

## **ABSTRACT**

The main purpose of this study was to investigate student and teachers involvement in guidance and counseling programme in public secondary schools in Nairobi Province. A sample of two hundred and four students, ninety teachers and nineteen head teachers filled in questionnaires that contained items on team spirit in guidance and counseling programme. Frequency tables and descriptive statistics were used to analyze and present data. The data collected was evaluated by analysis of variants (ANOVA) and post Hoc tests were done to verify the level of significance. The results indicated that there was no significant difference between students rating of their participation in guidance and counseling as compared with age, sex, year of study and their knowledge of teacher counselor. There was however significant difference between students rating of their participation in guidance and counseling as compared to the knowledge of student counselors, training of peer counselors, training of peer counselor, frequency at which students seek for guidance and counseling services, knowledge of students about guidance and counseling, efforts made by teachers to offer services and efforts made by students to seek for guidance and counseling services. It indicated that no significant difference exists in participatory process in the provision of guidance and counseling services if age, marital status, sex, and type of school are considered. There was a significant difference between teachers rating of their participation in guidance and counseling as compared to the years of their stay in their current station, skills in guidance and counseling, the frequency at which students seek for guidance and counseling services from their teachers and size of school