

Planning and Implementation of Guidance and Counseling Activities in Secondary Schools: A Case of Kamariny Division of Keiyo District, Kenya

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Abstract

Guidance and Counseling programme in Kenya has become increasingly important in recent years because the country is faced with new psychological and social challenges that require guidance and counseling (Mutie & Ndambuki, 1999). The Government of Kenya has reinforced guidance and counseling services by encouraging teachers to take specialized courses in guidance and counseling (GoK, 2009). This service should be offered in all learning institutions and especially in secondary schools to enable students cope with daily challenges since the incidents of drug abuse and related problems have led to students indiscipline that have caused devastating effects on students' personal lives, school structures and the entire society (Ochieng, 1986). This study therefore aimed at establishing whether the guidance and counseling activities are implemented as planned in secondary schools in Kamariny Division of Keiyo District. The author employed a descriptive survey design. The study targeted the head teachers, teacher counselors and students. The population of the study was 3,160 students, 10 head teachers and 10 teacher counselors. An accessible population of 1,455 students, drawn from Form Three and Four classes was used to determine the sample size of student respondents from each of the ten schools. Questionnaires and interview schedule were used to collect the data. A sample of 230 respondents was drawn from the population. Data was analyzed using descriptive statistics in the form of frequencies and percentages. The study findings indicated that guidance and counseling activities are not implemented as scheduled in the schools. The paper recommends that the Ministry of Education should integrate guidance and counseling into the school programme and regularly inspect quality through the Quality Assurance and Standards Officers. The government should provide the necessary resources and policy structure on the implementation of the guidance and counseling programme in schools. The study is expected to reveal the implementation of guidance and counseling programme in Kamariny Division. The findings from this study may be of importance to the education stakeholders in the District in formulating policies and giving necessary advice on how guidance and counseling can be effectively implemented in secondary schools.

Keywords: Planning, Implementation, Guidance and Counseling, Activities, Secondary school

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