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RESEARCH ARTICLE

EFFECT OF MANAGEMENT OF GUIDANCE AND COUNSELING INFRASTRUCTURE ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN KISII COUNTY: AN ANALYTICAL STUDY

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ABSTRACT

School counselors use the available infrastructure to design, deliver and manage inclusive school counseling programs that are meant to promote student achievement. The counseling programs focus on academic, career, and social/emotional curriculum that is delivered through classroom lessons, small group, and individual consultation. Despite availability of Guidance and counseling programs and the available infrastructure students academic achievement has been unsatisfactory for a number of decades. Evidence shows that many students have emotional and behavioral problems which cause frustrations and despair. Guidance and counseling is a powerful means of giving students support and help to perform well in their academics. The objective of the study was to establish the effect of management of guidance and counseling infrastructure on students' academic performance. This study was based on the principles of person-centered and social learning theory. The study established that there was a statistically significant and positive relationship between management of Guidance and counseling and students academic performance. The study recommended that management of guidance and counselling infrastructure be given more attention in school strategic development plan and budget with the support of School Management Boards.

INTRODUCTION

According to American School Counselor Association (2005) comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, the community, boards of education, administrators and school counselors. The benefits to each of these groups include the following: Focus on all students, Enhances students' academic performance, Centers on students' needs, Seeks students' input, Encourages more interaction among students, Provides a developmental and preventative focus, Promotes knowledge and assistance in career exploration and development, Enhances life coping skills, Helps students feel connected to school, Enhances students' personal/social development, Develops decision-making skills, Increases knowledge of self and others, Broadens knowledge of our changing work world, Increases opportunities for school counselor-student interaction and Develops a system of long-range planning for students. Deidra (2013) study in America established that Positive Behaviour Interventions and Support (PBIS) contribute positively to student behaviour and maintains findings confirmed that student behaviour problems affect academic performance and instructional time. In another study, Nassey (2012) in New Zealand established that teachers' use of classroom based management strategies was appropriate and

that teachers believed that through the methods, they monitored and communicated to their students frequently during the lessons. Another study by Yaworski (2012) in USA established that classrooms encountered a steady change of disciplinary options over the years. Despite the fact that corporal punishment has been banned and teachers have been trained on alternative corrective measures and how to implement them, several behavioural problems were still being experienced in the classrooms. Furthermore, Brown (2013) in New Zealand established that positive reinforcement approaches effectively increased positive behaviour, which led to clear and positive communication between teachers and students. According to Klopfer (2014) training on proactive behavioural management had positive influence on teachers' self-efficacy, emotions, teaching style and reactions towards children and their use of management strategies in the classroom. Another study by Golker, Alavijeh, Gasempoor, Amiri and Zarrin (2012) in Iran indicated that to a large extent teachers used prophylactic methods of discipline in their classrooms. Renuka (2013) in India established that counseling was effective in solving adjustment difficulties like appetite disturbance, concentration problems and depression that were very common among newly admitted college students. Additional findings confirmed that constructive support from individual counseling had positive effect on academic

performance and contributed to positive academic performance. Krieger (2013) in Toronto revealed that in-service training on proactive classroom management was beneficial to teachers since it effected change in student behaviour by reducing behaviour problems. Another study by Nweze and Okolie (2014) in Nigeria revealed that counseling services in schools are instrumental in career decision making. Additional findings indicated that inadequacy of guidance and counseling resources affects students in career decision making. Osakwe (2013) in Nigeria established that guidance and counseling requires adequate funding. Similarly, reorientation through counseling eliminates disciplinary problems and motivation of teachers makes them pay attention to the emotional and psychological needs of students. Another study by Sekiwu and Naluwemba (2014) established that there are many alternatives to corporal punishment and stakeholders have divergent views about them. Auni, Jepchirchir and Ong'unya (2014) in Kenya established that lack of facilities, inadequately trained teachers and ineffective strategies hampered students' social adjustment. In a different study, Mwangi (2014) established that counseling program built moral uprightness and courage in the learners. Additionally, it led to good value, positive attitude towards self-discipline and enhanced change of behaviour. Another separate study by Afande (2015) established that effective guidance and counseling benefited pupils by developing skills in decision making, providing services and focusing on the need of pupils.

Research Objective: The research objective was: To establish the effect of management of Guidance and Counseling infrastructure on students' academic performance.

Synthesis of literature on the effect of management of guidance and counseling infrastructure on students' academic performance: The role of school principals in achieving counseling goals in schools lies in the ability of school principals in performing their functions and duties, such as coordination of all activities programmed in schools, so that the teaching, training and counseling services are integrated, creation of harmonious and dynamic, school community, providing infrastructure, resource, and various facilities for the implementation of effective and efficient counseling services, supervising and guiding the planning and implementation of the program, assessment and undertaking counseling services, accountability and counseling services at the school to the satisfaction of State Education Office to which he / she is accountable supervising; facilitation of counselor in development of their professional skills through professional development activities; and providing facilities, opportunities and support in supervisory activities undertaken by supervisor of counseling. Implementation of counseling services in schools cannot be separated from the influence of infrastructure facilities that used by counselor. Infrastructure in the school is one of supporting factors in counseling services. (Yuca, Daharnis, Ahmad, & Ardi, 2015). No matter how great the mastery of science and technology of counselor, without the support of adequate infrastructure facilities then the expected results cannot be achieved maximally. The educational infrastructure is important because the quality of education can be enhanced through the provision of appropriate infrastructure standards already set (Menteri & Nasional, 2007). In terms of statistics they established moderate and significant correlation ($r = 0.426$) between the adequacy of infrastructure facilities with the implementation of counseling services. This implies that the higher the level of

the adequacy of the infrastructure in the school, the higher level of counseling service implementation by the counselor and so does the opposite (Yuca, Daharnis, Ahmad, & Ardi, 2015).

High or low relationship between the adequacy of infrastructure and counseling services became one of the important considerations in making programs, quality improvement and service quality counseling in schools and cope the various problems that arise relating to counseling service. Considerations in program making, quality improvement and quantity of infrastructure for solutions to problems of no implementation of counseling services are one of the key factors for counselor. In improving the quality of these infrastructure facilities is not separated from the role of principals. The results of this study could be evidence that the infrastructure is so important in the implementation of counseling services, which there is a correlation between the adequacies of infrastructure facilities with the implementation of counseling services. This implies that the higher the level of the adequacy of infrastructure in the school, the higher the level of counseling service implementation by counselor and vice versa. There are four major sources of financing education in higher public institutions which include: Grants from federal and state governments, Students' contribution and private contributions. Olowoye, Oludotun, and Adetayo (2015) emphasizes that, funds are a crucial prerequisite which enables an organization to maintain itself effectively and meet its commitment to individuals and groups who consume its output of goods and services. He further stated that absolutely no meaningful programmes can be implemented in school without the availability of adequate funds. According to Chekemoi (2014) on her research project on the topic, role of guidance and counselling on students 'discipline in boarding secondary schools in ole Ankale zone, Narok Central Division in Narok North District Kenya found that the teachers and pupils are aware of guidance and counseling services, although much is needed in order for guidance and counseling to effectively serve its intended purpose.

From the study, it was found that, the study established that the major challenges encountered in the provision of guidance and counselling services were: lack of funding, lack of offices for counseling, limited number of guidance teachers, unqualified guidance and counseling teachers, guidance teachers being teacher subjects and lack of resources in heading guidance and counseling services. Based on the findings the study recommended that the Ministry of General Education should: Come up with guidance and counseling policy that will guide the practice of guidance and Counselling in schools, create positions of fulltime counselors in secondary school, devise a deliberate training policy to ensure that all school counselors receive training, address the problems of confidentiality in secondary schools counseling unit, invest in the guidance reference materials, just the way it has invested in academic text books and ensure that guidance sections are monitored regularly by guidance standards officers so that some challenges are identified. Mikaye (2012), on his research on the investigation of the provision of guidance and counselling services in public schools on student's' discipline, in Rachuonyo District found that, that guidance and counselling services were offered in the schools and 82.4% of the principals considered it important but lacked the necessary material and literature support. From the literature review it was found that character formation is achieved through intense

formal and informal programmes for guidance and counselling, that it is through guidance and counselling that students remain disciplined and focused in life. Collins (2007) indicates that through guidance and counselling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment. His study however recommended that, the principals in secondary schools should put in place guidance and counselling services and provide an office where privacy is made a priority. This will encourage more students to visit the office. Guidance and counselling teachers should be well trained on how to carry out their duties. To have adequate provision of guidance and counselling materials as well as application of peer counselling, there is need to make proper budgeting for the same in terms of finances and time respectively. Guest speakers should be invited to provide the counselling services to the students in areas of concern. Azizi, Jamaludin, Shahrin, Mohd, Raja and Noordin (2009), on their research study on discipline problems among learners in secondary schools in Johru Bahru, Malaysia found that the level of discipline problem among secondary school students was quite high implying that the level of students discipline was low. The students with family problem always hung out with friends and others faced high level of discipline problem compared to students without such problems.

Toto (2014) observes that, although teamwork was practiced in most schools, a significant proportion of respondents indicated that discipline matters were rarely discussed during departmental and staff meetings. This clearly shows that teamwork was not fully implemented in schools in Kandara district and hence this could be one of the major factors hindering effectiveness of the guidance and counseling in managing discipline in schools. ii. Regarding the scope of the program in schools, the study concluded that group and peer counseling were offered in schools. The study also established that class teachers, dorm masters, deputy principals and principals were regularly involved in guidance and counseling. With the positive attitude of the teacher counselors' towards guidance and counseling, it is expected that the counseling programs should be successful in managing students' discipline. However, the study established that principals and teachers had not done much to make this program very effective and as such, schools in Kandara district were still experiencing disciplinary problems such as stealing, destruction of properties and noisemaking. Most of the students were not willing to seek guidance and counseling when faced with problems. This as a result could be another major factor hindering the usage of guidance and counseling programs in managing students' discipline in schools. According to Richardson (2002) adjustment to social environment involves the students coming to terms with the loss of old friends and adjusting to new ones. Students who are well adjusted to the school social environment will relate well with teachers and other students. Adjustment of students to the school social environment is also indicated by their love for the school, adhering to the school rules and regulations, participating in co-curricular activities, helping the needy students and participating in class activities. In Kenya absenteeism, school dropout, drug abuse, teenage pregnancy, violence, aggressive behavior, school phobia and withdrawal from school activities are reported in secondary schools (Republic of Kenya, 2001). Baker and Gerler (2001) ascertains that, students who participated in a school counseling program had significantly less inappropriate behaviors and more

positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselor's significantly decreased participants' aggressive and hostile behaviors. Mikaye (2012) observes that although guidance and counselling was focused on career development, contemporary socio-economic issues (unemployment, drug, unstable families, and truancy) have necessitated the incorporation of professional guidance and counselling in secondary schools. This is because guidance and counselling is safe to apply for holistic development of children, their behavior notwithstanding. Ayieko (1988) as cited in Mikaye (2012) says guidance and counselling plays a pivotal role in students' behaviour management and correction in schools. Counselling can be used both as a curative measuring in addressing school discipline and to avert and/ or correct indiscipline among students. Guidance and counselling may be provided holistically in secondary schools. Vocational Guidance provides information about job opportunities and factors affecting the job market such as unemployment information technology and international relations. Orlando *et al.* (2014) in his research in Khwisero District found that, a culture of violence exists in these schools and that corporal punishment is still practiced. Learners' perception on safety and discipline at their school revealed that the level of discipline is very low. The study further revealed that the level of students discipline is very low and this has been showed by persistent fighting, bullying and general violence in school. The Presidential Working Party on Education and Manpower Training (The Republic of Kenya, 1988), observed that guidance and counselling of youths in secondary schools is essential in enhancing discipline. The report suggested that guidance and counselling programmes should assist students to appreciate themselves and their role as workers and to develop right attitudes towards discipline. The challenge of indiscipline in secondary schools has been rising especially from the 2000s' when corporal punishment was banned by the Ministry of Education by the gazette notice of 13th march 2001. Many people have blamed the banning of the cane for the escalating cases of the school unrests. Counselling makes a student feel closer to the teacher thereby establishing friendly relationship. The student has the freedom to express himself/herself and realize the consequences of his/her misbehavior, in the process positive discipline is ensured.

Nkabinde (2007) in his research, management of discipline in primary school in Bhekuzulu circuit South Africa, where data was collected using interviews, observation and document analysis, qualitative research design was adopted, with a population of management teams, educators or teacher, and the learners, the finding suggested that corporal punishment is still in force in primary schools in the Bhekuzulu circuit. Educators were struggling with the implementation of democratic or cooperative discipline. He notes however that, much as the study finding is valid, it has a lot of limitation especially on the sample size which was not clearly stated and secondly this study was conducted in South Africa with distinct environmental factors to Uganda and especially in Guru. The research was also conducted in primary schools with different characteristic to secondary schools especially on the age of the learners which may also have an impact on the level of students' discipline. In a study conducted by Muango and Joel (2012), it was revealed that 56% of the respondents rated career counseling services as being favorable, 30.4% as average and 14.6% rated unfavorable. The positive view of

students towards career counseling services offered in schools suggest that they benefit from such services, while the students with negative views towards career counseling may have been influenced by pressure groups, parents and family members. It was also observed that school management usually appoint a teacher to act as school counselor so as to provide students with guidance and counseling services but in most cases, such teacher spends the whole three school terms without counseling a single student concerning his/her academic performance, career choice, self - understanding. All teachers are expected to play a caring role in their daily dealings with their students. Guidance teachers who are full - time teachers with extra guidance duties are involved in the development and management of the school's guidance program that aims to support the "whole - person" development of all students (Yuen, 2002). Full - time guidance professionals and teachers should work together to conduct guidance activities such as implementing a guidance curriculum (e.g., personal growth education), providing responsive service (e.g., individual counseling and group guidance), delivering support services (e.g., parents' education and teacher consultation), individual planning (e.g., career and education guidance workshops), and organization and management (e.g., program development and evaluation). Within this range of activities, individual student planning is perceived by teachers as being implemented now to a lesser extent than other guidance activities in schools (Yuen, 2006).

There are types of discipline, namely, preventive discipline and corrective discipline. In preventive discipline, an educational manager decides to take an administrative action aimed at encouraging students, teachers and other school workers to follow the school's laid down standards, rules and regulations which prevent infractions. Here preventive discipline aims at instilling self-discipline among all school participants. Principals therefore at all-time should strive to attain self-discipline within their organizations because it enhances participants' morale and productivity. In order to encourage preventive discipline, school principals must then apply McGregor's theory Y (Douglas, 1960) in its totality as this theory encourages provision of an enabling organizational climate in which expected standards are stated positively. However the principal can apply this theory if only he/she fully understands what the theory emphasizes in relation to school management. According to McGregor's theory Y, employee's self-control and greater use of the individual talents, are emphasized. This theory asserts that; work is a natural human activity, self-control is effective when persons are committed to the objectives they are pursuing, commitment to objectives is more likely when a person's esteem and self-realization needs can be satisfied in the process, and that, innovative abilities are widespread among the general population and are greatly underutilized in organizations. In the school context therefore, it is imperative that school principals ensure the existence of clearly stated goals and objectives of their schools and strive to maintain a conducive school participants at all times and ensure that rewards are given to deserving members of the school community appropriately. He or she has to be friendly to all school participants at all times and ensure that rewards are given to deserving members of the school community appropriately. He or she has to ensure that he or she recognizes students as important members of that school and at all times identify their various needs and interests, and try to assist them adjust accordingly. If all principals do this, then many indiscipline cases witnessed in schools shall be

alleviated (Okumbe, 1998). In the event where the principal appropriately applies theory Y and all other theoretical leadership skills in the schools and members don't conform to the laid down standards, then corrective type of discipline should be applied. This type of discipline is aimed at discouraging further infringement of a rule. Therefore the administrative action meted out is a disciplinary action and this is where McGregor's theory X has to be applied to its fullest. Considering the fact that maintenance of discipline is what principals, educational managers, policy makers, parents, teachers, educational stakeholders, sponsors and students are yearning for in schools, it is therefore necessary to carry out a study that will show how leadership theories, for example, McGregor's theory X and theory Y and Fredrick Herzberg's two factor theory, can be applied by principals of schools in Kisii County thus enabling learning and working environment where everybody is proud of his or her school environment. The study intends to analyze principles of setting good disciplinary actions, the disciplinary process and the two types of discipline using the two theories explained above. Educational institutions for example, schools, colleges and universities worldwide, now and in the past, have been experiencing strikes, boycotts and even revolutions. In the late 20th century, secondary schools became havens of indiscipline ranging from minor defiance to fatal crimes like murder. All these problems put into consideration, have necessitated this study so as to establish and analyze causes of this. Elakim, *et al.* (1972) as cited in Toto (2014) in their book entitled; 'Discipline achievement and mental health' have noted that there are a serious mental health problems and below academic achievers. They have noted that, these problems confront all administrators of schools and teachers both new and old alike. Some of these indiscipline cases include: stealing other students' property or school property/facilities, sneaking out of school compounds to unknown destinations, rape, taking of drugs, for example, bhang and cocaine and murder. Minor indiscipline cases also include lateness, noise making, wearing of wrong uniform and class boycotts.

Cases of indiscipline in schools are many and are caused by a multiplicity of factors ranging from political, social, economic, education and environmental in nature. One educational factor which causes students' disturbances in most secondary schools is unequal distribution of resources to schools. Nkinyangi, (1981), in his paper entitled; the 'origin of student disturbances Kenya Case' says that unequal distribution of educational resources nationally is the germ leading to disturbances in schools. He further notes that students in Day secondary schools consider themselves disadvantaged as far as distribution of school equipment and teachers are concerned as compared to their colleagues in government maintained schools. He then argues that these differences cause jealousy among students and eventually result in indiscipline in the affected schools. Guidance and counseling has been considered by many educational researchers as useful in facilitating school administration. In the report by Mwika, (1996) various form of indiscipline that principals have to contend with while performing pupil personnel managerial tasks include: laxity towards work, improper grooming, alcoholism, sex abuse, rudeness, drug abuse and rebellion to authority. The identified indiscipline cases 'throw' light to very serious problems that school administrators have to deal with. Tattum, (1986) observes that counseling recognize the situation in which individuals are likely to be disruptive or the first signs of a disruptive behavior and acts quickly in a preventive way if

possible, to stop influencing others in the group. He further says: A vigilant teacher-counselor will spend time around the school observing particular pupils and will provide frequent opportunities for informal counseling -a few words inquiring about the situation at home, an inquiring about the situation at home, an inquiry about health or state of mind, and a check on school progress. This in turn will keep the administrator informed of individual students' well-being. The provision of facilities and resources in guidance and counselling departments in secondary schools is hindered by inadequate funding. According to Kafwa (2005), funding has been a major obstacle in many countries, he add that, without funding, teachers are paralyzed in their responsibility of providing guidance and counselling to students. Inadequate funding leads to lack of facilities and resources and this is the main hindrance to effective guidance and counselling, as a result counsellors are not motivated enough to carry out their assigned duties effectively.

Abdul (2012) states that, sometimes counsellors are compelled under given circumstances to use their own money for purchase of item such as books, files, and pens which they need to carry out their duty. He add that, there are also instances where counsellors need money to go for more information that will help in finding solution to certain problems, their efforts are usually foiled up if the school cannot afford to fund such trips. Most countries have no provisions for guidance and counselling programs, whatever funding available for implementation of guidance and counselling programmes is ad-hoc and grossly inadequate (UNESCO, 2007). In his study Kafwa (2005) as cited (Bita, 2015) found out that, the following resources are not available in the schools studied in Kenya: motion film projector, audiocassettes, and videocassette recorder, teachers should therefore be supplied with relevant materials for the success of the guidance and counselling services. Some of the challenges pointed out by Mutie and Ndambuki (1999) which affect provision of physical facilities and other resources in the guidance and counselling are that, reference books in guidance and counselling departments in secondary schools are very few, and that some school head-teachers consider guidance and counselling as a luxury, and not a priority. The counsellors' office should have furniture that include a desk and chair (Franck & Karyn, 2005) they add that clients seem to work better if their chair is reasonably padded but not overly stuffed. This is because clients seated in overstuffed chairs may feel almost too relaxed and may even get to the point at which they lose motivation to work on their problems. This study did not intend to repeat on the effect of the type of furniture on counselling but, it will endeavour to find out the influence of these facilities and resources on the effectiveness of guidance and counselling on both discipline and academic performance in Kisii Sub County. It is of great importance to recognize the fact that guidance and counseling does not only improve disruptive behavior of students which interfere with the smooth running of the school but also it takes preventive measures against unpleasant situations which may occur later hence, improved performance.

Conceptual Framework

The relationship between and among variables were shown in the conceptual framework below:

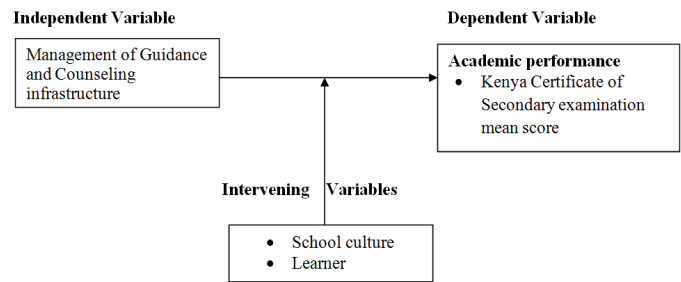


Figure 1. Effects of Management of Guidance and Counseling on Student Academic Performance

The conceptual framework of this study showed the role of Principals in the management of guidance and counseling services with respect to students' Discipline and Academic performance. The program is supposed to assist the students to harmonize their abilities, interest and values that can develop their full potential. All this activities and services are geared towards improving the self-image of the students and facilitate better achievement in academic performance (dependent variable academic performance of students in a school is determined by many factors including the students' Grades, Mean Score and their ability to accomplish various tasks and Exploitation of their talents. Other factors include quality of the teachers, staffing level, availability of facilities and above all guidance and counseling services. Intervening variables include the School culture, Learners characteristics and Gender. The influences of these interrelationships are illustrated in Figure 1 which guided this study.

RESEARCH METHODOLOGY

This study was based on the principles of person-centered and social learning theory. Literature was reviewed based on the study specific objectives. The study used descriptive method as research design, questionnaires and interview schedules were used as data collection instruments. The target population was 346 principals, 346 Guidance and Counselling teachers and 30,000 form four students. Yamane (1967) formula was used to determine the sample for school from which the sample population was identified hence, 185 schools. 185 principals and 185 teacher counselors were purposively sampled. Focus group discussions of 9 students per school represented the student population. Validity test was done by use of the pilot study tests. The Test and retest method was employed to estimate the reliability of the questionnaires whereby Pearson's coefficient of 0.7 and above at P-value or 0.05 was considered reliable. Data collected from the field was analyzed using frequency counts, percentages, means and regression analysis. Based on the study findings, it was concluded that: There were a statistically a significant relationship between the principals' contribution to guidance and counseling infrastructure and students' discipline and academic performance; There were statistically a significant relationship between the principals' provision of financial resources to students' discipline and academic performance and there was statistically a significant relationship between the principals' contribution allocation of time and students' discipline and academic performance.

RESULTS

Demographic Characteristics of Respondents

Demographic Characteristics of respondents were as shown in Tables 1 to 4. In terms of gender, the study established that majority 151(82%) of the principals were male compared to 34(18%) who were female. This finding confirmed that most secondary schools in Kisii County were headed by male principals. Concerning their highest qualifications, the study established that majority 116(62%) had Bachelor of Education qualifications, 51(28%) had Masters of Education, 9(5%) had Bachelor of Arts/Post Graduate Diploma in Education and 4(2%) had Doctor of Philosophy qualification. This finding confirmed that most principals in the secondary schools in Kisii County had Bachelor of education professional qualifications. As far as their school type was concern, majority 155(84%) headed mixed secondary schools, 22(12%) headed boys secondary schools and 8(4%) headed girls secondary schools. This finding indicated that majority of secondary schools in the county are mixed. Results on school size indicated that majority 111(60%) headed two stream schools, 60(33%) headed single streams schools, 8(4%) headed three stream schools and 6(3%) headed over five stream school. the finding confirms that majority of secondary schools in Kisii County were two streams.

majority of the schools (56%) were mixed schools, (32%) were boys' schools and (12%) girls' schools supporting the findings on the type of school in this study which established that majority of the schools were mixed followed with boys and girls. This finding is further supported by Momanyi (2013) who established that (50%) of the principals hold bachelors' degree and the other half, 50% hold masters' degree. This scenario indicate that principals in secondary schools within the two divisions are well learned graduate teachers who are capable of handling secondary schools and therefore can be able to handle the adolescents and their problems well. All these items are important when looking at the perceptions of teachers and students towards guidance and counseling services. Principals play a big role in managing and controlling discipline, besides being the supervisors of both the curricula and co-curricular activities and government policies. This section presents the analysis of Principals' mean age, experiences and the school means score in 2015 Kenya Certificate of Secondary Education. The mean age of the principals was 47 years with the youngest being 36 years and the oldest 58 years. This finding indicated that Principal's in Kisii County were middle age.

Table 1. Principals' Qualifications, Type of school managed and Size of School

Category	Variable	Frequency	Percent
Gender	Male	151	82
	Female	34	18
	Total	185	100
Highest Academic Qualification	PhD	4	2
	M.Ed	51	28
	B.Ed	116	62
	B.A	5	3
	B.A.	9	5
	Total	185	100
Type of School	Mixed	155	84
	Girls	8	4
	Boys	22	12
	Total	185	100
School Size	Over 5 streams	6	3
	Three streams	8	4
	Two streams	111	60
	Single stream	60	33
	Total	185	100

Table 2. Principals' Demographic Information

Variable	N	Minimum	Maximum	Mean	Std. Dev
Age	185	36	58	47	5.93
Experience as a teacher (years)	185	9	32	22	9.55
Experience as principal (Years)	185	1	21	11	8.63
School mean score 2015 Kenya Certificate of Secondary Education examination.	185	3	9	5.294	1.41

The finding on gender is supported by Nyaema (2004) who found out that the males comprised 90% of the respondents while females were only 10%. The findings showed that, the gender disparity is an issue in the leadership of secondary schools in the district. The finding on gender is further supported by Momanyi (2013) who established that (66.7%) of the secondary school principals were male and (33.3%) were female. This could be due to the fact that the mixed schools that were sampled were headed by male teachers. A mixed school in Kenya can be headed by a male or female teacher, but girls' school most of them are headed by a female teacher and boys' schools by male teachers. Findings on qualification are also supported by Nyaema (2004) who established that majority of the head teachers (92%) were university graduates. Only minority (8.0%) were diploma holders all of who were aged < over forty. The same study also established that

In terms of years of experience being in the teaching profession, the study established that the Principals in Kisii County had worked for an average of 22 years with the youngest in profession having served for 9 years and the oldest having served for 32 years. Comparatively, the principals had work experience as principals for an average of 11 years with the youngest in services as a principal having served for 1 year and the oldest having served for 21 years. The finding indicated that the principals in Kisii County served for many years as teachers and also as principals. As far as the 2015 Kenya Certificate of Secondary Education performance was concern, the study established that secondary schools under the study had a mean score of 5.24 representing letter C in the grading scale of Kenya Certificate of Secondary Education.

Students' Demographic Data: The demographic data of students was as shown in Table 3. From Table 3, majority of

the students 195(53%) were male compared to 175(47%) who were female. This finding is supported by Ogero (2012) who carried out a study on institution based factors influencing students' performance in Kiswahili at Kenya Certificate of Secondary Education Examinations in public schools in Sameta Division Kisii county Kenya and established that 56.77% of the students represented male students while the remainder 43.23% females. The study further established that majority of the students 198(54%) were within 17-18 years age bracket, 143(39%) were within 16-17 years age bracket and 29(7%) were above 18 years age bracket.

Teachers Counselors' Demographic data: The teacher counselors were asked to indicate their gender, qualifications, other responsibilities assigned, age, length of service as a teacher, the period served in the current school, availability of functional guidance and counseling department and guidance and counseling department role.

enormously by the government of Kenya. Most of those who are above 50 years have either taken early retirement or opted out for other job opportunities thus resulting to the minimum number. Those that are less than 30 years are also minimal 4.3% because the government stopped employing teachers and only recruits when need arises. The fact that most of the teacher counsellors are elderly, enables them to handle adolescents and their problems effectively thus influence their perceptions about guidance and counseling positively.

Objective of the Research: The objective of the study was: To establish effect of management of Guidance and Counseling infrastructure on students' academic performance.

Principals' Responses on the effect of Guidance and Counselling Infrastructure on student academic performance: The principals were asked to rate their observation on the effect of management of Guidance and Counselling of infrastructure on students academic

Table 3. Students Gender and Age

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

Table 4. Teacher Counselors' Demographic Information

Category	Variable	Frequency	Percent
Gender	Male	68	37
	Female	117	63
	Total	185	100
Qualification	PhD	4	2
	M.Ed	5	3
	B.Ed	147	80
	B.A/PGDE	11	6
	B.Sc./PGDE	16	9
	Diploma	2	1
	Total	185	100
Other responsibilities	HoD	68	37
	Senior Teacher	7	4
	Subject Teacher	64	35
	Class Master/Mistress	46	24
	Total	185	100

Table 5. Teacher Counsellors' Age, Experience and Number of Years in Current School

Items	N	Minimum	Maximum	Mean	Std. Deviation
Age (in Years)	185	4	54	37	9.88
Experience (in years)	185	2	28	11	7.96
Years in the school	185	1	13	6	2.92

The teachers counselors were asked to indicate their age, experience and number of years in the current school. The findings were recorded in Table 5. From Table 5 it was established that the average age of the teacher counselor under the study was 37 years with the youngest teacher with 34 years and the oldest 54 years. The average number of years the teacher counselor had served as a teacher was 11 years with the shortest service being 2 years and the longest service 11 years. The average number of years the teacher counselor had been in the current school was 6 years with shortest period being 1 year and the longest being 13 years. Majority of the teacher counsellors were between the ages of 41-50 years because this is the last group of teachers that were employed

performance. They were required to use a 5- point rating scale where 1 =Very low effect 2=Low effect; 3= Moderate effect; 4 =High effect and 5 =Very high effect. The results were as shown in Table 6. From Table 6 it can be established that majority of the respondents 86 (47%) rated the effect of office space on students academic performance as being generally high. A few, that is, 33(17%) rated effect as generally being high, 6(36%) rated as being moderate. On provision of chairs and tables in Guidance and Counseling office, it was rated as having generally high effect on student academic performance by majority 127(9%). Computers with internet in the office were rated by majority 117(63%) as having generally high effect.

Table 6. Principals' ratings on the effect of management of Guidance and Counselling Infrastructure on Students Academic Performance

Item	5	4	3	2	1
Office space for G & C	46(25%)	40(22%)	66(36%)	4(2%)	29(15%)
Chairs and tables in G & C offices	32(17%)	95(52%)	26(14%)	4(2%)	28(15%)
Computers with internet in the offices	56(30%)	61(33%)	22(11%)	32(17%)	14(9%)
Electricity supplied	58(31%)	64(35%)	8(4%)	27(14%)	28(16%)
Water in G & C offices	19(10%)	70(38%)	37(20%)	50(27%)	9(5%)
Projectors for exhibition	105(57%)	40(22%)	-	12(7%)	28(14%)
G & C reference materials	44(24%)	86(47%)	28(15%)	18(10%)	9(4%)

Table 7. Teacher Counselors' Observation on the effect of management of G & infrastructure on student Academic Performance

Item	5	4	3	2	1
Understanding self	122(66%)	57(31%)	0	6(3%)	0
Useful for those do not do well	11(6%)	20(11%)	15(8%)	41(22%)	98(53%)
Bright students also need counseling	87(47%)	67(36%)	6(3%)	15(8%)	11(6%)
Vocational opportunities	7(3%)	35(19%)	11(6%)	93(50%)	39(21%)
Does not assist principals in administration	11(5%)	0	6(3%)	44(25%)	124(67%)

Table 8. Regression analysis on the effect of Guidance and Counselling infrastructure on students academic performance

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

Table 9. Analysis of Variance of the effect of management of Guidance and Counselling on student academic performance

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

On provision of electricity majority that is 122(66%) as generally having low effect. On provision of water in G&C offices majority 89(48%) rated the effect as being generally high. On projectors majority that is, 145(79%) rated the effect as being generally low and on provision of Guidance and Counseling reference materials, majority rated it as having a high effect that, is 130(71%). The teacher counselors were asked to rate their observation on the effect of management of Guidance and Counselling of infrastructure on students academic performance. They were required to use a 5- point rating scale where 1 =Very low effect 2=Low effect; 3= Moderate effect; 4 =High effect and 5 =Very high effect. The results were as shown in Table 7.

Effect of Management of Guidance and Counselling on Student Academic Performance: From Table 7 majority 179(97%) of teacher's counselor's respondents answered affirmatively that counseling assisted students in self-understanding which is key to their academic performance. Teachers counselors 31(17%) rated the usefulness of Guidance and Counselling for those who were not doing well as being high in enhancing students performance. The opinion that bright students also need counseling was rated highly as having high effect on students academic performance by majority 154(83%). Occasional opportunities were rated by few 42(22%) as having high effect on students academic performance and the fact that Guidance and Counselling does not assist principals in administration minority 11(5%) rated it as having high effect on student academic performance. To determine the actual effect of management of Guidance and Counselling infrastructure on students academic performance regression analysis was computed and the results was as shown in Table.8.

Predictors: (Constant), Management of Guidance and Counselling Infrastructure (Office space, water supply, projectors for exhibitions, computers with internet, chairs and tables; and supply of electricity. From Table 8, it can be observed that management of Guidance and Counselling infrastructure accounted for 71.5% of the variation in students academic performance. This was signified by the adjusted R square coefficient .715. This means that a high percentage of the students academic performance was explained by management of Guidance and Counselling infrastructure. The other 28.5% was accounted for by other factors that could include; school environment, teachers attitude, teaching/learning resources, parental support among others that were not subject to this study. In terms of correlation it was very high at .852 with a p-value of .000.

This also implies that management of Guidance and Counselling infrastructure can be used to predict student's academic performance. To determine as to whether management of Guidance and Counselling infrastructure was a significant predictor of students academic performance, analysis of variance was computed and the results were as shown in Table 9. From Table 9, it can be observed that management of Guidance and Counselling infrastructure is a significant predictor of students academic performance in Kenya Certificate of Secondary education examination ($F(7,177) = 66.950, p < .05$). To rigorously interrogate the effect of management of Guidance and Counselling infrastructure on students academic performance multiple linear regression analysis on the effect of management of Guidance and Counselling infrastructure on students academic performance was computed and the results were as shown in Table 10.

Table 10. Multiple Linear Regression Analysis on the effect of Management of Infrastructure on Students' Academic Performance

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

Dependent Variable: Students Academic Performance
 regression equation = $\beta_0 + \beta_1 x_1 + \dots + \beta_n x_n + \epsilon$

From Table 10, it can be observed that five aspects of management of guidance and counseling infrastructure significantly influence students academic performance. These factors were office space for guidance and counseling which had a coefficient of -.430 with a p-value of .000. This means that office space reduced students academic performance by .403 units as signified by the coefficient of -.430. Similarly, computers with internet in the guidance and counseling office reduced academic performance of students by 1.297 units as signified by the coefficient of -1.297 at p-value of .000. Supply of electricity in the guidance and counseling office increased students' academic performance by 1.079 units as signified by the coefficient 1.079 at p-value of .000. Projectors for exhibition reduced students' academic performance by .892 as signified by the coefficient -.892 at p-value of .000 and guidance and counseling reference materials improved students academic performance by 1.405 units as signified by the coefficient 1.405 at p-value of .000. Chairs and tables; and water supply did not have significant effect on students academic performance as was signified by .088 at p-value of .276 and coefficient of .078 at p-value of .232 respectively.

DISCUSSION

Principals' in secondary schools in Kisii County provided resources for management of guidance and counseling infrastructure in their respective schools. This was evidence by their ability in many areas related to the provision of resources such as; provision of guidance and counseling infrastructure in the schools is their responsibility, the principals are responsible for fostering a conducive environment for the provision of guidance and counseling services, students are educated on significance of guidance and counseling services in the schools, the principals support guidance and counseling services in the school, the principals initiated guidance and counseling services in the schools, the principals are directly involved in guiding and counseling services in the schools and that the schools have guidance and counseling resource centre with enough materials on various careers and requirements. Despite the small fraction of students whom did not agree with the reasons for the use of guidance in the management of student discipline, majority of the students equally supported the observation of their teachers. The study correlates to studies done by Collins (2007) who observes that guidance and counseling is important because it provides an insight on working knowledge, skills and attitudes. Further the studies relate to Okita (2014) who found out that guidance and counseling programme has a positive impact on the academic performance of students.

This finding was further echoed by principals in their qualitative respond where they narrated that "Guidance and counseling is directly related with academic performance. When we invite guest speakers to encourage our students, they get serious with their work. They change their performance attitude and then they strive to work harder and in turn improve their academic performance." The study also sought to establish whether guidance and counseling assisted the school principals to administer the school activities towards improvement of academic performance. Teachers were willing to use guidance and counseling in the management and administration of student discipline in their schools in Kisii county, Kenya. This finding is concurred with studies done by Ajowi and Simatwa (2010) who asserted that head teachers, deputy head teachers and heads of guidance and counseling supported the role of guidance and counseling in the schools administration and management of student discipline. Good discipline definitely enhances students' academic performance. This is why the principals were concern with the formal training of teacher counselors as a means of improving counseling services in their schools by narrating that "It is good that most universities training secondary school teachers have introduced guidance and counseling as a fully-fledged course where teachers are trained on guidance and counseling. The curriculum should be continuously reviewed for relevance, timelines and different emerging guidance and counseling needs in the school environment where youth radicalization was taking route." The study finding were in agreement with Day, Elliot and Kingston's (2005) study, who found out that teacher commitment has been found to be a critical predictor of teachers' work performance, absenteeism, retention, burnout and turnover. Facilities and resources did not also contribute students' academic performance indicating that the secondary schools still lack the learning facilities and resources including those ones dedicated for guidance and counseling. This finding is supported by Okola (2005) carried out a study on the factors hindering effective provision of educational counseling services in Trans-Nzoia District and their effects on the effective provision of guidance and counseling services in secondary schools in the District who established that Kenyan schools have very few reference resources for guidance and counseling; trained personnel in this area are few or not available at all in various schools. The findings were in agreement with studies done by the Report of the Presidential Working Party on Education and Manpower Training (The Republic of Kenya 1988), which found out that guidance and counseling of youths in secondary schools is essential in enhancing discipline. About (50%) of students responded in the affirmative parental support promoted their academic performance. This finding correlated to studies done by Steinberg (2006) who found out that the type of parental

involvement that has the most impact on student performance requires their direct participation in school activities.

Conclusion

Management of guidance and counseling had high effect on students' academic performance i.e. the provision, maintenance and use of guidance and counseling infrastructure as was managed provided conducive environment that enhanced guidance and counseling process and consequently students changed their attitudes and operation focusing on the core functions of schooling. High birth rates was thus one of the major functions and aspirations for both the teacher and students. It is no doubt that management of guidance and counseling infrastructure accounted for 71.5% of the variation in students' academic performance. The other factors could have been methodologies used by teachers, parental support, fellow students' interactive activities, school environment and location of the schools.

Recommendations

The study recommended that management of guidance and counselling infrastructure need to be given more attention during school strategic development, budget and support by the School Management Board, the Ministry of Education and all other stakeholders. Teacher counselors should also take advantage of the positive attitude of the students to enhance career counseling in their schools. Management of Guidance and programme infrastructure in order to improve further the academic performance of secondary schools.

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