

Influence Of Principals’ Guidance And Counseling Practices On Students’ Academic Performance In Public Secondary Schools In Kaloleni Sub-County, Kilifi County, Kenya

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Abstract

The purpose of the study was to investigate the influence of principals’ guidance and counselling practices on students’ academic performance in public secondary schools in Kaloleni Sub-County, Kilifi County, Kenya. Research employed quantitative research methodology where questions were used to bring out on issues concerning principals’ guidance and counselling among secondary school students and academic performance. Location of the study was public secondary schools in Kaloleni Sub-County where a total target population of 7438 respondents was aimed at. With the application of Yamane’s formula a sample of 398 respondents was arrived at which comprised of 10 principals, 90 teachers, 160 students in form three and four classes and 138 parents. Purposive sampling was used to pick principals while for teachers, students together with their parents simple random sampling was used. Results of the study indicated that all 10 (100%) public secondary schools employ guidance and counselling as a way of maintaining students’ discipline because disciplined students also perform well. However, on involvement of parents in guidance and counselling principals together with teachers 80% (8) agreed that they normally involve parents especially when handling indiscipline cases in school. In addition, nearly all the teachers at 96.67% (87) expressed lack of prior training in guidance and counselling whereas 93.75% (150) of students agreed that there was need for career guidance in order to improve academic performance. Moreover, 72.46% (100) of parents indicated that they had never had an opportunity on parental empowerment services on guidance and counselling on such areas such as topics on good parenting which had made it difficult to understand teenagers and how best to assist them in education to improve their performance. However, the study recommends that principals to facilitate organized professional career guidance before students select subjects, ministry of education to train teachers on guidance and counselling and school principals in conjunction with other educational stakeholders to provide forums for parental empowerment on critical issues such as good parenting that empowers parents to empower students to improve in academic performance. Therefore, research concluded that there is a positive relationship between students’ guidance and counselling and academic performance in public secondary schools.

Keywords: *Principals, Guidance and Counselling, Students, Academic Performance*

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I. Introduction

A good principal should champion the course of quality assurance in his or her school to ensure better school administration, establish clearly defined goals for academic achievement and concentrate their available resources and operations on achieving the goals. They provide timetable for teaching, routine checks of lesson plans and observation of classroom instruction and continuously monitor students’ progress to determine whether their instructional goals are being attained. Principals provide feed-back on student performance, motivation of teachers for improved performance, reinforcement of students for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for quality teaching-learning processes (Arkorful, Basiru, Anokye, Latif, Agyei, Hammond and Abdul-Rahaman, 2019). Heaven and Bourne, (2016) in California, Berkley, indicates that principals are expected to be instructional leaders. The research indicates that when principals visit class rooms, they can positively impact on students’ achievement, teacher practice, and teacher attitudes. It also indicates that principals spend little time on this instructional leadership activity.

United Nations Educational Scientific and Cultural Organizations, (2021) annual report has it that Excellency in academic performance is synonymous with mobilization of resources by school managers. The

report showed that inadequate availability of textbooks in learning institutions resulted in poor performance. An equally important component for good academic performance is the teacher's professional development taken care of by the Teachers Service Commission, which has incorporated it as one of its tools in the appraisal of school teachers. The new TSC teacher performance appraisal and development tools (TPAD/01) provide for professional development where a teacher is required to identify individual performance gaps, detect training needs and seek solutions through professional development courses and acquire certificates for the courses attended. In addition, the teacher is required to engage in peer learning and participate in subject panels. The facilitation of this development by the principal is critical in the improvement of performance.

A key role of the principal is to ensure that each of the elements that contribute to improved student learning outcomes is presently working, effective and in alignment with all other elements (Hill, Loeb and Mitani, 2015). Therefore, there is need for school managers to identify training needs for their teachers. However, United Nations Children's Fund, (2020) states that through teacher professional development, student's performance is improved therefore it is in this regard that the study seeks to research on influence of principal's guidance and counselling practices on students' performance in the Kenya Certificate of Secondary Education examination in public secondary schools in Kaloleni Sub- County, Kenya.

Students need to be controlled using a set of rules and regulations that are carefully set and used using student's leaders to enforce them. Punishments used should be in line with the requirements of the government. Another important tool is use of guidance and counselling in schools. Principals should make good use of this department to increase self-awareness among students and make them acquire useful skills in handling their studies and to relate well with others in school. The board of managers, parent's association and education officers together with the community can be of great help in the school when appropriately engaged for better performance.

II. Statement Of The Problem

Principals' management practices go a long way in enhancing academic performance of students in secondary schools. This is because they have been provided with the mandate of management of school activities which is a bedrock for academic prowess (Fatma, 2022). However, data from Kilifi County Quality Assurance Office, (2024) shows that for last five years the number of students attaining C+ has been on decline falling from 41.23 % in 2019 to 25.78% in 2023 which is a 15.45% drop. Nevertheless, a decline in number of students joining colleges or universities has also sharply dropped with more than 80% of students attaining less than C+. This has happened despite of several measures being put into place to ensue improved performance of students in test scores in Kaloleni Sub-County secondary schools. Literature analysis of KCSE performance in Kaloleni Sub-County secondary schools demonstrates lack of adequate research on principals' guidance and counselling practices of secondary schools as indicated by poor performance in table 1 below.

Table 1 *Kaloleni Sub-County Secondary Public Schools Performance for the years 2020, 2021 and 2023*

Number	Entry	for	2023	Mean	Mean	Mean	
Of schools	Boys	Girls	Total	2021	2022	2023	Dev
26	1242	1402	2644	4.2074	3.5745	3.9197	0.3452

Source; Kaloleni Sub-County Director of Education

The table above indicate that the best score attained by the secondary schools' students for the last three years was a mean of 4.2074 in the year 2022 which was a D+ indicating poor performance as majority of the students more than 80% never attained a mean of C+ which is the minimum entry requirement for university creating the need to investigate influence of principals' guidance and counselling practices on students' academic performance in public secondary schools in Kaloleni Sub-County, Kilifi County, Kenya

III. Research Objective

To investigate influence of principals' guidance and counseling practices on students' academic performance in public secondary schools in Kaloleni Sub-County, Kilifi County, Kenya.

IV. Research Question

What is the influence of principals' guidance and counseling practices on students' academic performance in public secondary schools in Kaloleni Sub-County, Kilifi County, Kenya?

V. Empirical Literature Review

Principals' Guidance and Counseling Practices and Students' Academic Performance

Psycho-analysis according to Sigmund Freud is a psychological method meant for understanding and curing mental illness. Human beings at some levels are controlled by information in the unconscious mind after having taken place in the far past and were not resolved as is the case in the theory of resistance and repression

(Ndinda, Dawo and Gogo, 2022). Guidance and counseling teachers help in mentoring of students in terms of their career process. In addition, guidance and counseling should encourage both boys and girls to do away with the beliefs that there are subject for boys and girls however a female student wants to be an electrical Engineer, she should focus on mathematics and physics (Hill, Loeb and Mitani, 2015).

Parents should advise children on career matters and leave them to make personal choices with the help of teachers at school. This is because career relevance changes with time. Secondary school children are teenagers and have lots of problems affecting their lives. According to Psifidou, Mouratoglou and Farazouli, (2021), in France students are easily affected by behavioral and emotional disorders (psycho-social issues). Issues like academic achievement, romance and love, drug abuse, discrimination and economic hardships at home affect them. As a result, they end up becoming truants, violent, socially withdrawn, having discipline issues and attempts to commit suicide. Guidance and counseling should deal with these issues to enhance good performance in academics. According to the US Department of Health, about 250,000 babies born in 2015 were of teenage mothers but there has been little formal guidance and counseling programs in many schools which poses a great danger to school performance.

Love and romance are one of the relationships practiced by learners. First relationships are usually very strong and uncontrollable. It is bound to do some damage (Wang, Chow, Hofkens and Salmela-Aro, 2015). Teens at this time waste a lot of time bonding, going out together, dating and fantasizing about their love (Warui, 2018). Unplanned pregnancies put the girls in a position of untimely responsibilities because schooling is normally disrupted but Jaime and Hana, (2023) in Tanzania observed that guidance and mentorship among girls in secondary schools has not only facilitated performance but also completion of school. Students also engage in lesbianism and gaysim. Vibrators have found their way into schools with girls. All these activities are done at the expense of studies. Moreover, many contract sexually transmitted diseases. Family problems like disputes, parent's illiteracy (Lai, 2014), negligence of parents on child's needs, physical abuse against the male's poverty, chronic illness of parents, substance abuse especially bhang and alcohol are contributing factors to students' failure (Ariana, 2017). Abuse of drugs leads to addiction. Over use after addiction makes the user experience alteration of brain chemistry, health complications, accidents and injuries.

It also causes impaired judgment, hallucinations, truancy, financial constraints and sometimes death. Personally, memory and bodily processes change. Other drugs are injected leading to infections due to sharing of syringes for example, HIV, Hepatitis B and C. Illegal drugs like Bhang leads students to be taken to court and be jailed. In Kenya, counselor teachers are able to detect signs of drug abuse like lack of interest to what they used to love, changing friends a lot, ignoring personal care and hygiene, spending time alone, sleeping at odd hours, eating a lot, having problems with teachers, peers and parents (Kamore and Tiego, 2015). Such makes a school unsafe for everyone. Counseling should be done to students as to why they are in school. Those with learning challenges and go through difficulties need to be assisted. Study skills are very important and should be discussed with students (Gysber and Henderson, 2014). Time management skills are crucial in school (Hill, Loeb and Mitani, 2015).

Students with poor time management skills are not well organized so they miss out on some issues. They are not aware of what to begin with. They get anxiety and fatigue and eventually mental exhaustion. Burn out syndrome is common in Secondary schools (Ariana, 2017) Others read a lot and go sleepless nights. Burn out state even erodes what has been learnt. The learner loses concentration and cannot learn anything new. Others have learning difficulties or lack of concentration while learning, and others become truants due to fees problems. Moreover, these students need help to prepare for exams. If they are not assisted, they drop out of school. Some attempt to commit suicide when parents and teachers push them too hard to perform due to much frustration and stress.

VI. Research Methodology

Research employed quantitative techniques creating more comprehensive representation of the research problems. This method worked well since there was gathering and analysis of data at a lesser time than would take when using qualitative data. In addition, by using quantitative method, a bigger number of people or participants were surveyed and the data that could be measured also taken. Also, data gathered depended on the participants' opinions and information rather than reported words that could be distorted.

VII. Research Findings And Discussions

Report on Principals Guidance and Counselling and Students' Academic Performance Principals' Responses on Guidance and Counseling

Table 2 *Responses on details of how principals solved indiscipline problems in their schools.*

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
-Guidance and counseling	10	10	54.3	100%
Involve parents	8	16	14.16	80%

Giving of verbal and written warnings to the concerned.	7	21	0.77	70%
Give punishments like slashing	10	40	4.5	100%
Deny culprits privileges in the school	2	10	5.56	20%
Give suspensions to wrong doers	3	18	21.39	30%
Make referrals to significant others	5	35	67.35	50%

Source: Researcher, 2024

Guidance and counseling and giving punishments like slashing both had 100% (10) of responses in their categories, indicating they are consistently chosen. However, involvement of parents (80%) (8) and giving of verbal and written warnings 70% (7) are also significant categories with high percentages of responses. Making referrals to significant others 50% (5) and give suspensions to wrong doers 30% (3) show moderate levels of agreement. Deny culprits privileges in the school 20% (2) is the least chosen category. For Guidance and counseling and giving of punishments like slashing, variability might be due to wide-ranging opinions or data specifics. For Making referrals to significant others, there is substantial variability around the mean. Other categories, like involve parents and giving of verbal and written warnings, show moderate to low variability, suggesting more consistent opinions within those categories. The high percentages for guidance and counseling and give punishments like slashing suggest strong agreement or preference in these areas. Categories like make referrals to significant others and give suspensions to wrong doers show significant variability, indicating diverse opinions or responses.

Table 3 Responses on how Principals ensured students were well guided in the issues of sexuality so that they were not affected negatively in academic performance.

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Guidance and counseling	8	8	58.32	80%
Conducting sessions on individual and group counseling	6	12	17.34	60%
Conduct students barazas	4	12	1.96	40%
Having class discussions	6	24	0.54	60%
Have academic clinics	7	35	11.83	70%
Calling guest speakers on the topic	6	36	31.74	60%
Give literature on sexuality related issues	3	21	32.67	30%

Source: Researcher, 2024

Guidance and Counseling 80% (8) has the highest percentage of responses, indicating it is the most widely supported or chosen approach. Have academic clinics 70% (7) and conducting sessions on individual and group counseling 60% (6) also have significant support. Having class discussions 60% (6) and calling guest speakers on the topic 60% (6) are also notable, indicating moderate support. Conduct students' barazas 40% (4) and give literature on sexuality related issues 30% (3) have lower percentages of support. Guidance and counseling and calling guest speakers on the topic show high standard deviations, reflecting a wide range of responses or opinions. Having class Discussions has very low variability, suggesting consistent opinions in favor of this approach. The most supported approaches include guidance and counseling, have academic clinics, and conducting sessions on individual and group counseling. Methods like having class discussions and calling guest speakers are also supported but to a lesser degree. Categories with high standard deviations indicate diverse opinions among respondents, particularly in guidance and counseling and calling guest speakers on the topic.

Table 4 Responses on how guidance and counseling in career, psychological and academic matters enhanced students' academic performance.

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Through change of attitude on Math's and Physics	7	7	8.21	70%
Through good time management	8	16	0.08	80%
By making and adopting use of personal study skills	9	27	7.66	90%

Source: Researcher, 2024

By making and adopting use of personal study skills has the highest percentage of support at 90% (9), indicating it is the most favored approach among respondents. Through good time management 80% (8) also receives significant support, indicating it is a well-regarded strategy. Through change of attitude on math and physics 70% (7) is supported, though less so compared to the other approaches. Through good time management has very low variability (0.08), reflecting a high level of consensus among respondents on this approach. Through

change of attitude on math and physics and by making and adopting use of personal study skills show moderate variability, indicating some diversity in responses. The most supported approach is by making and adopting use of personal study skills, suggesting it is seen as the most effective strategy. Through good time management has very low variability, indicating strong agreement among respondents. Through change of attitude on Math and Physics is also supported, though to a slightly lesser extent compared to the other approaches.

Table 5 Responses on how principals ensured staff participated in guidance and counseling in students' academic issues

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Send staff for in-service course	6	6	26.16	60%
Have foster families in school and assign teachers the families	5	10	5.95	50%
Have class discussions guided by class teachers	7	21	0.07	70%
Delegating duties and scheduling various programs	8	32	6.64	80%
Forming committees	6	30	21.84	60%

Source: Researcher, 2024

Delegating duties and scheduling various programs 80% (8) has the highest percentage of support, indicating it is the most favored approach among respondents. Have class discussions guided by class teachers (70%) and send staff for in-service courses 60% (6) also receive notable support. Forming committees 60% (6) and have foster families in school and assign teachers to these families 50% (5) show moderate to lower levels of support. Send staff for in-service courses and forming committees show high standard deviations, reflecting diverse opinions or significant differences in responses. Have class discussions guided by class teachers has very low variability, indicating a high level of agreement among respondents. Delegating duties and scheduling various programs is the most popular approach, with the highest percentage of support. Strong consensus: have class discussions guided by class teachers shows very low variability, suggesting broad agreement on this approach. Diverse opinions: categories with high standard deviations reflect a wider range of opinions, particularly in send staff for in-service courses and forming committees.

Table 6 Responses on how principles tackled issues of poor nagging habits

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Give verbal warnings	7	7	13.33	70%
Advise	5	10	0.71	50%
Give corrective punishments	8	24	3.04	80%
Teachers be good role models	4	16	10.48	40%

Source: Researcher, 2024

Give corrective punishments 80% (8) has the highest percentage of support, indicating it is the most favored approach among respondents. Give verbal warnings 70% (7) and advise 50% (5) also receive significant support, though to a lesser extent compared to corrective punishments. Teachers be good role models 40% (4) has the lowest support among the listed options. Give verbal warnings and teachers be good role models have higher standard deviations, reflecting a wider range of responses or opinions. Advice has very low variability, indicating consistent opinions, while give corrective punishments shows moderate variability. Give corrective punishments is the most popular approach, with the highest percentage of support. Give verbal warnings also receives significant support but with higher variability. Advice and teachers be good role models have less support, with teachers be good role models receiving the lowest percentage of favor.

Table 7 Responses on how teachers dealt with poor attitude towards some subjects.

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Have role models talk to them	7	7	12.39	70%
Hold school sessions on the topic	6	12	0.66	60%
Advise teachers to handle children with care and assist them in their subjects	7	21	3.15	70%
Give simpler tests and advance to tuff ones gradually	4	16	11.16	40%

Source: Researcher, 2024

Have role models talk to them and advise teachers to handle children with care and assist them in their subjects both have 70% (7) support, indicating these approaches are highly favored. Hold school sessions on the

topic 60% (6) also receives significant support and shows very low variability, indicating strong agreement among respondents. Give simpler tests and advance to tougher ones gradually 40% (4) has the lowest percentage of support among the listed options. Give simpler tests and advance to tougher ones gradually shows high standard deviation, reflecting a wide range of opinions or responses. Hold school sessions on the topic shows very low variability, suggesting a high level of consensus. Have role models talk to them and advise teachers to handle children with care and assist them in their subjects are the most favored approaches. Hold school sessions on the topic is highly supported with minimal variability, indicating strong agreement. Give simpler tests and advance to tougher ones gradually has the least support and higher variability, indicating it is less favored and opinions are more diverse.

Table 8 Responses on how poor time management was dealt with.

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Punish late comers and sluggish moving students	6	6	12.60	60%
Provide role models	5	10	1.00	50%
Use peer counselors to guide fellow students on the issue.	6	18	1.80	60%
Involve parents	5	20	12.00	50%

Source: Researcher, 2024

Punish late comers and sluggish moving students and use peer counselors to guide fellow students on the issue both have 60% (6) support, indicating these approaches are highly favored. Provide role models and involve parents both receive 50% (5) support, reflecting a moderate level of favor with high variability in responses. Involve parents shows high standard deviation of 12.00, reflecting a wide range of opinions or diverse responses. Provide role models has low variability (1.00), suggesting a high level of consistency among respondents. Punish late comers and sluggish moving students and use peer counselors to guide fellow students on the issue are the most popular approaches with a notable level of support. Provide role models and involve parents show moderate support, but involve parents has higher variability, indicating more diverse opinions.

Table 9 Responses on how teachers and principals dealt with peer pressure and stereotypes among students in order to enhance good performance among students.

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Use services of peer counselors	5	5	28.6	50%
Have guest speakers on the topic	6	12	11.58	60%
Advise parents to guide their children on the same	4	12	0.6	40%
Use class sessions by class teachers	4	16	1.48	40%
Use families in school to guide	4	20	10.36	40%
Warn on the dangers of negative peer pressure	5	30	34.05	50%

Source: Researcher, 2024

Have guest speakers on the topic 60% (6) has the highest percentage of support, indicating it is the most favored approach. Use services of peer counselors and warn on the dangers of negative peer pressure both have 50% support, reflecting moderate favor with high variability in responses. Advise parents to guide their children on the same, use class sessions by class teachers, and use families in school to guide each have 40% (4) support, indicating these approaches are less favored compared to others. Warn on the dangers of negative peer pressure and use services of peer counselors show high standard deviations, reflecting significant differences in opinions. Advise parents to guide their children on the same shows very low variability, indicating strong agreement among respondents. Have guest speakers on the topic is the most popular approach with the highest support. Warn on the dangers of negative peer pressure and use services of peer counselors show high variability, suggesting diverse opinions. Approaches with 40% (4) support, like advising parents and using class sessions or families, are less favored compared to those with higher percentages.

Table 10 Participants' responses on whether principals supported the guidance and counseling teachers in ensuring students were well guided in choosing subjects of their interest.

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
By giving financial support	7	7	7	70%
Plan for career choice training for guidance and counseling teachers	5	10	0	50%

Giving teachers token for involvement in guidance activities.	7	21	7	70%
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Source: Researcher, 2024

By giving financial support and giving teachers token for involvement in guidance activities both have 70% (7) support, making them the most favored approaches. Plan for career choice training for guidance and counseling teachers has 50% (5) support. Despite having moderate support, it shows no variability in responses, suggesting uniform agreement among those who support it. Both by giving financial support and giving teachers token for involvement in guidance activities show moderate variability (standard deviation of 7), indicating some differences in opinions among respondents. Plan for career choice training for guidance and counseling teachers has no variability, reflecting complete consensus among supporters. By giving financial support and giving teachers token for involvement in guidance activities are the most favored strategies with high support. Plan for career choice training for guidance and counseling teachers has moderate support but shows uniformity in opinions among those who favor it.

Table 11 Responses on whether the guidance and counseling staff in the school possessed the capacity to guide and counsel on career and current market dynamics.

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
All go through units of guidance and counseling and capacity building	7	7	1.22	70%
Career days planned in the school.	5	0	1.70	50%

Source: Researcher, 2024

All teachers in guidance and counselling through units of guidance and counseling and capacity building has the highest support at 70% (7). This approach shows low variability, suggesting a high level of agreement among respondents who favor it. Career days planned in the school has 50% (5) support, reflecting moderate favor with some variability in responses. All go through units of guidance and counseling and capacity building has low variability (standard deviation of 1.22), indicating that responses are fairly consistent. Career days planned in the school shows moderate variability (standard deviation of 1.70), suggesting a wider range of opinions among respondents. All teachers through units of guidance and counseling and capacity building is the most supported approach with consistent responses. Career days planned in the school has moderate support and some variability, indicating diverse opinions among those who favor it.

Students' Responses on Guidance and Counseling

Table 12 Responses on whether the students were guided on careers.

RESPONSES	FREQUENCY	MEAN	STD.DEVIATION	PERCENTAGE
Yes	55	55	19.91	40%
No	83	0	13.81	60%
Total	138	55	33.09	100%

Source: Researcher, 2024

No has the majority support with 60% (83) of the total responses, indicating that most respondents disagree or do not support the statement or question posed. Yes has 40% (55) support, indicating a minority position. Both responses show moderate variability in responses, reflecting some differences in opinion among respondents. The majority 60% (83) of respondents answered "No," suggesting that this is the more common viewpoint. The "Yes" responses are less common, with 40% (55) support. The high standard deviation (33.09) indicates considerable variability in the overall responses, highlighting diverse opinions or responses.

Table 13 Responses on whether the students were assisted by teachers to make subject grade targets.

RESPONSES	FREQUENCY	MEAN	STD.DEVIATION	PERCENTAGE
Yes	59	59	19.27	43%
No	79	0	14.47	57%
Total	138	59	33.74	100%

Source: Researcher, 2024

No has the majority support with 57% (79) of the total responses, indicating that most respondents disagree or do not support the statement or question. Yes has 43% (59) support, indicating a smaller portion of respondents agree or support the statement or question. Both Yes and No-show moderate variability in responses, reflecting some differences in opinion among respondents. The majority 57% (79) of respondents answered "No," suggesting that this is the more common viewpoint. The "Yes" responses are less common with 43% (59) support.

The high standard deviation (33.74) indicates considerable variability in the overall responses, highlighting diverse opinions or responses.

Table 14 Responses on whether there were love relationships in the school.

RESPONSES	FREQUENCY	MEAN	STD.DEVIATION	PERCENTAGE
Yes	88	88	11.56	64%
No	50	0	20.37	36%
Total	138	88	31.93	100%

Source: Researcher, 2024

Yes, has the majority support with 64% (88) of the total responses, indicating that most respondents agree or support the statement or question. No has 36% (50) support, indicating a smaller portion of respondents disagree or do not support the statement or question. Yes, shows moderate variability (standard deviation of 11.56), indicating some variation in responses. No has higher variability (standard deviation of 20.37), reflecting a wider range of opinions among respondents who chose this option. The total standard deviation of 31.93 indicates considerable variability in the overall responses, suggesting a diverse range of opinions. The majority 64% (88) of respondents answered "Yes," suggesting strong support for the statement or question. The "No" responses are less common, with 36% (50) support. The high standard deviation reflects diverse opinions among respondents.

Table 15 Responses on whether the students had been guided and counseled on boy/girl relationship.

RESPONSES	FREQUENCY	MEAN	STD.DEVIATION	PERCENTAGE
Yes	133	133	0.175	96.4%
No	5	0	4.645	3.6%
Total	138	133	4.820	100%

Source: Researcher, 2024

Yes, has overwhelming support with 96.4% (133) of the total responses, indicating near-universal agreement or support for the statement or question. No has only 3.6% (5) support, indicating minimal disagreement or lack of support. The standard deviation for "Yes" is extremely low (0.175), showing almost no variation in responses. The standard deviation for "No" is higher (4.645), but this reflects the small number of responses. The overwhelming majority 96.4% (133) of respondents answered "Yes," indicating a strong consensus or agreement. The "No" responses are very few, with only 3.6% (5) support. The very low standard deviation for "Yes" indicates near-uniform agreement among those who supported it, while the higher overall standard deviation reflects the presence of a few dissenting opinions.

Table 16 Responses on whether students in the school have had conflicts with their parents.

RESPONSES	FREQUENCY	MEAN	STD.DEVIATION	PERCENTAGE
Yes	46	46	20.51	33.6%
No	92	0	10.22	66.4%
Total	138	46	30.73	100%

Source: Researcher, 2024

No has the majority support with 66.4% (92) of the total responses, indicating that most respondents disagree or do not support the statement or question. Yes has 33.6% (46) support, indicating a significant but smaller portion of respondents agree or support the statement or question. Yes, shows moderate variability (standard deviation of 20.51), indicating some variation in responses. No also has moderate variability (standard deviation of 10.22), reflecting differences in opinions among those who chose this option. The total standard deviation of 30.73 indicates considerable variability in the overall responses, highlighting diverse opinions or responses. The majority (66.4%) of respondents answered "No," suggesting that this is the more common viewpoint. The "Yes" responses are less common, with 33.6% (46) support. The high standard deviation reflects diverse opinions among respondents.

Table 17 Responses on whether the students who happened to lose their loved ones got special counseling.

RESPONSES	FREQUENCY	MEAN	STD.DEVIATION	PERCENTAGE
Yes	26	26	17.16	19%
No	112	0	3.91	81%
Total	138	26	21.07	100%

Source: Researcher, 2024

No has a strong majority with 81% (112) of the total responses, indicating that most respondents disagree or do not support the statement or question. Yes, has only 19% (26) support, indicating that a smaller portion of

respondents agree or support the statement or question. Yes, shows moderate variability (standard deviation of 17.16), indicating some variation in responses. No has low variability (standard deviation of 3.91), suggesting that responses are relatively consistent among those who chose this option. The total standard deviation of 21.07 indicates considerable variability in the overall responses, highlighting the significant difference between the "Yes" and "No" responses. The majority 81% (112) of respondents answered "No," suggesting that this is the predominant viewpoint. The "Yes" responses are relatively few, with only 19% (26) support. The high standard deviation reflects a significant difference in opinions, with the majority holding one viewpoint while a minority holds the opposite.

Table 18 Responses on whether substance and drug abuse were a problem in the school.

RESPONSES	FREQUENCY	MEAN	STD.DEVIATION	PERCENTAGE
Yes	60	60	19.14	43%
No	78	0	14.78	57%
Total	138	60	33.92	100%

Source (author, 2024)

No has the majority support with 57% (78) of the total responses, indicating that most respondents disagree or do not support the statement or question. Yes has 43% (60) support, indicating a significant portion of respondents agree or support the statement or question. Yes, shows moderate variability (standard deviation of 19.14), indicating some variation in responses. No also has moderate variability (standard deviation of 14.78), reflecting differences in opinions among those who chose this option. The total standard deviation of 33.92 indicates considerable variability in the overall responses, highlighting diverse opinions or responses. The majority 57% (78) of respondents answered "No," suggesting that this is the more common viewpoint. The "Yes" responses are less common, with 43% (60) support. The high standard deviation reflects a diverse range of opinions among respondents.

Teachers Responses on Guidance and Counseling

Table 19 Responses of Teachers on whether they could guide and council students on various areas of their lives

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	65	325	7015	72.2%
Agree	20	80	9.00	22.2%
Not sure	5	15	13.95	5.55%
Disagree	0	0	0.00	0%
Strongly disagree	0	0	0.00	0%
TOTAL	90	420	30.10	100%

Source: Researcher, 2024

Strongly agree has the highest support with 72.2% (65) of the total responses, indicating that most respondents strongly agree with the statement or question. Agree has 22.2% (20) support, indicating a significant portion of respondents agree. Not sure has 5.55% (5) support, indicating a small portion of respondents are unsure. Disagree and strongly disagree both have 0% support, indicating no respondents disagree with or strongly disagree with the statement or question. The overwhelming majority 72.2% (65) of respondents strongly agree, indicating a strong consensus in favor of the statement or question. An additional 22.2% (20) agree, reinforcing the positive stance. A small fraction 5.55% (5) was unsure, with no opposition reported. The data suggests a clear majority agreement with minimal variability in disagreement.

Table 20 Responses on whether the form four were definite on the courses and careers they wanted to pursue

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	2	10	16.96	2.22%
Agree	4	16	14.60	4.44%
Not sure	30	90	24.90	33.3%
Disagree	18	36	0.18	20%
Strongly disagree	36	36	42.84	40%
TOTAL	90	188	99.48	100%

Source: Researcher, 2024

Strongly disagree has the highest percentage with 40% (36) of the total responses, indicating that a significant portion of respondents strongly disagree with the statement or question. Not sure follows with 33.3% (30) support, indicating a third of the respondents are uncertain. Disagree has 20% (18) support, suggesting some level of disagreement. Agree has 4.44% (4) support and strongly agree has 2.22% (2) support, indicating that agreement is minimal. The high standard deviations in some categories may indicate a large spread in responses,

particularly among a small number of responses. the dominant opinion is strongly disagreed, with significant uncertainty and minimal agreement. The majority opinion is strongly disagreed, suggesting strong opposition. A significant portion 33.3% (30) were unsure, reflecting a notable level of ambiguity. Agreement is quite low, with the majority of responses in the strongly disagree and not sure categories.

Table 21 Responses on whether students were assisted to set subject targets in line with the higher education career requirements

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	5	25	16.75	5.5%
Agree	10	40	6.90	11.11%
Not sure	72	216	2.16	80%
Disagree	2	4	2.74	2.2%
Strongly disagree	0	0	0.00	0%
TOTAL	90	285	28.55	100%

Source: Researcher, 2024

Not sure has the highest percentage with 80% (72) of the total responses, indicating a significant portion of respondents are unsure about the statement or question. Agree has 11.11% (10) support, indicating a minority of respondents agree. Strongly agree has 5.5% (5) support. Disagree has 2.2% (2) support. Strongly disagree has 0% support, indicating no respondents strongly disagree. The dominant opinion is not sure, reflecting a high level of uncertainty among respondents. The agreement is relatively low, with minimal disagreement or strong disagreement. The majority of respondents (80%) are unsure, indicating significant uncertainty. There is minimal agreement with the statement or question, with the combined support from "Strongly Agree" and "Agree" being only 16.61%. There were no responses on "Strongly Disagree" category, indicating no strong opposition.

Table 22 Participants' responses on whether learners were guided on career in form two as they chose subjects

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	36	180	14.76	40%
Agree	50	200	6.50	55.5%
Not sure	4	12	7.40	4.4%
Disagree	0	0	0.00	0%
Strongly disagree	0	0	0.00	0%
TOTAL	90	392	28.66	100%

Source: Researcher, 2024

Agree has the highest percentage with 55.5% (50) of the total responses, indicating a majority of respondents agree with the statement or question. Strongly agree follows with 40% (36) support, indicating a substantial portion of respondents strongly agree. Not sure has 4.4% (4) support, reflecting a small level of uncertainty. Disagree and strongly disagree both have 0% support, indicating no disagreement or strong disagreement. The combined percentage of agreement (Strongly Agree + Agree) is 95.5%, showing a strong consensus in favor of the statement or question. The majority of respondents (95.5%) either agree or strongly agree, indicating a strong consensus in favor. Only a small portion (4.4%) are unsure, with no respondents expressing disagreement. There is a clear overall agreement with the statement or question, reflecting a high level of positive response among the respondents.

Table 23 Responses on whether learners were guided on boy/girl relationship

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	70	350	4.20	77.7%
Agree	18	72	10.44	20%
Not sure	2	6	6.20	2.22%
Disagree	0	0	0.00	0%
Strongly disagree	0	0	0.00	0%
TOTAL	90	428	20.84	100%

Source: Researcher, 2024

Strongly agree has the highest percentage with 77.7% (70) of the total responses, indicating a dominant agreement with the statement or question. Agree has 20% (18) support, adding to the overall positive response. Not sure has 2.22% (2) support, reflecting very little uncertainty. Disagree and strongly disagree both have 0% support, indicating no disagreement. The combined percentage of agreement (Strongly Agree + Agree) is 97.7%, showing a very strong consensus in favor of the statement or question. The vast majority of respondents (97.7%) either agree or strongly agree, indicating a strong consensus. Only a small fraction (2.22%) was unsure, with no

disagreement expressed. There is a clear and overwhelming agreement with the statement or question, reflecting a high level of positive response among the respondents.

Table 24 Responses on whether students were guided on how to reduce conflicts with their parents

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	6	30	14.04	6.67%
Agree	30	120	8.40	33.3%
Not sure	54	162	11.88	60%
Disagree	0	0	0.00	0%
Strongly disagree	0	0	0.00	0%
TOTAL	90	312	34.32	100%

Source: Researcher, 2024

Not sure is the most common response, with 60% (54) of the total responses indicating uncertainty about the statement or question. Agree follows with 33.3% (30) support, reflecting a moderate level of agreement. Strongly agree has a smaller percentage of 6.67% (6), indicating limited strong agreement. Disagree and strongly disagree both have 0% support, indicating no responses in these categories. The combined percentage of agreement (Strongly Agree + Agree) is 40%, showing a lower overall level of consensus in favor of the statement or question compared to the proportion of uncertainty. A significant majority of respondents (60%) are unsure, indicating a high level of uncertainty about the statement or question. Only a third (33.3%) agree with the statement, and a small fraction (6.67%) strongly agree. There is no disagreement or strong disagreement, suggesting that while respondents are uncertain, they are not opposed.

Table 25 Response on whether learners were guided on how to live with Each other in school

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	18	90	8.10	20%
Agree	70	280	2.10	77.78%
Not sure	2	6	2.78	2.22%
Disagree	0	0	0.0	0%
Strongly disagree	0	0	0.0	0%
TOTAL	90	376	12.98	100%

Source: Researcher, 2024

Agree is the most common response, with 77.78% (70) of the total responses agreeing with the statement or question. Strongly agree has 20% (18) support, indicating a notable but smaller proportion of strong agreement. Not sure has only 2.22% (2) support, reflecting very little uncertainty among respondents. Disagree and strongly disagree both have 0% support, indicating no disagreement or strong disagreement. The combined percentage of agreement (Strongly Agree + Agree) is 97.78%, showing a strong consensus in favor of the statement or question. There is a clear consensus among respondents in favor of the statement, with 97.78% expressing agreement.

Table 26 Responses on whether the teachers guided and counseled students on indiscipline issues in school

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	50	250	12.00	55.5%
Agree	36	144	9.36	40%
Not sure	4	12	9.12	4.4%
Disagree	0	0	0.00	0%
Strongly disagree	0	0	0.00	0%
TOTAL	90	406	30.48	100%

Source: Researcher, 2024

Strongly agree is the most common response, with 55.5% (50) of the total responses strongly agreeing with the statement or question. Agree follows with 40%, (36) indicating a substantial level of agreement. Not sure is very low at 4.4% (4), showing that most respondents have a clear opinion. Disagree and strongly disagree have 0% support, indicating no disagreement or strong disagreement. The combined percentage of agreement (Strongly Agree + Agree) is 95.5%, demonstrating a strong overall consensus in favor of the statement or question. Strong consensus: There is a clear majority in favor of the statement, with a high percentage of agreement. Very few respondents are unsure, and there is no disagreement, indicating broad support for the statement.

Table 27 Participants responses on whether teachers guide and counsel learners who lose their closer relatives

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	22	110	30.14	24.4%
Agree	50	200	0.0	55.5%

Not sure	8	24	6.88	8.89%
Disagree	10	20	37.20	11.1%
Strongly disagree	0	0	0.0	0%
TOTAL	90	354	74.22	100%

Source: Researcher, 2024

Agree is the most common response, with 55.5% (50) of the total responses agreeing with the statement or question. Strongly agree follows with 24.4% (22), indicating a significant but smaller proportion of strong agreement. Disagree has 11.1% (10) support, indicating some level of disagreement. Not sure has 8.89% (8), reflecting a relatively small portion of uncertainty among respondents. Strongly disagree has 0%, indicating no strong disagreement. There is a strong consensus with the majority of respondents agreeing with the statement, as evidenced by the high percentage in the Agree category (55.5%). While there is significant agreement, there is also notable disagreement (11.1%) and some uncertainty (8.89%). The combined percentage of agreement (Strongly Agree + Agree) is 79.9%, showing a clear majority in favor of the statement.

Table 28 Responses on whether teachers guided and counseled students on how they were to use social media responsibly

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	20	100	61.20	22.2%
Agree	5	210	0.05	5.55%
Not sure	70	20	13.30	77.78%
Disagree	0	0	0.0	0%
Strongly disagree	0	0	0.0	0%
TOTAL	90	330	74.55	100%

Source; Researcher, 2024

Not sure is the dominant response, with 77.78% (70) of respondents indicating uncertainty about the statement or question. Strongly agree has 22.2% (20) and agree has only 5.55% (5), showing relatively low agreement overall. Disagree and strongly disagree have 0%, indicating no disagreement or strong disagreement. A significant majority (77.78%) of respondents are unsure about the statement, indicating a high level of uncertainty or lack of information on the topic. Both strongly agree and agree categories have a combined total of only 27.75%, suggesting that the statement is not widely agreed upon. There is no evidence of strong disagreement, but the absence of disagreement does not necessarily imply agreement. The data suggests that while there is a notable amount of uncertainty among respondents, there is limited agreement or disagreement regarding the statement or question.

Table 29 Responses on whether teachers counseled students in regard to peer pressure

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	36	180	12.96	40%
Agree	54	216	8.645	60%
Not sure	0	0	0.0	0%
Disagree	0	0	0.0	0%
Strongly disagree	0	0	0.0	0%
TOTAL	90	396	21.60	100%

Source; Researcher, 2024

Agree is the most common response, with 60% (54) of respondents agreeing with the statement. This is followed by strongly agree at 40% (36). There are no responses in the not sure, disagree, or strongly disagree categories, indicating that respondents either agree or strongly agree with the statement. There is a strong consensus among respondents, with a total of 100% in the Agree and strongly agree categories. The absence of not sure, disagree, and strongly disagree responses suggests a clear and unanimous agreement on the statement or question. The data shows a high level of agreement with the statement, with no respondents expressing uncertainty or disagreement.

Table 30 Participants responses on whether students who abused drugs were identified and counseled.

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	10	50	39.20	11.1%
Agree	18	72	17.28	20%
Not sure	34	102	0.01	37.78%
Disagree	20	40	20.80	22.2%
Strongly disagree	8	8	32.64	8.89%
TOTAL	90	272	110.93	100%

Source; Researcher, 2024

Not sure is the most common response, with 37.78% (34) of respondents indicating uncertainty about the statement or question. Agree and disagree categories have a combined total of 42.2%, indicating that while some respondents agree, others disagree with the statement. Strongly agree and strongly disagree responses are relatively low, suggesting that fewer respondents hold extreme views. The data shows a mix of opinions, with a notable portion of respondents unsure about the statement. The standard deviations indicate a range of opinions within each response category, suggesting varied perceptions among respondents. The data indicates a diverse set of opinions with significant uncertainty. There is a notable percentage of respondents who are unsure, and both agreement and disagreement are represented, though not overwhelmingly.

Table 31 Responses that students with chronically sick parents were identified and counseled

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	10	50	36.10	11.1%
Agree	7	28	5.67	7.77%
Not sure	60	180	0.60	66.67%
Disagree	8	16	9.68	8.8%
Strongly disagree	5	5	22.05	5.55%
TOTAL	90	279	74.10	100%

Source (author, 2024)

Not sure is the dominant response, with 66.67% (60) of respondents unsure about the statement or question. Agree and strongly agree categories have relatively low percentages, indicating that a small portion of respondents strongly support or agree with the statement. Disagree and strongly disagree also have low percentages, indicating a small portion of respondents hold strong negative opinions. A significant majority of respondents are unsure about the statement or question, reflecting a high level of indecision or lack of information. There are very few responses in the agree, strongly agree, disagree, and strongly disagree categories, suggesting that extreme opinions are not prevalent. The data indicates a clear majority of respondents are unsure about the statement, with minimal agreement or disagreement. The high percentage of uncertain responses suggests that additional clarification or information might be needed for a more informed opinion.

Table 32 Responses on whether students were guided on how to handle their bodies

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	36	180	12.96	40%
Agree	54	216	8.64	60%
Not sure	0	0	0.0	0%
Disagree	0	0	0.0	0%
Strongly disagree	0	0	0.0	0%
TOTAL	90	396	21.60	100%

Source, Researcher, 2024

The responses are overwhelmingly positive, with 100% of the respondents either agreeing 60% (54) or strongly agreeing 40% (36) with the statement or question. There is no uncertainty or negative feedback, as indicated by 0% for not sure, disagree, and strongly disagree. The data shows a clear consensus with high agreement levels, suggesting strong support or positive perception among respondents. The absence of responses in the not sure, disagree, and strongly disagree categories indicates a lack of disagreement or indecision among the respondents. The data indicates a clear and strong agreement with the statement or question, reflecting a unified positive response among the surveyed group.

Table 33 Responses on whether Learners were guided and counseled on how to prepare for end term exams

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	6	30	59.04	6.67%
Agree	30	120	117.60	33.3%
Not sure	4	12	3.84	4.4%
Disagree	10	20	.0.0	11.1%
Strongly disagree	0	0	0.0	0%
TOTAL	90	182	180.48	100%

Source; Researcher, 2024

A significant portion of respondents agree 33.3% (30) or strongly agree 6.67% (6), indicating a positive perception. There is also a notable percentage of respondents who are unsure 4.4% (4) or disagree at 11.1% (10), indicating some level of uncertainty or dissent. No respondents strongly disagree, suggesting that while there may be some disagreement, it is not extreme. There is a mix of agreement and disagreement, with a higher percentage of respondents agreeing rather than strongly agreeing. The substantial percentage of respondents

unsure or disagreeing suggests some uncertainty or varied opinions. The high standard deviations for "Strongly Agree" and "Agree" indicate significant variability in the responses, reflecting diverse opinions within these categories. Overall, while a majority of respondents agree or strongly agree, the presence of uncertainty and disagreement highlights a range of perspectives on the issue.

Table 34 Responses on whether students were guided on how to overcome exam anxiety

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	18	90	18.0	20%
Agree	54	216	0.0	60%
Not sure	18	54	18.0	20%
Disagree	0	0	0	0%
Strongly disagree	0	0	0	0%
TOTAL	90	360	36.0	100%

Source (author, 2024)

A majority of respondents agree 60% (54) while a smaller proportion strongly agree 20% (18). There is no disagreement among the respondents. There is no strong disagreement or disagreement, indicating that the responses are generally positive or neutral. The standard deviation for the "Agree" category is 0.0, indicating uniform agreement among those who selected this option. The majority of respondents are either agreeing or strongly agreeing, showing a positive trend. The same percentage 20% (18) of respondents are unsure, which could suggest areas where additional information or clarification might be needed. The absence of disagreement or strong disagreement suggests a consensus or strong support among the respondents. Overall, the data indicates a generally positive perception with a significant portion of respondents either agreeing or strongly agreeing, while a smaller portion remains unsure.

Table 35 Whether teachers guided and counseled learners on habits, they had

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	18	90	18.0	20%
Agree	54	216	0.0	60%
Not sure	18	54	18.0	20%
Disagree	0	0	0	0%
Strongly disagree	0	0	0	0%
TOTAL	90	360	36.0	100%

Source; Researcher, 2024

A majority of respondents agree 60% (54), while a smaller proportion strongly agree 20% (18). The absence of disagreement or strong disagreement suggests a consensus or strong support among the respondents. Overall, the data indicates a generally positive perception with a significant portion of respondents either agreeing or strongly agreeing, while a smaller portion remains unsure.

Table 36 Responses on whether teachers guided and counseled students on time management

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	18	90	18.0	20%
Agree	54	216	0.0	60%
Not sure	18	54	18.0	20%
Disagree	0	0	0	0%
Strongly disagree	0	0	0	0%
TOTAL	90	360	36.0	100%

Source (author, 2024)

A majority of respondents agreed at 60% (54) while a smaller proportion strongly agreed at 20% (18). The standard deviation for the "Agree" category was 0.0, indicating uniform agreement among those who selected this option. The majority of respondents are either agreeing or strongly agreeing, showing a positive trend. The same percentage (20%) of respondents are unsure, which could suggest areas where additional information or clarification might be needed. The absence of disagreement or strong disagreement suggests a consensus or strong support among the respondents. Overall, the data indicates a generally positive perception with a significant portion of respondents either agreeing or strongly agreeing, while a smaller portion remains unsure.

Table 37 Responses on whether teachers guided and counseled students on how they could improve in all subjects

RESPONSES	FREQUENCY	MEAN	STD. DEVIATION	PERCENTAGE
Strongly agree	20	100	51.20	22.2%
Agree	20	80	7.20	22.2%

Not sure	30	90	4.80	33.3%
Disagree	16	32	31.36	17.7%
Strongly disagree	4	4	23.04	4.4%
TOTAL	90	306	117.60	100%

Source: Researcher, 2024

The responses were relatively balanced with equal proportions of agreement and strong agreement 22.2% (20). A notable 33.3% (30) of respondents unsure, indicating a substantial portion of the population that lacks a firm opinion or requires more information. A smaller proportion of respondents 17.7% (16) disagree, and an even smaller portion 4.4% (4) strongly disagree, suggesting some dissent but not a dominant view. While there is a roughly equal split between agreement and strong agreement, a significant portion of respondents remain unsure. The high percentage of "Not Sure" responses 33.3% (30) indicates a need for further clarification or information on the topic. The low percentage of those who strongly disagree suggests that, overall, the sentiment is more positive or neutral. The data reveals a complex sentiment with a considerable amount of uncertainty and a mix of agreement and disagreement. This suggests that the topic or statement might be divisive or require more context for a more definitive consensus.

VIII. Conclusions

There is lack of adequate training of teachers who are normally participating in guidance and counselling as all teachers lacked prior training in guidance and counselling.

IX. Recommendations

There is need for the ministry of education to facilitate training of teachers of guidance and counselling in order to provide with knowledge and skills on how to better perform responsibilities assigned to them.

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