COUNSELING AND ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN RANGWE SUB COUNTY OF HOMA BAY COUNTY, KENYA

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DECLARATION

This Thesis has not been presented for any award of any degree in any other university. It is my own original work.

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DEDICATION

This thesis is dedicated to the entire Christian Community of Homa Bay Diocese. They supported me and prayed for my success led by Archbishop Philip Anyolo from 2016-2020.

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I thank God for the sufficient grace and strength that he gave me. I have learnt a lot during the time I was undertaking this work. I thank all those who supported me in one way or another. First among them is my HOD Dr. Asatsa for his insightful and firm guidance which enabled me to go through. I also thank Dr. Joel Kiambi Murithi and Dr. Maria Ntarangwe who assisted me with the right approach to research and data analysis. I cannot find words enough to express the depth of my gratitude to Sr. Dr. Sabina who took her time to ensure that I was through with my research work. I thank all my classmates and members of the school without whose contribution I would not have accomplished this work. I thank the Passionists Community in Nairobi for their support, both financially and morally. I also thank the Asumbi Girls Fraternity. I thank the staff and especially the students of 2019 and 2020 who supported me financially as I was writing my project proposal. I thank them for the care and encouragement they gave me.

ABSTRACT

The study sought to ascertain the impact of counseling on the academic performance of Rangwe Sub-County students. The four objectives of this study were as follows; the role of counselors in promoting academic performance in public secondary schools, students, attitudes towards counseling in public secondary schools, the challenges facing counseling in public secondary schools and the factors influencing, and students' academic performance in public schools, social learning and person-centered theory underpin this. The study is participants were 25000 students from 21 secondary schools in the Rangwe sub-county of Homa Bay County. The researcher targeted all students as well as 21 teacher counselors. The sample used was 394 people. The participants were chosen using simple random sampling. Participants were given questionnaires to analyze quantitative data, descriptive and inferential statistics was used. The data was presented in the form of frequency graphs and verbation responses. A pilot study was carried out to validate the instrument veracity and dependability frequencies, means and percentages were used to analyze qualitative data tables with explanations were used to present the findings. The data was analyzed using (SPSS) version 21 by the researcher. The researcher hoped that the findings of this study would have an effect or influence on academic performance in Rangwe sub-county. The study established that counseling services in schools enables students to share the problems they go through for psycho-social support and this helps in promoting their performance hence leading to good performance in public secondary schools. The study performed a correction co-efficient test to quantity the strength of the linear relationship between two study variables. Counseling services had the highest positive correction with schools academic performance, attitude of students towards counseling had the highest positive correction with schools academic performance, challenges facing counseling had a positive correction with schools academic performance and other factors affecting counseling sensing had the lowest but positive correction with schools academic performance from the findings , this study recommends that in order to promote the behavior of students on seeking for counseling services, there is need for the schools to create awareness across the schools. Teachers should work towards building a good teacher-students relation. This can help students to always open up and seek for the counseling services, schools administration ought to work closely with the counseling teachers as well as students in order to identify and address all possible challenges that most cases hinder students for seeking for counseling services while in schools. Lastly, public secondary schools administrations need to be proactive in determining the other factors that tend to influence students behavior of seeking for counseling services hence address them for effective counseling services in public secondary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

CUEA:	Catholic University of Eastern African
KCSE:	Kenya Certificate of Secondary Education
SPSS:	Statistical Package for the Social Sciences
TSC:	Teachers Service Commission
UNESCO:	United Nations Educational Scientific and Cultural Organization
GPE:	Global Partnership for Education
USAID:	United States Agency for International Development
HIV:	Acquired Immune Deficiency Syndrome
WHO:	World Health Organization
CDC:	Centers for Disease Control and Prevention.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter deals with the background to the problem, statement of the problem, objectives of the research questions. It presents the significance of the study, scope and delimitations of the study, theoretical framework guiding the study and the conceptual framework.

1.2 Background of the Study

Globally there are several factors leading to poor performance of students in schools. If these factors are not dealt with, such students would continue to perform poorly. This is why the Global partnership for Education according to education research informational journal revealed certain important facts. That in 2010, (GPE) awarded a US 40 million dollars grant to support Liberia in implementing its education sector plan. The grant provided resources for strengthening the management capacity and accountability in the education sector, under this grant, 189 classrooms more than one million textbooks were distributed to 2, 489 schools following their reopening after the Ebola crisis.

Partner organizations like USAID and UNICEF continue to invest heavily in the sector of education by providing teaching and learning materials to ensure good performance among students. According to (Neman 2014), students dropped out of school from teenage pregnancies, abortions, HIV.AIDS infections, STI transmissions and death. These consequently resulted in a myriad of social health and academic problems, low education attainment or school drop outs. Several sub- Saharan African Studies have also documented high and increasing premarital sexual activities among adolescents (Ochieng 2013).

Global studies and WHO have revealed that about 16 million teenage girls aged 15-19 2 million girls' under15 years give birth annually. 10% of the teenagers have been tested for HIV among U.S school students surveyed in 2015 (CDC, 2016).If this situations not attended to, it leaves the youths at risk for sexually transmitted infections and accidental pregnancies (Mosher, Jones & Abma, 2012).

The reality of life is that there are times when the stress from within and without cannot be sorted out clearly enough by an individual person. In such times, the assistance an individual can receive from others is unavoidable.

Several Sub-Saharan studies have documented indiscipline among adolescent (Ochieng, 2013).Adolescents are known to be an adventures group and often engage in risky behaviors such as smoking, drinking alcohol, using drugs and early unprotected sexual activity which may later lead to emotional problems such as depression and low-self-esteem (Meier, 2007), impending school work (Grimum, 2007) and low academic achievement (Helfant, 2008).

Jamolla (2016) said that student's performance was affected by shortage of teachers, absence of teaching and learning materials. His research further revealed that the presence of untrained, under-qualified and trained teaches who are incompetent led to poor performance of students in Tanzania, Large class size, teachers, responsibilities, poor conducive teaching and learning environment in the classrooms, limited home support environment and poverty are among the factors that are affecting students' academic performance.

Al. Soukat at el, said that the factors affecting academic performance are gender age residential area, medium of schooling, daily study hours and accommodation trends are the factors affecting academic performance.

According to Anyamene and Nwosu (2019), when teenage mothers lack the potential and confidence to face challenges in life, they resort to withdrawal, become nervous, termed defensive, aggressive and inability to maintain stable relationship and poor communication skills. They then experience different psychological tortures ranging from expulsion from school social exclusion, family and friends rejection leading to poor self-concept and poor performance in examinations in all countries including Kenya.

In Rangwe sub-county, the poor performance of students in KCSE has been a worrying trend Rangwe sub-county Education office 2019).This has been a concern for the students, teachers, parents and other stakeholders. The results of KCSE of 2018, showed that 50% of the schools had a mean score of D in 2019, 13 out of 21 schools had a mean score of D. This is the reason why the researcher carried out a study on counseling and academic performance of students in Rangwe sub-county, Homabay County, Kenya.

1.3 Statement of the Problem

The importance of education cannot be underestimated in any country or region. It's for this reason that poor performance of students in some areas like Rangwe sub-county should be a wakeup call to all stakeholders. The poor performance of form four candidates has been a concern for parents, teachers, religious leaders and the students in this region.

Closure of school in the recent past due to covid-19 pandemic that hit the world over, made the situation worse. Due to the lockdown introduced in the country, communication between teachers and students was out. A few teachers tried to arrange for tuition for students. This could not work well as teachers needed payment for their services which many students could not afford due to the financial constraints occasioned by the Covid pandemic.

Counseling strategies could be a way of helping the students to do well in their studies. Both professional relationship, advice giving, monitoring and guidance would lead to improved performance in exams.

1.4 Research Objectives

1.4.1 General Research Objective

The purpose of the study is to find out the impact of counseling on academic performance in public secondary schools in Rangwe Sub-County, Homa-Bay County, Kenya.

1.4.2 Specific Research Objectives

i. To find out the role of counselors in promoting academic performance in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya.
ii. To determine the attitude of students towards counseling in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya.
iii. To identify the challenges facing counseling programs in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya.
iv. To find out factors influencing students' academic performance in public secondary schools in Rangwe sub-county, HomaBay County, Kenya.

1.5 Research Questions

i. What role do counselors play in promoting academic performance in public secondary schools in Rangwe sub-county, Kenya?
ii. What attitude do students have towards counseling in public secondary schools in Rangwe sub-county, Kenya?
iii. What challenges face counseling in public secondary schools in public secondary schools in Rangwe sub-county, Kenya?
iv. What are the factors influencing students' academic performance in public secondary schools in Rangwe sub-county, Kenya?

1.6 Significance of the Study

The study intends to investigate the impact of counseling on academic performance. This is very useful feedback to curriculum planners. It would shed light on the role of counselor in students' performance in public secondary schools. This study would also create awareness on the challenges students' face that might hinder their academic performance. The study would also create awareness on the status of counseling as an important component needed to support student's growth through effective use of time, decision making and good performance among public secondary schools.

The school administration in collaboration with the ministry of education would benefit by having researched information that forms the bays of policy formulation about counselor's involvement or participation in the education of students and hence improving quality of education in general.

The school administrators and teachers in general would appreciate the importance of counseling in promoting academic performance and be encouraged to go for professional training in the discipline. The students would also benefit in having a positive attitude towards counseling services in order to make wise decision and be equipped with skills to be responsible and productive citizens.

1.7 Operational Definition of Key Terms

Academic Performance: This refers to the academic achievement of the students which is usually measured in terms of grades or marks attained in a test

Administration: Refers to the coordination of the effort of all people in an organization of common goals

Attitude: Refers to positive or negative predispositions to think, feel, perceive and behave in a certain way towards a given situation

Client: Refers to a learner receiving counseling services from a professional; helper also Known as Counselor**.**

Counseling: Involves helping an individual to deal with or remove frustrations or obstacles that interfere with their lives and develop his most acceptable self by thinking through the situation him/herself in an acceptable atmosphere.

Discipline: Refers to a system of guiding an individual to make reasonable decisions and uphold social ethics personally and in groups.

Effect: Refers to a change produced by an action or cause or an outcome.

Impact: Is the significance of counseling on academic performance of students.

Effective Counseling: Is counseling producing a desired result. It refers to the ability or capacity of counseling programs to offer its required services in school

Morals: Refers to the right conduct in the life of a person.

Public Schools: These are schools facilitated, controlled and regulated by the government.

Punishment: Refers to the measures of negative remedy that reduces or surpasses or eliminates undesired behavior in a student for example scolding.

Role: Is part played by a counselor in a school

Student: Male or female learners in upper levels in secondary schools

Teacher Counselor: A school teacher who has undergone formal training including theory and practice

1.8 Scope and Delimitation of the Study

The study was confined to public secondary schools and the private schools were not included. The study narrowed down to public secondary schools. The time framework for the researcher to do his work well could not allow him to include private schools in the study. However, every effort was made to ensure that sampling used was adequate to collect information required to draw conclusions. The respondents chosen by the researcher are the preferred because they are the main consumers of the researcher's concern.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter mainly reviews literature related and relevant to the current study. It presents globally, regional and local perspectives related to the planned study of counseling and academic performance of students. It is organized in the following order, a critical review of social learning theory by Albert Bandura. The next is a critical review of person centered theory of Carl Rogers. This is followed by a review of empirical research findings and views related to the study in line with the research objectives.

2.2 Review of Theories

According to Sahara (2017), theoretical framework refers to the theory that researcher chooses to as a guide in the researcher would guide by social learning theory and person-centered theory. These two theories have been used by the researcher to provide literature that the research is based on.

2.2.1 Social Learning Theory

Social Learning Theory was proposed by Albert Bandura in 1986. It stresses that behavior is not solely determined by inner drivers or the environment, but is a result of an interactive association between inner processes and environmental variables. The inner process are events based on earlier experiences and are controlled by external environment and influences to bring about overt responses observed by Felltham and Horton (2006).

Bandura view verbal representation and unimaginable presentation of the environment guide a person's behavior. Therefore, one can use both insight and foresight to solve his/her problems. According to theory, learning also occurs through observational learning in a process known as Modeling.

Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influence. The component processes underlying observational learning are: attention, retention, motor reproduction and motivation.

Social learning theory has been applied extensively to the understanding of aggression (Bandura, 1973) and psychological disorder particularly in the context of behavior modification. It is the theoretical foundation for the technique of behavior modeling which is widely used in training programs.

This makes Bandura's theory a suitable one to be applied by counselor in the context of learning institution and psychological disorders particularly in the context of behavior modification. It is the theoretical foundation for the technique of behavior modeling. A student can acquire competencies such as academic, social and personal through modeling the counselor needs to act as a role model to the student. Bandura proposed that new behavior can be learned through modeling effect expectation and phobia education. These processes can be enhanced through guided participation and system desensitization.

By using social learning theory well students will triumph over their academic and professional goal. This is become well –mentor student prose's better professional identities are more confident are academically sound and emerge as better communication (Elman 2005) in counseling trained helping profession holds private in- depth discussion with the aim of promoting their fruitful decision -making regarding their challenges (Mane Taylor Neimeyer 2009).

The advantage of using Albert Bandura theory is that it enables the clients to express the feeling they have the good that already exist with themselves either through verbalization of feeling of behavior. The client is allowed to see the goal, chose their careers and the

counseling play a supportive role this theory is suitable to be applied to become more aware because it enables them to become more ware and realistic about their abilities and limitation.

2.2.1.1 Strength of Social Learning Theory

The theory explained differences in behavior and the patterns of learned behavior. This theory explains that individuals learn in a social context. When a child's environment is changed, the child behavior also changes. When a teenager has a goal environment at home and in school, she can model the good values and characters of his teachers and parents.

According to the MC Leod (2015), cognitions are involved in the process. Attention and retention are large parts of the process. An individual must pay attention to the behavior of the model to loan that behavior or skills and must go through retention in the long memory, so that it can later be retrieved and reproduced.

2.2.1.2 Weakness of Social Learning Theory

The weakness of the theory is that it fails to explain behavioral differences for people who have brought up together and behaved differently. In spite of the weakness of this theory social learning theory is still useful and can be supplied to study since it clearly outlines and explains how the behavior of the youths can be modified and controlled. Many of Bandura's ideas were developed through children behaviour in lab setting and this increase the demand characteristics. He underestimated the important influence of biological factors on social learning.

2.2.1.3 Relevance of Bandura Social Learning Theory to the Study

Despite its weakness, the study funds it helpful to use it and be able to apply it to the study because it will effect positive behavior among the students in school. It will help them improve in their academic performance. It will help them reduce deviant behavior. Studies have revealed that a creating a reach environment with a variety of models for the teenagers to

observe and retain the behavior in their memory helps to shape their behavior. This theory will help counselors or teachers to shape their behavior, be disciplined and be able to pass in their exams in Rangwe – Sub County.

2.2.2 Person Centered Theory

The person centered theory was developed in the 1940's by Carl Rodgers (An American psychologist)This theory is based on Rodgers belief that every human being strives for and has the capacity to fulfil his or her own potential. It advocates for individuals to solve their own problems. Person centered theory places great emphasis on the individual's ability of this theory have a belief in the trustworthiness of individuals and in their self – actualization. When proper condition are in place.

2.2.2.1 Strengths of Person Centred Theory

This theory gives the right relationship with a therapist. It creates the ability to must in self, decreases esteem and gives one the ability to express personal feelings and opinions and loses feelings of guilt over past mistakes. It is investigated using experiences and theory it is scientific. It emphasizes the importance of our environment and in particular role models. It also explains how we learn many behaviors SUCH as aggression.

2.2.2.2 Weaknesses of Person Centered Theory

The approach of self-centered theory is more beneficial for clients who are educated. The approach releases an overly optimistic view of people and gives the impression that all people have the ability to change.

2.2.2.3 Application of Person-Centered Theory

The theory is based on the assumption that each individual consists sets perception s and belief about oneself. It also bases itself on the assumption that the self is influences by the

experiences a person has in life experiences. The theory is applicable to this study since the researcher believes that students need to increase their self-worth, have positive feelings about themselves and in their studies.

Moreover, Carl Rogers suggests regard to changes their states of mind and behavior by self-acceptance. Challenges in life will make them more are of themselves their actions attitudes, behavior feelings and be more carefully (Ismael & Tekke, 2015).

2.3 Review of Related Studies

This chapter reviews the literature on the role of counselors in promoting academic performance in public secondary schools, the attitude of students towards counseling in public secondary schools, the challenges facing counseling in public secondary schools and factors influencing students' academic performance in public secondary schools. The researcher has reviewed literature in global perspective, in Africa, in East Africa and in Kenya.

2.3.1 The Role of Counselors in Promoting Academic Performance in Public Secondary Schools

A research was carried out by Brunk to investigate a knowledge gap that exists with regard to the perceptions of teachers regarding the role of school counselor. The research design for this study was qualitative in nature. The sample was limited to 74/ elementary, middle and high school teachers during the 2015-2016 school years. As part of this qualitative study, survey data were used in the study. Results from the survey data indicated a statistically significant positive perception among teachers regarding the role of school counselor.

Alisha Brunk (2016) who carried out this research studied at University of Missouri Kansas City in the United States of America revealed that counselors should share ideas regarding teaching, learning and school-wide educational institutions. The researchers suggested the role of the school counselor.

Another study was carried by Egemen Hanimogle (2020) to investigate into counseling in Turkey. The research involves a qualitative survey conducted among secondary schools' counselors in Adana, Turkey. The main objective was to determine the perception of school counselors regarding the current state of school programs in Adena and whether there is need for improvement in this area. The data was collected through a qualitative survey among 20 counselors selected from different schools within the Adena region in Turkey. From the findings, it was evident that school counselors in Turkey did not have significant supportive infrastructure from the government. There was a general agreement that counseling contributes to an improvement of the mental state of learners and increases their willingness to undertake learning activities with positive attitudes. It was also established through this study that counseling provides a supportive environment for students to make the right decisions when joining tertiary institutions. This led to the conclusion that counselors are important contributors to the learning needs of students in secondary institutions in a similar manner as other categories of teachers.

A study was also conducted by Grey Vanin (2015) in Australia about the implementations and delivery of career advice by career counselors within secondary schools. The study was meant to address the concerns raised about career advice and provide clarity and consistency in service delivery by career counselor.

This study used a multi-state case study methodology which allowed the researcher to provide an in- depth and detailed study understanding of what was being studied. The participants in this study were ten (10) career counselors selected from ten (10) secondary schools in Victoria, Australia. The research used interviews as means of gathering data from participants. Interpretive research paradigm was adopted for this study. Symbolic interactions allowed the researcher to place primary importance on the meanings career counselor attacked to the world around them, and to adopt the perspective of those being studied.

Data analysis was used to analyze responses to the questions by the career counselors. The conclusions drawn from the data collected from the participants indicated that secondary schools and primary have desperate approaches to the career education. Career counselors in secondary schools were constantly confronted with school /political factors that impacted on their role. This included leadership teams from schools who did not display a true understanding of career education programs and the role of a career counselor within secondary schools. Career counselors also recognize that parents and families are considered to have greater influence in a students' pathway. The study recommended a follow up to be conducted with students after their students in secondary schools.

A study was conducted out by Paul Ekperi (2018) on the impact of teacher characteristics on students' academic performance in public secondary schools. The study was done in Enugu state Nigeria. The research of nine hundred and sixty-eight students. The quantitative data was analyzed by using descriptive statistics such as frequency counts and percentage quantitative data was analyzed using thematic analysis. The study revealed that the teacher's knowledge of subject matter and teaching method all correlated significantly.

Another research was carried out by Joshua loather upoalkpajor (2018) on student's guidance and consoling services in high schools in Ghana. The study targeted from2 and3 students. 24 schools were selected out of 475 through a multi stage sampling technique. The final sample was made of 2,969 form two and three students with a turn rate of98.25 percent. Questionnaire was used as the main data collection instrument. The data was analyzed using percentages and frequencies as well as one-sample –t o-task analysis. The study revealed that students are aware of the presence of canceling series (educationally counseling) in their schools. The patronage of the series of counseling were low due to factors like acceptability of the series misconception held by the students. Lack of confidentiality also contributed.

Abdaliahi (2017) also carried a research on teachers' perceptions of the effectiveness of counselors in government secondary schools in Mbale Municipality, Uganda. The study was conducted to survey the teacher`s perceptions of the effectiveness of counselors and it focused on determining teacher's perception on vocational services of councilors in secondary schools. The study adopted a cross sectional survey design. The researcher used as an Ample of 165 respondents which included teachers from all the three public schools in Mbale Municipality, Uganda.

Course inquiry was used to select schools while simple random sampling techniques were used to select teachers from all 3 schools. Data was collected through questionnaires which were based on five leaker scale of 1 for strongly agree, for 2 for agreed ,3 for un disagreed 4 for disagreed,5 for strongly disagreed. The data collected was analyzed using relative frequencies, percentages, mean and standard deviation. The study revealed that there is a positive perception of teachers on the effectiveness of counselors in Mbale Municipality. The research concluded and recommending that professional counselors should be in charge of counseling activities in schools.

A study was carried out by Malisa [2017] to investigate the effectiveness of counseling techniques in improving students' behaviors of secondary schools in Dodoma Municipality. The study involved most research approach. It also adapted depictive survey research design and conducted research in 3 selected secondary schools located in Dodoma Municipality in Tanzania.

A total of 120 respondents took part in the study. Simple random sampling was used in selecting 90 students of form two and forms four from the targeted secondary schools and purposive sample was used to select 30 teachers. The study conducted random sampling technique to get the number of 45 girls and 46 boys. Stratified sampling technique was used to form clusters of 16 groups of students, 3 girls and two boys from each group. This was done to

receive information of data from both sex. The 30 teachers were interviewed by the 3 schools, took 30 students from each school to complete a total of 120 respondents. The study discovered that secondary schools in Municipality practiced counseling. The behaviors of students improved and although some students still did not have good behavior.

The study recommended that students should be given chance of choosing the counselor who is transparent. Another recommendation was that the process of counseling technique should start at home and parents should be a key detector of the students' behavior by making follow-up of their daily activities.

A study carried out by John Mark Osodo (2016) reveal the impact of career counselors. The researcher revealed that in spite of the existence of guidance and counseling services in schools in Siaya County (Kenya) 32 schools went on rampage in 2012. The study adopted descriptive survey design. The population comprised of 3500 from public secondary schools. Instruments for data collection were questionnaires and interview schedules. Quantitative data was analyzed using descriptive statistics such us frequency counts and percentages. Qualitative data was analyzed using thematic analysis. The study findings indicated that peer counseling has significant role promoting discipline among students in public secondary schools. The study also recommended that peer counselors should be motivated in order for them to perform.

Salgong (2015) conducted a study to establish the role of guidance and counseling in enhancing students discipline in public secondary schools in Koibatek sub county, Baringo County in Kenya. The study was guided by social learning theory; years (1950). The basic tenet of this theory states that personality development in person is determined by the ways in which the person is brought up. This study adopted a descriptive survey design. The population was 2624 students in 23 principals, 23 counselors and 227 teachers. The researcher used purposive sampling to get the accessible population, 8 ptrincipals,8 counsellors,79 teachers and 912 students were involved in the study. Stratified and random sampling was used to sample

23teachers and 262 students .data was collected through administration of questionnaires. It was revealed from the study that guidance and counseling was not a widely used method in addressing students discipline problems. Students cause problems before Kenya certificate of secondary education mock examinations so that they can find an excuse as to why they did not perform well. The study recommended that teacher counselors should go for guidance and counseling training to facilitate effective counseling to enhance student's discipline. Another recommendation was also that the government through the ministry of education should come up with policies which are clear to improve guidance and counseling services in secondary schools.

The research examined the status and challenges of counseling Programme in public secondary schools in Kiambu County and to establish measure that can be undertaking to improve counseling in public secondary schools. The student's theoretical framework was based on social exchange theory. A descriptive research design was adopted for the study that targeted a population of 15principals,15 deputy principals 15 HOD, and 2,347 students from 15 public secondary school in Ndewa division, Kiambu County.

Proportionate sampling was used to select 8 out 15 students. Purposive sampling was used to select 8 principals,8 deputy principal and 8 HOD counseling of each of the school that were included in the sample while sample random sampling was employed to select 240 students.

2.3.2 The attitude of students towards counseling in public secondary schools

Devies (2017) carried out a research on perception of high school counselor's role. The purpose of this study was to explain the perception of high school counselors regarding their role in counseling students.

This study was a case study that involved indepth interviews in Tennessee State University were asked to share practices, policies and resources to promote students going to colleges and the student's attitude towards counseling. The participants include those who had served for a minimum of 3 years as counselors in Tennessee counseling department. The participants responded that family is a key element that determines the behaviour of students. The study also focused out that high school counselors may have ambiguous roles that complicate their efforts to deliver counseling services to the students (Sdberg & Ciilbert, 2014). The study found out that counselors were asked to provide mental health services rather than the completing their academic work.

The study recommended that there should be increased number of licensed school counselors with master's degree. The American school counseling Association (2017) recommended that a student to counselor ratio be 250: 1. The study recommended that this is the way forward to reduce students' case loads. Further research should also be carried out to explore barriers that prevent high school counselors from providing counseling services to the students who are expected to have a positive attitude towards counseling. Activity carried out by Auger (2018) examined secondary school students' attitude towards counseling in USA. The researcher conducted a multi-state study in which middle school and high school students were surveyed. 3,584 middle school and high school students' respondents participated in the study.

A meta-analysis of the effectiveness of 153 school counseling interventions found a small to moderate effect size of d = 30. Indicating that students who receive counseling interventions have measurably higher outcome across cognitive behavioral and effective domains that student who do not receive those interventions (whinstone et al, 2011).The researcher found out that minimal research has been conducted on middle school and high school students on their attitude towards services offered by the counseling department. There

is a lot of information and research needed so as to understand this phenomenon better. The respondents in this study identified barriers to seeking help from school counselors to include; Stigma, a desire to manage problems on their own a lack of personal relationship with the school counselor and the fear that the school counselor would not keep confidentiality.

Nyan (2014) carried out a study to establish students and teachers' attitude towards counseling services in Pollisa District in Eastern Uganda. The study was carried out to establish the relationship between the teachers' and students' perception of counseling services offered in Secondary Schools in the District. The study was purely quantitative guided by a cross-sectional survey design involving 30 teachers and 255 students elected from 10 schools.

The secondary schools in Pollisa District were selected using simple random technique. Data was then administered using a self -administered questionnaire for both teachers and students. Data was then analyzed using SPSS computers package. At single variable level, descriptive statistics (frequencies, percentages and graphs) were used while at the two variables level, person's correlation co-efficient index and regression and analyses techniques were employed.

The study revealed a moderate proactive relationship between teachers-students' perception, resources availability, talent availability and counseling services in Secondary Schools. The study concluded that teacher-students' perception, resource availability and talent availability were positively related with counseling services in Secondary School. From the study, it was recommended that if counseling services are to be improved in secondary schools in Pollisa District, the Ministry of Education and Sports, parents, the Community and Non-Governmental Organizations should facilitate by creating awareness to both teachers and students about the importance of guidance and counseling.

Another recommendation was that the government should provide more resources both financial and non-financial to schools and should ensure that teachers are delegated with counseling responsibilities, allowed to make decisions about students' talents and should be fully empowered to enable them perform effectively. A study was carried out in 2019 by Florence Githuthu. This study assessed the utilization of counseling services by students in Karen Subzone Secondary Schools, Anseba Region and Eriteria. The study adopted a mixed method research design across a target population of 1515 respondents. Systematic sampling, simple random and purposive sampling were used for data collections. Data gathered through questionnaires were analyzed using descriptive statistical techniques involving frequency, percentage and means.

The study used mixed methods research design. It targeted students, teachers, teachers' counselors and head teachers. The target population included; 5 schools, 1,500 students, 100 teachers, 5 teacher's counselors and 5 head teachers. Students and teachers participated in quantitative research, whereas teacher's counselor and head teachers participated in quantitative research. The researcher used both probability and non – probability sampling procedures to select the respondent. Data collected was coded and analyzed to help answer questions. This was done using statistics of description.

Result from the study indicated that majority (53.6%) of the respondents who were male students and (42.2%) who were female students admitted that they had never gone for counseling. The students were not utilizing school counseling services properly due to lack of awareness, lack of qualified counselors and weak link between counselors and students. The study revealed that female students utilize counseling services more than the male students. Based on the findings, the study recommends that the ministry of education should revise the curriculum for secondary schools' educations to incorporate a well – functioning counseling

services, train enough counselors and ensure that counseling services are provided by qualified and train counselors.

Another recommendation was that the Ministry of Education should put up Counseling rooms in every school and come out with a clear guide and policy on how to implement counseling services in schools. The counselors are supposed to motivate the students to make use of available services and introduce individual, peer and group counseling in the schools. A study was conducted by Agi of the department of educational foundations, River state University of Science and Technology, Port Harcozert – Nigeria to evaluate the attitude of students towards counseling.

The study was carried out in 2014 to evaluate the students' perception of school counseling and their attitude towards its programme. This study examined the relationship between perception and attitudes of 640 students towards school counseling and the distribution along sex, class, school locations and socio – economic level using the student's perception and attitude questionnaires (SPAQ) as well as simple percentage, Pearson's product moment and T – Test techniques. The T – Test techniques was used to analyze the variable used in the study. In this research, data was analyzed using statistical package on Social Science (SPSS) version 20 using one – way analyses of variance (ANOVA) to compare the population of mean existing within and in between the groups.

The subjects for the study were senior secondary school students (SS I and SS II) selected from eight secondary schools in Cross River State 640 students (346 Boys and 294 Girls). 340 low and 300 high socio – economic levels. 350 Urban and 290 rural; 360 senior and 280 Junior were chosen from these schools through a stratified random sampling method to ensure that selection was represented. The study revealed that there is a significant relationship between secondary school students' perception of school counseling and their attitudes. A higher percentage of the students were said to have negative attitude towards counseling.

Factors such as location, number of years spent in school and socio – economic states were found to significantly influence perception and attitude to counseling. The sex of the students was found to be insignificant with regards to perception of and attitude towards counseling.

The study recommended that efforts be made to raise the status of guidance and counseling in the schools by posting full time counselors to all schools. A part from creating an enabling environment for such personnel to function properly, efforts should be made to inform students, principals, teachers and parents about the availability of these services. Programs and activities should be organized to create awareness and encourage the use of counseling facilities.

Activities along this time should include talks on counseling services, displays of counseling materials, posters, and letters to parents, use of bulletins boards, private interviews, seminars, workshops and conferences. This would raise the level of perception and hence influence student's attitudes to counseling. A research was carried out by Namweya (2016) to determine the influence of guidance and counseling on the behavior of students in Likoni Sub-County, Mombasa County. The researchers ought to investigate the attitude of students towards counseling in school.

The study used descriptive survey design. In this study, the target population comprised of 24 secondary schools with a student population of 3,563. There are 10 public schools 2 of which are day schools while 8 are boarding. The private schools are 14, 3 of which are boarding schools. The researcher used simple random sampling to determine the respondents among the students from mixed day and boarding schools. The researcher also used questionnaires in order to collect data from head teachers, teacher counselor and form four students.

The researcher also uses questionnaires so as to collect date from head teachers. Tables and figures were used by the researcher to present the data. Data was then arranged through quantitative method which involved analyzing frequencies and percentages. The findings showed that there was misbehavior in the schools. Laziness, rudeness, drugs and subsistence abuse were noted among students. There were various forms of punishment which were preferred in correcting misbehavior.

The leading was suspension/ calling parents and others. Counseling was not preferred in correcting behavior. It was appreciated as a way of correcting behavior but it faced a number of challenges which hindered its effectiveness. Recommendations were that the guidance and counseling departments should be fully equipped through workshops and seminars to make their services better. Students should also be sensitized in all aspect of counseling to avoid underutilization of the departments.

A study was carried out by Malwa (2014) about students' problems and perception towards guidance and counseling services in Gatuanyaga Division, Thika District. The study specifically explored students' problems in day secondary school, their awareness of counseling services and the attitude they hold towards guidance and counseling services. The study targeted Form II (Two) and Form III (Three) students in Thika District Day Secondary Schools.

A sample of 160 students comprising 80 boys and 80 girls were selected. Population was stratified in four sets of expected homogeneity. Each set comprised 40 participants who were drawn proportionately from their schools. Simple random sampling was their respective school clan registers. The study employed ex-post facto research design. Questionnaires were used for data collection and an attitude scale was used to measure the students' attitude towards counseling services. Data was analyzed using various descriptive and statistics and organized

according to the objectives and research questions through the SPSS for effective interpretation and further deduction.

Results indicating that majority of students faced problems in school are aware of counseling services and they have a positive attitude towards guidance and counseling services. The study confirmed that students' attitudes did not differ across gender. The implications of these findings are discovered in relation to strengthening guidance and counseling in Kenyan Secondary School.

2.3.3 Challenges Facing Counseling in Public Secondary Schools

Sakiz and Saricah (2018) carried out a study on the challenges in school counseling in Turkey. This study was embedded on the research from the perspective of the lack of research regarding school counseling systems and aimed at investigating the way counseling is theorized and practiced in counties where there in an effect to develop effective system of counseling systems. Surveys and interviews were conducted with counselors, counselor's educators and teachers. As a guiding research paradigm. A mixed - methods design was used in this research. Mixed methods research was used in the research.

To carry out this research two –hundred and ninety-two school counselors particepeted.36 counselors' educators and 188 teachers participated in the study. All the participants worked in public school. The counselor educator worked in the department counseling and psychological services in education.

The mean age for all participants was 48.8while it was 34.6 for counselors, 37.6for counselors' educators and 470.2 for teachers. The year for experience range from 1 to21 for counselors, 6to32 for counselor educator and 1 to 24 for teachers. The data were analyzed quantitatively by means of descriptive statistics, frequencies and percentages for each survey question. The findings were then presented for participants groups of counselor's educators and teachers.

Findings demonstrated that counselors lacked skills regarding theoretical orientation and application, counseling practices remain arbitrary and low effective due to the confusion experienced in the adaptation and application of counseling approaches.

Khanda (2018) also carried out a study about the challenges of counselors in secondary schools in Indians the researcher noted that school students are at the age of adolescence which is marked by role confusion, conflict and anxiety. The study sought to investigate challenges faced by teacher's counselors of secondary schools in the smart city Bhubaneswar, Odishe in India. The study employed descriptive survey design; participants were principal and teachers' counselors of Bhubaneswar city where counseling was carried out. Data was analyzed using descriptive statistics in frequencies and percentages. The study revealed that teachers counselors were facing many challenges like non- availability of resource, lack of time, lack of professional training and skills, heavy work pressure, lack of parental support and support from administration.

The study also recommended that, a full-time counselor must be appointed on regular basic for each school and that the school management should provide minimum basic requirement, sanction necessary funds to the teachers' counselors or counselor. The study also recommended that principles and parents should have positive attitude towards counseling services carried out in schools.

In Enugu state, a study was carried in 2015. The study was restricted to the views of counselors and teachers of in public secondary schools in Enugu state, Nigeria. The study was done by Dr. Antonia Egbo to carry out this study, two research questions and two rule hypotheses guided the study. Descriptive survey design was used. A sample of 400 counselors and teachers' counselors were selected through simple random technique. The instrument used was questionnaire, mean and standard deviation were used to answer the research questions While T-Test statistics were used to answer null hypotheses at 0.05 level of significance.

The population of the study consisted of the online counselors and teachers of all the state of government owned secondary schools. The statements from the state education comments of Enugu state Nigeria stated that there were 1,024 counselors and teachers' counselors at the time of the study. Simple random sampling technique was adapted in 400 respondents comprising both counselors and teacher's counselors. This was done through random sample of 20 out of the 49 secondary schools in Enugu education zone and then selecting 20 counselors from the sampled schools.

The instrument was fast validated by two experts in counseling departments. To test the reliability of instruments, 20 counselors in secondary schools in Anambra state were made to respond to the questionnaire. Cronbach's Alpha method was used to respond to the questionnaire.

Mean and standard deviation scores were used in analyzing the data for the research questions. The responses to the research questions revealed that the counselors perceived negative attitude towards counseling services. It revealed uncooperative attitude of principals and negative attitude of teachers. Research questions revealed that lack of funds was a factor challenging counselors in secondary schools. The recommendations were that the government should intervene in prevision of counseling by employed qualified counselors and that counselors should not be made to teach in addition to counseling and that awareness should be created.

Another recommendation was that principals should release funds when needed so that counselors can carry out their duties. The principals should also change their attitude towards counselors and counseling. The attitude should change from negative to positive.

Mowes (2016) carried out a study to established teachers counseling views on the factors impacting the implementation of counseling services in the Ohangwena region of Namibia this research study was quantitative in nature .It also used a non-experimental

design that involved a survey .The study population comprised teachers counsellor in all senior secondary schools an ohangwena region .Data was collected to a sampling twenty-six (26) teachers counselors .The teachers counselors were purposively sampled .the data was analyzed by use of descriptive statistics using the statistical package for the social sciences (SPSS).This study revealed that lack of resources and facilities were key factors that hindering the successful implementation of counseling services in the schools.

It also revealed that inadequate training of teachers for counseling services, high teaching loads and time constraints were also factors impacting the successful implementation of school counseling. The research recommended that the training of teachers counselors be improved. It recommended that teachers work load be reduced and resources be made available to the counseling departments. The study also recommend and that teachers counselors should be supported in order for counseling to be successfully implemented in schools.

Another study was calmed out by Rebecca (2018) to identify challenges facing the school administrators and counselors in the providing counseling services. The main objective of this study was to find out what goes on the ground in relation to the provision of counseling service in schools. 96 schools drawn from six regions were involved in this study. Using interviews, focus groups (FGD) and observation. Qualitative data were collected from School Counselors , Students and Head of Schools (HOS) content analyses was used to analyze data.

The findings revealed that counselors were mainly challenged by the unavailability of counseling resources, including confidential rooms for conducting interviews. The findings also revealed that counselors had a high workload that limits their performance. At the same time, some of the counselors were incompetent in their obligations as counselors. In some cases heads of school violated ministry of educations detectives in selecting school

counselors. The research recommended that the ministry of education and vocational training (MOEVT) should provide counselors to offer counseling services in schools to achieve its mission.

Nkuba Mabula(2015) carried out research in Tanzania on the challenges facing counseling in public secondary schools. This sample study indicated62 counselors from 16 secondary schools in Dare Salam. The data was collected through questionnaires and interviews. Although the counselors perception towards counseling was positive (m=1.39,sd=0.554),it was revealed that school counseling services need to be enhanced through provision of school counsellor trainings to teachers who are appointed to serve as school counselors .The research revealed that counseling is becoming a necessary service for school learners in the developing world due to the challenges that students face.

The research which explored the stations of school counselors training, knowledge and skills in Tanzania secondary schools also explored the counselors' perception towards the existing school counseling services of the degree of readiness to attend counseling training. With the support from the findings. It was recommended that seminars and workshops for raising awareness as well as long term training are important in order to make school counseling effective.

The research further recommended future research also to observe the extent to which the counseling component is taught in teacher colleges and universities so as to test the rationale for appointing teachers to work as school counselors even without specified training on counseling. Byaruhanga (2016) carried out a research on the factors influencing counseling of students in secondary schools. The researcher focused on Kigezi High School. He sought to find out challenges that hinder effective implementation of counseling services in Kigezi High Schools in Uganda.

The study employed a cross sectional survey design through which data was gathered from a cross section of teachers and students within a specific period of time. Descriptive and analytical research was carrying our quantitative qualitative research studies. The study therefore sought for information from a sample administrators, teachers and students all of whom have different backgrounds, training, age and experiences.

The researcher used purposive sampling to select school administrators (head teacher and Deputy Head teacher) and the teacher counselors because they were few; there were only 3 school administrators (1 Head teacher and 2 deputies) and 5 teacher counselors. Stratified random sampling was used to select 9 students' respondents from Kigezi High School to generate a total sample of 98 for this study.

The study revealed that of late counseling has been recognized as a way of improving student's behaviour since punishments like canning are against the rights of children. Parents have neglected their roles of attending to children and putting them right in terms of behaviour. Counsellors play an important role in creating an environment that encourages academic performance and yet they are faced with various challenges.

A research carried out by Monica Lydia in2016 to evaluate the challenges in the implementation of counseling program highlighted the difficulties faced by counselors in discharging their mandate. The purpose of this study was to evaluate the challenges in the implementation of counseling program in Baringo County Secondary Schools in Kenya.

This study employed a survey design 23 extra county secondary schools were the population of the study with 23 teacher counselors .Purposive sampling was used to select the number of schools and the teacher counselors who were to be included in this study. There were 23 respondents to the study sample. The data was collected through open ended questionnaires.

The researcher did piloting of the instrument s so as to improve validity and the test items were validated by experts in the department of counseling. Reliability of TCEU was also established by the use of comebacks alpha method and a reliability of co-effective of 0.86 was obtained respectively .Descriptive students was utilized to analyze the data with the aid of SPSS version 20 for windows.

This was followed by an analysis of the findings. The findings were that lack of time and findings, inadequate facilities uncooperative clients and lack of qualified personal were among the challenges facing the implementation of counseling program.

It was recommended that the teacher counselors be provided with training. There was also a recommendation that the administration provide financial support to the department and that teacher counselors be employed on full time basis. Work load be employed on full time basis. Work load of teacher counselors be reduced and time be allocated for counseling sessions. Jane Warui also did a research in April 2018 to examine the challenges faced by counselors in public secondary schools. This study aimed at examining the status and challenges of counseling programs in public secondary schools in Kiambu County in Kenya. The study is theoretical framework was based on social exchange theory.

A descriptive research design was adopted for a study which targeted a population of 15 Principals, 15 HODs, 2,347 students Deputy Principals15 from 15 public secondary schools in Ndeiya Division, Kiambu County. Proportionate sampling was used so as to select 8 out 15 schools in the study.

The researcher used purposive sampling to select 8 principals, 8 deputy principals and HOD. Simple random sampling was employed to select 240 students. The researcher collected data using four sets of questionnaires which were designed for the School Principals, Deputy Principals, Teacher Counselors and Students .Quantitative data were analyzed using descriptive stations with the aid of SPSS. The findings were then presented using tables, pie

charts and bar graphs. The quantitative data was arranged thematically in line with the researcher objectives and it was then reported in a narrative form. The study established that cases of indiscipline in schools were as a result of lack of proper counseling and negative, social media influence. The resources such as seminars, reading materials, motivated speakers, family meetings were available .These resources were inadequate various challenges to implementation of counseling program included lack of specific time allocation, lack of cooperation from students and lack of cooperation from parents .The study conducted that the schools under study had a long way to go in ensuring discipline management through counseling.

The study also recommended that the schools should invite parents, churches, other sponsors and the surrounding community to give support to counseling program on social adjustment of students. The researcher also recommended that the ministry of education should strengthen the counseling units in the implementation of the program in schools by introducing mandatory in service training in counseling for all teacher counselors who do not have basic training in counseling. Lastly, the study recommended that the ministry of education should facilitate peer counseling training to enable counseling department to have peer counselors to reach out to their fellow peer students effectively in schools.

2.3.4 Factors influencing academic performance in public secondary schools

Ford (2016) carried out a study factors on developing communication skills learning academic performance and schools dropouts in the united states of American Ford who come from the state University of New Jersey examined the relationship between social economic statues (SES) and schools performance. In order to make valid analysis on the relationship between social economies condition and academic so curses. Date was gathered from the causes Bureaus American community survey 5-years estimates. Family income and family poverty were used. The academic outcome measurements were attendance rate proficiency in

different subjects. In order to determine which social economic factors outcome linear regression analysis was used and a table of R- squared values was compiled.

The found at that low social economic status does not necessarily have an impact on educational success. It would not be right to say that low social economic sates have large impact on the academic souses of student. Instead, other family environment and psychology factors are important to educational achievement. Education is very important for the overall progress of the individual's communities and the nation. In order to attain educational qualifications and to enhance one's skill and abilities, it is vital to do well academically and obtained good grades. Kapie (2018) carried out research on the factors influencing the student academic performance in secondary schools in India. The research found out that there are a number of factors within the schools as well as outside school that effects the academic performance of the student The research found out that within the schools the factors mainly include professionalizing skill and abilities on the part of the teachers provision of library facilities laboratory appropriate teaching learning process and instruction strategies effective communication between the individuals formation of good terms and conduction usage of technology and evolution method.

The research also found out that the class and homework arraignment and test are regarded as speech that determine the understanding of the student as well as utilization of teaching method by the teachers. According to the study the other factors that influence the academic performance of the student are home environment of poverty provision of their families' condition of poverty provision of teachers counseling occurrence of conflicts and deputes needs and requirements of other family members. The research further reveled that in order to achieve good academic outcome if is vital for the student to be dedicated and sincere towards their student the home environment condition should peaceful and amiable and

teachers should be approachable in attitude and implement teaching – learning processes and instruction strategies in a beneficial members.

The research further revealed that there are number of psychological factors that are related to the academic performance of the students. These include depression, exam phobia, attention disorder, learning disabilities and slow learning. Depression mainly takes place when students attain low grades in the test and assignments. When they feel, they have worked hard and achieve low grades. There are functional deficit within the brain, leading to a lack of capacity to acquire new knowledge (AL-zoubi; &younes, 2015).

Motivation is required in every educational level. On the other hand, the researcher noted that when student lack the motivation to study hard and do well, they feel despondent and some cases are unable to make improvements. A study was carried out by Mutindi (2018) on the factors influencing student's performance in public secondary schools. The study was carried out in Kathiani Sub-County Machakos County. The study was guided by Education production function theory. The study used description research design. The focus population of the study was 30 head teachers and 270 head of departments in 30 public secondary schools in Kathiani Sub-County Machakos County. The study used simple random sampling and purposive sampling was used in selecting a sample size of 9 head teachers and 81 head of departments from the target population. To collect data from the head teachers and head of departments' questionnaires were the validity and reliability of the questionnaires was determined by experts using the cornerback alpha.

The study found out that teaching resource , teacher adequacy, physical facilities and head teacher supervisory roles had positive significant relation with the student performance at KCSE .The study further recommended among others that the television, computer and projectors to improved performance of student in KCSE. Similarly the study recommended that teachers service commission (TSC) of Kathiani Sub- County and should replace teachers

immediately they are transferred in order to address the problems of teacher adequacy .Another recommendation there is need for head teacher to intensity teacher performance appraisal in order to give regular feedback to the teachers.

A study was carried out by Osee Tutu Estal (2018) on common presenting problems in religious lay counseling practice in Ghana. The study was one of the fast ones to examine lay counseling in both Christian and Muslim context in contemporary Ghana. The researcher conducted qualitative interviews with one hundred (100) lay counselors in four urban centers in Ghana. The capital Accra (N=29),Kumazi (N=29), Koforidua (N=31) and Cape coast (N=11).The researcher used purposive convenient sampling to select participants for the study. The researcher adopted multiple strategies to reach prospe3ctive participants were reached through their religious institutions. Others were contacted through snow balling techniques, while others through interviews. Participant's age ranged between24years and80 years. Majority (n=81) were Christians while the remaining (n=19) were Muslims. Interviews were conducted between September 2017 and October 2018 by eight individuals comprising six females and two males.

The researcher used thematic analysis to analyze the data. The researcher revealed that with many problems of mental health issues. These issues overwhelmed the counselors. The lay counselors were unable to disagree the causes of the disorders because they did not have requisite competence. Many people seek for counseling from the lay counselors because of the rapid urbanization in Ghana. Serial ties and traditional help systems appear weak and unable to support further research in the topic and urged the government to establishment of professional counseling to handle the emerging issues in counseling.

The quality of students' performance remains a top priority for all educators .It is meant to make a difference locally, regionally, nationally and globally. This objective aims at analyzing factors that influence academic performance of students. Dr. Nguyen Truc, carried

out a study to examine different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The study was done in aprill2020. The students (300 male and 300female).

The researcher carried out the study using survey and used questionnaire for information gathering. The population was the secondary school male and female students from the metropolitan city of Pakistan. At the front stage, twelve male and female public sector secondary schools (6 each) were selected conveniently. Secondly, only fifty volunteer's students (25male and 25 female) out of all volunteers from one section of the 10th grade were selected randomly from each of the 12 schools.

Therefore, the sample size for the study was delimitated to only demographic factors such as students' gender, parents' education, parents' occupation and socio economic status. The collected data was analyzed by applying descriptive and influential statistical measure. A T-Test was used to compare the achievements of male and female students. The significant effect of different factors and students' achievement was explored through multiple comparisons by applying ANOVA using SPSS16.The study revealed that there are various factors inside and outside the school that contribute to the quality of academic performance of students.

This study concluded that the high level of SES is the best indicator contributing towards the quality of students' achievements. Family characteristics such as socio economic statuses are significant predictors' foe student's performance at school besides the other school factors, peer factors and student factors. Higher SES levels leads to higher performance of students in studies and vice versa (Hanes 2008). It's a very 8important to have comprehensive understanding of the factors that benefit and hinder the academic progress of an individual's education.

A research was carried out at Alzahra College for women. Oman by DrNguyan perfector, G. Aquino and Dr. Doan Hongle .The research which was done in the year 2020 was carried out on performance of students in achievement test ;implications for managing planning. The study sought to examine the performance of students in achievement test on science, English and mathematics of selected schools in Asia. The descriptive method was utilized in the study and sample size of two hundred and forty eight(n=248) was ascertained from selected schools .An expert facts research design was used to explore the previous performance of students achievement test in English, mathematics and their relationship to several dependant variables such as type of instruction and gender. The researcher employed quantitative research study to find out and bring the performance of selected students test in relationship especially as to type instruction and gender.

From the study, the researcher revealed that remedial actions should be taken in order to help them perform better in those subjects' .Physiological factors such as stereotypes threat which can impact cognitive loads, or students having growth or fixed mindset may be the reason why a gap emerges when they take more challenging exams that test critical thinking. The study recommended that more ends should be allocated to the schools to improve enhancement of program of English, Mathematics and science. It was also recommended that the schools should review their mission statement and that their new vision should be tied to their mission statement.

The study also recommended that everyone should be involved in data analysis, celebrate their strengths, keep their focuses on improvement and make plan for the same. Students of an early age have to be taught how to self-regulate their learning set their own academic goals, develop strategies to meet their goals and reflect on their academic performance. Communicating with parents on a regular basis is an integral part of engaging them in their child's success in testing. Teachers also use other tools such as emails, websites

to communicate with parents. The study concluded by recommending a research that examines potential sources of support for students

A research was carried out in Shuuka Sub-County; Sheema District in Uganda .The purpose of this study was to why student's academic performance in secondary schools in this District was poor. The study comprised five schools ten secondary school teachers, ten head teachers, ten parents. The researcher selected 45 respondents to represent the population of Shuuku sub county, Sheema District. These populations included 24females 21 males' with valued levels of education.

In order to find out why students performed poorly in academic performance in public secondary schools, stratified random and purposive sampling was used to select a population of 45 respondents to represent a population of shuuku Sub County. In order to carry out this research effectively, different instruments were employed to collect all the data required .These included among others, questionnaires, structured interviews and some group discussion. Primary data collection methods was through questionnaires, observations and some group discussions. Secondary data sources, text books and other related works of outstanding scholars whether published magazines or unpublished written data sources, agency reports, newspaper articles and internet sources. It was found out that respondents below 35years were more with 51.1% followed by between 35-44 years with 35.6% and 45+ with 13.3%.

It was established that most of the respondents were single followed by married with 28.9% and divorced with 6.7%.throught the informal interview, it was established that the respondents who were single were many. It was also established that the best performing school is Karera seed school followed by Rjakasinga centre for higher education and Butsibo secondary school was the last performer. The researcher traversed various school set ups and come with recommendations such as; Teachers are remunerated equivalent to their level of

education and experience. Teachers should make school environment conducive for the student to embrace good education. Teachers should go for refresher courses so as to improve on their academic qualifications and skills. The government should equip good qualified and enough teachers to schools to transform student`s perceptions towards education.

The parents should pay their school fees in time to enable school program to run smoothly. The teachers should be motivated accordingly to enable their stability at school. The parent should give adequate parental grooming to their children to grow responsibly. The school should conduct subsequent meeting with the stake holders to ensure mutual cooperation. A study was came out by Obidile Jacinta Ifeoma of Nnamdi Azikiwe University in Nigeria to find out factors that affect students' academic performance in public secondary schools. This study was came out in 2017 in Anambra State. Two research questions guided the study and two null hypotheses were formulated and tested of 0.05 level of significance. The population of the study comprised 5,389 accounting students.

Simple random sampling was used to select 845 accounting students as sample for the study. The instrument for data collection was a structured questionnaire validated by three experts with a reliability of 0.81. Data collected were analyzed using mean for the research question. A z-test was used for testing the null hypothesis. Findings revealed that institutional and socio economic factors affecting students' academic performance in accounting. Based on the results of the findings, it was revealed that institutional factors [especially educational level and occupational status of parents] are among the factors influencing students' academic performance in accounting. It was recommended among others that school administration should provide enough time for the teaching and learning of accounting. The parents /guardians should always encourage the learners by their words and by equipping them with the necessary materials needed to study accounting.

A research was carried out by John M. Keith in the year 2017. The study sought to investigate factors which influence students' academic performance in public secondary schools in Matungulu Sub-County, Machakos County, Kenya. The study was guided by research objectives. The study employed descriptive survey research design. It targeted 2,300 form three students, 385 teachers and 32 principals in public secondary schools in Matungulu sub-county. The sample size included 230students, 40 teacher and 10 principals of the participating schools. Stratified random sampling technique was used to allocate and sample the actual schools in various schools categories. Simple random sampling was used to select the 230 participating students and four teachers in each of the 10 participating public secondary schools in Matungulu Sub-County participating in the study. The principals from all the 10 participating schools were purposively sampled. Three sets of instruments were used to collect dat. these included the students' questionnaire data. (S.Q); the teachers' questionnaire (TQ) and the principals' questionnaire (PQ).

Statistical package for social sciences (SPSS09 version20, ANOVA and figures were used in the data analysis. Tables and figures were used to present the analyzed data. The findings of the study revealed that the learning recourses were inadequate and hence affected academics performance to great extent. The study also revealed that the influence of administrative practices and academic performance was strongly positive and significant(R=844, P 0.5) and similarly, teacher related factors and socioeconomic backgrounds of the learners had a satisfactory significant influence on academic performance (P 0.5).

The study recommended among others that principals should intensify the routine checking of professional records by teachers to ensure adherence to the dictates of the professional records and that head teachers and school management should ensure relevant materials were procured for use by both the students and teachers. A research was carried out

by Stephen Wanyonyi in the year 2019.the purpose of the study was to find out the factors influencing students' academic performance in Kenya certificate of secondary education in Kirinyaga central sub county of Kirinyaga county ,Kenya. The study was guided by objectives .the study used descriptive survey research design. The sample comprised of 136 respondents of whom 68 were heads of department, 34 deans of studies and 34 school captains from all the 34 schools in Kirinyaga Central Sub County.

The study employed descriptive survey design. It adopted causes survey where each and every member of the target populations was used for the study. The census survey was adopted since the target population was deemed not enough. The research tested the questionnaires using representatives from the target audience in three schools. The research study used test retest method that involved administering the same scale or measure to the group of respondents at two separate time's .The study assessed the consistency of the responses to make judgment on their reliability.

The research study used test retest method that involved administering the same scale or measure to the groups of respondents at two separate time's. The study assessed the consistency of the responses to make judgment on their reliability. The findings revealed that many respondents established that there is an influence of teachers –student ratio on student's academic performance. The findings reviewed by the deans of students that teachers student ratio affects academic performance .53.5% of the respondents indicated that there is a good contact time between teachers time to teach being diverted to other duties and lack of creativity among students .the study reviewed also that 94.1% of the respondents said peer pressure affects students' academic performance in various ways ; some not interested in academic excellence hence pulling down others (67.6%) following friends in what they do and students copying the people they associate with .most students are influenced by peers to drugs ,premarital sex and indecent dressing.

School resources influenced academic performance by 100%.these are teachers, textbooks, buildings, labs, revision materials and ICT support materials.53.3% felt that the government needs to avail funds to enable schools get the needed resources like CDF. It was also found that 1 textbook was shared by four students in some schools and in others three students.68.8% of the respondents stated that motivation of students influences student's academic performance. Students cannot perform well if they are not ready to learn. Negative attitude affects performance. Students having positive attitude perform better than those thinking negative. Positive attitude brings positive academic performance. Those who do extra work on their own perform well in school.

On family background 86%of the respondents agreed that family background influences academic performance. Parents may fail to pay fees and a student is sent to go home and hence fails to learn and be taught. Students from well natured and organized families carry themselves with good behavior and traits that influence positive performance. Proper family background gives a student a stable emotional foundation and when study materials are not bought a student will not study well.

Parental level of education had high impact on academic performance. The study showed that parent follow up their children's academic performance while others do not. Poor reading culture was also present among many students. According to Bryman and Bell (2011), it is the responsibility of the researcher to carefully assess the possibility of harm to the research participants. The respondents are not to be exposed to any harm.

Limbe (2017) carried out a study which was aimed to explore factors which influenced performance in the CEE in Newala District in Tanzania. The study was conducted in Newala District in Mtwara Region. Five secondary schools were chosen for the purpose of this study. The main objective of this study was to establish the factors that affected students' performance in CE & EE among secondary schools in Newala District. This was done to educate different

stakeholders' including teachers on what should be done to improve performance in CSEE in Newala District in Tanzania, to highlight on the steps that should be taken to eliminate negative factors influencing students' performance in SCEE in Newala District. The study involved 100 participants; 2 education officers, 5 heads of schools, 10 secondary teachers, 8 parents and 75 secondary students. Questionnaires, documentary review and interview guidelines were the instruments used to collect data.

The study revealed that performance of students in Newala District was low due to; shortage of teaching and learning materials and physical facilities and lack of readiness of the students in learning and poor entry marks in form one.

Furthermore, low parental involvement in learning of their children and un-clear education policy led to poor performance of students.

The study made the following recommendations; Government should provide schools with reliable financial report to ensure availability of required physical facilities as well as teaching and learning materials, students with high scores in primary school learning examination should join form one, parents should be provided with education on how to support their children in learning process. The ministry of education and vocational training should ensure presence of clear education policy specifically on recommended text books, instructional language and grading system.

In another related study, Amandu (2016) carried a study on the factors that affects academic performance of students in Uganda Certificate of Education (UCE). This was a case study of Koboko District in Uganda. The objective of the study were to find out the influence of teacher factors, students factors and school factors in influencing academic performance in UCE under USE Schools in Koboko District.

The study was guided by two theories; the system theory by Bertalanffy (1920) and Maslow (1954) theory of Motivation. A Cross Sectional Survey design based on qualitative

and quantitative approaches were used to get the findings. The target population comprised of 121 head teachers, teachers, students, student leaders, district education officers, Board of Management Members, Community Leaders was randomly and purposively sampled. Questionnaires, Survey, Interview, Observation and Documentary review were the methods of data collection descriptive and inferential statistical analysis were used. The data was presented using frequency tables and correlation matrices.

The study revealed that most of the teachers were well trained and qualified but not well motivated. Many students were never punctual for lessons; they were in disciplined and were never interested in learning. The school had poorly stocked libraries and limited staff accommodation. Furthermore, there was inadequate support from the government. The study concluded that there existed a significant positive relationship between the teacher factors, student factors, school factors and academic performance. The researcher made recommendations; as there is need to motivate the teachers, encourage students to work hard to pass and need for more government and parental support to the schools. The researcher also recommended further studies n Motivational strategies and staff performance in Koboko District could be explored.

A study was carried out by Mutindi (2018) on the factors influencing students' performance in public secondary schools. The study was carried out in Kathiani Sub-County, Machakos County. The study was guided by Education Production Function Theory. The study used descriptive research design. The target population of the study was 30 head teachers and 270 heads of departments in 30 public secondary schools in Kathiani Sub-County, Machakos County. The study used simple random sampling, stratified sampling and purposive sampling was used in selecting a sample size of 9 head teachers and head department for the target population. To collect data from the head teachers and head of departments, questionnaires

were used. The validity and reliability of the questionnaires was ascertained by experts using the Gronback alpha.

The study found out that teaching resource, teachers' adequacy, physical facilities and head teachers supervisory roles had positive and significant relationship with the students' performance at KCSE. The study further recommended among others. The ministry of education should equip public secondary schools with adequate textbooks, teachers' reference books, radios, television, computers and projectors to improve performance of student in KCSE.

Similarly, the study recommended that Teachers Service Commission (TSC) should recruit and post more teachers in Kathiani Sub-County and should replace teachers immediately they are transferred in order and address the problem of teacher performance appraisal in order to give regular feedback to the teachers.

2.4 Conceptual Framework

A conceptual framework is a symbolic representation different type showing relationship between different types of variables involved in the study such as the relationship between the dependent and independent variables (Tidwell, 2012). The conceptual framework shows the flow of arrows indicating the relationship of variables. The implication are that when students are caused well (impact) the outcome expected of the students (output) is progress in their academic work.

This helps the researcher to quickly see the relationship between counseling and academic performance. The conceptual framework explains graphically the main thing to studied, counselling, role of counselors, attitude of students towards counseling, factors influencing counseling and challenges in counseling. The intervening variables are; the age of the students, religious beliefs, career aspirations and discipline. All these lead to academic performance which is graded as poor, average or good at the end.

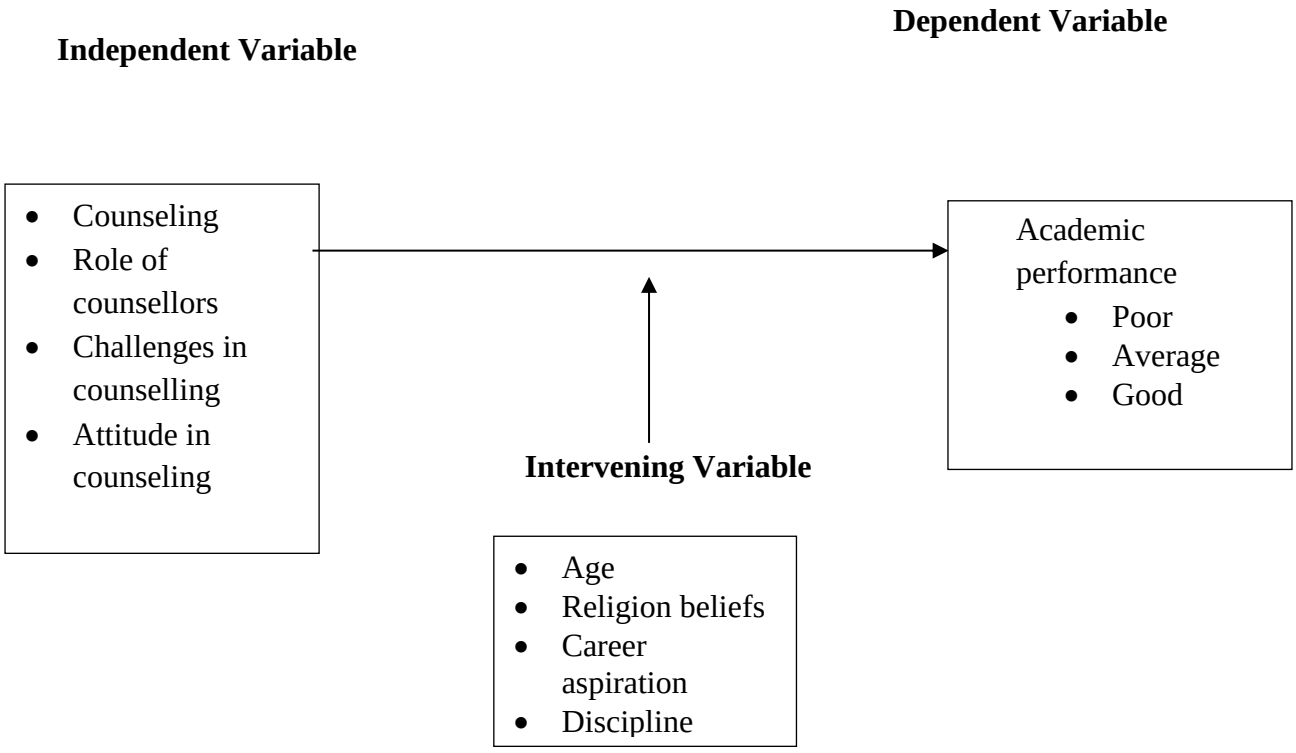

Figure 1: Conceptual Framework.

2.5 Summary of Literature Review and Knowledge Gap

The reviewed literature illustrated that counselors have an important role to play in public secondary schools. They have a role to help the students to have positive attitude towards counseling, study well and excel in their examinations. The cited literature recommended further strategies to be explored by counselors to assist students perform well in their examinations. The reviewed literature revealed that counseling programs are going on in many countries in the world. Counseling services are being offered in Kenya but they are not yielding much. These include career counseling, psychological and emotional problems among others.

The literature reviewed on the impact of counseling on academic performance of students was done in other parts of the county and regions whose strategic approach is different from that of Rangwe Sub-County. None of the studies focused on how these apply in the case of Rangwe Sub -County. It is evident therefore, that literature gaps exist on the impact of counseling in academic performance of students in Rangwe Sub – County. These studies therefore, sought to fill this gap by focusing on the impact of counseling on academic performance of public secondary schools in Rangwe Sub – County.

CHAPTER THREE

3.1 Introduction

This chapter focuses on research design, study area, study population, sampling, procedure and sample size, data collection instruments, pilot testing, data quality control, reliability and validity of instruments, trustworthy and credibility of data tools, data collection procedures and ethical considerations.

3.2 Research Design

This study used mixed method research design qualitative and quantitative research methods are to be used to obtain results that another research questions. This in recognition of the recommendation of field (2009) and Sakinda (2009) who consider the mixed method as an appropriate, method with high validity. It also enhanced more insight into the research problem and question under study ((creswell, 20212).

Descriptive survey design involves data collection using self- administered questionnaires to a sample of student. This design has been supported by Connie (2008), who attests that it is used to gather information concerning the status of phenomenon status. The method was useful as the researcher seeks to find out the impact of counseling on academic performance of students in Rangwe sub-county.

3.3 Study Area

The study is to be conducted in Rangwe Sub County in Homabay County. This is a Sub County that boarders Kisii County in the East and Nyando Sub County in the North. It is found around Lake Victoria region. Many of the schools in the regions are public schools and have qualified teachers posted by the teachers' service commission. The evidence of poor academic performance among the students in national examination is the reason for choosing it as a research site. There is a lapse in counseling programs in addressing the personal and academics challenges facing students in the schools.

3.4 Study Population

The study target population were students and teachers of public secondary schools from Rangwe Sub County, Homabay County. Form fours were willing ready and happy to answer the questionnaires other students were reluctant and appeared to the afraid. Statistics from the ministry of education showed poor performance among the students in form four. The study therefore focused on Rangwe sub-county for this research.

Table 3.1: Table Showing the Population Distribution of Schools

School type	No of schools
A. Girls boarding secondary schools	8
B. Boys boarding secondary schools	3
C. Mixed boarding secondary schools	4
D. Mixed day secondary schools	7
Total	**21**

There are 21 public secondary schools in the Rangwe sub-county based on the information from the education office.

Table 3.2: Gender Distribution of Students

Students	No of students
Male	11,800
Female	13,200
Total	**25,000**

There are 11,800 male's students and 13,200 female students in the sub-county under investigation.

3.5 Sample and sampling techniques

Sample population and sampling methods are to be used in this study. Sampling in the process of selecting several individuals for the research (Mugenda & Mugenda, 2003).The chosen individuals represented the group or the entire population to determine the sample size,

a formula was used. There was based on three factors namely: the estimated prevalence of the variable of interest, the desired level of confidence ad an acceptable margin error. The sample size required can be calculated according to a mathematical formula developed by Taro Yamane in 1967 to determine the size of a sample (Israel, 1992, Mora &Kloet, 2010).

$N= N/1+ (e)^2$ Where;

N= sample size required

N= number of people in the population

e= allowable error (%)

n= (25000/1+ 25000x0.00255= 394

According, the population size of this study were 25,000 male and female students. The level of precision was kept at 5% while the confidence level was kept at 96%.

The sample size for the students involved in the study was.

$N= N/1+(e)^2$

N= number of people in the population =25,000

Table 3.3: Sample Distribution of Students

Schools	Students
A. 7 Girls boarding secondary	125
B. 3 Boys Boarding secondary schools	53
C. 3 mixed boarding schools	89
D. Mixed day secondary schools	107
Total	**394**

Based on Yamane's formula, the sample size of 394 students were involved in the study. Proportionate sampling was used to select the number of students per school, simple random sampling will select 125 students for girl schools, 53 from boy school, 89 students for mixed boarding and 107 students from the mixed day, simple random sampling was used to select students from the schools.

3.5.1 Questionnaire

According to Babbies (2013), a questionnaire is a document which contains questions and other types of items designed to solicit information appropriate for analysis. The questionnaires helped the researcher to get sample frequency from the respondents. The researcher got into contact with the respondents and submit to them the questions. The researcher used open –ended and close-ended questions.

3.6 Data Collection Instruments.

To carry the study, the researcher used questionnaire. Primary data were collected through administration of two sets of questionnaire (students' questionnaires and teachers' questionnaires). Every instrument aimed at collecting specific information from the targeted respondents. The questionnaire for students aimed at getting information on their level of awareness about counseling program, their attitude towards counseling, the challenges facing counseling. The teachers' questionnaire sought information on the influence of counseling on academic performance.

3.7 Pilot Study

The researcher carried out a pilot study before the actual data collection. This pre-test was conducted in order to ascertain the reliability and validity of the instruments.

It was conducted in schools that were not part of the actual study outside Rangwe sub-county. The researcher instruments were pre-tested on a small representative sample identical but not including the group of the actual study.

The pre-testing was to help the researcher to detect flows in the instrument and therefore be able to refine the flaws prior to the actual study. These included grammatical errors, misunderstandings, clarity of expressions and ambiguity at the right time.

For the pretesting of the researcher instruments, the researcher selected a few participants (students and teachers from three secondary schools using the (10%-20%) sample size for descriptive research.

3.8 Data Quality Control

Data quality control was making sure that data usage, collection procedures are done correctly and accurately.

3.8.1 Reliability and Validity of Instruments.

Reliability refers to the extent that the instruments yield the same results over multiple trials (Orodha 2005).The validity of an instruments is the degree to which results obtained and data analyzed represent the phenomena under investigating. The researcher instruments were validated in two ways; the researcher first went through the instruments with the objectives to make sure that the information available enabled answer the objectives. The researcher also consulted the opinion experts from the departments of counseling psychology.

3.8.2 Trustworthiness and Credibility of Data Tools

The researcher used various instruments and methods for questioning the questions in the questionnaires were cross checked by the open ended ones.

Credibility of the instrument was ensured by asking the teachers as participants as possible while also cross-representing data among participants.

The researcher ensured that the key terms that were used in the research were given operational definition.

This made the data transferable since the concepts and categories are described well.

To make them dependable confidentiality was observed. Samples were selected purposively. The students and teachers were selected since they had pertinent information about counseling services offered in the schools.

The items or data collected were processed collected and analysed with the aid of computer program statistical packages social sciences (SPSS)

3.9 Data Collection Procedures

Before the researcher collected data, an authorization letter from the department of psychology in the catholic university of east Africa was obtained.

Other approvals from the National Commission for Science, Technology and innovation was also collected.

The researcher prepared a letter of introduction to accompany the questionnaires so as to assure the correspondent of confidentiality.

When the respondents informed clarifications, the researcher was ready and willing to offer guidance and clarification to ensure uniformity, the same questionnaires were administered to all respondents.

The researcher reduced the data into a summary. It took into consideration the researcher problem, the study objectives and researcher questions.

3.10 Data Analysis Procedure

The researcher prepared a codebase set the data structure entered the data, screened them for error. The researcher then explained the relationship between the variables. Data analysis was done through the use of descriptive statistics. The elements that the researcher got from the quantitative method was used to connect with the objectives of the study.

The researcher submitted the quantitative statistical results and then dismissed the qualitative findings. In the process, the researcher tried to make sense out of the raw data that was collected. In this study, the quantitative data was obtained from the responses to the questionnaire the questionnaire responses from closed-ended questions provided quantitative data.

3.11 Data Presentations

At the end of the collections exercise, questionnaires and interview schedules would be checked for completeness, organized and summoned. The data were then coded using SPSS version 10 for windows (Kasomo, 2007, Ogula 2002).The outcome of the quantitative data coded from the open and closes ended questions were tabulated using tables, percentage, frequencies and means. Qualitative data from interview schedules and open ended questions were transformed by organizing data into themes.

3.12 Ethical Considerations

The researcher observed ethical issues before, during and after the study. The researcher followed the required protocol by obtaining authorization permit from the ministry of education (MOE) county director of education and the county commissioner. The researcher ensured that he had the required documents needed to carry out the research.

The documents were introduced when required by the relevant parties.

The researcher visited the schools by carrying official identification documents to carry out the research.

The researcher gave detailed explanation on the purpose of the study which is counseling and academic performance in Rangwe sub-county. The researcher maintained a healthy relationship with the participants and the stakeholders. He was ready to learn from the respondents with an open mind.

The researcher ensured that no respondent was put in a situation of harm as a result of their participation, legal, physical or psychological.

Only those respondents who volunteer and accept to participate in the study were allowed to partible in the study after signing the informed consent form. There were no monetary inducement or any other form of payment for participation in the study.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents study findings based on research data. The response return rate is presented followed by the demographic information. Findings on study objectives are presented by presenting descriptive findings, inferential statistics from both students and teacher's responses.

4.2 Response Rates

Study sampled 391 student respondents and 31 teacher respondents from public secondary schools in Rangwe Sub County of Homa Bay County, Kenya. The respondents were administered with questionnaires.

Table 4.4: Response Rate

Questionnaires		**Students**	**Teachers**
1	No. distributed	394	35
2	No. returned	391	31
3	No. of unreachable respondents	3	4
4	Percentage Response	99.24%	88.57%

Source: Field Data 2022

Mitchell and Carson (2013) state that the response rate provides valuable insights into the accuracy of the survey data. A good response rate is needed and it is important in demonstrating the validity of the inferences or external validity of the results. A low response rate diminishes external validity as it leads to inaccurate effect size of the results. A low response rate might be as a result of errors in the survey instrument; failure of participants to respond; an uninterested sample group or nonresponse bias; for example, if the topic was sensitive to some members in the sample; the sample was non-representative /inadequate sampling procedures; or because of the time of the survey.

4.3 Analysis of Findings from Secondary School Students

The respondents were provided with a research instrument having a list of possible answers about the counseling and academic performance in public secondary schools. They were asked to rate their level of agreement on the various factors that relate to counseling and academic performance in public secondary schools. The questionnaires had both open and closed ended questions.

4.3.1 Demographic Information of Students

The researcher captured the background and demographic information of the study respondents in a bid to understand their profile in relation to the study objectives. This included gender, age, type of school and category of school of the study participants. Study findings are presented as shown in Table 4.5.

Table 4.5: Demographic Information of Students

Statements	Responses	Frequency	Valid Percent	Cumulative Percent
What is your gender?	Male	137	35.0	35.0
	Female	254	65.0	100.0
	Total	**391**	**100.0**	
What is your age?	13-15 years	53	13.6	13.6
	16-18 years	265	67.8	81.3
	19-21 years	74	19.0	100.0
	Total	**391**	**100.0**	
What type of school are you studying?	Boys only day	4	1.0	1.0
	Girls only day	16	4.1	5.1
	Mixed day	92	23.5	28.6
	Boys boarding	28	7.2	35.8
	Girls boarding	133	34.0	69.8
	Mixed boarding	118	30.2	100.0
	Total	**391**	**100.0**	
Category of school	National	76	19.4	19.4
	County	268	68.5	88.0
	Sub County	47	12.0	100.0
	Total	**391**	**100.0**	

Source: Field Data 2022

At the time of the study, majority of the respondents 65.0% were female participants while 35.0% were male participants. However, when it came to age of the study participants, the study found that majority of the study participants 67.8% were aged 16-18 years, followed by 19.0% who were aged 19-21 years. The rest of the participants, 13.6% were aged 13-15 years.

The finding shows that 34.0% of the participants were students in boarding Girls Schools followed by 30.2% participants who were from Mixed boarding school. In addition, 23.5% participants were from Mixed Day school. However, 4.1% and 1.0% were participants from Girls only day school and Boys only day schools respectively.

4.3.2 Role of Counsellors in Promoting Academic Performance in Public Secondary Schools

The first study objective sought to find out the role of counselors in promoting academic performance in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya. This was investigated through various parameters as is presented in the table below (Table 4.6).

Table 4.6: Role of Counsellors in Promoting Academic Performance in Public Secondary Schools

Statements	Responses	Valid Percent	Cumulative Percent	Frequency
Do you have counseling services in your school?	Yes	378	96.6	96.6
	No	13	3.4	100.0
	Total	**391**	**100.0**	
Who is the teacher on charge of the counseling department in your school (Fill only one of the answers)	Know the teacher	370	94.6	94.6
	Don not know the teacher	13	3.3	98.0
	Cannot remember teacher's name	8	2.0	100.0
	Total	**391**	**100.0**	
If you had a problem or an issue, would you want to go see a teacher counselor (tick)	Yes	299	76.5	76.5
	I am well sure	16	4.1	80.6
	No	70	17.9	98.5
	No other comment	6	1.5	100.0
	Total	**391**	**100.0**	

Source: Field Data 2022

From the findings in Table 4.6, majority of the participants 96.6% indicated that there are counselling services in their schools. However, just a small proportion 3.4% said that there are no counselling services in schools they attend. This could be attributed to either lack of awareness of counseling services by the students or maybe they had not thought of seeking for counselling within the school. Hence they may not be aware of such vital services in school set up.

Regarding whether the respondents knew who was in-charge of the counselling departments with their schools, a greater percentage of the students 94.65 knew the teacher in charge of counselling sessions. Moreover, 3.3% of the respondents did not know who was in charge while 2.0 % of the respondents knew that there was a teacher in charge however, they could not remember who actually takes charge.

Despite the fact that most of the students knew the teacher in charge of counselling, only 76.5% admitted that in case they had a problem, they would seek to see teacher in charge for counselling services. Interestingly, 17.9% respondents indicated that they would not be willing to seek for counseling service even if they would have a problem.

4.3.3 Attitude of Students towards Counselling in Public Secondary Schools

The second objective sought to determine the attitude of students towards counseling in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya. The objective is meant to help in determining parameters that influence students' attitude towards seeking for counselling services while in school. These were analyzed and presented as shown in table 4.7.

Table 4.7: Attitude of Students towards Counselling in Public Secondary Schools

Statement Responses		Frequency	Percent	Cumulative Percent
When choosing subject combinations	Yes	295	75.4	75.4
	No	96	24.6	100.0
	Total	**391**	**100.0**	
To develop good study habits	Yes	295	75.4	75.4
	No	96	24.6	100.0
	Total	**391**	**100.0**	
To adjust and cope with school life	Yes	337	86.2	86.2
	No	54	12.8	99.0
	Total	**391**	**100.0**	
When a student is stressed or depressed	Yes	238	60.9	61.0
	No	153	37.1	100.0
	Total	**391**	**100.0**	
In matters concerning relationship	Yes	35	9.1	9.1
	No	355	90.9	100.0
	Total	**391**	**100.0**	

Source: Field Data 2022

Results of the study in table 4.7 indicate that attitude of students towards counselling in public secondary schools is key in their studies. It helps students to overcome problems they experience and actively take part in key decision making. For instance, study results indicate that 75.4% respondents agreed that good counselling contributed to their ease in choosing subject combinations unlike 24.6% who had contrary opinion.Similarly, 75.4% respondents said that as a result of counselling sessions, they were able to develop good study habits. This therefore demonstrates that with counselling sessions, one can be able to academics.

In a way of establishing the contribution of positive attitude towards students' performance, findings of the study indicate that 86.2 respondents agreed that they have been able to adjust and cope with school life, 60.9% agreed that they have positive attitude to and seek for counselling when distressed and 90.9 respondents agreed that they through counselling, they were able to develop positive relations at school. These factors can all contribute to good academic performance hence it is possible that counselling promotes academic performance among students.

4.3.4 Challenges Facing Counselling Programs in Public Secondary Schools

The third study objective investigated the the challenges facing counseling programs in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya. This was investigated through various parameters as is shown in table 4.8.

Table 4.8: Challenges Facing Counselling Programs in Public Secondary Schools

Statements	Responses	Frequency	Percent	Cumulative Percent
In the event that the teacher counselor is absent, who would you go to for help and why?	Counselling Teacher	284	72.6	72.6
	Other guidance and counseling teachers	107	26.9	99.5
	Total	**391**	**100.0**	
Have you ever sought for counseling services from the department of counseling?	Yes	272	69.6	69.6
	No	119	27.6	97.2
	Total	**391**	**100.0**	
How many times	Once	64	16.4	16.4
	Twice	64	16.4	32.7
	Multiple times	157	40.2	72.9
	N/A	106	27.1	100.0
	Total	**391**	**100.0**	
What are the issues / problem that make you seek for these services?	Anxiety	258	66.0	66.0
	Drug abuse	126	32.2	98.2
	Grief and loss	3	.8	99.0
	Anger	4	1.0	100.0
	Total	**391**	**100.0**	
Did you feel conformable discovering your problem / with the teacher councilor?	Yes	310	79.3	79.7
	No	81	20.7	100.0
	Total	**391**	**100.0**	
Does counseling program in you school involve students and teachers?	Yes	360	92.1	92.1
	No	22	5.6	97.7
	I do not think so	6	1.5	99.2
	Make any comment	3	.8	100.0
	Total	**391**	**100.0**	

Findings in table 4.8 show that the cumulatively 72.6% respondents indicated that they mainly seek for counselling services from counselling teachers only. However, in the event that the teacher counselor is absent, 26.9% agreed that they always seek for counselling service from other guidance and counseling teachers. Regarding whether the students had ever sought for counseling services from the department of counseling, majority of the recipient 69.6% agreed that they had ever sought for counselling services. However, 27.6% said that they had never sought for counselling services. Furthermore, cumulatively 40.2% of the

participants indicated that sought for counselling services multiple of times, however 16.4% and 16.4% cumulatively indicated that they had sought for counselling services once and twice respectively.

Additionally, a total of 66.0% of the participants indicated that anxiety was the main issue why could seek for counselling services followed by 32.2% who singled out drug abuse as the reason for them to seek for counselling services. However, 1.0% and 0.8% indicated that anger and grief and loss were the reasons for them to seek for counselling services. Study findings also indicated that 79.3% agreed that they felt comfortable discovering the problem with the teacher counsellor while 20.7% were not comfortable. Regarding whether counseling program in school involve students and teachers, majority of the participants 92.1% said yes while 5.6% indicated counselling program in schools does not involve students and teachers.

4.3.5 Factors Influencing Students' Academic Performance in Public Secondary Schools

The fourth study objective investigated the factors influencing students' academic performance in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya. This was investigated through various indicators. The findings are presented as shown in table 4.9.

Table 4.9: Factors Influencing Students' Academic Performance in Public Secondary Schools

Statements	Response	Frequency	Percent	Cumulative Percent
In your opinion do the student teacher have positive attitude towards counseling services offer in the school?	Yes	346	88.5	**88.5**
	No	45	11.5	**100.0**
	Total	391	100.0	
Has the department had any positive influence on the academic performance the students?	Yes	336	85.9	**85.9**
	No	55	12.3	**98.2**
	Total	**391**	**100.0**	
How can you rate you level of academic performance after counseling service were offer to you?	Very poor	14	3.6	**3.6**
	Poor	25	6.4	**10.0**
	Good	190	48.6	**58.6**
	Average	127	32.5	**91.0**
	Very good	35	9.0	**100.0**
	Total	**391**	**100.0**	
What are the factors affecting your academic performance in the school.	Anxiety	67	17.1	**17.1**
	Poor method of study	152	38.9	**56.0**
	Poor reading/study labors	84	21.5	**77.5**
	Lack of facilities/resources	61	15.6	**93.1**
	Laxity among teachers	13	3.3	**96.4**
	Others specify	10	2.6	**99.0**
	All the above	4	1.0	**100.0**
	Total	**391**	**100.0**	
What are the factors that have promoted academic performance in this school?	Corporation and dedication among teachers	67	17.1	**17.1**
	Availability of facility resources	80	20.5	**37.6**
	Involvement of counseling services	65	16.6	**54.2**
	Determination and dedication of teachers	31	7.9	**62.1**
	Discipline	50	12.8	**74.9**
	Support of parents and other stakeholders	2	.5	**75.4**
	All the above	96	24.6	**100.0**
	Total	**391**	**100.0**	
Has the department had any productive influence on academic performance of the school	Yes	332	84.9	**84.9**
	No	59	15.1	**100.0**
	Total	**391**	**99.7**	
What are the challenges facing counseling programs in the school?	Lack of Professional Development	290	74.2	**74.2**
	Poor Parental Support	96	24.6	**98.7**
	Lack of Resources	3	.8	**99.5**
	Work Pressure	2	.5	**100.0**
	Total	**391**	**100.0**	
In your opinion how can those challenges be overcome?	Professional Development	280	71.6	**71.6**
	Parental Support	105	26.9	**98.5**
	Reducing Work Pressure	4	1.0	**99.5**
	Availability of Resources	1	.3	**99.7**
	Creating Time	1	.3	**100.0**
	Total	**391**	**100.0**	

Source: Field Data 2022

Study findings in table 4.6 indicate that 85.9% participants indicated that they believe student teacher have positive attitude towards counseling services offer in the school. In addition, 85.9% agreed that the department had any positive influence on the academic performance of the students as opposed to 14.1% who had no opinion. Moreover, almost a half participant 48.6% rated the level of academic performance after counseling service as good, followed by 32.5% who rated it to be average while 9.0% rated it very good. However, the rest rated their level of academic performance after counseling service as either poor or very poor.

Findings of the study showed that with regard to factors affecting students' academic performance in the school, majority 38.9% said that Poor method of study contributes to their poor performance. In addition, 21.5%, 17.15 and 15.65 indicated that poor reading habit, anxiety and lack of facilities were factors that influenced their academic performance. The rest, 3.3%, 2.6% and 1.0% participants indicated that laxity among teachers, contributed to their poor academic performance. In addition, 20.5%, 17.1% and 16.6% respondents indicated that Availability of facility resources, corporation and dedication among teachers and Involvement of counseling services are factors that have promoted academic performance in this school. Based on the statement whether department had any productive influence on academic performance of the school, 84.9% agreed while 15.1% had a contrary opinion.

Lastly, study findings show that with regard to challenges facing counseling programs in the school 74.2%, 24.6% and 0.8% participants indicated that they experience lack of professional development, poor parental support and lack of resources whenever they seek foe counselling services. Moreover, 71.6%, 26.9% and 1.0% participants said that in their opinion the challenges facing counselling services can be overcome through Professional Development, Parental Support and by Reducing Work respectively.

4.4 Analysis for Secondary School Teachers

This section presents the analysis of findings from teacher respondents from public secondary school in Rangwe Sun County, Homabay County. They were provided with a research instrument having a list of possible answers about the counseling and academic performance in public secondary schools. They were asked to rate their level of agreement on the various factors that relate to counseling and academic performance in public secondary schools. The questionnaires had both open and closed ended questions.

4.4.1 Demographic Information of Students

The researcher captured demographic information of the study respondents in a bid to understand their profile in relation to the study objectives. This included gender, age, years of teaching and academic qualification of the study participants. Study findings are presented as shown in Table 4.10.

Table 4.10: Demographic Information of Teachers

Statement	Responses	Frequency	Percent	Cumulative Percent
Gender	Male	21	67.7	67.7
	Female	10	32.3	100.0
	Total	**31**	**100.0**	
Age	Age 20-30 years	18	58.1	58.1
	31-40 years	6	19.4	77.4
	Above 40 years	7	22.6	100.0
	Total	**31**	**100.0**	
Years of Teaching	1-5 years	16	51.6	51.6
	6-10 years	9	29.0	80.6
	16-20 years	1	3.2	83.9
	Above 20 years	5	16.1	100.0
	Total	**31**	**100.0**	
Academic Qualifications	Diploma/s/	8	25.8	25.8
	Graduates(Bachelors)	23	74.2	100.0
	Total	**31**	**100.0**	

Source: Field Data 2022

At the time of the study, majority of the respondents 67.7% were male participants while 32.3% were female participants. However, when it came to age of the study participants, the study found that majority of the study participants 58.1% were aged 20-30 years, followed

by 22.6% who were aged above 40 years. The rest of the participants, 19.4% were aged 31-40 years.

The finding shows that 51.6% of the participants had been teaching for 1-5 years followed by 29.0% participants who had been teaching for 6-10 years. Other respondents had been teaching for over 16 years. In addition, 74.2% participants had a bachelor degree whereas 25.8% had diploma degree.

4.4.2 Role of Counsellors in Promoting Academic Performance in Public Secondary Schools

The first objective of this study aimed at finding out the role of counselors in promoting academic performance in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya. This was investigated through various parameters as presented in the table below (Table 4.11).

Table 4.11: Role of Counsellors in Promoting Academic Performance in Public Secondary Schools

Statement	Responses	Frequency	Percent	Cumulative Percent
Is counseling offered in your school?	Yes	31	100.0	100.0
	No	0	0	100.0
	Total	**31**	**100.0**	
If yes is the department functional?	Yes	26	83.9	83.9
	No	5	16.1	100.0
	Total	**31**	**100.0**	
The services offered in the department of counseling in the school	Orientation services	4	12.9	12.9
	Placement of follow up service	3	9.7	22.6
	Education of counseling services	14	45.2	67.7
	All the above	10	32.3	100.0
	Total	**31**	**100.0**	

Source: Field Data 2022

From the findings in Table 4.11, all the participants 96.6% indicated that there were counselling services offered in the public secondary schools. This result was on agreement with Salgong (2015) whose study concluded that guidance and counseling helps in enhancing students discipline in public secondary schools hence promoting their academic performance.

Regarding whether the counselling department was functional, majority of the respondents 83.9% indicated that the department was active while 16.1% said it was not active. The functionality of the counseling department is determined by specific functions: advice, reassurance, communication, release of emotional tension, clarified thinking and reorientation. In addition, the study findings show that there are a number of services offered in the department of counseling in the school. Majority of the respondents, 45.2%, 32.3%, 12.9% said that counselling departments offered education of counselling services, orientation services and placement of follow up services respectively.

4.4.3 Attitude of Students towards Counselling in Public Secondary Schools

The aim of the second objective was to determine the attitude of students towards counseling and how this affect performance in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya. The findings of the study were analyzed and presented as shown in table 4.12.

Table 4.12: Attitude of Students towards Counselling in Public Secondary Schools

Statement	Responses	Frequency	Percent	Cumulative Percent
Has the department had any influence on academic performance of the students?	Yes	30	96.8	96.8
	No	1	3.2	100.0
	Total	**31**	**100.0**	
How do you rate the academic performance of the student who have been offered counseling services?	Poor	1	3.2	3.2
	Good	24	77.4	80.6
	Excellent	6	19.4	100.0
	Total	**31**	**100.0**	

The study findings showed that majority of the respondents 96.8% agreed that the counselling department in their schools had influence on academic performance of the students. However, 3.2% had an opinion that the department had no influence on academic performance of the students.

Based on the how to rate the academic performance of the student who have been offered counseling services, majority of the participants 77.4% rated it good, followed by 19.4% rated it excellent and 3.2% rated it poor. The results of the study were in support of Malwa (2014) study that established that the majority of students who faced problems in school had a positive attitude towards guidance and counseling services. This promotes school academic performance.

4.4.4 Challenges Facing Counselling Programs in Public Secondary Schools

The third objective aimed at investigatingthe the challenges facing counseling programs and academic performance in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya. This was investigated through various parameters as is shown in table 4.13.

Table 4.13: Challenges to Counselling Programs and Poor Performance

		Frequency	Percent	Cumulative Percent
Contributing factors to poor academic performance	Anxiety	9	29.0	29.0
	Poor method/study	13	41.9	71.0
	Lack of teacher resources	7	22.6	93.5
	Laziness	1	3.2	96.8
	Other(specify)	1	3.2	100.0
	Total	**31**	**100.0**	
Factors that have promoted academic performance in the school	Cooperation of dedication among teachers	13	41.9	41.9
	Availability of facility and resources	6	19.4	61.3
	Involvement of counseling services	1	3.2	64.5
	Determination of dedication of teachers	5	16.1	80.6
	All the above	6	19.4	100.0
	Total	**31**	**100.0**	
Has the department had any positive influence on academic performance of the school?	Yes	29	93.5	93.5
	No	2	6.5	100.0
	Total	**31**	**100.0**	

Source: Field Data 2022

Results of the study in table 4.13 indicate that there are various contributing factors to poor academic performance. For instance, study results indicate that 41.9% and 29.0% respondents agreed that poor study methods and anxiety are key contributing factors to poor academic performance. Similarly, 22.6% respondents said that lack of teacher resourcesare also contributing factors to poor academic performance.

Results of the study showed that 41.9% respondents agreed that Cooperation of dedication among teachers promotes academic performance in the school. In addition, 19.4% and 16.1% indicated that the availability of facility and resources and determination of dedication of teachers promote academic performance in the school respectively. In addition,

the study findings indicate that 93.5% respondents indicated that the department had positive influence on the academic performance of the school while 6.5% had a contrary opinion.

In line with the findings of Mane Taylor Neimeyer(2009), the study results showed that there are a number of challenges that counselling department can face. However, there are also possible option of controlling the challenges encountered. These include availability of facility and resources and determination of dedication of teachers promote academic performance in the school respectively.

4.4.5 Factors Influencing Students' Academic Performance in Public Secondary Schools

The fourth objective aimed at investigating the factors influencing students' academic performance in public secondary schools in Rangwe sub-county, Homa Bay County, Kenya. This was investigated through various indicators. The findings are presented as shown in table 4.14.

Table 4.14: Influencers to Students' Academic Performance in Public Secondary Schools

Statement	Responses	Frequency	Percent	Cumulative Percent
What are the challenges facing counseling program in the school?	Lack of resource &Lack Of Time	24	77.4	77.4
	No challenges	6	19.4	96.8
	Work pressure	1	3.2	100.0
	Total	**31**	**100.0**	
In your opinion how can these challenges be overcome?	Availing Resource & Creating Time,	24	77.4	77.4
	No opinion	7	22.6	100.0
	Total	**31**	**100.0**	

Source: Field Data 2022

Study findings showed that counselling services directly influence academic performance. However, counselling sessions are influenced by specific challenges. Results in table 4.10 shows that 77.4% participants agreed that schools experience challenges like non-

availability of resource, lack of time, lack of professional training and skills, heavy work pressure, lack of parental support and support from administration. These are the main challenges to counselling programs in the schools. However, 19.4% respondents indicated that they had not experienced any form of challenge in relation to counselling program in school.

In addition, 77.4% recipients showed that the challenges that face counselling program can be addressed through a number of ways; availing resource, creating time, professional training, reducing work pressure, parental support and support from administration. The finding concurred with Khanda (2018) although the study revealed that teachers' counselors were facing many challenges like non- availability of resource. These could be avoided through adequate support in terms of availing time and doing professional training.

4.5 Statistical Tests

A statistical test provides a mechanism for making quantitative decisions about a process or processes (Kaur, & Kumar, 2015). The intent is to determine whether there is enough evidence to "reject" a conjecture or hypothesis about the process. The conjecture is called the null hypothesis.

4.5.1 Correlation Analysis

A correlation coefficient quantifies the strength of the linear relationship between two ranked or numerical variables. To determine the relationship between study variables, Pearson correlation analysis was used. A correlation coefficient (r) value of 0.1 to 0.29 is considered weak, 0.3 to 0.49 is moderate, and 0.5 to 1.0 is considered strong. According to the table below, counselling services had the highest positive correlation with schools' academic performance (r= 0.512), attitude of students towards counseling had the highest positive correlation with schools' academic performance (r= 0.361), challenges facing counseling had a positive correlation with schools' academic performance (r= 0.387), and other factors affecting

counselling sessions had the lowest but positive correlation with schools' academic performance (r=0.341).

Table 4.15: Summary of Correlations Statistics of Independent and Dependent Variables

	Counselling Services	Attitude Of Students Towards Counseling	challenges facing counseling	Other Factors Affecting Counselling Sessions	Schools' Academic Performance
Counselling Services	1				
Attitude Of Students Towards Counseling	0.284	1			
Challenges Facing Counseling	0.354	0.421	1		
Other Factors Affecting Counselling Sessions	0.379	0.387	0.412	1	
schools' academic performance	0.512	0.361	0.387	0.341	**1**

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

Survey Data (2022)

4.5.2 Multiple Regression Analysis

The broad objective of the study was tofind out the impact of counseling on academic performance in public secondary schools in Rangwe Sub-County, Homa-Bay County, Kenya. In order to achieve this objective, three specific objectives (counselling services, attitude of students towards counseling, challenges facing counseling and other factors affecting counselling sessions) and four corresponding questions were identified and formulated respectively.

Model Summary 1

The results in Table 4.15 indicated that the counselling serviceshad a positive relationship with the school performance of up to 34.2% or (R=0.342). The results show that

thecounselling service caused a change of 14.8% or (R2=0.117 and adjusted R2=0.114) in school academic performance. This implies that the remaining 88.3 per cent of the change was due to other factors not included in the model. The results also show that the relationship between the counselling services and school academic performance is statistically significant at a p-value of 0.001, which is less than 0.05. (F = 25.419, P=0.00 < 0.05).

Table 4.16: Effect of Counselling Services on School Academic Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342[a]	.117	.114	.39731

a. Predictors: (Constant), Counselling Services

ANOVA[a]

Model	Sum of quares	Df	Mean Square	F	Sig.
Regression	7.364	1	8.264	25.419	0.001
Residual	48.234	390	.242		
Total	55.559	391			

a. Dependent Variable: SCHOOL PERFORMANCE
b. Predictors: (Constant), Effect of Counselling Services on School Performance

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.480	.368		4.034	.000
	Effect of Counselling Services on School Performance	.579	.098	.342	5.835	.000

a. Dependent Variable: SCHOOL PERFORMANCE

Model Summary 2

The results in Table 4.17, indicated that attitude of students towards counseling had a positive correlation with school performance up to 45.8% or (R= 0.458). The results reveal that attitude of students towards counselling caused a variation of 20.9% or (R^2=0.209 and adjusted R^2 =0.247) on school performance. This implies that the remaining 79.1 % of the change was

caused by other factors not included in the model. The results also show that the relationship between attitude of students towards counselling and school performance is statistically significant at a p-value of 0.00 which is less than 0.05. (F value = 36.216, P=0.000< 0.05).

Table 4.17: Effect of Attitude of Student towards Counselling on School Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	. 458[a]	.209	.247	.48518

a. Predictors: (Constant), Attitude Of Students Towards Counseling

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.700	1	9.700	36.216	0.000
	Residual	15.898	390	.235		
	Total	25.598	391			

a. Dependent Variable: SCHOOL PERFORMANCE
b. Predictors: (Constant), Attitude of Students Towards Counselling on School Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.695	.268		7.038	.000
	Effect of Attitude Of Students Towards Counseling on School Performance	.470	.063	.458	6.42	.000

a. Dependent Variable: SCHOOL PERFORMANCE

Model Summary 3

The results in Table 4.18 indicated that challenges facing counseling had a positive correlation with school performance up to 51.2% or (R= 0.512). The results reveals that challenges facing counseling sessions in schools caused a variation of 25.9% or (R^2=0.262 and adjusted R^2 =0.291) on school performance. This implies that the remaining 74.1 % of the change was caused by other factors not included in the model. The results also show that

challenges facing counseling and school performance is statistically significant with a p-value of 0.001 which is less than 0.05 (F value = 62.812, P=0.00 < 0.05).

Table 4.18: Effect of Challenges Facing Counseling on School Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	. 512[a]	.262	.291	.45087

a. Predictors: (Constant), Challenges Facing Counseling

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12.311	1	13.852	62.812	0.000
Residual	38.643	390	.231		
Total	50.954	391			

a. Dependent Variable: SCHOOL PERFORMANCE
b. Predictors: (Constant), Effect of Challenges Facing Counseling on School Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.370	.414		1.216	.001
	Effect of Challenges Facing Counseling on School Performance	.648	.083	. 512	7.641	.000

Model Summary 4

The results in Table 4.18 indicated the effect of other factors affecting counselling sessions had a positive correlation on school performance up to 41.2% or (R= 0.412). The results reveals that other factors affecting counselling sessions caused a variation of 16.9% or (R2=0.169 and adjusted R2 =0.193) on school performance. This implies that the remaining 84.1 % of the change was caused by other factors not included in the model. The results also show that other factors affecting counselling sessions is statistically significant with a p-value of 0.001 which is less than 0.05. (F value = 52.712, P=0.00 < 0.05).

Table 4.19: Effect Of Other Factors Affecting Counselling Sessions and School Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	. 412[a]	.169	.193	.50817

a. Predictors: (Constant), Other Factors Affecting Counselling Sessions

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12.311	1	13.852	52.712	0.000
Residual	38.643	390	.231		
Total	50.954	391			

a. Dependent Variable: SCHOOL PERFORMANCE
b. Predictors: (Constant), Effect of Other Factors Affecting Counselling Sessions on School Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.370	.414		1.216	.001
	Effect of Other Factors Affecting Counselling Sessions on School Performance	.648	.083	. 512	7.641	.000

a. Dependent Variable: Effect of Other Factors Affecting Counselling sessions on School Performance

4.6 Overall Effect on School Performance

In order to test how well the model works in explaining the relationship between independent variable on school performance, regression analysis was conducted. The findings in Table below, revealed that counselling services, attitude of students towards counseling, challenges facing counseling and other factors affecting counselling sessions correlate with school performance up to 45.9% (R=0.459) and accounts for a variation of 21.1% (R^2 =0.211). This implies that 78.9% of the change in school performance was caused by other factors which were not included in the model. The findings further reveal that even if the results adjust, the model would still account for 20.5% (Adjusted, $\mathbf{R^2}$=0.205) variation of school performance.

Table 4.20: Overall Effect on School Performance.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.216	.607		13.571	.000
	Counselling Services	.312	.020	.243	3.347	.001
	Attitude of Students Towards Counseling	.431	.086	.428	5.582	.000
	Challenges Facing Counseling	.406	.070	.467	6.136	.000
	Other Factors Affecting Counselling Sessions.	.397	.057	.471	4.521	.001
R	0.459					
R Square	0.211					
Adjusted R Square	0.205					
F	19.137					
Sig	0.000					

a. Dependent variable: SCHOOL PERFORMANCE

b. Predictors: (constant),Counselling Services, Attitude Of Students Towards Counseling, Challenges Facing Counseling and Other Factors Affecting Counselling Sessions.

Régression Equation

$Y= 2.216 + .312\mathbf{X_1} + .431\mathbf{X_2} + .406\mathbf{X_3} + .397\mathbf{X_4} + e$

The regression equation above implies that, at a constant of 2.216, the change of unit in the counselling services causes an increase of 31.2% in the school performance, while the change of unit in the attitude of students towards counseling causes an increase of 43.1% in the

school performance. Moreover, a change in the challenges facing counseling unit causes an increase of 40.6% in the school performance and lastly, a change in the unit of other factors affecting counselling sessions an increase of 40.6% in the school performance.

4.7 Analysis of Variance

The ANOVA results shown in Table 4.20 show that the F-statistical value of 19.137 is statistically significant as indicated by the P value of 0.000<0.05. This shows that the regression is appropriate and statistically significant for the study.

4.8 Test of Research Questions

The first question was how does counselling services influence performance in public secondary schools in Rangwe Sub County, Homabay County? Counselling services has a positive relationship effect on performance of public secondary schools in Rangwe Sub County, Homabay County. The results revealed that p value was less than 0.05, ρ=0.001 which implies that relationship was statistically significant.

The second question was what are the effects of attitude of students towards counseling on performance in public secondary schools in Rangwe Sub County, Homabay County? Attitude of students towards counseling has a positive relationship effect on performance in public secondary schools in Rangwe Sub County, Homabay County. The results revealed that p value was less than 0.05, ρ=0.000 which implies that relationship was statistically significant.

The third question was what are the influence of challenges facing counseling on performance in public secondary schools in Rangwe Sub County, Homabay County? Challenges facing counseling has a positive relationship effect on school performance. The results show that p value was less than 0.05, ρ=0.001 which implies that relationship was statistically significant.

The fourth question was how does other factors affecting counselling sessions affect school performance at public secondary schools in Rangwe Sub County, Homabay County? Findings of the study indicated that other factors affecting counselling sessions had a positive effect on school performance. The results show that p value was less than 0.05, p=0.001 that implies that relationship was statistically significant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings on counseling and academic performance in public secondary schools in Rangwe Sub County of Homa Bay County, Kenya. The chapter also includes the study's findings, recommendations, and ideas for future research.

5.2 Summary of Findings

5.2.1 Demographic Information of Students

The purpose of this research was to determine the effect of counseling and academic performance in public secondary schools in Rangwe Sub County of Homa Bay County, Kenya. The researchers gathered quantitative data from both the students and teachers. According to the demographic results, respondents understood the concept of counseling and academic performance in public secondary schools. The study participants were mainly female students aged 16-18 years from boarding Girls Schools and Mixed Boarding school. For the teacher respondents, majority were male aged between 20-30 years, with a 1-5 years of teaching and with a bachelor degree.

5.2.2 Role of Counsellors in Promoting Academic Performance in Public Secondary Schools

The study found that there are counselling services in schools. The students also knew who was in-charge of the counselling departments with their schools. Despite the fact that most of the students knew the teacher in charge of counselling, not all admitted that in case they had a problem, they would seek to see teacher in charge for counselling services. In addition, there some specific teachers who offer counselling services in the public secondary schools. The counselling departments are functional. The functionality of counselling department is

determined by specific functions: advice, reassurance, communication, release of emotional tension, clarified thinking and reorientation. In addition, there are a number of services offered in the department of counselling and these include education of counselling services, orientation services and placement of follow up services respectively.

5.2.3 Attitude of Students towards Counselling in Public Secondary Schools

The study's second goal was to determine how attitude of students towards counselling in public secondary schools. Attitude of students towards counselling in public secondary schools is key in their studies. It helps students to overcome problems they experience and actively take part in key decision making. Good counselling contributes to students' ease in choosing subject combinations as well as developing good study habits. This therefore demonstrates that with counselling sessions, one can be able to perform well. As a result of the counselling services, students have been able to adjust and cope with school life and registering an improved academic performance among students.The study counselling department in secondary schools had influence on academic performance of the students. The students who sought for counselling services had good performance. Therefore, counselling service to students greatly promotes school academic performance.

5.2.4 Challenges Facing Counselling Programs in Public Secondary Schools

The third goal was to determine the challenges facing counselling programs in public secondary schools. Study found that students seek counselling services from counselling teachers, other guidance and counseling teachers. Most of the students had sought for counselling services for a multiple of times. In addition, an anxiety was the main issue why students could seek for counselling services followed by drug abuse, anger and grief, and loss. Though some students did not feel comfortable discussing the problem with the teacher counsellor. From teachers' point of view, there are various contributing factors to poor

academic performance that are somehow related to counselling services. They include poor study methods and anxiety, lack of teacher resources, availability of facility and resources and determination of dedication of teachers.

5.2.5 Factors Influencing Students' Academic Performance in Public Secondary Schools

The study's fourth goal was to identify factors influencing students' academic performance in public secondary school. Study established that other factors affecting students' academic performance in public schools are poor method of study, poor reading habit, anxiety and lack of facilities, laxity among teachers, availability of facility resources, corporation and dedication among teachers and involvement of counseling services. The challenges facing counseling programs are lack of professional development, poor parental support and lack of resources whenever they seek for counselling services. These can be overcome by establishing professional development, parental support and by reducing work in public schools.

From the teachers' responses, this study established that counselling services directly influence academic performance. However, the schools experience challenges related to non-availability of resource, lack of time, lack of professional training and skills, heavy work pressure, lack of parental support and support from administration. Suggestions for overcoming the said challenges are through availing resource, creating time, professional training, reducing work pressure, parental support and support from administration.

5.3 Conclusions

5.2.1 Role of Counsellors in Promoting Academic Performance in Public Secondary Schools

The conclusions herein are derived from the findings of the study and are done in line with the study objectives. Based on the findings for objective one, the study concluded that knowing about the counselling services in school enables students to seek for such services.

This is aided by the availability of teachers who offer counselling services in the public secondary schools. The counselling departments are functional, and this is determined by specific functions such as giving pieces of advice, reassurance, communication, release of emotional tension, clarified thinking and reorientation.

5.2.2 Attitude of Students towards Counselling in Public Secondary Schools

From the findings for objective two, the study concluded that on the attitude of students towards counselling in public secondary schools is key in promoting their studies. Through counselling services, students can be able to overcome problems they experience and actively take part in key decision making. Good counselling contributes to students' ease in choosing subject combinations as well as developing good study habits. The students who sought for counselling services can manage to have better academic performance.

5.2.3 Challenges Facing Counselling Programs in Public Secondary Schools

Based on the results for objective three, the study concluded that there are indeed challenges facing counselling programs in public secondary schools. These challenges comprise of anxiety which was the main issue why students could seek for counselling services followed by drug abuse, anger and grief, and loss. The various contributing factors to poor academic performance that are somehow related to counselling services. They include poor study methods and anxiety, lack of teacher resources, availability of facility and resources and determination of dedication of teachers.

5.2.4 Factors Influencing Students' Academic Performance in Public Secondary Schools

Lastly, the findings for objective four, the study concluded that there are other factors affecting students' academic performance in public schools. These comprise of poor method of study, poor reading habit, anxiety and lack of facilities, laxity among teachers, availability of facility resources, corporation and dedication among teachers and involvement of counseling

services. However, in order to promote counselling services that translate to good school performance, there is need for schools to avail resources, creating time, professional training, reducing work pressure, parental support and support from administration.

5.4 Recommendation

- In order to promote the behaviour of students on seeking for counselling services, there is need for the schools to create awareness across the schools. It is only when students are aware of the counselling services when they can seek for it.
- To improve the attitude of students towards counselling services, the study recommends that teachers should work towards building a good teacher-student relation. This can help students to always open up and seek for the counselling services.
- The schools administration ought to work closely with the counselling teachers as well as students in order to identify and address all possible challenges that most cases hinder students for seeking for counselling services while in school.
- The study recommends that public secondary school administrations need to be proactive in determining the other factors that tend to influence students behaviour of seeking for counselling services. This can help them to mitigate or address such factors.

5.5 Suggestions for Future Research

The study makes the following recommendations for future research:

- There is need to carry out a research on the influence of student's behavioral traits on utilization of counseling services in public secondary schools.

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APPENDICES

APPENDIX A: INTRODUCTION LETTER

Dear Participants,

I am a student at the Catholic University of East Africa. I am doing a research on counseling and academic performance in Public Secondary Schools in Rangwe Sub County of Homabay in Kenya.

The purpose of the study is to collect data on the topic for further analysis. This is a requirement for master's program me. Kindly assist me in this research by responding to the question bellow as honestly as you can. Your answers will help me in doing this research.

The information given will be used for the purpose of this research and will be treated with utmost confidentiality. You are free to ask any question if you want to put a tick where it is required or give appropriate response or explanation in the spaces provided.

Thanks in advance,
Yours Sincerely.

_____

Fr.William Kawaka
Principal Researcher

APPENDIX B: QUESTIONNAIRE FOR STUDENTS

Section A: Background Information.

1. What is your gender? Male ☐ Female. ☐
2. What is your age?
   - 13-15 ☐
   - 16-18 ☐
   - 19-21 ☐
3. What type of school are you studying?
   - Boys only day ☐
   - Girls only day ☐
   - Mixed day ☐
   - Boys boarding ☐
   - Girls boarding ☐
   - Mixed boarding ☐
4. Category of school National ☐ County ☐ Sub-County ☐

Section B. Counseling Program me

5. Do you have counseling services in your school? Yes ☐ No. ☐
6. Who is the teacher on charge of counseling department in your school (Fill only one of the answers)
   a) Name of the teacher _____
   b) I don't know the teacher _____
   c) I can't remember the name of the teacher_____
7. If you had a problem or an issue, would you want to go see a teacher counselor (tick)
   - a) Yes ☐
   - b) I am well sure ☐
   - c) No ☐
   - d) Any other comment ☐

_____

_____

_____

8. In your opinion why would students go to see a teacher counselor? (tick)

a) When choosing subject combinations Yes ☐ No ☐

b) To develop good study habits Yes ☐ No ☐

c) To adjust and cope with school life Yes ☐ No ☐

d) When a student is stressed or depressed Yes ☐ No ☐

e) In matters concerning relationship Yes ☐ No ☐

f) Any other comment

_____

_____

_____

9. In the event that the teacher counselor is absent, who would you go to for help and why?

_____

_____

Have you ever sought for counseling services from the department of counseling?

Yes ☐ No ☐

10. How many times_____?

11. What are the issues / problem that make you seek for these services?

_____

_____

_____

12. Did you feel conformable discovering your problem / issued with the teacher councilor?

Yes ☐ No ☐

13. Does counseling program in you school involve student? Teacher?

a. Yes ☐

b. No ☐

c. I don't think so ☐

d. Make any comment ☐

14. In your opinion do the student teacher have positive attitude towards counseling services offer in the school? Yes ☐ No ☐

15. Briefly explain the significances of counseling in your school _____

---

18. Has the department had any positive influence on the academic performance the students? Yes ☐ No ☐

19. How can you rate you level of academic performance after counseling service were offer to you?

Very ☐ Poor ☐ Good ☐ Average ☐ Every Good. ☐

20. If the answer to the question above is very poor or average what are the factors affecting your academic performance in the school.

Anxiety ☐

Poor method of study ☐

Poor reading /study labors ☐

Lack of facilities/ recourses ☐

Laxity among teachers ☐

Other (specify) _____

21. If the answer to the above question (No 19) is good or very good. What are the factors that have promoted academic performance in this school?

Corporation and dedication among the teachers ☐

Availability of facilities of resources ☐

Involvement of counseling services ☐

Determination and dedication of teachers ☐

Discipline ☐

Support of parent and other stakeholder

Others (Specify)_____

22. Has the department had any productive influence on academic performance of the school

Yes ☐ No ☐

23. What are the challenges facing counseling programs in the school?

_____

_____

_____

24. I your opinion how can those challenges be overcome?

_____

_____

_____

_____

APPENDIX C: INTRODUCTION LETTER TO THE TEACHERS

A LETTER OF INTRODUCTION TO THE TEACHERS,
CATHOLIC UNIVERSITY OF EAST AFRICA,
P.O. BOX 62157-00200,
NAIROBI.

Dear Sir/Madam,
I am a post graduate student at the Catholic University of East Africa pursuing a Course in Counseling Psychology.

I am carrying a research on counseling at academic performance in Public Secondary Schools in Rangwe Sub County of Homabay Kenya. The purpose of this study is to collect data on the topic for further analysis and the information obtained is strictly for educational purpose. Kindly assist me in this research by responding to the questions as honestly as possible. The responses will be treated with utmost confidentiality
Thanks in advance

_____

Yours faithfully
Principal Researcher

APPENDIX D: TEACHER QUESTIONNAIRE

Please tick where appropriate

1. What is you gender?

   Male ☐

   Female ☐

2. What is your age?

   a. Age 20-30 years ☐

   b. 31-40 year ☐

   c. Above 40years ☐

3. How many years have you been a teacher?

   a. 1-5 years ☐

   b. 6-10years ☐

   c. 11-15years ☐

   d. 16- 20years ☐

   e. Above 20 years ☐

4. What is your highest academic qualification?

   Diploma /s/ ☐

   Graduate (Bachelors) ☐

   Masters ☐

   PhD ☐

Search B counseling programs in the school

5. Is counseling offered in your school? ☐ Yes ☐ No

   If yes is the department functional? ☐ Yes ☐ No

6. What are the services offered in the department of counseling in the school?

   Orientation services ☐

   Placement of follow up service ☐

Education of counseling services ☐

Any other_____

7. Has the department had any influence on academic performance of the students?

   Yes ☐ No ☐

8. How do you rate the academic performance of the student who have been offered counseling services?

Poor ☐

Good ☐

Excellent ☐

9. If your answer to the above question is poor what could be the contributing factors?

Anxiety ☐

Poor method / study ☐

Lack of teacher resources ☐

Laziness ☐

Other (specify)_____

10. if the answer to the above question (13) is good or very good, what are the factors that have Promoted academic performance in the school?

Cooperation of dedication among teachers ☐

Availability of facility and recourses ☐

Involvement of counseling services ☐

Determination of dedication of teachers ☐

Discipline ☐

Support of parent of another stakeholder ☐

Other (specify) _____

16. Has the department had any positive influence on academic performance of the school?

Yes ☐ No ☐

17. What are the challenges facing counseling program in the school?

_____

_____

18. In your opinion how can these challenges be overcome?

_____

_____

_____

_____

APPENDIX E: RESEARCH LETTER

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams: "SCHOOLING" Homa Bay	***COUNTY DIRECTOR OF EDUCATION***
Telephone	***HOMA BAY COUNTY***
When replying please quote	***P.O BOX 710***
cdchomabay@gmail.com	***HOMA BAY***
REF: MOE/HBC/CDE/ADM/11/VOL III/82	**DATE: 20TH JUNE, 2022**

FR. WILLIAM KAWAKA
CATHOLIC UNIVERSITY OF EASTERN AFRICA

RE: RESEAR CH AUTHORIZATION.

Following your application for authority to carry out research on "***Counselling and Academic performance in public secondary school in Rangwe Sub County, Homa Bay County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for the period ending **14th June, 2023.**

Kindly note that you shall deposit a copy of the final research report to the County Director of Education Office within one year of completion both the soft copy and hard copy

Thank you in advance

COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY
P. O. Box 710 - 40300, HOMA BAY

MR. SHEM OMBONYO
FOR: COUNTY DIRECTOR OF EDUCATION
HOMA BAY

Cc. COUNTY COMMISSIONER
HOMA BAY

APPENDIX F: RESEARCH AUTHORIZATION LETTER



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Date of Issue: 14/June/2022

Ref No: 206735

RESEARCH LICENSE

This is to Certify that Fr.. William Kawaka of Catholic University of Eastern Africa, has been licensed to conduct research in Homabay on the topic: COUNSELLING AND ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOL IN RANGWE SUB COUNTY, HOMA BAY COUNTY, KENYA for the period ending : 14/June/2023.

License No: NACOSTI/P/22/18259

206735

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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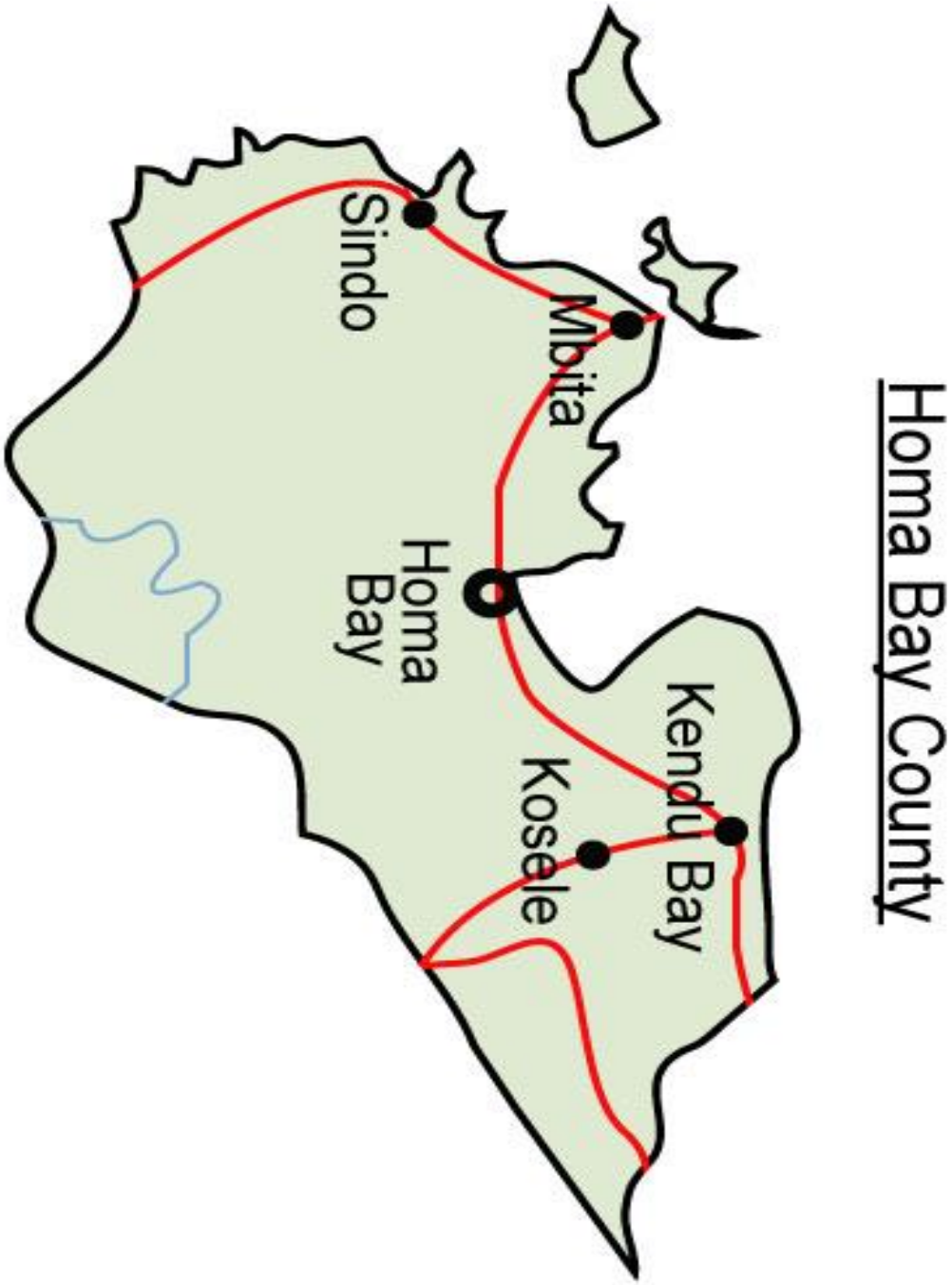
APPENDIX G: MAP OF HOMABAY COUNTY



APPENDIX H: ARTICLE

MEJAST

Middle East Journal
OF APPLIED SCIENCE & TECHNOLOGY
Website: www.mejast.com
Email: editormejast@gmail.com

Dated: 19-10-2022

ISSN: 2582-0974

ACCEPTANCE LETTER

Dear William Kawaka, Dr. Joel Kiambi Muriithi & Dr. Maria Ntarangwe,

PAPER ID	MEJAST-2022-547
PAPER TITLE	Counseling and Academic Performance in Public Secondary Schools in Rangwe Sub County of Homa Bay County, Kenya

Your paper is accepted for publication in Middle East Journal of Applied Science & Technology in October 2022 Issue after considerable review. Reviewers have deemed it to be Provisionally Accepted. Also, we are now indexed in Crossref and your paper will be assigned with Digital Object Identifier, featuring in Google Scholar & Elsevier SSRN.

Comments from Editor: Required reviews completed. Acceptable in current form.

The details regarding registration and copyright will be informed to you shortly.

Thanks for your interest in publishing with us.

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APPENDIX I: PLAGIARISM REPORT

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I HEREBY CONFIRM THAT **WILLIAM KAWAKA** REG NO: **1028748**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **COUNSELING AND ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN RANGWE SUB COUNTY OF HOMA BAY COUNTY, KENYA. A THESIS PROJECT SUBMITTED TO THE FACULTY OF ARTS AND SOCIAL SCIENCES, DEPARTMENT OF COUNSELING PSYCHOLOGY FOR THE AWARD OF MASTERS DEGREE IN COUNSELING PSYCHOLOGY ATTHE CATHOLIC UNIVERSITY OF EASTERN AFRICA NAIROBI, KENYA.**

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