

The education system in Kenya has undergone major curriculum changes since independence, but this does not seem to totally rid the students of problems in academics, career/vocational and personal issues. This study identifies the various roles of the principal that could contribute to the success of any school guidance and counselling programme. They include provision of material resources, ensuring student awareness in existing guidance and counselling programmes, ensuring teacher counselor competency and involving all the teachers in guidance and counselling. The study intended to determine the leadership role of secondary school principals in guidance and counselling programmes of students in Manga Division, Nyamira District. The main objectives of the study were; to determine the existence of student guidance and counselling departments, to investigate the sources of information used in guidance and counselling and to determine the leadership role of principals of secondary schools of Manga Division in the students' guidance and counselling programmes. Detailed questionnaires were used to gather data from principals, teacher counselors and students. A sample of fifteen (15) secondary schools was selected from the population using proportionate random sampling in each of the four zones that make the division. The study proportionately sampled out two hundred and ninety nine (299) students, fifteen (15) teacher counselors and fifteen (15) principals. The principal findings of the study were as follows: 1. There was inadequate provision of material resources for guidance and counselling. 2. All teachers were not involved in all student guidance and counselling programmes. 3. Principals did not consider the training of teacher counselors on guidance and counselling to be important. Based on these findings, the study made the following recommendations aimed at improving the impact of guidance and counselling programmes on secondary school students; providing necessary material resources needed for guidance and counselling, sensitizing students on the importance of guidance and counselling services in their day to day life and evaluating the teacher counselor's performance in guidance and counselling programmes. In order to strengthen these findings and make better generalizations, the study suggested the following areas for further research: the effect of culture on the community surrounding the school on the school principal's role in guidance and counselling, the attitude of the principal and its effect on guidance and counselling programmes and the role of head teachers in the guidance and counselling of Kenyan primary school pupils.