

Abstract:

This study explored factors influencing provision of effective guidance and counseling services in secondary schools. It was conducted in all the nine secondary schools in Makadara Division, Nairobi Province, Kenya. This research used a self-administered and structured questionnaire to collect primary data. Questionnaires were also used to collect data from the school principals and teacher counselors. Data was computed and processed in numerical and non-numerical forms: tabular and percentages. Complementary secondary data from books, journals, official records and newspapers was also used. Results from this research showed that guidance and counseling services offered in secondary schools in Kenya are influenced by a number of factors including professional qualifications of teacher counselors, management of students' records, support from the school management and challenges and constraints facing secondary schools in providing professional guidance and counseling to students among others. The study established that majority of the teacher-counselors were not trained in guidance and counseling. Therefore, they did not offer professional counseling services. This study established that most secondary school students in Makadara Division had a negative attitude towards guidance and counseling. These are attitudes emerging from students' lack of confidence in the teacher-counselors, lack of professionalism in the service and scarcity of time for guidance and counseling. This study has recommended the provision of professional guidance and counseling in secondary schools in Kenya and that all secondary schools should have teacher counselors appointed on the basis of their qualifications and interest in the area. The study also suggests exciting areas for further research work such as a national study on the guidance and counseling programme for learning institutions.