

**RELATIONSHIP BETWEEN PROVISION OF GUIDANCE AND COUNSELING
SERVICES AND ACADEMIC PERFORMANCE OF STUDENT IN PUBLIC
SECONDARY SCHOOLS IN KASARANI CONSTITUENCY, NAIROBI
COUNTY, KENYA**

BY

BETTY NJOKI KIARIE

MASTER OF ARTS COUNSELLING PSYCHOLOGY

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**A DESERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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COUNSELLING PSYCHOLOGY IN THE SCHOOL OF EDUCATION AND
SOCIAL SCIENCES AT KCA UNIVERSITY**

4TH/11/2025

DECEMBER, 2025

DECLARATION

I declare that this dissertation is my original work and has not been previously published or submitted elsewhere for award of a degree. I also declare that this contains no material written or published by other people except where due reference is made and author duly acknowledged

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ABSTRACT

Guidance and counseling services are a crucial element in any learning environment and contribute to improved academic performance. The study focused on investigating the relationship between the provision of guidance and counseling services and the academic performance of students in Public Secondary Schools in Kasarani constituency, Nairobi County, Kenya. The study was informed by the social learning theory as proposed by Albert Bandura and, the theory of planned behavior as by Icek Ajzen. The study used descriptive research design. Mixed sampling methods were used to draw study sample. The study used Krejcie and Morgan formulae to draw a study sample of 356 from 4,637, form three students. Owing to the small number of school-based counselors, census technique was used to select and include all the 12 head of guidance and counseling departments from 12 selected public Secondary schools in Kasarani constituency and their 12 deputy assistants. Data from students was collected using a questionnaire with open and closed ended questions while interview guide was used with the teacher-counselors. The questionnaire was validated by the supervisors from the department of Education counseling psychology at KCA University. The reliability of the instruments was assessed using the split-half method. A pilot study was conducted at St. Lucie Kiriri Girls Secondary School to ensure the effectiveness of the instruments. Quantitative data was analyzed by means of descriptive statistics and the Statistical Package for Social Sciences (SPSS), version 22.0. The findings were presented through the use of pie charts, and tables. The study established that guidance and counseling services play a critical role in enhancing students' academic performance in public secondary schools within Kasarani Constituency, Nairobi County. Pearson correlation results indicate a statistically significant positive correlation between students' academic performance and the availability of G&C services ($r = 0.422$, $p < 0.01$), academic performance showed a significant negative correlation with psychological challenges ($r = - 0.438$, $p < 0.01$). of G&C services helped students manage emotional, social, and academic challenges. The study concludes that while guidance and counseling services are present in most schools, their availability and quality vary significantly, affecting their effectiveness. Additionally, psychological challenges such as stress, peer pressure, and bereavement negatively influence academic engagement, and current counseling programs are insufficient to fully address these needs. The study concludes that academic counseling positively influences students' performance by promoting goal-setting, time management, and motivation. The study recommends the expansion and standardization of counseling services, incorporation of life skills training, and increased policy support to strengthen the role of guidance and counseling in secondary education.

Key Words: *Guidance and Counseling Services, Academic Performance, Student Well-being, Psychological Challenges, Life Skills Training, Student Motivation, Emotional and Social Support.*

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DEDICATION

I dedicate this Thesis is to my brothers and sisters, my daughter Gladys Wangari kiragu, who have been my biggest supporters and a great source of encouragement throughout my Master's Program. Moreover, to all students pursuing social sciences at KCA University who in the quest for knowledge will find valuable information in this study for their literature. Finally, I also dedicate this study to my colleagues in teaching profession who would gain insight as they make reference to this study.

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ACRONYMS AND ABBREVIATIONS

- ACA** : The American Counseling Association
- ASCA** : The American School Counseling Association
- BOG** : Board of management
- CEO** : County Education Office.
- FCAT** : The Florida Comprehensive Assessment Test
- FGM** : Female genital Mutilation
- G&C** : Guidance and Counseling
- ISP** : Intimate Sexual Partner
- IT** : Information Technology
- KCSE** : Kenya Certificate of Secondary Education.
- NACOSTI** : The National Council of Science, Technology and Innovation
- SSCE** : Senior School Certificate Examination
- STD** : Sexually transmitted diseases
- TSC** : The Teachers Service Commission
- UN** : United Nations
- UNESCO**: United Nations Educational, Scientific and Cultural Organization
- WAEC** : The West African Examinations Council
- WHO** : World Health Organization

OPERATIONAL DEFINITION OF TERMS

Academic Performance: student's achievement after completing subject from an institution/ school

Career Guidance: is the guidance given to individuals to help them acquire the knowledge, information, skills, and experience necessary to identify career

County: is a geographic region of a country used for administrative

Guidance and Counseling Services: Are programs that are meant to help people to discover their needs, interest and capabilities in order to formulate their own goals and make plans to realize them

Public Schools: Public schools typically refer to educational institutions that are funded and operated by the government, typically at the state or local level

Secondary school: refers to the stage of formal education that follows primary education and precedes higher education.

Students: Refer to individuals who are enrolled in educational programs in learning institutions

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the founding information on relationship between provision of guidance and counseling services and academic performance among students in public secondary schools in Kasarani constituency. The chapter covers the background of the study, problem statement, objectives of the study, research questions, significance of the study, and limitation of the study and scope of the study.

1.1 Background of the study

Guidance and counseling services play a crucial role in supporting students' academic journey. A study by Egbule, (2016) indicated that guidance and counseling services foster emotional well-being, enhance study skills, provide career guidance, and address various challenges that may hinder academic performance. Further, guidance and counseling services have been known to address the physical, emotional, social, and academic difficulties experienced by students (Gladding, 2018). With Guidance and counseling students are therefore able to overcome such difficulties leading to improved academic performance. Additionally, these services foster a positive attitude towards learning, enhance conflict resolution skills, and promote overall well-being (Braddock, 2021). Hence, a supportive and holistic counseling approach that can empower students to reach their full academic performance, ought to be encouraged.

Secondary school students, fall in adolescence stage of psychosocial development. According to studies by Cohen and colleagues, (2012), during adolescence, there are

profound changes in cognitive, physical, social, and emotional realms, posing opportunities and challenges for teenagers, families, educators, healthcare providers, and communities. Students are influenced by behavioral and mental issues, claims Morshed (2017). They are frequently directly or indirectly impacted by matters such as academic success, passion and love, alcoholism and drug usage, prejudice and discrimination, and domestic economic difficulties. As a result, students have truancy issues, violent tendencies, social withdrawal, behavioral problems, or suicidal thoughts.

Guidance and counseling services in schools are of paramount importance. The scope of guidance and counseling services as highlighted by Nwachukwu (2017) encompasses information provision, referral services, evaluation follow-up, counseling sessions, consultancy, and vocational guidance. According to Hawa (2016), Counseling, assists individuals in achieving self-direction, self-understanding, and mental balance, enabling them to navigate school, home, and society successfully. It's worth noting that, failure to incorporate guidance and counseling in modern-days, school systems can lead to detrimental outcomes such as strikes, student violence, cultism, poor career choices, and improper subject combinations (Nwachukwu, 2017).

Academic performance according to Kamau and Wambua, (2023) refers to the extent to which a student has achieved their short or long-term educational goals, typically demonstrated through outcomes such as grades, standardized test scores, and overall academic achievement across subjects. It is a critical indicator of educational attainment and is influenced by various cognitive, socio-economic, psychological, and environmental factors (Muthee & Gathigia, 2023). In the context of public secondary schools, academic performance is often measured using formal assessments such as end-

term examinations, national examinations like the Kenya Certificate of Secondary Education (KCSE), and continuous assessment tests, which provide a quantitative measure of a student's comprehension and mastery of the curriculum (Omondi et al., 2022). Additionally, academic performance is linked to learners' self-efficacy, availability of learning resources, and teacher effectiveness, making it a multifaceted construct (Wambugu & Kimani, 2021). Recent studies also emphasize the role of school climate, peer influence, and parental involvement in shaping student academic outcomes, highlighting the need for a holistic approach in evaluating and improving performance in public secondary schools (Njuguna & Karugu, 2024).

The American School Counselor Association (2018) research increasingly emphasizes the beneficial effects of counseling on students' holistic development, encompassing academic achievement as well. In a study conducted by Brigman and Campbell (2018) in the United States that focused on the effect of school counselor-led student to successful skill programs on academic and social competence. The study established that by facilitating self-discovery and providing relevant information, career counseling empowers individuals to make well-informed decisions aligned with their personal and professional aspirations.

Guidance counselors can monitor students' academic progress regularly and identify early signs of academic struggles. In Turkey, Kusaini, (2021) established that Guidance and counseling services in secondary schools can enhance students understanding on career options and the relevance of education in achieving their goals, at the same time this can motivate students to excel academically. Study assessment in Australia, by O'Donnell (2019) establishes that developing effective social skills and conflict

resolution strategies can improve students' interpersonal relationships and overall well-being. Similarly, Okunuga (2018) assert that guidance and counseling services can help students build resilience and cope with setbacks or failures, enabling them to bounce back and continue striving for academic success.

In Africa, Ossai (2022) conducted a study in Nigeria focusing on proactive counseling strategies to address low academic achievement among Nigerian candidates in the West African Examination Council (WAEC) and Senior School Certificate Examination (SSCE). These findings highlight the potential of proactive counseling strategies employed by school counselors to prevent low academic achievement and foster improvements in academic performance.

A similar study in Ethiopia by Maguire, (2017) also found that by addressing underlying mental health concerns such as anxiety, stress, and depression, students can better focus on their studies and perform well academically. This can be done by providing proactive guidance and counseling services. In support of this study, Cheseto, (2021) consents that guidance and counselors help students set academic and career goals, creating a roadmap for their educational journey. Similar views were shared by Giordano et al, (2021) who established that through personalized guidance, students can make informed decisions about their academic choices, leading to improved performance.

In Kenya, several studies have been conducted to explore the effect of counseling on students' academic performance. An investigation conducted by Amukoye (2022) scrutinized the influence of counseling₄ on the academic success of secondary school

learner's in Navokholo Division, Kakamega County, Kenya, the study revealed that teacher counselors who provided counseling services played a motivating role by offering encouragement and helping students focus on their academic goals.

The implementation of guidance and counseling in Kenya is based on various educational commission reports, government session papers, and national development plans. The Gachathi Report of 1976, also known as the Committee for National Educational Policies and Objectives, suggested that teachers receive compulsory training in G&C alongside their regular duties. The Kamunge Report of 1988, the Presidential Working Party on Education and Manpower Training, acknowledged the importance of G&C in helping students identify their needs, interests, and providing them with appropriate assistance to navigate the realities of life. The Wangai Report of (2021), which focused on students' discipline and unrest in schools, emphasized the need to strengthen G&C services by equipping teacher counselors with the necessary skills and knowledge. The government's session paper number 1 of 2005, on secondary education policy, recommended the development of structures and strategies to institutionalize guidance and counseling in schools.

Despite the government's emphasis on guidance and counseling in secondary schools, studies conducted in Kenyan secondary schools have shown an increasing trend of poor academic performance still continues to be registered in most of the public secondary school as opposed to private secondary school (Mutie and Ndambuki, 2019). Similarly, Kamanga (2005) links the negative academic performance on psycho-social challenges such as anxiety, stress, fear and phobic behavior. It's against this backdrop, that the current study aims to investigate the relationship between provision of guidance and

counseling services and academic performance among students in public secondary schools in Kasarani constituency, Nairobi County Kenya.

1.2. Statement of the Problem

In 2021, the Kenyan government reinforced the ban on corporal punishment in schools an approach originally prohibited under the Children’s Act (2001) and reaffirmed by the Basic Education Act (2013) leading to the increased adoption of guidance and counseling (G&C) as a vital alternative for promoting discipline, academic achievement, and socio-emotional development among learners. Guidance and counseling programs were designed to help students make informed academic, personal, and career decisions, while also addressing behavioral challenges that might impede their holistic growth. Despite this policy shift, however, the effectiveness of G&C services in public secondary schools remains uncertain.

According to the Ministry of Education (2023), Kenya recorded a 10.2% dropout rate among secondary school students, with early pregnancies accounting for nearly 14% of school discontinuations among girls. In Nairobi County alone, the Kenya National Examinations Council (KNEC) reported that only 23% of students in public secondary schools achieved grades of C+ and above in the 2022 KCSE examinations, indicating persistent academic challenges despite the integration of counseling programs. Moreover, incidents of student unrest increased by 15% between 2018 and 2022, highlighting ongoing behavioral and emotional management issues within schools (MoE, 2022). These trends suggest that while G&C services are present in schools, their impact on discipline and performance remains limited.

A study by Mwarari, Githui, and Mwenje (2020) in Kasarani Constituency revealed persistent challenges such as student dropouts linked to unwanted pregnancies, examination anxiety, and truancy, which collectively contribute to declining academic performance and psycho-social instability among learners. Similar concerns have been echoed by Lugulu and Kipkoech (2011), who noted that although guidance and counseling programs are integral to holistic education, their implementation across Kenyan public schools is often inconsistent, under-resourced, and poorly monitored.

Despite the recognized importance of guidance and counseling, there exists a critical knowledge gap regarding how the availability, accessibility, and effectiveness of these services influence academic performance in public secondary schools. Existing empirical studies have primarily focused on national or county-level analyses and are dated, limiting their relevance to the evolving educational and socio-economic dynamics in regions such as Kasarani Constituency. Given that Kasarani is an urban area characterized by rapid population growth, socio-economic diversity, and increased exposure to behavioral risks, understanding the contextual effectiveness of G&C services is essential.

Therefore, this study seeks to investigate the relationship between the provision of guidance and counseling services and academic performance among students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya. By addressing this gap, the study aims to generate context-specific evidence that can guide policymakers, educators, and stakeholders in strengthening counseling frameworks to enhance academic outcomes and student well-being.

1.3. Purpose of the Study

The purpose of this study is to examine the relationship between provision of guidance and counseling services and academic performance among students in public secondary schools in the Kasarani constituency, Nairobi County, Kenya.

1.4. Objectives of the Study

The study was guided by the following study objectives:

- i. To determine the guidance and counselling services offered to students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya.
- ii. To assess the psychological challenges faced by students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya.
- iii. To establish the academic performance of students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya.
- iv. To establish the relationship between G&C services on academic performance among students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya.

1.5 Research Questions

The following research questions guided the study:

- i. What kind of guidance and counseling services offered in public secondary schools in Kasarani Constituency, Nairobi County Kenya?
- ii. What are the psychological challenges faced by students in public secondary schools in Kasarani Constituency Nairobi County Kenya?
- iii. What is the academic performance of students in public secondary in Kasarani Constituency, Nairobi County Kenya?

- iv. What is the relationship between the guidance and counseling services and academic performance of students in Public secondary schools in Kasarani Constituency, Nairobi County Kenya?

1.7 Significance of the Study

The study's findings will provide valuable input to education policymakers, particularly the Ministry of Education and the Teachers Service Commission (TSC), in formulating and reviewing policies that enhance the quality and accessibility of guidance and counseling services in public schools. Data-driven insights from Kasarani Constituency can inform national strategies for improving student welfare and performance across Kenya.

Parents and guardians will benefit from understanding the psychological challenges faced by students and the role of guidance and counseling in addressing them. The study may encourage greater parental involvement and collaboration with schools in supporting learners' emotional well-being and educational achievement.

Finally, the study will serve as a useful reference for future researchers and scholars interested in exploring the link between guidance and counseling and academic outcomes. It will contribute to the body of knowledge on educational psychology and student support systems, particularly within the context of urban public secondary schools in Kenya.

1.6 Limitation of the Study

The study used descriptive research design, which means that the researcher may

not have control for potential confounding factors that might influence the observed relationship. the study was confined to public secondary schools in Kasarani Constituency, Nairobi County, which limits the generalization of the results to other regions or private institutions that may operate under different environmental, administrative, or socio-economic conditions. Descriptive research only provides a broad overview of a phenomenon. As a result, the research could not delve deeply into the underlying mechanisms or complexities of the phenomenon being studied. The research involved specific sample or setting, which might not be representative of a larger population or different contexts; as a result, the findings may have limited external validity.

1.8 Scope of the Study

The study was limited to exploring the relationship between the provision of guidance and counseling services and the academic performance of public secondary school students in Kasarani constituency, Nairobi County Kenya. It was conducted in public secondary schools within the Constituency, and involved counseling teachers and students. The study focused on three independent variables: guidance and counseling services, psychological and psycho-social challenges, and educational support services. The dependent variable was the academic performance of the students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents an overview of existing research regarding the effect of guidance and counseling services on the academic achievement of students in secondary school students. The chapter commences with a comprehensive review of relevant literature followed by an outline of the theoretical framework employed in this study. It concludes by summarizing the key findings from the literature review and presenting a conceptual framework.

2.2 Empirical Review of literature

In the present study, a comprehensive review of related literature was undertaken, systematically guided by the four main research objectives. The review sought to examine existing empirical and theoretical studies relevant to the types of guidance and counseling services offered in public secondary schools, the psychological challenges faced by students, the trends in academic performance, and the relationship between guidance and counseling services and students' academic outcomes.

2.2.1 Guidance and Counseling Services in Secondary Schools

Counseling and guidance services are essential in every education environment. Guidance and counseling services play a crucial role in public secondary schools for a myriad of reasons. These services are essential in supporting the holistic development of students, addressing their academic, personal, social, and career-related needs (Morshed, 2017). Guidance and counseling services will provide for students' motivation, deal with

financial challenges provide with coping mechanism, help set academic life, life skills, career guidance and counseling among others.

In the academic realm, guidance and counseling services help students navigate the challenges of their educational journey by aiding in subject selection, study skills, time management, and exam preparation (Nwachukwu, 2017). By offering personalized guidance, counselors contribute to improved academic performance and a more positive learning experience. In reference to “student’s group counseling,” one of the key areas that G&C programs should address entails career counseling. In UK, DuFour, (2016) studied the role of educational counselor in helping students identify their strengths and weaknesses. Career counseling in this study was explored using metrics such as Guidance on vocational choices, Career exploration and university admissions assistance; the study utilized a descriptive survey approach, with questionnaires as the research instrument. The sample size consisted of 215 African-American male students in grades 9, 2021, and 12. Data analysis involved computing frequencies and percentages, which were presented in tables. The findings revealed that over 50% of the respondents agreed that. This study was conducted in a developed state with improved social structures which limits the generalization of such results in developing nation like Kenya. The current study seeks to avail reflected results that address the situation as it is in Kasarani Constituency.

Counseling in secondary school should promote social skills development among students. In their study exploration, Baugous and Bendery (2020) sought to determine the effect of G&C on learning climate. In this case Social skills development as a subset of G&C services was evaluated using 4 metrics which include; peer relationship

guidance, bullying prevention and intervention, social inclusion initiatives and teamwork and collaboration skills, the study involved 154, participants comprising of school therapists, student's teachers and the subordinate staff. The researchers established that, G&C services that focused on social skills development foster a positive school climate, making the learning environment more inclusive and supportive. While this study provides valuable information, it however fails to provide clear research methodological procedures followed. The current study will extensively elaborate on research design to be followed.

The value G&C services at secondary school ought to focus on substance abuse prevention. In Swaziland, Vuorela and Nummenmaa (2022) explored on impact of G&C services on students' Awareness programs on substance abuse. Participants in this study included 256 students drawn University of Eswatini. Descriptive research design was adopted to determine the case. The study revealed that integrating Substance Abuse Prevention into Guidance and Counseling (G&C) services at secondary schools is both prudent and essential, given the potential impact of substance abuse on students' academic performance, personal well-being, and overall development. The study concluded that by incorporating a dedicated focus on substance abuse prevention, G&C services can address this critical issue through various proactive measures. This study was conducted in Africa setting, it's however notable that its focus was on college students who some might be above teenage, the current study interest will specifically fall on secondary school students of ages 12 to 18 years.

Guidance and counseling services in secondary schools can help students build on their emotional intelligence and develop resilience which is essential in dealing with setbacks and obstacles in their academic journey. However, in developing nations like Kenya lack of guidance and counseling services in many public secondary schools is a concerning issue that can have profound implications for the academic, personal, and career development of students (Nyamwaka, Ondima, Nyamwange, Ombaba, & Magaki 2018) this study will therefore seek to assess the G&C services offered in public secondary schools in Kasarani constituency, Nairobi County, Kenya

2.2.2 Psycho-social Challenges Faced by Students in Secondary Schools

Students experience various psycho-social challenges that may affect their academic performance. These challenges include peer pressure, academic stress, family issues and self-discovery among others.

One prominent psycho-social challenge encountered by students in secondary schools is the influence of peer pressure on decision-making and behavior. In longitudinal study involving 425 students in Kentucky, Brown & Larson, (2009) finds that adolescents are particularly susceptible to the influence of their peers. In affirmation with the study by Brown and Larson, Somerville, Jones, and Casey, (2010) also find that Neurobiological changes during adolescence, such as increased sensitivity to social rewards and heightened emotional responses, contribute to the heightened impact of peer influence on decision-making. It is along this notion, that this study hypothesis that peer relationships play a crucial role in shaping attitudes, values, and social behaviors, amongst students in secondary schools in Kasarani constituency, and

thus the need to explore how psycho-social challenge contribute to the formation of identities amongst students.

The academic demands placed on students in secondary schools contribute significantly to psycho-social challenges, often resulting in heightened levels of stress and potential mental health issues. Herman, Hickmon-Rosa, & Reinke, (2018) Investigated the factors leading to academic stress amongst secondary school students in Romania, descriptive study design was adopted to explore the subject. The study revealed that insufficient academic support, including tutoring and counseling services, can exacerbate stress among students who may struggle with coursework. While this study was executed in Romania, the current study will seek to unrevealed whether similar factors affect students in secondary schools in Kasarani constituency

The family environment plays a pivotal role in shaping the psycho-social experiences of students during their secondary school years. According to Conger and Conger (2002) parental expectations and home environment effects on students' psycho-social development, similar study Research by Shek (2012) also found that complexities of family dynamics including home environment contribute to psycho-social challenges for students. A home environment that values education and provides resources such as books, a quiet study space, and educational materials can enhance academic performance. Students are more likely to succeed when they have access to these resources and when learning is prioritized in the family. The current study will seek to determine whether, family environment for students in secondary schools in Kasarani

constituency plays a pivotal role in shaping the psycho-social experiences during their learning process.

In South Africa, Setlhare and Meyer (2016) sought to determine the common Psycho-social challenges faced by students in secondary schools, the study adopted participatory approach and involved 185 students from volunteer including teachers and students took part in this study. The study established that Public secondary schools often face overcrowded classrooms and limited resources, creating an environment where students may experience heightened academic pressure. The pressure to excel in examinations, coupled with inadequate academic support, can lead to stress, anxiety, and a sense of inadequacy among students. While this study was carried out in South Africa, the current study seeks to generate local results in view of comparing both situations.

Emotional regulation is critical for students learning process (Boekaerts, 2021). In a study involving 138 students, Vuorela and Nummenmaa, (2022) found that counseling sessions can help students become more aware of their emotions, thoughts, and behavioral patterns. Similarly, Jiang, (2016) asserts that through introspection and reflection, students can gain insights into their emotional responses and understand the triggers that affect their emotions. The results also revealed that counseling services offer a safe space for students to discuss their emotional challenges, which may affect their academic performance. By addressing emotional issues, students can better focus on their studies and overall well-being.

The prevalence and impact of bullying and harassment within secondary school environments are well-documented in the literature. Olweus (1993) emphasizes the

profound psychological consequences of bullying on victims, including heightened levels of anxiety, depression, and feelings of isolation. Research by Espelage and Swearer (2003) further underscores the Bullying and harassment create an emotionally charged environment, contributing to heightened stress levels among students. The persistent fear of being targeted or socially isolated can lead to anxiety, depression, and a negative impact on overall mental health. Consequently, stress induced by bullying and harassment can significantly compromise academic performance (Johnston et al. 2019). The current study will seek to determine whether bullying and harassment do occur in secondary schools in Kasarani constituency and whether students who experience such negative behaviors struggle to concentrate, engage in class, and complete assignments.

2.2.3 Academic Performance of Students in Secondary Schools

According to Straus, Gelles, and Steinmetz, (2017) Counselors can help students identify additional sources of financial support, such as local community resources, nonprofit organizations, or part-time employment opportunities that can help cover educational costs. Jack, (2018) maintain that Counselors can connect students with other support services within the school or community, such as food assistance programs, housing assistance, or counseling services, to address any related challenges that may be affecting their ability to pay fees. Similarly, Kirleis, (2018) in cases of extreme financial hardship, counselors can work with school administrators to advocate for fee reductions or waivers for students who qualify based on their financial circumstances

Guidance and counseling is important for students. Schools have a huge role in bringing out the best in students. Krochak and Ryan (2017) explored on the challenge of identifying gifted/learning disabled students. The study embraced descriptive research design. The study established that Guidance counselors can identify undiagnosed learning disabilities or special needs that affect learner's academic performance. The study concludes that guidance counselors can identify these issues and provide referrals for further assessment and support which appeared to be critical in enhancing learning effectiveness.

Counseling services offer a safe space for students to discuss their emotional challenges, which may affect their academic performance (Boekaerts, 2021). A significant part of academic success is having a clear vision of one's future career path. By addressing emotional issues, students can better focus on their studies and overall well-being. Counselors can provide career guidance and assist students in exploring potential career options based on their interests, skills, and academic achievements (Richardson, 2019).

In Iran, Roholla and Khalili (2022) conducted a study to investigate the efficacy of solution-focused counseling on the self-regulation and school performance of high school learner's in Tehran. The research employed a sample size of 40 fourth-year learners exhibiting low scores in both self-regulation and academic achievement. These learners were divided into two groups: a control group and an experimental group. The experimental group received intervention sessions for seven weeks. Prior to the interventions, participants completed a pre-test (mid-term marks), and after the

intervention period, all partakers underwent a post-test academic achievement assessment (final marks). The findings of the study revealed that solution focused counseling significantly improved both self-regulation and academic performance.

In Nigeria, Zhang, (2018) did an assessment on influence of academic advising on student achievement. The study involved 16 Students who completed a survey exploring their expectations of and experience with academic advising. Principal axis factor analysis, multiple regression analyses, and analyses of variance were applied to student responses. The results of this study show that with knowledge of the academic programs offered at a school, this can help students choose courses that will challenge them and prepare them for their future goals.

Several studies emphasize the importance of G&C services in secondary schools in Kenya. These services are seen as crucial for addressing various challenges faced by students, including academic, personal, and social issues (Omolo & Okwara, 2019). A study by Ngechu and Kariuki (2018) found that students who received counseling services showed improvements in their academic performance, including better grades and increased motivation. Counselors are seen as key facilitators of academic success by providing guidance on career choices, study skills, goal setting, and personal development (Ondigi & Nyabwanga, 2020). Despite the positive impact of G&C services, studies highlight various challenges and barriers that hinder their effectiveness in secondary schools in Kenya. These include a shortage of trained counselors, limited resources, lack of awareness about the importance of G&C, and cultural barriers (Ogega & Makori, 2017).

2.2.4 Relationship between Guidance and counseling Services and Academic Performance

Guidance and counseling services are crucial in support of students' academic performance of students. The relationship between provision of G&C services and academic performance is significant, as these services play a crucial role in supporting students' overall well-being and success in their educational pursuits (Gelles, & Steinmetz, 2017). By addressing students' emotional, social, and academic needs, these services contribute significantly to creating an environment where students can thrive academically and reach their full potential (Krochak & Ryan 2017).

Renuka (2013) conducted research on the impact of counseling on the academic performance of college learners in India. The study involved 54 respondents from Free Balaji Medical College and Hospital. Following individual participation in counseling sessions, respondents were asked to complete post-counseling questionnaires. The findings revealed that 43% of the students experienced an increase in their average marks score by 15 percent to 25 percent. Additionally, the investigation identified a positive correlation between the number of counseling sessions attended and academic performance. While the researcher included 54 students from a specific medical college in India, for the current research in Kenya, a more representative sample was considered to enable meaningful comparisons or extrapolations.

Modo (2013) conducted a study in Uyo municipality, Nigeria, focusing on G&C services among secondary school adolescents and their coping mechanisms for improved academic performance. These findings were consistent with studies by Egbule (2016), Brigman and Campbell (2018), Roholla and Khalili (2022), and Renuka (2013)

that the provision of vocational guidance and counseling services was associated with better academic performance, as it helped students understand their ambitions, aptitudes, and interests.

In states without strong social structures majority which fall under sub-Saharan Africa, education is expensive and only affordable to few who fall under top class (Braddock, 2021). In such situations, counselors can play a supportive role in helping students and their families address the challenges associated with mobilizing school fees. This study established that school-based therapist can collaborate with, teachers, and administrators to create a supportive environment for students facing financial challenges. This may include advocating for financial aid (scholarships, grants & sponsorship) or assistance programs within the school.

In Nigeria, Okunuga (2018) sought to establish the connection between psycho-social help and academic performance. The sub-measures for psycho-social help adopted by this study included student's emotional well-being and social skills. The study adopted descriptive study design. A total of 456 participants took part in this study. The inquiry concluded psycho-social help counseling has a positive significant impact on students' academic performance. Further, the results of this study revealed that as students experience improved emotional well-being, enhanced social skills, and reduced distractions, they are better able to focus on their studies and perform at their best academically.

In his descriptive analysis, Giordano et al, (2021) finds that resilient students are better equipped to bounce back from failures and persevere in their studies. Proper

guidance helps them achieve their goals, well guided and counseled students to know what to do and how to do things in the best possible way. Guidance and counseling services will provide for students' motivation, deal with financial challenges, and provide coping mechanisms, help set academic and life goals.

Time management is of essence in improving academic performances. According to Wieczorek (2018) many students struggle with time management, leading to procrastination and poor academic performance. In South Africa, Mukwevho (2018) sought to determine how counseling on time management contributed on learners academic Performance. The researcher employed a descriptive survey design, embedded within a case study framework, as the respondents were exclusively sourced from a single secondary school. The study established that guidance counselors can assist students in developing effective time management skills to balance academic responsibilities and extracurricular activities.

Webster (2023) investigated the impact of G&C services on student's community cohesiveness. The study involved 1,000 students who were drawn from six elementary schools in Australia. The study sample involved 105 students, 24 therapists who completed written surveys. The study established that through the provision of G&C services helped students develop essential social and communication skills, such as active listening, empathy, and negotiation. These skills not only help in conflict resolution but also improve overall social interactions, leading to better classroom dynamics and cooperation among students.

Counselors can work with students to set academic goals and create a plan to achieve them. Richardson (2019) conducted a study to investigate the impact of counseling services on students' establishment of academic goals. The study adopted experimental design; the study sample was drawn from the 9th graders. The study established that, by setting clear objectives and tracking progress, students are more likely to stay focused and motivated to perform well in their studies.

This study endeavors to investigate the impact of guidance and counseling services on students within the unique context of public secondary schools in Kasarani Constituency, Nairobi County, Kenya. The overarching objective is to discern whether the effects of these services align with those observed in diverse global settings or exhibit unique characteristics shaped by the local context. By focusing specifically on public secondary schools, the study aims to explore how these services resonate within an environment where resources may be limited, classrooms crowded, and students face diverse challenges. Understanding the nuanced outcomes of guidance and counseling in Kasarani is crucial for tailoring interventions that address the specific needs of students in this constituency. The findings will contribute not only to the local discourse on educational support but also offer insights that can inform broader discussions on the optimization of guidance and counseling services in diverse educational landscapes.

2.3 Theoretical Review

2.3.1 Social Learning Theory

Social Learning Theory was developed by psychologist Albert Bandura (1989). This is a psychological concept that emphasizes how people learn through observing,

imitating, and modeling the behaviors, attitudes, and emotional reactions of others. This theory suggests that learning is not solely based on direct reinforcement or punishment, but also through the observation and imitation of others' actions and the consequences of those actions. G&C can utilize Social Learning Theory to help students develop effective coping strategies for managing stress, anxiety, and other challenges. By modeling and practicing adaptive coping mechanisms, students can enhance their ability to handle difficult situations.

Proponents of Social Learning Theory have also expressed their support on Bandura, Theory. Mischel, (2013) finds that encouraging positive peer relationships and group activities allows students to observe and learn from one another. Group counseling sessions or peer mentoring programs in secondary schools can provide opportunities for students to share experiences, insights, and coping strategies, fostering a collaborative learning environment. According to Mille (2020) Social Learning Theory supports the idea that individuals can acquire new skills through a process of observation, imitation, and practice thus Counselors can employ behavioral skills training techniques, where students observe, imitate, and practice new skills in a supportive and guided setting.

When integrated into the study, Bandura's theory supports the development of counseling interventions that promote positive behavior change among secondary school students. It aligns with the study's goal of enhancing psycho-social well-being and academic performance by empowering learners to become active agents in their personal development. Collectively, the theory underpins the rationale for equipping counselors

with techniques to modify students' thought processes, thereby fostering resilience, informed decision-making, and adaptive functioning in school settings.

2.3.2 Theory of Planned Behavior

The Theory of Planned Behavior (TPB) is a psychological theory developed by Icek Ajzen in 1985. This theory posits that attitudes towards behavior, subjective norms, and perceived behavioral control collectively shape individuals' intentions and subsequent behaviors. According to the theory, if individuals perceive a suggested behavior positively and believe that significant others endorse it (subjective norms), they are more likely to intend to perform the behavior and actually do so. The theory of reasoned actions asserts that a person's behavior is determined by their intention to engage in that behavior, which is influenced by their attitude towards the behavior and subjective norms (Conner, & Armitage, 1998).

Therefore, intention serves as the primary predictor of behavior. It represents an individual's cognitive readiness to carry out a specific behavior and is considered an immediate precursor to action. In the context of the theory of planned behavior, specific attitudes towards the target behavior are crucial for predicting that behavior. Ajzen expanded the theory of reasoned actions by introducing the component of "perceived behavior control." This addition extended the theory's applicability to non-volitional behaviors, allowing for the prediction of behavioral intentions and actual behavior. Perceived behavior control refers to individuals' perceptions of their ability to perform a particular behavior. Essentially, it represents the ease or difficulty they associate with executing that behavior (Wang, 2017).

The Theory of Planned Behavior (TPB) posits that individuals' intentions to perform specific behaviors are shaped by their attitudes, perceived social pressures (subjective norms), and perceived behavioral control (Mischel, 2013). In the context of this study, TPB provides a useful lens for understanding how students' beliefs, social influences, and sense of agency affect their engagement with academic tasks and counseling services. Conversely, Social Learning Theory (SLT), advanced by Bandura, underscores the role of observational learning, imitation, and reinforcement in behavior acquisition (Conner & Armitage, 1998). This theory informs the study by highlighting the importance of modeling and the social environment in shaping students' academic and behavioral outcomes.

Together, these theories complement each other by linking internal cognitive processes and external social dynamics, thereby offering a comprehensive framework for evaluating how Guidance and Counseling (G&C) services in schools influence students' academic behavior, self-regulation, and performance outcomes. This theoretical integration enhances the study's ability to assess both the internal motivations and external influences shaping student achievement.

2.4 Conceptual Framework.

The conceptual framework elucidates the association between the independent variable and the dependent variable (Mugenda & Mugenda, 2003). The independent variables of the study are guidance and counseling services, psycho-social challenges while the dependent variable is the students' school performance.

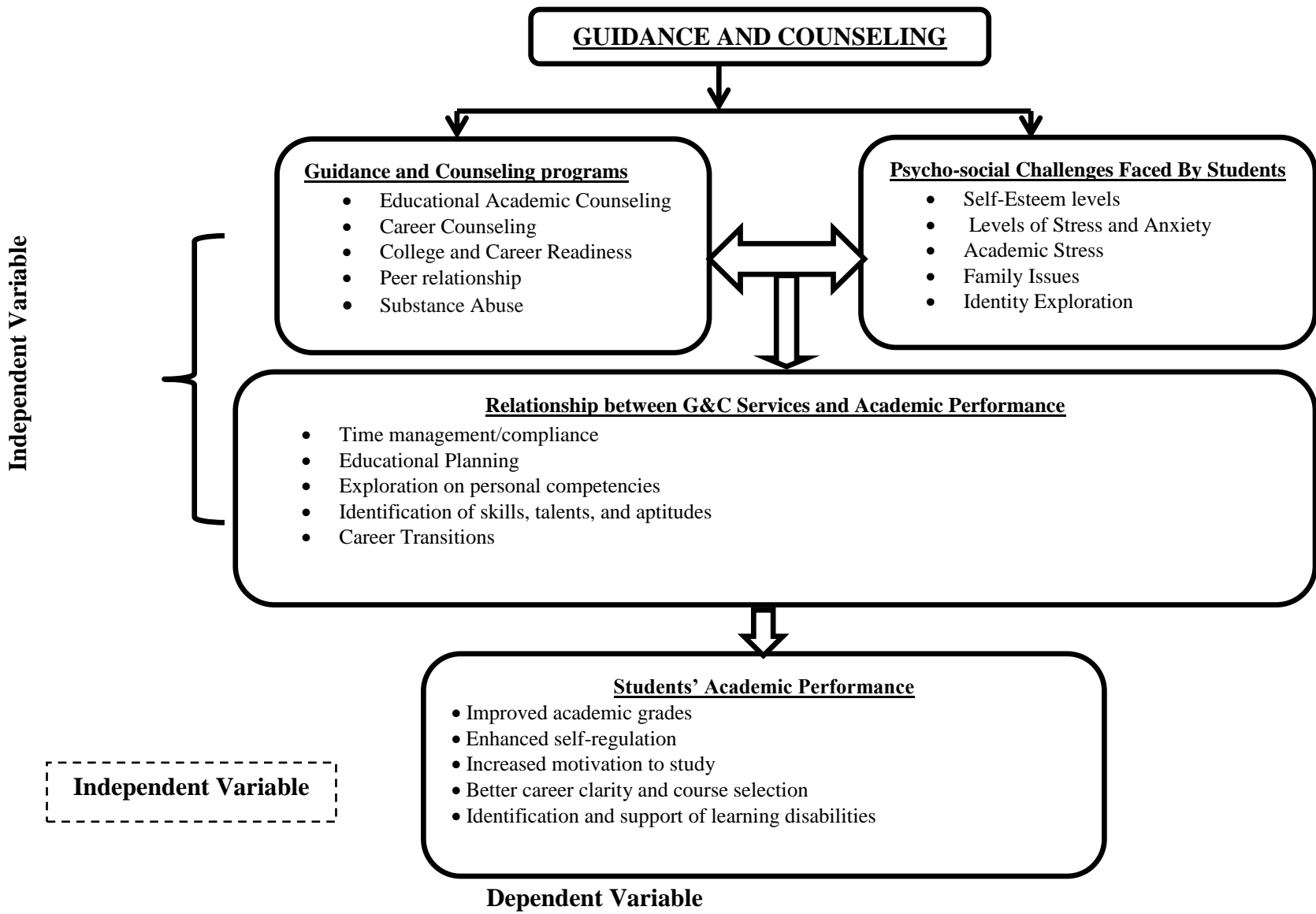


FIGURE 1. Conceptual Framework

The interaction between guidance and counseling (G&C) services and students' academic performance is shaped by a complex interplay of psycho-social factors. G&C services are instrumental in identifying and mitigating challenges such as anxiety, depression, low self-esteem, peer conflict, and academic stress, which may hinder students' ability to perform well in school (Morshed, 2017; Gladding, 2018). These services utilize individualized and group interventions to support students' emotional, behavioral, and cognitive functioning, thereby creating an environment conducive to learning. Psycho-social challenges rarely occur in isolation; for instance, academic stress may be aggravated by unstable family dynamics, while social anxiety may be influenced by cultural or socioeconomic constraints (Nwachukwu, 2017).

The conceptual framework recognizes that such variables are interdependent, meaning that successful academic interventions must simultaneously address multiple domains of a student's life. Moreover, the effectiveness of G&C programs is moderated by individual characteristics such as students' willingness to engage, previous academic history, and intrinsic motivation (Borders, Cashwell, & Fry, 2010). G&C services enhance academic outcomes not only through direct academic support but also by improving student resilience, self-regulation, and interpersonal relationships, which are all critical components of academic success. Hence, the framework underscores that counseling interventions must adopt a holistic approach that aligns psycho-social support with educational objectives to yield meaningful academic gains (Gladding, 2018)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedures used for data collection and analysis. It includes discussions on the research design, the study location, the study population, the sampling procedure, sample size, research instruments, data collection, and data analysis.

3.2 Research Design

This study employed descriptive correlational research design, which aims to understand the relationship between two or more variables (Fraenkel & Wallen, 2016). This design is suitable for accurately describing the activities, objectives, processes, and individuals involved, thus representing the conditions in the field (Amedahe, 2018).

3.4 Location of the Study

The study was conducted in Kasarani Constituency, in Nairobi County. The public secondary schools are distributed in areas of Njiru, Ruai, Kamulu, Roysambu and Ruaraka. It is one of seventeen constituencies in Nairobi City County. Kasarani constituency falls within urban setting, and has diverse population and a mix of residential, commercial, and educational establishments. According to Kenya national examination council, since 2022, Kasarani Constituency alone has 12 public secondary schools (Appendix VII). The selection of Kasarani Constituency, as the study location allowed for a focused investigation into the relationship between G&C services on the academic performance of secondary school students within an urban context.

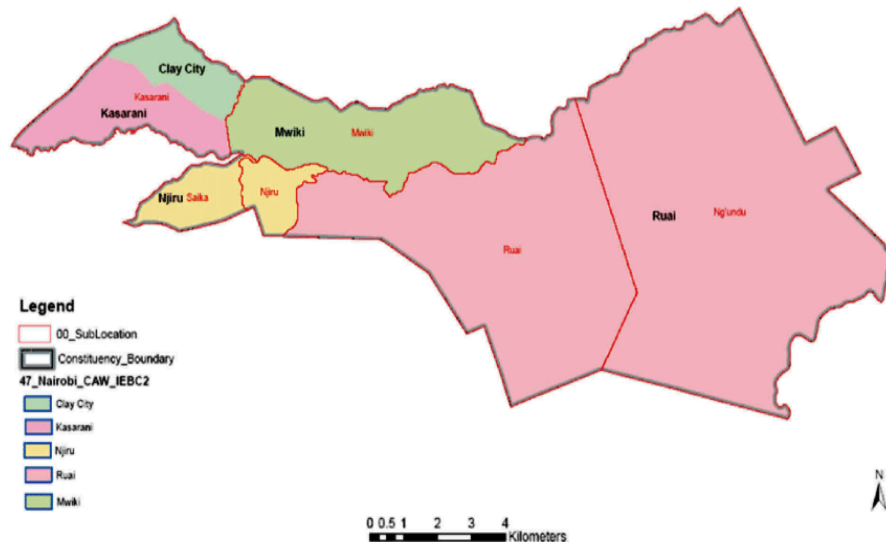


FIGURE 2: Study Location Map

3.5 Target Population

The study targeted secondary schools’ students in Kasarani Constituency, Nairobi County. According to ministry of education (2022), Kasarani Constituency alone has 12 public secondary schools. The unit of the sample consisted of form three students and 2 G&C teachers (including Head of G&C and the assistant) from the 12 public secondary schools within the Kasarani constituency alone. Study drew its sample from 4,637 members (Appendix VII) who comprise Form three students and G&C teachers. Form Three students were chosen because they are typically in the adolescent stage of development, characterized by rapid physical, emotional, and cognitive changes. This stage of development brings about unique challenges related to identity formation, peer relationships, and self-esteem, secondly further Form Three is a pivotal year in the academic calendar, as students prepare for crucial national examinations or assessments that may determine their future academic pathways

TABLE 1
Target Population

Name Of The School	Form Three Students	Guidance and counseling teachers
1. Babadogo Secondary School	321	2
2. C.G.H.U Secondary School	567	2
3. Clay City Mixed Secondary School	498	2
4. Drumvale Mixed Secondary School	428	2
5. Hon. John Njoroge Secondary School	364	2
6. Kahawa Garrison Secondary School	515	2
7. Kamiti Secondary School	249	2
8. Kasarani Treeside Secondary School	345	2
9. Muhuri Muchiri Secondary School	427	2
10. Our Lady Of Fatima Secondary	248	2
11. Ruaraka High School	389	2
12. St. George Athi Secondary School	286	2
SUB TOTAL	4,637	24
Grand total		4,661

Source Ministry of Education (2024)

3.6 Sampling procedure and Sample Size

The study used mixed sampling methods to draw study sample. The study used Krejcie and Morgan formulae (APPENDIX 6) to draw a study sample of 356 from 4,637 form three students, to ensure equity in drawing the population. The researcher first divided all the respondents with the total school tally, to give students equal chance of representation, simple random selection was applied.

Krejcie and Morgan (2010) are known for their work on determining the sample size in research studies, particularly in the context of survey research. They developed a widely referenced formula that helps researchers calculate the appropriate sample size needed to ensure that their study's findings are statistically valid and representative of the larger population they are studying. The Krejcie and Morgan (1970) formula is used when

researchers are conducting a survey or collecting data from a finite population (i.e., a population with a specific, known number of elements). The goal is to determine the minimum sample size required to make inferences about the entire population.

Here is the basic outline of the Krejcie and Morgan (1970) formula:

$$n = \frac{N * Z^2 * p * (1 - p)}{E^2 * (N - 1) + Z^2 * p * (1 - p)}$$

n denotes the required¹ sample size.

N stands for the population size.

Z denotes the desired level of ¹confidence (expressed as a decimal, e.g., 0.95 for 95% confidence).

P represents the estimated population of the desired level of confidence.

E denotes the margin of error (expressed as a decimal).

$$n = \frac{(4637-1) \times (0.05)^2 + (1.96)^2 \times 0.5 \times (1-0.5)}{4637 \times (1.96)^2 \times 0.5 \times (1-0.5)}$$

$$n = \frac{4637 \times 3.8416 \times 0.25}{4636 \times 0.0025 + 3.8416 \times 0.25}$$

$$n = \frac{4471.1204}{11.59 + 0.9604}$$

$$n = \frac{12.5504}{4471.1204}$$

$$n = 355.74$$

Further, census technique was used to select and include all the 12 head of guidance and counseling departments from these selected public schools in Kasarani constituency (See Appendix VII).

TABLE 2
Sample Size

Respondents' Category	Population	Sampling Technique Used	Sample
Guidance And Counseling Teachers	24	Census	12
Form Three Students	4,637	Krejcie and Morgan	356
TOTAL			368

a census technique was used to select and include all the 12 Heads of Guidance and Counseling Departments from the selected public secondary schools in Kasarani Constituency (See Appendix VII). For student respondents, a stratified random sampling technique based on the Krejcie and Morgan (1970) sampling table was employed to select a representative sample of 356 Form Three students out of a total population of 4,637. Stratification was done at the school level to ensure proportional representation from each school based on its Form Three population size. Within each school stratum, students were further stratified by gender, and proportionate sampling was applied to capture the actual gender distribution in each school. This approach ensured that both school size and gender differences were adequately reflected in the sample, enhancing the representativeness and validity of the finding

3.7 Research Instruments

Primary data was collected using questionnaires and interview guide. Berliner (2002) noted that questionnaires are extensively utilized in research due to their ability to present similar and standardized questions to subjects, facilitating the comparison of responses across different individuals answering the same question. Interviews were administered physically

to school-based counselors while Questionnaires were used to gather information from students. Questionnaire comprised both unstructured (open-ended) and structured (close-ended) questions. The questionnaires specifically focused on investigating the impact of guidance and counseling on academic performance. Secondary data students' performance was obtained from school archives.

Structured questions allow for systematic data collection, enabling researchers to gather quantitative data on specific aspects of G&C services, such as frequency of utilization, perceived effectiveness, and satisfaction levels. On the other hand, unstructured questions provide flexibility for participants to express their experiences, opinions, and suggestions in their own words, offering rich qualitative insights into their perceptions and experiences with G&C services (Creswell, & Creswell, 2017).

3.8 Data Collection Procedure

The researcher obtained a permit from the National Council of Science, Technology, and Innovation through the Department of Psychology to collect data in schools. Permission was also sought from the County Director of Schools in Nairobi County to visit the selected schools and collect data. Additionally, the principals of the selected schools were approached for permission to access the students and teacher-counselors. The researcher delivered the questionnaires to the various schools and they were administered to the respondents with the assistance of research assistants. Completed questionnaires were collected as soon as they are filled and completed. The research developed a semi-structured interview protocol that includes a set of open-ended questions related to the role of G&C teachers, their experiences, challenges faced, strategies used, and perceptions of the impact¹ of G&C services on students' academic performance. The research encouraged participants to elaborate on their

experiences and provide examples where applicable. Use probing questions to delve deeper into specific topics or explore divergent viewpoints.

3.9 Pilot Study

To test the research instruments a pilot study was carried out at St. Lucie Kiriri Girls Secondary a sample of 1 percent of respondents, who match the characteristics of the intended study participants, participated in the pilot study (Orodho, 2016). It's crucial to emphasize that the pilot sample were not be incorporated into the final sample for the main study. The researcher employed the split-half method to assess the internal consistency and reliability of the instrument. This process entailed randomly dividing the instrument into two halves (odd items and even items) for each participant and computing a correlation coefficient to assess the consistency between the two sets of scores

3.9.1 Validity of the instruments

Validity is the capability of the research tools for the study in bringing out significant representation of the population through the sample (Creswell 2012). Precisely, it was used to demonstrate the content validity since the major goal was to elaborate the circumstances as it existed. To establish the content validity of the research instruments, expert review was sought. To ensure the face and content validity of the instruments, the questionnaires were presented to a supervisor from the Department of Psychology at KCA University for scrutiny and recommendations. All the suggestions provided by the supervisors were incorporated into the final version of the questionnaires.

3.9.2 Reliability

It refers to the consistency of measurement after a number of trials. It should therefore measure variables accurately and consistently and obtain the same conditions (Gay, Mills Airasian, 2009). To determine the reliability of the questionnaire's quantitative items, the collected data was subjected to split half method. A reliability coefficient of 0.78 was obtained. According to Creswell (2014), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. Further, Creswell (2014) maintains that the reliability of the qualitative data depends on; dependability, stability, consistency, predictability and lack of distortion. Hence, to ensure reliability of qualitative data, the study was consciously demarcated the methodological procedures and designs of research so as to make practical conclusions.

3.10 Data Analysis and Presentation

The collected data was coded and processed using statistical software, specifically the Statistical Package for the Social Sciences (SPSS) version 22.0 for Windows. Qualitative data from open ended questions were allayed through thematic analysis, while descriptive statistics (mean, standard deviation, frequency, and percentages) was employed to analyze the quantitative data.

3.11 Data Management and Ethical Consideration

The researcher obtained permissions from the National Commission for Science, Technology, and Innovation (NACOSTI) to conduct the research in schools, Permission was also sought from the County Director of Education in Kasarani County to access the selected schools. To engage the students and teacher-counselors as respondents, approval was sought from the principals of the selected schools. Informed consent was obtained from the teacher-

counselors and principals to ensure their voluntary participation. As the students are minors, the principals of the selected schools acted as the parents and provide consent on their behalf. To maintain confidentiality, no names of the respondents were written on the questionnaires.

CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings and provides a detailed discussion of the results. It is structured into several subsections to ensure clarity and coherence. The chapter begins with an introduction, followed by a summary of the response rate. It then outlines the results of the pilot test and presents key descriptive statistics. The chapter concludes with an analysis of the inferential statistics derived from the study data.

4.2 Response Rate

The study administered 368 instruments to the sampled respondents. Of the 368 respondents, 315 responded and returned completed questionnaires representing a response rate of 85.6%. Table 3 shows the response rate of the questionnaires.

TABLE 3
Response Rate

No. of questionnaires Issued	No. of questionnaires Returned	Response Rate (%)
368	315	85.6%

According to Mugenda (2003), a response rate of 50% is considered adequate for analysis and reporting, as it provides enough data to draw conclusions. A response rate of 60% is regarded as good, indicating a more reliable dataset for analysis. However, a response rate of 70% or higher is considered excellent as it suggests a highly representative and dependable sample for drawing meaningful conclusions.

4.2 Background Information

4.2.1 Distribution of Students by Gender

Table 4. presents the gender distribution of the students who participated in the study. Understanding the gender composition of respondents is important in establishing the representativeness of the sample and ensuring that both male and female perspectives are adequately captured.

TABLE 4
Distribution of Students by Gender

Gender	Frequency (n)	Percentage (%)
Male	155	49.2
Female	160	50.8
Total	315	100.0

The results indicate a relatively balanced representation of male and female students in the study, with females accounting for 50.8% and males 49.2%. This near-equal distribution strengthens the validity of the findings, as it minimizes gender bias and allows for fairer comparisons across male and female perspectives regarding the role of guidance and counseling services.

4.2.2 Distribution of Students by Age

Table 5 presents the distribution of students who participated in the study according to their age categories. Understanding the age composition of respondents is important in assessing the developmental stage of the participants, which may influence their academic experiences and responsiveness to guidance and counseling services.

TABLE 5
Distribution of Students by Age

Age	Frequency (n)	Percentage (%)
12 to 14 years	95	30.2
15 to 16 years	135	42.9
17 to 18 years	85	27.0

Total	315	100.0
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The results indicate that the majority of students (42.9%) were aged 15–16 years, representing learners in the middle years of secondary education who are typically preparing for national examinations. Students aged 12–14 years accounted for 30.2%, reflecting those in lower secondary levels, while 17–18 years formed 27.0%, corresponding largely to senior students nearing school completion. This distribution suggests that the study captured perspectives across different developmental stages, thereby allowing for a more comprehensive understanding of how guidance and counseling services address the academic and psychosocial needs of both younger and older adolescents.

4.2.3 Availability of Guidance and Counseling Services in Secondary Schools

As part of the study, students were asked whether their school offers guidance and counseling services. This question aimed to assess the availability of support systems within the school environment that contribute to students' well-being and development. The results are as presented in Figure 3.

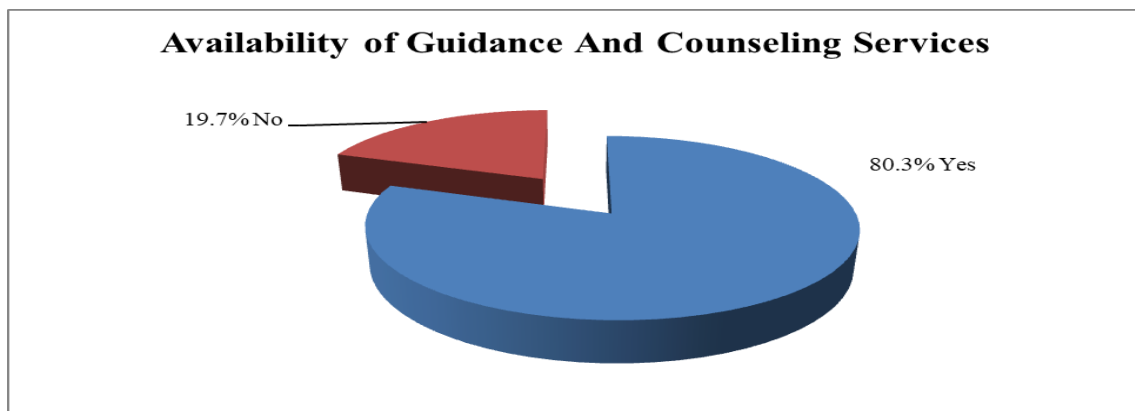


FIGURE 3: Availability of G&C Services in Secondary Schools

Figure 3 indicates that a significant majority of the respondents (80.3%) confirmed that their school offered guidance and counseling services, while (19.7%) reported that their

school does not provide such services. This suggests that while most schools have embraced guidance and counseling programs as part of their student support mechanisms, there remains a portion where such essential services are either lacking or not effectively communicated to the students.

4.3 Descriptive Statistics

4.3.1 Types of G&C Services Available in Public Secondary Schools

The respondents were asked to indicate the extent to which they agreed with the statements assessing the level of guidance and counseling services available in the school.

TABLE 6
Types of Available G&C Services in Educational Support

Educational Support	N	Min	Max	Mean	Std Dev
We are advised on effective study techniques.	315	2.00	5.00	3.92	0.87
Students who suddenly see a decline in their academic achievement are directed to our school's counseling department	315	2.00	5.00	4.01	0.85
Our school therapists advise us on managing time.	315	3.00	5.00	3.94	0.71
Our school therapists support and help students who achieve grades D minus and E on their final exam.	315	2.00	5.00	3.91	0.84
We are assisted on how to deal with anxiety while taking tests.	315	3.00	5.00	3.98	0.55
We are advised on how we can apply for scholarships and grants	315	2.00	5.00	3.95	0.83
Students who participate in peer mediation feel emotionally nurtured and are a part of a supportive school environment	315	3.00	5.00	3.98	0.68
Our school therapists, assist us in resolving disputes inter-relational that can impede students' academic success	315	2.00	5.00	4.00	0.84
Our school therapists help us to improve on peer awareness and conflict resolution abilities	315	2.00	5.00	3.90	0.89
Overall Mean and Std Deviation				3.95	0.78

Students in public secondary schools in Kasarani Constituency concurred that learners who suddenly see a decline in their academic achievement are directed to the school's

counseling department ($M = 4.01$, $SD = 0.85$) and that school therapists assist in resolving inter-relational disputes that can hinder academic success ($M = 4.00$, $SD = 0.84$). This affirms that school counseling units play a key role in fostering peaceful peer relations. Qualitative insights indicated that school counselors regularly mediate conflicts that could otherwise escalate into disciplinary issues or school dropout. The above results are in agreement with research deductions by Carey and Dimmitt's (2012) that addressing relational problems improves student concentration and learning outcomes.

Students in public secondary schools in Kasarani Constituency, concurred that they are assisted on how to deal with anxiety while taking tests ($M = 3.98$, $SD = 0.55$) and that those participating in peer mediation feel emotionally nurtured and part of a supportive school environment ($M = 3.98$, $SD = 0.68$). According to guidance teachers, peer mediation programs empower students to support each other in managing conflicts and emotional challenges. These programs promote social bonds and belonging. These results go hand in hand with empirical augments by Johnson and Johnson (2001) both contend that peer support networks enhance the emotional climate and collaborative learning. Although some schools may vary in implementation, the initiative is generally effective in fostering a caring school culture.

Students in public secondary schools in Kasarani Constituency acknowledged that they are advised on how to apply for scholarships and grants ($M = 3.95$, $SD = 0.83$). G&C teachers highlighted that career counseling sessions include access to information on bursaries and sponsorships. G&C teachers advise students on managing time while 9in school ($M = 3.94$, $SD = 0.71$). This service is crucial in helping students balance academic,

extracurricular, and personal responsibilities. G&C teachers indicated that time management training is emphasized for exam classes and students facing performance pressure. Zimmerman and Schunk (2011) observe that such self-regulatory skills contribute to academic improvement.

Students in public secondary schools in Kasarani Constituency reported that they receive advice on effective study techniques ($M = 3.92$, $SD = 0.87$), it was also noted that school G&C teachers supports and assists those who attain low grades such as D minus and E in final exams ($M = 3.91$, $SD = 0.84$). These efforts aim to restore confidence and encourage second chances. This finding echo study results by Brigman and Campbell (2023), their study highlights the role of counselors in promoting academic resilience among underperforming students.

Students in public secondary schools in Kasarani Constituency agreed that school therapists help improve peer awareness and conflict resolution abilities ($M = 3.90$, $SD = 0.89$). The relatively higher standard deviation suggests differing experiences among students, likely due to variations in program quality. G&C teachers noted that training on empathy, assertiveness, and respect is offered through life skills sessions. This aligns with empirical evidence by Amone-P'Olak et al. (2007) that peer awareness enhances interpersonal skills and reduces school-based violence.

The study revealed that students in public secondary schools in Kasarani Constituency widely acknowledged the pivotal role of the Guidance and Counseling (G&C) program in promoting academic and psychosocial support. Students reported that those experiencing academic decline are promptly referred to counseling services, which also help mediate

interpersonal conflicts contributing to peaceful peer relations and improved learning concentration. The findings also underscore the program's contribution to managing test anxiety, enhancing peer mediation, and cultivating emotional safety and belonging within the school environment. Additionally, G&C teachers provide career guidance, assist in scholarship applications, and equip students with essential time management and study skills. Students who perform poorly academically are given targeted support to boost resilience and motivation. However, the variability in student experiences, especially in peer conflict resolution programs, suggests that differences in implementation quality may influence outcomes. Overall, the results affirm the G&C program's significant role in fostering academic improvement, emotional well-being, and a supportive school culture

The findings from public secondary schools in Kasarani Constituency reveal that the Guidance and Counseling (G&C) program significantly contributes to both academic and psycho-social development among students. Learners confirmed that those facing academic decline are referred for counseling, which helps address relational conflicts, reduce test anxiety, and promote emotional well-being. Through peer mediation, time management training, and personalized academic support, students are better equipped to manage school pressures, leading to improved concentration and academic resilience. Despite some variations in experience particularly in conflict resolution programs the overall perception of the G&C program is positive.

4.3.1.1 Pearson Correlations between Students' Academic Performance and Availability of G&C Services

This was established through Pearson's correlation to measure of the strength of the association between the Students' Academic Performance and Availability of G&C Services

TABLE 7
Correlation between Students' Academic Performance and Availability of G&C Services

		Students' Academic performance	Availability of G&C services in Schools
Students'	Pearson Correlation	1	.422**
Academic	Sig. (2-tailed)		.000
performance	N	315	315
Availability of	Pearson Correlation	.422**	1
G&C services in	Sig. (2-tailed)	.000	
Schools	N	315	315

Pearson correlation results indicate a statistically significant positive correlation between students' academic performance and the availability of G&C services ($r = 0.422$, $p < 0.01$). This suggests that schools with more accessible and active G&C services tend to have students who perform better academically. The finding concurs with existing literature by Smith & Johnson, (2022) which emphasizes the role of counseling in providing emotional and academic support that enhances student outcomes.

4.3.2 Psychosocial Challenges Faced by Students in Schools

Respondents were asked to rate the psychosocial challenges they face. Results are presented in table 8 below:

TABLE 8
Psychosocial Challenges Faced by Students in Schools

Psychological Aspect	N	Min	max	Mean	Std Dev
We are counseled on how to get along with one another at school.	315	2.00	5.00	4.14	0.78
we are advised and mentored on managing pressure from peers	315	3.00	5.00	3.99	0.75
We are advised on how to have better relationships with their guardians.	315	2.00	5.00	3.89	0.86
We are guided on how to behave appropriately on social networking sites.	315	3.00	5.00	3.95	0.51
Students receive guidance on boy-girl relationships, inappropriate sexual behavior, and dangers related with teen pregnancy / marriage.	315	2.00	5.00	3.82	0.87
Our school offer support and guidance to students who have lost loved ones.	315	2.00	5.00	4.09	0.76
Students receive direction and counseling on how to manage the physical changes that come with puberty.	315	2.00	5.00	4.00	0.76
Our counselors help us identify learning difficulties, such as learning disabilities or attention issues, and recommend appropriate interventions or accommodations to support students' learning	315	2.00	5.00	3.87	0.90
Overall Mean and Std Deviation				3.97	0.77

From the results Students in public secondary schools agreed that they are frequently counseled on how to get along with one another at school ($M = 4.14$, $SD = 0.78$). Guidance and Counseling (G&C) teachers confirmed that structured peer relationship sessions are part of weekly life skills programs. One teacher noted, “*We regularly hold group discussions to help students appreciate diversity and resolve peer conflicts constructively.*” This aligns with recent findings by Muriithi and Ndung’u (2021), who emphasized that fostering social harmony in schools enhances learners’ emotional development and contributes to a safe learning environment.

Support for grieving students was affirmed, with respondents agreeing that schools offer counseling to students who have lost loved ones ($M = 4.09$, $SD = 0.76$). According to

G&C teachers, this support includes peer support groups and referrals to mental health professionals when needed. One teacher shared, *“We offer a listening ear and continuous follow-up to ensure grieving students do not fall behind academically or socially.”* This mirrors findings by Cheruiyot et al. (2022), who stressed the psychological benefits of grief counseling in adolescent mental health recovery.

Students also agreed that they receive direction and counseling on how to manage the physical changes that come with puberty ($M = 4.00$, $SD = 0.76$). G&C teachers said that this is often done in collaboration with school health officers. *“We teach students to understand and accept their changing bodies, and where necessary, involve health practitioners,”* said a counselor. This is supported by the Kenya Institute of Curriculum Development (KICD, 2022), which recommends integrating reproductive health education into school life skills programs.

Students also agreed that they are advised and mentored on managing pressure from peers ($M = 3.99$, $SD = 0.75$). G&C teachers highlighted that these sessions are often delivered through assemblies and small-group counseling, targeting decision-making and assertiveness. A teacher stated, *“Peer pressure is a daily struggle for teens we emphasize self-confidence and goal setting.”* These results concur with by Oduor et al. (2022), who found that peer mentoring significantly reduces risky behavior and improves self-regulation among adolescents.

In relation to family dynamics, students noted that they are advised on how to have better relationships with their guardians ($M = 3.89$, $SD = 0.86$). G&C teachers acknowledged that such issues are common and typically addressed through individualized counseling. One

teacher explained, “*Many students come from strained homes; we help them express themselves respectfully and improve communication with caregivers.*” The results are consistent with research by Kiplagat and Kipkemboi (2020), which underscores the importance of home-school collaboration in improving students’ psychosocial well-being.

Students agreed that they are guided on how to behave appropriately on social networking sites ($M = 3.95$, $SD = 0.51$). G&C teachers mentioned integrating cyber-awareness into guidance programs, especially in light of growing digital risks. “*We teach them about online privacy, cyber bullying, and digital etiquette,*” one counselor stated. This finding supports the findings of Wanjiru et al. (2023), who emphasized that digital literacy training in schools is crucial in promoting responsible online behavior among teenagers.

Students also reported receiving guidance on boy-girl relationships, inappropriate sexual behavior, and dangers related to teen pregnancy or early marriage ($M = 3.82$, $SD = 0.87$). G&C teachers emphasized the importance of early sexuality education. “*We teach about boundaries, respect, and long-term consequences of early sexual activity,*” one teacher explained. This aligns with the work of Otieno and Wekesa (2021), who found that school-based sexual education reduces teen pregnancy rates and empowers youth with informed choices.

Students acknowledged that counselors help them identify learning difficulties, such as learning disabilities or attention issues, and recommend appropriate interventions ($M = 3.87$, $SD = 0.90$). G&C teachers reported that they collaborate with academic staff and parents to provide personalized support plans. One teacher noted, “*Early identification and support have helped many of our students regain confidence and perform better.*” This finding

supports research by Mwangi and Wambugu (2021), which emphasized the effectiveness of school-based intervention strategies in supporting learners with special educational needs.

Students in public secondary schools affirmed receiving comprehensive guidance and counseling services addressing peer relationships, grief, puberty, peer pressure, family dynamics, social media conduct, sexual health, and learning difficulties. These interventions, often supported by structured life skills programs and collaboration with health and academic professionals, foster emotional well-being, responsible behavior, and academic resilience. Teachers emphasized regular mentoring, early intervention, and inclusive support systems tailored to adolescent challenges. The findings align with existing literature highlighting the critical role of school-based counseling in promoting holistic development and safer, more supportive learning environments.

The findings indicate that students in public secondary schools receive extensive guidance and counseling services that address a wide range of developmental and psychosocial issues. These include fostering positive peer relationships, grief support, managing physical changes during puberty, handling peer pressure, improving family dynamics, navigating social media responsibly, understanding sexual health risks, and addressing learning difficulties. The responses from students were supported by teacher-counselors who emphasized structured counseling programs, collaboration with health and academic professionals, and early interventions. Overall, the results underscore the pivotal role of school-based guidance and counseling in promoting students' emotional well-being, responsible behavior, and academic resilience.

4.3.2.1 Correlation analysis Students’ Academic Performance and Psychological Challenges

Pearson's correlation coefficient was used to assess the strength and direction of these associations. Table 9 presents the correlation between students’ academic performance, and psychological challenges.

TABLE 9

Correlation between Students’ Academic Performance, and Psychological Challenges

		Students’ Academic performance	Psychological Challenges
Students’ Academic performance	Pearson Correlation	1	-.438**
	Sig. (2-tailed)		.000
	N	315	315
Psychological Challenges	Pearson Correlation	-.438**	1
	Sig. (2-tailed)	.000	
	N	315	315

Academic performance showed a significant negative correlation with psychological challenges ($r = - 0.438, p < 0.01$). This indicates that students who experience greater psychological challenges tend to perform worse academically, consistent with research linking mental health difficulties such as anxiety and stress with declines in academic achievement (Kimani et al., 2023).

4.3.3 Academic Performance of Students in Public Secondary Schools

This section presents the trend of academic performance among students in public secondary schools within Kasarani Constituency over a five-year period. The Kenya Certificate of Secondary Education (KCSE) mean scores were analyzed to assess students’ academic achievement and detect any patterns or fluctuations that may inform the

effectiveness of support services such as guidance and counseling. Table 10 provides a summary of the KCSE performance from 2018 to 2022.

TABLE 10
Performance of Students in KCSE in Kasarani Constituency (2018–2022)

Year	Mean KCSE Score
2018	4.21
2019	4.39
2020	4.10
2021	4.55
2022	4.73

The performance of students in public secondary schools in Kasarani Constituency over the five-year period from 2018 to 2022 revealed fluctuating but overall improving academic trends. In 2018, the mean KCSE score stood at 4.21, indicating a modest performance level. The following year, in 2019, there was a slight improvement to 4.39, suggesting that interventions such as academic support and guidance programs may have begun to yield positive results. However, in 2020, the average score declined to 4.10, likely reflecting the adverse effects of the COVID-19 pandemic, which caused prolonged school closures and disrupted the academic calendar. In 2021, there was a noticeable recovery as the mean score increased to 4.55, indicating renewed academic focus and the possible strengthening of school-based support systems. The upward trajectory continued in 2022, with students achieving an average score of 4.73, the highest in the five-year period. This consistent improvement in the post-pandemic years suggests that efforts such as enhanced guidance and counseling, teacher engagement, and targeted academic interventions were instrumental in boosting performance

To assess the role of guidance and counseling (G&C) services on students' academic performance, respondents were asked to rate their level of agreement with several statements related to academic outcomes.

TABLE 11
Role of G&C Services and Students' Academic Performance

Statement	N	Min	Max	Mean	Std Dev
After therapeutic sessions, most of the students are finishing Homework on time	315	3.00	5.00	3.99	0.60
Our Academic counselors help us set academic goals, choose appropriate courses, and create study plans, which can lead to improved academic performance.	315	3.00	5.00	4.23	0.63
Students who receive counseling have demonstrate improvement on Quizzes given in class	315	2.00	5.00	4.05	0.74
Students are recoding positive results in End term exams	315	2.00	5.00	4.00	0.83
Our school-based counselors help students develop important life skills, such as time management, decision-making, and interpersonal skills, which can positively impact their academic performance.	315	2.00	5.00	4.03	0.87
Overall Mean and Std Deviation				4.06	0.73

Students in public secondary schools within Kasarani Constituency agreed that after participating in therapeutic sessions, they are more likely to complete homework on time ($M = 3.99$, $SD = 0.60$). According to G&C teachers, therapy sessions help address underlying emotional and behavioral barriers, such as anxiety and low motivation, which often hinder students from meeting academic expectations. One counselor stated, “*We’ve noticed a steady improvement in task completion and academic discipline among those who regularly attend counseling sessions.*” This observation corresponds with the findings of Kiplagat and

Odongo (2022), who emphasized that emotional well-being, is crucial for students' consistency and academic task completion.

Moreover, academic counselors were found to play a significant role in helping students set academic goals, choose appropriate courses, and create personalized study plans, which in turn leads to improved academic performance ($M = 4.23$, $SD = 0.63$). G&C teachers highlighted that they frequently engage students in individualized academic planning. "*We help learners set realistic academic targets, identify their weak areas, and monitor their progress through mentoring,*" explained one teacher. These practices align with Mwanja and Njuguna's (2020) findings, which showed that academic guidance positively correlates with students' academic motivation and achievement.

The data also revealed that students who receive counseling demonstrate noticeable improvement in class quizzes ($M = 4.05$, $SD = 0.74$). G&C teachers confirmed that focused sessions on stress management, goal-setting, and learning strategies contribute to students' preparedness and confidence. "*Some of the students used to fail quizzes due to panic. But after cognitive-behavioral sessions, their mindset changes,*" noted a counselor. This is supported by Oduor and Aloka (2021), who found that school-based counseling improves learners' cognitive engagement, resulting in better test scores.

Similarly, students reported recording positive results in end-of-term exams ($M = 4.00$, $SD = 0.83$), further indicating the academic benefits of counseling interventions. G&C teachers noted that learners who participate in counseling often demonstrate better time management and exam preparation strategies. This is consistent with research by Mwangi et

al. (2022), which established a link between counseling and academic resilience, especially in high-stakes assessments.

Students agreed that school-based counselors help them develop essential life skills such as time management, decision-making, and interpersonal skills which positively impact academic performance ($M = 4.03$, $SD = 0.87$). G&C teachers shared that such life skills are integrated into group sessions and mentorship programs. *“Teaching students how to manage their time and make sound choices not only helps in academics but also in life,”* one teacher commented. This reflects the assertions by Gitonga and Wanja (2021), who argued that holistic counseling approaches yield long-term academic and social benefits.

Students in public secondary schools in Kasarani Constituency acknowledged that school-based counseling significantly contributes to their academic performance by addressing emotional and behavioral challenges, enhancing task completion, and building resilience. G&C teachers support students through personalized academic planning, goal-setting, and cognitive-behavioral sessions that improve quiz and exam performance. Counseling also fosters the development of crucial life skills like time management, decision-making, and interpersonal communication, which further strengthen academic outcomes. Overall, the findings affirm that therapeutic and guidance interventions have a positive and lasting impact on students’ educational achievement and personal growth.

Students in public secondary schools in Kasarani Constituency reported that school-based counseling positively influences their academic performance. Key areas of improvement include timely homework completion, better performance in quizzes and end-of-term exams, and enhanced academic discipline. Guidance and Counseling (G&C) teachers support these

outcomes through therapeutic sessions that address emotional barriers, personalized academic planning, and life skills training. Interventions such as goal-setting, stress management, and time management were found to contribute significantly to students' motivation, preparedness, and academic resilience. The findings strongly suggest that counseling services play a vital role in both academic success and personal development.

4.3.4 Effect of G&C Services and Academic Performance

Respondents were asked to rate their level of agreement on the following statements that assesses the effect of G&C services on academic performance. Responses were rated on a five-point Likert scale, where 5 indicated strong agreement and 1 indicated strong disagreement. The table below summarizes the responses, highlighting how G&C programs support students in managing time, recognizing personal competencies, identifying skills and talents, and improving continuous assessment performance.

TABLE 12

Effect of G&C Services on Students' Academic Performance

Statement	N	Min	max	Mean	Std Dev
G&C program helped students manage time effectively in balancing academic responsibilities, extracurricular activities, and personal commitments	315	2.00	5.00	3.86	0.89
G&C program has supported students in exploring and understanding your personal competencies, strengths, weaknesses, and areas for growth?	315	2.00	5.00	4.13	0.72
I find G&C program critical in identifying my skills, talents, and aptitudes	315	2.00	5.00	3.82	0.81
Performance of Students who receive counseling in Continuous assessment test has improved significantly	315	2.00	5.00	4.07	0.74

Overall Mean and Std Deviation	3.97	0.79
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Students in public secondary schools in Kasarani Constituency reported that the G&C program helps them manage time effectively by balancing academic responsibilities, extracurricular activities, and personal commitments ($M = 3.86$, $SD = 0.89$). G&C teachers confirmed that time management is a key focus during individual and group counseling sessions. One teacher noted, “*Many students struggle with procrastination and competing priorities. We train them to use planners and prioritize tasks.*” This observation aligns with the findings of Njagi and Mwanja (2020), who emphasized the importance of time management training in enhancing student academic outcomes and reducing burnout.

The G&C program was also reported to support students in exploring and understanding their personal competencies, strengths, weaknesses, and areas for growth ($M = 4.13$, $SD = 0.72$). G&C teachers stated that they often guide students through self-assessment tools and reflective exercises. One remarked, “*We use personality inventories and open discussions to help learners know themselves better.*” This aligns with the work of Kaberia and Kimathi (2021), which highlighted the role of self-awareness in goal-setting and personal development among adolescents.

Students also agreed that the G&C program is critical in identifying their skills, talents, and aptitudes ($M = 3.82$, $SD = 0.81$). G&C teachers explained that talent identification is often integrated into career guidance sessions and co-curricular support. “We try to align students' natural abilities with potential career paths or co-curricular involvement,” noted a counselor. This supports findings by Ndirangu et al. (2022), who found that when students understand their aptitudes, they become more motivated and engaged in school activities.

Additionally, students strongly agreed that performance in continuous assessment tests (CATs) significantly improves among those who receive counseling ($M = 4.07$, $SD = 0.74$). G&C teachers attributed this to improved focus, stress reduction, and effective study strategies promoted through counseling. One teacher remarked, *“We help students overcome exam anxiety and teach them study habits that really boost their performance.”* This is consistent with research by Otieno and Musyoka (2020), which found that students receiving regular counseling support demonstrate improved academic performance and reduced school dropout rates.

Students in Kasarani Constituency acknowledged that the Guidance and Counseling (G&C) program enhances their academic performance by promoting effective time management, self-awareness, and talent identification. G&C teachers provide targeted support using planners, self-assessment tools, and career guidance, helping students balance responsibilities and align their strengths with school and career goals. The program also significantly boosts performance in continuous assessment tests by reducing exam anxiety and teaching effective study strategies, echoing findings from previous studies that link counseling to improved academic outcomes and reduced dropout rates.

Students in public secondary schools in Kasarani Constituency affirmed that the Guidance and Counseling (G&C) program positively influences their academic performance by enhancing time management, self-awareness, and talent identification. G&C teachers support students through tools like planners, self-assessment exercises, and career guidance, helping them balance academics with personal growth. Counseling also improves performance in continuous assessment tests by addressing exam anxiety and promoting

effective study habits. These findings reinforce the role of G&C in supporting students' academic success, personal development, and long-term engagement with school.

4.3.5 Summarized Explanation of the Key Findings

The study established that guidance and counseling services are present in public secondary schools within Kasarani Constituency, Nairobi County, and play a critical role in addressing the multifaceted needs of students. These services help learners navigate emotional, social, and academic challenges, offering a supportive framework that enhances their school experience. However, the research findings also revealed disparities in the availability and quality of these counseling services. While some schools offer comprehensive programs with dedicated personnel and structured interventions, others suffer from limited resources, untrained staff, or lack of institutional support. This inconsistency compromises the effectiveness of counseling interventions and limits the extent to which students can benefit from them. Furthermore, the findings emphasize that despite the presence of these services; many counseling departments are under-resourced and cannot sufficiently meet the growing and diverse needs of learners. The need to institutionalize well-equipped counseling programs across all public secondary schools remains urgent.

Additionally, the study identified a broad range of psychological and emotional challenges facing students, including stress, peer pressure, relationship issues, and bereavement, which significantly affect their academic engagement and mental well-being. Although some level of support is available through existing counseling services, these efforts are often inadequate in fully addressing the complex psychosocial needs of all students. Nevertheless, the study noted positive trends in academic performance, with

students showing progress in continuous assessments and examinations. Academic counseling was found to be instrumental in helping learners set realistic academic goals, make informed subject choices, and acquire essential life skills like time management and decision-making. Most importantly, the research confirmed a significant positive relationship between effective guidance and counseling services and improved academic outcomes. This underscores the importance of investing in robust counseling systems to foster student motivation, resilience, and overall performance.

CHAPTER FIVE
SUMMARY, CONCLUSION AND
IMPLICATIONS

5.1 Introduction

From the data analysis and information collected, the subsequent discussions, conclusion and recommendations were arrived. The responses were based on the objectives of the study were; To assess the G&C services offered to students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya. To assess the psychological challenges faced by students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya. To establish the academic performance of students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya and to establish the relationship between G&C services on academic performance among students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya.

5.2 Summary of the Findings

5.2.1 Guidance and Counseling Services Available in Public Secondary Schools

The study found that public secondary schools in Kasarani constituency have proactive counseling systems that address academic and emotional challenges through early intervention, continuous monitoring, and timely support. Counseling services help manage issues such as academic decline, exam anxiety, and interpersonal conflicts, fostering resilience, emotional stability, and improved academic focus. Peer mediation programs further enhance the school's emotional climate by empowering students to resolve conflicts constructively and support one another

5.2.2 Psycho-social Challenges Faced by Students

The study revealed that guidance and counseling services in Kasarani Constituency's public secondary schools play a vital role in fostering students' psycho-social and academic growth through life skills sessions, grief support, and puberty education. Counselors also provide mentor-ship on peer pressure, digital responsibility, and sexuality education, helping students make informed choices and reduce vulnerabilities. Additionally, they address learning difficulties, ensuring inclusive and targeted support that promotes a safe, inclusive, and developmentally responsive school environment.

5.2.3 Relationship between G&C Services and Academic Performance

The study found that Guidance and Counseling programs in Kasarani Constituency's public secondary schools enhance students' academic management through structured time management training, helping them balance priorities and stay focused on academic goals. Counseling also fosters self-awareness and talent recognition, enabling learners to identify strengths, set realistic goals, and align skills with future aspirations. Consistent counseling support was linked to improved academic performance, reduced exam anxiety, and strengthened study habits.

5.3 Conclusions

Based on the study findings, the study concludes that guidance and counseling services are available in public secondary schools in Kasarani Constituency, Nairobi County Kenya, and they play a vital role in supporting students. These services address emotional, social, and academic challenges faced by learners. However, the study reveals the availability and quality of counseling programs across schools. Some institutions provide comprehensive services, while others have limited support structures. This inconsistency affects how

effectively students benefit from these services. Overall, guidance and counseling remain a key support system within the school environment.

The study concludes that students in public secondary schools in Kasarani Constituency face numerous psychological challenges that impact their well-being and academic engagement. These challenges include stress, peer pressure, relationship difficulties, and bereavement. The current counseling programs offer some assistance but are insufficiently equipped to fully address the diverse psychological needs of all students. The study highlights the complexity of these challenges and their effects on mental health and school performance. This underscores the importance of continued focus on psycho-social support within schools.

The study concludes that academic performance among students in Kasarani Constituency shows positive trends, with many students demonstrating progress in homework completion, continuous assessment tests, and end-term examinations. Academic counseling contributes significantly by helping students set achievable goals, choose appropriate courses, and develop effective study plans. Additionally, the counseling programs assist students in acquiring essential life skills such as time management and decision-making, which further support academic success. Despite these gains, disparities in academic achievement remain, indicating a need for additional support for under-performing students.

The study concludes that there is a significant positive relationship between guidance and counseling services and academic performance among students in Kasarani Constituency. Effective counseling helps students better manage their time, set academic

goals, and cope with psycho-social challenges, which enhances their academic outcomes. The findings suggest that counseling interventions contribute to improved student motivation and engagement in learning activities. This relationship reinforces the critical role of guidance and counseling in fostering both academic and personal development among students in public secondary schools.

5.4 Recommendations

Based on the findings of this study, several recommendations are proposed to enhance guidance and counseling (G&C) services and improve student outcomes in public secondary schools in Kasarani Constituency:

1. Schools should invest in expanding and standardizing counseling programs to ensure consistent availability and quality across all institutions. This can be achieved through increased funding, recruitment of trained counselors, and ongoing professional development.
2. Counseling programs should be tailored to address the complex psychological challenges faced by students, including stress management, peer pressure, and bereavement support. Schools should implement targeted interventions and incorporate psycho-social education into the curriculum.
3. Schools need to emphasize academic guidance by helping students set realistic goals, develop effective study plans, and improve time management skills. Academic counselors should work closely with teachers and parents to support students' learning needs, particularly those who are under-performing.

4. Life skills such as decision-making, interpersonal communication, and emotional regulation should be embedded in guidance and counseling programs to equip students with tools for both academic success and personal development.

5. Education authorities and policymakers should prioritize the development and funding of comprehensive G&C services within secondary schools. This includes creating clear guidelines and frameworks to monitor and evaluate the effectiveness of counseling services.

5.5 Areas for Further Research

The purpose of this study was to examine the relationship between the provision of guidance and counseling services and academic performance among students in public secondary schools in Kasarani Constituency, Nairobi County, Kenya. While the findings highlight the positive impact of these services on students' academic and psycho-social well-being, further research is needed to explore the long-term effects of counseling on academic trajectories and career outcomes. Additionally, studies could investigate which specific counseling approaches are most effective across different school contexts and resource settings. Exploring the integration of technology-based counseling tools and understanding the perspectives of other stakeholders such as parents, teachers, and administrators would also provide a more comprehensive view of how guidance and counseling services can be optimized to enhance student performance and overall development.

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APPENDICES

APPENDIX I: Introduction Letter

Dear respondents,

**RE: RELATIONSHIP BETWEEN GUIDANCE AND COUNSELING SERVICES
AND ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY
SCHOOLS IN KASARANI CONSTITUENCY, NAIROBI COUNTY, KENYA**

I am a student undertaking my first degree; I am currently conducting a study on the relationship between guidance and counseling services and academic performance of the public secondary students in Kasarani Constituency. I would be grateful if you could spare some time from your busy schedule and complete the questionnaire. All the information provided was used purely for academic purpose only and was treated with utmost confidentiality.

Thank you for your cooperation.

Yours Sincerely



BETTY NJOKI KIARIE

KCA UNIVERSITY

Appendix II: Questionnaire for Students

1. Does your school offer Guidance and Counseling Services?

Yes () No ()

Section B: Guidance and Counseling Services Available In Public Secondary Schools

2. Please rate your agreement with the following statements regarding the Levels of Guidance and Counseling Services Available In your school Schools. (Key: 5 denotes Strongly Agree; 4 denotes agree; 3 denotes² neutral, 2 denotes disagree & 1 denotes² strongly disagree)

Educational Support	1	2	3	4	5
a. We are advised on effective study techniques.					
b. Students who suddenly see a decline in their academic achievement are directed to our school's counseling department					
c. Our school therapists advise us on managing time.					
d. Our school therapists support and provide assistance to students who achieve grades D minus and E on their final exam.					
e. We are assisted on how to deal with anxiety while taking tests.					
f. We are advised on how we can apply for scholarships and grants					
g. Students who participate in peer mediation feel					

emotionally nurtured and are a part of a supportive school environment					
h. Our school therapists, I assist us in resolving disputes inter-relational that can impede students' academic success					
i. Our school therapists help us to improve on peer awareness and conflict resolution abilities					

Section C: Psychosocial Challenges Faced By Students

Rate your agreement with the following statements regarding G&C on Psychosocial Challenges Faced by Students_In your school Schools. (Key: 5 denotes strongly ¹Agree; 4 denotes agree; 3 denotes neutral, 2 denotes disagree & 1¹denotes strongly² ¹disagree)

Psychological Aspect	1	2	3	4	5
a. We are counseled on how to get along with one another at school.					
b. we are advised and mentored on managing pressure from peers					
c. We are advised on how to have better relationships with their guardians.					
d. We are guided on how to behave appropriately on social networking sites.					
e. Students receive guidance on boy-girl relationships, inappropriate sexual behavior, and dangers related with teen pregnancy / marriage.					
f. Our school offer support and guidance to students who have lost					

loved ones.					
g. Students receive direction and counseling on how to manage the physical changes that come with puberty.					
h. Our counselors help us identify learning difficulties, such as learning disabilities or attention issues, and recommend appropriate interventions or accommodations to support students' learning					

Section D Relationship between G&C Services and Academic Performance

Please rate your agreement with the following statements assessing on Relationship between G&C Services and Academic Performance. (Key: 5 denotes Strongly²Agree; 4 denotes agree; 3 denotes neutral, 2 denotes disagree & 1¹denotes strongly ¹disagree)

Statement	1	2	3	4	5
a. G&C program helped students manage time effectively in balancing academic responsibilities, extracurricular activities, and personal commitments					
b. G&C program has supported students in exploring and understanding your personal competencies, strengths, weaknesses, and areas for growth?					
c. I find G&C program critical in identifying my skills, talents, and aptitudes					
d. Performance of Students who receive counseling in Continuous assessment test has improved significantly					

Section E: Academic Performance of Students in Public Secondary Schools

1. Please rate your agreement with the following statements regarding students' academic performance of students in public secondary schools. (Key: 5 denotes Strongly ¹Agree; 4 denotes agree; 3 denotes² neutral, 2 denotes disagree & 1¹denotes strongly ¹disagree)

Statement	1	2	3	4	5
a. After therapeutic sessions, most of the students are finishing Homework on time					
b. Our Academic counselors help us set academic goals, choose appropriate courses, and create study plans, which can lead to improved academic performance.					
c. Students who receive counseling have demonstrate improvement on Quizzes given in class					
d. Students are recoding positive results in End term exams					
e. Our school based counselors help students develop important life skills, such as time management, decision-making, and interpersonal skills, which can positively impact their academic performance.					

Thank you for your participation

Appendix III: Interview Schedule for School Based Therapist

1. Clarify of some of levels of guidance and counseling services available in in your school?

.....
.....
.....

2. How often do you offer career mentorship to students in your school?

.....
.....
.....

3. Elaborate on educational support counseling accorded to students

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.....
.....

4. Elaborate on the relationship¹ nature between G &C and academic performance of students in your school

.....
.....
.....

5. Elaborate on relationship nature between G&C and students discipline and conduct in your school

.....
.....
.....

6. What is the impact of G &C services on students' academic performance in your school?

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.....
.....

7. Are there G &C improvement strategies that that can be put in place to improve academic performance in public secondary schools in Kasarani constituency?

.....
.....
.....

8. Comment of level of collaboration between stakeholders in delivery of G &C in public secondary schools

.....
.....
.....

Appendix IV Krenjie and Morgan Table

TABLE 1
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Appendix V: Public Secondary Schools in Katarina constituency

How has \been the performance of the students in the last five years?

Name of the school	2018	2019	2020	2021	2022	AVERAGE
Babadogo Secondary School						
C.G.H.U Secondary School						
Clay City Mixed Secondary School						
Drumvale Mixed Secondary School						
Hon. John Njoroge Secondary School						
Kahawa Garrison Secondary School						
Kamiti Secondary School						
Kasarani Treeside Secondary School						
Muhuri Muchiri Secondary School						
Our Lady Of Fatima Secondary						
Ruaraka High School						
St. George Athi Secondary School						

Appendix VI: Research Permit Issued by NACOSTI


REPUBLIC OF KENYA


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

RefNo: **720286** Date of Issue: **13/May/2025**

RESEARCH LICENSE



This is to Certify that Ms. Betty NJOKI Njoki of KCA University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: RELATIONSHIP BETWEEN PROVISION OF GUIDANCE AND COUNSELING SERVICES AND ACADEMIC PERFORMANCE OF STUDENT IN PUBLIC SECONDARY SCHOOLS IN KASARANI CONSTITUENCY, NAIROBI COUNTY, KENYA. for the period ending : 13/May/2026.

License No: **NACOSTI/P/25/4173463**

720286
Applicant Identification Number


Deputy Director
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

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Scan the QR Code using QR scanner application.**

See overleaf for conditions



RESEARCH, INNOVATION, AND OUTREACH DIVISION

KCA UNIVERSITY SCIENTIFIC AND ETHICS REVIEW COMMITTEE

REQUEST FOR ETHICAL REVIEW FORM

The request must include the following information for the research to be considered for approval:

Name, institution, and contact details (email and phone number) of the principal/lead investigator/researcher:	Betty Njoki Kiarie KCA university Reg. No. 2002564 0720625711 bettykiarie22@gmail.com
If it is a thesis, include also the name(s), institution(s), and contact details (emails and phone numbers) of the supervisor(s):	Proposal defense KCA University supervisors : Dr Ann Wamathai Email njokiwamathai@gmail.com Dr. Zippora Okoth Email; zippyokoyh@gmail.com
Date of request:	15 th February 2025
Title of the Research:	Relationship between provision of Guidance and Counseling and academic performance of students in public secondary schools in Kasarani constituency, Nairobi County Kenya
Planned or confirmed source of funding:	The Principal Investigator will finance the entire research process, including data collection, analysis, dissemination, and any associated administrative costs. This self-funding approach ensures full autonomy in conducting the study while maintaining accountability for the research outcomes.
Members of the research group and their roles in the implementation of the study, as well as possible cooperation with other universities, research institutes, or similar organizations:	Principal Investigator (PI) Role: Oversees the overall research design, execution, and reporting. Ensures the project stays aligned with its objectives and adheres to ethical standards. Contribution: Leads the data analysis and interpretation

	<p>phases, manages funding, and ensures the study's completion.</p> <p style="text-align: center;">Field Researchers/Data Collectors</p> <p>Role: Conduct fieldwork, including interviews, focus group discussions, and survey administration. Contribution: Ensure high-quality and accurate data collection in line with the study protocol.</p> <p style="text-align: center;">Co-Investigators:</p> <p>Role: Assist in designing the study, developing research tools, and conducting data collection.</p>
<p>What is the level of risk presented by your research?</p>	<p>Please indicate whether the research risk assessment (Check risk document) stated on the application is:</p> <p>✓ Low risk (<i>Research has no foreseeable risk of harm, discomfort, or inconvenience to respondents</i>)</p> <p>Medium risk (<i>Research has potential risk of unexpected negative consequences, harm or discomfort, but where appropriate steps can be taken to mitigate the risk</i>)</p> <p>High risk (<i>Research with real and foreseeable risk of harm and discomfort to participants and or the research team, and which may lead to serious adverse consequences if these risks are not managed in a responsible manner. It involves highly sensitive topics and/or the participation of very vulnerable and marginalized individuals/groups</i>)</p>
<p>Would you like to bring any aspects of the applications to the Ethics Review Committee's attention?</p>	<p>Please indicate them here</p> <p>Not at all</p>
<p>What research data will be collected?</p>	<p>Primary data,</p>
<p>What personal data and confidential information will be processed?</p>	<p>The personal data and confidential information to be processed will be the bio-data eg age, gender marital status</p>

Specify any special category or sensitive data that will be collected (tick all that apply)	<input type="checkbox"/> Ethnicity <input type="checkbox"/> Mental Health (status, medical records conditions, to include disability) <input type="checkbox"/> Physical Health (status, medical records conditions, to include disability) <input type="checkbox"/> Sexual Orientation/Sexual life <input type="checkbox"/> Genetic Data (to include DNA data) <input type="checkbox"/> Biometric data (such as facial scan, iris scan, or fingerprint data used to identify a participant) <input type="checkbox"/> Political opinions <input type="checkbox"/> Trade Union membership <input type="checkbox"/> Religious or philosophical beliefs <input type="checkbox"/> Criminal Convictions and offences (to include alleged offences and convictions) <input checked="" type="checkbox"/> None <input type="checkbox"/> Other – Please specify below
How will data be stored and transferred during the research?	The data storage will be captured in questionnaires, and stored in SPSS soft wares
Specify who will be able to access the identifying information and how you will ensure they process the information securely	The researcher will hope that the study findings will inform educational policymakers, school principals, and all stakeholders.
How will research data be preserved and shared on completion of the project? (NB: <i>Enter N/A in this section unless results will be published</i>)	Upon publishing of the document, data should be obliterated Password and inclusion codes will remain on researcher rand Administration and should not be shared to anyone else apart from supervisors.
Describe the measures that will be taken to ensure data are suitable for sharing, e.g., securing consent, anonymizing data prior to deposit/sharing, and sharing confidential or high-risk information using a controlled access repository.	In this case , the study does not have any risk information
State how long you plan to retain personal data and any confidential information after the end of the project. Indicate also how the data will be disposed	The data will remain in the custody of the researcher for reference if need arises

As the Principal Investigator of this study, I declare that I take full responsibility for the proposed study and will conduct it according to the documented proposal and in line with KCAUSERC ethical guidelines.

By signing this document, I agree that:

- a) All documents submitted with this application are true representations of the study and have not been falsified.
- b) This study will not commence in any way, and no participant will be recruited until final official approval is received from KCAUSERC
- c) The study will be conducted according to the protocol submitted. All participants will be recruited and consented to according to the protocol.
- d) Any protocol deviations or protocol violations to the submitted study must be reported to KCAU in writing by email to KCAUSERC immediately. Within five (5) business days of the deviation or violation, the Deviation/Violation Must be reported to the ISERC office.
- e) Any study-related unexpected or serious adverse event must be reported to the ISERC Office by email within twenty-four (24) hours after the PI becomes aware of the event.

Principal Investigator's Signature



Date

9/6/2025

INFORMED CONSENT FOR RESEARCH PARTICIPATION

Introduction

You are invited to participate in a research study. This document provides information about the study so that you can make an informed decision about your participation. Please take the time to read the information below. If you have any questions, feel free to ask the researcher.

(PI to Fill in the sections italicized)

Purpose of the Study

The purpose of this study is to EXAMINE THE RELATIONSHIP BETWEEN GUIDANCE AND COUNSELING OF STUDENTS IN PUBLIC SECONDARY SCHOOLS. The research is being conducted to in Kasarani Sub-county Nairobi County

Study Procedures

If you agree to participate, you will be asked to the researcher will use the questionnaires to the student. The research assistant will assist in distributing and collecting the questionnaires, the researcher will analyze the data using (SPSS) version 22.0

Potential Risks and Discomforts

There may be some risks associated with participation in this study. These risks may include *(in this study, there are no risk.)* Every effort will be made to minimize these risks, and you can withdraw from the study at any time without penalty.

Potential Benefits

While participating may not directly benefit you, the results of this study may contribute to advancing knowledge in [specific field], informing policy decisions, improving interventions, and enhancing practices that could benefit others in similar situations in the future/.

Confidentiality

Your participation will be kept confidential. Any data collected will be stored securely and only accessible to the research team. Your identity will not be revealed in any publication or presentation resulting from this research.

Voluntary Participation

Participation in this study is completely voluntary. You have the right to withdraw from the study at any time without any negative consequences or loss of benefits to which you are otherwise entitled.

Questions

if you have any questions about this study, your participation, or your rights as a participant, please contact the principal investigator at [+254720625711].

Consent

By signing below, you indicate that you have read the information provided above, understand the purpose and procedures of the study, and voluntarily agree to participate. You can withdraw from the study at any time without penalty.

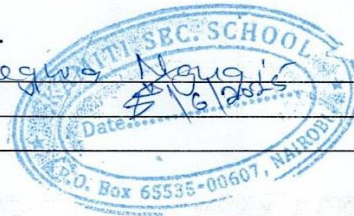
Participant Statement:

I, the undersigned, consent to participate in this study.

Name of Participant: Joseph Ndegwa Nguni

Signature of Participant: [Handwritten Signature]

Date: 8 June 2025



Researcher (Principal Investigator –PI) Statement:

I, the undersigned, confirm that I have explained the nature of this study to the participants, answered all questions, and ensured that they understand the information provided.

Name of Researcher: Betty Njoki Kiarie

Signature of Researcher: [Handwritten Signature]

Date: 21st January 2025