

will assist students develop realistic self-concept according to their academic capabilities. Most secondary school students are in the adolescent stage, according to Robert and Elizabeth (1983), during this time, adolescents experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. They observe that guidance and is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life. Guidance and programmes also help students choose and pursue achievable careers. According to Borrow (1983) the world is highly complex and dynamic which makes career choice very difficult. He reckons that time changes, people change, technology progresses and these challenge everyone to change to new ways of living and working. The students need guidance and programmes to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals. The programme also plays the role of intercepting and assisting disadvantaged students and also checks on school drop-out. Makinde (1984) observes that one of the roles for school counsellor is to help students who are experiencing difficulties. Students from disadvantaged families of the society have many problems and needs which are to be dealt with in guidance and programmes. Lindsay (1983) argues that such students may experience difficulties in adjustment with peers, teachers and the environment thus guidance programmes help such students to adjust and utilize the guidance facilities available fully. Majority of the disadvantaged students later acquire low qualifications for the world of work. This poor achievement may even marginalize them more if guidance programmes do not intervene; some may even drop out of school, thus the guidance programme is well suited for assisting the students.

2.2.2 An Effective Guidance and Programme in Secondary Schools

According to Zeran and Antony (1962) an effective guidance and programme is essential in every school. An organized guidance and programme will offer right environment for the growth and development of the students and offer quality education. Gichinga (1995) acknowledges that there has been steady growth of guidance and programme in the secondary schools in Kenya. The major emphasis has been on vocational and educational guidance and aimed at fostering personal/social development. An effective guidance and programme should be led by a trained counselor who is responsible for coordinating guidance and activities in the school. Makinde (1984) observes that the trained counsellor is a leader and consultant in the school's student appraisal programmes and also help to plan and develop guidance and programmes and the curriculum in relation to students' needs. Kyungu (1994) argues that effective guidance and programmes should have active cooperation of teachers, teacher counselors and administrators. The school should make arrangements to enlist the support of the parents and introduce them to the idea of guidance and therefore, in effective guidance and programmes, various guidance and services are offered to assist students in personal development and psychological growth towards maturity.

2.2.3 Causes of Poor Academic Performance in Schools

Teachers, parents, peers and personal motivation strongly influence a student's academic self-concept and academic achievement. Napier (1972) 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 a lot of problems which cause students to attain poor academic performance. These include: anxiety, poor self-concept, and sexuality, poor methods of study, poor reading techniques, organ disabilities and indiscipline.

2.2.3.1 Anxiety

According to (Mandler & Sarason, 1952) anxiety exists when individuals are at odds with themselves. The underlying conflict springs from a clash between incompatible impulses, desires and values. Secondary school students are in adolescence stage, whereby many adolescents are seriously confronted for the first time with facts about themselves and in specific their academic performance. This brings forth conflict and frustration in them that produce anxiety and tension thus affecting their concentration in studies and they end up performing poorly in academics.

2.2.3.2 Poor Self-Concept

Self-concept is the sense of self. Its basis is one's knowledge of what he/she has been and has done. Self concept helps a student to understand himself/herself and regulate their behaviour. Teachers, parents, peers, personal motivation and the student's gender strongly influence a student's academic self-concept and academic achievement. Teacher's approval/disapproval patterns are directly related to pupil's academic self-concepts (Davidson & Lang, 1960). The more positive a student believes about his/her teacher's evaluation of him/her, the better his/her academic achievement as measured by grades, and vice versa. The teacher bears a major responsibility for helping student's develop positive academic self-concepts. According to Makinde (1984), most students in secondary schools being in adolescence have poor self-concept as they undertake the tasks for adolescents. Lindsay (1983) supports this by observing that the adolescents compare their real and ideal selves and judge themselves by how well they perform in academics. Self-concept remains fairly stable during adolescence especially for the students whose view of themselves was initially positive (Engel, 1959). Hence, the individual's academic self-concept is a learned structure which grows through training, identification with individual peers, teachers and significant others. The self - concept of an individual is effectively assessed from self-reports in academic and non-academic domains (Marsh, 1990). Since the academic self concept is such a major factor influencing development and learning, the school must assume a prominent role in helping students to develop a more adequate academic self concept.

2.2.3.3 Poor Methods of Study

A student with self-knowledge will develop a powerful motive or aim in academic achievement. Mutie and Ndambuki (1999) observe that poor organization, laziness, being easily distracted and lack of self-confidence are among issues that contribute to a student's poor academic performance. But he emphasizes that through academic;

teacher counselors can motivate students and help them improve their academic standards. To achieve academic success, a student needs to be trained on effective study methods and examination techniques.

2.2.3.4 Poor Reading Techniques

Many secondary students are faced with academic problems such as poor reading habits, whereby most of them are slow readers and do not comprehend what they read. Lack of recognition of underlying framework and the main points in information already acquired has contributed to students' poor academic performance. Poor concentration has been an issue to many students who have performed poorly. Academic is thus a good remedy for students with reading problem by training them to have effective reading.

2.2.3.5 Indiscipline

Indiscipline being act of disorder in a student against the established norms in a school has widely affected many students' academic performance. Lindsay (1983) observes that there are two reasons why adolescents result in indiscipline. These are internal and external reasons. The internal reasons involve fulfilling the needs of the adolescent while the external reasons include individual, administrative and the social community causes. When the students' needs are not met, then they are frustrated and this affects their academic performance".

3. Methodology

The ex post facto research design was employed in the study. This design examines the effects of a naturally occurring treatment after changes have occurred rather than creating a treatment. Survey method was employed to gather data from sampled schools. The independent variable which is guidance and programme was presumed to have been established in schools and hence the research was interested on its influence on academic performance. The study was conducted in Molo Sub County of Nakuru County. The area was chosen as a research site due to the available evidence of poor academic performance among students in national examinations. This had pointed out to a lapse in the guidance and programme in addressing the various educational, social, personal, psychological and vocational challenges facing students in schools. The target population included all the Form Four students and teacher counselors in 24 public secondary schools with a population of 1385 students. Descriptive statistics comprising means and standard deviations were used to analyze the data. Inferential statistics which included Pearson's correlation was used in data analysis. The hypotheses were tested at 0.01 level of significance.

4. Results

The results on academic performance are presented in Table 1. Academic performance among the sampled students was measured using the mean grade scores of their second term Mock examinations. The scores varied from a minimum of 1 point to a maximum of 12 points.

Table 1: Academic Performance

Mean Score Grade	Points	Frequency	Percent
E	1	2	2.3
D-	2	7	8.1
D	3	10	11.6
D+	4	12	13.9
C-	5	15	17.4
C	6	16	18.6
C+	7	9	10.6
B-	8	3	3.4
B	9	4	4.7
B+	10	3	3.4
A-	11	3	3.4
A	12	2	2.3
Total		86	100

As indicated in Table 1, 80% of the students recorded a mean grade score of between 2 points (D-) and 7 points (C+). On the overall, the sampled students registered a mean grade score of 5.54 points with a mode of 6 points (C). These results suggest average levels of academic performance among the sampled students. It also points out to the overall levels of academic performance among schools on Molo Sub County given the fact that the examinations were done one term to the final national examinations. Therefore, the results could highly reflect the expected performance in the national examinations. The teacher counselors from the sampled schools also rated the level of academic performance of students in their schools as presented in Table 2.

Table 2: Academic Performance of Students

<i>Teacher counselors</i>		
<i>Frequency</i>	<i>Frequency</i>	<i>Per cent</i>
Average	7	70.0
Good	2	20.0
Very good	1	10.0
Total	10	100.0

Table 2 indicates that majority of the teacher counselors (70 %) rated the level of academic performance of their students as average, while 10 per cent, rated it as being very good. This generally indicates average level of academic performance of students in the study area. The teacher counselors who rated the level of academic performance in their schools as average attributed it to a number of factors. Table 3 summarizes these factors.

Table 3: Factors Limiting Academic Performance

<i>Factors</i>	<i>Frequency</i>	<i>Per cent</i>
Poor self concept	3	42.9
Poor reading/study habits	2	28.5
Indiscipline	1	14.3
Lack of facilities and resources	1	14.3
Total	7	100.0

From Table 3, it is observed that 42.9 per cent of the teacher counselors attributed average academic performance of their students to poor self concept. The teacher counselors reported that most of their students had developed poor self-concept by not believing in their capability to perform well in academic work. They thought of themselves as failure and believed negatively about their teacher's evaluation. This had affected their academic performance. Makinde (1984) and

Mutie and Ndambuki (1999) support these findings by observing that most students in secondary schools being in adolescence have poor self-concept as they undertake the tasks for adolescents. They compare their real and ideal selves and judge themselves by how well they perform in academics.

Poor reading/study habits among students also contribute to low level of academic performance. 28.5 per cent of the teacher counselors noted that some of their students did not have good study habits. The students did not know how to concentrate and utilize well their limited study time. Mutie and Ndambuki (1999) observe that poor concentration in academic work has been an issue to many students who have performed poorly. 14.3% of the teacher counselors reported that most secondary schools in the area are also characterized by frequent cases of indiscipline among its students which affect their academic achievements. The indiscipline students act contrary to the school rules and regulations and are always at loggerheads with the establishment. Lastly, lack of enough facilities and resources in the school affect the academic performance of the students. Students and teachers are forced to do without some necessary facilities and resources and therefore lag behind in terms of syllabi coverage. The study also sought to establish factors that promote academic performance in those schools where academic performance is reported to be at least good. The teacher counselors who rated the level of academic performance in their schools as at least good attribute it to a number of factors. Table 4 summarizes these factors.

Table 4: Factors Promoting Academic Performance

Factors	Frequency	Per cent
Cooperation and dedication among teachers	3	100.0
Involvement of guidance and	2	66.7
Determination and dedication	3	100.0
Support of parents	3	100.0
Availability of facilities and resources	3	100.0
Discipline	2	66.7

Table 5: Pearson’s Correlation of Career and Academic Performance

Variables	Statistics	Attitude towards career	Academic Performance
Attitude towards career	Pearson Correlation Sig. (2-tailed) N	1 86	.336(**) .000 86
Academic Performance	Pearson Correlation Sig. (2-tailed) N	.336(**) .000 86	1 86

An examination of Table 5 indicates that there was a positive and significant relationship between attitude and academic performance ($r = .336, p < 0.01$). Since $p < 0.01$, there is a significant relationship between students’ attitude toward career and academic performance. This suggests that the higher the level of attitude of the students towards career (effectiveness of guidance and) in their schools, the higher was their level of academic performance, and vice versa. Students who valued career were more likely to seek for the services of the guidance and in addressing their academic challenges and therefore end up making rational academic decisions.

Table 4 indicates that cooperation and dedication among teachers, involvement of guidance and services (especially career), determination and dedication of students, support of parents, availability of facilities and resources, and discipline among students were responsible for the high level of academic performance in the school. The respondents noted that all these factors complement each other to positively influence the academic performance of their students.

4.1 Guidance and Academic Performance

Results on the relationship between the level of effectiveness of guidance and academic performance are presented in this section. In this study, level of attitude of students toward career was used as a proxy measure of the effectiveness of guidance and. This was based on the premise that career is one of the services of guidance and that is specially designed to assist students in making proper academic decisions in school. Therefore the level of attitude of the students toward career closely reflected the effectiveness of guidance and in addressing academic challenges facing students. Correlation analysis was used to determine the relationship between attitude of the students toward career and academic performance and whether it was significant or not. In this case, attitude toward career was treated as the independent variable while academic performance was the dependent variable. Attitude toward career was measured on a 5-point Likert Scale using 11 statements with a total score varying from 11 to 55. Academic performance, on the other hand, was measured using the mean grade scores of the second term mock examinations of the selected students. The scores varied from a minimum of 1 point (mean grade of E) to a maximum of 12 points (mean grade of A). Table 5 shows a correlation coefficient matrix of attitude toward career and academic performance mean score.

5. Conclusions and Recommendations

Based on the findings, the study concludes that there is low academic performance by majority of the students. However, 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.

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