fill.

2.3 Effect of Management of Guidance and Counseling Infrastructure on Students' Discipline

According to Kaloki (2006), the administration and management of student discipline in Kenya has been recognized by various government policy documents since independence. The Report of the National Committee on Educational Objectives and Policies of 1976 recommended that guidance and counseling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). The "Report of the Task Force on Student Discipline and Unrest" (Republic of Kenya, 2001) recognized the use of guidance

and counseling in the management of student discipline in schools due to its proactive approach. Despite the Ministry of Education Science and Technology move to curb the destructive tendencies in schools by enacting the Children's Act in the year 2001, which provides that a child should be entitled to protection from physical and psychological abuse by any person. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

Youth Alive Kenya (2008) report numerous strikes in secondary schools occur around the country with over 300 strikes reported in June 2008 alone; most of these cases involved destruction of property and loss of lives in one case. Many reasons have been advanced by many stakeholders with some blaming the ban on canning and Corporal punishment upon the enactment of the Children Act in 2001 while other blaming it on 5 drugs, alcoholism, post-election violence and delay in disbursement of Free Secondary education Funds. This calls for a more culturally sensitive manner in which to deal with indiscipline and poor performance in secondary schools and thereby improving on the wholesome development of students. Guidance and counseling is thus observed as an appropriate approach of dealing with the emerging challenges such as human rights abuse, drug and substance abuse, corruption, violence and social exclusion (MOEST, 2005).

The National Policy on Education (2004) states that education is an instrument for effective national development. This means that a student is expected to acquire skills and experiences required to be fit in the world of work after graduation. It is through the graduate's occupation that she/he is expected to serve the country, contribute and at the same time benefit from the economic growth and national development. If the student is not properly guided on career decision- making by a professional guidance and counselor, it would not be possible for such student to contribute to economic / national development

after graduation. This therefore has defeated the objectives of education as stated in the national policy on Education of the Federal republic of Nigeria. Guidance and counseling programmes in Nigerian education system has not been given the attention it deserves. And until the attention is given to this form of education programme, majority of secondary school students will continue to find it difficult in career decision making intimate, private and confidential. It is not meant to instruct, and the counselor does not express his or her own feelings, view and values to client as observed by Makinde, (1984).

In Botswana, counseling services are based on individuals' uniqueness, dignity, value, respect and that evaluation services are provided that included questionnaires, tests, interviews, observations and inspection of records (UNESCO, 2000). A study by Chirese, (2006) in Zimbabwe mentioned the key components of effective School Guidance and Counseling services offered as follows: policy and mission statements, services planning, needs assessment, responsive services, peer counseling, and services evaluation. In Uganda, peer counseling enables the adolescents to discuss freely and express personal problems about parents, authority and themselves in a free manner (Rutondoki, 2000).

In Kenya, the guidance and counseling teacher may use either individual or group guidance and counseling in the school. Individual counseling is a process of facilitating one to one, face to face counseling with a person who may be having a specific problem and is not ready to share his or her problem in the presence of others apart from the one counseling him or her (MOEST, 2004). Okoth, (2002) explains that guidance groups are concerned with effective discussion about the impact of information and problems arising from some personal adjustment and difficulties and that group guidance and group counseling overlap. Wango and Mungai, (2007) in Kenya emphasized that individuals are counseled and guided in order to help them develop their potentials. Okoth, (2002) further argued that a counselor trained in individual counseling might find herself in difficulty if she attempted group

counseling without training in group interactions. Group counseling is a useful way of helping the adolescents for whom peer group values are important (ibid, 2002).

Guidance and counseling according to Mutie and Ndambuki (1999), explained that nothing influences the outcome of a counseling session more than the clients participation which is either positive or negative. Positive participation can be learned and practiced and includes the following: respect, sincerity, unconditional positive regard, empathy, self-disclosure, and confrontation. Republic of Kenya, (2002) reported that providing G&C to pupils is one of the duties and responsibilities of teachers. Guidance and counseling practices include: Functional educational guidance and counseling program which plays an important role in creating a conducive environment for learning and enables pupils to realize their fullest potential, minimize frustrations, balance academic work and recreation, and undergo smooth transition from primary to secondary schools (MOEST, 2004). Kenya institute of Education, (2004) states that a viable G&C program strives three things, namely: open communication, trust and confidentiality. A study by Kute, (2008) in Kenya noted that students, particularly the adolescents valued the level in which their issues are treated; they are concerned about their self-image/esteem.

Learners may be faced with the following problems that require referral: severe emotional disorder, rape/defilement, sexual abuse, suicidal tendencies, depression, drug and substance abuse and family related problems or issues (Kute, 2008). Simatwa, (2007) in Kenya reiterated that Guidance and counseling need to be carried out in the aspect of love, respect, and acceptance and that a teacher must not hate a student no matter how wrong the student may be. Guidance and counseling and freedom of choice is vital in the maintenance of discipline in schools and that students resent unrealistic restrictions and struggle against them but they respond to trust positively (Simatwa, 2007). Auni (2009) in Kenya reported that G&C programs had in adequately contributed to students' social adjustment in Public

Secondary Schools and those ineffective strategies of G&C were being used in Schools. This was supported by Ajowi (2005) which reported that guidance and counseling was minimally used to address students' disciplinary problems which was punishment dominated. Ajowi (2005) showed that there was no harmony between G&C department and disciplinary committees in schools. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

Guidance and counseling services, in a school setting, is inherently an entity of a large organizational system which has administrative and instructional components which significantly contribute to quality education for each individual student. The principal, more than any other person is responsible for ascertaining that students gain from these entities (Ajowi, 2005). Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

Collins (2002) observes that, guidance and counseling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counseled to alter any maladjusted behavior. Students' understanding themselves is the first steps towards organization of their performance in academics. This is further echoed by Makewa (2008) who concedes that it is important to understand the youth's world as counselors. The counselor is then able to help them better when they understand them and that boys and girls are easier to build than it is to mend men and woman. A counselor should

have an interest and consuming desire to relieve distress and assist people lead more fulfilling lives. The counselors must go beyond mere interest in the subject and equip him or her with the relevant knowledge.

Day, Elliot and Kingstons (2005) in their study on states that, teacher commitment have been found to be a critical predictor of teachers' work performance, absenteeism, retention, burnout and turnover. Day *et al.* (2005) suggested that teachers remained committed to their beliefs throughout their professional life. Although their levels of engagement with particular practices were modified through various life events and activities, their commitment to their ideological positions did not diminish. However, some teachers' commitment might vary over time, because different people have different levels, and some can plateau earlier or later than others. When teachers are committed to their work and interaction with student, an informal or formal interaction can lead to guidance of counseling to the student leading to higher academic performance. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill.

According to Ajowi (2005) therefore, the principals' role in the services is seen against this setting. Given below are some of the principals' roles in implementing and facilitating guidance and counseling services in schools. First he or she has a responsibility to recognize the need for the importance of a comprehensive guidance and counseling service. According to Mutie and Ndambuki (1999), the school principal must be seen to be interested, supportive and encouraging in the operation of the guidance and counseling services. The principals' informed and active leadership is indeed critical for the success of the services. He or she has to make it clear to all the above, what the services entails. The success of guidance and counseling depends upon the state of readiness of the school to accept, contribute and utilize the service. According to Okoth (2002), the

principal has to erase the misconception held by some parents that guidance and counseling is an invasion of their privacy and that of their children.

Republic of Kenya (2002) highlighted the importance of G&C in schools by arguing that students if motivated by teachers, will do better things related to learning but when ignored would be maladjusted and affect their learning. However, Simatwa (2007) observes that cases of students' indiscipline have increased in schools. In support of Simatwa (2007), Kaloki (2006) contends that the discipline situation in schools has taken a turn for the worse. On pupils' indiscipline or rebellion in schools, T.S.C. warns teachers over beating pupils that they risked being sacked; instead, they should apply guidance and counseling to address the issue amongst learners (Mutambo, 2012). This study differed with Simatwa (2007), Ogonya, (2007) which dwelt on students' and pupils' discipline but did not to find out how teachers were practicing G&C in schools.

Eyo, Joshua and Esuong (2010) states that students were positive towards G&C services provided by counselors in Calabar schools, Nigeria. Kimathi (2012) in Kenya supported Eyo, Joshua and Esuong (2010) that students in public secondary schools in Central Division, Machakos District sought for G&C services for their personal difficulties. Mutindi (2010) in Kenya, however, differs with Eyo, Joshua and Esuong (2010) when she argued that students in public secondary schools in Nairobi province had negative attitude towards G&C. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

In support of Mutindi (2010), Mutambo (2012) in Kenya argued that students had negative attitude towards guidance and counseling due to lack of confidence in teacher counselors, lack of professionalism in the service and scarcity of time for G&C. This study differs with Mutindi (2010) which concentrated on attitudes of students towards G&C leaving out how

pupils respond to G&C services. Moreover, Mutindi (2010) and Kimathi (2012) concentrated in secondary schools while this study focuses on primary schools. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

According to Kaloki (2006), most secondary school principals are appointed to that position of administration without undergoing any formal school management training. Most principals are only knowledgeable in their subject area of specialization and acquire management skills through personal experience. Kaloki (2006), continues to say that the teacher who knows his or her subject well and acquires the reputation of being able to manage unruly pupils and pacify angry parents is to possess the requisites of the principal.

Republic of Kenya (1988) noted that in Kenya, principals were appointed from among the serving teachers most of whom had no prior training in institutional training. Neglect of training is seen to be a major bottleneck in educational administration, yet little attention is paid to the training of the front-line implementers such as principals. In order for principals to perform their administrative tasks effectively, they need in technical skills, conceptual skills and human relations skills. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

Counseling is a profession and as a profession, it requires competence, knowledge and skills which cannot be acquired unless one undergoes a relevant training. Wachira (1997) and Adhola (1985) indicated that principals used guidance and counseling to deal with students' deviant behaviours. Despite the use of this by principals' they (principals) expressed the need and desire to be trained in guidance and counseling skills.

Amir *et al* (2011), who carried out a study on impact of guidance and counseling on academic performance. The study was based on experimental group who were counseled and control group who did not receive any counseling services. The study established that the mean score of experimental group is 6.83 more than control group. It reflects that there is increase in achievement of experimental group students.’ The increase in achievement is due to impact of guidance and counseling.

Lack of effective counseling mechanisms creates de-motivated and unrealistic students morally, socially and academically. They are prone to delinquent behaviours, exhibit low self-esteem and achievement. According to Ndambuki (2011) and Ondече (2005), a student with high self-esteem is focused, responsible and makes high academic achievements. This contrasts with student who has low self-esteem, who feel negative and emotionally intolerant, and socially, morally incompetent. Such students lack sense of security, life- skills and acceptance required to cope with apparent societal challenges. Parental failures to recognize adolescent’s academic potential sometime negatively affect their self-concept. Moreover, adolescent learners with low self-esteem avoid creativity, are negative, feel unloved and withdrawn, blames others for his/her inadequacies, feel emotionally indifferent, is unable to tolerate normal frustration levels, are easily influenced by peer pressure and also overlooks their talents and abilities (Child Development Institute, 2008).

Olando *et al* (2014) that education stakeholders who include teachers, their school administration, parents and education officials should consider assisting their students develop a high sense of self-esteem and improve their academic potential. The schools’ guidance and counseling departments should establish effective mechanisms that will significantly improve on those learners who display a low self-esteem and indiscipline behavior. Whereas the study by looked into the effect of stakeholders and counselling, the

three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

Elliot and Kingston's (2005) study, teacher commitment has been found to be a critical predictor of teachers' work performance, absenteeism, retention, burnout and turnover. Day *et al* (2005) suggested that teachers remained committed to their beliefs throughout their professional life. Although their levels of engagement with particular practices were modified through various life events and activities, their commitment to their ideological positions did not diminish. However, some teachers' commitment might vary over time, because different people have different levels, and some can plateau earlier or later than others. When teachers are committed to their work and interaction with student, an informal or formal interaction can lead to guidance of counseling to the student leading to higher academic performance.

Okola (2005) carried out a study on factors hindering effective provision of educational counseling services in Trans-Nzoia District and their effects on the effective provision of guidance and counseling services in secondary schools in the District. The study revealed that: Kenyan schools have very few reference resources for guidance and counseling; trained personnel in this area are few or not available at all in various schools; most schools do not have sufficient funds to carry out the programme effectively and some teachers and head teachers avoid the responsibility of running such a programme. The study focused more on the factors affecting guidance and counseling in schools without looking strictly into the students' attitude towards guidance and counseling and what can influence their attitude. Whereas the study by looked into the effect of student attitudes and counseling, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

Steinberg (2016) who found out that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. Steinberg's (2016) three-year study of 12,000 students in nine high schools in the US revealed that community involvement draws parents into the schools physically and are most effective in improving academic achievement through attending school programs, extracurricular activities, conferences, and, back to school' nights. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life. Singh, Mbokodi and Msila (2014) conducted a study on the effects of parental participation on the educational success of their children that further support the finding. Their study revealed that parental support in provision of good learning environment, physical facilities and spiritual health is crucial in the success of the learner.

Patrick, Mantzicopoulos, Samarapungavan and French (2018) who observes that high expectations from parents, professionals and peers are linked to self-esteem, children's sense of agency and academic motivation. These factors in turn lead to educational success. Berzin (2010) further support the finding by observing that evidence shows that early childhood professionals' expectations impact directly on children's expectations of themselves, their academic aspirations and their self-perception. Motivation, self-concept, self-esteem and self-efficacy all interact in complex ways to determine a child's academic success and resilience (Uszynska-Jarmoc, 2017).

Along the same line of research, Phillipson (2019) revealed that parental academic expectations were found to predict their children's academic achievement. Parents tend to have a higher belief of their children's ability and consequently, higher expectations of academic performance if their children show high ability. Parental expectations are usually conveyed through their involvement with their children's everyday lives. Parents who have

lower academic expectations of their children are most likely to be less involved in their children's schooling. Asian American parents, for example, who had higher expectations, were found to be more actively involved with students' home and schooling processes and vice versa (Hong & Ho, 2015). Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

2.4 Effect of Management of Guidance and Counselling Financial Resource Allocation on Students' Academic Performance

Guidance and Counseling teachers need to be supported in carrying out innovative activities towards provision of their services. Various scholars, educators, politicians and even the general public have underscored the importance of adequate funding and infrastructure. All education managers should therefore support the teacher's efforts in the process of implementing the guidance and counseling program. Unfortunately most of the head teachers are appointed from amongst serving teachers most of whom lack training in institutional management (Kafwa, 2005). This adversely affects effective management of educational institutions and maintenance of quality and high standards of education including guidance and counseling services.

Funding is important in organizing in-service courses, motivating and encouraging teachers to expand their time and energy in innovative efforts, explaining and clarifying the objective of innovation to teachers, securing information about teachers' needs and problems, arranging joint meetings with staff and arranging informal meetings for discussions among teachers. Funding, however, has been a major obstacle to all countries (Kafwa, 2005). It is therefore, evident that without funding, teachers will be paralyzed in their responsibility of guiding and counseling students. Research studies indicate that the

education sector is already saddled with the problems of sourcing for adequate funding to improve access and quality. Inadequate funding which leads to lack of facilities and resources is the main hindrance to effective school guidance and counseling -based programs. Kafwa (2005) for instance, in her study found out that lack of funds, vehicles, and shortage of staff to facilitate the supervision of the program characterize the schools studied in Kenya.

Furthermore, the education sectors in most countries in Africa have no provisions for guidance and counseling programs. Whatever funding is available for the implementation programmes is ad hoc and grossly inadequate. According to UNESCO (2007), responses from two countries in Africa gave the indication that since the establishment of their education committees with decentralized organs in all regions and districts, the education authorities have not made any funding available to them outside whatever funds they sourced from international agencies.

According to Campbell (2010) there are four major sources of financing public higher institutions. They include: Grants from federal and state governments, Students' contribution and private contributions. Olowoye, Oludotun and Adetayo (2015) emphasizes that, funds are a crucial prerequisite which enables an organization to maintain itself effectively and meet its commitment to individuals and groups who consume its output of goods and services. He further stated that absolutely no meaningful programmes can be implemented in school without the availability of adequate funds.

Kochhar (1990) pointed out that a teacher who has adequate and relevant teaching materials and facilities will be more confident, effective and productive. Teachers might also have the competence and positive attitudes but if there are not enough resources, their efforts will come to halt. An ACCO Report (1979) in Kafwa (2005) also argued that it is of paramount importance that teachers get the required materials early enough to be able to give quality service. These resources should further be made more accessible to all teachers through establishment of resource centres with staff, audio-visual facilities and equipment and work materials. The provision of facilities and the appropriate use of teaching resources can provide a conducive environment in, which in the long run, would facilitate the direct and indirect change of behavior of the students. Studies, however, indicate that instructional resources for sex education are less available. Kafwa (2005) for instance found out that the following resources were not available in the schools studied in Kenya: transparencies, motion film projectors, filmstrip projectors, transparency projectors, filmstrips, slides, films, audiocassettes and videocassette recorders. Teachers should therefore, be supplied with enough and relevant material for the success of the guidance and counseling programs.

Napier (1972) argues that, teachers, parents, peers, and personal motivation strongly influence a student's academic self-concept and academic achievement. Furthermore, he observes that leaving secondary school students on their own to develop self-reliance, self-understanding, self-direction and problem-solving skills without proper guidance from trained counselors will not yield lasting results. There are therefore, a host of problems which cause students to attain poor academic performances including: anxiety, poor self-concept, and sexuality, poor methods of study, poor reading techniques, organ disabilities and indiscipline.

According to Okobiah and Okorodudu (2004), guidance is a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development. Essuman (2010) maintains that guidance and counseling should form an essential part of Ghana's educational system. Olayinka (2001) adds that obtaining good grades in examination to acquire certificates either for admission into higher institution or obtain good employment is the main goal of education to many people and not the acquisition of knowledge and skills through studying. Many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Essuman, 2007).

The attitudes of human beings play significant role in their behaviours. The study of human habits and attitudes is relevant and essential to counseling, as it can help in the understanding of the rationale for their behaviour and provides basis for prediction and assistance. Abiri (1996) argues that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities.

Guidance and counseling is an integral part of modern academic programmes. Ghana indeed has a long and documented history on guidance and counseling (Danquah, 1987). Stakeholders in education are faced with a myriad of problems albeit social, religious, financial or psychological. The worst victims have also been students and their educators. Whereas guidance and counseling is seen to be an effective management tool for peoples'

problems whether this has been transcended to the field of academics and specifically academic performance is still seeking solutions. According to a report by the West African Examination Council in 2013 revealed that more 0.73% of candidates who sat for the West African Secondary School Certificate Examination in Ghana failed in all subjects.

Collins (2002), observes that guidance and counseling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counseled to alter any maladjusted behavior. Students' understanding themselves is the first steps towards organization of their performance in academics. This is further echoed by Makewa (2008) who concedes that it is important to understand the youth's world as a counselor. The counselor is then able to help them better when they understand them and that boys and girls are easier to build than it is to mend men and woman. A counselor should have an interest and consuming desire to relieve distress and assist people lead more fulfilling lives. The counselor must go beyond mere interest in the subject and equip him or herself with the relevant knowledge. Mutie and Ndambuki (1999) who observes that guidance and counseling includes all services aimed at helping a student understand himself, his attitude, interests, abilities, physical, mental and social maturity for optimum development, and general adjustment to school life.

Okita (2012) guidance and programme has a positive impact on the academic performance of students. From the above conclusions, it is recommended that teacher counselors should implement all the services required for a guidance and programme. Teacher counselors should also take advantage of the positive attitude of the students to enhance career in their

schools. Guidance and programme should be strengthened in order to improve the academic performance of secondary schools in the area. Okita (2012) guidance and programme has a positive impact on the academic performance of students. From the above conclusions, it is recommended that teacher counselors should implement all the services required for a guidance and programme. Teacher counselors should also take advantage of the positive attitude of the students to enhance career in their schools.

Guidance and programme should be strengthened in order to improve the academic performance of secondary schools in the area. A study by Amir (2011) who found out that guidance and counseling services have a positive effect on students' academic achievements. As well as the results of the study are concerned, it is concluded that: Experimental group shows better results as compared to the control group in both subjective and objective type tests including male and female students, however, significant difference could not appear between them; no significant difference appeared in post-test results of both experimental and control groups of the female students'; a significant difference showed in post-test results of both male and female students' in subjective type test and post-test results of male students in the objective and subjective tests reflected a significant difference between experimental and control groups.

Ajowi and Simatwa (2010) who concedes that head teachers, deputy head teachers and heads of guidance and counseling supported the role of guidance and counseling in the school's administration and management of student discipline. Despite the small fraction of students who did not agree with the reasons for the use of guidance in the management of student discipline, majority of the students equally supported the views of their teachers. Teachers were willing to use guidance and counseling in the management and administration of student discipline in their schools in Kisumu District.

Auni *et al* (2014) in their study on determinants of Guidance and Counseling Programme in Addressing Students Social Adjustment in Secondary Schools in Siaya District, Kenya who observes that Most of the heads of guidance and counseling department observed that the departments lacked adequate facilities to run the programme, although some schools had rooms set aside for guidance and counseling offices. It was revealed further that in some schools counseling took place in the games field or under the trees since the schools did not have enough buildings and therefore rooms for all offices.

Cheruiyot and Orodho (2015) observes that the ideal guidance and counseling Centre as stipulated by the national guidance and counseling policy, Republic of Kenya (2011) are: Guidance and Counseling Office (size 5 x 4 meters) equipped with one office table with drawers, shelves for books and magazines; Sound proof quite counseling room furnish with, 2 good office desks/tables, Lockable cabinets, Computer, printer and shredder, Four office chairs, fresh flowers and notice board. The finding is also supported by Sima (2004) who asserts that there is slow growth of guidance and counseling in educational systems attributed to lack of funds, training facilities, and high turnover of guidance counselors to green pastures and in adequately trained counselors. For instance, in many schools they lack counseling offices, trained teacher-counselors and counseling equipment's. In terms of funds, there are various options that can be explored to alleviate financial constraints.

Oyiko (2011) concedes that generally it was observed that most schools need to equip themselves with the essential materials and facilities, for offering guidance counseling services so as to enable students get the required behaviour. The main administrative roles of a Principal in delivering guidance and counseling services in the school are facilitating the workshop of the H.O.D, budget for the department during school budget, appoint and motivate guidance teacher and proving necessary facilities and resources.

Wamocho *et al* (2007) established that guidance and counseling budget for learners with special needs included; Staff personnel costs, including salaries for counselors, secretary, receptionists, clerks and any other staff members; materials and supplies. These include materials used by guidance staff in their relations with pupils, staff members, parents and community agencies; Regular office supplies, including textbooks and booklets used in guidance and counseling and other meetings; tapes and videos, materials for printing or duplicating local forms and inventories; equipment and maintenance. Tape recorders, computers, projection equipment, record players, desks, file cabinets, chairs, tables, data processing devices, braille, white cane, wheelchair other mobility aids. Depreciation of equipment is rapid and should be provided for in the general school budget by formula; Travel and other out-of-school expenses. Travel allowances for the guidance service staff should be provided; for attendance at professional meetings, travel to referral consultative agencies and travel for home visitations. Money for field trips with guidance class groups and for internal and external seminars must also be factored into the budget.

Nyan (2014) further observes that if counseling services are to be improved in secondary schools in Pallisa District, the Ministry of Education and Sports, parents, the community and Non-Governmental Organizations should facilitate by creating awareness to both teachers and students about the importance of guidance and counseling. The government should provide more resources, both financial and non-financial, to schools and should ensure that teachers are delegated with counseling responsibilities, allowed to make decisions about students' talents and should be fully empowered to enable them perform effectively.

Ndung'u (2003) had found that limited time among teachers was a major hindrance to the provision of guidance and counseling services in Kenyan secondary schools. The above findings also showed that the entire school system was too overloaded for both the teachers

and the students, and this was hurting the provision of guidance and counseling services. This finding is further supported by Nyamwange *et al.* (2012) who concede that the number of professional teacher counsellors is low meaning that guidance and counseling service is mostly handled by teachers without professional training on guidance and counseling. In spite of high levels of training as secondary school teachers the study established that the number of trained teachers offering the counseling service was small.

Wambui (2015) who opines that the time allotted for guidance and counseling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the lesson after school at 4.00 pm. Moreover, guidance and counseling sessions were not frequent since in most schools, the sessions were held when need arose. The findings further indicated that only a few students, especially females sought counseling. In general, the teachers appeared skeptical as to whether students' issues were resolved through guidance and counseling. This was attributed to several factors the main being heavy workload by both teachers and students which could have made it difficult to accomplish effective guidance and counseling. Wango (2006) opine that guidance and counseling face many challenges including inadequate trained personnel, limited resources to enhance the services and train personnel, lack of formal guidance and counseling syllabus and curriculum and guidelines and insufficient time allocation for teacher counselors to render the service effectively.

Falk (2009) notes that the majority of teachers surveyed claimed to have no formal counseling or mediation training, despite their assertion that they are important and substantial aspects of their job. Even though they had little or no training, all of the teachers reported having intervened with some type of counseling or mediation strategy in their classrooms. The teachers reported having dealt with a variety of students' difficult social and emotional issues, and they noted their students' inability to learn when they were

coping with these issues. Due to the lack of support within schools, all of the teachers reported dealing with these issues on their own.

Njoka (2007) concedes that several factors that caused poor performance in the guidance and counseling of pupils were identified. Lack of guidance and counseling skills was the most cited factor by both head teachers and teacher counsellors as contributing to the poor performance of the guidance and counseling departments in primary schools, through their questionnaires; followed by lack of resources, facilities and funds; and too high a workload for both head teachers and teacher counsellors. Suggestions by the respondents to improve the guidance and counseling services have also been provided. The first three most cited suggestions by both respondents were training of teachers and head teachers in guidance and counseling skills, provision of facilities and resources, and allocating time for guidance and counseling as part of the statutory curriculum.

Gitonga (1999), in her study of secondary school headteachers' attitudes towards Guidance and Counseling Programme in Meru Central District, Kenya, recommended that head teachers be trained in guidance and counseling. According to Gitonga, head teachers who had trained in guidance and counseling had a more positive attitude towards the programme. Gitonga also observed that teachers in-charge of guidance and counseling in secondary schools often taught heavy loads. In so doing, she cited lack of adequate support by head teachers in guidance and counseling. The experiences of the teacher counsellors as they combine the normal roles of a teacher and the roles of guidance and counseling services remain an interesting area of this study.

Collins (2002) says that guidance and counseling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever changing environment, understand themselves, their academic social and physical environment,

realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counseled to alter any maladjusted behaviour. Since most citizens are involved in education process directly or indirectly, the impact of guidance and counseling is real to them. With the clear role of guidance and counseling in schools, there is need for a more open and direct relationship between students, teachers and parents.

Teachers need to show love, affection and appreciation to the students thus creating conducive environment for learning. For example, a learner in a new school or in a higher level of learning institution is to cope with the new environment through guidance. Learners are helped to develop a better understanding of whom they are and appreciate of their background. Learners are guided on the self-awareness, peer pressure, relationships, personality differences, manners and social etiquette, social roles and responsibility, intra and interpersonal conflict resolutions. Through personal and social guidance, a pupil is helped to overcome indiscipline as a quest for 'freedom. Indiscipline among secondary school students is a result of a feeling of unfulfilment, frustration and lack of constructive freedom.

Collins (2002) indicates that through guidance and counseling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment, which the teacher counselor must create in order to achieve his/her guidance and counseling goals.

Wambui and Fisher (2015) believe that record keeping is also a challenge. Lack of a specific counseling room in some schools could pose a problem in the safety and confidentiality of counseling files. Additionally, lack of ethical standards on record keeping creates confusion about how to keep the records, for how long, and who has access to the records. The development of ethical standards specific to school counseling is critical for

school counselors in Kenya. Further challenge is that in some schools, school counselors share the office with other teaching staff, consequently confidentiality of students' records can be easily compromised.

Oyieyo (2012) established that the importance of guidance and counseling services in schools cannot be overlooked since it is the core factor for discipline to be attained. From the study, it was indicated that all the principals agreed that guidance and counseling services were offered in their schools, vital for good performance as a result of good discipline emanating from it. Auni (2009) who reported that G&C programs had inadequately contributed to students' social adjustment in Public Secondary Schools and that ineffective strategy of G&C were being used in Schools. This was supported by Ajowi (2005) which reported that guidance and counseling was minimally used to address students' disciplinary problems which was punishment dominated. Ajowi (2005) showed that there was no harmony between G&C department and disciplinary committees in schools. The finding is further supported by Richardson (2002) who observes that adjustment to social environment involves the students coming to terms with the loss of old friends and adjusting to new ones. Students who are well adjusted to the school social environment will relate well with teachers and other students. Adjustment of students to the school social environment is also indicated by their love for the school, adhering to the school rules and regulations, participating in co- curricular activities, helping the needy students and participating in class activities. In Kenya absenteeism, school dropout, drug abuse, teenage pregnancy, violence, aggressive behavior, school phobia and withdrawal from school activities are reported in secondary schools (Republic of Kenya, 2001).

Baker and Gerler (2001) who reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. They argue that group

counseling provided by school counselors' significantly decreased participants' aggressive and hostile behaviors. The findings are similar to a study by Oyieyo (2012) who observes that, although guidance and counseling was focused on career development, contemporary socio-economic issues (unemployment, drug, unstable families, and truancy) have necessitated the incorporation of professional guidance and counseling in secondary schools. This is because guidance and counseling is safe to apply for holistic development of children, their behavior notwithstanding.

Ayieko (1988) says guidance and counseling plays a pivotal role in students' behaviour management and correction in schools. Counseling can be used both as a curative measure in addressing school discipline and to avert and/ or correct indiscipline among students. Guidance and counseling may be provided holistically in secondary schools. Vocational Guidance provides information about job opportunities and factors affecting the job market such as unemployment information technology and international relations.

Oyieyo (2012) observes that there are less personal problems among the students in the school and students were well disciplined with improved academic performance as a result of guidance and counseling. The finding is further supported by (Kafu, 2005) who observed that indiscipline in schools has been on the increase with cases ranging from problems related to sexuality, adolescent development, drug abuse and general misbehavior due to peer pressure. According to Lines (2002), school is often a pressurized hive of activity where personal problems and peer group tensions arise, but have no time or place to be properly addressed. To correct such behaviour in students, the role of guidance and counseling will be crucial. Kimathi, (2012) found out that students in public secondary schools in Central Division, Machakos District sought for G&C services for their personal difficulties. The finding is also supported by The finding is supported by Barton (2005) who suggested that counselors can affect students who are at-risk of dropping out by

providing needed social support and services. This research showed that schools that have lower student/counselor ratios enable students to have more access to their counselor and the counselor's services, as described by the American School Counselor Association.

Kolo (2001) pointed out that teaching is a difficult task, and therefore, not every teaching that brings about pupils' learning. He noted that you can take a horse to the stream but you cannot force it to drink water. In a sense, it is possible that one could put in his best effort to teach and pupils fail to learn. This is where counseling comes in for there are pupils who find it difficult to learn due to some learning problems. Some do not understand why they are in school, what is expected of them and how to handle some of their problems. Guidance is a programme of service to individual students based on the need of each student, in understanding of his immediate environmental factors and the influences of such factors on the individual. It is designed to help each pupil adjust to his environment, develop the ability to set realistic goals for him and to improve his total educational programmes while in school and post school life.

Egbo (2013) supported the finding by noting that counseling is aimed at helping an individual become aware of himself and his environment and therefore be in a position to choose the right type of behaviour, educational, vocational and socio personal adjustment. Therefore, guidance and counseling, no doubt, has a lot of roles to play for effective teaching and learning and, therefore, deserves maximum support by everybody.

Nyaga (2013) further support the finding by observing that in Kenya the implementation of G&C in schools largely depends on the support given by the head teacher. She noted that the head teachers' support to G&C was inadequate and, as a result, impacted negatively as evidenced by many problems experienced by students while in school. There are no measures on the ground indicating that the headteachers are collectively working as a team with their teachers in guidance and counseling in Kenyan Schools (Affulo, 2005). In

addition, problems that require G&C are on the increase, therefore, it was not clear whether or not the head teachers had accepted G&C in their schools. There was need to establish their attitudes towards G&C in this study.

Nwakolo (2006) noted that when counselors perform their expected duties in the school setting, then the students will be satisfied as their different academic, vocational, social and personal life aspirations are fulfilled. Career guidance is very fundamental to students' successful and meaningful living. Every student desires to be identified with a good profession, but this could only be achieved through effective counseling on the choices of career to maximize their potential. Career, though crucial to mankind, occupies almost all entire human life. This is due to the fact that career contributes enormously to all human activities, building individuals high self-esteem, satisfaction and adjusting to healthy life. It equally assists students to discover their innate potentials and acquire the needed knowledge for building lifelong profession.

Bantu (2003), observed that students' problems, peer pressure, deficient and un-innovative curriculum, delinquency and parental poverty. His study did not bring out empirical evidence that showed absenteeism of students influenced their academic performance. Further the study did not determine level of absenteeism that influence academic performance. Another notable study in Africa was done in Senegal to determine the causes of absenteeism of primary school children. It was found out that among the causes of student absenteeism from school included indiscipline, parental poverty, and poor curriculum (Etsey, 2005). These are some of the gaps in literature that informed this study. Lochmiller (2013) further supported this finding by asserting that, given the consequences of chronic absenteeism and its prevalence in the nation's schools, researchers from education, counseling, and health fields have invested substantial energy in identifying

factors that predict student absenteeism as well as estimate the cost of missing school for students both short and long term.

Mutie and Ndambuki (2004) observed that guidance and counseling enables the adolescents cope with the challenges associated with growing up. This is the period when they experiment drugs and personal relationships such as dating and also getting in trouble with authority. They face identity crisis and hence are easily influenced by peers into engaging in bad behaviors. Their personal relationships such as dating and love gain acceptance in the adolescents' life yet majority lack adequate knowledge on these issues including the coping and decision making skills. They lack courage or self-esteem needed to seek explanations or dialogue with significant others. Effective guidance and counseling will enable the students to acquire coping and decision-making skills, courage and high self-esteem. Zins *et al.* (2004) further support the finding by emphasizing that application of guidance and counseling programs helps the students develop socio-emotional competence.

2.5 Effect of Management of Guidance and Counseling Financial Resources Allocation on Discipline

Guidance and counseling programs in the Kenyan secondary school is compounded by a multitude of problems as highlighted by the government policy-documents, print media and various studies carried out in this area. Some of these problems are limited time to offer guidance and counseling services to students, lack of training for counseling personnel, lack of training materials and facilities, lack of parental involvement and support among others. Gitonga (1999) in an attempt to establish the problems encountered by headteachers in the G&C programme, found that one of the problems was lack of adequate time. She established that few schools had specific time allocated for this purpose. Respondents in her study who were head teachers of secondary schools in Meru Central District stated that

they found it absolutely difficult to set specific time for guidance and counseling due to the tight schedule of the 8-4-4 system of education.

Coleman *et al.* (1966) found only a weak association between school resources and student performance (but concluded that family background characteristics had a large and statistically significant effect on student performance). Handshake's (1986, 1997) reviews of hundreds of studies found no systematic, positive relationship between school resources and student performance. However, Hedge and his colleagues (1994) concluded that the relationship between resource inputs and student outcomes was consistent and positive and could be used to frame educational policy. They reported that "a broad range of school inputs are (sic) positively related to student outcomes, and that the magnitude of the effects are (sic) sufficiently large to suggest that moderate increases in spending may be associated with significant increases in achievement."

Mukhamba, Marycolette and Namwenya (2016), in his study on guidance counseling on behavior change found that there were many misbehaviors in schools where laziness was the most common followed by rudeness, drug and substance use sneaking out of school, boy girl relationship, fighting among students, bullying others while homosexuality was least encountered. Various forms of punishment were preferred in correcting misbehavior compared to guidance and counseling. The leading being suspension /calling parents and others. The outcome from guidance and counseling was appreciated in changing behavior though a number of challenges hindered its effectiveness. Recommendations were that guidance and counseling departments should be fully equipped and teacher counselors should be trained through workshops and seminars to make their services better and students should be sensitized in all necessary aspects of guidance and counseling to avoid underutilization of the departments. The researcher recommended a similar study to be

done within the whole Mombasa County and another on influence of career guidance on choice of careers.

Wambui (2015) in her research regarding the emotional and psychological status of many learners in the 21st Century has been vastly affected by various aspects including substance abuse, domestic poverty, teenage issues, physical disabilities, domestic violence and early pregnancy among others. The consequences of this distress are dire and far-reaching. Various strategies' have been enacted by the education sector in an attempt to address issues that affect students. Despite these efforts, indiscipline in schools is still on the increase. This casts a shadow of doubt on the effectiveness of guidance and counselling services in Kenyan schools. This study thus sought to find out the effectiveness of guidance and counseling Services in secondary schools in Kenya. This study was conducted in Githunguri Sub-County, Kiambu County. The sub-county had a total of 30 public secondary school. In addition, all the 147 teachers in the guidance and counselling departments in the schools were included in the study. From the population, the study sampled 15 schools and thus the total sample size yielded a total of 555 respondents. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill.

Quantitative data were obtained from the respondents using closed-ended questionnaires while secondary data were collected from observation and other available records. The results showed that there is an unequal representation among teacher counsellors with a greater majority being females. In addition, the teachers indicated that the time allotted for guidance and counselling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the lesson after school at 4.00 pm. Moreover, the guidance and counselling sessions were not frequent since in most schools, the session

were held when need arose. The findings further indicated that only a few students sought counselling. In general, the teachers appeared skeptical as to whether students' issues were resolved through guidance and counselling. This was attributed to several factors the main being heavy workload by both teachers and students which could have made it difficult to accomplish effective guidance and counselling. Based on the findings, the study recommends that more time should be set aside for counselling of students. Finally, in-service courses should be held for teachers in guidance and counselling on gender issues. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

Nyamwange, Nyakan and Ondima (2012) in their study on assessment of challenges facing secondary school guidance and counselling teachers in Nyamira district, Kenya, found that there are a number of challenges facing the provision of guidance and counselling services. These include: lack of adequate guidance and counselling training for teacher counsellors; inadequate resources; and lack of requisite support to guidance and counselling programmes among other challenges. Recommendations made on ways of overcoming the challenges in order to improve the quality of counselling services include; a need for schools to provide basic counseling materials, a counselling office equipped with career resources and school administration endeavoring to reduce teacher counselor workload so as to have enough time to offer the guidance and counseling service. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

2.6 Effect of Management of Guidance and Counseling Time Allocation Management on Students' Academic Performance

According to Haastrup (2015) school guidance counsellors help to make learning a positive experience for pupils. She argues that with proper guidance, counsellors can influence students to higher achievements. The study also argues that guidance and counselling counsellors also help to identify the problems associated with effective teaching and learning hence cultivates academic performance. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

According to Odhiambo (2014), there was low academic performance by majority of the students in Nakuru County. However, guidance and programme has a positive impact on academic performance of students. From the above conclusions, it is recommended that teacher counselors should implement all the services required for a guidance and programme. The study proposed that teacher counselors ought to take advantage of the positive attitude of the students to enhance career in their schools. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

Toto (2014) in her research study to find out effectiveness of guidance and counseling in managing students' discipline in public secondary schools in Kandara District, Murang'a County, found that, teamwork was not fully implemented in schools in Kandara district and hence this could be one of the major factors hindering effectiveness of the guidance and counseling in managing discipline in schools. Regarding the scope of the programme in schools, the study revealed that group and peer counseling were offered in schools. The study also established that class teachers, dorm masters, deputy principals and principals were regularly involved in guidance and counseling. In relation to counselors' attitude, the

study concluded that teacher counselors had positive attitude towards guidance and counseling. However, the study established that principals and teachers had not done much to make this programme very effective and as such schools in Kandara district were still experiencing disciplinary problems such as stealing, destruction of properties and noisemaking. More so, the study concluded that most of the students were not willing to seek guidance and counseling when faced with problems.

Kabutiei and Kibii (2007), in their research study on perceptions on the effectiveness of guidance and counselling program in enhancing students' academic, career and personal competencies, found that all the respondents who participated in the study perceived school guidance and counselling programme as effective in enhancing students' academic, career and personal competencies. Education stakeholders and policy makers in education that include parents, teacher counsellors, school managers, T.S.C personnel, Ministry of Education officials and NGOs interested in education matters may use the results of this study to strengthen, improve and maintain the programme services. It is recommended that guidance and counselling programme be implemented on a school wide basis as a matter of priority in all secondary schools to equip all students with necessary academic, career and personal competencies. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

According to Kituyi (2014), behavior modification could be attained by resolving the physical, emotional, social and academic difficulties of the students by helping the students understand their learning strengths and weakness as a factor that will improve their study habits. The greatest challenge of an educator is to maintain order in the classroom so as to achieve academic objectives, thus creating an optimal work environment (Shechtman & Lie chtentritt, 2003). What is required in school today is not only discipline that ensures

safety of educators, learners and creation of an environment conducive to teaching and learning, but also improving academic performance. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill

Njeri (2007) cites good example of secondary schools in Bahati division of Nakuru district whose results have been declining over time (Nakuru District Education Office, 2006). According to her, this has a negative reflection on the various programmes put in place to promote academic performance in the area. The main concern was the role of guidance and counselling programme in improving the self-image of the students and facilitating better achievement in academic performance. Little information was available on the extent to which guidance and counselling programme has been used to assist in raising the academic performance of secondary school students. This study sought to provide some insights into these issues and establish the relationship between guidance and counselling and academic performance of secondary school students.

UNESCO (2005) with guidance and counselling, schools as well as parents share the responsibility of promoting values and standards which we believe will help younger people to establish not just sound academic performances but sound behavioral codes for their lives, hence parents and schools should ensure good discipline is maintained among students at all times. However, greater effort should also be made by the Ministry of Education to offer competent Guidance and counseling teachers not only to help students to perform well in their academics but also in developing an understanding of one self and of others, supporting students to deal with their personal social, academic and career related concerns. Guidance also helps to facilitate development of effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for future, developing skills, right attitude and interests

to help making a choice in career. Guidance and counseling, thus, promotes holistic development of every student. This shows the need for every teacher to become a 'guidance minded' teacher in the course of carrying out his/her duties with aim of making impacts in the students' lives.

2.7 Effect of Management of Guidance and Counseling Time Allocation on Students' Discipline

According to Haastrup (2015), majority of schools in Nigeria do not have specific time dedicated to guidance and counselling services. She argues that the only time that counsellors make do with is during breaks like lunch time of which the learners ought to eat and relax. Again, this time is too short for counsellors to attend to pupils, let alone for effective counselling to take place. Hence, the study concluded that lack of shared understanding in the school and community about the role of guidance and counselling, lack of confidential space to meet client, poor referrals and appointment process and allocated time are some of the concerns affecting education programmes in Nigerian schools. Whereas the study was carried out in Nigeria, the recommendations made may not be applicable to Kenyan context since the geo-social circumstances are different, hence, the gap to conduct this study.

Chepkemoi (2014) study on role of guidance and counselling on students' discipline in boarding secondary schools in ole Ankale zone, Narok Central Division in Narok North District Kenya, found that, guidance and counselling services were offered in the schools and 82.4% of the principals considered it important but lacked the necessary material and literature support. From the literature review, it was found that character formation is achieved through intense formal and informal programmes for guidance and counselling. It is through guidance and counselling that students remain disciplined and focused in life. In her study, there were the recommendations made that the principals in secondary schools

should put in place guidance and counselling services and provide an office where privacy is made a priority. This will encourage more students to visit the office. Guidance and counselling teachers should be well trained on how to carry out their duties. To have adequate provision of guidance and counselling materials as well as application of peer counselling, there is need to allocate proper time for specific sessions. Guest speakers should be invited to provide the counselling services to the students in areas of concern. Whereas the study looked into the prevalence of guidance and counselling in Narok County, there is a gap in literature in the effect of guidance and counselling in Kisii County. Salgong, Ngumi and Chege (2016), argue that, despite the effort made by the Ministry of Education to manage indiscipline in public secondary school as evidenced by establishment of guidance and counseling department in every secondary school, Indiscipline of varied nature continued in these schools with a new dimension. Not only, were they violent and destructive but premeditated, planned and caused maximum harm to human life. If that scenario is anything to go by, then indiscipline was a threat to our schools. There seemed to be lack of effective alternative strategy to contain student indiscipline. Whereas the study by Salgong, Ngumi and Chege (2016), looked into the prevalence of guidance and counselling in Koibatek, there is a gap in literature in the effect of guidance and counselling in Kisii County.

Sources from district education office (2011) indicate that for the last three years over ten schools have had major indiscipline cases and caused harm to the students, teachers, and parents. Resources of unknown value destroyed and academic performance had been adversely affected. Student discipline task force (2009) recognized the use of guidance and counseling service to manage indiscipline. In Koibatek Dismick, the use of guidance and counseling in enhancing student discipline secondary schools was wanting. The problem

of study was to examine the role of guidance and counseling in enhancing student discipline in secondary schools in Koibatek District.

Wambu and Fisher (2015) observed that the challenges facing guidance and counseling in Kenya today are similar to those experienced by the United States in the 1920s, which include: role ambiguity, a lack of a practical plan to develop and implement school counseling programs, a lack of adequate preparation of teachers to carry out guidance and counseling work, and a lack of resources and equipment (Gysbers & Henderson, 2012). The position model in the United States caused guidance and counseling to be considered an ancillary activity that could be conducted by anybody (Gysbers & Henderson, 2012), a belief held by some school principals in Kenya today. The need to view guidance and counseling as an integral part of education that requires professionally trained personnel is very rife in Kenya today, as it was in the 1920s in the United States. The position model makes it very easy for assignment of non-counseling duties by the school principals, a problem that continues to plague the Kenyan school counselor today. The challenge to change from guidance counseling to professional school counseling (Lambie & Williamson, 2004) is now a reality in Kenya. Such a change will provide a clear identity and role of the school counselor.

Kiptonui (2008) commends the role of Guidance and Counselling in secondary schools because, discipline is an integral part of the teaching and learning process in any learning institution, without which effective teaching and learning may not occur. Students in secondary schools are in their adolescent stage characterized by numerous changes and may end up being unruly resulting to indiscipline problems as in the current case where there is rampant school burning countrywide. Whereas the study by looked into the effect of counseling on discipline, the three is paucity of literature on the effect guidance and counselling services in Kisii County a gap that the study sought to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the research design and presents the target population, the sample and sampling procedure, instruments of data collection, methods of data collection and data analysis techniques that were used for the study.

3.2 Research Design

This study used descriptive survey and correlation design. Kerlinger (1973) defines a descriptive survey design as being a system of empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because inherently, they cannot be manipulated. Inferences about relations among variables are made, without direct intervention from concomitant variation of independent and dependent variables. This design was appropriate for the study as recommended by Kerlinger (1973) for educational and social research under which the research falls.

A variable, according to Kerlinger, (1973) is a concept which can take on different quantitative values. If one variable depends upon or is a consequence of the other variable, it is termed as a dependent variable, and the variable that is antecedent to the dependent variable is termed as an independent variable. This study, therefore, was descriptive survey in design as independent variables such as individual guidance and counseling, group guidance and counseling and peer guidance and counseling was investigated for the possible relationship on effect on dependent variables, that is, student physical discipline, student academic discipline and improved performance. Besides, this design was used because the study intended to explore into possible causes and effects in relationship among the above given variables which in nature cannot be manipulated by the researcher.

Correlation design method was used to establish associations and relationships of guidance and counseling services on student discipline and student performance. This gave comparisons and similarities which led to precise inferences.

3.3 Area of Study

The study was carried in Kisii County. Kisii County is situated in former Nyanza Province in South Western Kenya. It is the largest town is Kisii. The County is inhabited mostly by the Gusii people. The coordinates of Kisii County are; Latitude 0°30'S and 1°S and Longitude 34°45'E and 35°E. It covers an area of 1,317.9km² or 508.8 square miles. It is the largest urban Centre of the Kisii County which has a population of 1,266,860 according to the Kenya National Census of 2019. Agriculture is a primary economic activity in Kisii County. Farmers in the region engage in the cultivation of crops such as tea, coffee, bananas, maize, and vegetables. Small-scale farming is prevalent, with many households relying on agriculture for their livelihoods. As in many other regions, the services sector, including education, healthcare, and hospitality, plays a crucial role in Kisii County's economy. Kisii town is likely to have various service-oriented businesses.

Kisii Town also serves as the main urban and commercial center in the Gusii Highlands and the South Nyanza region and the second largest town in greater Nyanza after Kisumu City. It is a bustling town and a home to several businesses, organizations, educational institutions and government agencies. Kisii municipality sits right at the center of the western Kenya tourist circuit that includes the Tabaka Soapstone Carvings, Maasai Mara Game Reserve, Lambwe Valley Game Reserve and the entire Lake Victoria basin. Kisii County borders Nyamira, Bomet, Trans Mara, Homabay and Migori Counties. The administrative divisions of Kisii County are; Keumbu, Kisii town, Marani, Masaba, Mosochi and Suneka. Kisii County comprises the following 9 sub-counties. They are: Masaba South, Gucha, Nyamache, Kenyenyia, Sameta, South Gucha, Kisii Central, Kisii

South and Marani. Kisii County was chosen as a research site due to the available evidence of poor academic performance among students in National examinations and also cases of student indiscipline especially the burning of dormitories which has become rampant. This therefore justifies this study to address the various educational and personal challenges facing students in schools.

3.4 Target Population

This study targeted all principals, students and teacher-counselors from public secondary schools within Kisii County. The study population consisted of 355 principals, 355 teacher counselors and 9,675 form four student's of 2015 cohort in schools where teacher counselors had served for at least five years inclusive of 2015 cohort. Principals were selected because they were custodians of data on management of Guidance and Counselling services in schools. Teacher counselors were selected because they were responsible for G&C in schools. The 2015 form IV cohort was selected because it was their performance in KCSE that was to be used in this study and they had been guided and counselled by Guidance and Counselling teachers who had an experience of at least five years in those schools.

3.5 Sample Size and Sampling Techniques

According to Kothari (2011), sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire population. The study adopted Jung, (2014) formula in determining the sample sizes and the results were as shown in Table 3.1.

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where nf = the desired sample size when the population is less than 10,000.

n = the desired sample size when the population is more than 10,000.

N = is the estimate of the population size.

Table 3.1: Sample Frame

Respondents	Target Population	Sample
Principals	355	185
Teachers Counselors	355	185
*Students (2015 form IV cohort)	*9675	370
Total	10,385	740

*These are students in schools where TSC teacher counselors had served for at least five years inclusive of 2015 cohort.

From Table 3.1 it can be observed that the sample sizes were 185 principals, 185 teacher counselors and 370 form four students of the 2015 cohort.

3.6 Research Instruments

The instruments used included, questionnaire, interview schedules and observation guide as discussed below.

3.6.1 Principals' Questionnaires

Data for this study were collected from respondents using three questionnaires which are: principals' questionnaire: this questionnaire was divided into three major sections. Section one (I) had one sub-title which was, "Background information on the principal and school," Under this Subtitle, there were nine (9) items that sought information on the principal's gender, age, academic qualifications, teaching experiences and administrative experience. Section two (2) contained one sub-title which was levels of student discipline in secondary schools. Under this sub-title, there were three (3) statements based on the influence of guidance and counseling on management of students' physical discipline, four (4) statements on influence of guidance and counseling services on management of student academic discipline to schools, five (5) statements on influence of guidance and counseling services on management of student academic performance.

3.6.2 Students' Focus Group Discussion

There were eleven (11) statements based on the influence of guidance and counseling services on students' physical discipline. Also, four open-ended questions seeking in-depth information on time allocated for provision of guidance and counseling services, facilities provided, weaknesses witnessed in those responsibilities to guide and counsel students and students' opinion on guidance and counseling were investigated. Each school had two focused group discussions, hence a total of 370 focus discussion groups.

3.6.3 Teacher-Counselors' Interview Schedule

This questionnaire was divided into three sections which are: Teacher's background information section which will comprise seven items, that is levels of student discipline in secondary schools, influence of guidance and counseling services on students' academic discipline and academic performance.

3.6.4 Observation Guide

This study used observation schedule to gather information on the facilities provided for guidance and counseling sessions, how guidance and counseling sessions are conducted, the skills used by teacher-counselors and students' level of discipline. From the observation guide, students' records were available as most schools had no data for students counseled. However, on average for the few records observed it can be estimate to be 5 students in each school hence, a total of 1,775 students were counseled.

3.7 Validity of the Instruments

According to Heale & Alison (2015) validity is the extent to which a test measures what it is supposed to measure. The question of validity is raised in the context of the four points, the form of the test, the purpose of the test and the population for whom it is intended and the accuracy of the measurement of the tools. Hence, experts (supervisors) validated construct validity established whether the tools measured the concept that it's intended to

measure; content validity tested if the tool was fully representative of what it aimed to measure; face validity ascertained that the content of the test appeared to be suitable to its aims and criterion validity endured that the tool was to result into a concrete outcome they were designed to measure.

3.8 Reliability of the Instruments

Borg, et al. (1986) defines reliability as the level of internal consistence or stability of the measuring device over time. A pilot study was used to determine the instruments' reliability, that is; their dependability, accuracy, and adequacy. With regard to questionnaire, reliability was tested by assessing the scales' internal consistency, that is, the degree to which the items that make up the scale “hang together.” This was done by using Cronbach’s alpha. The reliability was computed for all the 4 sub-scales in the principals’ questionnaire. According to Orodho (2009) a questionnaire has a good internal consistency if the Cronbach’s alpha coefficient of a scale is above .7. The instruments that showed a scale below 0.7 were eliminated and not used for the final data collection. Table 3.2 shows the results of the computation.

Table 3.2: Internal Consistency Cronbach’s alpha results for questionnaire

Scale	No. of Items	Cronbach’s alpha	Cronbach’s alpha based on standardized items
G&C infrastructure management	7	.781	.786
G&C financial resources management	6	.842	.901
G&C Time Allocation management	7	.821	.846
Student discipline	11	.842	.901
Academic performance	5	.811	.899

From Table 3.2, it can be observed that independent variables that is, G&C infrastructure management, G&C financial resource allocation mgt, G&C time allocation management had internal consistency coefficient of 0.781, 0.842, and 0.821 respectively. Since they

were above 0.7, it meant that all the items of these sub scales were worth of retention. Similarly, the dependent variable had Cronbach's alpha coefficient of .842 indicating that the internal consistency of items in this sub-scale was high.

3.9 Data Collection Procedures

The researcher applied for a consent letter from Maseno University Ethics Review Committee allowing him to go to the field. Before going to the field, the researcher applied for a research permit from the National Council of Science and Technology Innovation (NACOSTI), after the approval of the research proposal from board of post graduate studies at Maseno University. The researcher then visited the office of the County Education Office, Kisii County after a research permit and permission letter had been granted to inform him of the intended study before visiting the schools. The researcher then informed the District Education Officer Kisii County before setting out to visit the schools to be used for the study to inform principals of the same, and issued them with their questionnaires. When visiting the schools, the researcher created rapport with the principals and had an opportunity to explain to them the purpose of the study and how to respond to the questionnaires. The questionnaire was then administered on the same day to both the principals and students. Students' questionnaires, which were filled after the researcher's instructions, were collected immediately and arrangements were made to re-visit the schools and collect questionnaires of the principals who never preferred answering them on that same day.

3.10 Data Analysis

The quantitative research approach was employed to arrive at the findings of the study. Descriptive and inferential statistical techniques were used to analyze the data. Correlation and regression analysis was used in the study to identify the nature and extent of relationship and to find out the effect of management of guidance and counseling services

on students' discipline and academic performance. All inferential statistics were tested at $\alpha = 0.05$ significance level. This was done with the aid of a computer programme - Statistical Package for Social Sciences (SPSS) Version 25.0.

Descriptive and inferential statistics were used to analyze quantitative data after appropriate data coding. Descriptive statistics described patterns and general trends in a data set. Descriptive statistics was used to examine or explore one variable at a time. Descriptive statistics used included frequencies, percentages and mean. Inferential statistics was used to test the associations and relationships between the independent variable (management of guidance and counseling services) and the dependent variable (students' level of discipline and academic performance) in Public Secondary Schools in Kisii County. The relationship between level of the individual independent and dependent variables was measured using Pearson Correlation whereas establishing which independent variable contributed more towards students' discipline and academic performance was done using regression analysis. Regression analysis was used to predict the value of the dependent variable on the basis of the independent variables using R square. This was also used to get regression model coefficients. Before carrying out inferential analysis, a diagnostic test was performed to test the assumption of Pearson and regression analysis. This included normality test by use of Shapiro-Wilk test, Auto-correlation by use Durbin Watson, Multi Collinearity test by use VIF and Tolerance, linearity test by use of ANOVA and Homogeneity by use Levene test.

3.11 Normality Test

Given that the study was based on the correlation and regression analysis, a diagnostic test was conducted to find out if the necessary assumptions for the correlation and regression analysis were met. The test done was normality test. Test of normality was computed using Kolmogorov-Smirnov and Shapiro –Wilky. The results were as shown in Table 3.3.

Table 3.3: Tests of Normality for data for the variables

	Kolmogorov-Smirnov			Shapiro -Wilky		
	Statistic	df	Sig	Statistic	Df	Sig
Guidance and Counseling Infrastructure management	.159	185	.061	.837	185	.059
Guidance and Counseling financial resources management	.122	185	.101	.912	185	.092
Guidance and Counseling time allocation management	.181	185	.058	.895	185	.072
Students discipline	.116	185	.066	.845	185	.058
Academic performance	.178	185	.059	.901	185	.084

From Table 3.3 both Kolmogorov-Smirnov and Shapiro–Wilky tests were not significant ($p > .05$) in all the variables indicating that the data in each sub scale were all normally distributed. This indicated that the data was suitable for correlation and regression analyses.

3.11.1 Multicollinearity Test

To be able to establish whether there was multi-collinearity among the independent variables, multicollinearity test was computed to confirm if there was a violation of the assumption that no independent variable was a perfect linear function of 1 or more other independent variable. Multicollinearity (a state of very high inter correlations or inter associations among independent variables) is usually dictated with the help of tolerance and its reciprocal called Variance Inflation Factor (VIF). If the value of tolerance is less than 0.1 and simultaneously the value of VIF 10 and above, the multicollinearity thus exists which is problematic. This means that the tolerance range should be between 0.1 and 10. In this study, the VIF was between 2.288 and 6.481 (Table 3.4) indicating that multicollinearity conditions were not violated.

Table 3.4: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
G&C Infrastructure management	0.324	2.934
G&C Financial resources management	0.115	2.288
G&C Time allocation management	0.234	6.481

3.12 Ethical Considerations

Ethics in research entails consideration given to the respondents. According to Battiste (2016) researchers who use humans or animals as subjects must think about how they conduct their research and pay attention to relevant ethics as a way of protecting both the researcher and the subjects from public criticism and ridicule. Confidentiality, responsibility, informed consent, integrity and openness in interacting with other researchers and research volunteers, physical and psychological protection, explanation of the studies and debriefing of subjects should all be undertaken into account. The rights of an informant or research participant were maintained to the greatest extent possible. The idea of voluntary participation was emphasized and the participants were not coerced to take part in the study in any way. The respondents were informed of any issue arising from the study and the final project was guaranteed to be available to the respondents and authorities. After being fully informed about the procedures to be followed in the study, participants consented to participate. Participants in the research were not placed in a study where they could be harmed as a result of their participation. Devoid of Physical, psychological and emotional harm of the participants was guaranteed. The researcher also ensured the anonymity of the informants. The participants' anonymity was preserved by requesting them not to disclose their identities in any way. The participants were also assured that the information they provided was to be treated with utmost confidentiality

and only used for the purpose of the study. To identify the school and the respondents, the questionnaires and observation instrument were coded. The researcher was in charge of distribution and collection of the questionnaires.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This section presents demographic characteristics of the respondents, results and discussion of the findings of the study: The objectives of the study were to;

- i. Establish the effect of management of Guidance and Counseling services infrastructure on students' academic performance.
- ii. Determine the effect of Guidance and Counseling services infrastructure on students' discipline.
- iii. Determine effect of management Guidance and Counseling services financial resources allocation on students' academic performance.
- iv. Determine the effect of management Guidance and Counseling services financial resources allocation on students' discipline.
- v. Establish the effect of management Guidance and Counseling services time allocation on students' academic performance.
- vi. Establish the effect of management Guidance and Counseling services time allocation on students' discipline.

4.1.1 Return Rate

The return rate of questionnaire was as shown in Table 4.1.

Table 4.1: Return Rate

Category of Respondents	Number of questionnaires Issued	Number of questionnaires Returned	Percentage (%)
Principals	185	174	94
Total	185	174	94

From Table 4.1 it can be observed that the return rate was 94%. This was very good for data analysis to proceed. According to Mugenda and Mugenda (2003), the return rate of 94% is considered very good in a study for analysis to be done in order to yield good results.

4.2 Demographic Statistics of Principals, Students and Teacher Counsellors

The respondents were asked to indicate various demographic information and there are reported here under.

4.2.1 Principals' Demographic data and School Data

The respondents were asked to indicate their gender, age, length of service as a teacher, highest level of education, length of service as a principal, types of school, category of school, size of school and school mean these are shown in Tables 4.2 and Table 4.3 on pages 88 and 90 respectively.

Table 4.2: Principals' Qualifications, Type and Size of School

Category	Variable	Frequency	Percent
Gender	Male	151	82
	Female	34	18
	Total	185	100
Highest Academic Qualification	PhD	4	2.2
	M.Ed	51	27.5
	B.Ed	120	64.9
	Post graduate Diploma	10	5.4
	Total	185	100
Type of School	Mixed	155	84
	Girls	8	4
	Boys	22	12
	Total	185	100
School Size	Over 5 streams	6	3
	Three streams	8	4
	Two streams	111	60
	Single stream	60	33
	Total	185	100

Table 4.2 presents the results of analysis of Principals' gender, highest qualification, types and size of schools. In terms of gender, 151(82%) of the principals were male compared to

34(18%) who were female. This finding confirmed that most secondary schools in Kisii County were headed by male principals. Concerning their highest qualifications, the study established that majority 120(70%) had Bachelor of Education qualifications, 51(27.5%) had Masters of Education, 10(5.4%) had Bachelor of Arts/Post Graduate Diploma in Education and 4(2.2%) had Doctor of Philosophy qualification. This finding confirmed that most principals in the secondary schools in Kisii County had Bachelor of education professional qualifications. As far as their school type was concern, majority 155(84%) headed mixed secondary schools, 22(12%) headed boys' secondary schools and 8(4%) headed girls' secondary schools. This finding indicated that majority of secondary schools in the county are mixed. Results on school size indicated that majority 111(60%) headed two stream schools, 60(33%) headed single streams schools, 8(4%) headed three stream schools and 6(3%) headed over five stream school. the finding confirms that majority of secondary schools in Kisii County were two streams.

The findings showed that the gender disparity is an issue in the leadership of secondary schools in the district. This could be due to the fact that the mixed schools that were sampled were headed by male teachers. A mixed school in Kenya can be headed by a male or female teacher, but girls' school are headed by a female teacher and boys' schools by male teachers. Only minority (8.0%) were diploma holders all of who were aged < ' over forty. The same study also established that majority of the schools (56%) were mixed schools, (32%) were boys' schools and (12%) girls' schools supporting the findings on the type of school in this study which established that majority of the schools were mixed followed with boys and girls. This scenario indicates that principals in secondary schools within the two divisions are well learned graduate teachers who are capable of handling secondary schools and therefore can be able to handle the adolescents and their problems well. All these items are important when looking at the perceptions of teachers and students towards

guidance and counseling services. Principals play a big role in managing and controlling discipline, besides being the supervisors of both the curricula and co-curricular activities and government policies. The principals' demographic policies were shown as in Table 4.3.

Table 4.3: Principals' Demographic Information

Variable	N	Lowest	Highest	Mean	Std. Dev
Age	185	36	58	47	5.93
Experience as a teacher (years)	185	9	32	22	9.55
Experience as principal	185	1	21	11	8.63
School mean score 2015 KCSE	185	3.80	8.67	5.294	1.41

This section presents the principals' mean age, experiences and the school means score in 2018KCSE. The mean age of the principals was 47 years with the youngest being 36 years and the oldest 58 years. Principals in Kisii County were middle aged. In terms of years of experience being in the teaching profession, the study established that the Principals in Kisii County had worked for an average of 22 years with the youngest in profession having served for 9 years and the oldest having served for 32 years. Comparatively, the principals had work experience as principals for an average of 11 years with the youngest in services as a principal having served for 1 year and the oldest having served for 21 years. Principals in Kisii County served for many years as teachers and also as principals. As far as the 2018 KCSE performance was concerned, the study had a mean score of 5.24 representing letter C in the grading scale of KCSE.

4.2.2 Students' Demographic Data

The following student demographic variables were linked to principals' contribution to management of guidance and counseling services with respect to secondary school students' discipline and academic performance; gender and age bracket as shown in Table 4.4.

Table 4.4: Students Gender and Age Bracket

Category	Variable	Frequency	Percent
Gender	Male	195	53
	Female	175	47
	Total	370	100
Age Bracket	16-17 years	143	39
	18-19 Years	198	54
	Above 19 years	29	7
	Total	370	100

Table 4.4 represents students' demographic analysis in terms of their gender and age. The number of students 195(53%) were male compared to 175(47%) who were female. The majority of the students 198(54%) were within 18-19 years age bracket, 143(39%) were within 16-17 years age bracket and 29(7%) were above 19 years age bracket.

4.2.3 Teachers Counselor's Demographic Data

The respondents were asked to indicate their gender, qualifications, other responsibilities assigned, age, length of service as a teacher, the period served in the current school, availability of functional guidance and counseling department and guidance and counseling department role as shown in Table 4.5.

Table 4.5: Teacher Counselors' Demographic Information

Category	Variable	Frequency	Percent
Gender	Male	68	37
	Female	117	63
	Total	185	100
Qualification	PhD	4	2
	M.Ed	5	3
	B.Ed	147	80
	B.A/PGDE	11	6
	B.Sc./PGDE	16	9
	Diploma	2	1
	Total	185	100

The respondents were asked to indicate their age, experience and number of years in the current school. The information was recorded in Table 4.6.

Table 4.6: Counsellors' Age, Experience and Number of Years in Current School

Items	N	Lowest	Highest	Mean	Std. Deviation
Age (in Years)	185	34	54	37	9.88
Experience (in years)	185	2	28	11	7.96
Years in the school	185	1	13	6	2.92

From Table 4.6 the average age of the teacher counselor under the study was 37 years with the youngest teacher with 34 years and the oldest 54 years. The average number of years the teacher counselor had served as a teacher was 11 years with the shortest service being 2 years and the longest service 11 years. The average number of years the teacher counselor had been in the current school was 6 years with shortest period being 1 year and the longest being 13 years. Majority of the teacher counsellors were between the ages of 41-50 years because this is the last group of teachers that were employed enormously by the government of Kenya. Most of those who are above 50 years have either taken early retirement or opted out for other job opportunities thus resulting to the minimum number. Those that were less than 30 years are also minimal 4.3 percent because the government stopped employing teachers and only recruits when need arises. The fact that most of the teacher counsellors are elderly, enables them to handle adolescents and their problems effectively thus influence their perceptions about guidance and counseling positively.

The students were prompted to indicate the availability of Guidance and Counselling office as shown in Table 4.7.

Table 4.7: Availability of Guidance and Counselling Department

Statement	Frequency	Percentage
Guidance and counselling office available	174	94
Guidance and counselling office not available	11	6

From Table 4.7 the respondents 174(94%) observed that their schools had guidance and counseling department compared to 11(6%) who did not have. Having a fully-fledged department is one step towards having available counseling talent in schools. There is still need to have a system of talent management that will ensure that the skills of the counselor are always up to date.

4.3 Effect of Management of Guidance and Counseling Infrastructure on Students' Academic Performance

Objective one sought to establish effect of management of Guidance and Counseling infrastructure on students' academic performance. To actualize the objective principals were asked to rate the status of G&C infrastructure management in their schools. The study used the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99. The results were as shown Table 4.8.

Table 4.8: Management of Guidance and Counseling Infrastructure in Schools

Ratings	Frequency	Percentage
1.00 -1.99	97	52
2.00 -2.99	28	15
3.00 -3.99	44	24
4.00 -5.00	16	9
Total	185	100

From Table 4.8 it can be observed that guidance and counseling infrastructure management in schools varied from poor to excellent. It can be noted that most of G&C infrastructure in schools were poorly managed, hence leading to poor performance. For instance, 97(52%) of the G&C infrastructure management were rated poor with the mean ratings of 1.00 to 1.99. During the interview with teacher counselor, they pointed out that the G&C offices were generally small and lacked computers with internet, electricity connectivity, water supply and poor furniture. Observation also revealed that 44(24%) of the G&C offices, management was very good and in 16(9%) schools they were excellent. This was because

they had the required furniture, projectors, G&C reading materials, water, computers with internet and they were spacious.

In order to establish the effect of G & C infrastructure management on student academic performance, data on students' academic performance was computed. The study used the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99 and the results were as shown in Table 4.9.

Table 4.9: Form Four 2015 cohort performance in KCSE

Performance Index	Frequency	Percentage
3.00- 3.99	13	7
4.00- 4.99	84	46
5.00 -5.99	49	26
6.00- 6.99	11	5.9
7.00 -7.99	16	9
8.00 -8.99	12	6.1
Total	185	100

Source KNEC

Table 4.9 shows the performance index of the form four 2015 cohort in Kisii County. It was confirmed from the Table that 13(7%) of the students scored fair, 84(46%) scored below average. Those who scored on average were 49(26%) and above average 11(5.9%). The higher scores rated were 16(9%) being good and 12(6.1%) as very good. Interviews with teacher counselors gave evidence that the dismal performance was associated with development of bad reading habits which was accompanied by noise making, disturbing colleagues who had higher concentration in their studies which led to students not grasping vital concepts for their study. From the Focus Group Discussion, students indicated that they lacked assignments from the teachers, showing lack of effective guidance and counseling services.

Regression analysis was computed to establish the effect of management of G&C infrastructure on students' academic performance was done and the results were as shown Table 4.10

Table 4.10: Model Summary for Counselling Infrastructure on students' academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.852 ^a	.726	.715	.57809	.726	66.950	7	177	.000

Predictors: (Constant) Management of G&C infrastructure (Aspect of Reference materials, Office Space, Water, Projectors, Computers with Internet, Chairs and Tables, Electricity)

From Table 4.10 it can be observed that there was a significant relationship between G&C infrastructure management and students' academic performance as signified by the R value .852 and p-value .000. This implies that the relationship was strong and positive. Therefore, the null-hypothesis "Guidance and Counseling infrastructure management has no significant effect on students' discipline was rejected." It can also be observed that G&C infrastructure management accounted for 72.6% of variation in students' academic performance as signified by the Adjusted R square coefficient .726. This means that the other 27.4% were due to other factors that were not subject of this study. Such factors could include rewards given to performing schools, exception from part of fee payment on students' that were exemplary in performance and parental involvement in students' academic performance.

Interviews by teachers' counselors on management of G&C infrastructure supported this finding that students benefited a lot from the reference materials that they were provided with in schools and thus facilitated the provision of G&C services in schools. They further affirmed that a spacious office for G&C services well equipped with computers with internet catered for students and most of them had a positive attitude towards the service and, as a result, led to students' academic performance. Analysis of Variance on the effect

of management of Guidance and Counselling on student academic performance was as shown in Table 4.11.

Table 4.11: ANOVA for Infrastructure management and Guidance and Counselling and academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	156.617	7	22.374	66.950	.000 ^b
Residual	59.151	177	.334		
Total	215.767	184			

Predictors: (Constant) Management G&C Infrastructure (Aspect of reference materials, office space, Water, projectors, computers with internet, chairs and tables, electricity)

From Table 4.11 it can be observed that Guidance and Counseling infrastructure management was a significant predictor of students' academic performance ($F(7, 177) = 66.950, p < .05$). This means that G&C infrastructure management can be reliably used to predict students' academic performance when infrastructure management is effected which are used in purchase of education materials, hiring of professional counselors, equipping the resource centres and purchase of computers, the teacher counselors will effectively deliver counseling services to students that will result in better performance.

Multiple Linear Regression analysis on the effect of management of infrastructure on students' academic performance was as shown in Table 4.12.

Table 4.12: Coefficient of Regression for Management of Infrastructure and Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	3.448	.135		25.453	.000	3.181	3.716
Office space	-430	.069	-.521	-6.219	.000	-566	-293
Chairs and tables	.088	.081	.101	1.092	.276	-071	.247
Computers with Internet	-1.297	.090	-1.540	-14.464	.000	-1.474	-1.120
Electricity	1.079	.081	1.440	13.376	.000	.920	1.239
Water	.078	.065	.079	1.200	.232	-050	.205
Projectors	-892	.050	-1.222	-17.728	.000	-991	-793
G&C reference materials	1.405	.080	1.396	17.620	.000	1.248	1.562

Dependent Variable: Students Academic performance

From Table 4.12, it can be observed that management of G&C of infrastructure had varying effect on students' academic performance. For instance, chairs and tables had a positive effect as indicated by the coefficient of .088, provision of water for G&C service and G&C reference materials had a positive effect as indicated by coefficients of .078 and 1.405 respectively. Supply of electricity for G&C services also had a positive effect on students' academic performance as indicated by the coefficient of 1.079. Conversely, it can also be observed that office space had a negative effect on students' performance as signified by the coefficient -430. Computers with internet had a negative effect on students' performance as indicated by the coefficient of -1.297 and further it can be noted that projectors for exhibition of G&C services also had a negative effect the dependent variable, students' performance also had a negative effect as represented by the coefficient of -892. The regression equation is students' performance $3.448 - 430X_1 + 0.88 + 1.297X_2 + 1.079X_4 + .078X_5 + .892X_6 + 1.405X_7$. From Table 4.12 it can be noted that availability of reference materials for guidance and counseling services had the highest effect on students' performance while the availability of computers with internet had the lowest effect on students' academic performance.

During the interview a teacher remarked:

Those students who are given support mentorship supervision and motivation exhibit higher levels of discipline environment given by guidance and counseling service.

Principals in secondary schools in Kisii County provided resources for management of guidance and counseling infrastructure in their respective schools. This was evidenced by their ability in many areas related to the provision of resources such as; provision of guidance and counseling infrastructure in the schools which is their responsibility. The principals are responsible for fostering a conducive environment for the provision of guidance and counseling services, and therefore, they should ensure that students are educated on significance of guidance and counseling services in the schools. They should also support guidance and counseling services in the schools and also initiate guidance and counseling services in the schools. They are directly involved in guiding and counseling services in the schools and that the schools have guidance and counseling resource centre with enough materials on various careers and requirements.

Despite the small fraction of students who did not agree with the reasons for the use of guidance in the management of student discipline, majority of the students equally supported the observation of their teachers. The study correlates to studies done by Collins (2007) who established that guidance and counseling is important because it provides an insight on working knowledge, skills and attitudes. Further the studies relate to Okita (2014) who found out that guidance and counseling programme has a positive impact on the academic performance of students.

During the interview one of the principals stated:

The government does not provide enough finances to expand infrastructure yet because of 100% transition policy the number of students have increased steadily. The classes are overcrowded and some offices are used as classes and therefore reason for lacking the guidance and counseling office. Water supply is inadequate yet water is so vital for the students and teachers' welfare and its scarcity endangers the learning process and the performance of students.

This finding was further echoed by principals in their qualitative response where they narrated that "Guidance and counseling is directly related with academic performance. When we invite guest speakers to encourage our students, they get serious with their work. They change their performance attitude and then they strive to work harder and in turn improve their academic performance." The study also sought to establish whether guidance and counseling assisted the school principals to administer the school activities towards improvement of academic performance. Teachers were willing to use guidance and counseling in the management and administration of student discipline in their schools in Kisii County, Kenya. This finding is concurred with studies done by Ajowi and Simatwa (2010) who asserted that head teachers, deputy head teachers and heads of guidance and counseling supported the role of guidance and counseling in the schools' administration and management of student discipline. Good discipline definitely enhances students' academic performance. This is why the principals were concerned with the formal training of teacher counselors as a means of improving counseling services in their schools by narrating:

"It is good that most universities training secondary school teachers have introduced guidance and counseling as a fully-fledged course where teachers are trained on guidance and counseling.

The curriculum should be continuously reviewed for relevance, timelines and to concur with different emerging guidance and counseling needs in the school environment where youth radicalization is taking root." The study finding were in agreement with Day, Elliot

and Kingston's (2005) study, who found out that teacher commitment has been found to be a critical predictor of teachers' work performance and thus engage students to avoid absenteeism, retention, burnout and turnover. Facilities and resources contribute to students' academic performance indicating that the secondary schools still lack the learning facilities and resources including those ones that are dedicated for guidance and counseling. This finding is supported by Okola (2005) who carried out a study on the factors hindering effective provision of educational counseling services in Trans-Nzoia District and their effects on effective provision of guidance and counseling services in secondary schools. He established that Kenyan schools have very few reference resources for guidance and counseling; trained personnel in this area are few or not available at all in various schools. The findings were in agreement with studies done by the Report of the Presidential Working Party on Education and Manpower Training (The Republic of Kenya, 1988), which found out that guidance and counseling of youths in secondary schools is essential in enhancing discipline. About (50%) of students responded that affirmative parental support promoted their academic performance. This finding correlated to studies done by Steinberg (2006) who found out that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities.

4.4 Effect of Management of Guidance and Counseling Infrastructure on Students'

Discipline

Objective two sought to establish the effect of management of Guidance and Counseling infrastructure on students' discipline. To actualize the objective principals were asked to rate the status of G&C management infrastructure on students' discipline in their schools. The study used the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99 and the results were as shown in Table 4.13.

Table 4.13: Management of Guidance and Counseling Infrastructure on students' discipline

Ratings	Frequency	Percentage
1.00 -1.99	97	52
2.00 -2.99	24	15
3.00 -3.99	44	34
4.00 -5.00	16	9
Total	185	100

Table 4.13 shows the status of Guidance and counseling management infrastructure in schools and the effect in relation to discipline standards of students. The findings showed that more than a half G&C infrastructure were poorly managed in schools as reported by G&C teachers. This was represented by 52% of frequency ratings. The principals did not prioritize guidance and counseling services in schools.

Observation from the ratings showed that 1.00-1.99 represented very poor at 97(52%), poor 24(15%), good 44(34%) and very good 16(9%). The office space for guidance and counseling was small and therefore inadequate for providing a conducive environment for counseling service to take place. Electricity was not connected to guidance and counseling office and therefore computers and other electrical accessories could not be used in those offices. This made students to boycott G&C sessions as they tended to show no interest in the services.

In order to establish the effect of management of G&C infrastructure on students' discipline data on students' academic performance. The study used the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99 and the findings were computed as shown in Table 4.14.

Table 4.14: Status of Students Discipline 2015 form four cohort

Ratings	Frequency	Percentage
1.00 -1.99	16	9
2.00 -2.99	64	34.5
3.00 -3.99	62	33.5
4.00 -5.00	43	23
Total	185	100

Table 4.14 shows the status of students' discipline 2015 form four cohorts. The ratings indicate that 1.00 -1.99 16(9%) show poor levels of discipline, 2.00 to 2.99 64(34.5%) indicated good levels of discipline. 3.00-3.99 was 62(33.5%) was excellent. Reports from the interviewed G&C teachers revealed that good discipline was attributed to students' attending school in all the five days of the week and very few were absent from school functions. The report also indicated that those who took French leaves were minimal as the majority adhered to school regulations as pronounced by school managers. They also revealed that punctuality was upheld by most students because a minority of students reported to school late.

Regression analysis was computed to establish the effect of management of G&C infrastructure on students' discipline as shown in Table 4.15.

Table 4.15: Model Summary for Guidance and counseling infrastructure on students' discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.758 ^a	.575	.558	.59869	.575	34.192	7	177	.000

Predictors: (Constant) Management G&C Infrastructure (Aspect of reference materials, Office Space, Water, Projectors, Computers with Internet, chairs and tables, electricity).

From Table 4.15 it can be observed that there was a significant relationship between G&C management infrastructure and students' discipline as signified by the R -value .758 and p -value .000. This means that the relationship was strong and positive. Therefore, the null-

hypothesis “guidance and counseling infrastructure management had no significant effect on students’ discipline and therefore was rejected.” It can also be asserted that G&C infrastructure management accounted for 57.5% of the variation in students’ discipline as signified by the adjusted R square coefficient .575. This means that the other 42.5% were due to other factors that were not included in the study like spiritual nourishment which was provided in schools, sporting activities provided and tours and trips that students are provided for. Such aspects also promote a better disciplinary behaviour of the students.

Interviews on guidance and counseling teachers supported the idea that when students are engaged in matter related to their religions, they transform their lives thus avoiding indiscipline that disrupts schools’ smooth discipline procedures.

Analysis of Variance on the effect of guidance and counseling infrastructure management on students’ discipline was computed and the results were as shown in Table 4.16.

Table 4.16: ANOVA for guidance and counseling infrastructure on students’ discipline

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	85.787	7	12.255	34.192	.000 ^b
Residual	63.441	177	.358		
Total	149.229	184			

Predictors: (Constant) Management of G&C infrastructure (Aspect of reference materials, office space, Water, projectors, computers with Internet, chairs and tables, electricity)

From Table 4.16 it can be observed that G&C infrastructure management was a significant predictor of students’ discipline ($F(7, 177) = 34.192, p < .05$. Therefore, a positive impact was realized). This means that G&C infrastructure management can be reliably used to predict students’ discipline. When students are provided with electricity, enough chairs and tables, computers with internet and reference materials they are easily controlled by G&C teachers and thus minimizing cases of indiscipline.

The coefficient of regression analysis output on the effect of G&C infrastructure management on students' discipline was computed as shown in Table 4.17.

Table 4.17: Coefficient of Regression G&C management infrastructure on Students' Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	3.656	.140	-	26.060	.000	3.379	3.933
Office space	-.533	.072	-.778	-7.453	.000	-.675	-.392
Chairs and tables	.378	.083	.523	4.532	.000	.213	.542
Computers with internet	-.862	.093	-1.230	-9.277	.000	-1.045	-.678
Electricity	.655	.084	1.051	7.835	.000	.490	.820
Water	.117	.067	.143	1.743	.083	-.015	.249
Projectors	-.708	.052	-1.167	-13.591	.000	-.811	-.605
G&C Reference materials	.731	.083	.874	8.855	.000	.568	.894

a. Dependent Variable: Students' Discipline

From Table 4.17 it can be observed that six aspects of management of guidance and counseling infrastructure management on students' discipline significantly influence students' discipline. These factors included office space for guidance and counseling which had a coefficient of -533 with a p-value of .000. This means that all other factors held constant, one unit increase in management of office reduced students' discipline by -533 units as signified by the coefficient of -533.

Computers with internet in the guidance and counseling office reduced students discipline by -862 units as signified by the coefficient of -862 units as signified by the coefficient of -862 at p-value of 000. Supply of electricity in the guidance and counseling office increased students' level of discipline by 655 units as signified by the coefficient -655 at P-value of

.000. Projectors for exhibition reduced students' indiscipline levels by -708 as signified by the coefficient -708 at p-value of .000 and guidance and counseling reference materials improved student levels of discipline by .731 units as signified by the coefficient .731 at p-value of .000 and guidance and counseling reference materials improved student levels of discipline by .731 units as signified by the coefficient .731 at p-value of .000. Chairs and tables increased levels of discipline by 378 units as signified by the coefficient 378 at p-value of .000 and provision of water had a positive effect on student levels of discipline as was signified by .117 at p-value of .083. The regression equation is students' discipline $3.656 + -533X_1 + .378X_2 + 862X_3 + .655X_4 + .117X_5 + -708X_6 + .731X_7$. This model can be used to predict students discipline in secondary schools given the fact that G & C is offered in all schools.

Management of student's discipline in Kenya has been recognized by various government policy documents since independence, the report of the task force on student discipline and unrest (Republic of Kenya, 2001). Guidance and counseling in managing student discipline provides an opportunity for interaction and resolving challenges that face students in Kenya. Departmental offices for guidance and counselling with enough space ensures that students' environment is conducive enough to enable students' to freely get the services which fosters good understanding between the client and the counselor. Chairs and table appropriate for guidance and counseling services are recommended for facilitating the counseling session. Computers with internet do not contribute to enhancing discipline in schools. Provision of water has no effect on guidance and counseling services. However, the availability of reference materials for guidance and counselling promotes discipline as students are exposed to a lot of information affecting their lives and possible remedies are captured in the reference materials. This is in agreement with research conducted by Okoth (2002) titled "guidance and counseling". Reaching out and helping adolescents explained

that guidance groups are concerned with effective discussion which has an impact on students because they get valuable information to solve problems arising from some personal adjustments and difficulties. He further says that group counseling is a useful way of helping the adolescents for whom peer group values are important. The study also agreed with Kute (2008) on discipline in public secondary schools in Kisumu Municipality who noted that students particularly the adolescents valued the level in which their issues are treated. They are also concerned about their self-image or self-esteem.

This finding is further supported by Kaloki (2006) who noted that discipline situation in schools has taken a turn for the worse. This, therefore, implies that guidance and counseling service is of great value in secondary schools so as to tackle emerging issues in schools that leads to indiscipline in schools and therefore hampering the smooth process of learning. On the provision of reference materials for guidance and counseling service the study found out that such materials enhance students' motivation for learning. A teacher who has adequate and relevant materials and facilities will be more confident, effective and productive in offering guidance and counselling service. This finding was in line with Ajowi and Simatwa (2010) who concedes that headteachers, deputy headteachers and heads of guidance and counselling should support the role of guidance counseling in schools in the administration and management of student discipline.

4.5 Management of Guidance and Counseling Financial Resource Allocation to Students' Academic Performance

Objective three sought to establish the effect of Guidance and Counseling financial resource allocation management on students' academic performance.

To actualize this objective, principals were asked to rate the status of management of G&C resource allocation in their schools. The study used the scale excellent =4.00-5.00, very

good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99 and the results were as shown Table 4.18.

Table 4.18: Status of Management of Guidance and Counseling Financial Resource Allocation to students' academic performance

Rating	Frequency	Percentage
1.00 -1.99	35	19
2.00 -2.99	90	49
3.00– 3.99	50	27
4.00 -5.00	10	5
Total	185	100

Table 4.18 shows the status of Guidance and counseling management financial resource allocation in schools. This sought to establish the effect of guidance and counseling financial resource allocation management on students' academic performance. The findings of the study showed that more than half of financial resource allocation for guidance and counseling services was poorly managed. Observation from the ratings of 1.00 -1.99 was very poor 35(19%), poor 90(49%), good 50 (27%) and 10(5%) was rated as very good. This meant that financial resources spent on educational materials were not provided to help the management of guidance and counseling service in schools. There was lack of financial resources allocated on community professionals to give lectures in schools as indicated by G&C teachers. Students were not given opportunity to interact with experts from outside the school to share ideas to understand matters pertaining to their career choice geared towards improving their academic performance. According to guidance and counseling teachers, the school lacked a counseling inventory which included lifting catalogue, records, registrars, files and checklist of students who attended guidance and counseling sessions as to make a follow up on students who needed the service. Most schools lacked a resource centre with equipped materials essential for use in promoting

G&C services in schools. The principals did not fund such important equipment because they did not budget for the provision of guidance and counseling services.

In order to establish the effect of Guidance and Counselling resource allocation management on students' academic performance, data on students' academic performance.

The study used the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99 as shown in Table 4.19.

Table 4.19: Form Four 2015 cohort performance in KCSE

Performance Index	Frequency	Percentage
3.00-3.99	13	7
4.00-4.99	84	46
5.00 -5.99	49	26
6.00- 6.99	11	5.9
7.00 -7.99	16	9
8.00 -8.99	12	6.1
Total	185	100

Table 4.19 shows the performance index of the form four cohorts 2015 in KCSE It was noted the performance index varied from fair to very good. The ratings indicate the mean of 3.00-3.99 that is 13(7%) was fair, below average was 34(46%), average mean of 5.00-5.99, 49(26%) and above average 11(5.9%). Good mean had a representation of 16(9%) and very good was 12(6.1%). The majority of the students, that is 34(46%) had a mean that was below average.

The interview schedule conducted on G&C teachers said that, “A mean of below average was attributed to poor reading habits in class whereby the students expected to be monitored closely by teachers in order to accomplish tasks given to them. This was because they were not self-driven and therefore in most cases, they expected to be coerced in order to work towards expected goals.” The Focus Group Discussion findings from the “students indicated that students were not given assignments especially they day scholars.” They also reported that sporting activities predominated their daily activities than their academic engagement.

Regression analysis was computed to establish the effect of G&C on students' academic performance was done and the results were as shown Table 4.20.

Table 4.20: Model Summary for Management of G/C Financial Resource Allocation on Students' Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.824 ^a	.679	.667	.62520	.679	53.574	7	177	.000

a. **Predictors:** (Constant), Management of Guidance and Counselling services financial Resource (Aspects of financial resources spent on: education materials, professional counselors G&C inventory, resource centre, budgets and computers)

From Table 4.20 it can be observed that there was a significant relationship between G&C management financial resource allocation as signified by the R^2 .679 with an associated p-value .000. This means that the variance of up to 67.9% was as a result of management of guidance and counselling financial resources while the difference, 32.1% explained by the error term. Therefore, the null hypothesis "Guidance and counseling resource allocation has no significant effect of student academic performance was rejected." It can also be observed that guidance and counseling financial resource management accounted for 66.7% of variation of students' academic performance as signified by the Adjusted R Square coefficient .667. This means that the other 33.3% were due to other factors that were not subject of this study. Such this implied that the model was significant for the data at 67.9% hence, a good model fit.

These findings were supported by interview findings in which teacher counselors indicated'

"Professional counselor's impact positively on students' attitude towards academic performance as most students focused on their studies after being counseled."

Observation revealed that some professional counselors were engaged as evidenced from records of visitor's book. The presence of functional computers and educational materials also revealed that indeed financial resources budgeted for G&C financial resources services were spent on desired items. This implied that principals valued the role of G&C financial resource management in enhancement of student academic performance. Principals are holders of authority to incur expenditure. Money spent effectively on educational materials, professional counselors and equipping of computers shall enable the guidance and counseling teachers effectively offer the services in order to improve academic performance.

To confirm whether Guidance and counselling services resource management was a significant predictor of student academic performance, ANOVA was computed. The results were as shown in Table 4.21.

Table 4.21: ANOVA for Management of G&C financial resource allocation and student academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	146.583	7	20.940	53.574	.000 ^b
Residual	69.184	177	.391		
Total	215.767	184			

a. **Predictors** (Constant), Management of Guidance and Counselling services financial Resource (Aspects of financial resources spent on: education materials, professional counselors G&C inventory, resource centre, computers)

From Table 4.21 it can be observed that G&C management financial resource allocation was a significant predictor on students' academic performance ($F(7, 177) = 53.574, p < .05$). This means that G&C management financial resource could be reliably used to predict students' academic performance. When financial resources allocated to G&C are used to purchase education materials, hiring of professional counselors, equipping the resource

centres and purchase of computers the teacher counselors will effectively deliver counseling services to students that will result in better performance.

Multiple linear regression analysis was computed to establish the actual effect of G&C financial resource management on students' academic performance and the results were shown on Table 4.22.

Table 4.22: Coefficient of regression for Management of G&C Resource Allocation on students' academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
	(Constant)	5.227	.580			-	9.014
Education materials	-.053	.064	-.067	-.821	.412	-.180	.074
G& C inventory	.474	.116	.513	4.102	.000	.246	.702
Resource centre	.366	.054	.394	6.834	.000	.260	.472
Professional counselors	.500	.051	.593	9.853	.000	.400	.601
Computers	-1.151	.114	-.999	-10.091	.000	-1.376	-.926

Dependent Variable: Student Academic Performance

From Table 4.22 it can be observed that management of money allocated to education materials did not significantly influence students' academic performance because the p-value was greater than .05. The financial resources used on G&C inventory, resource centre and professional counselors positively influenced student academic performance.

Financial resource management on professional counselors had the highest effect followed by G&C inventory and lastly resource centre. For instance, for every one-unit increase in financial resource management on professional counselors there was increase on students' academic performance by .500 units.

The availability of computers in guidance and counselling offices had a negative effect on students' academic performance and discipline because their presence had no effect on students' motivation. The regression model is as follows: students' academic performance = $5.227 + -0.053X_1 + .474X_2 + .366X_3 + .500X_4 + -1.151X_5$. Thus, regression equation model could be used to predict students' academic performance. Indeed G&C financial resource management does influence student academic performance because it enhances students' focus on academics. These findings were supported by interview and focus group discussion findings whereby a teacher counselor asserted that "in the absence of these services, students' academic performance would be worse."

In Kenya, most secondary schools are having Guidance and Counseling departments. These departments are headed by a teacher counselor who is referred to as head of department Guidance and Counseling. The principals are not the ones who provide up-to date educational materials to the guidance and counseling departments. The principals liaise with the community professionals and invite them to give lectures to students in the school. Guidance and Counseling offices which had student inventory, were fairly well equipped with relevant and up to date resource materials on career development which make students select appropriate career choices, guidance and counseling resources were not budgeted for in the schools' annual budget. The principals never fundraised for equipping the resource centre in the schools and that Stock in the resource centre were not controlled and results were not reported to the principals.

Apart from stock in the resource centre not controlled and results not reported to the principals therefore not well done and provision of up-to date educational materials to the guidance and counseling department was lacking. Few principals in the secondary schools in Kisii County provided resources for guidance and counseling. This finding is supported by Auni *et al.* (2014) in their study on determinants of Guidance and Counseling

Programme in “addressing Students’ Social Adjustment in Secondary Schools in Siaya District,” observed that most of the heads of guidance and counseling departments lacked adequate facilities to run the programme, although some schools had rooms set aside for guidance and counseling offices. It was revealed further that in some schools counseling took place in the games field or under the trees since the schools did not have enough buildings and therefore rooms for all offices.

In a student focus group discussion, a student stated;

Some teachers administer class assignments frequently and mark and revise the work. The guidance and counseling teacher not only gives us class work to do but he also encourages us to have confidence and high self-esteem. He encourages us to uphold good behaviours constantly and consequently, many of us behave well in school. The teacher is also knowledgeable and effectively answers questions and counsels us after lessons.

The study concurred with that of Oyiko (2011) who conceded that most schools need to equip themselves with the essential materials and facilities, for offering guidance and counseling services so as to enable the students develop required behaviour. The study also agreed with Ndung’u (2003) who found that limited time among teachers was a major hindrance to the provision of guidance and counseling services in Kenyan secondary schools. The above findings also showed that the entire school system was too overloaded for both teachers and students, and this was hurting the provision of guidance and counseling services. This finding is further supported by Nyamwange *et al.* (2012) who concede that the number of professional teacher counsellors is low, meaning that guidance and counseling service are mostly handled by teachers without professional training on guidance and counseling. In spite of high levels of training as secondary school teachers the study established that the number of trained teachers offering counseling services was small. This finding was in line with Crutchfield and Boarders (1997) who have cited lack of time as a handicap in the provision of guidance and counseling, stating that most

teachers are overloaded and often suffer from professional burnout. This finding is further supported by Wambui (2015) who noted that the time allocated for guidance and counseling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the lesson after school at 4.00 pm. Moreover, the guidance and counseling sessions were not frequent since in most schools, the sessions were held when needs arose. The finding on period allocated for guidance and counseling was further supported by Wango (2006) who noted that guidance and counseling face many challenges, including inadequate trained personnel, limited resources to enhance the services and train personnel, lack of formal guidance and counseling syllabus and curriculum and guidelines and insufficient time allocation for teacher counsellors to render the service effectively.

In this regards a teacher indicated:

The guidance and counseling department is recognized in schools out there is lack of infrastructure to support this service especially lack of offices, chairs, reading materials, and computers. This situation makes guidance and counseling teacher to be demotivated in offering this service to the students.

4.6 Management of Guidance and Counseling Financial Resource Allocation in relation to students' discipline

Objective four sought to establish the effect of management of Guidance and Counseling financial resources allocation on students' discipline. To actualize this objective, principals were asked to rate the status of G&C management financial resource allocation in their schools. The study used the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00-2.99 and Poor =1.00- 1.99 and results shown in Table 4.23.

Table 4.23: Status of Management of Guidance and Counseling resource allocation

Rating	Frequency	Percentage
1.00 -1.99	35	19
2.00 -2.99	90	49
3.00 -3.99	50	27
4.00 -5.00	10	5
Total	185	100

Table 4.23 shows the status of guidance and counseling management financial resource allocation in schools in order to promote discipline levels. From Table 4.23 it can be observed that G&C financial resource allocation management varied from very poor to very good. It can be confirmed from the table that 90(49%) of the ratings indicated that discipline levels were poor. The ratings also indicate 3.00-3.99 that is 50(27%) as good, 4.00 -5.00 represented by 10(5%) was very good. Further, it can be observed from the table that 35(19%) were poor in terms of levels of discipline. The interview details given by G&C teachers gave evidence that most students were engaged in sexual relationships that led to indiscipline in schools. They reported that most students spent much of their free time chatting on their relationships instead of adhering to school rules. The sexual relationship led to premature and unwanted pregnancies which led to few of them dropping out of schools. The guidance and counseling teachers also confirmed that few students had abusive language which impacted negatively in attaining good levels of discipline besides communicating in mother tongue.

In order to establish the effect of G&C financial resources allocation on students' academic performance The study used the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99 and data was computed as shown in Table 4.24.

Table 4.24: Status of Students Discipline 2015 form four cohort

Ratings	Frequency	Percentage
1.00-1.99	16	9
2.00 -2.99	64	34.5
3.00 -3.99	62	33.5
4.00 -5.00	43	23
Total	185	100

Table 4.24 shows the status of students' discipline of the form four 2015 cohort. From Table 4.24 it can be noted that management of student levels of discipline varied from poor to excellent. The ratings show that 1.00 to 1.99 that is 16(9%) indicate poor levels of discipline, 2.00 to 2.99 that is 64(34.5%) indicate good levels of discipline, 3.00 to 3.99 that is 62(33.5%) indicate excellent. The levels of discipline were that either are poor in score or are few that is 16(9%).

The findings from the focus group discussion given by the students indicate that good discipline was attributed to effective use of textbooks by borrowing to ensure that the learning abilities confirmed with expected goals for students and that they were self-driven in accomplishing given assignments, remedial activities and adhering to the guidelines given by their teachers, especially on proper choice of questions in examination. Regression analysis was computed to establish the effect of G&C on students' academic performance was done and the results were as shown Table in Table 4.25.

Table 4.25: Model Summary for management of G&C financial resource allocation and students' discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		df2
1	.820 ^a	.680	.671	.62641	.680	53.682	7	177	.000

Predictors (Constant), Management of Guidance and Counselling services financial Resource (Aspects of financial resources spent on: education materials, professional counselors G&C inventory, resource centre and computers)

From Table 4.25 it can be asserted that there was a significant relationship between Guidance and counseling financial resource management and student discipline signified by the R - value .820 and p –value .000. This implies that the relationship was strong. This indicates that the null hypothesis “Guidance and Counseling financial resource management allocation has no significant effect on students’ discipline was therefore rejected. It can also be noted that G&C financial resource allocation management on discipline accounted for 67.1% of variation of students’ discipline as signified by adjusted R square coefficient of .671. This implies that the other 32.9% were due to other factors that were not subject of the study. Such other factors could include: spiritual nourishment imparted to the students in school that promoted the positive moral behaviour, parental guidance and strict school rules.

It is also revealed that, education materials bought in schools enriched the students with the required knowledge that improved their discipline. The education materials made the students to be engaged in their learning activities and therefore cases of student indiscipline were minimized. This means that financial management can be reliable to predict students’ discipline. If financial resources are effectively used in schools it could lead to hiring of professional counselors whose contribution can resolve challenges that students face like lateness, taking of fresh leaves and even fighting a situation that culminates to students’ upholding school rules thus promoting discipline.

An analysis of Variance on the effect of management of guidance and counseling financial resource allocation on students’ discipline was computed as shown in Table 4.26.

Table 4.26: ANOVA for management of G&C financial resource and students' discipline

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	71.285	7	10.184	23.126	.000 ^b
Residual	77.943	177	.440		
Total	149.229	184			

a. Predictors (Constant), Management of Guidance and Counselling services (financial Resource Aspects of financial resources spent on: education materials, professional counselors G&C inventory, resource centres and computers)

From Table 4.26 it can be observed that G/C management financial resource allocation was a significant predictor on students' discipline ($F(7,177) = 23.126, p < .05$). This means that management of G&C financial resource could be reliably used to predict students' discipline. When financial resources allocated to G/C are properly used to purchase education materials, hiring counsellors, equipping the resource centres and purchase of computers, the teacher counselors will effectively deliver counselling services to students and will result to enhancing students' discipline. To establish actual effect of management of Guidance and Counselling financial resource on students' discipline, multiple linear regression analysis was computed and the results were as shown in Table 4.27.

Table 4.27: Coefficient of Regression for management of G&C financial resource Allocation and students' discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.488	.616		4.041	.000
Education material	.239	.068	.362	3.498	.001
G& C inventory	-.310	.123	-.404	-2.529	.012
Resource centre	.333	.057	.431	5.856	.000
Professional counselors	.306	.054	.437	5.682	.000
Computers	-.461	.121	-.481	-3.807	.000

Dependent Variable: Students' Discipline:

From Table 4.27 it can be observed that management of financial resources allocated to professional counselors, availability of a resource centre and education materials significantly influenced discipline because the p-value was less than .05. The aspect of financial resource management that enhanced students' discipline were professional counselors, resource centre and educational materials. The regression equation is student discipline = 2.488 + .239X₁ + -310X₂ + .333 X₃+ .306X₄ + -461X₅. This model can be used to predict students' discipline in secondary schools through offering guidance and counseling in schools.

The study revealed that principals in Kisii play a pivotal role in enhancing the operations of guidance and counseling services. It is directly their responsibility in administering guidance and counseling services which has a positive impact in resolving and diminishing high levels of indiscipline. It is also important that the community where the schools are located should act as guidance and counseling resource persons. Furthermore, guidance and counseling offices in secondary with students' inventory provides a positive result on students' discipline records on guidance and counseling services are recorded for the follow-ups.

During the interview one of the teachers noted;

Finance allocation to guidance and counseling services are not factored in overall budget of the school. This has created a vacuum of responsibilities to enhance counseling sessions which is crucial in creating a conducive environment for students to learn. He further noted that such a situation makes the students endangered species who lack direction and can easily fight.

The schools in Kisii County with Resource centres equipped with relevant materials on career posted a high level of discipline. Control resources at the centre promotes accountability and transparency in schools thus affecting the provision of guidance and counseling services which in turn curb rising cases of indiscipline. This study concurs with

study conducted by Ndambuki (2011) and Ondече (2007) who found out that a student with high self-esteem is focused, responsible and makes high academic achievements. These contrasts with student who has low self-esteem, who feels negatively and emotionally intolerant besides being socially and morally incompetent a situation which causes maladjusted behaviours resulting to misbehavior and truancy.

The study is also in line with Collins (2002) who opines that it is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever-changing environment, understand themselves, their academic, social and physical environment, realize their potentials as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. He further noted that guidance and counseling of students made students disciplined and become able to deal with challenges and realities they face in their academic social and physical environment. On availability of spacious rooms for guidance and counselling services the study is in agreement with a study conducted by Wambui and Fisher (2015) who opine that record keeping is a challenge to most schools in Kenya. Lack of a specific counseling room in some schools could pose a problem in the safety and confidentiality of counseling files. Further lack of ethical standards on record keeping creates confusion about how to keep the records for how long and who has access to the records. The study is also in agreement with Oyieyo (2012) who found out that all principals in Kabondo division Kenya responded that guidance and counseling is vital for good performance as a result of good discipline.

During the interview a principal stated:

Government funding is delayed in schools thus creating confusion in co-ordinating academic activities in schools. However, when such funding is given the government has not given a clear policy on guidance and counseling service therefore posing a challenge on the discipline and performance of students.

Ajowi (2005) reported that guidance and counseling was minimally used to address students' disciplinary problems which was punishment dominated. He further showed that there was no harmony between guidance and counseling department and disciplinary committees in schools. Further the studies relate to Baker and Gerter (2001) who reported that students who participated in a school counseling program had significantly less inappropriate behaviours and more attitudes towards school than those students who did not participate in the program.

A student in a focus group discussion stated:

Guidance and counseling offices do not have adequate chairs and most of them are too small. This hampers an enabling environment for the provision of guidance and counseling sessions.

4.7 Management of Guidance and Counseling Time Allocation on Academic Performance

Objective five sought to establish the effect of management of Guidance and Counseling time allocation on students' academic performance. To actualize the objective principals were asked to rate the status of management of G&C time allocation in their schools. The study used the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99 The results were as shown Table 4.28.

Table 4.28: Status of Management of Guidance and Counseling time Allocation in Schools

Ratings	Frequency	Percentage
1.00 -1.99	0	0
2.10 -2.99	122	66
3.10 -3.99	63	34
4.10 -5.00	0	0
Total	185	100

Table 4.28 indicates the status of guidance and counseling time allocation management in schools. From Table 4.28, it can be observed that G&C time management in schools varied from poor to excellent. The ratings of 1.00-1.99 that is 0(0%) implied that there were no respondents, 2.00 to 2.99 that is 122(66%) showed that time management was good, 3.00

to 3.99 that is 63(34%) indicated that time management was very good and 4.00-5.00 that is 0(0%) indicated that non responded that time management was excellent. The interview schedule conducted on guidance and counseling teachers showed that punctuality to school functions were adhered to, especially academic activities. However, less time was pressured to guidance and counseling sessions. They further noted that the counseling session lack very few minutes, especially on 30 minutes that was the little to cater for student challenges.

In order to establish the effect of management of G&C time allocation on student academic performance, data on students' academic performance was computed using the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99 as shown in Table 4.29.

Table 4.29: Form Four 2015 cohort performance in KCSE

Performance Index	Frequency	Percentage
3.00- 3.99	13	7
4.00-4.99	84	46
5.00 -5.99	49	26
6.00- 6.99	11	5.9
7.00 -7.99	16	9
8.00 -8.00	12	6.1
Total	185	100

Source KNEC

Table 4.29 shows the status of guidance and counseling time allocation management in schools in relation to student performance. It can be observed from Table 4.29 that guidance and counseling time allocation management in schools varied from fair to very good. The ratings of 3.00- 3.99 that is 13(7%) indicate fair performance, 4.00-4.99 which is 84(46%) shows a mean of below average. Report by students from the focus group discussions affirmed that enough time was not allocated to students to balance between recreation and

academic activities so as maintain better academic achievements. They also noted that professionals in G&C services lacked enough time to interact with the students in order to impart them with the necessary skills and knowledge in career choice and academic progress.

Regression analysis was computed to establish the effect of Guidance and Counseling on students' academic performance was done and the results were as shown Table 4.30.

Table 4.30: Model Summary for management of G&C time allocation and student's academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.658 ^a	.434	.411	.83096	.434	19.355	7	177	.000

a. Predictors: (Constant), Management of G&C Time Allocation (Aspects of 30 minutes, 1 hour, 1hour 30minutes, 2hours 30minutes, 3hours,& 3hours 30minutes)

From Table 4.30, it can be observed that there was a significant relationship between management G&C time allocation, and students' academic performance as indicated by the R value .658 and p-value of .000. This shows that the relationship was strong and positive. This also meant that the null hypothesis "guidance and counseling time allocation management has no significant effect on students' academic performance" was rejected. It could also be observed that guidance and counseling time allocation management accounted for 43.4% of variation in students' academic performance as signified by the adjusted R Square coefficient .434. This meant that the other 56.6% were due to other factors that were not subject of this study. Such factors could include the entry behavior of the learners and the schools culture such as routine time on school functions as adhered by individual schools. Interviews conducted on G&C teacher counselors revealed that few students were lazy and they needed to be strictly prompted by teachers to undertake their

assignment. Observation from school records indicated that much time was wasted at home due to difficulties in the payment of school fees.

From Focus Group Discussion students gave a positive note that G&C services motivated their attitude towards learning as it made them to aspire to achieve greater goals in academic performance.

An analysis of Variance of the effect of management of guidance and counseling time allocation on student academic performance was done as shown in Table 4.31.

Table 4.31: ANOVA for management of G&C time allocation and student academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	93.551	7	13.364	19.355	.000 ^b
Residual	122.217	177	.690		
Total	215.767	184			

a. Predictors: (Constant), Management of G&C Time Allocation (Aspects of 30 minutes, 1 hour, 1hour 30minutes, 2 hours and 30minutes, 3 hours,&3hours 30minutes)

From Table 4.31 it can be observed that time allocation management was significant predictors of students' academic performance ($F(7,177) = 19.355, p < .05$). This implied that time allocation management could be reliably used to predict students' academic performance. When time allocation management in schools is effectively done, the allocation of one hour or one and half hours to render G&C services in schools would enable students to perform highly in their academic performance. This affirms that students who attended for guidance and counseling services improved their academic performance. Interview on G&C teachers supported the finding on Table 4.32 that students had various activities within the school time table and therefore they were satisfied with a counseling session that took at least 30minutes to a maximum of one and half hours. This made them to follow up other school routine assignments. Multiple linear regression analysis of the effect of management of guidance and counseling time allocation on students' academic performance was done as shown in Table 4.32.

Table 4.32: Coefficient of Regression for Management of G&C Time Allocation and Students' Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	5.790	.499	-	11.605	.000	4.806	6.775
30 min	.218	.075	.210	2.897	.004	.069	.366
1 hour	-.501	.114	-.458	-4.389	.000	-.726	-.276
1hour 30 min	.012	.086	.013	.140	.889	-.158	.182
2 hours	-.276	.049	-.406	-5.633	.000	-.373	-.179
2 hours 30 min	-.228	.077	-.313	-2.982	.003	-.380	-.077
3 hours	-.110	.049	-.154	-2.266	.025	-.206	-.014
3 hours 30min	-.076	.059	-.099	-1.296	.197	-.192	.040

Dependent Variable: Student Academic Performance

From Table 4.32, it can be observed that five variables of guidance and counseling time allocation management negatively influenced student academic performance. These were one-hour time allocation; two hours' time allocation, two and half hours' time allocation, three hours' time allocation and three and half-hours' time allocation. This implies that the more time allocated on guidance and counseling post a decline on students' academic performance. The aspect of time allocation management that boosted student academic performance was: Thirty-minute allocation and one hour and half-time allocation. The regression equation is students' academic performance = 5.790 + .218X₁ + -501X₂ + 0.12X₃ + -276X₄ + -288X₅ + -110X₆ + -076X₇.

Time management for guidance and counseling services play a crucial role in as four as academic performances is concerned. The majority agreed that 30minutes was not enough time allocated for counselling programme. The majority agreed that one hour was sufficient to be set aside for guidance and counselling programme. This was a clear indication that majority of principals in Kisii County agreed that one hour to a range of three hours programme for guidance and counseling was sufficient for effective student performance. This study was supported by Wambui (2015) who noted that the time allocated for guidance and counseling sessions were too short and inappropriate as the sessions were scheduled

during lunch break at the end of the lesson after school at 4.00pm. Moreover, the guidance and counseling sessions were not frequent since in most school the sessions were held when need arose. The findings further indicated that only a few students especially females sought counseling. The study by Wango (2006) also reported that guidance and counseling face many challenges, including inadequate trained person, limited resources to enhance the services and train personnel, lack of formal guidance and counseling syllabus and curriculum, and insufficient time allocation for teacher counselors to render the services effectively.

During focus group discussion a student remarked;

There is no specific timetable for students to attend guidance and counseling session's teachers are mostly engaged with their teaching roles ignoring students personal and performance needs. The students with emotional disturbances lack appreciation and support from the teacher counselors.

The findings by the Ministry of Education in 2005 is in support of this study as guidance and counseling was seen as an appropriate approach of dealing with the emerging challenges such as human rights abuse, drug and substance abuse, corruption, violence and social exclusion. This concurs with the national policy on education (2004) which states that education is an instrument for effective national development. This means that a student is expected to acquire skills and experiences required to be fit in the world of work after graduation. Further, a study conducted by Napier (1972) argues that there are a host of problems which cause students to attain poor academic performance, including anxiety, poor self -concept, sexuality, poor methods of study, poor reading techniques, all of which require guidance and counseling services to be rectified.

A student in a focus group discussion stated:

Guidance and counseling lacked an inventory thus there were no records of students counseled furthermore there was no specification of the duration that the counseling session took. The offices also lacked electricity to provide enough light in those offices.

4.8 Effect of Management of Guidance and Counseling Time Allocation on Students' Discipline

Objective six sought to establish the effect of management of Guidance and Counseling time allocation on students' discipline. To actualize the objective principals were asked to rate the status of management of G&C time allocation in their schools. The results were as shown Table 4.33. The study used the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99. Table 4.33: Status of Management of G&C Time Allocation in schools in relation to student discipline

Ratings	Frequency	Percentage
1.0 -1.99	0	0
2.00 -2.99	122	66
3.00 -3.99	63	34
4.00 -5.00	0	0
Total	185	100

From Table 4.33 it can be observed that guidance and counseling time management in schools varied from very poor to very good. From Table 4.33 the ratings of 1.00- 1.99 that is, 0(0%) implied that there were no respondents on very poor time management, 2.00-2.99 that is 122(66%) indicated that time management was poor. The ratings 3.00-3.99 that is, 63(34%) showed that time management was very good and 4.00-5.00 that is 0(0%) there were no rating of very good in time management.

Interview on guidance and counseling revealed that the schools' rating of time was followed but it did not capture guidance and counseling sessions in most schools. This, therefore, implied that students were not properly guided on matters pertaining to discipline and occasionally led to physical fighting thus violating the school rules. The guidance and counseling teachers further noted that few students had cases that involved drug abuse and alcohol whereby the culprits were not counseled adequately because of poor time

management of time for guidance and counseling services. They culminated into school dropout and demotivated learning.

In order to establish the effect of management of G&C time allocation on student discipline data on students' academic performance was using the scale excellent =4.00-5.00, very good=3.00- 3.99, Good=2.00- 2.99 and Poor =1.00- 1.99 and computed as shown in Table 4.34.

Table 4.34: Status of students' discipline 2015 form four cohort

Ratings	Frequency	Percentage
1.00-1.99	16	9
2.00 -2.99	64	34.5
3.00 -3.99	62	33.5
4.00 -5.00	43	23
Total	185	100

From Table 4.34 it can be observed that time management in schools on student discipline varied from very poor to very good. The ratings 1.00 -1.99 that is 16(9%) were rated as very poor in terms of discipline, 2.00-2.99 that 64(34.5%) the levels of discipline were poor, 3.00-3.99 that is 62(38.5%) indicated good and 4.00-5.00 that is 43(23%) was rated as very good. The interview schedule for G&C teachers gave details that the good levels of discipline was evidenced by a determining cases of student fighting in schools and therefore unruly students were few as the majority adhered to school rules.

Regression analysis was computed to establish the effect of G&C on students' academic performance was done and the results were as shown Table 4.35.

Table 4.35: Model Summary for management of G&C and Counseling Time Allocation on Student’s Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.691 ^a	.477	.456	.66395	.477	23.075	7	177	.000

a. Predictors: (Constant), Management of G&C Time Allocation (Aspects of: 30 minutes, 1 hr, 1hour 30minutes, 2 hours 30minutes, 3hours, &3hours 30minutes)

From Table 4.35 it can be observed that there was a significant relationship between management of G&C time allocation and students’ discipline as signified by the R value .691 and p- value of .000. This means that the relationship was positive and strong. Therefore, the null hypothesis “guidance and counseling time allocation management has no significant effect on students’ discipline” was rejected. It can also be observed that G&C time allocation management accounted for 47.7% of variation in students ‘discipline as signified by the adjusted R square coefficient .447. This means that 52.3% were due to other factors that were not subject of this study such as adhering to school rules due to competent managerial skills by school administrators and positive influence from the school community. These findings were supported by G&C counselors. From the interview schedule which indicated that professional counselors from the community enabled students to develop a positive attitude towards obeying their school administrators thus avoiding indiscipline behaviours such as premature relationships, early pregnancies and drop-outs from school. Observation from the school attendance registers showed that most students followed school time table and they were punctual in school in both morning and evening classes.

Analysis of variance of the effect of management of guidance and counseling time allocation on students’ discipline was computed as shown in Table 4.36.

Table 4.36: ANOVA for management of G&C time allocation management on students' discipline

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	71.203	7	10.172	23.075	.000 ^b
Residual	78.026	177	.441		
Total	149.229	184			

a. Predictors: (Constant), Management of G&C Time Allocation (Aspects of: 30 minutes, 1 hour, 1hour 30minutes, 2 hours 30minutes, 3hrs & 3 hours 30minutes)

From Table 4.36 it can be observed that management of G&C time allocation was a significant predictor of students' discipline ($F(7, 177) = 23.075, p < 0.05$). This means that management of time allocation can be reliably used to predict students' discipline. One hour or one and half hours allocated to G&C sessions in schools when effectively administered in schools can lead to students' good levels of discipline.

Multiple linear Regression analysis of the effect of management of G&C services time allocation on students' discipline was computed as shown in Table 4.37.

Table 4.37: Coefficient of Regression for Management of G&C time allocation and students' discipline

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Beta	Lower Bound
(Constant)	4.750	.399		11.914	.000	3.963	5.537
30 min	.217	.060	.252	3.605	.000	.098	.335
1 hour	-.567	.091	-.624	-6.217	.000	-.747	-.387
1hour 30 min	.207	.069	.259	3.005	.003	.071	.343
2 hours	-.165	.039	-.293	-4.226	.000	-.243	-.088
2 hours 30 min	-.201	.061	-.330	-3.276	.001	-.321	-.080
3 hours	-.137	.039	-.230	-3.519	.001	-.213	-.060
3 hours 30min	-.074	.047	-.116	-1.583	.115	-.167	.018

Dependent Variable: Students' Discipline:

From Table 4.37 it can be observed that 30 minutes and one and half hours of counseling positively influenced students' discipline. One hour, two hours, two and half hours, three hours and 3 hours and 30 minutes of counseling had a negative influence on students'

discipline. This means that a long duration in student counseling did not motivate them into behaviour change. Findings from Focus group study groups found that students were unhappy with long session of counseling compared to 30 minutes only or one hour and thirty minutes.

Allocation of enough time for guidance and counseling services in order to improve student discipline is significant as supported by the findings of this study. When guidance and counseling is timetabled a road, map is provided for managing guidance and counseling and therefore contributes immensely for minimizing cases of indiscipline as found out in Kisii County. Every class should have specific days for guidance and counseling services. The allocated time for guidance and counseling bear positive results to cater for challenges that students' face challenges that students' face in fostering education levels of high performance and improving levels of student discipline. This study is supported by Kingori (2007) who observes that proper implementation and utilization of guidance and counseling services had a positive effect on the management of drug abuse among secondary school students.

Guidance and Counselling services reduce the level of drug taking in schools. The findings are further supported by Maithya (2009) who observes that strategies used to address drug abuse are mainly summoning of parents to school, suspension, heavy punishment and expulsion however the findings recommended guidance and counseling services as a better option in dealing with such problems. These findings are supported by Mutie and Ndambuki (2004) who observe that guidance and counseling enable the adolescents cope with the challenges associated with growing up. This is the period when they experiment with drugs and personal relationships such as dating and they also get in trouble with authority. They face identity crisis and hence are easily influenced by peers into engaging in bad behaviours. Time management of guidance and counseling in fostering discipline in

further supported by Gitonga (199) in an attempt to establish the problems encountered by Head teachers in the guidance and counseling programme found that one of the problems was lack of adequate time. She established that few schools had specific time allocated for this purpose.

4.9 Effect of Management of Guidance and Counseling (Infrastructure, Financial resources and Time Allocation) on Students' Academic Performance

There was need to establish the effect of Guidance and Counseling infrastructure, financial resources and time management on students' academic performance and discipline. This is because the three factors act together while influencing the student academic performance and discipline. The results of the analysis were as shown in Tables 4.38, 4.39, 4.40, 4.41, 4.42 and 4.43.

Table 4.38: Multiregression analysis for G&C Management and students' academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.518 ^a	.268	.256	.93395	.268	22.122	3	181	.000

a. Predictors: (Constant) Management of G&C services: (Aspects of: Infrastructure, financial resources and time).

From Table 4.38 it can be observed that there was a significant relationship between G&C infrastructure, financial resources and time management on students' academic performance as signified by the R value .518 and p- value .000. This means that the relationship was positive. Therefore, the null-hypothesis "G&C infrastructure, resource allocation and time management had no significant effect on student performance" was rejected. It accounted for 26.8% of variation in students' academic performance as signified by the Adjusted R square coefficient .268. This means that the other 73.2% were due to

other factors that were not subject to the study. Such factors could include teacher qualification and students' entry behaviour.

These findings were supported by interviews conducted to teacher counselors who indicated that when students are admitted with a higher level of marks especially more than a half of the KCPE score such students are self-directed in their studies without many instructions from their supervisors. Focus group discussion done on students revealed that students were confident in their studies when provided with a lockable chairs and tables because their education materials were kept safe. Students also indicated that when they attended G& C sessions their personal problems were attended to which resulted in a better academic performance. Analysis of Variance test model for combined variables and academic performance was computed as shown in Table 4.39.

Table 4.39: ANOVA for G&C management and students' academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	57.889	3	19.296	22.122	.000 ^b
Residual	157.879	181	.872		
Total	215.767	184			

a. Predictors: (Constant) Management of G&C: (Aspects of: Infrastructure, financial resources and time).

From Table 4.39, it can be observed that management of G&C infrastructure, resource allocation and time allocation was a significant predictor of students' academic performance ($F(3, 181) = 22.122, p < .05$). This implies that infrastructure, resource allocation and time management could be reliably used to predict students' academic performance. It is a clear indication that when time is well managed it leads to a better performance. Also, availability of infrastructure makes students comfortable with their studies and more so the allocation of resources brings a greater value on students' academic performance.

In order to establish the actual effect of management G&C infrastructure, Financial Resources and Time allocation on students' academic performance multiple regression analysis was computed and the results were as shown in Table 4.40.

Table 4.40: Coefficient of multiregression G&C Management and students' academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	5.760	.554	-	10.403	.000	4.667	6.852
1 Infrastructure	-835	.159	-.800	-5.241	.000	-1.149	-.521
Financial Resources	1.117	.228	.740	4.889	.000	.666	1.567
Time	-1.057	.153	-.448	-6.917	.000	-1.358	-.755

a. Dependent Variable: Academic Performance

From Table 4.40, it can be observed that management of G&C infrastructure and time allocation had a negative effect on students' academic performance as indicated by the coefficients -835 and -1.057 respectively. Guidance and counseling resource allocation management indicated a positive effect on students' academic performance as shown by the coefficient of 1.117 with a p- value of .000. This also indicates that when resources are effectively allocated for G&C services, they positively influence students' academic performance. The regression equation is students' academic performance $5.760 + (-835)X_1 + 1.117X_2 + (-1.057)X_3$.

The findings of this study are supported by Odhiambo (2014) in Nakuru County who found out that guidance and counseling performance in schools has a positive impact on the academic performance of students. He also proposed that teacher counselors ought to take advantage of the positive attitude of the students to enhance their academic performance in schools.

Infrastructure management in this study indicated that when the G&C office is spacious, well-ventilated and having necessary equipment like computers with internet it results to higher academic performance as supported by Nwakolo (2006) who noted that when counselors perform their expected duties in the school setting then the students will be satisfied as their different academic vocational, social and personal life aspirations are fulfilled. He further said that career counseling is very fundamental to students' successful and meaningful living whereby every student desire to be identified with a good profession that could only be achieved through effective guidance and counseling service. The study revealed that resource allocation is paramount for better performance as supported by Hedge *et al* (1994) who in his research concluded that the relationship between resource inputs and student outcomes was consistent and positive and could be used to frame educational policy. He reported that a broad range of school inputs are positively related to student outcomes. Kafwa (2005) supports this study by pointing out that lack of funds, education materials and shortage of staff to facilitate G&C services in schools hinder academic schools of public secondary schools in Kenya.

During the interview a teacher stated;

The school administration does not encourage the provision of guidance and counseling service because they are not assisted to purchase resources for guidance and counseling such as reference materials visible chars, books and relevant journals.

Table 4.41: Multiregression Model Summary for G&C management and Students' Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.541 ^a	.292	.281	.76376	.292	24.942	3	181	.000

a. Predictors: (Constant), Time allocation, Resources, Infrastructure

From Table 4.41 it can be observed that there was a significant relationship between guidance and counseling infrastructure, resource allocation and time management on students discipline as signified by the value .541 and p-value .000. This meant that the relationship was positive. Therefore, the null-hypothesis “Guidance and counseling infrastructure, resource allocation and time management has no significant effect on student discipline was rejected. It can also be observed that guidance and counseling infrastructure, resource allocation and time management accounted for 29.2% of variation on students’ discipline was signified by the adjusted R- square coefficient .292. This means that the other 70.8% was due to other factors that were not subject of this study. Such factors could include spiritual guidance and counseling offered in schools, rate of sporting activities and the school culture.

Interview schedules conducted on G&C teachers revealed that availability of reference materials for students and computers facilitated G&C services and thus made the students to be engaged positively resulting into a reduction of indiscipline cases in most schools. Information gathered from the students that was obtained from Focus Group Discussion supported this study by indicating that students who participated vigorously in sporting activities had no time to exhibit any undesired behaviour like drug abuse and fighting. They were readily available for G&C services which they supported as a tool to curb indiscipline. Analysis of Variance for combined effect of variables and discipline was computed as shown in Table 4.42.

Table 4.42: Multiregression ANOVA model G&C magement and Students' Discipline

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	43.647	3	14.549	24.942	.000 ^b
Residual	105.581	181	.583		
Total	149.229	184			

Predictors: Infrastructure, Financial Resources and Time Allocation^a

From Table 4.42 it can be observed that management of G&C infrastructure, resource allocation and time allocation was a significant predictor of students' discipline (F (3, 181)=24.942, p<.05). This means that infrastructure, resource allocation and time management can be reliably used to predict students' discipline. This indicates that when resources are effectively allocated on G&C services relevant equipment are funded for resulting into a better behaviour therefore minimizing cases of student indiscipline and evidence.

In order to establish the actual effect of management of G&C infrastructure, financial resources and time allocation on students' Discipline multiple regression analysis was computed and the results were as shown in Table 4.43.

Table 4.43: Multiregression Model Summary for G&C Management and students' discipline

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	6.122	.453	-	13.521	.000	5.228	7.015
1 Infrastructure	-.598	.130	-.689	-4.591	.000	-.855	-.341
Financial Resources	.462	.187	.368	2.472	.014	.093	.830
Time	-.901	.125	-.460	-7.212	.000	-1.148	-.654

a. Dependent Variable: Discipline

From Table 4.43 it can be observed that management of G&C infrastructure and time allocation had a negative effect on students' discipline as indicated by the confidents -598 and -901 respectively. Management of Guidance and counseling resource allocation

indicated a positive effect on students' discipline as shown by the coefficient of .462 with a p-value of .000. This gives evidence that when resources are effectively allocated for guidance and counseling services, they positively influence students' discipline. The regression equation is students' discipline $6.122 + .598X_1 + .462X_2 + .901X_3$.

The study found out that the allocation of resources for G&C services in most schools had a higher positive impact than management of time and infrastructure in terms of reducing cases of indiscipline to the students. This study concurs with the findings of Mutie and Ndambuki (2004) who observed that when resources are availed for G&C in schools, students are counseled and enabled to cope with adolescence because this is the period when the youths do experiment with drugs and personal relationships such as dating and sexual abuse. They face identity crisis and are easily influenced by peers into engaging into bad behaviour. Gitonga (1999) in an attempt to establish the problems encountered by Headteachers in the guidance and counseling programme found out that one of the problems was lack of adequate time which supported this study. Time as a crucial factor in G&C in schools was not enough as G&C sessions were not time-tabled and in some cases took as short time as less than 20 minutes in some schools. Conversely, the study revealed that a long duration in G&C service was boredom to students and it did not yield positive results.

During the interview, one of the principal stated:

The younger teacher was not comfortable with the counseling sessions in schools because once they detected a student with disciplinary problems they deployed other alternative approach to students' problems especially punishment and quick reactions to students unlike the old teachers who were comfortable with counseling which led to students' improved behavior and enhancement of quality learning.

This study is further supported by Collins (2002) who found out that, through guidance and counseling students are assisted to be disciplined and become able to deal with challenges

and realities they face in their academic, social, and physical environment, thus modifying their behaviour. This study found out that when students are provided with the required infrastructure, for instance a spacious counseling room with well furnished chairs and tables they positively participated and G&C used in the long run avoid unnecessary misbehaviour such as absenteeism and fighting. Observation that is supported by Baker and Gerler (2001) who reported their findings that students who participated in a school counseling programme had significantly less inappropriate behaviours and more positive attitude towards school than those students who did not participate in the guidance and counseling program. Ayieko (1988) also supports this study by saying that guidance and counseling plays a pivotal role in students' behaviour management and correction in schools. Therefore, counseling could be used both as a curative measure in addressing school indiscipline problem.

Wango (2006) supports the findings of the study by saying that guidance and counseling face many challenges including inadequate trained personnel, limited resources to enhance the services, lack of formal guidance and counseling syllabus and insufficient time allocation for guidance and counseling in schools.

In a student focus group discussion, a student stated;

Some of the students who are counseled are given a punishment as a first step in correcting their mistakes and therefore view guidance and counseling sessions negatively as a way of extending their mental torture in a nutshell are not motivated at all.

The combined effects on the management of infrastructure, financial resource and time allocation in regard to Guidance and Counseling services in school indicate that in most schools more than half of the rated responds confirm that adequate infrastructure was not provided in schools. This explains that G&C services is taken haphazardly in school and not prioritized. Management of financial resource allocation lacked the effort of the

principals in budgeting for G&C services in schools and there were no financial resources allocated for the purchase of relevant equipments and references that could uphold the G&C services in schools to be geared up.

In this regard a principal remarked:

Some teachers chosen as counselors were not willing to conduct counseling sessions because most of them are not trained in guidance and counseling skills and therefore undermine the quality of the service that is intended to create an enabling environment for students' career growth and development.

Time management in schools was poor because there were over 50% of the respondents who affirmed that time allocated for guidance and counseling services was not enough because it was not timetabled and, in some instances, where it was conducted it took 90 minutes or less.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study.

5.2 Summary of Findings

The findings are summarized thematically based on the objectives of the study.

5.2.1 Effect of Guidance and Counseling Infrastructure Management on Students' Academic Performance

It was established that infrastructure management had a significant effect on students' academic performance. Infrastructure management accounted for 72.6% of variation of students' academic performance. This means that the other 27.4% was due to other factors that were not subject to the study that included rewards given to performing students and exemption from part of fee payment on students who excelled in their studies.

Infrastructure management can be reliably used to predict students' academic performance. Interview schedule conducted on guidance and counseling teachers said that students benefited a lot from the reference materials that they were provided with in schools to improve their academic performance. The interviews also confirmed that a spacious office for G&C services, well equipped with computers with internet, had a positive effect on students' academic performance.

5.2.2. Effect of Guidance and Counseling Infrastructure Management on Students' Discipline

From the study findings, it was established that infrastructure management had a significant effect on students' discipline. Infrastructure management accounted for 57.5% of the variation in students' discipline. This means that the other 42.5% were due to other factors that were not subject of this study that could include spiritual services offered in schools, sporting activities and tours and trips that engaged students positively to uphold good discipline. It was observed that infrastructure management was a significant predictor of students' discipline and therefore can be reliably used to predict students' discipline.

Interviews conducted on G&C teachers revealed that when students are engaged in matters related to their religions they transform their lives, thus avoiding indiscipline that disrupts schools smooth discipline procedures. Observation confirmed that when students are provided with electricity, enough chairs and tables and computers with internet they are positively engaged to minimize cases of indiscipline.

5.2.3. Effect of Guidance and Counseling

Financial Resource Allocation Management on Students' academic performance

The study established that financial resource allocation management had a significant on students' academic performance. It was observed that G&C financial resource allocation management accounted for 66.7% of variation of students' academic performance whereby the other 33.3% were due to other factors that were not subject of this study that included such factors as teacher qualifications and students' entry behaviour. Therefore, G&C financial resource allocation management could be reliably used to predict students' academic performance.

Interview findings on guidance and counseling teachers indicated that professional counselors impacted positively on students' attitude towards academic performance. Observation revealed that there were records of students' who attended G&C services.

5.2.4. Effect of Guidance and Counseling Resource Allocation Management on students' discipline

The study findings from the interviewed Guidance and counseling teachers showed that provision of educational materials was inadequate in most schools. The counseling department lacked reference materials that could enable students to acquire knowledge and skills necessary to face academic challenges that they aspired to conquer. The counseling room was not spacious in most schools and it was not well equipped with computers with internet.

The study further established from the guidance and counseling teachers that counseling sessions were not budgeted from the school administrators. This hampered the purchase of educational materials, files and other necessary materials for keeping records of students' counseled and those who needed counseling and guidance in their academic career. The focus group discussion from the students ascertained that they were not accorded counsellors from the community whose expert knowledge is necessary for their day to day activities. The students further noted that lack of financial resources on guidance and counseling services led to frustrations causing indiscipline especially on physical fights, unwanted sexual relationship and school dropouts.

5.2.5 Effect of Guidance and counseling Time Allocation Management on Students' Academic Performance

The study established that guidance and counseling time allocation management had a significance effect on students' academic performance. It was observed that guidance and

counseling time allocation management accounted for 43.3% of variation in students' academic performance. This means that the other 56.6% were due to other factors that were not subject of this study such factors could include the entry behaviour of the learners and school culture for instance routine time on school functions. It was also observed that time allocation management can be reliably used to predict students' academic performance. When time is effectively allocated for G&C services in schools it enables students to perform highly in their academic performance.

Interview conducted on G& C teacher counselors revealed that few students were lazy and therefore they needed to be strictly prompted by teachers to undertake their assignments. Observation from school records indicated that much time was wasted at home due to difficulties in the payment of school fees.

5.2.6 Effect of Guidance and counseling Time Allocation Management on Students' discipline

From the study findings, it was established that G&C time allocation management had a significant effect on students' discipline. It was observed that G&C time allocation management accounted for 47.7% of variation on students' discipline. This means that 52.3% were due to other factors that were not subject of this study. These were adherence to school rules due to competent managerial skills by school administrator. It was also observed that time allocation management can be reliably used to predict students' discipline when allocated time for guidance and counseling are effectively managed in schools they led to students' good levels of discipline.

Interview schedule on G&C teachers indicated that professional counselors from the community enabled students to develop a positive attitude towards obeying their school administrators, thus avoiding indiscipline behaviours such as premature relationships, early

pregnancies, and dropout from schools. Observation from the school attendance registers showed that most students followed school timetable and they were punctual in school.

5.3 Conclusion

Based on the study findings, the following conclusions were made:

- i. Effect management of guidance and counseling infrastructure effectively influenced students' academic performance. The effect was found to be high. This means that most students performed better because of the counseling services that they received.
- ii. Management effect of guidance and counseling infrastructure influenced students' discipline. The effect was found to be moderate. This means that a moderate number of students improved their discipline behaviour after acquiring guidance and counseling service.
- iii. Effect of the management of guidance and counseling financial resource allocation influenced students' academic performance. The effect was found to be high. This, therefore, implies that most students performed better because of guidance and counseling services that they received in schools.
- iv. Effect of management of guidance and counseling financial resource allocation influenced students' discipline.
- v. Effect of guidance and counseling time allocation management influenced students' academic performance. The effect was found to be moderate. This means that a moderate number of students improved their academic performance after acquiring guidance and counseling services.
- vi. Effect of guidance and counseling time allocation management influenced students' discipline. The effect was found to be moderate. This improved their academic performance after acquiring guidance and counseling services.

5.4 Recommendations

From the findings and conclusions, the study made the following recommendations:

5.4.1 Effect of management of Guidance and Counseling infrastructure on students' academic performance

The study recommends that office for guidance and counseling service is crucial and, therefore, should be improved in order to effect guidance and counseling service in schools' computers with internet are to enhance students' academic performance. Also, projectors in schools for guidance and counseling service are recommended because if they are improved they shall contribute higher achievement in academic performance.

5.4.2 Effect of Management of Guidance and Counseling Infrastructure on Students' Discipline

The study recommends that office space for guidance and counseling service should be made spacious enough in order for the students' to enjoy the service and thereby lead to improvement of discipline standards in the school. Further, the study recommends that provision of projectors and computers with internet were lacking and therefore if they are availed for guidance and counseling service they could improve students' discipline standards.

5.4.3 Effect of management of Guidance and Counseling Services Financial Resource on Students' Academic Performance

The findings from the study recommend that education materials for guidance and counseling be improved in schools because in most schools they were lacking. If they are improved they could lead to better performance in examinations. The study also recommends that schools should have professional counselors for guidance and counseling service that should result into improvement of academic performance. The study further

recommends that computers with internet for guidance and counseling should be available in schools so as to improve academic standards of students in most schools.

5.4.4 Effect of Management of guidance and counseling Financial Resource on Students' Discipline

The study recommends that budgeting for guidance and counseling service should be enhanced in order to improve students' discipline. In most schools' funds allocated for guidance and counseling lacked and, therefore, if improved it will strengthen the G&C service as a result minimizing cases of discipline in schools. The study also recommends that most schools should have inventories for guidance and counseling service. This included records of students counseled, files and records made on follow-ups and students who required the G&C service management schools lacked inventories and thus the availability and inventories will reduce cases of indiscipline because monitoring of G&C services will be effected. The study further recommends the availability of computers with internet in schools so as to get students engaged and this will reduce cases of students' indiscipline.

5.4.5 Effect of management of Guidance and Counseling Time Allocation on students' Academic Performance

From the findings of the study, it was recommended that counseling service should take thirty minutes to a maximum of one and a half hours for guidance and counseling. For instance, three and half hours made students to be bored and to dislike the service. This means that moderate time such as one and half hour is enough to resolve students' problems and therefore improve their academic performance.

5.4.6 Effect of management of Guidance and Counseling Time Allocation on students' discipline

From the findings of the study, it was recommended that counseling service should take thirty minutes to a maximum of one and half hours because a very long duration for G&C bored the students and therefore not allocating indiscipline problems. This means that moderate one such as one and half hours was enough to resolve student problems and therefore improve their discipline standards.

5.5 Suggestions for Further Research

The study suggested the following areas for further study

- i. An investigation into the influence of educational counselling on behavior change and academic performance.
- ii. A comparative study on influence of guidance and counselling services on the boy and girl child in schools.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Maseno University,
P. O. Private Bag,
Maseno.

The Principal,

I am writing to kindly inform you that I am a student in the Department of Educational Foundations and Management, Faculty of Education carrying out a study on the effect of guidance and counseling services management on student discipline and academic performance in public secondary schools in Kisii County, Kenya, which aimed at improving discipline and academic performance in Kisii County, Kenya.

The study intends to enable education administrators, education officials and teachers to identify ways of improving and managing the provision of guidance and counseling services to secondary school students which in turn shall alleviate indiscipline cases in schools.

You are therefore requested to provide information using the questionnaire provided. Neither your name nor that of your school is required since the information given in the questionnaires shall be treated confidentially and will be used for the research report only.

Thank you very much for your co-operation.

Yours sincerely,

Mr. Birundu Josiah Song'oro

APPENDIX II: PRINCIPAL'S QUESTIONNAIRE

I am Josiah S. Birundu a PhD. student at Maseno University Faculty of Education, Department of Educational Foundations and Management. I am conducting a study Analysis of Principals' contribution to management of guidance and counseling services with respect to secondary school students' discipline in Kisii County, Kenya, which may be used as a based to improve discipline in Secondary Schools. Please complete each of the three sections in this questionnaire as instructed. Do write neither your name nor that of your school on the questionnaire or any other identification as information given shall be confidential.

Section I: Background information on the principal and school discipline

Please put a tick (✓) or fill in the spaces.

1. Show your gender. Male () Female ()
2. What is your age? _____ Years
3. How long have you been a teacher? _____ Year _____ months
4. Indicate your highest academic qualification.
 - (a) PhD Degree holder () (e) B.SC/PGDE ()
 - (b) M.ED Degree holder () (f) B.A ()
 - (c) B.ED Degree holder () (g) Diploma ()
 - (d) B.A/PGDE holder () (h) SI ()
5. How long have you served as a secondary school principal?
_____ years and _____ months
6. Indicate the type of your school.
 - (a) Mixed school () Girls school () Boys school ()
 - a. Under which category is your school? Public () Private ()
7. Your school's mean score in KCSE for the 2015 cohort was -----
8. Indicate the size of your school.
 - (a) Over five streams () (d) Three streamed () Five streamed ()
 - (b) Two streamed () (e) Four streamed () (f) Single streamed ()

Section II: Status of Guidance and Counseling Infrastructure management on Discipline in Public Secondary Schools

Guidance and counseling infrastructure management in schools is meant to enhance students' and discipline. Rate on a five point rating scale each status in relation to student discipline where 1 = Very poor, 2 = Poor, 3 = Good; 4 = Very Good and 5 = Excellent

Aspect of Guidance and Counseling Infrastructure Management	1	2	3	4	5
Office space for G&C					
Appropriateness for chairs and tables					
computers with internet in the GC office					
Supply of electricity in the office					
Water is provided in the G&C office					
Projectors for exhibition					
Guidance and Counseling reference materials					

Section III: Status of Guidance and Counseling Financial Resources Management on Discipline in Secondary Schools

G&C financial resources management in schools is meant to enhance students' discipline. Rate on a five point rating scale each status in relation to student and discipline where 1 = Very poor 2 = Poor; 3 = Good; 4 = Very Good and 5 = Excellent.

Aspect of Financial resource management	1	2	3	4	5
Financial resources spent on Educational materials					
Financial resources spent on professionals counselors					
Funds spent on Guidance and Counseling inventory					
Funds spent on resource centre					
G&C Budget (overall budget)					
Funds spent on computers					

Section IV: Status of guidance and counseling services on Time Allocation Management on Students' Discipline in Secondary Schools.

G& C time allocation management in schools is meant to enhance students' discipline. Rate on a four point rating scale each status in relation to student discipline and discipline where 1 = Very Poor, 2 = Poor, 3=Good; 4= Very good 5 = Excellent,

Aspect of time allocation management	1	2	3	4	5
30 min					
1 hour					
1:30min					
2hours					
2:30 min					
3 hours					
3:30 min					

Section V): Status of students' discipline 2015 Cohort

Students discipline is very important in schools. Rate status of indicators of discipline on a five-point rating scale in the school where; 1 = Extremely High, 2 = Very High; 3 = High, 4 = Low, 5= Very Low.

Aspect of Student Discipline	1	2	3	4	5
Drug abuse					
Fighting					
Pregnancy					
Absenteeism					
Class boycotts					
Lateness					
Taking French leaves					
Sexual relationships					
Dropouts					
Abusive language					
Communicating in mother tongue					

Section V): Status of Students' academic performance

Students discipline is very important in schools. Rate status of indicators of discipline on a five-point rating scale in the school where; 1 =Very Poor, 2 =Poor, 3= Undecided, 4 = Good, 5 = Very Good and how they affect a student's performance in your school.

Aspect of Student Discipline	1	2	3	4	5
Discipline enhances reading habits hence, academic performance					
Discipline enhances study skills hence, academic performance					
Discipline enhances time management hence, academic performance					
Discipline enhances effective class attendance hence, academic performance					
Discipline enhances Accomplishment of remedial activities hence, academic performance					

Thank You Very Much for Your Co-operation.

APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS

- i. What role does management of guidance and counseling services play in the academic performance of students?
- ii. To what extent does management of guidance and counseling services help in curbing students' indiscipline?
- iii. Explain the effect of management of availability of infrastructure for guidance and counseling on students' academic performance?
- iv. Explain the provision of time allocation for guidance and counseling in schools

Thank You Very Much for Your Co-operation.

APPENDIX IV: STUDENT'S FOCUS GROUP DISCUSSION

Introduction

The questionnaire below shall engage students on the focus group discussion of 6 to 10 students per group whereby 2 groups shall be selected per school. Each group was guided on the focus discussion which took one hour and therefore two hours was enough for one school. The purpose of this questionnaire is to gather information on the levels of student discipline in secondary schools, management of students' physical discipline, academic discipline and also academic performance in relation to the provision of Guidance and Counseling Services in Kisii County. The more honest your response is, the more it will help us achieve the purpose. This is not a test and only honest answers are the right ones. Neither your name nor that of your school is required since the information you will give shall be treated as highly confidential and will only be used for the research report.

Please fill the questionnaire independently following questions given for each section.

Section II: Specific Information

- a) When you visit G&C department what impression do you get on office space does it reassure you for the counseling services you go for? (Probe)
- b) Are the chairs and tables in the office good enough for going through G&C session? (Probe)
- c) Are reference materials in G&C offices useful to students who go for counseling? (Probe)
- d) Is the time allocated for counseling session adequate? How much time would you prefer to spend in G& C office? (Probe)
- e) Do Guidance and Counseling services affect the students' tendency to Bully and fight fellow students, boycott classes, burn school property, use abusive language (Probe)
- f) **Do** G& C affect reading and study habits of students, effective use of textbooks and performance of examination? (Probe)

Section III: Specific Information

Objective	Information sought	Response	Inference
Determine the effect of infrastructure on student academic performance.	1. (a) what physical facilities does the school have for guidance and counselling? (b) What is the effect of guidance and counselling on students' academic achievements?		
Determine the effect of infrastructure on students' discipline.	2. (a) what are the causes of student indiscipline in secondary schools. (b) Does guidance and counselling services improve your behavior as a student?		
Assess the influence of time management for guidance and counselling services in schools.	3. (a) is guidance and counselling services timetabled in school? (b) How long does guidance take place? (c) How many students are counseled per week?		

Thank you very much for your co-operation

APPENDIX V: TEACHER-COUNSELOR'S INTERVIEW SCHEDULE

Please complete each of the three sections in this questionnaire as instructed. Do not write your name or that of your school on the questionnaire or any other identification, as information given shall be private and confidential.

Section I: Teacher's Background Information

Please put a tick (/) next to the response applicable to you.

1. What is your gender? Male () Female ()
2. Indicate your highest academic/professional qualifications.
 - (a) PhD (Doctorate) () B A () BA/PGDE ()
 - (b) degree holder () BED () S I ()
 - (c) BSC/PGDE () Diploma () Med ()
3. What other responsibilities do you have in school apart from teaching and counseling?
Please tick (/) as many options as they apply to you.
 - (a) Deputy principal () (d) Subject ()
 - (b) HOD (Studies) () (e) Class-master/mistress ()
 - (c) Senior Teacher () (f) Others (please specify):
4. What is your age? _____ Years and _____ months.
5. How long have you been a teacher? _____ Year and months.
6. How long have you served in this school? (Years and months)
7. Does your school have guidance and counseling department? Yes () No () (a) If 'No', please explain briefly: _____
(c) If 'yes', what is the department's role? Explain briefly.....

Section II: Specific Information

- a) When you visit G&C department what impression do you get on office space does it reassure you for the counseling services you go for? (Probe)
- b) Are the chairs and tables in the office good enough for going through G&C session? (Probe)
- c) Are reference materials in G&C offices useful to students who go for counseling? (Probe)
- d) Is the time allocated for counseling session adequate? How much time would you prefer to spend in G& C office? (Probe)

- e) **Do Guidance and Counseling services affect the students' tendency to Bully** and fight fellow students, boycott classes, burn school property, use abusive language (Probe)
- f) **Do G& C affect reading and study habits of students, effective use of textbooks and performance of examination?** (Probe)

Section III: Specific Information Continued

- 1) Does the school have guidance and counseling department/ offices?
- 2) What physical facilities does the office have that enables the comfort ability of providing guidance and counselling services?
- 3) How many students are counseled per week?
- 4) Does the school provide financial resources for guidance counselling sessions?
- 5) Is there enough time in providing guidance and counselling services?
- 6) Does guidance and counselling improve student behavior?
- 7) What contribution does guidance and counselling offer for student academic performance?
- 8) Explain any recommendations to improve guidance and counselling in secondary schools in Kisii County?

APPENDIX VI: OBSERVATION GUIDE

Independent Variables	Remarks
Guidance and Counseling infrastructure management indicators on student performance and discipline	
Guidance and Counseling financial resource management indicators on student performance and discipline	
Guidance and Counseling time allocation management indicators on student performance and discipline	
Student discipline indicators and student performance indicators.	

APPENDIX VII: DOCUMENT ANALYSIS GUIDE

Aspect of management	Source from the school	From external sources	Document Used
Infrastructure for guidance and counseling			
Finance resource allocation for guidance and counseling			
Time allocation for guidance and counselling sessions			

APPENDIX VIII: RESEARCH AUTHORIZATION LETTERS



MASENO UNIVERSITY SCHOOL OF GRADUATE STUDIES

Office of the Dean

Our Ref: PG/PHD/00014/2012

Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 19th DEC, 2017

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR BIRUNDU JOSIAH SONG'ORO
—PG/PHD/00014/2012**

The above named is registered in the Doctor of philosophy Programme of the School of Education, Maseno University. This is to confirm that his research proposal titled **"Effect of management of guidance and counseling services on Students' discipline and academic performance in public secondary schools in Kisii County, Kenya"** has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

A handwritten signature in blue ink, appearing to read 'J. O. Agure'.

Prof. J. O. Agure

DEAN, SCHOOL OF GRADUATE STUDIES



Maseno University

ISO 9001:2008 Certified





REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegram: "EDUCATION"
Telephone: 058-30695
Email address: cdekisii@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

REF: CDE/KSI/RESECH/83

DATE: 26th November, 2018

Josiah Songoro Birundu
Maseno University
Private Bag
MASENO

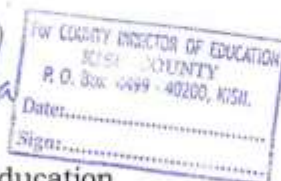
RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter **Ref. NACOSTI/P/18/0738/21130/**, to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in the County on "**Effect of management of guidance and counselling services on students' discipline and academic performance in public secondary schools in Kisii County, Kenya**" for a period ending, **1st February, 2019.**

Wish you a successful research.

For
Dr. William Sugut
County Director of Education
KISII COUNTY.



THIS IS TO CERTIFY THAT:
MR. JOSIAH SONGORO BIRUNDU
of MASENO UNIVERSITY, 0-40300
KISII,has been permitted to conduct
research in Kisii County

Permit No : NACOSTI/P/18/0738/21130
Date Of issue : 9th March,2018
Fee Received :Ksh 2000

on the topic: EFFECT OF MANAGEMENT
OF GUIDANCE AND COUNSELING
SERVICES ON STUDENTS' DISCIPLINE
AND ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN KISII
COUNTY, KENYA



for the period ending:
1st February,2019

.....
Applicant's
Signature

.....
Dr. Kalotwa
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 17809

CONDITIONS: see back page



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2233471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/0738/21130**

Date: **9th March, 2018**

Josiah Songoro Birundu
Maseno University
Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Effect of management of guidance and counseling services on students' discipline and academic performance in public secondary schools in Kisii County,"* I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **1st February, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisii County** before embarking on the research project.


Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

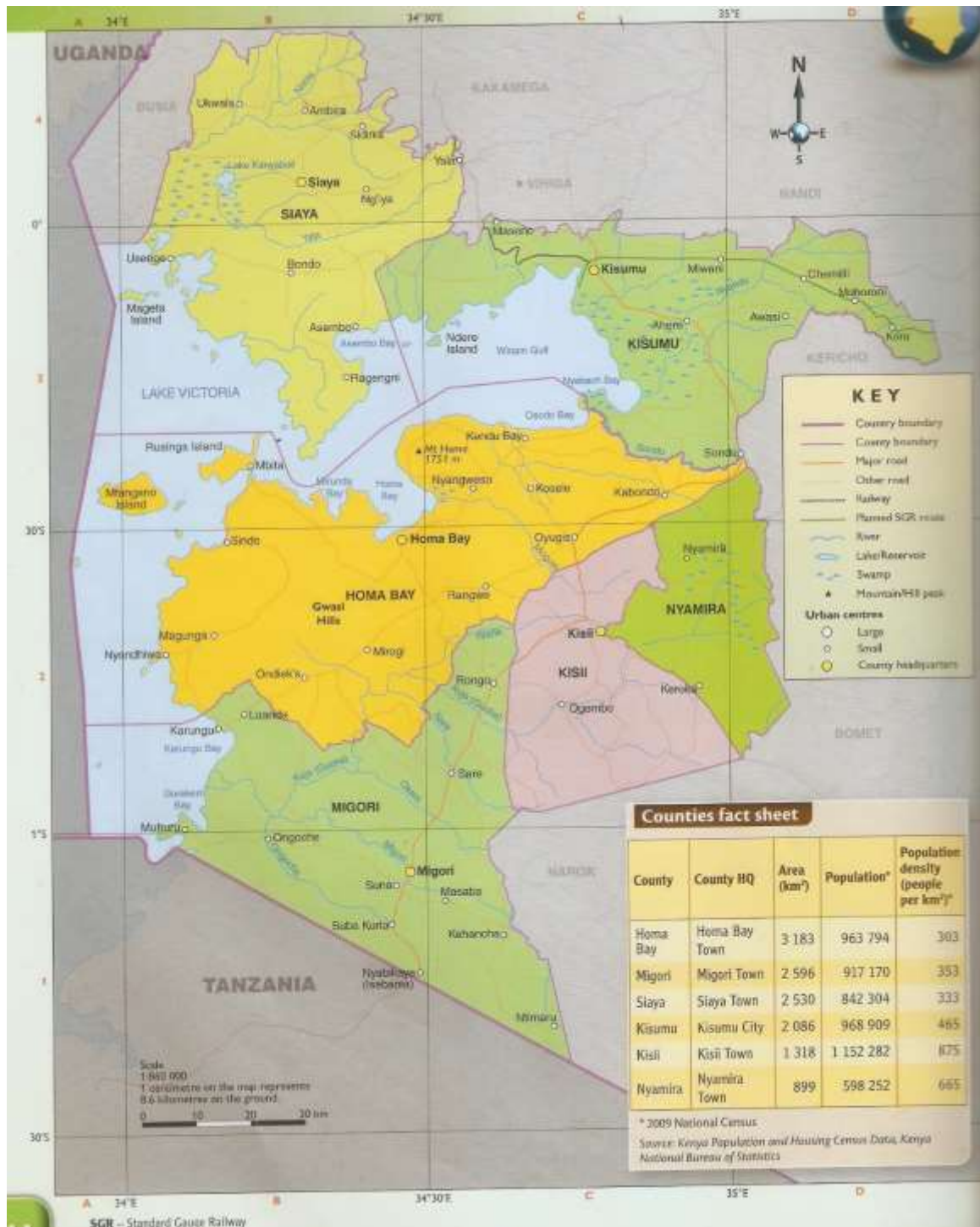
Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.


**COUNTY COMMISSIONER
KISHI COUNTY**

APPENDIX IX: MAP OF KISII COUNTY



APPENDIX X: SUMMARY DATA OF ALL VARIABLES

SCH S/N	Status of Infrastructure management ratings	Status of financial Resources management ratings	Status of Time allocation management ratings	Status of student ratings Discipline	KCSE School Mean Score for 2015 cohort
1.	1.57	2.00	3.57	3.00	3.80
2.	1.86	1.86	2.29	4.50	3.50
3.	1.86	2.29	2.14	3.70	3.40
4.	1.43	2.14	2.86	4.00	5.24
5.	1.43	1.86	3.14	3.50	5.06
6.	1.86	2.29	3.00	2.60	7.01
7.	2.14	2.43	2.71	4.60	5.30
8.	1.57	1.57	3.71	1.20	8.06
9.	3.14	3.57	2.71	3.00	5.01
10.	1.57	2.14	2.43	3.80	8.67
11.	3.71	4.00	4.00	3.00	4.32
12.	2.00	2.86	3.14	3.70	4.20
13.	2.14	2.43	3.00	2.40	8.25
14.	4.71	4.29	2.71	1.20	4.09
15.	3.00	3.00	2.71	3.50	4.38
16.	1.00	2.43	2.71	4.30	7.71
17.	2.29	2.57	2.14	3.00	4.30
18.	4.29	3.29	2.86	2.70	5.13
19.	1.43	2.00	3.14	2.30	4.28
20.	1.57	2.71	3.14	4.50	6.05
21.	1.86	2.00	2.86	3.60	4.23
22.	3.43	3.14	3.43	2.90	5.55
23.	1.43	2.00	2.86	4.10	4.50
24.	3.71	3.29	2.29	4.40	5.45
25.	2.00	2.57	3.57	3.10	4.30
26.	2.00	2.71	2.43	3.50	5.24
27.	1.43	2.14	2.86	4.00	5.24
28.	3.14	3.57	2.71	3.00	5.01
29.	1.43	1.86	3.14	3.50	5.06
30.	4.71	4.29	2.71	1.20	4.09
31.	1.86	2.29	3.00	2.60	7.01
32.	1.00	2.43	2.71	4.30	7.71
33.	3.71	3.29	2.29	4.40	5.45
34.	3.00	3.00	2.71	3.50	4.38
35.	3.71	4.00	4.00	3.00	4.32
36.	1.43	1.86	3.14	3.50	5.06
37.	1.86	2.29	3.00	2.60	7.01
38.	2.14	2.43	2.71	4.60	5.30
39.	1.57	1.57	3.71	1.20	8.06
40.	3.14	3.57	2.71	3.00	5.01
41.	1.57	2.14	2.43	3.80	8.67

42.	3.71	4.00	4.00	3.00	4.32
43.	2.00	2.86	3.14	3.70	4.20
44.	2.14	2.43	3.00	2.40	8.25
45.	4.71	4.29	2.71	1.20	4.09
46.	3.00	3.00	2.71	3.50	4.38
47.	1.00	2.43	2.71	4.30	7.71
48.	2.29	2.57	2.14	3.00	4.30
49.	4.29	3.29	2.86	2.70	5.13
50.	1.43	2.00	3.14	2.30	4.28
51.	1.57	2.71	3.14	4.50	6.05
52.	1.86	2.00	2.86	3.60	4.23
53.	3.43	3.14	3.43	2.90	5.55
54.	1.43	2.00	2.86	4.10	4.50
55.	3.71	3.29	2.29	4.40	5.45
56.	2.00	2.57	3.57	3.10	4.30
57.	3.71	3.29	2.29	4.40	5.45
58.	2.00	2.57	3.57	3.10	4.30
59.	2.00	2.71	2.43	3.50	5.24
60.	1.43	2.14	2.86	4.00	5.24
61.	3.14	3.57	2.71	3.00	5.01
62.	1.43	1.86	3.14	3.50	5.06
63.	4.71	4.29	2.71	1.20	4.09
64.	1.86	2.29	3.00	2.60	7.01
65.	1.00	2.43	2.71	4.30	7.71
66.	3.71	3.29	2.29	4.40	5.45
67.	3.00	3.00	2.71	3.50	4.38
68.	3.71	4.00	4.00	3.00	4.32
69.	1.43	1.86	3.14	3.50	5.06
70.	1.86	2.29	3.00	2.60	7.01
71.	2.14	2.43	2.71	4.60	5.30
72.	1.57	1.57	3.71	1.20	8.06
73.	3.14	3.57	2.71	3.00	5.01
74.	1.57	2.14	2.43	3.80	8.67
75.	3.71	4.00	4.00	3.00	4.32
76.	2.00	2.86	3.14	3.70	4.20
77.	2.14	2.43	3.00	2.40	8.25
78.	4.71	4.29	2.71	1.20	4.09
79.	3.00	3.00	2.71	3.50	4.38
80.	1.00	2.43	2.71	4.30	7.71
81.	2.29	2.57	2.14	3.00	4.30
82.	4.29	3.29	2.86	2.70	5.13
83.	1.43	2.00	3.14	2.30	4.28
84.	1.57	2.71	3.14	4.50	6.05
85.	1.86	2.00	2.86	3.60	4.23
86.	3.43	3.14	3.43	2.90	5.55
87.	1.43	2.00	2.86	4.10	4.50
88.	3.71	3.29	2.29	4.40	5.45
89.	2.00	2.57	3.57	3.10	4.30

90.	3.71	3.29	2.29	4.40	5.45
91.	2.00	2.57	3.57	3.10	4.30
92.	2.00	2.71	2.43	3.50	5.24
93.	1.43	2.14	2.86	4.00	5.24
94.	3.14	3.57	2.71	3.00	5.01
95.	1.43	1.86	3.14	3.50	5.06
96.	4.71	4.29	2.71	1.20	4.09
97.	1.86	2.29	3.00	2.60	7.01
98.	1.00	2.43	2.71	4.30	7.71
99.	3.71	3.29	2.29	4.40	5.45
100.	3.00	3.00	2.71	3.50	4.38
101.	3.14	3.57	2.71	3.00	5.01
102.	3.71	3.29	2.29	4.40	5.45
103.	2.00	2.57	3.57	3.10	4.30
104.	2.00	2.71	2.43	3.50	5.24
105.	1.43	2.14	2.86	4.00	5.24
106.	3.14	3.57	2.71	3.00	5.01
107.	1.43	1.86	3.14	3.50	5.06
108.	4.71	4.29	2.71	1.20	4.09
109.	1.86	2.29	3.00	2.60	7.01
110.	1.00	2.43	2.71	4.30	7.71
111.	3.71	3.29	2.29	4.40	5.45
112.	3.00	3.00	2.71	3.50	4.38
113.	3.71	4.00	4.00	3.00	4.32
114.	1.43	1.86	3.14	3.50	5.06
115.	1.86	2.29	3.00	2.60	7.01
116.	2.14	2.43	2.71	4.60	5.30
117.	1.57	1.57	3.71	1.20	8.06
118.	3.14	3.57	2.71	3.00	5.01
119.	1.57	2.14	2.43	3.80	8.67
120.	3.71	4.00	4.00	3.00	4.32
121.	2.00	2.86	3.14	3.70	4.20
122.	2.14	2.43	3.00	2.40	8.25
123.	3.71	4.00	4.00	3.00	4.32
124.	2.00	2.86	3.14	3.70	4.20
125.	2.14	2.43	3.00	2.40	8.25
126.	4.71	4.29	2.71	1.20	4.09
127.	3.00	3.00	2.71	3.50	4.38
128.	1.00	2.43	2.71	4.30	7.71
129.	2.29	2.57	2.14	3.00	4.30
130.	4.29	3.29	2.86	2.70	5.13
131.	1.43	2.00	3.14	2.30	4.28
132.	1.57	2.71	3.14	4.50	6.05
133.	1.86	2.00	2.86	3.60	4.23
134.	3.43	3.14	3.43	2.90	5.55
135.	1.43	2.00	2.86	4.10	4.50
136.	3.71	3.29	2.29	4.40	5.45
137.	2.00	2.57	3.57	3.10	4.30

138.	2.00	2.71	2.43	3.50	5.24
139.	1.43	2.14	2.86	4.00	5.24
140.	3.14	3.57	2.71	3.00	5.01
141.	1.43	1.86	3.14	3.50	5.06
142.	4.71	4.29	2.71	1.20	4.09
143.	1.86	2.29	3.00	2.60	7.01
144.	1.00	2.43	2.71	4.30	7.71
145.	3.71	3.29	2.29	4.40	5.45
146.	3.00	3.00	2.71	3.50	4.38
147.	3.71	4.00	4.00	3.00	4.32
148.	1.43	1.86	3.14	3.50	5.06
149.	1.86	2.29	3.00	2.60	7.01
150.	2.14	2.43	2.71	4.60	5.30
151.	1.57	1.57	3.71	1.20	8.06
152.	3.14	3.57	2.71	3.00	5.01
153.	1.57	2.14	2.43	3.80	8.67
154.	3.71	4.00	4.00	3.00	4.32
155.	2.00	2.86	3.14	3.70	4.20
156.	3.71	3.29	2.29	4.40	5.45
157.	3.00	3.00	2.71	3.50	4.38
158.	3.71	4.00	4.00	3.00	4.32
159.	1.43	1.86	3.14	3.50	5.06
160.	1.86	2.29	3.00	2.60	7.01
161.	2.14	2.43	2.71	4.60	5.30
162.	1.57	1.57	3.71	1.20	8.06
163.	3.14	3.57	2.71	3.00	5.01
164.	1.57	2.14	2.43	3.80	8.67
165.	3.71	4.00	4.00	3.00	4.32
166.	2.00	2.86	3.14	3.70	4.20
167.	2.14	2.43	3.00	2.40	8.25
168.	4.71	4.29	2.71	1.20	4.09
169.	3.00	3.00	2.71	3.50	4.38
170.	1.00	2.43	2.71	4.30	7.71
171.	2.29	2.57	2.14	3.00	4.30
172.	4.29	3.29	2.86	2.70	5.13
173.	1.43	2.00	3.14	2.30	4.28
174.	1.57	2.71	3.14	4.50	6.05
175.	1.86	2.00	2.86	3.60	4.23
176.	3.43	3.14	3.43	2.90	5.55
177.	1.43	2.00	2.86	4.10	4.50
178.	3.71	3.29	2.29	4.40	5.45
179.	2.00	2.57	3.57	3.10	4.30
180.	3.71	3.29	2.29	4.40	5.45
181.	2.00	2.57	3.57	3.10	4.30
182.	2.00	2.71	2.43	3.50	5.24
183.	4.29	3.29	2.86	2.70	5.13
184.	1.43	2.00	3.14	2.30	4.28
185.	1.57	2.71	3.14	4.50	6.05

APPENDIX XI: INFORMED CONSENT FOR RESPONDENTS

I freely, voluntarily and without coercion consent to be a participant in the research project entitled: Effect of Guidance and Counseling Services Management on Students' Discipline and Academic Performance in Public Secondary Schools in Kisii County, Kenya.

The research is being conducted by a doctorate student in the department of educational management and foundations, faculty of education at Maseno University and is supervised by Prof. E.M.W Simatwa and Dr. M. A. Kawasonga.

I understand the purpose of the research and hereby affirm my participation in giving responses to the tool of data collection. All my responses will be sincere and name will not appear in any survey or result thereof.

I have hereby read and understood the conditions for participation and do consent/do no consent.

.....

Participants' signature

Researcher

Birundu Josiah Song'oro

Supervisors

Prof. E.M.W. Simatwa

Dr. M. A. Kawasonga