

**RELATIONSHIP BETWEEN GUIDANCE AND COUNSELLING PROGRAMME
AND STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN
KISUMU EAST DISTRICT, KENYA**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
GUIDANCE AND COUNSELLING**

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

MASENO UNIVERSITY

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DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for a degree in any other university.

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ACKNOWLEDGEMENTS

I sincerely wish to thank my supervisors; Prof. John O. Agak and Dr. Wycliffe H. Odiwuor, for their invaluable guidance. Their suggestions, encouragement and frank criticism led to the completion of this thesis. I am equally grateful to Maseno University and, in particular the School of Graduate Studies for making it possible for me to do this research. My gratitude is also extended to the students, guidance and counselling heads of departments, and administrators of the schools that were part of this study.

My thanks also go to the entire staff of the department of Educational Psychology, Maseno University. In particular, I would like to thank Prof. L. Othuon, Dr. E. Kabuka and Prof. P. Oburu who not only saw me through coursework but also helped me to shape my thesis.

I would also like to greatly appreciate the constant prayers and words of encouragement from my lovely wife Mary and our daughters; Trixie, Vanessa and Natalie. Lastly, I humbly thank the Almighty Father who has given me the power, knowledge and sound mind to carry out this work to the end. All glory and honour belong to Him.

DEDICATION

This work is dedicated to the memory of my late parents; Hagai Ochola and Pamela Auma, who both toiled tirelessly to enable me go to school, to my dear wife Mary for continuous prayers and encouragement, and to our lovely daughters; Trixie, Vanessa and Natalie.

ABSTRACT

Guidance and counselling programme is regarded as an integral part of the education process in Kenya. A basic assumption is that the more comprehensive the programme is in a school, the greater the academic achievement. In Kisumu East District, secondary school students' academic achievement has been declining. The number of students with Mean Grade scores of D+ or lower in the Kenya Certificate of Secondary Education (K.C.S.E) examinations in the year 2007 to 2008, increased by 39.9% from 873 students to 1221. This was higher than the national average which increased by 29.6% during the same period. The purpose of this study was therefore, to examine the relationship between guidance and counselling programme and students' academic achievement in secondary schools. Objectives of the study were to; find out the extent of relationship between qualifications of the guidance and counselling personnel and students' academic achievement; the extent of relationship between responsive services and students' academic achievement; the extent of relationship between resource allocation and students' academic achievement; and the extent of relationship between collaboration of school counsellors, parents and other staff and students' academic achievement in secondary schools in Kisumu East District, Kenya. A conceptual framework was used by the researcher to show the relationship between guidance and counselling programme and students' academic achievement. The study adopted a correlational research design. The study population consisted of 3,681 form three students, 184 school administrators and 46 guidance and counselling heads of departments. Multistage cluster sampling method was used to select 348 form three students, 30 school administrators, and 30 guidance and counselling heads of departments. Data for the study was collected using questionnaires. The instruments' face validity was ascertained by experts from the Department of Educational Psychology, Maseno University. The instruments were piloted to gauge their reliability. Reliability coefficients of 0.81, 0.85, and 0.83 for the guidance and counselling heads of departments', school administrators', and students' questionnaires respectively, were obtained. Data obtained was analyzed by use of means and percentages. Pearson's r was used to test the extent of relationship between the guidance and counselling programme and academic achievement at $p < .05$ level of significance. From the study results, qualifications of the guidance and counselling personnel; responsive services; resource allocation; and collaboration between school counsellors, parents and other staff, were found to have strong and positive significant correlations with students' academic achievement: $r = .731, p < .05$; $r = .777, p < .05$; $r = .814, p < .05$; and $r = .699, p < .05$ respectively. It was concluded that students in schools with better qualified guidance and counselling personnel; more responsive services; better resources; and stronger collaboration between school counsellors, parents and other staff, tended to attain higher levels of academic achievement. Based on the findings, it is recommended that the guidance and counselling personnel be encouraged to undergo professional training in counselling; more appropriate responsive services to be used in helping students; better resources to be allocated to the guidance and counselling programme; and school counsellors to collaborate more with parents, teachers and school administrators. The findings from the study may provide information to stakeholders on the extent of relationship between the guidance and counselling programme and students' academic achievement in schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASCA:	American School Counsellor Association
DoDEA:	Department of Defense Education Activity
D.P.U:	District Planning Unit
EDSTAR:	Evaluation Design, Surveys, Tests, Analyses, and Reports
G&C:	Guidance and Counselling
ICES:	Illinois Counsellor Educators and Supervisors
ISCA:	Illinois School Counsellor Association
K.C.S.E:	Kenya Certificate of Secondary Education
KNEC:	Kenya National Examinations Council
M.O.E.S.T:	Ministry of Education Science and Technology
M.O.E:	Ministry of Education
NACAC:	National Association for College Admission Counselling
N.C.G.E:	National Centre for Guidance in Education
O.E.C.D:	Organization for Economic Cooperation and Development
O.E.C.S:	Organization of Eastern Caribbean States
OERU:	Organization of Eastern Caribbean States Education Reform Unit
P.G.D.G.C:	Post Graduate Diploma in Guidance and Counselling
T.S.C:	Teachers Service Commission
UNESCO:	United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Guidance and counselling is one of the forces that can help shape more effective school environments and provide students with unique development-enhancing opportunities (Gysbers & Henderson, 2001). The school counselling profession is one in which the academic achievement of all students is the central goal (American School Counsellor Association, 2003). It is a programme that helps students to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan (Beale, 2004; Schmidt, 2008). Improvement in study attitudes and study habits result in improvement in academic achievement (Abid, 2006). In this study, the term “guidance and counselling programme” is defined as sequential activities organized and implemented by school counsellors with the active support of parents/guardians, teachers, school administrators, and the community in order to increase the academic, emotional, and social success of students (Gysbers, Stanley, Kosteck-Bunch, Magnuson & Starr, 2008).

Guidance and counselling started in the 19th century as a movement in the U.S.A. with an emphasis on vocational guidance (Gysbers, 2001). No organizational structure other than a list of duties was provided (Paisley & McMahan, 2001). As a result, guidance and counselling in the schools was being carried out by persons in positions without formal organizational structures in which to work (Gysbers & Henderson, 2001). According to Rickey and Therese (1981, as cited in Kumfo, 2009), organized guidance and counselling programmes began to emerge with increasing frequency in Primary and Secondary Schools in the 1920s and 1930s.

In Africa, the concept of guidance and counselling although relatively new in educational systems has been embraced by most governments (UNESCO, 2000a). Formal guidance and

counselling programmes started in Ghana and Nigeria in the 1950s (Kumfo, 2009). In Botswana, Malawi, Tanzania, Zambia and Swaziland, the programmes introduced in the 1960s (UNESCO, 2000b).

In Kenya, the guidance and counselling programme is considered an integral part of the education process and plays the role of supplementing and complementing all other educational programmes in the school (Republic of Kenya, 2007). The guidance and counselling programme was formally introduced in Kenya's institutions of learning in 1971 when the Ministry of Education (MOE) established a Guidance and Counselling Unit under its inspectorate division (Mutie & Ndambuki, 2003). However, due to lack of support, the implementation did not occur as intended (Okech & Kimemia, 2012). This was later followed by *The Report of the National Committee on the Educational Objectives and Policies of 1976* which recommended that guidance and counselling be taught using subjects like religious education and social education and ethics (Republic of Kenya, 1976, as cited in Wambu & Fisher, 2015). Later, the Report of the *Task Force on Student Discipline and Unrest* (Republic of Kenya, 2001) recommended the strengthening of guidance and counselling division within the Ministry of Education to coordinate all activities of the guidance and counselling programme in the country. Further support for guidance and counselling programme in schools has been demonstrated in a policy document the *Kenya Education Sector Support Programme 2005-2010*. This document describes the government's plan for education in general and guidance and counselling programme in particular as one of the areas requiring support (Republic of Kenya, 2005).

In order to contribute to the academic, emotional, and social success of students, the Ministry of Education (Republic of Kenya, 1997) outlines the following guidelines for the guidance and counselling programme in schools:

1. Every school should appoint a teacher counsellor to coordinate the guidance and counselling programme in the institution.
2. All members of the teaching and support staff should be actively involved in the guidance and counselling programme.
3. Students should participate in designing the guidance and counselling programme. Besides that, some students should be appointed as peer counsellors.
4. Heads of schools should give moral and material support to the guidance and counselling programme.
5. Heads of schools should sponsor guidance and counselling personnel for short courses organized locally.
6. The guidance and counselling programme should be made public so that every individual in the institution is made aware of them.
7. The guidance and counselling programme should be timetabled.

Academic achievement serves as a key criterion in order to judge students' true potentials and capabilities (Daulta, 2008). Academic achievement consists of various measures, but is most frequently defined as whether or not one has achieved educational goals, as most commonly assessed using measures such as standardized test scores (Sternberg, 2010; Allen, 2005). The Kenya Certificate of Secondary Education (K.C.S.E) examination is used as a tool for evaluating academic achievement in Kenya (Waihenya, 2000). The K.C.S.E examination is an external examination written by students at the end of their fourth year in secondary school.

Notwithstanding the government's emphasis of guidance and counselling programme in Kenyan schools, academic achievement in most secondary schools in the country has been declining (Okita, 2014). Hence, many secondary school students continue to perform poorly in the K.C.S.E examinations (Siringi, 2009). Students' performance in K.C.S.E. examinations between 2004 and 2008 is shown in Table 1.

Table 1: K.C.S.E Examinations Grades: National Summary between 2004 and 2008

GRADE	YEAR				
	2004	2005	2006	2007	2008
A	546	615	1170	864	818
A-	3026	3951	4260	4400	5162
B+	6664	7930	7337	8623	9351
B	10768	12469	11164	13305	13366
B-	15860	17710	16064	19696	18407
C+	21376	25365	22931	27422	25480
C	27502	33987	30661	35545	34061
C-	33560	40782	37279	41516	42843
D+	37583	43749	40158	45285	48891
D	37449	42560	38978	43379	53459
D-	22996	26835	27634	27264	41877
E	2084	2966	3735	3029	6984
NOT GRADED	3105	1724	2007	5865	4293
TOTAL	222,519	260,643	243,318	276,193	304,995
D+ to E	100,112	116,110	110,505	118,957	154,211

Source: Ileri and Gumba (2009).

From Table 1, it can be pointed out that out of 1,307,668 students who sat for K.C.S.E examinations in Kenya in the period between 2004 and 2008, a total of 596,895 candidates scored Wastage Grades (Students' with Mean Grade scores of D+ or lower). In Kisumu East

District, the number of candidates who scored Wastage Grades in the K.C.S.E examinations, increased by 39.9% from 873 students in 2007 to 1221 in 2008 compared to an average increase of 29.6% nationally during the same period (District Education Office, 2009). It is for this reason that Kisumu East District was chosen for the study.

Research shows that guidance and counselling programmes have positive effects on students' academic achievement (Okita, 2014; Webb, Brigman & Campell, 2005; Sink & Stroh, 2003; Cheek, Bradley, Reynolds & Coy, 2002; Lapan, Gysbers & Petroski, 2001). However, in Kenya, various challenges have been identified as obstacles to the effectiveness of the guidance and counselling programme. These include: inadequate trained personnel (Mutie & Ndambuki, 2003; Kiprop, 2004; Wango, 2006; Ajowi & Simatwa, 2010); great variability on how the responsive services are provided in schools (Owino, 2013; Wambu & Fisher, 2015); limited resources (Republic of Kenya, 2002; Kafwa, 2005; Kamore & Tiego, 2015; Wambu & Fisher, 2015); and weak collaboration between school counsellors, parents and other staff (Aura, 2003; Nyamwange, Nyakan & Ondima, 2012). It was these challenges that underpinned this study's focus on the four components of the guidance and counselling programme; namely, qualifications of the guidance and counselling personnel; responsive services; resource allocation; and collaboration between school counsellors, parents and other staff.

Although several studies have shown that the guidance and counselling programme has a positive relationship with students' academic achievement, much of this work has focused upon the content areas of the guidance and counselling programme which is made up of the following components: academic development, career development, and personal/social development. Hence, there has been little attention given to other vital programme elements like the organizational framework and resources. The four major elements of the guidance and

counselling programme are: content; organizational framework; resources; and development, management, and accountability (Gysbers & Henderson, 2006). To begin to address these knowledge gaps this study examined two components of the organizational framework element of the guidance and counselling programme; namely, qualifications of the guidance and counselling personnel, and responsive services in guidance and counselling. The study also examined two components of the resources element of the guidance and counselling programme; that is, resource allocation to guidance and counselling services, and collaboration between school counsellors, parents and other staff.

Much of the research on the relationship between qualifications of the guidance and counselling personnel and students' academic achievement has focused on primary schools, for example, Sink and Stroh (2003), and Akos, Goodnough and Milson, (2004). Studies that attempted to analyze counsellor qualification in secondary schools looked at its impact on either students' adjustment (Egbochuku, 2008a; Auni, Songok, Nabwire and Ongunya, 2014), or discipline (Gitome, 2008; Kamore & Tiego, 2015). Based on the forgoing, the current study focused on examining the extent of relationship between qualifications of the guidance and counselling personnel and students' academic achievement in secondary schools in Kisumu East District, Kenya.

Regarding responsive services, many studies that have examined its impact on academic achievement have used a piecemeal approach. For example, Schlossberg, Morris and Lieberman (2001) and Whiston and Quinby (2009) examined the influence of classroom guidance on academic achievement, while Brigman and Campbell (2003) and Wilson (1986, as cited in McGannon et al., 2005) studied the impact of group counselling on academic achievement. On the other hand, Arudo (2008) and Edmondson and White (1998, as cited in Hunter, 2005)

examined the effect of peer counselling on academic achievement. Based on the forgoing, this study focused on examining features of the responsive services as a whole; not in piecemeal. These included: classroom guidance; individual counselling; small-group counselling; peer counselling; information services; talks by guest speakers; and referral services, and the extent of their relationship to students' academic achievement in secondary schools in Kisumu East District.

Research on the relationship between resource allocation to guidance and counselling services and students' academic achievement is conflicting. While some studies indicate that there is no significant relationship (Hanushek, 1996, cited in Jacques and Brorsen, 2002), others report a positive relationship (Greenwald, Hedges and Laine, 1996, cited in Helvey, 2006), while others report a negative relationship (Jacques and Brorsen, 2002). Studies carried out in Kenya have examined the impact of resource allocation on either students' social adjustment (Auni et al., 2014), or discipline (Gitome, 2008; Kamore & Tiego, 2015). On the forgoing, the present study sought to examine the extent of the relationship between resource allocation to guidance and counselling services and students' academic achievement in secondary schools in Kisumu East District.

Most studies investigating the relationship between the collaboration of school counsellors, parents and other staff and students' academic achievement, have used a piecemeal approach. While some studies have examined the collaboration between school counsellors and teachers, (Baker, Robichaud, Westforth Dietrich, Wells, and Scheck, 2009; Fitch and Marshall, 2004), others have simply investigated the cooperation between school counsellors and parents (Desforges & Abouchaar, 2003), while others have examined solely the collaboration between school counsellors and school administrators (Stone & Clark, 2001). Informed by this work, this

study focused on examining the extent of the relationship between the collaboration of school counsellors, parents, teachers and school administrators; all together and not in piecemeal, and students' academic achievement in secondary schools in Kisumu East District.

Despite the many challenges currently facing guidance and counselling programme in Kenya, there is a general consensus that the programme plays an important role in students' academic achievement (Wambu & Fisher, 2015). This necessitated the need to find out the relationship between guidance and counselling programme and students' academic achievement in secondary schools in Kisumu East District. The researcher examined the following guidance and counselling programme's components: qualifications of the guidance and counselling personnel; responsive services in guidance and counselling; resource allocation to guidance and counselling services; and collaboration between school counsellors, parents and other staff. Kisumu East District was chosen for the study because of the high number of candidates scoring Wastage Grades in the K.C.S.E examinations.

1.2 Statement of the Problem

Guidance and counselling programme is regarded as an integral part of the education process in Kenya. Therefore, it is expected to contribute to the academic achievement of learners. A basic assumption is that the more comprehensive the guidance and counselling programme is in a school, the better the academic achievement.

In Kisumu East District, secondary school students' academic achievement has been declining. The number of students who scored Wastage Grades in K.C.S.E examinations significantly increased within two years. A total of 1221 students scored the mean grade of D+ or below in the

year 2008 compared to 873 in the year 2007. This is an increase of 39.9% compared to an average increase of 29.6% nationally.

Little information is available on the relationship between guidance and counselling programme and students' academic achievement in secondary schools in Kisumu East District. It was against this background that this study purposed to examine the relationship between guidance and counselling programme and students' academic achievement in secondary schools in Kisumu East District. The researcher examined the following guidance and counselling programme's components: qualifications of the guidance and counselling personnel; responsive services in guidance and counselling; resource allocation to guidance and counselling services; and collaboration between school counsellors, parents and other staff. Kisumu East District was chosen for the study because of the high number of candidates who scored Wastage Grades in the K.C.S.E examinations.

1.3 Purpose of the Study

The purpose of this study was to examine the relationship between guidance and counselling programme and students' academic achievement in secondary schools in Kisumu East District, Kenya.

1.3.1 Objectives of the Study

This study was undertaken to find out the following:

1. The extent of relationship between qualifications of the guidance and counselling personnel and students' academic achievement in secondary schools in Kisumu East District.

2. The extent of relationship between responsive services in guidance and counselling and students' academic achievement in secondary schools in Kisumu East District.
3. The extent of relationship between resource allocation to guidance and counselling services and students' academic achievement in secondary schools in Kisumu East District.
4. The extent of relationship between collaboration of school counsellors, parents and other staff in guidance and counselling programme and students' academic achievement in secondary schools in Kisumu East District.

1.3.2 Research Questions

The study was guided by the following questions:

1. What is the extent of relationship between qualifications of the guidance and counselling personnel and students' academic achievement in secondary schools in Kisumu East District?
2. What is the extent of relationship between responsive services in guidance and counselling and students' academic achievement in secondary schools in Kisumu East District?
3. What is the extent of relationship between resource allocation to guidance and counselling services and students' academic achievement in secondary schools in Kisumu East District?
4. What is the extent of relationship between collaboration of school counsellors, parents and other staff in guidance and counselling programme and students' academic achievement in secondary schools in Kisumu East District?

1.4 Scope of the Study

The study focused on examining the extent of relationship between qualifications of the guidance and counselling personnel; responsive services in guidance and counselling; resource allocation to guidance and counselling services; and collaboration between school counsellors, parents and other staff (independent variables); and academic achievement (dependent variable) in secondary schools in Kisumu East District.

1.5 Assumptions of the Study

This study was based on the following assumptions:

1. That all secondary schools in Kisumu East District have a functional guidance and counselling programme.
2. That all secondary schools in Kisumu East District were acquainted with the Ministry of Education's guidelines for the guidance and counselling programme in schools.

1.6 Limitations of the Study

1. The study was limited to finding out the extent of the relationship between the guidance and counselling programme's components and academic achievement in secondary schools in Kisumu East District. Therefore, the results obtained could not be used to make cause-and-effect inferences between the variables correlated.
2. Only one type of instrument, the questionnaire, was used. However, the questionnaire is deemed to suffer from the ceiling effect. This therefore could have affected the results but the researcher ensured that the instrument was reliable.

1.7 Significance of the Study

The findings of the study may assist in the following areas:

1. Provide information to various stakeholders such as school counsellors, teachers, school administrators, parents, students, and policy makers on the extent of the relationship between guidance and counselling programme and students' academic achievement in secondary schools.
2. Provide data to researchers who wish to carry out further research on the extent of relationship between guidance and counselling programme and students' academic achievement.

1.8 Conceptual Framework

The Conceptual Framework for the study was developed by the researcher to explain the relationship between the guidance and counselling programme's components and students' academic achievement in secondary schools. The guidance and counselling programme's components examined were: qualifications of the guidance and counselling personnel; responsive services in guidance and counselling; resource allocation to guidance and counselling services; and collaboration between school counsellors; parents and other staff. The guidance and counselling programme's components are seen to relate to academic achievement as shown in Figure 1.

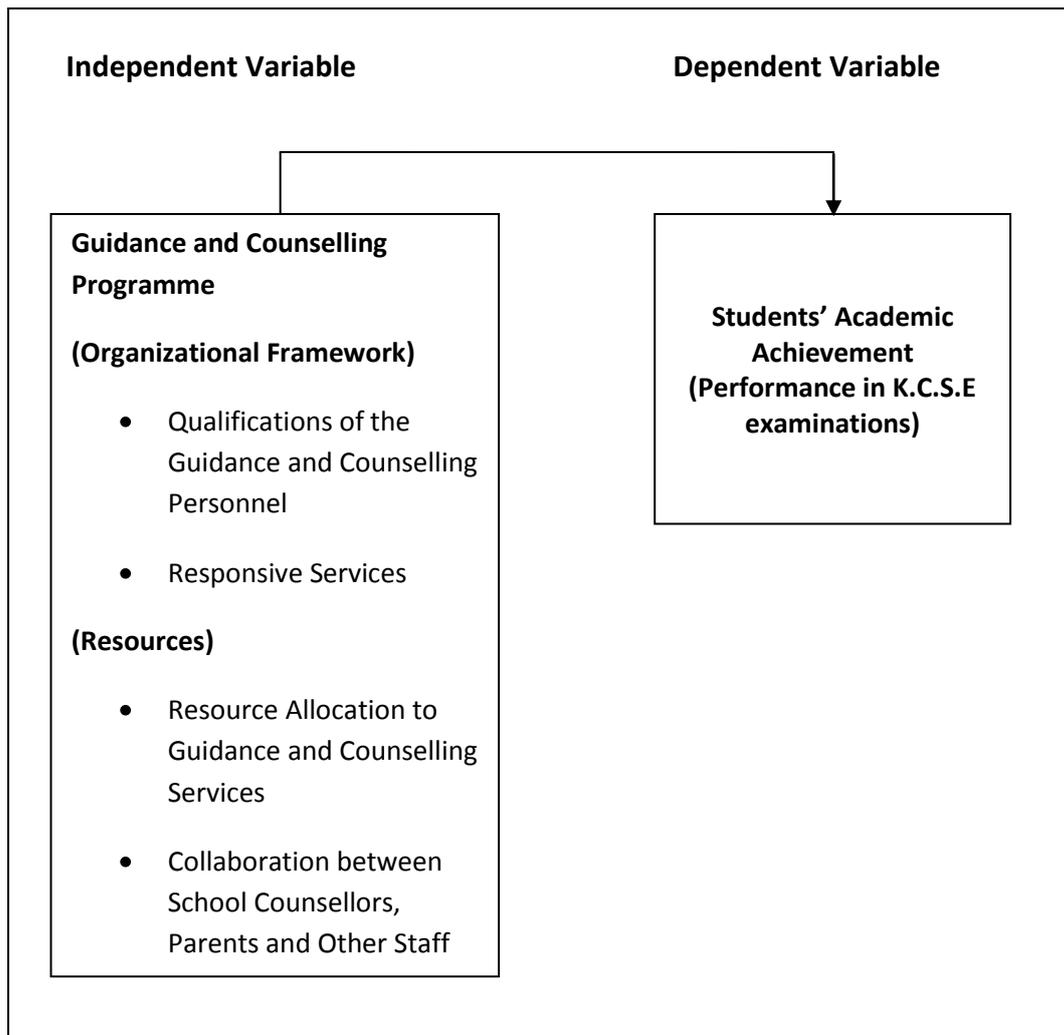


Figure 1: Conceptual Framework showing the Relationship between Guidance and Counselling Programme and Students' Academic Achievement.

Source: Researcher

Figure 1 shows that qualifications of the guidance and counselling personnel; responsive services in guidance and counselling; resource allocation to guidance and counselling services; and collaboration between school counsellors, parents and other staff, are related to academic achievement. Qualifications of the guidance and counselling personnel is expected to contribute to academic achievement because better trained guidance and counselling staff will have the relevant skills to offer the necessary guidance and counselling services required by students in a given setting. Responsive services in guidance and counselling directly impact on students'

achievement. This is because, depending on the need, school counsellors would use a particular service, for example, group counselling, to assist students in need. Hence, this would influence academic achievement of the students.

The resources allocated to guidance and counselling services would influence the delivery of guidance and counselling services. This is because a good guidance and counselling programme requires appropriate funds, human resource, space, and time. This would influence academic achievement of the students. Collaboration between school counsellors, parents and other staff is vital for the proper implementation of the guidance and counselling programme. The collaborative relationship between the parties in question would create a positive environment for successful delivery of guidance and counselling services. This will consequently contribute to higher academic achievement.

1.9 Definition of Operational Terms

Academic Achievement – It is used inter-changeably with academic performance to refer to scores obtained by students from a standardized test. The K.C.S.E Mean Grade was used as a measure of academic achievement in this study.

Collaboration between School Counsellors, Parents and Other Staff – This refers to the involvement of parents/guardians, teachers, administrators, and school counsellors as mutual participants in facilitating the academic, emotional, and social success of students.

Counselling – a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge.

Guidance – Activities and services aimed at assisting individuals to make and carry out adequate plans and to achieve satisfactory adjustment in all aspects of their daily life.

Guidance and Counselling Personnel – Used interchangeably with School Counsellor(s) to refer to both the Guidance and Counselling Head and Other Guidance and Counselling Staff when viewed as one entity.

Guidance and Counselling Programme – sequential activities organized and implemented by school counsellors with the active support of parents/guardians, teachers, administrators, and the community in order to increase the academic, emotional, and social success of students.

Other Staff – Refers to teachers, and school administrators.

Programme – facilities offering planned and coordinated group of activities.

Qualifications of the Guidance and Counselling Personnel – Professional training that the school counsellors have specifically received in Guidance and Counselling besides their professional training in education.

Quality Grades – Students’ K.C.S.E Mean Grade scores of B (plain) or higher.

Resource Allocation to Guidance and Counselling – Refers to the time, financial, physical, material, and human resources allocated to guidance and counselling programme.

Responsive Services – Prevention and/or intervention activities to meet students’ immediate and future needs; may include individual or group counselling, classroom guidance, referrals to other school support services or community resources, peer helping, etc.

School Administrators – Persons with the responsibility of performing managerial duties in the school, which in this study included any of the following: school principals, deputy school principals, and heads of departments other than the heads of guidance and counselling departments.

Wastage Grades – Students’ K.C.S.E Mean Grade scores of D+ (plus) or lower.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on guidance and counselling programme and academic achievement. The review discusses the relationship between the following guidance and counselling programme's components and students' academic achievement: qualifications of the guidance and counselling personnel; responsive services in guidance and counselling; resource allocation to guidance and counselling services; and collaboration between school counsellors, parents and other staff.

2.2 Personnel Qualifications and Academic Achievement

The success of school counselling depends on the provision of qualified and well trained full-time counsellors in schools (Mey, 2004; Akos et al., 2004). Personnel qualifications is a component under the organizational framework element of the guidance and counselling programme (Gysbers, 2008). Of all the guidance and counselling programme components, the quality of human resource is by far the most important (Gibson and Mitchell, 2003). In Kenya, qualifications of the guidance and counselling personnel has been identified as a very crucial component of the guidance and counselling programme (Republic of Kenya, 2001). The American School Counsellor Association (2003) describes a professional school counsellor as a professional educator who has a masters degree or higher in school counselling (or the substantial equivalent), and is certified or licensed by the state in which he/she works. In Ireland counsellors are normally qualified teachers who have obtained a post-graduate diploma in guidance and counselling (Organization for Economic Cooperation and Development, 2002). School counsellors are often considered the bastion of all knowledge by students and parents alike (Howell, Bitner, Henry & Egget, 2006). Therefore, they need to regularly update their

professional knowledge and skills. This may include participation in school in-service training, attendance at professional meetings, completion of postgraduate course work, and contributions to the professional literature (Gysbers & Henderson, 2006). Carey and Dimmitt (2005) argue that school counsellors need extensive professional development to work effectively. An adequately trained counsellor is able to provide a healthy environment for assisting students in their personal, social and academic struggles, and the implementation of the programme in a school (Bor, Landy, Gill, and Brace, 2002).

Due to their school-wide perspective, school counsellors are in an ideal position to assess the barriers that hinder academic success for all students (Martin, 2002). This is possible because trained school counsellors possess expertise in the educational setting, as well as skills in consultation, coordination, and programme development (Isaacs, 2003). Such skills are necessary for those who head the guidance and counselling department. The leadership skills in guidance and counselling are taught in most post graduate programmes for school counsellors (VanZandt & Hayslip, 2001).

In the USA, research by Sink & Stroh (2003) revealed that primary schools with qualified guidance and counselling personnel, experienced greater academic achievement among its pupils than schools without qualified counsellors. In their study, Sink and Stroh (2003) randomly selected 150 primary schools from across the state of Washington. Standardized norm-referenced and criterion-referenced test score data from third and fourth grade students were used to evaluate the academic achievement of the students participating in the study. In another study in USA, Akos et al. (2004) found significant positive relationship between school counsellors' training in group counselling and primary students' academic achievement. In Nigeria, research findings showed a significant positive relationship between the qualifications of the guidance and

counselling personnel and students' adjustment (Egbochuku, 2008a). While findings by Egbochuku (2008a) are not directly related to academic achievement, it can be inferred that improvement in students' adjustment will have a positive impact on academic achievement. Research findings show that there is positive relationship between students' adjustment and academic achievement (Farmer, Irvin, Thompson, Hutchins & Leung, 2006 ; Winga, Agak & Ayere, 2011; Shah & Sharma, 2012; Ganai & Mir, 2013).

In Siaya District, Kenya, a study by Auni et al. (2014) found that students' social adjustment in schools was influenced by the qualifications of the heads of guidance and counselling departments. Although the findings were not directly related to academic achievement, it can be deduced that improvement in students' social adjustment will have a positive impact on students' academic achievement since students' social adjustment has been found to positively influence academic achievement (Lotfi, 2004; Ray & Elliott, 2006; Yengimolki, Kalantarkousheh & Malekitabar, 2015).

A study carried out in Central Province, Kenya, found a positive relationship between counsellor qualification and students' discipline in schools (Gitome, 2008). Similarly, in Murang'a County, Kenya, Kamore and Tiego (2015) found that the qualifications of guidance and counselling personnel influenced the ability to handle discipline in schools. Similar findings linking counsellor qualification and student discipline were made in Bondo District, Kenya (Affulo, 2005). While these findings did not investigate the relationship between counsellor qualification and academic achievement, they are relevant in that, students' discipline is often associated with academic achievement (Mwangi, 2003; Gitome, Katola & Nyabwari, 2013).

Much of the literature reviewed above used different populations to study the relationship between qualifications of the guidance and counselling personnel and students' academic achievement. For instance, Sink & Stroh (2003) and Akos et al. (2004) did their research among primary school students. Besides, Akos et al. (2004) focused on school counsellors' qualification in group counselling. Some of the studies conducted among secondary school students looked at the relationship between qualifications of the guidance and counselling personnel and students' adjustment (Egbochuku, 2008a; Auni et al., 2014). Others investigated the relationship between qualifications of the guidance and counselling personnel and students discipline (Gitome, 2008; Kamore & Tiego, 2015).

Based on the forgoing The current study focused on examining the extent of the relationship between the qualifications of the guidance and counselling personnel and students' academic achievement in secondary schools, unlike the other studies. Additionally, the present study used standardized test scores; the K.C.S.E examinations.

2.3 Responsive Services and Academic Achievement

Responsive services in guidance and counselling is a component under the organizational framework element of the guidance and counselling programme (Gysbers, 2008). Responsive services consist of activities that meet individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives (ASCA, 2003). It is important for school personnel to establish responsive policies and initiate strategies that assist students in meeting higher academic standards (Paisley & Hayes, 2003). The American School Counsellor Association (2003) recommends that school counsellors spend 80 percent of their time in direct services such as individual and group guidance and counselling, parent and teacher workshops, and consultations with stakeholders regarding strategies to help students. In Kenya, responsive

services are used by school counsellors to attend to the immediate needs and concerns of students (Wambu & Fisher, 2015).

With well designed programmes to rely on for guidance, school counsellors set high expectations for students and help boost academic scores (Viccora, 2006). Although responsive services are varied and can be utilized in a variety of settings, their utilization by students has been shown to improve academic achievement (Scheel & Gonzalez, 2007). These activities may be conducted through individual counselling; large group classroom guidance; small group counselling; peer facilitation programme; consultation with teachers, school administrators , school personnel, and parents; and coordination of guidance services (Myrick 2002).

Classroom guidance lessons are an efficient way for school counsellors to inform students about school-wide opportunities (Goodnough et al, 2007). Gerler and Anderson (1986, as cited in Akos, Cockman & Strickland, 2007) argue that the proactive nature of large group guidance also allows counsellors to focus on promoting academic competence. Individual counselling is a personal, private, and a face-to-face interaction between a counsellor and a client in which they work together on a problem or topic of interest (Mey, 2004).

Research by Whiston and Quinby (2009) found positive relationship between classroom guidance and high school students' academic achievement. On the other hand, Brigman & Campbell (2003) found positive relationship between classroom guidance and primary students' academic achievement. Likewise, Schlossberg, Morris and Lieberman (2001) found that large classroom guidance contributed to primary school students' academic achievement. However, Poynton, Carlson, Hopper & Carey (2006) in a study of secondary school students in the USA, found no significant relationship between classroom guidance and academic achievement.

Individual counselling is a personal, private, and a face-to-face interaction between a counsellor and a client in which they work together on a problem or topic of interest (Mey, 2004). Individual counselling includes school counsellor led services to assist students who face problems that can interfere with their personal, social, academic or career development (ASCA, 2005). It is an important and effective technique that has been recognized by school counsellors for many years (Department of Defense Education Activity, 2006). This is a service that can consist of only one session or several on-going sessions (Newsome & Gladding, 2007; Whiston & Quinby, 2009). In the USA, research by Littrell, Malia, and Vanderwood (1995, as cited in McGannon, Carey & Dimmitt, 2005) found that individual counselling helped with the social adjustment of high school students. While this study did not investigate academic achievement among students who accessed individual counselling services, it is relevant in that social adjustment is often linked with students' academic achievement (Lotfi, 2004; Ray & Elliott, 2006; Yengimolki, Kalantarkousheh & Malekitabar, 2015).

Small group counselling is an efficient and essential intervention for school counsellors (Paisley & Milson, 2007; Whiston & Quinby, 2009). Group work involves a confidential relationship whereby the school counsellor, as the group leader, encourages members to focus on growth (Schmidt, 2008). It is an essential service that counsellors can use to address students' academic concerns (Akos, Hamm, Mack & Dunaway, 2007; Myrick, 2002). Group counselling is remedial in nature when it addresses topics or issues that impair the learning and development of specific groups of students (Perusse, Goodnough & Lee, 2009). Small groups of students with similar concerns can be helped by intensive small-group counselling (Gysbers & Henderson, 2006).

In the USA a study by Wilson (1986, as cited in McGannon et al., 2005) found that group counselling with underachieving students had positive effects on academic achievement. On the

other hand, Brigman and Campbell (2003) found positive significant relationship between group counselling and primary school students' academic achievement. Similarly, Steen & Kaffenberger (2007) found positive relationship between group counselling and primary school students' academic achievement. In studies carried out in Pakistan Abid (2006) and Mehmood, Rashid and Azeem (2011) found that group and individual guidance and counselling services have positive effects on high school and primary school students' academic achievement respectively. However, in a study conducted in the USA, Steen and Bemak (2008) found no significant relationship between small group counselling and academic achievement.

Schools require trained student counsellors to complement the work of the school counsellors. Peer helping programmes are particularly effective with adolescents because students in this stage of development focus on obtaining support from their peers (Hunter, 2005). Studies show that adolescents prefer communicating with their peers on various topics, rather than with their own parents (Branwhite, 2000). Peers can be involved in tutorial programmes, orientation activities, ombudsman functions and, with special training, cross-age counselling and leadership in informal dialog (Gysbers & Henderson, 2006). Research by Edmondson and White (1998, as cited in Hunter, 2005) found that peer counselling improved the academic achievement of at-risk high school students. Similarly, a study by Hunter (2005) found that the amalgamation of peer and group counselling interventions improved the academic achievement of at-risk junior high school male students. A study conducted in Nyanza Province, Kenya, found that peer counselling improved academic achievement (Arudo, 2008). In Kisumu Municipality, it was found that peer counselling contributed to positive management of students' discipline in secondary schools (Kute, 2009). While the findings by Kute (2009) are not directly related to academic achievement, it can be inferred that lowering indiscipline will have a positive impact on

academic achievement since students' discipline is often linked with academic achievement (Mwangi, 2003; Gitome, Katola & Nyabwari, 2013).

Literature on the relationship between responsive services in guidance and counselling and students' academic achievement shows that much of the research has used a piecemeal approach. While some studies only focused on classroom guidance, for example, Whiston and Quinby (2009); Schlossberg, Morris and Lieberman (2001); and Poynton et al. (2006), others simply examined group counselling, for example, Wilson (1986, as cited in McGannon et al., 2005); Steen and Kaffenberger (2007); and Steen and Bemak (2008). Some studies investigated individual counselling, for example Littrell et al. (1995, as cited in McGannon et al., 2005). On their part, Arudo (2008) and Edmondson and White (1998, as cited in Hunter, 2005) examined the effect of peer counselling on academic achievement. While there are some studies that examined more than one aspect of the responsive services in guidance and counselling, their populations were different. For example, Brigman & Campbell (2003) examined the contributions of classroom guidance, and group counselling on the academic achievement of primary students. Similarly, Mehmood et al. (2011) found that group and individual guidance and counselling services have positive effects on primary school students' academic achievement. On the other hand, Abid (2006) found that group and individual guidance and counselling services have positive effects on high school students' academic achievement. The study by Abid (2006) though similar to the current study, used a smaller sample; 50 students. Moreover, his study tested the achievement in four subjects only.

Unlike other studies, the current study examined more responsive services. These included: classroom guidance; individual counselling; small-group counselling; peer counselling;

information services; talks by guest speakers; and referral services. The study also examined achievement in seven subjects examined in the K.C.S.E examinations.

2.4 Resource Allocation and Academic Achievement

The impact of the guidance and counselling programme in the school depends on the resources, both human and physical (Lutomia & Sikolia, 2008). Resource allocation to guidance and counselling services is a component under the resources element of the guidance and counselling programme (Gysbers, 2008). Gysbers, Lapan and Jones (2000) pointed out that:

When school counsellors have the time, resources, and the structure of comprehensive guidance programme to work in, they contribute to positive student academic and career development (p. 352).

For the guidance and counselling programme to function effectively, adequate financial support is crucial (Gysbers & Henderson, 2006). Mullum (1990, as cited in Egbochuku, 2008a) observed that successful implementation of the guidance programme depends on the availability of funds. The financial resources include a programmed budget (Gysbers & Henderson, 2006). The provision of adequate time is a very important factor for the guidance and counselling programme (Evaluation Design, Surveys, Tests, Analyses, and Reports Incorporated, 2006). The American School Counsellor Association (ASCA) recommends a ratio of one counsellor to 250 students (ASCA, 2003). Indeed, a study by Carrell and Carrell (2006) offers evidence of a 7.4 percent decrease in disciplinary recurrence with a reduction of student-to-counsellor ratio from 544 students per counsellor to 250 students per counsellor.

The facilities needed by the school counsellor to carry out quality guidance and counselling services in the school are numerous. Egbochuku (2008b) lists some of them as: accommodation, bookshelves, tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials. Egbochuku and Iyamu (2000) maintain that without a private office,

counselling will not be successful and delivery of guidance services will be ineffective. Rao (2003) supports this by suggesting that guidance and counselling should take place in a room free from outside disturbances.

Previous research on school expenditures have yielded mixed findings. For example, Hanushek (1996, as cited in Jacques and Brorsen, 2002) found no relationship between school expenditures guidance and counselling and student performance. However, many researchers refuse to accept Hanushek's conclusion and claim that these findings are based on poor data and inappropriate use of statistical methods (Ismail & Cheng, 2005).

In the USA, Research by Greenwald et al. (1996, as cited in Helvey, 2006) found that expenditure in guidance and counselling is one of the factors influencing students' achievement in mathematics. However, in another study in the USA, Jacques and Brorsen (2002) found that academic achievement was negatively related to expenditure on students' individual counselling. In Texas, USA, a study by Helvey (2006) found a positive relationship between time allocation to guidance and counselling services and academic achievement. In Nigeria, research by Egbochuku (2008a) showed a positive and significant relationship between the resources available for guidance counselling services and students' adjustment. Although not directly related to academic achievement, the finding by Egbochuku (2008a) are relevant since students' adjustment has been found to have a positive relationship with academic achievement (Farmer et al., 2006; Winga et al., 2011; Shah & Sharma, 2012; Ganai & Mir, 2013).

A study carried out in Murang'a County, Kenya, found a positive relationship between the allocation of resources to guidance and counselling services and students' discipline (Kamore & Tiego, 2015). While this study did not investigate academic achievement among students, it is

relevant in that discipline is often linked with academic achievement (Mwangi, 2003; Gitome et al., 2013). In Siaya District, Kenya, research by Auni et al. (2014) found that the provision of adequate time for guidance and counselling services influenced students' social adjustment. While these findings by Auni et al. (2014) are not directly related to academic achievement, it can be inferred that improving students' social adjustment will have a positive impact on academic achievement since students' social adjustment is associated with academic achievement (Lotfi, 2004; Ray & Elliott, 2006; Yengimolki, Kalantarkousheh & Malekitabar, 2015).

Literature reviewed above shows that research on the relationship between resource allocation to guidance and counselling services and students' academic achievement is differing. Some studies indicate that there is no significant relationship, for example Hanushek (1996, as cited in Jacques and Brorsen, 2002). On the other hand, one of the studies that found a positive relationship, examined its influence on one subject only; mathematics (Greenwald et al. 1996, as cited in Helvey, 2006). Others used the piecemeal approach, for example, Helvey (2006), who examined the relationship between time allocation to guidance and counselling services and academic achievement. Similarly, Jacques and Brorsen (2002) examined the relationship between academic achievement and expenditure on students' individual counselling. Studies carried out in Kenya examined the impact of resource allocation on students' social adjustment (Auni et al., 2014), or discipline (Gitome, 2008; Kamore & Tiego, 2015).

Unlike the studies cited above, the current research examined more resources which included funds, time, human resource, counselling room, and curriculum materials. Moreover, academic achievement was viewed in entirety by factoring in all the subjects that a student takes, unlike Greenwald et al. (1996, as cited in Helvey, 2006) who focused on mathematics only.

Furthermore, this study examined the correlation on classroom guidance; individual counselling; small-group counselling; peer counselling; information services; talks by guest speakers; and referral services, unlike Jacques and Brorsen (2002) who focused on individual counselling.

2.5 Collaboration and Academic Achievement

Comprehensive school counselling programme is a collaborative effort between professional school counsellors, parents and other educators (ASCA, 2003). Collaboration between school counsellors, parents and other staff is a component under the resources element of the guidance and counselling programme (Gysbers, 2008). While the school counsellors have the primary responsibility for the delivery of the guidance and counselling programme, other members of staff have important and worthwhile contributions to make to the planning and delivery of many aspects of the programme. Guidance and counselling is a service that requires the Whole School Approach; an approach which is collaboratively planned and delivered, permeates the school curriculum, and contributes to the school atmosphere (Hui, 2000). The Whole School Approach to guidance and counselling emphasizes the united effort of all school personnel who, under the leadership of the school head, work together to create a positive environment enriched with care, trust and mutual respect. An effective and collaborative relationship between the school principal and counsellor is essential for counsellors to fulfill appropriate roles effectively (Chata & Loesch, 2007). School counsellors collaborate with other school staff to integrate guidance into the overall school curricula (ASCA, 2003).

The efficacy of school counsellors is influenced by the school climate (Look, 2005). Ponec and Brock (2000) argue that guidance and counselling programmes are promoted when the role of the school counsellor is clearly defined, mutual trust and clear communication developed, and support strategies for working with teachers and administrators constantly maintained.

The quality of education can be improved if counsellors and other school personnel interact positively (Yahaya, 2003). A partnership between school counsellors and teachers is one of the most important factors in improving student academic achievement (Van Velsor, 2009). Bowers, Hatch and Schwallie-Giddis (2001) indicated that:

Counsellors need the inner strength to step up to work with teachers to improve student achievement and to demonstrate that what they do is connected to student learning (p. 18).

School counsellors may work collaboratively with teachers when developing, organizing and presenting developmental classroom lessons (Goodnough et al., 2007; Myrick, 2002; Schmidt, 2008; Thompson, 2002). Also, collaboration between school counsellors and teachers is essential to ensure that the guidance curriculum complements regular instruction (Sciarra, 2004).

Parental involvement in partnership with schools is critical to the advancement of quality education (Driessen, Smit, & Slegers, 2005). Parental involvement makes an enormous impact on the student's attitude, attendance, and academic achievement and it promotes better cooperation between parents and teachers (Epstein & Sheldon, 2002). It also allows parents and teachers to combine efforts to help children succeed in school (Bryk & Schneider, 2002). Hixson (2006) points out that involvement of parents in the school environment is often cited as one of the most important ways to improve academic achievement. Counsellors can involve parents through parent consultation, parent education classes that teach parents how to support their children in schools as well as parenting skills, and by advocating for parents and students when students are not treated fairly by the educational establishment (Brown, 1989, as cited in López, Scribner & Mahitivanicha, 2001).

Research in the United Kingdom by Desforges and Abouchaar (2003) found that parental involvement in guidance and counselling programme has a significant effect on primary

students' academic achievement. On the other hand, Stone and Clark (2001) in the USA found a positive relationship between collaboration of school counsellors and school administrators and high school students' academic achievement.

In another study in the USA, Fitch and Marshall (2004) found that academic achievement was higher in schools that demonstrated a strong collaboration between school counsellors and teachers. Similarly, a study by Baker et al. (2009) found that school counsellors' involvement in collaboration with teachers contributed to greater academic achievement. In another study investigating collaboration between school counsellors and teachers in the USA, Stringer, Reynolds, & Simpson (2003) found a negligible difference in academic achievement between a control and treatment group.

In Murang'a District, County, Kamore and Tiego (2015) found a positive relationship between the school administrators' participation in guidance and counselling activities and students' discipline. While this study did not investigate academic achievement, it is relevant in that discipline is often linked with students' academic achievement (Mwangi, 2003; Gitome et al., 2013). In Siaya District, Kenya, a study by Auni et al. (2014) found that parental participation in guidance and counselling services influenced students' social adjustment. Although these findings are not directly related to academic achievement, it can be inferred that sound social adjustment will have a positive impact on academic achievement for the reason that social adjustment has been found to have a positive relationship with academic achievement (Lotfi, 2004; Ray & Elliott, 2006; Yengimolki, Kalantarkousheh & Malekitabar, 2015).

Literature on the relationship between the collaboration of school counsellors, parents and other staff and students' academic achievement shows that most studies used a piecemeal approach. While some studies examined the collaboration between school counsellors and teachers, for

example, Fitch and Marshall (2004); Baker et al. (2009); and Stringer et al. (2003), others investigated the cooperation between school counsellors and parents, for example, Desforges and Abouchaar (2003); and Auni et al. (2014), while others examined the collaboration between school counsellors and school administrators (Stone & Clark, 2001); and Kamore and Tiego (2015).

Distinct from the cited research, the present study examined the collaboration among all the three categories of individuals, that is, parents; the guidance and counselling personnel; and teachers and school administrators. This was informed by studies that emphasize that the success of the guidance and counselling programme depends on the level of involvement and support from the school administrators, teachers, and the students' parents (Kampwirth, 2003; Bryan & Holcomb-McCoy, 2007).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a description of the research methodology which includes research design, population, sampling procedures and sample size, instrumentation, data collection procedures and data analysis.

3.2 Research Design

The study used a correlational research design. Correlational design deals with levels of relationship between variables. Its advantage is that it permits the researcher to study the relationship between many variables simultaneously (Gall, Gall & Borg, 2007). This design was selected because the main purpose of this study was to examine the extent of relationship between the guidance and counselling programme and students' academic achievement in secondary schools in Kisumu East District, Kenya.

3.3 Area of Study

The study was carried out in Kisumu East District, Kisumu District, Kenya. Kisumu East District was formed in 2007 when the former Kisumu District was split into two. At the time of the study the District had two administrative divisions; namely, Winam and Kadibo (Republic of Kenya, 2008).

Kisumu East District has a total area of 559.2 square kilometers. The District population is 473, 649 persons of which 235, 676 are males while 237, 973 are females (Republic of Kenya, 2010). Kisumu East District borders Nandi East District to the North East, Nyando District to the East, Vihiga District to the North, Kisumu West District to the North West and Rachuonyo North

District to the South. It lies within longitude 33 20' E and 35 20' E, and latitude 0 20' S and 0 50' S. The rapid growth in population has placed great pressure on the social amenities such as housing, health, water and education especially in the urban areas. The main economic activities in Kisumu East District are subsistence agriculture and fishery on Lake Victoria. Absolute poverty is at 49 percent. Infant mortality is at 220 per 1000 live births (Republic of Kenya, 2008). Kisumu East District was chosen for the study because of the high number of candidates who scored Wastage Grades in the K.C.S.E examinations in the year 2008 (District Education Office, 2009).

3.4 Population of the Study

The study population comprised of 3,681 form three students, 184 school administrators and 46 heads of guidance and counselling departments from 46 secondary schools in Kisumu East District.

3.5 Sample Size and Sampling Techniques

Multistage cluster sampling method was used to select participating schools and respondents. This involved first selecting schools and then selecting the respondents within the schools (Fraenkel & Wallen, 2009). First, a list of all the schools in the District was prepared. One school was selected at random from the first two schools on the list. Thereafter, every second school was picked from the list giving a sample of 30 schools. The sample consisted of 5 boys' schools, 4 girls' schools, and 21 mixed schools. However, sex or school type was not a factor in this study. The sample was made up of 30 school administrators (one from each school) and 30 guidance and counselling heads of departments. Borg and Gall (1979, as cited in Cohen, Manion & Morrison, 2007) suggest that correlational research requires a sample size of no fewer than

thirty cases. The sample of form three students was determined by using a formula developed by Krejcie and Morgan (1970, as cited in Chuan, 2006) which is shown below.

$$S = \frac{\chi^2 NP(1-P)}{d^2(N-1) + \chi^2 P(1-P)}$$

Where:

S = required sample size

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

χ^2 = the table value of chi-square for one degree of freedom which is 3.841 for the .95 confidence level.

This calculation yielded 348 students. This figure was divided up equally among the 30 participating schools giving an average of 12 students per school. To get 12 students per school, systematic random sampling technique was employed. Selection was done from the class registers obtained from the school administrators in each of the 30 schools. A sampling interval was determined by dividing the number of form three students in each school by the sample size (12 students per school). After deciding on the starting point, every nth name was picked until the required sample size was achieved.

3.6 Instrumentation

Data was collected using questionnaires. A questionnaire is a research tool through which respondents are asked to respond to similar questions in a predetermined order (Gray, 2004). There were three self-constructed questionnaires used in the pilot study and the main study.

Questionnaires were used in this study because they could efficiently collect quantifiable data without introducing interviewer bias (Trochim, 2006). There is also greater anonymity which is associated with the absence of an interviewer (Nachmias & Nachmias, 2000). Anonymity increases the chances of genuine responses (Colton & Covert, 2007).

The questionnaire as an instrument has some weaknesses. It does not give the researcher the opportunity to make a follow-up on answers given (Nachmias & Nachmias, 2000). This was, however, overcome in this study by the inclusion of a few open-ended questions. Another weakness of the questionnaire is the possibility of inclusion of ambiguous items (Gray, 2004). This was overcome by asking experts in the area of guidance and counselling to review the items and by also carrying out a pilot study.

The questionnaires items for this study were in the form of a five-point Likert-Scale. Likert-Type Scales are used to register the extent of agreement or disagreement with a particular statement (Trochim, 2006). The advantage of Likert-Type Scales is that they provide greater flexibility since the descriptors on the scale can vary to fit the nature of the questions or statements (McMillan & Schumacher, 2010). The weakness of Likert-Type Scales is that some respondents tend to respond in predictable patterns (Hannan, 2007). This was controlled in this study by having reverse statements where the pattern of socially desirable responses was altered. The questionnaires were designed for the guidance and counselling heads of departments, school administrators, and students.

3.6.1 Questionnaire for Guidance and Counselling Heads of Departments

Questionnaire for guidance and counselling heads of departments had 3 sections. The questionnaire consisted of mainly close-ended items stated on a Likert-Scale, and a few open-

ended items. This sought data on the qualifications of the guidance and counselling personnel, resource allocation to guidance and counselling services, and the participation of school administrators in guidance and counselling activities (appendix A).

3.6.2 Questionnaire for School Administrators

Questionnaire for school administrators had 2 sections. The first section had closed ended items stated on a Likert-Scale for the independent variable, while the second section had closed ended items for the dependent variable. This sought data on the guidance and counselling personnel's involvement in collaboration with parents, teachers and the school administrators. It also collected information on the schools' 2009 K.C.S.E examination grades (Appendix B).

3.6.3 Questionnaire for Students

Questionnaire for students had 2 sections with closed ended items stated on a Likert-Scale. It sought information on the participation of parents in guidance and counselling activities and the responsive services in guidance and counselling (Appendix C).

3.7 Reliability and Validity

Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another (Fraenkel & Wallen, 2009). The validity of a measure is the degree to which it measures what the researcher intends to measure (Bordens & Abbot, 2006).

3.7.1 Reliability

Reliability is a measure of consistency of scores obtained (Cohen, Manion & Morrison, 2007). The reliability of the questionnaires for this study was determined via the test re-test method. In

this study, the test re-test reliability was determined after pilot testing. The questionnaires were administered to 2 school principals, 2 deputy principals, and 6 heads of academic departments. The heads of academic departments were included because heads of departments in secondary schools in Kenya are regarded as part of the schools' administration (Republic of Kenya, 2003). Therefore, they were at a position to provide the same information as the principals and the deputy principals. Questionnaires for the pilot study were also administered to 6 heads of guidance and counselling departments and 80 students in Kisumu East District. The questionnaires were re-administered to the 2 school principals, 2 deputy principals, 6 heads of academic departments, 6 heads of guidance and counselling departments and 80 students after two weeks. A Pearson Product Moment Correlation Coefficient (r) was computed to determine the reliability of the questionnaires. Reliability coefficients of 0.81, 0.85, and 0.83 were obtained for the guidance and counselling heads of departments', school administrators', and students' questionnaires respectively. The reliability coefficients were sufficient for the research since they were above the recommended minimum level of 0.7 (Fraenkel & Wallen, 2009; Pallant, 2009).

3.7.2 Validity

The tools for data collection were presented to research experts from the Department of Educational Psychology, Maseno University, to gauge their face validity. Face validity was selected because the information required from respondents were concerned primarily with finding out "what is" of the guidance and counselling programme in their respective schools, and the 2009 K.C.S.E examination grades. The comments from the research experts were used to improve the research instruments.

3.8 Data Collection Procedures

The researcher received a letter of introduction from the School of Graduate Studies, Maseno University. The researcher then proceeded to the National Council for Science and Technology to apply for a formal research permit which gave the authorization to carry out research in Kisumu East District. The researcher then sought for permission from the Provincial Director of Education, Nyanza Province, and the District Education Officer, Kisumu East District to conduct the research in secondary schools in the District. Letters to notify the various heads of institutions of the intended study were dispatched two weeks before the actual visit by the researcher to the institutions. The researcher made a visit to the concerned schools prior to collecting data and met the concerned heads of institutions. Staff and students were approached with an explanation as to the purpose of the research. A formal verbal request was made to every respondent to fill in the questionnaire. The researcher administered the questionnaires in person. The researcher briefed the respondents selected for the study on how to respond to the questionnaires. Thirty minutes were allowed for each person to respond to the items. Completed questionnaires were retrieved from the respondents after they had finished filling them. There was 100% return-rate of the questionnaires.

3.9 Data Analysis

Data collected by use of the questionnaires was sorted, coded, classified and tabulated. The questionnaires were coded according to the schools to allow for correlation of data. Numerical scores were assigned to the five response options given to each item on the Likert-Scale. Positively stated items on the Likert-Scale were scored as: Strongly Agree (SA) = 5; Agree (A) = 4; Undecided (U) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1. The negatively stated items were scored as: Strongly Agree (SA) = 1; Agree (A) = 2; Undecided (U) = 3; Disagree (D) = 4; and Strongly Disagree (SD) = 5. This was applied to the following independent variable: the

responsive services in guidance and counselling programmes; resource allocation to guidance and counselling services; and collaboration between school counsellors, parents and other staff. For the qualifications of the guidance and counselling personnel variable, score values were assigned as follows: Degree = 5; Diploma = 4; Certificate = 3; Seminar/Workshop = 2; and No Training = 1. The 2009 K.C.S.E. examination was adopted as a measure of students' academic achievement. Academic achievement was measured using the schools' mean grade scores in the K.C.S.E. examination. The K.C.S.E examination was preferred because it is a national examination that is standardized. Therefore, its validity and reliability were assured. The K.C.S.E scores were computed using a twelve point scale which ranged from a minimum of 1 point to a maximum of 12 points.

Statistical analysis of data was computed by use of descriptive statistics which included tabulation and computation of frequencies, percentages and means. Pearson product moment correlation was used to analyze the extent of the relationship between the guidance and counselling programme's components and academic achievement. The data collected was analyzed using a computer programme, the Statistical Package for Social Sciences (SPSS) 11.5 version for Windows. Data collected from students on responsive services and participation of parents in guidance and counselling from each school was analyzed separately. This involved calculating all the scores from the students and computing a school mean for each school. Equally, the correlational analysis of the independent variables and dependent variable was computed school by school. This means that each school was considered as one unit. The following tables present the nature of the variables and their items as used for analysis and the interpretation of data collected for the study.

Table 2: Variables and their Items for Guidance and Counselling Heads of Departments' Questionnaire

Instrument	Independent variables	Items (Item Number)
Questionnaire for Guidance and Counselling Heads of Departments	1. Qualifications of the guidance and counselling personnel	- None (2a; 5a) - Workshops (2b; 5b) - Certificate (2c; 5c) - Diploma (2d; 5d) - Degree (2e; 5e)
	3. Resource Allocation	- Adequate budget (8) - Private office/room (9) - Kits, books, software (10) and video materials - Less teaching load (11) - Sufficient trained (12) counsellors - The school sponsors (13) personnel to seminars - Adequate number of (14) peer counsellors
	4. Collaboration between school counsellors, parents and other staff	Participation of teachers and school administrators - Collaboration to integrate (15) G&C in curriculum - Consultation with G&C (16) staff - Participation in discussions (17) With students - Encouraging students to (18) consult G&C staff - Receiving orientation on (19) G&C services

Key: G&C = Guidance and Counselling

Table 2 shows that the questionnaire for guidance and counselling heads of departments had 3 sections, all covering independent variables. The first section had independent variable items for

the first objective; qualifications of the guidance and counselling personnel. The second section had independent variable items for the third objective; resource allocation to guidance and counselling services. On the other hand, the third section had independent variable items for part of the fourth objective, that is, participation of teachers and school administrators in the guidance and counselling programme, under the variable; collaboration between school counsellors, parents and other staff.

Table 3: Variables and their Items for School Administrators' Questionnaire

Instrument	variables	Items (Item Number)
Questionnaire for School Administrators	Independent variables 4. Collaboration between school counsellors, parents and other staff	G&C Personnel's involvement in collaboration - Involving parents and other (1) staff in G&C programme implementation - Consulting with parents and (2) staff - Giving orientation to parents and (3) other staff on G&C services - Organizing discussions between (4) parents and other staff - Sharing and interpreting student (5) data
	Dependent variable 1. Students Academic Achievement	- Schools' 2009 K.C.S.E examination results (6)

Key: G&C = Guidance and Counselling

Table 3 shows that the questionnaire for school administrators had 2 sections. The first section had items for the independent variable, while the second section had items for the dependent variable. The independent variable section had items for part of the fourth objective, that is,

guidance and counselling personnel's involvement in collaboration, under the variable; collaboration between school counsellors, parents and other staff. The dependent variable section requested information on students' academic achievement as measured by the 2009 K.C.S.E examination results.

Table 4: Variables and their Items for Students' Questionnaire

Instrument	Independent variables	Items (Item Number)
Questionnaire for Students	1. Collaboration between school counsellors, parents and other staff	Participation of Parents - Volunteering to participate in G&C (1) activities - Willingness to share information (2) about their children with the G&C department - Encouraging students to consult (3) G&C department freely - Willingness to receive orientation (4) on G&C services - Attending discussions organized (5) by the G&C department
	2. Responsive services	- Classroom guidance (6) - Individual counselling (7) - Small-group counselling (8) - Peer counselling (9) - Information on books, pamphlets (10) brochures, leaflets etc. - Invitation of guest speakers (11) - Referral services (12)

Key: G&C = Guidance and Counselling

Table 4 shows that the questionnaire for students had 2 sections, both covering independent variables. The first section had items for part of the fourth objective, that is, participation of parents in guidance and counselling activities, under the variable; collaboration between school

counsellors, parents and other staff. The second section had independent variable items for the second objective; responsive services in guidance and counselling.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a discussion of the research results. The discussion addresses the objectives of the study which included finding out the following:

1. The extent of relationship between qualifications of the guidance and counselling personnel and students' academic achievement in secondary schools in Kisumu East District.
2. The extent of relationship between responsive services in guidance and counselling and students' academic achievement in secondary schools in Kisumu East District.
3. The extent of relationship between resource allocation to guidance and counselling services and students' academic achievement in secondary schools in Kisumu East District.
4. The extent of relationship between collaboration of school counsellors, parents and other staff in guidance and counselling programme and students' academic achievement in secondary schools in Kisumu East District.

The data collected on these objectives were analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 11.5 for windows. Analysis of data was computed school by school.

4.2 Relationship between Personnel Qualifications and Academic Achievement

The first objective of this study was to find out the extent of relationship between qualifications of the guidance and counselling personnel and students' academic achievement. The 2009 K.C.S.E. examination data was adopted as a measure of students' academic achievement. School administrators provided the data for the 2009 K.C.S.E examination. The data analyzed provided a total of means and standard deviations for each school, ranging on a scale of 1 to 12, computed from the school administrators' reports. The data provided is summarized in Table 5.

Table 5: School Means and Standard Deviations of the 2009 K.C.S.E Examinations (n = 30)

		SCHOOL														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Mean		4.656	5.905	5.139	5.054	7.605	8.021	5.258	6.648	3.300	5.863	3.844	4.835	5.930	5.597	5.951
S.D.		1.95	1.34	1.47	1.88	1.78	1.51	1.78	1.54	1.43	1.23	1.45	1.94	1.62	1.23	1.51

		SCHOOL														
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Mean		6.414	6.388	6.222	5.423	5.085	4.857	4.678	4.632	4.427	4.125	3.973	3.889	3.860	4.561	4.424
S.D.		1.70	1.64	1.30	1.67	1.55	1.86	1.46	1.32	1.87	1.64	1.81	1.72	1.78	1.91	1.53

Table 5 shows the K.C.S.E examination means and standard deviations for each of the 30 schools in the sample. The highest K.C.S.E mean was 8.021 (school 6) on a scale of 1 to 12, while the lowest mean was 3.300 (school 9) on a scale of 1 to 12. The mean of the K.C.S.E scores for the 30 schools was 5.219 (SD = 1.12) on a scale of 1 to 12. The results in Table 2 indicates that 76.3% of the schools (n = 23) scored means below 6.00. This shows that the K.C.S.E examination performance of secondary schools in Kisumu East District in 2009 was below average. Only 23.7 % of the sampled schools (n = 7) had mean scores of 6.0 points or above out of the possible 12 points.

Information on the qualifications of the guidance and counselling personnel was obtained from the heads of guidance and counselling departments of the participating schools. The data analyzed provided a total of means and standard deviations for each school, ranging on a scale of 1 to 5, computed from the guidance and counseling heads of departments' reports. The means and standard deviations of the qualification of the guidance and counseling personnel scores are shown in Table 6.

Table 6: School Means and Standard Deviations of Personnel Qualifications Scores (n = 30)

		SCHOOL														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Personnel		1.875	2.000	2.167	1.500	3.609	3.667	2.286	2.833	2.00	2.667	2.00	2.00	2.833	3.324	3.500
S.D.		0.18	0.00	0.23	0.71	1.54	0.05	0.40	0.23	0.71	0.94	0.00	0.00	0.23	1.82	2.12

		SCHOOL														
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Personnel		2.940	2.730	3.347	2.678	3.132	2.130	2.450	1.721	2.231	1.130	1.871	1.647	2.432	2.861	2.496
S.D.		1.20	0.43	0.10	1.01	1.31	0.24	0.55	0.92	0.69	0.38	0.15	0.64	0.98	0.49	0.44

Table 6 shows the means and standard deviations of qualifications of guidance and counselling personnel scores for each of the 30 schools in the sample. The highest personnel qualifications' mean was 3.667 (school 6), on a scale of 1 to 5, while the lowest mean was 1.500 (school 4), on a scale of 1 to 5. The mean of the qualifications of guidance and counselling personnel scores for the 30 schools was 2.500 (SD = 0.61) on a scale of 1 to 5.

The findings from this study show that many schools in Kisumu East District did not have adequately trained counsellors. This is in agreement with studies conducted earlier which found that trained counsellors were not available in many schools in Kisumu District (Nyanjom, 2007; Ajowi & Simatwa, 2010). Similar findings were also observed in Bondo District, Kenya (Affulo, 2005). This poses a major challenge to the effectiveness of the guidance and counselling programme given that the success of the programme depends on the provision of qualified and well trained full-time counsellors in schools (Mey, 2004; Akos et al., 2004).

The data obtained was used to examine the relationship between the qualifications of the guidance and counselling personnel ($M = 2.50$, $SD = 0.61$) and academic achievement ($M = 5.22$, $SD 1.12$) using a scatter plot. This is shown in figure 2.

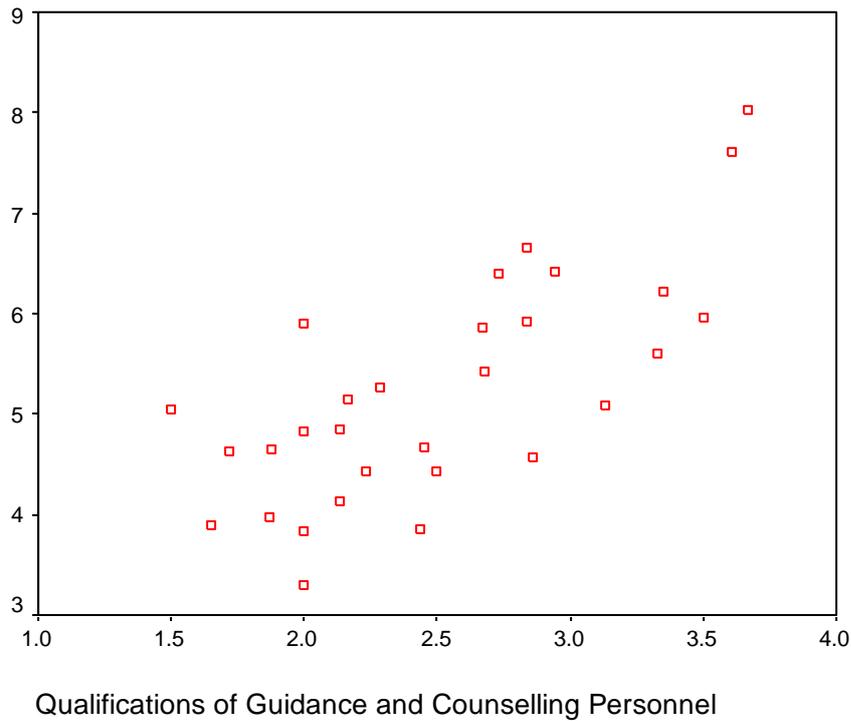


Figure 2: Scatter Plot of Personnel Qualifications and Academic Achievement

It is evident from the scatter plot in Figure 2 that academic achievement and qualifications of the guidance and counselling personnel have a strong and positive linear correlation. This suggests that on average, secondary schools with better qualified guidance and counselling personnel tended to have higher school means while those with less qualified guidance and counselling staff tended to have lower means. The scores of the two variables for each school were then correlated using Pearson's r ; the correlation coefficient is shown in Table 7.

**Table 7: Relationship between Personnel Qualifications and Academic Achievement
(n = 30)**

Variables	Mean	SD	<i>r</i>	Alpha level	P. Value (2 Tailed)
Personnel Qualifications	2.501	0.61	.731**	.05	.001
Academic Achievement	5.219	1.12			

**denotes significance at .01 level

Based on the correlation results shown in Table 7, it is evident that there was a strong and positive significant correlation between qualifications of the guidance and counselling personnel and academic achievement ($r = .731, p < .05$). This means that secondary schools in Kisumu East District that had guidance and counselling personnel with higher qualifications tended to perform better in K.C.S.E examinations. On the other hand, schools which had guidance and counselling personnel with lower qualifications tended to get lower grades in K.C.S.E examinations.

These findings correspond with those of Sink and Stroh (2003) and Akos et al. (2004) who found that the qualifications of the guidance and counselling personnel was positively correlated to primary school students' academic achievement. However, the finding from this study showed a stronger correlation compared to Sink and Stroh's and Akos et al.'s findings.

4.3 Relationship between Responsive Services and Academic Achievement

The second objective of this study was to find out the extent of relationship between responsive services in guidance and counselling and students' academic achievement. Students were asked to indicate the variety of responsive services offered to them in schools by the guidance and counselling personnel. The following items were considered: classroom guidance to address academic challenges; individual counselling; small-group counselling; peer counselling;

information on relevant books, pamphlets, brochures; talks by guest speakers; and referral services. Their responses were summarized in Table 8.

Table 8: Students' Responses on the Responsive Services in Guidance and Counselling (n = 348)

Item	Disagree % (f)	Undecided % (f)	Agree % (f)
1. G&C personnel offer classroom guidance to address academic challenges	15.5% (54)	4.9% (17)	79.6% (277)
2. G&C staff offer individual counselling to students with problems	30.7% (107)	5.2% (18)	64.1% (223)
3. G&C department offers small-group counselling to students with difficulties	35.6% (124)	10.6% (37)	53.7% (187)
4. G&C department offers peer counselling to improve academic study skills	25.6% (89)	9.5% (33)	64.9% (226)
5. G&C department offer information on relevant books, pamphlets, brochures etc.	57.8% (201)	7.2% (25)	35.1% (122)
6. G&C department often invite guest speakers to give talks to students	57.1% (199)	9.2% (32)	33.7% (117)
7. There is a referral service for students in need of help	50.0% (174)	19.5% (68)	30.5% (106)

Key: %= Percentage, f = Frequency counts, **G&C** = Guidance and Counselling

As shown in Table 8, 277 (79.6%) of the respondents indicated that the guidance and counselling personnel offered classroom guidance to students to address academic challenges. Regarding individual counselling, 223 (64.1%) of the respondents reported that it was offered in their schools. Another 187 (53.7%) of the respondents said that the guidance and counselling departments in their schools offered small-group counselling to students with difficulties. On peer counselling services, 226 (64.9%) of the respondents indicated that the guidance and counselling departments offered the services to students. On whether the guidance and counselling departments offered information on relevant books, pamphlets, and brochures, 201 (57.8%) of the respondents noted that they were not offered. While another 199 (57.1%) of the

respondents pointed out that guest speakers were not invited to give talks to students. On the provision of referral services for students, 174 (50.0%) of the respondents noted that they were not provided.

The findings from this study show that many schools in Kisumu East District delivered a variety of responsive services. However, the study found out that there was no uniformity in the provision of these services across schools. While many schools focused on classroom guidance, individual counselling, small-group counselling and peer counselling, only a few schools offered information on relevant books, pamphlets, and brochures; invited guest speakers; and offered referral services. Similar findings were observed in Eldoret Municipality, Kenya (Owino, 2013).

The data analyzed provided a total of means and standard deviations of responsive services scores for each given school, ranging on a scale of 1 – 5, computed from the guidance and counselling heads of departments' reports. The means and standard deviations of the responsive services scores are shown in Table 9.

Table 9: School Means and Standard Deviations of Responsive Services Scores (n = 30)^a

	SCHOOL														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Responsive	2.766	3.387	3.323	2.060	3.540	3.893	3.221	3.907	2.001	2.970	3.166	2.249	3.553	3.247	3.514
S.D.	0.81	0.97	0.70	0.63	0.72	0.76	0.73	0.66	0.91	1.21	0.95	0.53	0.73	0.80	0.62

	SCHOOL														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Responsive	2.943	3.132	2.875	2.621	2.431	2.213	2.134	2.412	2.323	2.212	2.346	2.111	2.099	2.798	2.498
S.D.	0.70	0.83	0.86	0.66	0.84	0.67	0.78	0.59	0.91	0.69	0.84	0.73	0.74	0.93	0.85

^a Data collected from the 348 students on responsive services was analyzed separately for each school then school means were computed to give responsive services scores for each of the 30 schools.

Table 9 shows the means and standard deviations of the responsive services scores for each of the 30 schools in the sample. The highest mean was 3.907 (school 8) while the lowest mean was 2.001 (school 9). The mean of the responsive services scores for the 30 schools was 2.800 (SD = 0.58).

The data obtained was used to examine the relationship between the responsive services in guidance and counselling and academic achievement using a scatter plot. This is as shown in figure 3.

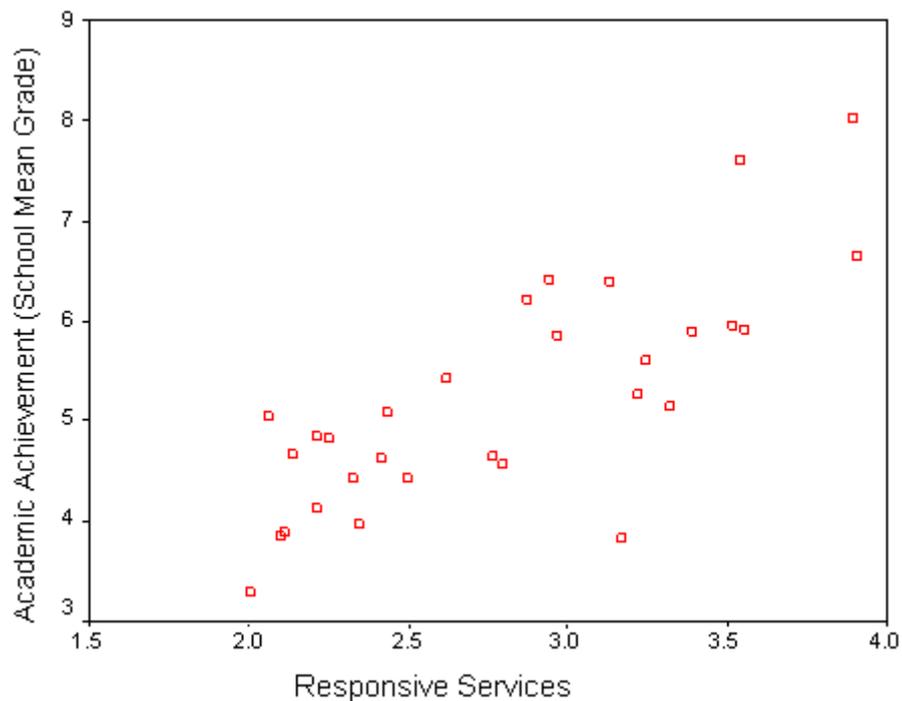


Figure 3: Scatter Plot of Responsive Services and Academic Achievement

The scatter plot in Figure 3 presented a strong and positive linear relationship between responsive services and academic achievement. This suggests that in general, secondary schools with more responsive services tended to have higher school means while those with less appropriate responsive services tended to have lower mean grades. The scores of the two variables for each school were then correlated using Pearson's r ; the correlation coefficient is shown in table 10.

**Table 10: Relationship between Responsive Services and Academic Achievement
(n = 30)**

Variables	Mean	SD	r	Alpha level	P. Value (2 Tailed)
Responsive services	2.800	0.58	.777**	.05	.001
Academic Achievement	5.219	1.12			

**denotes significance at .01 level

As indicated in Table 10 results of this analysis show an r value of .777 testing at an alpha level of .05 and a p. value of .001. The p. value is less than .05 ($p < .05$). The findings therefore indicate that there is a strong and positive significant correlation between the two variables. This means that students in secondary schools in Kisumu East District which offered more responsive services tended to perform better in K.C.S.E examinations. Conversely, schools that used less appropriate responsive services tended to perform worse in K.C.S.E examinations.

The findings of this study are similar to those of Abid (2006) who found that group and individual guidance and counselling services had significant relationships with to academic achievement of secondary school students. Similarly, Whiston and Quinby (2009) and Brigman & Campbell (2003) found positive relationship between classroom guidance and students' academic achievement. However, the results differ from findings by Poynton et al. (2006) who

found no significant relationship between classroom guidance and academic achievement. Nevertheless, the current study found a stronger correlation between responsive services and students' academic achievement as compared to Whiston and Quinby's; Abid's; and Brigman and Campbell's findings.

4.4 Relationship between Resource Allocation and Academic Achievement

The third objective of this study was to find out the extent of relationship between resource allocation to guidance and counselling services and academic achievement. The following guidance and counselling resource items were considered in this study: budgetary allocation; availability of a private room for individual counselling; availability of kits, books, software and video materials for guidance and counselling activities; teaching workload of the guidance and counselling personnel in relation to the time given for guidance and counselling services; the adequacy in terms of numbers of trained counsellors in the school; staff sponsorship to seminars and workshops; and adequate number of trained peer counsellors. The findings are shown in table 11.

Table 11: Guidance and Counselling Heads of Departments' Responses on Resource Allocation to Guidance and Counselling Services (n = 30)

Item	Disagree % (f)	Undecided) % (f)	Agree % (f)
1. G&C department has adequate Budget	66.7% (20)	6.7% (2)	26.7% (8)
2. G&C department has a private office/room for individual counselling	26.7% (8)	13.3% (4)	60.0% (18)
3. G&C department has kits, books, software and video materials	53.3% (16)	33.3% (10)	13.3% (4)
4. G&C staff have less teaching load to allow them more time for G&C activities	40.0% (12)	33.3% (10)	26.7% (8)
5. The school has a sufficient number of trained counsellors	46.7% (14)	13.3% (4)	40.0% (12)
6. The school sponsors G&C personnel to seminars and workshops	40.0% (12)	6.7% (2)	53.3% (16)
7. The school has adequate number of trained peer counsellors	26.7% (8)	6.7% (2)	66.7% (20)

Key: %= Percentage, f = Frequency counts, **G&C** = Guidance and Counselling

As shown in Table 11, 66.7% (20) of the guidance and counselling heads of departments indicated that the guidance and counselling departments did not have adequate budget for the programme in their schools. However, 60.0% (18) of the guidance and counselling heads of departments acknowledged that their guidance and counselling departments had a private office/room for individual counselling. With regard to the availability of kits, books, software and video materials, 53.3% (16) of the respondents reported that such facilities were not available. Regarding sufficiency of trained counsellors 46.7% (14) of the respondents pointed out that their schools did not have enough trained counsellors. On the issue of resources for professional development of the guidance and counseling personnel, 53.3% (16) of the respondents reported that their schools sponsored the attendance of the guidance and counselling personnel to seminars and workshops. With regard to peer counselling, 66.7% (20) of the guidance and counselling heads of departments indicated their schools had adequate number of trained peer counsellors.

The findings from this study show that many schools in Kisumu District did not have adequate resources for guidance and counselling services. This is in agreement with studies conducted earlier which found that adequate resources were not available in many schools in Kenya (Republic of Kenya, 2002; Wambu & Fisher, 2015).

The data analyzed provided a total of means and standard deviations of resource allocation scores for each given school, ranging on a scale of 1 – 5, computed from the guidance and counselling heads of departments' reports. The means and standard deviations of the resource allocation scores are shown in Table 12.

Table 12: School Means and Standard Deviations of Resource Allocation Scores (n = 30)

		SCHOOL														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Resource		2.429	3.429	3.143	2.143	3.714	3.857	2.286	3.000	2.143	2.857	2.714	3.286	3.571	3.429	3.143
S.D.		1.62	1.13	0.90	1.21	1.11	1.46	1.11	1.53	0.69	1.07	0.95	1.38	1.90	1.27	1.21

		SCHOOL														
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Resource		3.021	2.753	3.325	2.422	2.989	2.347	2.134	2.299	2.475	2.001	1.985	2.134	1.981	2.222	2.545
S.D.		1.16	1.24	1.19	1.32	1.22	1.31	1.04	1.29	1.17	1.08	1.37	1.12	1.74	1.57	1.31

Table 12 shows means and standard deviations of the resource allocation scores for each of the 30 schools in the sample. The highest mean was 3.857 (school 6) while the lowest mean was 1.981 (school 28). The mean of the resource allocation scores for the 30 schools was 2.710 (SD = 0.56).

The data obtained was used to examine the relationship between the resource allocation to guidance and counselling services and academic achievement using a scatter plot. This is shown in figure 4.

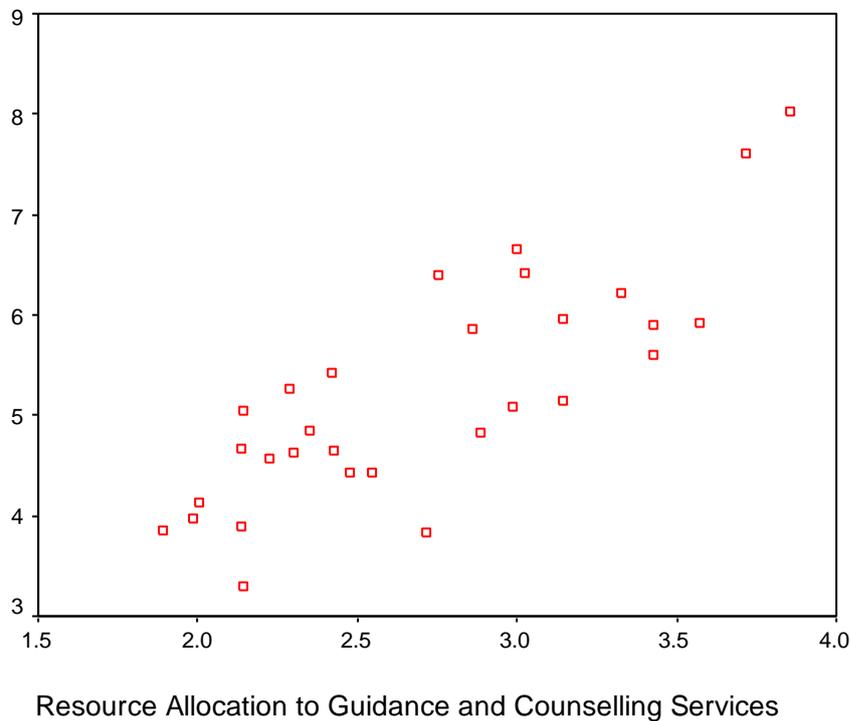


Figure 4: Scatter Plot of Resource Allocation and Academic Achievement

The scatter plot in Figure 4 shows that resource allocation to guidance and counselling services and academic achievement have a strong and positive linear correlation. This shows that secondary schools that allocated better resources to guidance and counselling services tended to have higher school means while those that allocate fewer resources tended to have lower mean grades. The scores of the two variables for each school were then correlated using Pearson's r ; the correlation coefficient is shown in Table 13.

Table 13: Relationship between Resource Allocation and Academic Achievement (n = 30)

Variables	Mean	SD	r	Alpha level	P. Value (2 Tailed)
Resource Allocation	2.710	0.56	.814**	.05	.001
Academic Achievement	5.219	1.12			

**denotes significance at .01 level

As shown in Table 13, the results of this analysis show an r value of .814 testing at an alpha level of .05 and a p. value of .001. The p. value is less than .05 ($p < .05$). The findings therefore indicate that there is a strong and positive correlation between the two variables which is also significant at .05 level. This means that secondary schools in Kisumu East District that offered better and varied guidance and counselling resources tended to perform better in K.C.S.E examinations. On the other hand, schools which have fewer resources allocated for guidance and counselling services tended to get lower grades in K.C.S.E examinations.

The strong correlation between resource allocation to guidance and counselling services and academic achievement could be attributed to the fact that the success of the school guidance and counselling programme is dependent on the availability of appropriate resources. These resources make it possible for the school counsellors to perform their duties well.

The results of the current study differ from the findings by Jacques and Brorsen (2002), who found that expenditure in students' individual counselling, had a negative effect on academic achievement. Likewise, Hanushek (1996, as cited in Jacques and Brorsen, 2002) found no relationship between school expenditures guidance and counselling and student performance. However, the findings of this study are similar to those of Helvey (2006) who found a positive relationship between time allocation to guidance and counselling services and academic achievement. Nonetheless, the results of this study showed a significant correlation unlike Helvey's (2006) study.

4.5 Relationship between Collaboration of School Counsellors, Parents and Other Staff and Academic Achievement

The fourth objective of this study was to find out the extent of relationship between collaboration of school counsellors, parents and other staff in guidance and counselling programme and students' academic achievement. The issues examined were: participation of teachers and other staff in guidance and counselling services; the personnel counselling personnel's involvement of parents, teachers and other staff in guidance and counselling activities; and the participation of parents in guidance and counselling services.

The heads of the guidance and counselling departments were asked to indicate their opinions of the participation of teachers and school administrators in guidance and counselling activities in their schools. Their responses are shown in Table 14.

Table 14: Guidance and Counselling Heads of Departments' Responses on Participation of Teachers, and School Administrators (n = 30)

Item	Agree % (f)	Undecided % (f)	Disagree % (f)
1. Teachers and school administrators do not collaborate with G&C personnel to integrate G&C in curriculum	40.0% (12)	13.3% (4)	46.7% (14)
2. Teachers and school administrators do not consult G&C staff often on individual students' needs	6.7% (2)	60.0% (18)	33.3% (10)
3. Teachers and school administrators do not take part in G&C personnel's discussions with students	6.7% (2)	40.0% (12)	53.3% (16)
4. Teachers and school administrators do not encourage students to consult G&C staff freely	6.7% (2)	13.3% (4)	80% (24)
5. Teachers and school administrators are not ready to receive orientation on G&C services offered in school	46.7% (14)	13.3% (4)	40.0% (12)

Key: %= Percentage, f = Frequency counts, **G&C** = Guidance and Counselling

As shown in Table 14, 14 (46.7%) of the respondents indicated that teachers and school administrators collaborated with the guidance and counselling personnel in integrating the guidance and counselling curriculum in their schools. However, when asked if teachers and the school administrators consulted the guidance and counselling personnel on matters concerning individual students' needs, only 10 (33.3%) of the respondents reported that they were consulted. Regarding the participation of teachers and the school administrators in the guidance and counselling personnel's discussions with students, 16 (53.3%) of the respondents reported that they participated. Concerning teachers and school administrators role in students' consultations with the guidance and counselling staff, 24 (80%) of the respondents reported that teachers and the school administrators encouraged students to consult freely. However 14 (46.7%) of the respondents noted that teachers and school administrators were not ready to receive orientation on guidance and counselling services offered in their schools. The findings from this study are in agreement with the study by Aura (2003), and Kamore and Tiego (2015) who found that guidance and counselling personnel lacked support from the school administration in Butere-Mumias District, and Murang'a County, Kenya respectively.

The study also sought information from the school administrators on the guidance and counselling personnel's involvement in collaboration with parents, teachers and school administrators in the guidance and counselling activities. Their responses are shown in Table 15.

Table 15: School Administrators' Responses on Guidance and Counselling Personnel's Involvement in Collaboration (n = 30)

Item	Agree % (f)	Undecided % (f)	Disagree % (f)
1. G&C personnel do not involve teachers, parents and school administrators in programme implementation	20.0% (6)	26.7% (8)	53.3% (16)
2. G&C personnel do not consult with parents, teachers and school administrators about students' needs	33.3% (10)	13.3% (4)	53.3% (16)
3. G&C personnel do not orientate parents, teachers and school administrators on G&C services	26.7% (8)	26.7% (8)	46.7% (14)
4. G&C personnel do not organize discussions between parents, teachers, school administrators, and students	20.0% (6)	53.3% (16)	26.7% (8)
5. G&C personnel do not share and interpret student data with parents, teachers, and school administrators	73.3% (22)	20.0% (6)	6.7% (2)

Key: %= Percentage, f = Frequency counts, G&C = Guidance and Counselling

Table 15 shows that 16 (53.3%) of the school administrators reported that the guidance and counselling personnel involved teachers, parents and school administrators in the implementation of the guidance and counselling programme. Equally, 16 (53.3%) of the respondents noted that the guidance and counselling personnel consulted with parents, teachers and school administrators about students' needs. At the same time, 14 (46.7%) of the respondents noted the guidance and counselling personnel organized orientation services for parents, teachers and school administrators on guidance and counselling services offered in their schools. However, only 8 (26.7%) of respondents felt that the guidance and counselling personnel organized discussions between parents, teachers, school administrators, and students. A majority of the respondents, 22 (73.3%) reported that the guidance and counselling personnel did not share or interpret student data with parents, teachers, and school administrators.

The findings from this study show that the guidance and counselling personnel’s involvement in collaboration with parents, teachers and school administrators in the guidance and counselling activities was positive in most situations except when they were required to share confidential information about students. Similar findings were made by Aura (2003) and Nyamwange et al. (2012) in Butere-Mumias and Nyamira Districts, Kenya, respectively.

The study also sought information from students on the participation of parents in guidance and counselling activities in their schools. Their responses are shown in Table 16.

Table 16: Students’ Responses on the Participation of Parents in Guidance and Counselling Services (n = 348)

Item	Agree % (f)	Undecided % (f)	Disagree % (f)
1. Parents do not volunteer to participate in G&C activities	15.5% (54)	4.5% (16)	79.9% (278)
2. Parents are not willing to share information about their children with the G&C department	36.5% (127)	13.2% (46)	50.3% (175)
3. Parents do not encourage students to consult G&C department freely	9.5% (33)	3.2% (11)	87.4% (304)
4. Parents are not willing to receive orientation on services offered by G&C department	30.7% (107)	20.7% (72)	48.6% (169)
5. Parents do not attend discussions organized by G&C department	35.9% (125)	10.9% (38)	53.2% (185)

Key: %= Percentage, f = Frequency counts, **G&C** = Guidance and Counselling

As shown in Table 16, 278 (79.9%) of the respondents indicated that parents volunteered to participate in guidance and counselling activities. Similarly, 175 (50.3%) of the respondents noted that parents were willing to share information about their children with the guidance and counselling department. A majority of the respondents, 304 (87.4%) reported that parents encouraged students to consult the guidance and counselling department freely. At the same time, 169 (48.6%) of the respondents noted that parents were often willing to receive orientation on

services offered by guidance and counselling department. Another 53.2% (185) of the respondents noted that parents attended discussions organized by the guidance and counselling department.

The findings from this study show that participation of parents in guidance and counselling activities was positive in most schools. However, the results differ from findings by Auni et al. (2014) and Republic of Kenya (2004) which found that parents were not actively participating in guidance and counselling activities in Siaya District in particular, and Kenya in general respectively.

The data analyzed provided a total of means and standard deviations of participation of teachers and school administrators in guidance and counselling activities; guidance and counselling personnel’s involvement of parents, teachers and school administrators in the guidance and counselling activities; and the participation of parents in guidance and counselling activities. The means and standard deviations of the scores are shown in Table 17.

Table 17: Means and Standard Deviations of the Collaboration between School Counsellors, Parents and Other Staff

Component	N	Mean	SD
1. Participation of Teachers and School Administrators	30	2.59	0.69
2. G & C Personnel’s involvement of others in G & C activities	30	3.19	1.02
3. Participation of Parents	348	3.28	0.45

As shown in Table 17 the participation of parents in guidance and counselling activities scored the highest mean (M = 3.28, SD = 0.45). On the other hand, the participation of teachers and school administrators in guidance and counselling activities scored the lowest mean was 2.009

($M = 2.59$, $SD = 0.69$). However, amongst the three categories of collaboration scores, the guidance and counselling personnel's involvement in collaboration with parents, teachers and school administrators in the guidance and counselling activities had the highest variability ($SD = 1.02$). In contrast, the participation of parents in guidance and counselling activities had the lowest variability ($SD = 0.45$). This means that the respondents were more in agreement concerning the participation of parents in guidance and counselling activities than they were on the guidance and counselling personnel's involvement in collaboration with parents, teachers and school administrators in the guidance and counselling activities.

The data analyzed provided a total of means and standard deviations of collaboration between school counsellors, parents and other staff scores for each given school, ranging on a scale of 1 – 5, computed from the guidance and counselling heads of departments', school administrators', and students' reports. The means and standard deviations of the collaboration between school counsellors, parents and other staff scores are shown in Table 18.

Table 18: School Means and Standard Deviations of Collaboration between School Counsellors, Parents and Other Staff Scores (n = 30)^a

	SCHOOL														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Collaboration	2.251	3.395	3.432	2.418	4.637	3.767	3.480	3.692	3.135	3.131	3.579	3.469	3.030	2.987	3.683
S.D.	1.15	0.88	0.75	1.04	0.85	1.03	1.03	0.74	0.84	0.91	1.03	1.25	0.90	1.25	0.91

	SCHOOL														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Collaboration	3.232	3.135	3.435	3.622	3.154	2.675	2.557	2.679	2.224	2.141	2.381	2.009	2.323	2.414	2.512
S.D.	0.60	1.23	1.26	0.72	0.77	1.10	0.84	1.03	1.12	1.16	0.59	0.82	0.88	0.78	1.02

^a Data collected from 348 students on participation of parents in guidance and counselling activities was analyzed separately for each school then added together with the two other categories of collaboration scores. School means were then computed to give scores of collaboration between school counsellors, parents and other staff for each of the 30 schools.

Table 18 shows the means and standard deviations of the collaboration between school counsellors, parents and other staff scores for each of the 30 schools in the sample. The highest mean was 4.637 (school 5) while the lowest mean was 2.009 (school 27). The mean of the collaboration between school counsellors, parents and other staff scores for the 30 schools was 3.019 (SD = 0.62).

The information obtained was analyzed and correlated with the 2009 K.C.S.E examinations' scores. This is presented on a scatter plot in Figure 5.

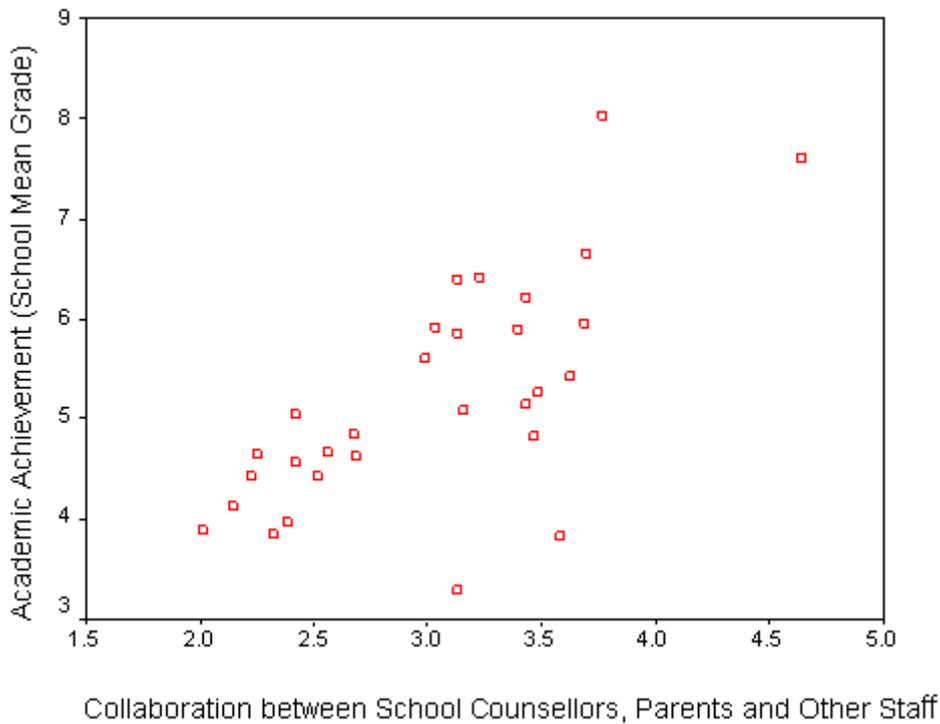


Figure 5: Scatter Plot of Collaboration and Academic Achievement

The results from the scatter plot in Figure 5 demonstrate that the correlation between collaboration of school counsellors, parents and other staff in guidance and counselling programme and students' academic achievement is strong, positive and linear. This suggests that on average, secondary schools with stronger collaboration between school counsellors, parents and other staff in the guidance and counselling programme tended to have higher school means while those with weaker collaboration between school counsellors, parents and other staff were inclined to have lower school means. The scores of the two variables for each school were then correlated using Pearson's r ; the correlation coefficient is shown in Table 19.

Table 19: Relationship between the Collaboration of School Counsellors, Parents and Other Staff and Academic Achievement (n = 30)

Variables	Mean	SD	r	Alpha level	P. Value (2 Tailed)
Collaboration	3.019	0.62	.699**	.05	.001
Academic Achievement	5.219	1.12			

**denotes significance at .01 level

The correlation results shown in Table 19 reveals that the relationship between collaboration of school counsellors, parents and other staff in the guidance and counselling programme and students' academic achievement is strong, positive and significant ($r = .699, p < .05$). This means that secondary schools in Kisumu East District that had strong collaboration between school counsellors, parents and other staff tended to perform better in K.C.S.E examinations. In contrast, schools that have weak collaboration between school counsellors, parents and other staff tended to perform poorly in K.C.S.E examinations.

The findings of this study are similar to those of Fitch and Marshall (2004); Baker et al. (2009); Stringer et al. (2003) who found that collaboration between school counsellors and teachers was

positively correlated with academic achievement. It was also similar to findings by Desforges and Abouchar (2003) who found that cooperation between school counsellors and parents was positively correlated with academic achievement. The results also agreed with Stone and Clark (2001) who found that collaboration between school counsellors and school administrators had significant relationship with academic achievement. However, this study also found that collaboration amongst the three groups, namely, school counsellors; parents; and teachers and school administrators, reflected a strong and positive significant correlation with academic achievement; stronger correlation than findings by Fitch and Marshall; Baker et al.; Stringer et al.; Desforges and Abouchar; and Stone and Clark.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to find out the extent of relationship between guidance and counselling programme and students' academic achievement in secondary schools in Kisumu East District, Kenya. This chapter, therefore, presents the summary of the findings of the study, conclusions drawn from these findings, and the recommendations based on the conclusions. Also included are suggestions for further research based on findings of the study.

5.2 Summary of the Findings

The following were the findings of the study based on the objectives:

5.2.1 Relationship between Personnel Qualifications and Academic Achievement

There was a strong and positive significant correlation between qualifications of the guidance and counselling personnel and academic achievement ($r = .731, p < .05$). This means that secondary schools in Kisumu East District that had guidance and counselling personnel with higher qualifications tended to perform better in K.C.S.E examinations. On the other hand, schools which had guidance and counselling personnel with lower qualifications tended to get lower grades in K.C.S.E examinations.

5.2.2 Relationship between Responsive Services and Academic Achievement

There was a strong and positive significant correlation between responsive services in guidance and counselling and academic achievement ($r = .777, p < .05$). This means that students in secondary schools in Kisumu East District which offered more responsive services tended to perform better in K.C.S.E examinations. Conversely, schools that used less appropriate responsive services tended to perform worse in K.C.S.E examinations.

5.2.3 Relationship between Resource Allocation and Academic Achievement

There was a strong and positive significant correlation between resource allocation to guidance and counselling services and academic achievement ($r = .814, p < .05$). This means that secondary schools in Kisumu East District that offered better and varied guidance and counselling resources tended to perform better in K.C.S.E examinations. On the other hand, schools which have fewer resources allocated for guidance and counselling services tended to get lower grades in K.C.S.E examinations.

5.2.4 Relationship between Collaboration of School Counsellors, Parents and Other

Staff and Academic Achievement

There was a strong and positive significant correlation between collaboration of school counsellors, parents, and other staff in guidance and counselling programme and students' academic achievement ($r = .699, p < .05$). This means that secondary schools in Kisumu East District that had strong collaboration between school counsellors, parents and other staff tended to perform better in K.C.S.E examinations. In contrast, schools that have weak collaboration between school counsellors, parents and other staff tended to perform poorly in K.C.S.E examinations.

5.3 Conclusions

Based on the findings, the following conclusions were derived:

5.3.1 Relationship between Personnel Qualifications and Academic Achievement

Students in schools that had guidance and counselling personnel with better qualifications tended to attain higher levels of academic achievement while those in schools with guidance and counselling personnel with lesser qualifications tended to realize lower levels of academic achievement.

5.3.2 Relationship between Responsive Services and Academic Achievement

Students in schools which offered more responsive services tended to attain higher levels of academic achievement whereas those in schools that used less appropriate responsive services tended to realize lower levels of academic achievement.

5.3.3 Relationship between Resource Allocation and Academic Achievement

Students in schools that provided better and varied resources for guidance and counselling services tended to attain higher levels of academic achievement whereas those in schools which had fewer resources allocated for guidance and counselling tended to realize lower levels of academic achievement.

5.3.4 Relationship between Collaboration of School Counsellors, Parents and Other Staff and Academic Achievement

Students in schools which had established a strong collaboration between school counsellors, parents and other staff tended to attain higher levels of academic achievement while those in schools that had weak collaboration between school counsellors, parents and other staff tended to realize lower levels of academic achievement.

5.4 Recommendations

From the above conclusions, the following recommendations were made:

5.4.1 Relationship between Personnel Qualifications and Academic Achievement

The guidance and counselling personnel in Kisumu East District should be encouraged to undergo professional training in guidance and counselling. Equally, the appointment of guidance and counselling heads should be pegged on their professional qualifications in guidance and counselling.

5.4.2 Relationship between Responsive Services and Academic Achievement

School counsellors should apply more appropriate responsive services such as group counselling and classroom guidance since they accommodate more students as compared to individual counselling. Additionally, the responsive services should be tailored to meet individual students' specific needs.

5.4.3 Relationship between Resource Allocation and Academic Achievement

The guidance and counselling departments should be allocated more resources such as sufficient budgetary allocation; provision of kits, books, software and video materials to enable school counsellors to effectively provide guidance and counselling services students. Guidance and counselling programme should also be timetabled to allow for efficient use of time. Equally, schools that do not have private rooms for individual counselling should make arrangements to put up such structures.

5.4.4 Relationship between Collaboration of School Counsellors, Parents and Other Staff and Academic Achievement

The participation of parents in guidance and counselling programme should be strengthened. Equally, the guidance and counselling personnel should increase their collaboration with parents, teachers and the school administrators in guidance and counselling activities. Correspondingly, teachers and the school administrators should be willing to avail themselves as contributors to the guidance and counselling programme.

5.5 Recommendations for Further Research

Based on the study's findings, the researcher recommends that research be carried out in the following areas:

1. The relationship between guidance and counselling programme and students' academic achievement as a large-scale national study. There is need for conducting such a research at the national level since this study covered only one District in Kenya.
2. The relationship between guidance and counselling programme and achievement in specific subject areas like Mathematics, English, and Kiswahili since this study looked at the student Mean Grade as a product of the combination of seven subjects.

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APPENDIX A: QUESTIONNAIRE FOR G & C HEADS OF DEPARTMENTS

This questionnaire is designed to get information about the guidance and counselling programme in your school. The information you provide is confidential.

Fill in or tick (✓) the appropriate answer that applies to you.

1. How long have you worked as a counsellor in your present school?.....

2. What is your level of training in Guidance and Counselling?

- a) None ()
- b) Workshops ()
- c) Certificate ()
- d) Diploma ()
- e) Degree (Bachelors/Post Graduate Diploma/Masters) ()

3. Which institution offered the training?

4. When was the training completed?

5. Are there other counsellors in your department? Yes () No ()

If Yes, how many?

What is their level of training in **guidance and counselling**? Fill-in the table below.

Training	Number
(a) None	
(b) Workshops	
(c) Certificate	
(d) Diploma	
(e) Bachelors/Post Graduate Diploma/ Masters	

For each of the statements below, please tick inside the box the view that is appropriate for you under one of the five categories:

Use the scale:

Strongly Disagree (SD); Disagree (D); Undecided (U); Agree (A); Strongly Agree (SA).

6. The budget for the school's guidance and counselling programme is prepared by the head of the guidance and counselling department.

(SD) (D) (U) (A) (SA)

7. What is the annual budgetary allocation for the school's guidance and counselling programme? K.Sh.....

8. The guidance and counselling department has an adequate budget for the school's guidance and counselling programme.

(SD) (D) (U) (A) (SA)

9. The guidance and counselling department has a private office/room for individual counselling.

(SD) (D) (U) (A) (SA)

10. There are adequate kits, books, software and video materials for use in the guidance and counselling programme.

(SD) (D) (U) (A) (SA)

11. The guidance and counselling personnel have less teaching load and therefore sufficient time to offer guidance and counselling services.

(SD) (D) (U) (A) (SA)

12. The school has a sufficient number of trained counsellors.

(SD) (D) (U) (A) (SA)

13. The school organizes for regular attendance by guidance and counselling personnel to seminars and workshops.

(SD) (D) (U) (A) (SA)

14. The school has adequate number of trained peer counsellors.

(SD) (D) (U) (A) (SA)

For each of the statements below, please tick inside the box the view that is appropriate for you under one of the five categories:

Use the scale:

Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

15. Teachers and the school administrators do not often collaborate with guidance and counselling personnel to integrate guidance and counselling in the overall school curriculum.

(SA) (A) (U) (D) (SD)

16. Teachers and the school administrators do not often consult effectively with the guidance and counselling personnel regarding individual student needs.

(SA) (A) (U) (D) (SD)

17. Teachers and the school administrators are not often willing to take part in the guidance and counselling personnel's discussions with students.

(SA) (A) (U) (D) (SD)

18. Teachers and the school administrators do not often encourage students to consult the guidance and counselling personnel freely whenever they have issues to talk about.

(SA) (A) (U) (D) (SD)

19. Teachers and the school administrators are not often ready to receive orientation
on the services offered by the guidance and counselling personnel.

(SA)

(A)

(U)

(D)

(SD)

APPENDIX B: QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

This questionnaire is designed to get information about the guidance and counselling programme in your school. The information you provide is confidential.

For each of the statements below, please tick inside the box the view that is appropriate for you under one of the five categories:

Use the scale:

Strongly Disagree (SD); Disagree (D); Undecided (U); Agree (A); Strongly Agree (SA).

1. The guidance and counselling personnel in the school do not often promote the involvement of parents, teachers, and the school administrators in the implementation of the guidance and counselling programme.

(SD) (D) (U) (A) (SA)

2. The guidance and counselling personnel in the school do not often consult with teachers, parents and the school administrators regarding individual students' needs.

(SD) (D) (U) (A) (SA)

3. The guidance and counselling personnel do not often orientate parents, teachers, and the school administrators on the services offered in the school's guidance and counselling programme.

(SD) (D) (U) (A) (SA)

4. The guidance and counselling personnel often organize discussions between parents, teachers, school administrators, and students in the school.

(SD) (D) (U) (A) (SA)

5. The guidance and counselling personnel are not often ready to share and interpret individual student data with the parents, teachers, and school administrators.

(SD) (D) (U) (A) (SA)

6. Please, fill-in the information as required in the tables below indicating the number of students per grade level as indicated.

2009 K.C.S.E RESULT

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
NUMBER												

Total Number of Candidates _____

Mean Grade _____

APPENDIX C: QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed to get information about the guidance and counselling programme in your school. The information you provide is confidential. Please answer the questions truthfully. Remember this is not an examination and there is no right or wrong answer.

For each of the statements below, please tick inside the box the view that is appropriate for you under one of the five categories:

Use the scale:

Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD).

1. Parents do not often volunteer to participate in guidance and counselling activities.

(SA) (A) (U) (D) (SD)

2. Parents are not always willing to share information about their children with the guidance and counselling department.

(SA) (A) (U) (D) (SD)

3. Parents do not often encourage you consult the guidance and counselling department freely whenever they have issues to talk about.

(SA) (A) (U) (D) (SD)

4. Parents in my school are not often willing to receive orientation on services offered by the guidance and counselling department.

(SA) (A) (U) (D) (SD)

5. Parents do not often attend discussions that are organized in the school by the guidance and counselling department.

(SA) (A) (U) (D) (SD)

For each of the statements below, please tick inside the box the view that is appropriate for you under one of the five categories:

Use the scale:

Strongly Disagree (SD); Disagree (D); Undecided (U); Agree (A); Strongly Agree (SA).

Are the following services offered by the guidance and counselling department in your school?

6. Classroom guidance to every student to address academic challenges like time management, negative attitude to learning, and so on.

(SD) (D) (U) (A) (SA)

7. Individual counselling to students who experience problems in learning.

(SD) (D) (U) (A) (SA)

8. Small-group counselling to students who experience similar difficulties in learning.

(SD) (D) (U) (A) (SA)

9. Peer counselling to improve academic study skills.

(SD) (D) (U) (A) (SA)

10. Provision of information to every student on relevant books, pamphlets, brochures, leaflets etc., to improve their study skills.

(SD) (D) (U) (A) (SA)

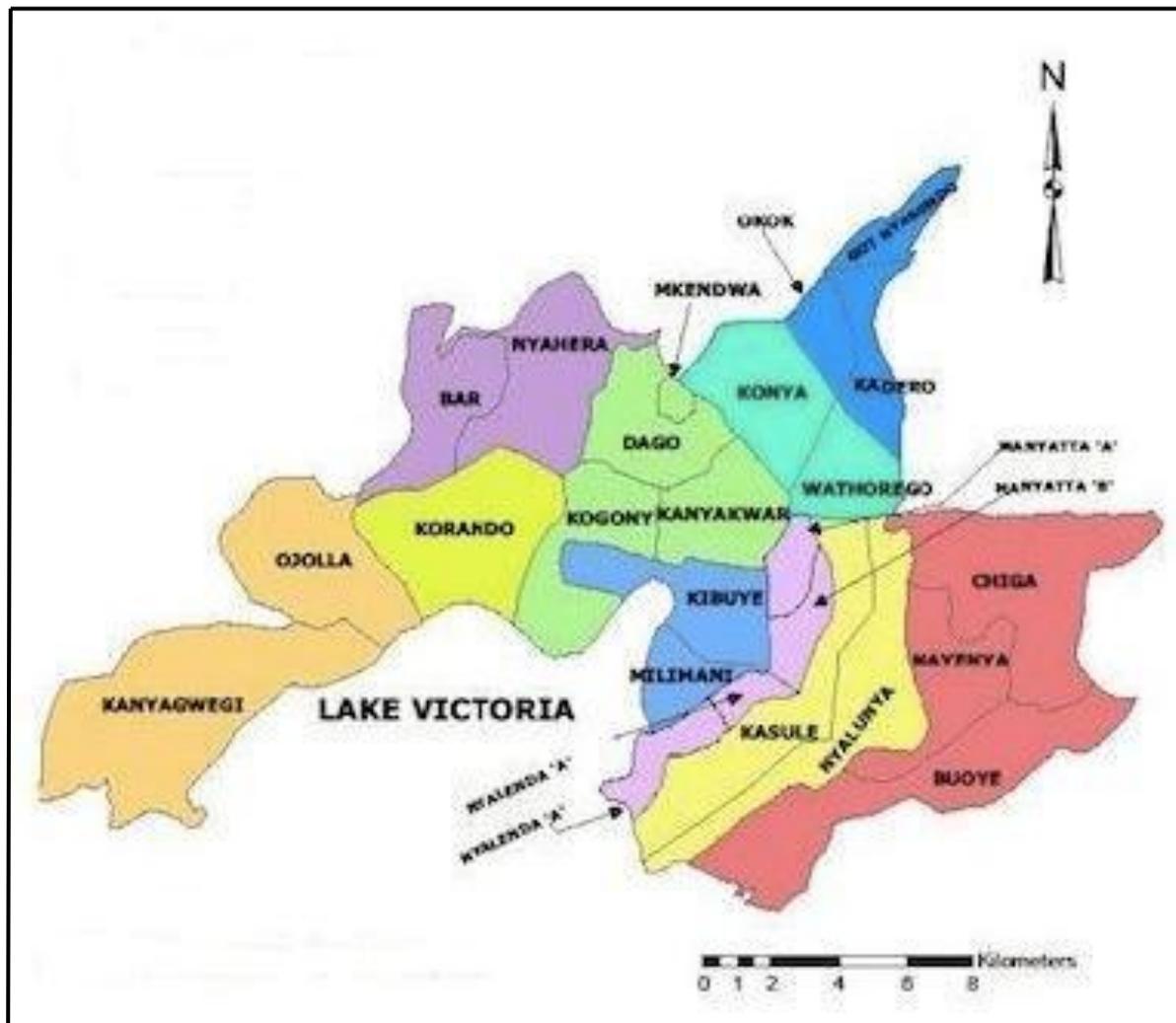
11. Guest speakers are often invited to school to give talks to students on topics that can improve their academic performance.

(SD) (D) (U) (A) (SA)

12. Students in need of help are often given referrals to the guidance and counselling staff or other professionals outside the school.

(SD) (D) (U) (A) (SA)

APPENDIX D: MAP OF KISUMU EAST DISTRICT



Source: Republic of Kenya (2008)

APPENDIX E: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RR1/12/1/ISS/286/4

Date: 28th April, 2010

Mr. Maurice Ochieng Ochola
Maseno University
P. O. Box 333 - 40105
MASENO

Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Correlational study of guidance and counselling programmes and students' academic achievement in secondary schools in Kisumu East District, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kisumu East District** for a period ending **31st May, 2011**.

You are advised to report to the **District Commissioner and the District Education Officer, Kisumu East District** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'P. N. Nyakundi'.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to: