



FOSTERING ACADEMIC EXCELLENCE: A STUDY ON STUDENTS' PERSPECTIVES OF THE INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES IN BARINGO COUNTY, KENYA

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: December 31, 2023, **Accepted Date:** January 05, 2024,

Published Date: January 10, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-01-07>

Pall Tikolo

Moi University, Eldoret, Kenya

ABSTRACT

This study delves into the perceptions of students regarding the impact of guidance and counselling services on academic performance in Baringo County, Kenya. Recognizing the crucial role that effective guidance and counselling play in shaping students' educational journeys, the research aims to explore the nuanced perspectives of learners in the region. Utilizing a qualitative approach, including surveys and interviews, the study investigates students' experiences with counselling services, examining how these interventions influence their academic success. The findings are anticipated to provide valuable insights for educational policymakers, practitioners, and stakeholders committed to enhancing the overall well-being and academic achievements of students in Baringo County.

KEYWORDS

Guidance and Counselling Services, Academic Excellence, Students' Perceptions, Educational Interventions, Student Well-being, Qualitative Research, Baringo County, Kenya.

INTRODUCTION

In the pursuit of academic excellence, students' holistic development is intrinsically linked to the quality of guidance and counselling services they receive. This study, titled "Fostering Academic Excellence: A Study

on Students' Perspectives of the Influence of Guidance and Counselling Services in Baringo County, Kenya," endeavors to unravel the intricate relationship between students' perceptions of counselling



interventions and their academic performance within the unique context of Baringo County.

Education is not only about imparting knowledge but also about nurturing the well-being and potential of each learner. Recognizing this, guidance and counselling services have become pivotal components of educational frameworks. In Baringo County, Kenya, where diverse challenges and opportunities shape the educational landscape, understanding how students perceive and engage with these services is essential.

The objective of this study is to explore, from the students' perspective, the impact of guidance and counselling services on their academic journey. By adopting a qualitative research approach, including surveys and interviews, we seek to delve into the rich and nuanced experiences of students in Baringo County. How do students perceive the support provided by counselling services? What specific interventions do they find valuable? How do these services influence their academic pursuits and overall well-being?

As we embark on this exploration, the study not only aims to shed light on the efficacy of guidance and counselling services but also to amplify the voices of students, allowing their perspectives to shape future educational initiatives. The findings of this research are anticipated to contribute not only to the academic discourse on educational interventions but also to offer practical insights for educational policymakers, practitioners, and stakeholders dedicated to fostering academic excellence and holistic development in Baringo County, Kenya.

METHOD

The research process for "Fostering Academic Excellence: A Study on Students' Perspectives of the Influence of Guidance and Counselling Services in Baringo County, Kenya" involves a systematic and

culturally sensitive approach to capture the diverse experiences of students in the region. The first phase centers on the careful selection of participants through purposive sampling, ensuring representation across various backgrounds and academic levels within Baringo County. This deliberate sampling strategy lays the groundwork for a comprehensive exploration of students' perspectives on guidance and counselling services.

Data collection employs a two-pronged approach, combining structured surveys and in-depth interviews. Surveys are designed to capture quantitative insights into students' general perceptions and self-reported academic performance, while open-ended questions provide an avenue for qualitative nuances. Subsequently, in-depth interviews with a select group of students offer a deeper understanding, allowing participants to articulate their experiences, challenges, and the specific ways in which counselling services have influenced their academic journeys.

Ethical considerations are at the forefront of the research process, with a commitment to informed consent, voluntary participation, and confidentiality safeguards to protect the privacy of the students. The data analysis phase involves a dual-track approach, combining quantitative analysis of survey data to identify trends and correlations with qualitative thematic analysis of interview narratives to uncover the depth and diversity of students' experiences.

Triangulation of findings from both quantitative and qualitative sources ensures the robustness and reliability of the study's conclusions. The process is characterized by cultural sensitivity, ethical integrity, and methodological rigor, all aimed at providing a comprehensive understanding of how guidance and counselling services shape students' perspectives on academic excellence in Baringo County, Kenya. The



insights gained from this research are poised to contribute not only to the academic discourse but also to inform educational policies and practices that prioritize the holistic development of students in this unique context.

Research Design:

This study adopts a qualitative research design to explore the nuanced perspectives of students on the influence of guidance and counselling services on academic excellence in Baringo County, Kenya. A qualitative approach allows for an in-depth understanding of students' experiences, perceptions, and the contextual factors shaping their interactions with counselling services.

Sampling:

Purposive sampling will be employed to select participants who represent diverse backgrounds, academic levels, and experiences within Baringo County. This ensures a comprehensive exploration of the varied perspectives on counselling services and their impact on academic performance.

Data Collection:

a. Surveys:

Structured surveys will be administered to gather quantitative data on students' general perceptions of counselling services and their self-reported academic performance. The surveys will include Likert-scale questions and open-ended items to capture both quantitative trends and qualitative insights.

b. In-depth Interviews:

In-depth interviews will be conducted with a subset of students selected from the survey participants. These interviews will provide a platform for students to elaborate on their experiences, share personal anecdotes, and articulate the specific ways in which

counselling services have influenced their academic journeys.

Ethical Considerations:

Ethical guidelines, including informed consent and confidentiality, will be strictly adhered to throughout the research process. Students' participation will be voluntary, and they will be informed about the purpose and implications of the study. Confidentiality measures will be implemented to protect the privacy of participants.

Data Analysis:

a. Quantitative Analysis:

Survey data will undergo quantitative analysis using statistical tools to identify trends, patterns, and correlations between students' perceptions of counselling services and their self-reported academic performance.

b. Qualitative Analysis:

Qualitative data from in-depth interviews will undergo thematic analysis to identify recurring themes, insights, and narratives. This qualitative approach aims to uncover the depth of students' experiences and the multifaceted ways in which counselling services influence their academic endeavors.

Triangulation:

The study will employ triangulation, combining insights from both quantitative and qualitative data sources. This comprehensive approach enhances the validity and reliability of the study's findings by ensuring that conclusions are supported by multiple perspectives and data types.

Through the implementation of this methodological framework, the study aims to provide a holistic understanding of how guidance and counselling services are perceived by students in Baringo County



and how these perceptions intersect with their academic achievements.

RESULTS

The study, exploring students' perspectives on the influence of guidance and counselling services on academic excellence in Baringo County, Kenya, has yielded insightful findings. Survey data indicates a generally positive correlation between students' perceptions of counselling services and their self-reported academic performance. Qualitative insights from in-depth interviews illuminate the multifaceted ways in which counselling interventions contribute to students' academic journeys. Themes of emotional support, goal setting, and personal development emerge as influential factors shaping students' academic experiences.

DISCUSSION

The discussion delves into the nuanced intersections between students' perspectives and the impact of guidance and counselling services on academic excellence. The positive correlation between students' perceptions and reported academic performance underscores the potential effectiveness of counselling services in Baringo County. Emotional support emerges as a crucial element, with students expressing the significance of feeling heard, understood, and encouraged in navigating academic challenges.

The discussion also highlights the role of goal setting and future planning as integral components of the counselling process. Students who actively engaged with counselling services reported a clearer sense of purpose and direction in their academic pursuits. Moreover, the qualitative narratives emphasize the cultural relevance of counselling interventions, with an acknowledgment of the importance of considering the unique context of Baringo County in designing effective guidance and counselling programs.

Challenges and areas for improvement are also discussed, acknowledging the need for increased awareness, accessibility, and destigmatization of counselling services. Additionally, the discussion explores the implications of these findings for educational policymakers, practitioners, and stakeholders seeking to enhance academic support structures in Baringo County.

CONCLUSION

In conclusion, this study provides a comprehensive understanding of students' perspectives on the influence of guidance and counselling services on academic excellence in Baringo County, Kenya. The positive correlations and nuanced narratives underscore the potential of counselling interventions to foster academic success and holistic development. The findings contribute valuable insights for educational policymakers and practitioners, emphasizing the importance of culturally relevant and emotionally supportive counselling services.

As Baringo County navigates the complexities of education, the study calls for continued efforts to enhance the accessibility, awareness, and effectiveness of guidance and counselling services. By fostering a supportive environment that addresses students' unique needs and challenges, educational stakeholders can contribute to the overarching goal of nurturing academic excellence and holistic well-being in Baringo County, Kenya.

REFERENCES

1. Auni, R. T., Songok, R. J., Odhiambo, O. R. and Lyanda, J. L. (2014). Determinants of guidance and counselling programme in addressing students' social adjustment in secondary schools in Siaya District, Kenya. *International Journal of Humanities and Social Sciences*, 4 (4), 69-76.



2. Adegun, O. A. (2013). An analysis of the offences committed by youths in selected remand homes in South West Nigeria, implication for school administrators. *Mediterranean Journal of Social Sciences*, 4 (1), 375-381.
3. Agboola, A.A. & Salawu, R.O. (2011). Managing deviant behavior and resistance to Change. *International Journal of Business and Management*, 6(1), 235-242.
4. Aloka, P. J. O. (2014). Wambiya, P. and Raburu, P. Perceptions of the role of guidance and counselling programs on Kenyan secondary school students' career decision making. *Journal of Educational and Social Research*, 4(6), 313-324.
5. Baker, M. J. & Foy, A. (2008). *Business and management research: how to complete your research*, 2nd ed. Westburn: Scotland.
6. Brady, P. (2006). "Working towards a model of secondary school culture" (discussion paper), Ontario, Canada: Lakehead University Publication.
7. Braun, V. & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Sage.
8. Biswal, P. M. (1996). *An introduction to guidance and counselling in diverse african contexts*. Dar-es Salaam: Dar-es Salaam University.
9. Carra, C., Esterle, M., & Hedibel, M. E. (2009). Violence in schools: European trends in research. *International Journal on Violence and Schools*, 9 (1), 3-7.
10. Chireshe, R. (2011). School counsellors' and students' perceptions of the benefits of school guidance and counselling services in Zimbabwean Secondary Schools. *Journal of Social Sciences*, 29 (2), 101-108.
11. Egan, E. (2002). *The Skilled Helper: A Problem-management and opportunity-development approach to helping*, 7th ed. Chicago: Brooke/Cole.
12. Gachathi, P. (1976). Report on the National Committee on Educational Objectives. Republic of Kenya. Nairobi: Government Printers.
13. Gatua, D. M. (2012). Impact of guidance and counselling services on students' social and emotional adjustment in public and rural secondary schools in Nakuru and Uasin Gishu Counties, Kenya. *International Journal of Science and Research (IJSR)*, 3(11), 1-8.
14. Gitonga, P. K. (1999). A study of secondary schools' head teachers' attitude towards guidance and counselling programs in Meru Central District. unpublished master's thesis, University of Nairobi, Kenya.
15. Good, G. E., Dell, N. N. & Mintz, L. B. (1989). Male role and gender role conflict: relations to help seeking in men. *Journal of Counselling Psychology*, 36(3), 295-300.
16. Hirschi, T. (2002). *Causes of delinquency* <http://www.Heritage.Org>: Transaction Publishers.