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RESEARCH ARTICLE

EFFECT OF GUIDANCE AND COUNSELING SERVICES FINANCIAL RESOURCE MANAGEMENT ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN KENYA: A CASE STUDY OF KISII COUNTY

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ABSTRACT

Financial resources allocated to guidance and counseling services help school counselors to design, deliver and manage inclusive school counseling programs that are meant to promote student achievement. The counseling program is meant to focus on academic, career, and social/emotional curriculum that is delivered through classroom lessons, small groups, and individual consultation. Despite such programs, various research studies have indicated cases of student unrest and poor performance in most schools in Kenya in the recent past. Evidence from studies worldwide shows that many students have emotional and behavioral problems which cause frustrations and despair. Guidance and counseling is a powerful means of giving students support and help with individual problems. The purpose of the study was therefore to establish the effect of Guidance and Counseling Services financial resource management on students' academic performance in Kenya using Kisii County as the site of the study. Based on the findings of the study it was established that there was a statistically significant relationship between the principals' provision of Guidance and Counseling financial resources to students' academic performance. The actual effect was that financial management of resources allocated to Guidance and Counseling services accounted for 66.7% of students' academic performance. The study recommend that funds allocated to Guidance and Counseling resource management be prudently used.

INTRODUCTION

Financial resources required for Guidance and Counseling are very important. Osakwe (2013) in Nigeria established that guidance and counseling requires adequate funding. Similarly, reorientation through counseling eliminates disciplinary problems and motivation of teachers makes them pay attention to the emotional and psychological needs of students. Another study by Sekiwu and Naluwemba (2014) established that there are many alternatives to corporal punishment and stakeholders have divergent views about them. Auni, Jepchirchir and Ong'unya (2014) in Kenya established that lack of facilities, inadequately trained teachers and ineffective strategies hampered students' social adjustment. In a different study, Mwangi (2014) established that counseling program built moral uprightness and courage in the learners. Additionally, it led to good value, positive attitude towards self-discipline and enhanced change of behaviour. Another separate study by Afande (2015) established that effective guidance and counseling benefited pupils by developing skills in decision making, providing services and focusing on the need of pupils.

According to Ogunboyede, Dada and Oyewumi (2013), the school guidance programme or service is prominent at the basic and post basic secondary school levels. They opined that the school guidance programme entails a lot of service provided within the school aimed at helping the students from the beginning to the end of the school so as to cope with, function well in, and ultimately get the best out of educational system. Nyamwange, Nyakan and Ondima, (2012), noted that, formal guidance and counseling has got its long history from America in the late 1890s and the early 1900s. Patterson (1962) is referred to as the father of vocational guidance and counselling and he became one of the pioneers of the guidance and counseling movement. Through his efforts, guidance and counseling became an organized service and it gained recognition for its important contribution in society. Patterson established the first career institution in the USA, and he also set the pace for the development of psychological testing. Gradually the guidance and counseling movement developed into an organized service, which has continued to make a significant contribution to the development of society and more specifically in education.

Mikaye (2012), explains that, school guidance and counseling programmes in schools have been introduced to assist students overcome a number of challenges that they experience at home and at school. Nziramasanga (1999) has views that, because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The whole exercise has been left to the school management. The parents expect the schools to provide solutions to cases of indiscipline in secondary schools caused by their children. UNESCO (2002) in their report observes that, "African adults have become more concerned with earning money and are less occupied with many traditional practices of child development that formerly contributed to the upbringing of young people."

Research Objective: The research objective was: To establish the effect of Guidance and Counselling financial resources management on secondary school students' academic performance.

Synthesis of literature on the effect of guidance and counselling financial resource management allocation on student academic performance

Guidance and Counseling teachers need to be supported in carrying out innovative activities towards provision of their services. Various scholars, educators, politicians and even the general public have underscored the importance of adequate funding and infrastructure. All education managers should therefore support the teacher's efforts in the process of implementing the guidance and counseling program. Unfortunately most of the head teachers are appointed from amongst serving teachers most of whom lack training in institutional management (Kafwa, 2005) as cited in Bitu (2015). This adversely affects effective management of educational institutions and maintenance of quality and high standards of education including guidance and counseling services. Funding is important in organizing in-service courses, motivating and encouraging teachers to expand their time and energy in innovative efforts, explaining and clarifying the objective of innovation to teachers, securing information about teachers' needs and problems, arranging joint meetings with staff and arranging informal meetings for discussions among teachers. Funding however has been a major obstacle to all countries (Kafwa, 2005). It is therefore evident that without funding, teachers will be paralyzed in their responsibility of guiding and counseling students. Research studies indicate that the education sector is already saddled with the problems of sourcing for adequate funding to improve access and quality. Inadequate funding which leads to lack of facilities and resources is the main hindrance to effective school guidance and counseling -based programs. Kafwa (2005) for instance, in her study pointed out lack of funds, vehicles, and shortage of staff to facilitate the supervision of the program characterize the schools studied in Kenya. Further, the fact is that the education sectors in most countries have no provisions for guidance and counseling programs. Whatever funding is available for the implementation programmes is ad hoc and grossly inadequate. According to UNESCO (2007), responses from two countries in Africa gave the indication that since the establishment of their education committees with decentralized organs in all regions and districts, the education authorities have not made any funding available to them outside whatever funds they sourced from international agencies.

These international agencies funds were usually for specific interventions. Insufficient funding of the program has made it extremely difficult to evolve effective schemes to reduce the impact of the epidemic on the victims and their dependence. Campaigns for safer sex makes it necessary for the committees to make the facilities for safer sex readily accessible and at affordable prices. All these demand adequate funds which is difficult to achieve in most cases. Kochhar (1990) pointed out that a teacher who has adequate and relevant teaching materials and facilities will be more confident, effective and productive. Teachers might also have the competence and positive attitudes but if there are not enough resources, their efforts will come to naught. An ACCO Report (1979) in Kafwa (2005) as cited in Bitu 2015. Also argued that it is of paramount importance that teachers get the required materials early enough to be able to give quality service. These resources should further be made more accessible to all teachers through establishment of resource centres with staff, audio-visual facilities and equipment and work materials. The provision of facilities and the appropriate use of teaching resources can provide a conducive environment in which in the long run would facilitate the direct and indirect change of behavior of the students. Studies however indicate that instructional resources for sex education are less available. Kafwa (2005) as cited in Bitu (2015) for instance found out that the following resources were not available in the schools studied in Kenya: transparencies, motion film projectors, filmstrip projectors, transparency projectors, filmstrips, slides, films, audiocassettes and videocassette recorders. Teachers should therefore be supplied with enough and relevant material for the success of the guidance and counseling program. Napier, (1972) argues that, teachers, parents, peers and personal motivation strongly influence a student's academic self-concept and academic achievement observes that leaving secondary school students on their own to develop self-reliance, self-understanding, self-direction and problem-solving skills without proper guidance from trained counselors will not yield lasting results. There are therefore a host of problems which cause students to attain poor academic performance including: anxiety, poor self-concept, and sexuality, poor methods of study, poor reading techniques, organ disabilities and indiscipline.

According to Okobia and Okorodudu (2004) guidance is a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development. Essuman (2010) maintains that guidance and counseling should form an essential part of Ghana's educational system. Olayinka (2001) opines that obtaining good grades in examination to acquire certificates either for admission into higher institution or obtain good employment is the main goal of education to many people and not the acquisition of knowledge and skills through studying. Many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Essuman, 2007). The attitudes of human beings play significant role in their behaviours. The study of human habits and attitudes is relevant and essential to counseling, as it can help in the understanding of the rationale for their behaviour and provides basis for prediction and assistance. Abiri (1996) argues that if the society is not to be plagued by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards

with due realization of their potentialities. Guidance and counseling is an integral part of modern academic programmes. Ghana indeed has a long and documented history on guidance and counseling (Danquah, 1987). Stakeholders in education are faced with a myriad of problems albeit social, religious, financial or psychological. The worst victims have also been students and their educators. Whereas guidance and counseling is seen to be an effective management tool for peoples' problems whether this has been transcended to the field of academics and specifically academic performance is still seeking solutions. According to a report by the West African Examination Council in 2013 revealed that more 0.73% of candidates who sat for the West African Secondary School Certificate Examination in Ghana failed in all subjects. Collins (2007), who observes that, guidance and counseling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counseled to alter any maladjusted behavior. Students' understanding themselves is the first steps towards organization of their performance in academics. This is further echoed by Makewa (2008) who concedes that it is important to understand the youth's world as a counselor. The counselor is then able to help them better when they understand them and that boys and girls are easier to build than it is to mend men and woman. A counselor should have an interest and consuming desire to relieve distress and assist people lead more fulfilling lives. The counselor must go beyond mere interest in the subject and equip him or herself with the relevant knowledge. Mutie and Ndambuki (1999) who observes that guidance and counseling includes all services aimed at helping a student understand himself, his attitude, interests, abilities, physical, mental and social maturity for optimum development, and general adjustment to school life.

Okita (2014) guidance and programme has a positive impact on the academic performance of students. From the above conclusions, it is recommended that teacher counselors should implement all the services required for a guidance and programme. Teacher counselors should also take advantage of the positive attitude of the students to enhance career in their schools. Guidance and programme should be strengthened in order to improve the academic performance of secondary schools in the area. Okita (2014) guidance and programme has a positive impact on the academic performance of students. From the above conclusions, it is recommended that teacher counselors should implement all the services required for a guidance and programme. Teacher counselors should also take advantage of the positive attitude of the students to enhance career in their schools. Guidance and programme should be strengthened in order to improve the academic performance of secondary schools in the area. A study by Amir et al (2011) who found out that guidance and counseling services have a positive effect on students' academic achievements. As well as the results of the study are concerned, it is concluded that: Experimental group shows better results as compared to the control group in both subjective and objective type tests including male and female students, however, significant difference could not appear between them; no significant difference appeared in post-test results of both experimental

and control groups of the female students'; a significant difference showed in post-test results of both male and female students' in subjective type test and post-test results of male students in the objective and subjective tests reflected a significant difference between experimental and control groups.

Ajowi and Simatwa (2010) conceded that head teachers, deputy head teachers and heads of guidance and counseling supported the role of guidance and counseling in the schools administration and management of student discipline. Despite the small fraction of students whom did not agree with the reasons for the use of guidance in the management of student discipline, majority of the students equally supported the views of their teachers. Teachers were willing to use guidance and counseling in the management and administration of student discipline in their schools in Kisumu district, Kenya. Auni *et al.* (2014) in their study on determinants of Guidance and Counseling Programme in Addressing Students Social Adjustment in Secondary Schools in Siaya District, Kenya who observes that Most of the heads of guidance and counseling department observed that the departments lacked adequate facilities to run the programme, although some schools had rooms set aside for guidance and counseling offices. It was revealed further that in some schools counseling took place in the games field or under the trees since the schools did not have enough buildings and therefore rooms for all offices. Cheruiyot and Orodho (2015) observes that the ideal guidance and counseling Centre as stipulated by the national guidance and counseling policy, Republic of Kenya (2011) are: Guidance and Counseling Office (size 5 x 4 meters) equipped with one office table with drawers, shelves for books and magazines; Sound proof quite counseling room furnish with, 2 good office desks/tables, Lockable cabinets, Computer, printer and shredder, Four office chairs, fresh flowers and notice board. The finding is also supported by Sima, (2004) there is slow growth of guidance and counseling in educational systems attributed to lack of funds, training facilities, and high turnover of guidance counselors to green pastures and in adequately trained counselors. For instance in many schools they lack counseling offices, trained teacher-counselors and counseling equipment's. In terms of funds there are various options that can be explored to alleviate financial constraints. Oyiko (2011) concedes that generally it was observed that most schools need to equip themselves with the essential materials and facilities, for offering guidance counseling services so as to enable the students get the required behaviour. The main administrative roles of a Principal in delivering guidance and counseling services in the school are facilitating the workshop of the Head of Department, budget for the department during school budget, appoint and motivate guidance teacher and providing necessary facilities and resources.

Wamocho *et al.* (2007) who opine that guidance and counseling budge for learners with special need include; Staff personnel costs, including salaries for counselors, secretary, receptionists, clerks and any other staff members; Materials and supplies. These include things used by guidance staff in their relations with pupils, staff members, parents and community agencies; Regular office supplies, including textbooks and booklets used in guidance and counseling and other meetings; tapes and videos, materials for printing or duplicating local forms and inventories; Equipment and maintenance. Tape recorders, computers, projection

equipment, record players, desks, file cabinets, chairs, tables, data processing devices, braille, white cane, wheelchair other mobility aids. Depreciation of equipment is rapid and should be provided for in the general school budget by formula; Travel and other out-of-school expenses. Travel allowances for the guidance service staff should be provided; for attendance at professional meetings, travel to referral consultative agencies and travel for home visitations. Money for field trips with guidance class groups and for internal and external seminars must also be factored into the budget. Nyan (2014) further observes that if counseling services are to be improved in secondary schools in Pallisa District, the Ministry of Education and Sports, parents, the community and Non-Governmental Organizations should facilitate by creating awareness to both teachers and students about the importance of guidance and counseling. The government should provide more resources both financial and non-financial to schools and should ensure that teachers are delegated with counseling responsibilities, allowed to make decisions about students' talents and should be fully empowered to enable them perform effectively. Ndung'u (2003) had found that limited time among teachers was a major hindrance to the provision of guidance and counseling services in Kenyan secondary schools. The above findings also showed that the entire school system was too overloaded for both the teachers and the students, and this was hurting the provision of guidance and counseling services. This finding is further supported by Nyamwange *et al.* (2012) who concede that the number of professional teacher counsellors is low meaning that guidance and counseling service is mostly handled by teachers without professional training on guidance and counseling. In spite of high levels of training as secondary school teachers the study established that the number of trained teachers offering the counseling service was small.

Wambui (2015) opined that the time allotted for guidance and counseling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the lesson after school at 4.00 pm. Moreover, the guidance and counseling sessions were not frequent since in most schools, the session were held when need arose. The findings further indicated that only a few students, especially females sought counseling. In general, the teachers appeared skeptical as to whether students' issues were resolved through guidance and counseling. This was attributed to several factors the main being heavy workload by both teachers and students which could have made it difficult to accomplish effective guidance and counseling. Wango (2006) opine that guidance and counseling face many challenges including inadequate trained personnel, limited resources to enhance the services and train personnel, lack of formal guidance and counseling syllabus and curriculum and guidelines and insufficient time allocation for teacher counsellors to render the service effectively. Falk (2009) opined that the majority of teachers surveyed claimed to have no formal counseling or mediation training, despite their assertion that they are important and substantial aspects of their job. Even though they had little or no training, all of the teachers reported having intervened with some type of counseling or mediation strategy in their classrooms. The teachers reported having dealt with a variety of students' difficult social and emotional issues, and they noted their students' inability to learn when they were coping with these issues. Due to the lack of support within schools, all of the teachers reported dealing with these issues on their own. Njoka (2007) concedes that several factors that caused poor performance in the guidance and counseling of pupils were

identified. Lack of guidance and counseling skills was the most cited factor by both head teachers and teacher counsellors as contributing to the poor performance of the guidance and counseling departments in primary schools, through their questionnaires; followed by lack of resources, facilities and funds; and too high a workload for both head teachers and teacher counsellors. Suggestions by the respondents to improve the guidance and counseling services have also been provided. The first three most cited suggestions by both respondents were training of teachers and head teachers in guidance and counseling skills, provision of facilities and resources, and allocating time for guidance and counseling as part of the statutory curriculum. Gitonga (1999) in her study of Secondary School Head teachers 'Attitudes towards Guidance and Counseling Programme in Meru Central District, Kenya, recommended that head teachers be trained in guidance and counseling. According to Gitonga, head teachers who had trained in guidance and counseling had a more positive attitude towards the programme. Gitonga also observed that teachers in-charge of guidance and counseling in secondary schools often taught heavy loads. In so doing, she cited lack of adequate support by head teachers in guidance and counseling. The experiences of the teacher counsellors as they combine the normal roles of a teacher and the roles of guidance and counseling services remain an interesting area of this study.

Collins (2007) says that guidance and counseling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counseled to alter any maladjusted behaviour. Since most citizens are involved in education process directly or indirectly, the impact of guidance and counseling is real to them. With the clear role of guidance and counseling in schools, there is need for a more open and direct relationship between students, teachers and parents. Teachers need to show love, affection and appreciation to the students thus creating conducive environment for learning. For example, a learner in a new school or in a higher level of learning institution is to cope with the new environment through guidance. Learners are helped to develop a better understanding of whom they are and appreciate of their background. Learners are guided on the self-awareness, peer pressure, relationships, personality differences, manners and social etiquette, social roles and responsibility, intra and interpersonal conflict resolutions. Though personal and social guidance, a pupil is helped to overcome indiscipline as a quest for 'freedom. Indiscipline among secondary school students is a result of a feeling of unfulfilment, frustration and lack of constructive freedom. In order to explore this more, Collins (2002) indicates that through guidance and counseling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment, which the teacher counselor must create in order to achieve his/her guidance and counseling goals. Wambui and Fisher (2015) opine that record keeping is also a challenge. Lack of a specific counseling room in some schools could pose a problem in the safety and confidentiality of counseling files. Additionally, lack of ethical standards on record keeping creates confusion about how to keep the records, for how long,

and who has access to the records. The development of ethical standards specific to school counseling is critical for school counselors in Kenya. Further challenge is that in some schools, school counselor share the office with other teaching staff, consequently confidentiality of student's records can be easily compromised. Oyieyo (2012) established that the importance of guidance and counseling services in schools cannot be overlooked since it is the core factor for discipline to be attained. From the study, it was indicated that all the principals agreed that guidance and counseling services were offered in their schools, vital for good performance as a result of good discipline emanating from it.

Auni, (2009) who reported that Guidance and Counseling programs had adequately contributed to students' social adjustment in Public Secondary Schools and that ineffective strategy of Guidance and Counseling were being used in Schools. This was supported by Ajowi, (2005) which reported that guidance and counseling was minimally used to address students' disciplinary problems which was punishment dominated. Ajowi, (2005) showed that there was no harmony between Guidance and Counseling department and disciplinary committees in schools. The finding is further supported by Richardson (2002) who observes that adjustment to social environment involves the students coming to terms with the loss of old friends and adjusting to new ones. Students who are well adjusted to the school social environment will relate well with teachers and other students. Adjustment of students to the school social environment is also indicated by their love for the school, adhering to the school rules and regulations, participating in co-curricular activities, helping the needy students and participating in class activities. In Kenya absenteeism, school dropout, drug abuse, teenage pregnancy, violence, aggressive behavior, school phobia and withdrawal from school activities are reported in secondary schools (Republic of Kenya, 2001).

Baker and Gerler (2001) reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors' significantly decreased participants' aggressive and hostile behaviors. The finding is further supported by Oyieyo (2012) who observes that although guidance and counseling was focused on career development, contemporary socio-economic issues (unemployment, drug, unstable families, and truancy) have necessitated the incorporation of professional guidance and counseling in secondary schools. This is because guidance and counseling is safe to apply for holistic development of children, their behavior notwithstanding. Ayieko (1988) says guidance and counseling plays a pivotal role in students' behaviour management and correction in schools. Counseling can be used both as a curative measuring in addressing school discipline and to avert and/ or correct indiscipline among students. Guidance and counseling may be provided holistically in secondary schools. Vocational Guidance provides information about job opportunities and factors affecting the job market such as unemployment information technology and international relations. Mikaye (2012) observes that there are less personal problems among the students in the school and students were well disciplined with improved academic performance as a result of guidance and counseling. The finding is further supported by (Kafu, 2005) who observes

that indiscipline in schools has been on the increase with cases ranging from problems related to sexuality, adolescent development, drug abuse and general misbehavior due to peer pressure.

According to Lines (2002), school is often a pressurized hive of activity where personal problems and peer group tensions arise, but have no time or place to be properly addressed. To correct such behaviour in students, the role of guidance and counseling will be crucial. Kimathi, (2012) found out that students in public secondary schools in Central Division, Machakos District sought for Guidance and Counseling services for their personal difficulties. The finding is also supported by The finding is supported by Barton (2005) who suggested that counselors can affect students who are at-risk of dropping out by providing needed social support and services. This research showed that schools that have lower student/counselor ratios enable students to have more access to their counselor and the counselor's services, as described by the American School Counselor Association. Kolo (2001) observed that teaching is a difficult task and therefore not every teaching brings about pupils learning. He notes that you can take a horse to the stream but you cannot force it to drink water. In a sense, it is possible that one could put in his best effort to teach and yet some pupils fail to learn. This is where counseling comes in for there are pupils who find it difficult to learn due to some learning problems. Some do not understand why they are in school, what is expected of them and how to handle some of their problems. Guidance is a programme of service to individual students based on the need of each student, in understanding of his immediate environmental factors and the influences of such factors on the individual. It is designed to help each pupil adjust to his environment, develop the ability to set realistic goals for him and to improve his total educational programmes while in school and post school life. Egbo (2013) supports the finding by noting that counseling is aimed at helping an individual become aware of himself and his environment and therefore be in a position to choose the right type of behaviour, educational, vocational and socio personal in nature. Therefore guidance and counseling no doubt has a lot of roles to play for effective teaching and learning and therefore deserves maximum support of everybody.

Nyaga (2013) further support the finding by observing that in Kenya argues that the implementation of Guidance and counseling in schools largely depends on the support given by the head teacher. She noted that the head teachers' support to and counseling was in adequate and as a result, imparted negatively as evidenced by many problems experienced by students while in school. There are no measures on the ground indicating that the head teachers are collectively working as a team with their teachers in guidance and counseling in Kenyan Schools (Affulo, 2010). In addition, problems that require and counseling are on the increase, therefore, it was not clear whether or not the head teachers had accepted and counseling in their schools. There was need to establish their attitude towards and counseling in this study. Nwakolo (2006) noted that when counselors perform their expected duties in the school setting, then the students will be satisfied as their different academic, vocational, social and personal life aspirations are fulfilled. Career counseling is very fundamental to students' successful and meaningful living. Every student desire to be identified with a good profession, but this could only be achieved through effective counseling on the choices

of career to maximize their potential. Career, though crucial to mankind, occupies almost all entire human life. This is due to the fact that career contribute enormously to all human activities, building individuals high self-esteem, satisfaction and adjusting to healthy life. It equally assists students to discover their innate potentials and acquire the needed knowledge for building lifelong profession. Bantu (2003), who cited among other factors as being peer pressure, deficient and un-innovative curriculum, delinquency and parental poverty. His study did not bring out empirical evidence that show how absenteeism of students influenced their academic performance. Further the study did not determine the level of absenteeism that influences academic performance. Another notable study in Africa was done in Senegal to determine the causes of absenteeism of primary school children. It was found out that among the causes of student absenteeism from school included indiscipline, parental poverty, and poor curriculum (Etsey, 2005). Like Bantu (2003), this study did not relate empirically the influence of student absenteeism to academic performance. These are some of the gaps in literature that informed this study. Lochmiller, (2013) further support this finding by asserting that, given the consequences of chronic absenteeism and its prevalence in the nation's schools, researchers from education, counseling, and health fields have invested substantial energy in identifying factors that predict student absenteeism as well as estimate the cost of missing school for students both short and long term. Mutie and Ndambuki (2004) who observe that guidance and counseling enables the adolescents cope with the challenges associated with growing up. This is the period when they experiment with drugs and personal relationships such as dating and they also get in trouble with authority. They face identity crisis and hence are easily influenced by peers into engaging in bad behaviors. Their personal relationships such as dating and love gain acceptance in the adolescents' life yet majority lack adequate knowledge on these issues including the coping and decision making skills. They lack courage or self-esteem needed to seek explanations or dialogue with significant others. Effective guidance and counseling will enable the students to acquire coping and decision-making skills, courage and high self-esteem. Zins and Elias (2004) further support the finding by emphasizing that application of guidance and counseling programs helps the students develop socio-emotional competence.

Theoretical Framework

This study was based on the principles of person-centered theory and social learning theory by Rogers (1980) and Bandura (1986). The person centered theory emphasizes on the human interaction between two people (the counsellor and the client, in this case). Social learning theory, on the other hand, postulates that a child learns behaviour through social interaction in the form of observation and imitation of what other people in the society are doing.

Person-Centered Theory: This theory focuses on the human interaction between the counsellor and the client. Rogers (1980) called it the Person-centered theory in order to suggest that his principles extended beyond the client-therapist relationship to encompass all human interaction. The current person-centered theory is understood as a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit. The student will drive towards growth, health and adjustment (Makinde, 1984).

The model assumes that human interaction is only possible when certain conditions prevail. In the case of guidance and counselling, these conditions should prevail sellor's demonstration in the counsellor-client orientation. According to Omulema (2000), these conditions include counselor's demonstration of empathy, unconditional positive regard and warmth to the client. He notes that growth occurs in an acceptance, warm, empathetic, non-judgmental environment that allows students the freedom to explore their thoughts and feelings and to solve their own problems. Guidance and counselling programme that lacks these characteristics culminate into poor performance of students in school. When a counsellor communicates the above conditions, those being helped will become less defensive and more open to themselves and their world and they will behave in more social and constructive ways. Many students harbor feelings of failure in academics and thus have low self-esteem, but a counsellor is able to counter the feelings by working towards fostering the students' capacity to hope and believe that they are capable of overcoming academic failure they are experiencing and even end up performing their best potentialities. A conducive environment for the student should be provided and teachers should provide room for self-actualization by being friendly, loving, competent and responsible. Teacher counsellor should also help the student set goals and allow positive self-recognition after attaining set goals and aspirations that will boost success in academic performance. Therefore, a good environment should be created by teacher counsellor.

Social Learning Theory: Learning is a process where behaviours are learnt or acquired from the environment. One way of learning is through social observation and imitation. This theory was advanced by Bandura (1986). This theory explains delinquency as a behaviour learnt through the complex process of socialization. The theory postulates that the behaviour is reflective of people observing and imitating others and imagining the consequence of their own behaviour. The theory advocates that human behaviour is modified using learning principles to change behaviour (Omulema, 2000). The behavioural approach emphasizes that the client define goals in behavioural terms provide resources and encouragement in helping clients more towards goals and helps clients with different problems (Patterson, 1962). Teacher counsellors can therefore apply this in counselling students concerning their academic performance. Makinde (1984) notes that counselling effectiveness and outcome of counselling are assessed by change in the specific student's behaviour. This implies that counselling can use behavioural counselling to create a conducive environment for the students to modify their behaviours in order to solve their academic problems through creation of learning conditions. Teacher counsellors can use behavioural techniques like self-management programmes and self-directed behaviours which may deal with learning, study and time management skills in schools. This will foster the students' academic performance. The student will drive towards growth, health and adjustment (Makinde, 1984). Therefore, a good environment created by the teacher counsellor. School can provide room for good self-concept that will boost success in academic performance.

Conceptual Framework

The conceptual framework (Figure 1) postulates that Guidance and Counselling financial resource management influences students' academic performance in secondary schools.

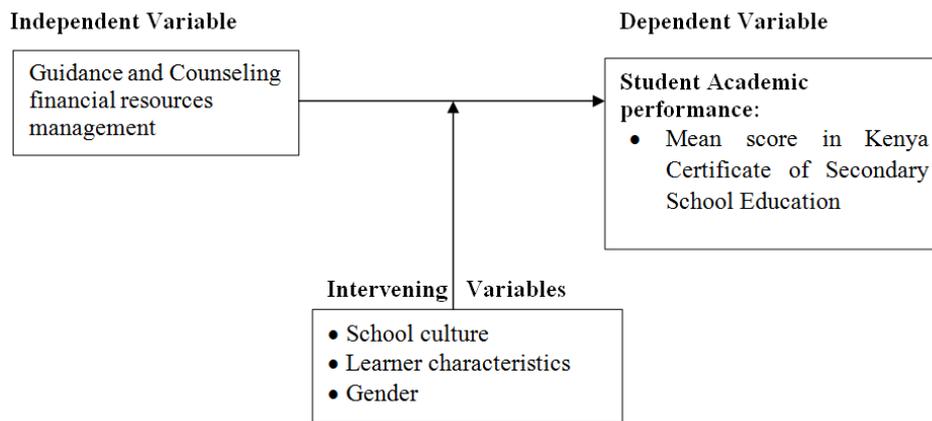


Figure 1: Effect of Guidance and Counseling Financial Resource Management on Student Academic Performance

Table 1. Principals’ Qualifications, Type and Size of School

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

Guidance and counselling financial resource management when well managed translates to student’s performance. This is because students become focused and work towards realizing their dream. On the other hand if the management of financial resources is not good students’ academic performance is likely to decline. Nevertheless, intervening variables such as school ethos moderate the influence such that the influence can be high or low. The school ethos are angered on gender, learner characteristic and school culture.

RESEARCH METHODOLOGY

The study used descriptive and correlation research design: Questionnaires and interview schedules were used as data collection instruments. The target population was 346 principals, 346 teachers and 30,000 form four students. Yamane (1967) formula was used to determine the sample sizes, namely: 185 principals and 185 teacher counselors. Questionnaire and interview schedule were used to collect data. Data collected from the field was analyzed using frequency counts, percentages, means and regression analysis.

RESULTS

The research question responded to was: What is the effect of Guidance and Counseling financial resource management on secondary school academic performance?

Demographic Data of Respondents: The Demographic data of respondents and school data were as shown in Tables 1 to 7. In terms of gender, the study established that majority 151(82%) of the principals were male compared to 34(18%) who were female. This finding confirmed that most secondary schools in Kisii County were headed by male principals. Concerning their highest qualifications, the study established that majority 116(62%) had Bachelor of Education qualifications, 51(28%) had Masters of Education, 9(5%) had Bachelor of Arts/Post Graduate Diploma in Education and 4(2%) had Doctor of Philosophy qualification. This finding confirmed that most principals in the secondary schools in Kisii County had Bachelor of education professional qualifications. As far as their school type was concern, majority 155(84%) headed mixed secondary schools, 22(12%) headed boys secondary schools and 8(4%) headed girls secondary schools. This finding indicated that majority of secondary schools in the county are mixed. Results on school size indicated that majority 111(60%) headed two stream schools, 60(33%) headed single streams schools, 8(4%) headed three stream schools and 6(3%) headed over five stream school. the finding confirms that majority of secondary schools in Kisii County were two streams. The finding on gender is supported by Nyaema (2004) who found out that the males comprised 90% of the respondents while females were only 10%. The findings showed that, the gender disparity is an issue in the leadership of secondary schools in the district. The finding on gender is further supported by Momanyi (2013)

Table 2. Principals' Demographic Information on Age, Teaching experience and Student academic performance

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

Table 3. Students Gender and Age

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

Table 4. Teacher Counselors' Demographic Information

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

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

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

who established that (66.7%) of the secondary school principals were male and (33.3%) were female. This could be due to the fact that the mixed schools that were sampled were headed by male teachers. A mixed school in Kenya can be headed by a male or female teacher, but girls' school most of them are headed by a female teacher and boys' schools by male teachers. Findings on qualification are also supported by Nyaema (2004) who established that majority of the head teachers (92%) were university graduates. Only minority (8%) were diploma holders all of who were aged < over forty. The same study also established that majority of the schools (56%) were mixed schools, (32%) were boys' schools and (12%) girls' schools supporting the findings on the type of school in this study which established that majority of the schools were mixed followed with boys and girls. This finding is further supported by Momanyi (2013) who established that (50%) of the principals hold bachelors' degree and the other half, 50% hold masters' degree. This scenario indicate that principals in secondary schools within the two divisions are well learned graduate teachers who are capable of handling secondary schools and therefore can be able to handle the adolescents and their problems well. All these items are important when looking at the perceptions of teachers and students towards

guidance and counseling services. Principals play a big role in managing and controlling discipline, besides being the supervisors of both the curricula and co-curricular activities and government policies. This section presents the analysis of Principals' mean age, experiences and the school means score in 2015 Kenya Certificate of Secondary Education Certificate. The mean age of the principals was 47 years with the youngest being 36 years and the oldest 58 years. This finding indicated that Principal's in Kisii County were middle age. In terms of years of experience being in the teaching profession, the study established that the Principals in Kisii County had worked for an average of 22 years with the youngest in profession having served for 9 years and the oldest having served for 32 years. Comparatively, the principals had work experience as principals for an average of 11 years with the youngest in services as a principal having served for 1 year and the oldest having served for 21 years. The finding indicated that the principals in Kisii County served for many years as teachers and also as principals. As far as the 2015 Kenya Certificate of Secondary Education Certificate performance was concern, the study established that secondary schools under the study had a mean score of 5.24 representing letter C in the grading scale of Kenya Certificate of Secondary Education Certificate. From

Table 3, majority of the students 195(53%) were male compared to 175(47%) who were female. This finding is supported by Ogero (2012) who carried out a study on institution based factors influencing students' performance in Kiswahili at Kenya Certificate of Secondary Education Certificate in public schools in Sameta Division Kisii county Kenya and established that 56.77% of the students represented male students while the remainder 43.23% females. The study further established that majority of the students 198(54%) were within 18-19 years age bracket, 143(39%) were within 16-17 years age bracket and 29(7%) were above 19 years. From Table 5, it was established that the average age of the teacher counselor under the study was 37 years with the youngest teacher with 34 years and the oldest 54 years. The average number of years the teacher counselor had served as a teacher was 11 years with the shortest service being 2 years and the longest service 11 years. The average number of years the teacher counselor had been in the current school was 6 years with shortest period being 1 year and the longest being 13 years. Majority of the teacher counsellors were between the ages of 41-50 years because this is the last group of teachers that were employed enormously by the government of Kenya. Most of those who are above 50 years have either taken early retirement or opted out for other job opportunities thus resulting to the minimum number. Those that are less than 30 years are also minimal 4.3% because the government stopped employing teachers and only recruits when need arises. The fact that most of the teacher counsellors are elderly, enables them to handle adolescents and their problems effectively thus influence their perceptions about guidance and counseling positively.

respondents 101 (55%) agreed that Guidance and Counseling Room had student inventory, the resource centre in the schools were well equipped with relevant and up to date resource materials on career development which make students select appropriate career choice, 47(25%) were undecided and 36 (20%) who disagreed. Further findings on resource centre annual budget, the study established that majority of respondents 124 (66%) agreed that counseling resources were budgeted for in the schools' annual budget compared to 41 (32%) who disagreed. Majority of respondents 175 (95%) agreed that the principals fund raiser for equipping the resource centre in the schools compared to 10 (5%) who disagreed. Findings on control of activities at the resource centre indicated that majority of respondent 166 (91%) disagreed that stock in the resource centre were controlled and results reported to the principals compared to 19 (10%) who disagreed. Concerning the guidance and counseling rooms, the study established that the minimum number of guidance and counseling rooms in the sampled schools was 1 and maximum were 2 whereas the mean was 1 indicating that most schools had 1 guidance and counseling rooms. The study also established a mean of 1 and 3 chairs in the secondary schools. The study established that there was average of 5 files in each counseling room. The study also found out an average of 1 teacher counselor per school. The study found out that on average, secondary schools had 7 counseling materials. There was an average of 1 teacher counselors in the sampled schools. Most principals also confirmed that on average guidance and counseling session takes 1 hour although some confirmed that it depends on issue at hand as on principle narrates; Timing of guidance and counseling is not straight forward and sometimes

Table 6. Teachers Counsellors on Principals Provision of Resources

Item	SA	A	U	D	SD
Not principals' responsibility	87(47%)	43(23%)	19(10%)	17(9%)	19(11%)
Community resource person	13(7%)	82(44%)	49(27%)	8(4%)	33(18%)
G&C rooms with inventory	29(16%)	72(39%)	47(25%)	18(10%)	18(10%)
Centre equipped	62(34%)	62(34%)	-	16(9%)	25(23%)
Resources budgeted for	11(5%)	29(16%)	46(25%)	31(17%)	68(37%)
Principals fund raise	149(81%)	26(14%)	-	-	10(5%)
Resources controlled	10(5%)	9(4%)	-	48(30%)	118(61%)

Table 7. Guidance and counseling resources provision

Resource	N	Min.	Max.	Mean	Std. Deviation
Financial provision for Rooms	185	1	2	1	0.32
Financial provision for Number of tables	185	1	2	1	0.28
Financial provision for Number of chairs	185	1	6	3	1.73
Financial provision for study materials	185	2	10	7	1.79
Financial provision for files	185	1	9	5	2.42
Number of teacher counselor	185	1	3	1	0.59
Time (In hours)	185	1	2	1	0.32

Key: N = number of schools,
 Min = Minimum number of Resources
 Max = Maximum number of resources
 Mean = average number of resources
 Std = Standard Deviation

From Table 6, the study established that majority of respondents 130 (70%) agreed that the principals were not the ones to provide up-to date educational materials to the guidance and counseling department 28 (20%) who disagreed and 19 (10%) who were undecided. Slightly more than half of the respondents 95 (51%) agreed that the principals liaised with the community professionals and invite them to give lecturers to students in the school, 49 (27%) were undecided and 41 (22%) who disagreed. Concerning guidance and counseling inventory, the study established that majority of

the session may take long or short depending on what is the issue at hand. Counseling a student detracted by drugs may take more than 2 hours per session. Regression analysis was computed to establish the effect of guidance and counseling financial resource management on secondary schools student academic performance. The results were as shown in Table 8. From Table 8 it can be observed that Guidance and Counselling services resource management accounted for 66.7% of the variation of the student academic performance as signified by the adjusted R square .667.

Table 8. Regression Analysis on the Effect of Guidance and Counselling financial resource management on student academic performance

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

a. Predictors: (Constant), Guidance and Counseling services financial Resource management

Table 9. Analysis of Variance of the effect of Guidance and Counseling services resource management on students academic performance

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

Table 10. Multiple Linear Regression analysis of the effect of Guidance and counseling services resource management on students academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
	(Constant)	5.227	.580		9.014	.000	4.083	6.372
	Principal's involvement in budgeting of financial resources	-.053	.064	-.067	-.821	.412	-.180	.074
	Use of financial resources in hiring professional counselors	-.649	.085	-.723	-7.652	.000	-.817	-.482
	Expenditure on Guidance and counseling office modernization	.474	.116	.513	4.102	.000	.246	.702
	Expenditure on Guidance and counseling and equipments	.366	.054	.394	6.834	.000	.260	.472
	Early budgeting of Guidance and counseling financial resources	.500	.051	.593	9.853	.000	.400	.601
	Outsourcing of finances to boost financial resources of Guidance and counseling services	-1.151	.114	-.999	-10.091	.000	-1.376	-.926
	Strict control of Guidance and counseling financial resources allocated	-.434	.097	-.435	-4.482	.000	-.624	-.243

a. Dependent Variable: Student Academic Performance Regression Equation: $Y = \beta_0 + \beta_1 X_1 + \dots + \beta_7 X_7$

This means that the rest 33.3% was due to other factors that were not subject of this study. To confirm whether Guidance and counselling services resource management was a significant predictor of student academic performance, analysis of variance was computed. The results were as shown in Table 9. From Table 9 it can be observed that Guidance and counseling services financial resource management was a significantly predictor of students academic performance ($F(7, 177) = 53.574, p < .05$). To establish the actual effect of Guidance and counseling services financial resource management on students academic performance, multiple linear regression analysis was computed and the results were as shown in Table 10.

From Table 10, it can be observed that four variables of guidance and counseling services financial management negatively influenced student academic performance. These were principals involvement in budgeting guidance and counselling financial resources, use of financial resources in hiring professional counselors, outsourcing of finances to boost financial resources of Guidance and counseling services and strict control of Guidance and counselling financial resources allocated. That is, these aspect of financial resource management post a decline in students academic performance significantly.

The aspect of financial resource management that enhanced student academic performance were: expenditure on G/c offices modernization, expenditure on g/c materials and equipment and early budgeting of g/c financial resources. The regression equation is students academic performance = $5.227 + -.053X_1 + -.649X_2 + .474X_3 + .366X_4 + .500X_5 + -1.151X_6 + -.434X_7$. This model can be used to predict students academic performance in secondary schools, given fact that G&C is a mandatory service offered in all schools.

DISCUSSION

In Kenya, all secondary schools are having Guidance and Counseling departments. These departments are headed by a teacher counselor who is referred to as head of department Guidance and Counseling. The principals are not the ones who provide up-to date educational materials to the guidance and counseling departments. The principals liaise with the community professionals and invite them to give lectures to students in the school. Guidance and Counseling offices had student inventory, were fairly well equipped with relevant and up to date resource materials on career development which make students select appropriate career choice, guidance and counseling resources were budgeted for in the schools' annual budget, the principals fund raiser for equipping the resource centre in the schools and that Stock in the resource centre were controlled and results reported to the principals. Apart from stock in the resource centre controlled and results reported to the principals who were not well done and provision of up-to date educational materials to the guidance and counseling department, the principals in the secondary schools in Kisii County provided resources for guidance and counseling. This finding is supported by Auni *et al.* (2014) in their study on determinants of Guidance and Counseling Programme in Addressing Students Social Adjustment in Secondary Schools in Siaya District, Kenya who observed that Most of the heads of guidance and counseling departments observed that the departments lacked adequate facilities to run the programme, although some schools had rooms set aside for guidance and counseling offices. It was revealed further that in some schools counseling took place in the games field or under the trees since the schools did not have enough buildings and therefore rooms for all offices. The study concurred with that of Oyiko (2011) who conceded that most schools need to equip themselves with the essential materials and facilities, for

offering guidance and counseling services so as to enable the students develop required behaviour. The study also agreed with Ndung'u (2003) had found that limited time among teachers was a major hindrance to the provision of guidance and counseling services in Kenyan secondary schools. The above findings also showed that the entire school system was too overloaded for both the teachers and the students, and this was hurting the provision of guidance and counseling services. This finding is further supported by Nyamwange *et al.* (2012) who concede that the number of professional teacher counsellors is low meaning that guidance and counseling service are mostly handled by teachers without professional training on guidance and counseling. In spite of high levels of training as secondary school teachers the study established that the number of trained teachers offering the counseling services was small. This finding was in line with Crutchfield and Boarders (1997) who have cited lack of time as a handicap in the provision of guidance and counseling, stating that most teachers are overloaded and often suffer from professional burnout. This finding is further supported by Wambui (2015) who opines that the time allocated for guidance and counseling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the lesson after school at 4.00 pm. Moreover, the guidance and counseling sessions were not frequent since in most schools, the session were held when need arose. The finding on period allocated for guidance and counseling was further supported by Wango (2006) who opined that guidance and counseling face many challenges including inadequate trained personnel, limited resources to enhance the services and train personnel, lack of formal guidance and counseling syllabus and curriculum and guidelines and insufficient time allocation for teacher counsellors to render the service effectively

Conclusion

Management of Guidance and counselling services financial resources was found to be very important to students' academic performance. Thus, it enhanced highly students academic performance. Just like in many areas of operation, financial management is at the centre of success. In this study Guidance and counselling services financial resource management entailed principals involvement in budgeting, use of financial resources in hiring professional counsellors, expenditure on Guidance and counselling offices modernization, expenditure on Guidance and counselling material and equipment, early budgeting of Guidance and counselling financial resources and outsourcing finances to boost financial resources to manage Guidance and counselling services and strict control of Guidance and counselling financial resources allocated. Whereas some variables of financial resource management enhanced student academic performance, others had negative effect.

Recommendations

- Given the importance of guidance and counseling, more financial resources should be allocated to these overheads.
- Financial resources should be used to enhance further modernization of offices of Guidance and counselling and early budgeting should always be undertaken.
- Professional counselors should only be hired when it is absolutely necessary

- Principals involvement in budgeting should be approval and implementation.
- Outsourcing of finances and strict control should be undertaken sparingly to the benefit of students' academic performance.
- Funds budgeted for Guidance and counselling services in secondary schools should be prudently used to enhance student academic performance.

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