**Background to the Study**

Guidance and counselling is termed as the interactive process that co-joins a susceptible counselee in need of help and a trained and educated counsellor to provide this assistance. The objective of guidance and counselling is to enable the counselee in learning how to more efficiently deal with himself or herself and the reality of his/her environment (Ajowi & Simatwa, 2010). Guidance and counselling focuses on individual and it is highly needed in the schools, colleges, higher education institutions, industries, and hospitals. Nevertheless, for the accomplishment of this study, the main focus is guidance and counselling programs in discipline management in secondary schools. Guidance and counselling aims at establishing maximum development and self-realization of human potential for the benefit both society and the individual. These programs assist learners in harmonizing their values, interests and abilities towards developing their full potential in school (Yuk-Yee & Brennan, 2004). The programme also directs students on suitable subject and career choices, solving psychological, social, education and discipline issues, and acts as a precursor to general adjustment to school environment.

The global concerns related to guidance and counselling programmes in educational institutions has led to interests in studying discipline management in most secondary schools. Studies from the past four decades affirm that availability of guidance and counselling programmes globally including Hong Kong, Britain, United States of America has benefits on managing discipline issues in secondary schools (McMahon & Watson, 2007). Formal guidance and counselling had its origin from the United States of America (USA) in early 1990s. The programme was implemented to cater for the needs of the students. The programme focused on vocational information, consciousness of the world of work, reduction of examination phobia and location of employment. Nevertheless, perceptions of guidance and counselling have transformed rapidly and thus comprehending the functions of school guidance and counselling is significant (R Bor, Landy, Gill, & Brace, 2002). The movement of guidance and counselling was first adopted by neighbouring Canada then spread to the United Kingdom and other commonwealth countries like Malaysia during the 1990s. A structured guidance service was then introduced in the schools through a unit in the Ministry of Education (Ministry of Education, Malaysia, 1968). It was then ruled that guidance and counselling teacher should be deployed in each school who would be given approximately twenty-five periods of academic work and be exempted from other duties. The guidance and counselling movement grew out of willful endeavors in educational, social and civic work which prompted its formalization in the United States.

In Africa, the concept of guidance and counselling has been embraced by most governments despite the fact that it is relatively new in educational systems(UNESCO, 2001). Even though most sub-Saharan countries recognize the importance of planned guidance and counselling programmes, few studies have verified the roles and challenges of guidance and counselling programme in post-primary learning institutions (Folkman & Moskowitz, 2004). In Malawi, Chireshe (2012) notes that guidance and counselling programmes aid learners to better comprehend their individual potentials, capabilities and interests and subsequently how to make sound career choice decisions. In contrast, guidance and counselling in Tanzania was found to be redundant and lacked qualified human resource to offer professional services. The resulting question is how the benefits of the guidance and counselling programme will look like if relevant institutions take the initiative of educating personnel in provision of such services. According to Kelleher (2003), guidance and counselling in schools remains ineffective and patchy since the policy and decision makers are ill-formed. In a study in South Africa, Mahlangu (2011) reveals that inadequate human and financial resources and lack of knowledge among the implementers of guidance and counselling programmes were challenges being encountered by schools in implementation of guiding and counselling services. According to Maharaj, Nunes, & Renwick (2009), guidance and counselling was popularized during the advent of HIV and AIDS. Majority of people including educationists presumed guidance and counselling services were to be made available to those who were either infected or affected by HIV and AIDS (Maharaj et al., 2009).

With the realization of the benefits of guidance and counselling services, the government of Kenya formally introduced these services in learning institutions in 1971 (Mutie & Ndambuki, 2003). The need for formal guidance and counselling programmes in the educational institutions in Kenya was recognized in the 1960s. The Ominde Report (Government of Kenya, 1964) acclaimed the provision of guidance and counselling services to all students. Accordingly, the Ministry of Education established an administrative, supervisory and guidance and counselling programmes office to superintend its effective implementation. The Gachathi Report (Government of Kenya, 1976) notes that guidance and counselling programmes were ineffectively being implemented because they were being handled by untrained teachers with heavy academic workload duties. On a related note, the Koech report (Republic of Kenya, 1999) came up with various recommendations including: that peer counselling programmes be established and the peer counsellors educated on communication, HIV/AIDS, STDs, family planning and physical development; that guidance and counselling programmes be performed by mature and professionally trained staff members; and that given guidance and counselling involves trust, students ought to be counselled by teachers of their own sex unless a contrary special request is made by the learner.

**Problem statement**

The introduction of guidance and counselling programmes in secondary schools was based on the premise that it would enhance the academic, social and personal development of the students. Besides, this programme was to aid the students make achievable career choices and decisions. Nevertheless, the success of these programmes remains in doubt given the existence of indiscipline cases in most public secondary schools. Guidance and counselling programmes in secondary educational institutions been given divided attention than it deserves and until the attention is given to this form of programme, majority of secondary school students will continue to satisfy their irrational needs. Perhaps the guidance and counselling programme in secondary learning institutions has overwhelmed the school authorities who face challenges related to professional competence, inadequacy of resources for aiding the guidance of students’ academic, social and personal development as well as enhancing their self-esteem. It is against this background that this study sought to investigate the status and challenges encountered in the guidance and counselling programme in public secondary schools.

**Significance of study**

In past guidance was not formal, systematic and planned one. In the form of advices the guidance was offered to the children informally and randomly by the parents, teachers or experienced well-wishers. But in course of time due to rapid human explosion, influence of rapid industrialization, impact of science and tech­nological development, entrance of modernity and social changes the human life became more complex which compelled him take the help of guidance always or occasionally.

Now a days guidance occupies an important place in the human life as it helped in­dividual student in paying individual attention, giving special help and instruction to exceptional children, providing scope to choose suitable subjects of study, helping in the development of study habits, selecting proper occupation, solving personal problems and so on.

Besides this the importance of guidance service provided in the school is clearly known from its needs and helps which is previously elaborated. However in the present century the importance of guidance is highly realized due to its various needs and demands by every Indians and as well as the people of entire humanity.

(Guidance and Counselling in Early Childhood and School Education: TUESDAY, 29 JANUARY, 2019 - 11:34<https://eacea.ec.europa.eu/national-policies/eurydice/content/guidance-and-counselling-early-childhood-and-school-education-50_en>)

The study would assist in shedding more light on the plight of indiscipline cases in public secondary schools. Hence, this could make it possible for the school administration and guidance and counselling personnel to take corrective measures for their respective schools through the recommendations provided.

The study may also be beneficial to the teacher counsellors as it points out the effectiveness of the guidance and counselling programmes besides giving recommendations to enhance its effectiveness.

In addition, the study would be of fundamental importance to educational planners as it can be used as a basis to raise policy issues and how to reinforce the guidance and counselling programmes in secondary learning institutions.

Furthermore, the study would be significant to researchers and scholars who could be undertaking their research in a similar area. It would provide the needed literature to provide the basis for their study or simply provide literature for their general knowledge on status and challenges of guidance and counselling programmes in public secondary schools in Ndeiya Division, Kiambu

Lastly, the study would be significance to the learners as it would help raise awareness among them on the importance of guidance and counselling programmes. Through this awareness, there would be a possibility of high uptake and appreciation of guidance and counselling programmes among the learners.

When counselling and guidance offered in a (nursery) school or institution does not bring expected results or it is necessary to assess whether the child needs support in forms other than psychological and educational support because of his/her educational needs, it is advisable to perform a specialist assessment in a counselling and guidance centre. Support is sought from counselling and guidance centres on a voluntary basis.

Such centres perform assessments, provide information or give opinions on the results of such assessments at the request of a parent or an adult learner. Statements issued by the centres are provided to the (nursery) school/educational institution attended by the pupil/student concerned only at the request of the parent or the adult learner.

Assessment is conducted in order to determine children’s individual developmental and educational needs and individual psychological and physical abilities; to explain the mechanisms governing their behaviour in relation to the problem reported; and to indicate the way in which the problem could be addressed.

An assessment of the child’s needs helps to identify the course of action to be taken as part of education and support for his/her development.

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**STATUS AND CHALLENGES OF GUIDANCE AND COUNSELLING PROGRAMME IN DISCIPLINE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA**

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