

Influence of Information Service on Academic Performance of Students in Public Secondary Schools in Kitui West Sub-County Kitui County, Kenya

Dr. Jackeline Kavutha¹, Dr. Mwaura Kimani², Prof. Paul Maithya³.

Maaasai Mara University, Kenya
Corresponding Mail j. kavutha @yahoo.com

Abstract

Generally academic performance in entire Kitui County has been low specifically in Kitui West Sub- County this is despite implementation of guidance and counselling services in the Sub-County. The current study sought to investigate influence of information services on academic performance of public secondary school students in Kitui West Sub County, Kitui County. The following objective guided this study to examine influence of information services on academic performance. Person- centred theory formed theoretical framework in this study. A correlational research design was used. The study targeted a population of 7903 who were in form three, 33 principals, 33 heads of guidance and counselling department from 33 public secondary schools in Kitui West Sub- County. Purposive sampling was used to select Kitui West Sub- County in Kitui County. Stratified random sampling was used to group schools into mixed day, mixed day and boarding, boys only boarding and girls only boarding and, mixed boarding schools. Simple random sampling was used to select 400 students. Data was collected using self –administered questionnaires for students and heads of guidance and counselling department while interview schedule was used to collect data from principals. Statistical Package for Social Sciences (SPSS version 22) software aided in analyzing data. Data was analyzed using both descriptive and inferential statistics. Pearson product moment correlation coefficient (r) of 0.014 was reached in the test of influence of information service on academic performance The study concluded that information services influenced student's academic performance. The study recommended that information services should be implemented in all schools' guidance and counselling programs. This finding of this study may help guidance and counselling teachers, teachers, students, school administration, parents as well as other education policy makers to make use of information service to improve students' academic performance.

Key word; Guidance, counselling, Services, Information Service, Academic performance, Public Secondary Schools.

Date of Submission: 08-06-2025

Date of Acceptance: 20-06-2025

I. Introduction

Ogawa (2019) asserts that education is a crucial human characteristic essential for generating high income and fostering economic and social responsibility. Educating a nation's populace facilitates the distribution of information to a substantial segment of that populace. In several educational systems globally, completion of secondary education is a requirement for entrance to higher education institutions, including universities and colleges. Fairmont (2017) asserts that education at this level is essential for promoting economic growth.

According to Ward Stocker and Murray-Ward (2018), excellent academic accomplishment is defined by the extent to which individuals, organizations, or institutions fulfill educational goals. Ali *et al.*, (2017) assert that academic success is deemed inadequate when both the examinee and relevant stakeholders see the performance as falling short of the anticipated standard. The intellectual achievement of secondary school pupils is closely proportionate to a country's social and economic development level. The academic performance of secondary school pupils is a crucial criterion for assessing the quality of college graduates, who will subsequently impact a country's social and economic development as its future leaders. Sinha and Srivastava (2017) assert that the successful completion of secondary education is a key determinant of contemporary youth's academic performance. Consequently, secondary school pupils should endeavor to enhance their academic performance, since education is seen as a pathway to social mobility. It should provide individuals with the information and skills necessary to fulfill their civic responsibilities in an inclusive society.

Raineri and Gerber (2018) assert that the kind of school and the extent of instruction significantly influence the academic performance of secondary school pupils. However, for all these components to function

well, students must be ready to engage in academic activities. Dorothy *et al.*, (2021) illustrate that the motivation of secondary school students to engage in study is affected by several factors concurrently. Secondary school students often encounter obstacles that, if unaddressed, may lead to discontent and developmental issues, adversely affecting their general health and academic performance. Various factors, such as familial dysfunction, substance abuse, absenteeism, sexual harassment, inadequate time management skills, peer influence, and the risk of school dropout, can adversely affect students' academic performance (Thompson, 2016). The gravity of these difficulties has prompted some nations to include counseling and guidance programs into their educational systems, aiming to aid students in adeptly navigating their academic and personal lives (Dorothy *et al.*, 2021). Guidance and counselling programs aim to assist individuals in realizing their full potential and empower them to make constructive contributions to their surroundings. The capacity of children to harmonize their skills, interests, and convictions is essential for their personal growth and development (Oye *et al.*, 2018). Consequently, school guidance and counselling services assist youngsters in this endeavor.

To enhance learning performance, it is crucial to shape the viewpoints and attitudes of a significant number of students on learning. This purpose may be achieved by using "teaching-learning" strategies that enhance students' interest, study habits, and overall achievement levels. Eyo *et al.*, (2017) indicate that this necessitates schools to provide guidance and counselling services customized to the unique requirements of children and their situations. This study examines the necessity for schools to implement policies mandating the establishment of guidance and counseling departments in every secondary school, given their role in preparing students for future responsibilities amid life's complexities and societal integration (Gitau, 2016). Namale and Awabil (2018) indicate that the programs include a range of services, including orientation, information service appraisal services, career guidance, research and evaluations. Four services significantly influence academic performance. A study conducted by Bolu-Steve and Oredugba (2017) examined the views of secondary school pupils in Lagos State on their academic performance in relation to guidance and counseling services. The study results indicate that guidance and counseling services significantly influenced students' academic accomplishments.

A continuous sequential educational process aims to bridge the gap between different educational levels (Government of Kenya, 2001). The Ministry of Education has authorized all educational institutions in the country to implement guidance and counseling programs as part of this initiative. Dorothy *et al.*, (2021) indicate that the provision of guidance and counseling services significantly influences children's academic performance. The Government of Kenya (2001) reports that secondary schools in Kitui County, especially in Kitui West Sub-County, exhibit subpar academic performance. Notwithstanding a ministerial directive to establish and execute guidance and counselling programs at all educational institutions nationwide to enhance academic performance, this remains unaddressed. Ward Stocker and Murray-Ward (2018) assert that students' academic achievement is assessed by their examination scores and overall grade point averages in all subjects. Students that excel academically possess a competitive advantage over their counterparts in an educational environment. Students in Kitui West Sub County have shown subpar performance on the Kenya Certificate of Secondary Examination during the last three years. The Kitui West Sub County Education Office (2023) reports that historically, the average score for Kitui West Sub County has been inferior to that of other sub counties in the region. Given the erratic nature of precipitation, it is essential for many individuals in Kitui-West Sub County to engage in education to secure their welfare and sustenance. A significant proportion of parents have made considerable financial investments in their children's education.

Statement of the Problem

Academic performance of secondary schools in Kitui West Sub-County has been subpar. Data from Kitui West Sub-County Education Office (2023) indicate that student's performance has been rather poor over the last three years. This occurs despite the establishment of guidance and counselling programs in schools within Kitui West Secondary Schools (Ndulu & Morange 2015). Schools in Kitui West Sub County have shown poor academic performance as evidenced by low mean score relative to other Sub counties in Kitui County. The Subcounty has likewise had a low number of pupils achieving the requisite university entrance mean grade of C+ or above. Academic performance of pupils in public secondary schools in Kitui West Sub county is seen superb by several stake holders in the education sector who anticipated that secondary school students would succeed in their studies and subsequently enrol in university and other post-secondary studies. Ascribed superb academic performance to individual student aptitude, instructors' quality. Staffing levels, facility availability and guidance and counselling among others (Ndulu & Morange 2015). The primary focus of the present research is the function of guidance and counselling services in enhancing academic performance. Limited information exists about the use of guidance and counselling services on the academic performance of public secondary school students in Kitui West Sub County.

Purpose of the Study

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

Research Objectives

The study was guided by the following objective:

1. To find out the influence of information service on academic performance of public secondary school students in Kitui West Sub County, Kitui County.

Research Hypotheses

The following null hypotheses was tested in this study:

Ho₁. There is no statistically significant influence of information service on academic performance of public secondary school students in Kitui West Sub County, Kitui County.

Significance of the Study

The research may be significant to teacher counsellors, students, principals, parents and educational policy makers. The outcomes of this research may provide teacher counsellors with insights into successful guiding and counselling practices that encourage students to seek help. This may empower teacher counsellors to enhance their methodologies, ensuring their services are accessible, pertinent, and effective for students' academic and personal development. The research is crucial for students, as it will elucidate how guidance and counselling services, might enhance their academic achievement. Armed with this information, students may cultivate a more favourable disposition towards seeking counselling assistance, resulting in enhanced academic success.

II. Literature review

Information Services and Students Academic Performance

According to John and Fredrick (2018), the complexity of the modern world, which has been impacted by advances in science and technology, has made it more difficult for young people to make decisions. When an individual does not possess the entire information that is required for getting to an educated judgment, decision-making becomes easier. The purpose of school guidance and counseling programs is to provide students with informational services that will assist them in comprehending their educational options, as well as their vocational and personal-social challenges. This will enable students to navigate our increasingly complex society with confidence and competence (Badu-Adde, 2018).

Students have conversations with the guidance counselor as part of the information service that is provided. The counselor aids students in addressing challenges that may put their interpersonal connections, growth, and advancement at risk (Umoh, 2017). The counselor does this by using their professional training, experience, and competence. Students have the opportunity to promote their own personal development, improve their social skills, and foster academic integrity via the use of information services. In addition to this, it helps children achieve all-around educational development (Oye *et al.*, 2018).

According to Ocansey *et al.*, (2015), information service is defined as data that pertains to persons and improves self-awareness and, therefore, interpersonal competence. Imagine a society in which guidance counselors are responsible for assisting students in maximizing their opportunities and achieving their full potential. As a consequence of this, without being worried about the lack of accurate and current information, one should not be bothered. Students who make use of information services are more likely to have a favorable self-concept, to enhance their interpersonal and communication skills, and to grasp their responsibilities within the many educational and cultural settings in which they find themselves. That the information service of the school guidance and counseling program, which is supervised by the school counselor, is the resource where students may seek answers to their problems or obtain aid in making choices is suggested by the fact that this is the case.

Chireshi (2016) conducted an investigation of the secondary education systems in Zimbabwe with the purpose of evaluating the effectiveness of these systems with relation to school information services. The vast majority of children and school counselors saw it as beneficial and thought that counselors were doing what they were supposed to be doing. The incorporation of information services into the process of education results in a rise in both. When it comes to ensuring that students get the best possible learning results, it is imperative that information services be smoothly linked with the right instructional strategies. It is vital to duplicate the aforementioned studies within the setting of Kenya, since Chireshi (2016) discovered that information services had an effect on academic success. This is despite the fact that the study was carried out outside of Kenya, where guidance and counseling services may be fully functioning.

Regarding information services, Hrisyov and Kostadinov (2022) conducted an evaluation of the academic performance of Bulgarian students' academic performance. A random selection method was used by the researchers in order to collect a sample that was representative of the student population of 628 students at

Zlatarski International School of Sofia. Through the use of a questionnaire, the study team gathered information. According to the findings of the research, there is a beneficial connection between the provision of information services and academic accomplishment. It has been suggested by Hrisyov and Kostadinov (2022) that having access to information may assist individuals in avoiding difficulties in the areas of psychology, emotions, psychology, and society. The argument made in the essay is that information services have to be included into the curriculum of every single school. Hrisyov and Kostadinov (2022) found that there is a favorable association between the availability of information services and the academic success of pupils. The emphasis of this study was on international educational institutions, which may have access to more effective resources than public learning establishments. The present study focused on public secondary schools as its primary emphasis.

Ndidibuike and Nwadiuso (2019) conducted research to investigate the influence that information services have on the academic performance of secondary school students in the Udi Education Zone of Nigeria. In order to choose 253 students at random for participation in the study, the researchers used a survey research methodology throughout the process. The data for the research were gathered via the use of a survey instrument. There was a substantial influence that information services had on the study habits of students, especially with regard to the management of time and the establishment of personal schedules. There has been a notable improvement in the academic achievement of the students. In order to improve the academic performance of students, it was suggested that guidance counselors devote a greater amount of time to the provision of information as a helpful service.

Theoretical Framework

In this research, the person-centred paradigm developed by Carl Rogers in 1980 served as the basis for the investigation. Personality-centred philosophy places an emphasis on interpersonal connections. It emphasizes the value of providing assistance to individuals as they develop, assisting them in resolving issues that are now occurring, and then gaining insights that will assist them in resolving issues that may arise in the future (Corey, 2018). According to the person-centred paradigm, students are able to develop healthy self-concepts when they are loved and accepted in their current state. The person-centred philosophy approach is one strategy that has been shown to be beneficial in assisting students in discovering a more profound purpose in their life. When it comes to secondary education, the person-centred concept takes into consideration the specific personal, social, occupational, and academic demands of adolescents. As soon as these requirements are satisfied, students will work toward achieving health, growth, and adaptability.

In accordance with the person-centred worldview, there are certain prerequisites that must be satisfied before a human connection may be developed. The orientation of the counselor toward the client has to be front and centre when the counsellor is offering advice and treatment. A number of attributes, including the counsellor's capacity to empathize, warmth, and positivism, should be present in the counselling relationship. According to Corey (2018), when children are in an atmosphere that is supportive, loving, sympathetic, and non-judging, they are able to freely explore their feelings and ideas and work through their own difficulties than when they are in an environment that is judgmental. It is the responsibility of the school counsellor to assist in making arrangements for students to obtain services appraisal /assessment, where applicable.

When guidance counsellors fail to appropriately meet the needs of students in areas such as information resources, schools suffer the consequences. When administrators of guidance and counselling programs emphasize the aforementioned needs when giving services, clients are more likely to relax their guard and open up to themselves and their surroundings. This is because clients feel more comfortable opening up to this information. The likelihood of a person being nice and helpful to others is increased when they get assistance. youngsters often fear that they are not good enough in school, which may contribute to poor self-esteem. This is a common concern among youngsters. By encouraging teenagers to have trust in themselves and their ability to thrive academically despite failures, a counsellor may be able to assist in the alleviation of these sentiments (Dorothy *et al.*, 2021).

A favourable atmosphere that encourages people to attain their maximum potential is created by information, programs. All of these programs contribute to the creation of this environment. Students need to be able to establish objectives with the assistance of these programs, and when they accomplish those objectives, they ought to experience a sense of accomplishment that will lead to an improvement in their academic performance. As a result of this, it is of the utmost importance that every institution provides a variety of resources, including information services.

III. Research Methodology

Research design

The study used a correlational research design.

Location of the Study

In the present study, Kitui County, and more especially Kitui West Sub County, served as the location of the investigation. This location was purposefully chosen due to the consistently poor academic performance.

Population of the Study

In Kitui West Sub County, there were a total of 7903 students who were enrolled in Form 3, 33 public secondary schools, 33 principals, and 33 heads of guidance and counseling departments who were able to take part in this study.

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 comprised of 381 students, 16 guidance and counselling heads of department and 16 principals, a total of 413 respondents.

Research Instrument

This study made use of two data collection instruments which included questionnaires and an interview schedule.

Data Analysis

Data was analyzed using Statistical Package for Social Sciences (SPSS version 22.0). For qualitative data collected using interview schedule themes and categories were generated using codes. There after responses which are the same were tallied based on objectives. The tally was used to draw inference, conclusion and recommendation. 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. Results were presented using tables and graphs. Inferential statistical analysis was done using Pearson moment product correlation coefficient to test null hypothesis at 0.05 level of significance.

IV. Research Findings and Discussion

This objective of the study sought to find out influence of information service on academic performance of Secondary school students in Kitui West Sub County, Kitui County. In line with this objective of study following null hypothesis of study was formulated: H_{01} that there is no statistically significant influence of information service on academic performance of Secondary school student in Kitui West Sub County, Kitui County. Information service involves structured process of providing students with relevant and valuable information in order to enhance their academic and personal development.

Results from descriptive statistics on student's response in showed that average mean ranged from 3.14 to 4.25. The overall strength of agreement of current study was mean of average point (3.837) indicated average strength of agreement of students on influence of information service on their academic performance average strength was below (4.00) this indicated that information service was not effectively implemented.

The purpose of this research was to find out how much consensus there is among school guidance and counselling department heads on the effect of information services on students' performance in the classroom. Heads of guidance and counseling departments were in complete agreement, according to the study's findings shown in Figure 1 that information services helped students enhance their academic performance. Average means varied between 3.25 and 4.31 according to the results of the present study. The average level of agreement among department heads about the impact of information services on students' academic achievement is reflected in the overall degree of consensus, which is 3.882. The results of the present study are shown in Figure 1.

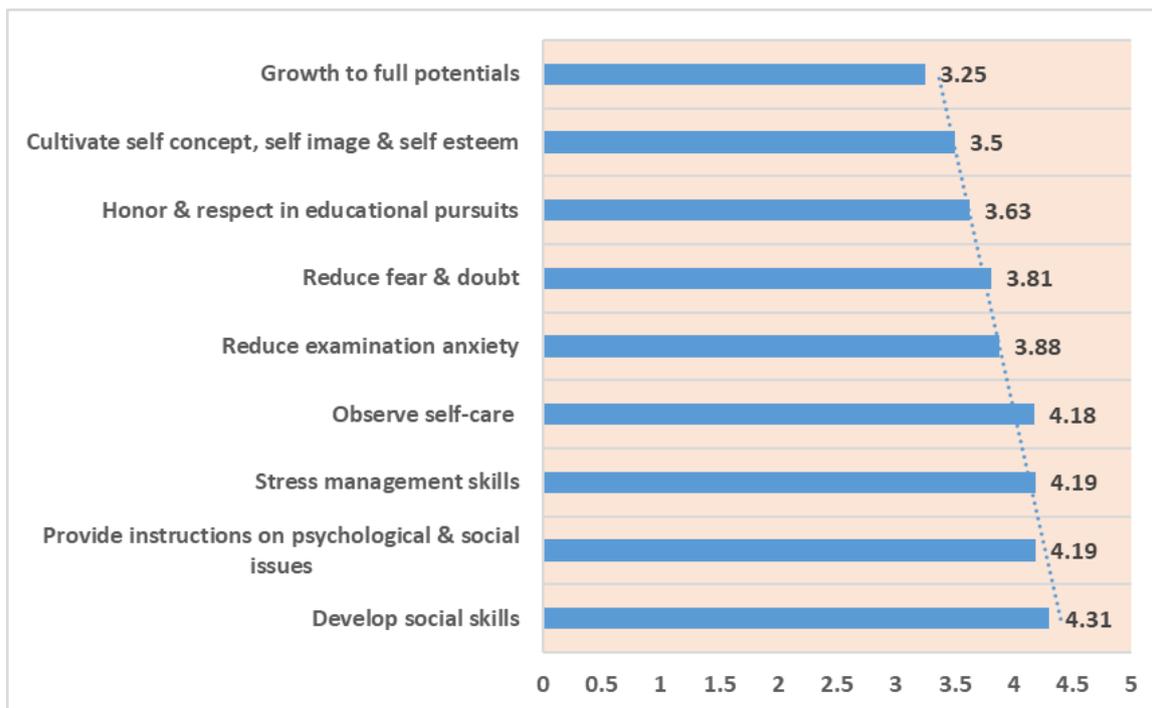


Figure 1:

Means of Heads of Guidance and counselling Department Responses on Influence of Information Service on Academic Performance

The findings of the current study indicate that students and heads of the guidance and counseling department, agreed that the items that received the highest ratings were: information service assists students in developing their social skills, which in turn motivates them to work together with others to improve their academic performance. This demonstrated that information services provide assistance to children in their academic life, so improving their psychological and social well-being. This, in turn, encourages the development of healthy and strong relationships with classmates, parents, teachers, and members of the community. This is consistent with the findings of a study that was carried out by Wilkerson (2015) on the topic of comprehensive school counseling and student outcomes. The study compared primary schools in Indiana that used comprehensive data-driven school information services with those that did not. The academic performance of the institutions that offered this service was much higher than that of the institutions that did not provide it. During the course of their investigation, Obi *et al.*, (2018) came to the realization that students are provided with information services in order to improve their personal growth and interpersonal interactions, hence contributing to the creation of ethical standards in educational pursuits.

According to the individuals who took part in the current study, the information service provides assistance to students by providing them with helpful advice on psychological and social issues that may otherwise impede their academic progress. It was confirmed by Gerler and Henderson (2018) that students were able to better manage social, educational, and other cognitive obstacles that they experienced both inside and outside of the academic setting with the use of information services. Because of the interrelated nature of schools, it is possible for children to experience psychological repercussions from an incident that takes place at school, at home, or in the community. In certain cases, this might lead to psychological problems that present themselves as behavior that is not ordinary. Infrequently does society address psychological challenges that are present within families, educational institutions, and the larger community as a whole. This is in line with the findings of a research that was conducted by Joy and Steen (2016) on the Achieving Achievement Everyday Group Counseling Model. The purpose of this study was to evaluate the impact of a group counseling intervention that was based on resilient qualities on the academic and personal-social achievement of middle school children. It was discovered during the study, which included both qualitative and quantitative data, that some children succeeded in both their academic and social endeavors.

According to Thompson (2016), a number of incidents of suicide and sudden death have arisen as chronic crises, which necessitates the engagement of schools, families, and communities in providing assistance for teenagers. Despite the fact that some situations are considered to be ordinary while they are in the company of students, they may have substantial psychological impacts on them. One of the challenges that has to be addressed is the fact that these obstacles are being ignored, despite the fact that they are obvious to everyone. In order to

meet this requirement, secondary schools need to provide comprehensive information services. These services should include heads of the guidance and counseling department, teacher counselors, and other stakeholders. Based on the findings of current study, it has been determined that services are crucial since they improve the academic performance of pupils.

Secondary school students who do not have access to information resources in their schools are more likely to engage in activities that are damaging to their well-being, which in turn leads to poor academic achievement. According to Thompson (2016), the current study found obstacles in schools that are caused by psychological and social concerns. These challenges have a negative influence on students' emotional well-being and have an effect on numerous parts of their lives, including their academic performance and their connections with their peers outside of school. In accordance with the findings of a study conducted by Hirisvoy and Kostadinov (2022), it has been determined that information services alleviate the social, psychological, and emotional worries of individuals. In their paper, the authors called for the incorporation of information services into the curriculum of educational institutions.

The authors Desocial and Hoot (2017) describe a problem that exists in schools as a result of social and psychological concerns. These issues have an effect not only on the emotional well-being of students, but also on a number of other areas of their lives, such as their academic performance and their relationships with other people. Students that make use of comprehensive information services in schools have greater attendance behavior and positive attitudes about school, which ultimately leads to higher academic accomplishment. As a consequence of the lack of information services at educational institutions, there is a rise in the number of instances of absenteeism, pregnancies among adolescents, drug addiction, and criminality among the student body. Because of the psychological nature of these challenges, assistance from information services is required.

Furthermore, the results of the current study show that information services assist students in gaining skills necessary for stress management, which is crucial for their well-being and is a significant element in their academic accomplishment. According to the findings of the current study, students recognize the value of stress management skills for their overall well-being, which ultimately leads to an improvement in their academic performance. The findings of this study are consistent with the findings of the research carried out by Pascoe *et al.* (2020), which provides evidence to support the idea that effective stress management may improve academic performance. These findings were supported by Koeg *et al.*, (2016), who came to the conclusion that good stress management is associated with increased academic performance and higher grades. Individuals who displayed greater adjustment while attending university indicated intrinsic drive for accomplishment and achieved significantly higher marks over the course of that semester for those individuals. Techniques that were successful in managing stress led to increased levels of intrinsic desire for academic endeavors, which ultimately led to improvements in academic performance.

According to the findings of this study, information services were shown to be effective in encouraging students to participate in self-care activities with the purpose of improving their psychological well-being. According to Mary *et al.*, (2018), achieving success in one's academic pursuits may result in challenges and stress that are equivalent to those that arise from the demands of one's job throughout the course of one's lifetime. Students who are enrolled in elementary school are often led to believe that their education is a type of work, comparable to a paid career. One must pay attention to their physical, mental, and psychological well-being in order to be successful in life. This is true regardless of whether one is involved in academic pursuits or engaging in job. The reciprocal benefits of self-regulation in health-related self-care and concurrent self-regulation of academic attainment have been investigated via research. Beccaria *et al.*, (2016) made observations on the common experience of students who are under pressure and stress because of their academic performance. According to the findings of this study, in order for students to properly manage this demand, they need self-care coping skills on how to maintain their psychological well-being.

According to the findings of a recent study, students who received assistance from information services were able to reduce their levels of test anxiety, which therefore allowed them to retain their concentrate on their academic performance. According to Biswolo (2016), a number of student's experience anxiety as a result of evaluations and examinations. Some students are exposed to a big risk while they are taking examinations. For this reason, it is of the utmost importance to educate students about the processes involved in taking exams and tests in order to improve their overall performance and reduce the anxiety that is brought on by the fear of taking examinations. Students who make advantage of information services are more likely to attain higher levels of academic achievement. In line with these findings, Mutie and Sammy (2016) found that information services provide students with assistance in appropriately preparing for examinations, which in turn instills sufficient confidence for them to take and finish the examinations.

According to the findings of the current research, information services helped students reduce feelings of worry and ambiguity over their relationships, which may have had an effect on their academic performance. This is consistent with the findings of Ocansey *et al.*, (2015), who argued that information services are relevant to individuals, since they help individuals better understand themselves and improve their connections with other people. According to Adeyo (2016), information service is a kind of intervention that efficiently tackles the

academic problems that students face while simultaneously establishing healthy heterosexual relationships, which may lead to an increase in academic accomplishment. In the course of their investigation, Oye *et al.*, (2018) came to the realization that students had access to information resources that provided them with opportunities for self-improvement, interpersonal relationships, and the establishment of ethical standards in the field of education.

On the other hand, the three statements that received the lowest ratings from students, the head of the guidance and counseling department, and students were as follows: information service assists students in their personal development and growth, which enables them to achieve their full potential, which is an essential component of their academic performance. By assisting students in the development of their self-concept, self-image, and self-esteem, the information service makes it easier for students to accept themselves as students, which is an essential component of academic success. Education is a social psychological phenomenon in which the self-concept that students create during the course of their education has an effect on the risk that they take, which in turn has an effect on how they compare themselves to their peers.

Based on the findings of the current research, it seems that students may be aware of a perceived lack of information services that are associated with personal growth. The fact that the statement received a low average score suggests that students have the perception that the information service that is now available may not adequately satisfy their needs for personal growth. Developing one's self-awareness, defining goals, and cultivating abilities and characteristics outside of the academic realm are all components of personal development. Based on the findings of the current study, it has been determined that there is a possibility for the improvement of information services in order to more effectively enable the entire development of students. According to the findings of a study that was carried out by Yu *et al.*, (2018), pupils who have experienced successful emotional and personal growth are more likely to attain outstanding academic achievement. Assessing and addressing this apparent shortcoming might potentially lead to an improvement in the overall performance of the students. In the study that they conducted, Bonaventure and Odinaka (2023) argued that information services are intended to assist the optimum development and self-actualization of human potential for the benefit of individuals and society as a whole. The findings of this research were supported by Kochhar (2016), who said that information services should work toward the goal of maximizing the potential of students by encouraging their social, emotional, and personal development at the formative periods of their lives.

According to the findings of the current research, information services allow students to improve their self-concept, self-image, and self-esteem, which in turn makes it easier for them to accept themselves as students, which is an essential component in their academic success. In light of these findings, it is likely that information services might be used to improve both a positive self-concept and a healthy level of self-esteem. When it comes to creating a positive self-perception, which is directly connected to academic accomplishment, the findings of the current study imply that students need additional assistance in this development. It is imperative that educational institutions enhance the information services offered within their guidance and counseling departments in order to effectively promote the emotional well-being and self-esteem of their students. This is in recognition of the major influence that these factors have on the overall academic attainment of students.

Students will get assistance in improving their self-concept, self-image, and self-esteem via the resources provided by the information service. The term "self-concept" refers to an individual's viewpoint of their capabilities in comparison to those of other people. Corey (2018) provided evidence that further supported the findings of the current study by demonstrating that the self-concept of students has an impact on their academic performance. The amount of effort that students put into studying is a crucial factor that contributes to their performance in school. The potential for learning is diminished when an individual has a negative worldview, a low self-concept, major unfriendliness, insensitivity, and a negative worldview. This may lead to a drop in academic accomplishment.

When on the other hand, being accepted by other people helps to create emotional stability, improves self-concept, reduces emotional volatility, encourages responsiveness, and cultivates an optimistic worldview. As a consequence, it increases the capacity for learning and leads to higher academic accomplishment. The findings of a previous research conducted by Otieno and colleagues (2014) suggest that there is a positive correlation between the provision of high-quality information services and the development of a positive self-concept among secondary school pupils in Kakamega County. The self-concept of students has an impact on their academic achievement; nevertheless, the effort that students put into studying contributes greatly to their self-concept, which in turn improves their academic success.

The current analysis has also shown that information services motivate students to sustain and respect educational goals, which in turn motivates them to make decisions about their academic progress. The fact that this is the case suggests that students may see a need for more motivation and inspiration from information services. Corey (2018) did a review of previous research, which highlights the relevance of cultivating an environment that is supportive and empathetic in order to encourage personal growth and self-actualization.

According to Corey (2018), when people are placed in an environment that is loving and empathic, they have an innate desire to further their own personal growth and self-actualization. Therefore, in order to fulfill the predicted need for increased motivation, information services could benefit from adopting a technique that is more

focused on the importance of the individual. According to Oledale (2017), the purpose of information services is to provide students with a heightened awareness of educational, vocational, and personal-social prospects. This provides students with the ability to make choices that are more informed and practical with relation to their educational and occupational goals. Students are motivated to improve their academic performance as a result of this because it pushes them to appreciate and consistently maintain their educational objectives. To test this hypothesis, the data was subjected to correlational analysis using the Pearson’s product moment correlation coefficient test. Results are shown in table 1.

Table 1:

Pearson Product Moment Correlation Coefficient Test for the Influence of orientation service on Academic Performance

	Academic Performance		Information Service
Academic Performance	Pearson correlation, <i>r</i>	1	.126*
	Sig. (2-tailed)		.014
	N	376	376

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation study indicates a minor, weak positive association between information service and academic achievement, shown by a Pearson correlation value of $r = 0.120$ ($p = 0.014$). The very tiny and weak positive association coefficient indicates that students who use information services more extensively are likely to achieve superior academic performance. The notable positive association suggests that students who possess correct and relevant academic knowledge are more inclined to enhance their academic performance. The data suggested that students attending public secondary schools in Kitui West Sub County, which is located inside Kitui County, were significantly impacted by the information service. As a consequence, the null hypothesis was rejected, and the alternative hypothesis was accepted. Despite the fact that the present research only exhibited a little statistical significance, descriptive statistics demonstrate a significant trend indicating that information services may increase academic achievement. The results of the study are consistent with previous research, which acknowledges the varied value of information and evaluation in educational contexts.

V. Conclusion and Recommendation

The results of the present research are consistent with those of the previous study, which found that information services were not effectively supplied in secondary schools and colleges of education Sodofia and Ocansey (2018) made this discovery. The outcomes of the studies that are currently available suggest that students might potentially benefit from more knowledge in order to make informed choices in their lives. A similar conclusion was obtained by Baola (2017), who came to the conclusion that information services, especially those that are associated with guiding and counselling, need improved supply. This result is corroborated by the findings of the research.

the present research recommended enhancements of information services. Students believed that the current information service may not be sufficiently accommodating their personal development requirements. Various aspects of personal development, including the cultivation of skills and attributes beyond the academic domain, goal-setting, and self-awareness, are included. It was suggested that schools should improve information services to better support the holistic development of students, as the perceived disparity indicated. Consequently, the investigation furnishes a foundation for future investigations into the impact of guidance and counseling services on the academic performance of students in Kenya and other countries.

References

- [1]. Ahimie, B., Ikuburuju-Orola, A., & Oizimende, P. (2020). Professional guidance and counselling services for open and distance learning students in Nigeria. *Teacher Education through Flexible Learning in Africa*, 2, 133-151.
- [2]. Alemu, Y. (2017). Assessment of the provision of guidance and counselling services in secondary of East Harege Zone and Hareri Region, Ethiopia. *Middle Eastern and African Journal of Educational Research*, issue 2.

- [3]. Ali, N. Joseph, K, Ali, S., Mokhart,N, & Salumat, A.S.A. (2017). The factors influencing students' performance at university Technology MARA Kedah, Malaysia. *Management Science Engineering*, 3. (8).81-96.
- [4]. Almustapha, J., Dahiru, A., Bungudu, M., & Lawal, A. (2023). A correlational analysis of school inventories management and teacher efficiency among primary schools of Zamfara State, Nigeria. *Journal of Advances in Humanities Research*, 2(1), 1-12.
- [5]. Awabil, G., & Kankpog, E.B. (2017). Evaluation of guidance services in junior high school in Jirapa – Lambussic District Ghana student's perspective. *Journal of Educational Research and Development* 6 (3), 83-89.
- [6]. Bolu-Steve, F.N.& Orudugba, O.O. (2017). Influence of counselling services perceived academic performance of secondary schools in Logos State. *International Journal Instructions*, 10 (2),211-228.
- [7]. Corey, G. (2018). *Theory and practice of counselling and psychotherapy* (7th ed.). Belmont: Brooke and Cole.
- [8]. Denga, D.I. (2016). *The school counsellor in developing nations; problems and perspective*. Jos: Savannah Press Limited.
- [9]. 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.
- [10]. Eyo, M.B., Joshua, A.M., & Esuong, A.E. (2018). Attitude of secondary students towards guidance and counselling services in Crossroad River State. *Edo Journal of Counselling*. 3 (1) 87-99.
- [11]. Fairmon, U. (2018). *The importance of secondary education*. Rand Afrikaans, University. Jonesburg. South Africa.
- [12]. Gatau D.M. (2016). Impact of guidance and counselling services on student's social and emotional adjustment in public urban and rural urban secondary school in Nakuru and Uasin Gishu Counties in Kenya. *International Journal of Science and Research*, 3 (11) 431-438.
- [13]. Harackiewicz, J.M., Smith, J.L., & Priniski, S.J. (2016). Interest matters: The importance of promoting interest in education. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 220-227.
- [14]. Kahn, J.H., Nauta, M.M., Gailbreath, R., & Tipps, J. (2016). The utility of career and personality assessment in predicting academic progress. *Journal of Career Assessment* 10(1):3-23. DOI:10.1177/1069072702010001001.
- [15]. Kenya National Examination Council. (2023). *KCSE Examination Report* Nairobi; Kenya.
- [16]. Kim, K.R., Seo, E.H. (2015). The relationship between procrastination and Academic performance; A Meta-Analysis. *Personal Individual Differ*; 2015; 82' 26-33.
- [17]. Kitui Sub County Education Office. (2023). *KCSE analysis. 2021-2023*.
- [18]. Mathew, K.N.& Godwin, A. (2018). Evaluation of Guidance and counselling service in Gomoa West District in Central Region Ghana. *Journal of Education and Practice* 9 (17). 23-30.
- [19]. Mwangi, J. (2016). *Influence of alternative disciplinary measure on student's discipline in public secondary school* in Laikipia West District, Kenya. Unpublished M.Ed Thesis, University of Nairobi.
- [20]. 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.
- [21]. Numale, M.K. (2018). *Evaluation of guidance and counselling services in the senior secondary schools in the Upper West Regions of Ghana*. Unpublished Master's thesis, University of cape coast Ghana.
- [22]. Ogawa, K. (2019). *Universal Primary Education Policy and Quality of Education in Sub-Saharan Africa: Case study of Ghana, Kenya, Malawi and Uganda* Master's Project, Kobe University).
- [23]. Oladele, J. O. (2017). *Guidance and counselling: A functional approach* (4th ed.). Lagos: Johns-Lad Publishers Ltd.
- [24]. Oye, N.D., Obi, M.C, Mohd, T.N., & Bernice, A. (2018). Guidance and counseling in Nigerian secondary schools: The role of ICT. *International Journal of Modern Education and Computer Science*, 8, 26-33.
- [25]. Republic of Kenya (2001). *Report of the task force on student's indiscipline and unrest* (Wangai Report). Nairobi Government Printers.
- [26]. Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. *Educational Research*, 61(3), 257-273.
- [27]. Seligman, E. (2015). Secondary school education and employment in Nigeria implication for career guidance. *Nigeria Journal of Applied Psychology*, 2 (1),120-129.
- [28]. Thompson, A.R. (2016). *School Counselling, The Best Practice for Working in the Shools*, 2nd ED., Great Britain: Brunner-Rutledge.

Corresponding Aurther Dr, Jackline Kavutha ¹, Dr Mwaura Kimani ², and Professor Paul Maithya³