

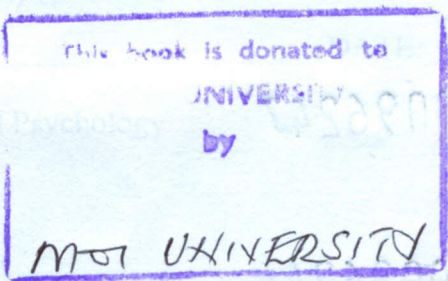
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**STUDENTS' AND TEACHERS' PERCEPTION OF GUIDANCE AND
COUNSELLING SERVICES IN SECONDARY SCHOOLS AND ITS
EFFECTS ON ACADEMIC PERFORMANCE: ELDORET
MUNICIPALITY, KENYA**



BY

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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DEGREE IN MASTER OF PHILOSOPHY IN GUIDANCE AND
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ABSTRACT

The purpose of this study was to investigate the relationship between teachers' and students' perception of effects of guidance and counselling services on academic performance. Students' perception on effects of guidance and counselling services, teacher qualification and gender, type of schools and students gender were the independent variables whereas students' perception of guidance and counselling services and academic performance were the dependent variables. The study was conducted using ex-post facto and correlation research. The participants of this study were Form 3 students from 12 schools in Eldoret Municipality, Uasin Gishu District, Rift valley Province, Kenya. The study population was 310 participants. This included 60 teachers, 18 male and 42 females. Of the 250 students who participated, 132 were boys while 118 were girls. The biographical data was collected through the use of teachers' and students' perception of guidance and counselling services questionnaires. The data collected was analyzed using descriptive and inferential statistics. Descriptive statistics used were frequencies, mean scores and standard deviations. The inferential statistics used were Pearson's product moment correlation, t-test and Analysis of Variance (ANOVA). For all statistical tests, the alpha (signified) level was set at .05. The study established that students' perception of guidance and counselling services had positive effect on academic performance. It was also found that the type of schools and students' gender had a positive effect on students' perception of the effects of guidance and counselling services. Also revealed in the study was the teachers' gender and their perception on effects of guidance and counselling services, which showed that female teachers were more likely to have high expressive qualities when in a relationship with a client compared to male counsellors. In view of these findings, the study recommended that students' perception of effects of guidance and counselling services in secondary schools be changed through programmes that appeal to students, thus the government should employ teacher counsellors in schools, have comprehensive guidance and counselling workshops, conferences and inservice programmes for especially male teachers. The researcher also recommended that gender equity structures by educational stakeholders and the government should enhance the organizational categories of schools to improve students' perception of effects of guidance and counselling. The study also established that male students don't appreciate the need for guidance and counselling services in their schools and due to this, the study recommended that guidance and counselling services be intensified in boys' secondary schools.