



## INFLUENCE OF ORIENTATION SERVICE ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KITUI WEST SUB-COUNTY, KITUI COUNTY, KENYA

**Jackline Kavutha<sup>1i</sup>,**

**Mwaura Kimani<sup>2</sup>,**

**Paul Maithya<sup>3</sup>**

<sup>1</sup>Student,

Department of Educational Psychology,

Maasai Mara University,

Kenya

<sup>2</sup>Department of Curriculum, Instructions & Educational Management,

Maasai Mara University,

Kenya

<sup>3</sup>Lecturer, Dr.,

Department of Educational Psychology,

Maasai Mara University,

Kenya

### **Abstract:**

This study sought to establish influence of orientation services on academic performance of secondary school students in Kitui West Sub-County, Kitui County. The following objective guided this study: to establish influence of orientation services on academic performance of secondary school in Kitui West Sub-County, Kitui County. Descriptive survey research design was employed in the study. Population of the study was 33 principals, 33 heads of guidance and counselling department and all 7903 students in 33 public secondary schools in Kitui West Sub-County Kitui County Sample size of the study was 16 schools, 16 principals, 16 guidance and counselling heads of department and 381 students. Data was collected using questionnaires and interview schedules. Data was analyzed using both descriptive and inferential statistics. The null hypothesis was tested using Analysis of Variance (ANOVA) at 0.05 level of significance. The Study established that while orientation services did not show statistically significant influence on academic performance ( $f=2.156$ ,  $p \geq 0.05$ ), students expressed positive perceptions of certain aspects, emphasizing importance of effective orientation services. The study, therefore, recommended that schools should strengthen orientation service by in cooperating in interactive sessions, which will assist students in developing positive study habits.

---

<sup>i</sup> Correspondence: email [j.kavutha@yahoo.com](mailto:j.kavutha@yahoo.com)

**Keywords:** guidance, counselling, orientation service, academic performance

## 1. Introduction

According to Ogawa (2010), education is major human quality component which is necessary for generation of high income and development of economic and social accountability. Knowledge is transferred to many people within a nation through education. In a number of education systems across the world, education at secondary school level enable individuals to get entry to university or any other college. Therefore, education at secondary level is critical in strengthening economic growth within the framework of global experience (Fairmon, 2010).

Students are most important asset in any level of higher educational learning institution. Students' good academic performance is an important aspect of any education system worldwide (Ali, Jusoff, Ali, Mukhart and Salamat, 2014). Good academic performance can be defined outcome of education, and also extent to which students, teachers or institutions have achieved their educational goals (Ward Stocker and Murray-Ward, 2018). Poor academic performance is performance adjudged by examinee and significant others as falling below expected standard.

Secondary school students' academic performance is directly proportional to the countries' social-economic enhancement. Secondary school students' academic performance is crucial predictor of quality of graduates at higher levels of education who eventually become best workforce and leaders in a nation and ultimately impact nation's social and economic development. According to Pintrich and De Groot (2011), secondary school students' better academic attainment is necessary for developing success of young people in society. Therefore, it is very important for secondary school students to achieve higher academic performance at this level because education is seen as pathway for attaining social mobility and therefore, it should bestow a person with right skills and experience so as to tackle proper responsibilities within societies without any discrimination.

According to Raineri and Gerber (2014), numerous psychosocial, student, teacher, and managerial factors appear to be vital to the success or failure of secondary school students' academic matters. However, when all these factors are in place, students need to be ready to learn. Dorothy Colletha and Theracia (2021) noted that secondary school students face number of problems during adolescent stage that affect their readiness to learn. In most cases, students in secondary schools face problems that, if not dealt with accordingly, will lead to frustrations and developmental difficulties that affect their well-being, which in turn affects their academic performance. Thompson (2012) points out that family dysfunction, substance use, truancy, sexual harassment, students' inability to manage their time, peer pressure and potential drop out of school are some of problems which affect students in their learning endeavor.

Guidance and counselling are two closely interrelated concepts, each determines availability and effectiveness of the other. According to Okita (2012), guidance refers to a

broad area of all educational activities aimed at assisting individual students to understand themselves and also adjust to school life. On the other hand, counselling is defined as an interpersonal relationship in which one person (the counsellor) attempts to help another person (the student) to understand and cope with problems emanating from social, emotional, educational, psychological or vocational issues (Oye, Obi, Mohd and Bernice, 2012). Guidance and counselling are therefore aimed at bringing about maximum development and self-realization of human potential for the benefit of individuals and society. School guidance and counselling services assist students in harmonizing their abilities, interests, values, hence enabling them to develop to their full potential.

According to Eyo, Joshua, and Tosoung (2010), guidance and counselling are programs of services provided to individuals based on their needs and influence of environmental factors. The role of guidance and counselling services in secondary schools cannot be overemphasized. They assist secondary school students in adapting to complexity of modern life, which has placed a lot of demands and responsibilities on them (Gitau, 2014). These guidance and counselling services that are provided in secondary schools include: orientation service, appraisal or individual inventory, information, career guidance and counselling, placement, referral, remedial, follow-up, research, and evaluation service (Namale and Awabil, 2018). The four services that are most relevant to academic performance of students are orientation, career guidance and counselling, appraisal/ individual inventory and information services. These four services were the focus of this study.

There have been number of studies which have investigated influence of guidance and counselling services on academic performance of secondary school students. A study conducted by Eremia and Jackson (2019) examined influence of guidance and counselling services on academic performance of secondary school students in River State in Nigeria. The study used sample size of 664 respondents, including principals, teacher counselors, and senior secondary school students. The study used survey research design. Data was collected using researcher-designed questionnaire. Data was analyzed using mean, standard deviation and Z-test. The study recommended that guidance and counselling services should be strengthened in order to improve academic performance in the area.

Bolu-Steve and Oredugba (2017) conducted a study on influence of guidance and counselling services on perceived academic performance of secondary school students in Logos State. The study was survey research design. Data was collected using researcher-designed questionnaire. The sample size consisted of 240 students. Descriptive statistics was used to analyze data using percentages and mean ranking, while inferential statistics was analyzed using Analysis of Variance. The results of the study found significant influence of guidance and counselling services on the academic performance of students. Adeoyo (2016) also noted that guidance and counselling services are effective in dealing with students' academic problems.

A similar study done by Bernard and Achegbulu (2018) sought to establish influence of guidance and counselling programs on academic performance of secondary

school students in Makurdi Local Government Area of Benue State. The study adopted *ex-post facto* research design. A sample size of 196 students, 10 teacher counsellors and 10 head teachers were selected from 10 schools. Data was collected using questionnaires on selected respondents. The study found that guidance and counselling programs in schools had positive influence on students' academic performance.

Academic performance is one of predictors of successful life, students who perform well are academically advantaged. Despite ministerial directives to implement guidance and counselling programs in all secondary schools in the country, academic performance in most secondary schools has been low, while disciplinary problems have been increasing over time.

In Kitui West Sub-County, where rains are unreliable, education is major investment that determines livelihood of many people. Many parents have invested heavily in education of their children. According to Njihia (2023), dismal performance of secondary schools in Kitui West Sub-County has caused a lot of public outcries among education stakeholders in the Sub-County. It is clear that thousands of young secondary school leavers are likely to be wasted since they will join low-wage-earning careers in later life because secondary schools which they attended did not help them acquire good education to enable them to succeed in life (World Bank, 2017). This has necessitated need to find out whether guidance and counselling services have any influence on academic performance of Secondary schools in Kitui West Sub-County, Kitui County.

Literature on influence of guidance and counselling services on secondary school students' academic performance is minimal in Kenya. However, study conducted by Odhiambo (2014) titled Influence of Guidance and Counselling Program on Academic Performance of Students in Kenya which sought to establish influence of guidance and counselling programs on academic performance of students in secondary schools, affirms that school guidance and counselling program have positive impact on academic performance of students. Poor academic performance calls for need to find out whether guidance and counselling services have an influence on secondary school student's academic performance. Thus, it was important for this study to investigate influence of orientation, career guidance and counselling, appraisal and information services on academic performance of secondary school students in Kitui West Sub-County. There was limited literature on these variables locally; hence, there is need to study them in order to add more research literature on studies relating to widely publicized influence of guidance and counselling services. Therefore, the current study aimed at investigating influence of guidance and counselling services on academic performance of secondary school students in Kitui West Sub-County, Kitui County.

## **2. Statement of the Problem**

In school, success is measured by level of students' academic performance, which has remained top priority for parents, teachers and other academic stakeholders. According to Ajayi, Lawani, and Saloni (2012), issue of poor academic performance is so crucial

because it is a must that students attain certain number of subjects required for them to be admitted to higher level of educational learning institutions. Poor academic performance trend has been registered in Kenya's Certificate of Secondary Education. This may have far-reaching implications for students in terms of missing rewarding career opportunities as well as social-economic wastage, which is of great concern to all stakeholders in education.

Statistics from Kitui West Sub-County Education Office (2023) and KNEC (2023) show that performance of students has been comparatively low for the last three years. This is despite the fact that schools in Kitui West Sub-County have adequate infrastructure and manpower resources. Few students who were admitted to universities were not selected to pursue prestigious courses since they had not scored high grades for those prestigious courses. After completion of their courses, they do not stand a chance to compete with their counterparts for employment. If Kitui West Sub-County is left in such a situation, it will remain behind in matters of development, and school leavers in the Sub-County will not favorably compete for lucrative job opportunities. This has a negative reflection on various programs put in place by the government to promote academic performance in the country.

Earlier researchers attributed this low academic performance to indiscipline, drug use, students social economic background, school type, students' personalities and non-challenging attitudes of students (Ndulu and Moronga, 2015; Republic of Kenya, 2017). The main concern is the role of guidance and counselling services in facilitating academic performance. There is not much empirical research on how guidance and counselling services have been used to assist schools in raising the academic performance of secondary school students in Kitui West Sub-County. This study sought to establish the influence of orientation services on the academic performance of secondary school students in Kitui West Sub-County, Kitui-County.

## 2.1 Purpose of the Study

The purpose of this study was to investigate influence of orientation services on academic performance of secondary school students in Kitui West Sub-County, Kitui County.

## 2.2 Research Objectives

The study was guided by the following objective:

- To establish influence of orientation services on academic performance of secondary school students in Kitui West Sub-County, Kitui County.

## 2.4 Null Hypotheses

The following null hypotheses were tested in this study:

**Ho<sub>1</sub>:** There is no statistically significant influence of orientation services on academic performance of secondary school students in Kitui West Sub-County, Kitui County.

## **2.5 Significance of the Study**

The findings of the current study are expected to be of significance to the school administrators as a tool at hand for building awareness among students, teachers and non-teaching staff members on the fact that academic performance is not only determined by lessons learned and examinations conducted in the classroom but also by positive attitudes, behaviours and conditions of the learner throughout learning period.

The findings of the study will benefit entire community since members of the community will gain knowledge on how guidance and counselling services influence academic performance. This will lead to development of positive attitude towards guidance and counselling. The study is expected to be of significance to researchers since it will contribute to the existing body of literature on influence of guidance and counselling services on academic performance of secondary school students in Kenya and provoke more research in this area.

## **2.6 Scope of the Study**

The study was geographically limited to Kenya, in particular, Kitui County, covering Kitui West Sub-County. The study focused on 33 public secondary schools for the purpose of this study, two and three students were selected, heads of guidance and counselling department and also school principals were selected to participate in the study.

## **3. Literature Review**

### **3.1 Influence of Orientation Service on Academic Performance of Secondary School Students**

Orientation could be said to be program of activities mounted by the school for new entrant so as to introduce them to their new environment with regard to facilities available, academic and non-academic programs, rules and regulations, as well as their superiors and peers (Ogbiji, Eyo and Ako, 2011). Orientation can be considered as any effort by guidance and counselling teachers to assist learners to make successful transition from their previous environment at primary school into secondary school experience. Orientation service is provided to new students in the school and those who graduate from new classes in the school setup. Orientation service is normally meant for students to enable them to know school courses, rules and regulations, and also make them conversant with different facilities within the school, and also to have a clear image of the school. The goals for orientation program may include academic preparation, personal adjustment, and increasing awareness among students and parents during the transition process (Perigo and Upcraft, 2019).

Orientation program for new students is supposed to be conducted immediately after admission has been concluded. Orientation is service where newly admitted students are officially introduced to various programs of the school. This entails acquainting new students with an academic environment. The school is usually new to

the students. Orientation activity helps students to adjust to the new environment. This program includes curricular and co-curricular programs. Orientation service also provide an opportunity for new students to be introduced to facilities available for their use in their respective schools. These facilities may include laboratories, classrooms, library, dormitories and dining halls. Students may also be shown available health facilities, water supply, and toilet facilities. It is during this orientation period that students should be introduced to the dos and don'ts of the school by being provided with the rules and regulations of the school and its code of conduct. Good orientation service helps to reduce the amount of anxiety, fear, and uncertainty on the part of new students' ability to succeed in a new educational environment and cope with rigor associated with the new environment. Usually, students moving from primary school to secondary school have lots of fear about demands of new academic programs/orientation services, which allay such fears and puts new students in the right frame of mind.

Orientation services also reduce dropout rates in school attendance through a firm foundation it establishes in the new students. The seed of school dropout is laid early in the school life of students through weak attachment to school programs, and orientation services help to get rid of those seeds. Orientation services also save time and energy for teachers and students by minimizing distractions caused by undue questioning, enquiries, fumbling and straying into wrong places. Regular and broad-based orientation service to students provides a firm foundation for the students to thrive in their academic pursuits (Ogbji and Ada, 2008).

Research work conducted by Heaney and Fisher (2021) indicated that newly admitted students felt less self-confident in their ability to succeed in academic settings and therefore they needed additional help in developing habits that are favorable to academic success. Orientation programs are therefore organized to facilitate academic and social interactions, increase students' involvement, and also enhance students' sense of belonging to the learning community (Brownell and Swaner, 2020). It has also been reported by Arhin and Wang'eri (2020) that orientation programs are necessary for helping students persist and increase student retention. Orientation programs are geared towards introducing new students to school services that support their educational and personal goals, they also assist students in gaining knowledge, attitudes, and skills that will help them adjust and make smooth transition into school community.

Research conducted in Nigeria by Gambo, Adam and Garba (2021) investigated relationship between orientation service and students' academic achievement among public senior secondary school students in Bauchi State. The study was carried out using sample size of 384 high school learners from three educational zones of Bauchi state, who were selected using stratified random sampling method. A questionnaire was used to collect data for the study. Results of the study showed that learners received orientation and briefings on various aspects of school, including school rules and regulations, choice of friends and associations in schools, and encouragement to participate in extra-curricular activities, among others. The researchers also established that guidance and

counselling teachers had enlightened learners to go for career paths they were passionate about and encouraged them to acquire trade skills for subsequent self-employment.

This study by Gambo *et al.*, (2021) found that there was positive relationship between orientation services and students' academic performance. The study thus recommended that students should be exposed to relevant orientation services once they join high school in order to adjust well to the new environment and also become conversant with rules, expectations, and other information that may contribute to success in their academic endeavors.

Owusu, Tawiah, Sena-Kpeglo and Onyame (2019) carried out a study in Ghana to establish effects of orientation services on the performance of undergraduate students at University of Cape Coast. The research employed a descriptive survey design, and a multiphase sampling design was used to select 250 students from the university. Data was collected using a self-administered survey questionnaire. The findings of the study showed that orientation services provided fresh students with good academic information regarding academic programs, policies and regulations that enhanced students' learning. The study further showed that participation in orientation programs had a significant impact on students' academic performance. Owusu *et al.*, (2019) recommended that counseling departments should plan orientation programs geared towards helping students to maximize learning.

#### **4. Theoretical Framework**

The study was based on person-centred theory by Carl Rogers (1980). Person-centred theory focuses on human interactions. It emphasises assisting people in their growth process so that they can better cope with problems which are currently facing them and thus acquire experience which will help them in dealing with future problems (Corey, 2013). Person-centred theory insists on necessity of positive self-concept, which develops as a result of students being loved and accepted as they are. Person-centred theory can be understood as process of helping students to discover new and more satisfying personal meanings about themselves and the world they inhabit. Application of person-centred theory in secondary school setting bears in mind the fact that secondary school students are children in their adolescence stage. Therefore, they have vocational, educational, psycho-social, and personal needs. When these needs are met, students will strive towards health, growth and adjustment.

Person-centred theory assumes that human interaction is only possible when certain conditions are in place. These conditions include being friendly and warm and also providing unconditional positive regard to the client and counsellor demonstration of empathy (Corey, 2013). Guidance and counselling services that provide these characteristics lead to good academic performance of students in schools. When guidance and counselling teachers communicate above conditions, those being helped will become less defensive and more open to themselves and to the world around them, and they will behave in more social and constructive ways. Many students harbour feelings of



academic failure, which may lead to low self-esteem. According to Corey (2013), well-implemented guidance and counselling services will assist students to counter those feelings by working towards fostering student's capacity of hope and belief that they are capable of overcoming academic failure they are experiencing and even end up performing to their best potentialities (Corey, 2013).

A conducive environment should be provided. Teacher counsellors should provide room for self-actualization by being loving, competent, responsible and friendly. Teacher counsellors should also help students to set goals and allow positive self-recognition after attaining set goals and aspirations that will lead to good academic performance. This calls for need for a good environment to be created by teacher counsellors.

## **5. Research Methodology**

### **5.1 Research Design**

The current study employed descriptive survey research design. which is a design employed to obtain pertinent and precise information concerning current state of the phenomenon and, whenever possible, draw varied general conclusions from facts discovered.

### **5.2 Location of the Study**

The current study was conducted in Kitui West Sub-County Kitui County. The location was chosen because schools in the Sub-County experience low academic performance, as already evident by low mean score in Kenya Certificate of Secondary Examination for the last three years.

### **5.3 Population of the Study**

Target population of the study was all 33 public secondary schools, 33 principals, 33 heads of guidance and counselling departments and all 7,903 students enrolled in those public secondary schools in Kitui West Sub-County (Njihia, 2022).

### **5.4 Sampling Procedure and Sample Size**

Stratified random sampling was used to select sample size of 16 schools out of 33 schools based on sample size. Simple random sampling was used to select sample size, which comprised 381 students, 16 guidance and counselling heads of department and 16 principals, a total of 413 respondents.

### **5.5 Research Instrument**

This study made use of two data collection instruments, which included questionnaires and interview schedules.

## 5.6 Data Analysis

Quantitative data was analyzed using both descriptive and inferential statistics. Frequencies, means, standard deviation and percentages were descriptive statistics used to describe and summarize data. Inferential statistical analysis was done using Analysis of Variance (ANOVA) to test the null hypothesis at a 0.05 level of significance.

## 6. Research Findings and Discussion

### 6.1 Influence of Orientation Service on Academic Performance of Secondary School Students

This section provides results of the study regarding influence of orientation services on student academic performance. The section was guided by the objective of the study and its null hypothesis as follows.

**Objective 1:** To establish influence of orientation services on academic performance of secondary school students in Kitui West Sub-County, Kitui County.

In line with this objective, the following null hypothesis was formulated  $H_{01}$ : There is no statistically significant influence of orientation services on academic performance of secondary school students in Kitui West Sub-County, Kitui County.

**Table 1:** Students and Heads of Guidance and Counselling Responses on Influence of orientation Services on Academic Performance

Orientation Service.....	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Mean score
	S	T	S	T	S	T	S	T	S	T	
1. Helped students to get information on rules and regulations.	116	6	190	6	31	4	28	0	11	0	4.30
2. Helped students to observe class attendance.	187	9	155	7	8	0	17	0	17	0	4.59
3. Assisted students to know physical layout...	168	10	148	6	19	1	0	0	24	0	4.61
4. Helped students to develop interest on daily school activities...	89	5	238	1	11	7	0	0	31	0	4.32
5. Helped students to feel self-confident...	137	7	199	9	11	8	0	0	21	0	4.24
6. Facilitated students' academic and social...	77	9	109	5	78	1	1	0	94	1	3.25
7. Assisted students in gaining knowledge, attitude and skills...	60	4	264	2	33	10	0	0	9	0	4.02
8. Assisted students in developing habits...	22	10	153	3	79	1	0	2	113	1	3.18
9. Introduced students to school services ...	41	4	202	10	52	1	0	1	70	1	3.57
<b>The average strength of agreement = 4.008</b>											

**Key:** S – Students response; T – Teachers (And C HOD) response

The results in Table 1 show that respondents had an average agreement that orientation service assisted and helped them along listed areas of concern. The result further shows that average point ranged from 3.18 to 4.61. Overall strength of agreement, which was mean average of (4.008), indicated average strength of agreement of students on influence of orientation services on their academic performance.

Findings from this study show that orientation services had an average influence on academic performance. In this study, the statement “orientation service assisted me to know the physical layout of the school” received the highest mean score of (4.61). This indicates that students placed high value on orientation services for providing them with clear understanding of school’s physical layout. Orientation service provide an opportunity for new students to be introduced to facilities available for their use in their respective schools. These facilities may include laboratories, classrooms, libraries, dormitories and dining halls. Students may also be shown available health facilities, water supply, and toilet facilities. Knowing school’s layout contributes to efficient navigation, reducing time wastage, and allowing students to focus more on their academic activities (Ogbiji, Eyo and Ako, 2011).

The study found out that statement “orientation service helped me to observe class attendance” received a high mean score of (4.59). This suggests that orientation services play a significant role in emphasizing importance of regular class attendance. This awareness may contribute to students’ commitment to attending classes consistently, hence positively impacting their academic performance.

The findings of the study also found that statement “orientation service helped me to develop interest in daily school activities” received respectable mean score of (4.32). This is an indication that orientation service contributes to students’ engagement with daily school activities, fostering positive attitudes toward their academic responsibilities.

The statement “orientation service helped students to get information on rules and regulations of the school” received a mean score of (4.30). This is supported by study carried out by Gambo *et al.*, (2021), which found out that there was positive relationship between orientation services and students’ academic performance. The study thus recommended that students should be exposed to relevant orientation services once they join high school in order to adjust well to the new environment and become conversant with rules, expectations, and other information that may contribute to success in their academic endeavors.

The study further found out was that “orientation services helped students to feel self-confident in their ability to succeed in their academic setting”. This statement received high mean score of (4.24). Research work conducted by Heaney and Fisher (2021) indicated that newly admitted students felt less self-confident in their ability to succeed in academic settings. Therefore, they needed additional help in developing habits that are favorable to academic success. The current study further found that statement “orientation services assisted students in gaining knowledge, attitude and skills helping them to make a smooth transition into school community” received mean score of (4.02). This is supported by Perigo and Upcraft (2019), who stated that goals for

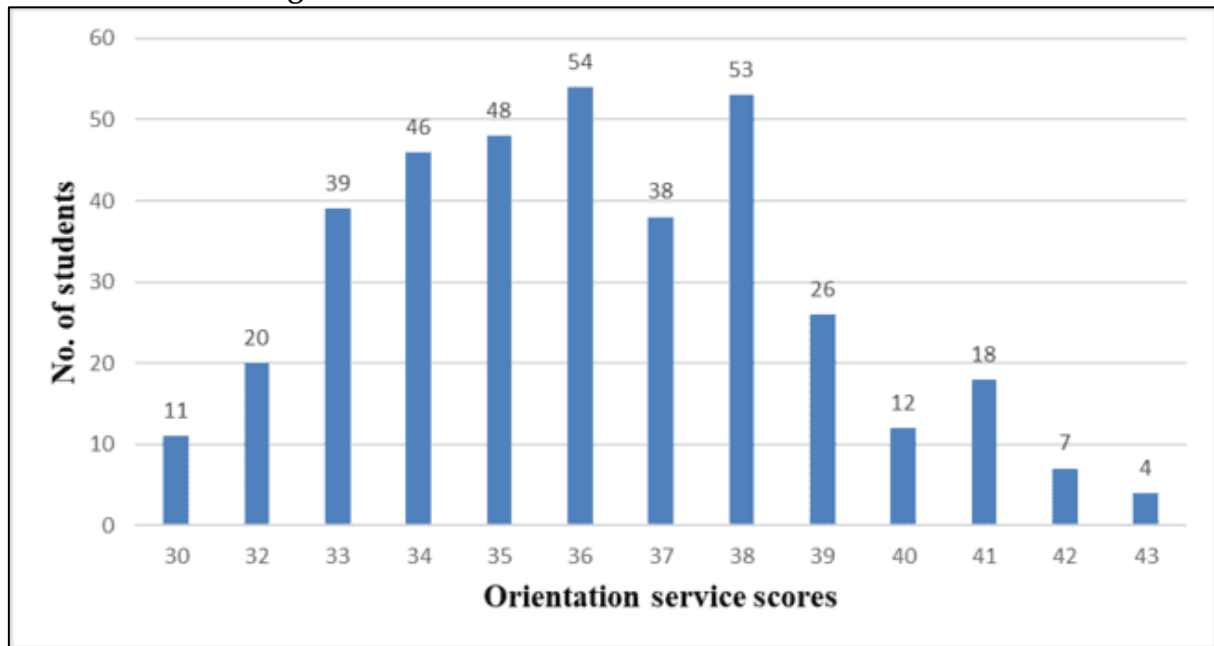
orientation program may include academic preparation, personal adjustment and increasing awareness of students and parents during the transition process.

While statements discussed above received high mean scores indicating positive aspects of orientation service, this study found out that there were other items on the Scale that received low mean scores. For instance, the statement “orientation service assisted me in developing habits that were favorable to my academic performance” received the lowest mean score of (3.18). This suggests that there might be perception among students that orientation services are less effective in instilling habits conducive to academic success. This may mean that majority of students did not feel that they had appropriate study skills and habits, which could lead to high performance in examinations. Though this statement is not well perceived by students as helpful, Mutie and Sammy (2011) urge that students need to be guided so as to develop good study habits as well as prepare for examinations.

The study also found that statement “orientation service facilitated my academic and social interaction, increasing my involvement and enhancing sense of belonging” received a mean score of (3.25). While not as low as the first statement, this suggests room for improvement in terms of perceived influence of orientation services on fostering academic and social interactions. Enhancing these interactions could potentially contribute to greater sense of belonging and improved academic performance. Brownell and Swaner (2020) found out that orientation programs are therefore organized to facilitate academic and social interactions, increase students’ involvement, and enhance students’ sense of belonging to the learning community. Finally, the study found out that statement “orientation service introduced me to school services that support educational and personal goals” received a mean score of (3.57). The mean score was above midpoint suggests that there is room for improvement in conveying connection between orientation service and availability of school services that support both educational and personal goals. This is supported by findings by Arhin and Wang’eri (2020) that orientation programs are geared towards introducing new students to school services that support their educational and personal goals.

In this study, 9 items that were used to measure orientation service component of guidance and counseling services were assessed using 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The lowest possible score on the scale was 9 (indicating that respondent strongly disagreed with all 9 items), while the highest possible score was 45 (indicating that respondent strongly agreed with all 9 items). The midpoint of the scale was score of 27, with scores below 27 denoting an overall disagreement with items, while scores above 27 denoted that respondents had an overall agreement with items. The overall scores obtained by students on the orientation service scale are as presented in Figure 1.

**Figure 1: Students' Scores on Orientation Service Scale**



Mean score = 36.1, SD = 2.77.

The results of the study in Figure 1 show that scores obtained by students on orientation service scale ranged from 30 to 43, with a mean score of 36.1 and standard deviation of 2.77. This means that the majority of the students obtained scores above the midpoint of 27 on the scale, which is an indication that majority of students agreed that orientation service helped to improve their academic performance. The mean score of 36.1, above the midpoint of 27 on the scale, suggests that, on average, students tended to agree that orientation services have positive influence on their academic performance. This aligns with the idea that orientation services play a crucial role in helping students acclimate to their educational environment and can contribute to their overall success. There is a positive relationship between orientation services and students' academic performance; hence, students should be exposed to relevant orientation services once they join high school in order to adjust well to a new environment and become conversant with rules, expectations and other information that may contribute to success in their academic endeavors (Gamba *et al.*, 2021). This finding resonates with broader literature emphasizing importance of effective orientation programs in enhancing student success and satisfaction. According to Owuso *et al.*, (2019), orientation services provide fresh students with good academic information regarding academic programs, policies and regulations that enhance students learning.

The researcher used Analysis of Variance (ANOVA) to determine whether influence of orientation service on academic performance was statistically significant or not at 0.5 level of significance. ANOVA was used to determine relationship between two variables, orientation service (independent variable) and academic performance (dependent variable). The results of ANOVA are presented in Table 2.

**Table 2:** Analysis of Variance (ANOVA) on the Influence of Orientation Service on Academic Performance of Secondary School Students in Kitui West Sub County, Kitui County

Sum of Square		df	Mean Square F-cal	F-crit	P-Sig
Between Groups	49.069	3	16.356	3.00	0.93
Within Groups	2821.992	372	7.586		
<b>Total</b>	<b>2871.061</b>	<b>375</b>			

As presented in Table 2, orientation service was not statistically significant ( $F = 2.156, p \geq 0.05$ ). Therefore, it was concluded that orientation services did not influence academic performance. In order to establish both magnitude and direction of difference in this variable, a post-hoc Test-Duncan Multiple Range Test (DMTR) was conducted. Results of DMTR are presented in Table 3.

**Table 3:** DMTR Comparing the Mean of Influence of Orientation Services on Academic Performance of Secondary School Students in Kitui West Sub-County, Kitui County

Performance	No. of students	Orientation service mean score	Std. Dev.
A to B+	98	36.4286	2.71688
B to C+	118	36.1441	2.73401
C to D+	136	35.9632	2.59175
D to E	24	34.8750	3.75688
<b>Total</b>	<b>376</b>	<b>36.0718</b>	<b>2.76698</b>

Study findings in Table 3 show that DMTR compares differences in influence of orientation services on students' academic performance. Students whose academic performance was A to B+ and B to C+ had higher orientation services mean scores of 36.4286 and 36.1441, respectively, as opposed to those whose academic performance was C to D+ and D to E which had lower orientation service mean score of 35.9632 and 34.8750 respectively. However, these differences in orientation services mean scores did not differ significantly at 0.05 level. As such, null hypothesis was retained that there is no statistically significant influence of orientation services on secondary school students' academic performance in Kitui West Sub-County, Kitui County.

The findings of the current study regarding interviews with principals of schools found that 10 (62.5%) of respondents reported that orientation service had an influence on students' academic performance. Majority, 12 (75%) of principals, were of the opinion that orientation services assisted students in knowing physical layout of school so as to avoid time wastage. 10 (62.5%) of principals reported that orientation services helped students observe class attendance, which is an obligation for their academic performance. 1 (6.25%) of principals reported that orientation services helped students develop an interest in daily school activities, which is an important aspect of their academic performance. Another 1 (6.25%) of principals reported that orientation services assisted students in gaining knowledge, attitude and skills that helped them to adjust and make smooth transition from primary school to secondary school or from one school to another school. 3(18.75%) of principals emphasized that orientation services introduced students

to school services that support their personal and personal goals which helped them to improve academic performance. Still, 5 (31.25%) of principles emphasized that orientation services facilitated students' academic and social interactions, hence increasing their involvement and enhanced sense of belonging, facilitating better performance.

## 7. Conclusion and Recommendation

Analysis of results revealed that while orientation services did not show statistically significant influence on academic performance, students expressed positive perceptions of certain aspects of the service, such as understanding school's physical layout and observing class attendance. This enabled student to settle down in school so as to avoid time wastage. The study also found that orientation services also helped students to develop positive attitudes towards learning and hence motivated them to work harder towards their academic performance. Learning is a process that is sometimes unpleasant for students.

The study not only provides insights into students' and teachers' perceptions but also highlights areas for improvement in delivery of these services. The study suggested that orientation service should aim at instilling study skills and habits that could lead to high performance in examinations. Orientation service should also aim at enhancing social interactions that could contribute to greater sense of belonging and improved academic performance. Orientation service should also convey connection between service and availability of school service that support education.

## Conflict of Interest Statement

The authors declare no conflicts of interest.

## About the Author(s)

**Jackline Kavutha**, Student, Department of Educational Psychology, Maasai Mara University, Kenya. Research interests: educational guidance and counselling.

**Paul Maithya**, Department of Curriculum, Instructions & Educational Management, Maasai Mara University, Kenya.

**Dr. Mwaura Kimani**, Lecturer, Department of Educational Psychology, Maasai Mara University, Kenya.

## References

- Archer, J., & Lloyd, J. (2012). *Sex and Gender (2<sup>nd</sup> ed)*. London. Cambridge University Press.
- Arhin, V., & Wang'eri, T. (2020). Orientation programs and student retention in distance learning: The case of University of Cape Coast. *Journal of Educators Online*, Retrieved from <https://files.eric.ed.gov/fulltext/EJ1168948.pdf>.

- Benard, A., A. & Achegbulu, O. A. (2018). The influence of guidance and counselling on academic performance of secondary school students in Makurdi Local Government Area, Benue State. *International Journal of Educational Studies*, 5(2), 71-79.
- Brownell, J. E., & Swaner, L. E. (2020). *Five high-impact practices: Research on learning outcomes, completion, and quality*. Washington, DC: Association of American Colleges and Universities.
- Corey, G. (2013). *Theory and practices of counselling*. Mason: Cengage Learning.
- Denga, D. I. (2011). *The school counsellor in developing nations; problems and perspective*. Jos: Savannah Press Limited.
- Dorothy, L. Collitha, N. & Teresia, S. (2021). Influence of guidance and counselling services on secondary school student's academic performance in Tanzania. A case of Tanga City. *East African Journal of Education and Social Science*, 2(2) 144-156.
- Eremia. M. D., & Bethel-Aka, O. A. (2020). Influence of guidance and counselling services career choice and academic achievement of secondary school students in River's state. *International Academy Journal of Management, Marketing and Entrepreneurial Studies* 8(1), 56-66.
- Eremia. M. D., & Jackson, S. (2019). Influence of guidance and counselling services on academic performance of secondary school students in River's state. *International Journal of Innovative Human Ecology & Nature Studies* 7(1), 14-21.
- Eye, M. B., Joshua, A. M., & Esuong, A. E. (2010). Attitude of secondary students towards guidance and counselling services in Crossroad River State. *Edo Journal of Counselling*. 3 (1) 87-99.
- Gambo G. J., Adam, M., & Garba, A. (2021). Relationship between orientation services and students' academic achievement among public senior secondary school students in Bauchi State. *International Journal of Contemporary Education Research*, 23(8), 95-106.
- Gatau D. M. (2014). Impact of guidance and counselling services on student's social and emotional adjustment in public urban and rural-urban secondary schools in Nakuru and Uasin Gishu Counties in Kenya. *International Journal of Science and Research*, 3(11) 431-438.
- Heaney, A., & Fisher, R. (2021). Supporting conditionally-admitted students: A case study of assessing persistence in a learning community. *Journal of the Scholarship of Teaching and Learning*, 11(1), 62-78.
- Hossain, S., & Faisal, R. (2018). Guidance and counseling services in schools of Bangladesh: An exploratory study. *International Journal of Science and Research*, 2(10), 132-138.
- Kenya National Examination Council. (2023). *KCSE Examination Report* Nairobi; Kenya.
- Kitui Sub County Education Office. (2023). *KCSE analysis 2021-2023*.
- Ndulu, A. and Moronge, M. (2015). Influence of cost sharing on students' academic performance in secondary schools in Kenya: A case of Kitui County. *Strategic Journal of Business & Change Management*, 2(24): 465-484.



- Ndirangu, P. N. (2007). *The influence of guidance and counselling program on academic performance of selected public secondary school students. A case of Bahati Division Nakuru District.* unpublished Masters Dissertation, Egerton University.
- Njihia, E. (2023). *Academic Performance in Kitui West Sub County.* Report Prepared for the Sub County Education Board.
- Numale, M. K., & Awabil, G. (2018). Evaluation of guidance services in senior high schools in Gomoa West District in the Central Region of Ghana. *Journal of Education and Practice.* 9, 23-30.
- Ocansey, F., Forde, L. D., Awabil, G. & Otopa, N. K. (2015). *Principles of guidance and counselling.* Unpublished document, University of Cape Coast, Ghana.
- Odhambo, O. D. (2014). Influence of guidance and counselling on academic performance in selected public secondary schools in Molo Sub-county, Nakuru County Kenya. *International Journal of Science and Research (IJSR)* 3 (58), 2131-2136.
- Ogbji, I. E. & Ada, M. I. (2008). The role of creativity in effective management education. *Nigeria Journal of Research and Production* 13(1) 68-77.
- Ogbji, I. E, Eyo, M. B. & Oko, P. I. O. (2011). The extent of implementation of orientation program among public and private secondary schools in cross river state of Nigeria. *African Research Review. An International Multi-Disciplinary Journal Ethiopia* 5(19) 215-224.
- Okita, O. D. (2012). Influence of guidance and counselling on academic performance of students in selected public secondary schools in Molo sub-County, Nakuru County, Kenya. *International Journal of Science and Research*, 3(12), 19-23.
- Owusu, G. A., Tawiah, M. A., Sena-Kpeglo, C., & Onyame, J. T. (2019). Orientation impact on the performance of undergraduate students at University of Cape Coast (Ghana). *International Journal of Educational Administration and Policy Studies*, 6(7), 131.
- Oye, N. D., Obi, M. C., Mohd, T. N., & Bernice, A. (2012). Guidance and counseling in Nigerian secondary schools: The role of ICT. *International Journal of Modern Education and Computer Science*, 8, 26-33.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Social Sciences Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/)