

**ASSESSMENT OF THE EFFECTIVENESS OF SCHOOL GUIDANCE AND
COUNSELLING SERVICES IN SECONDARY SCHOOLS IN MASINGA
DISTRICT, MACHAKOS COUNTY, KENYA**

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ABSTRACT

The purpose of this study was to establish the effectiveness of school policy in fostering school guidance and counseling services in secondary schools. The study had four objectives, namely: i) to assess the involvement of teachers, parents, students and school administration in school guidance and counseling policy formulation; ii) to determine the influence of school guidance and counseling policy in enhancing students' personal social development; iii) to determine the role of school guidance and counseling policy in enhancing students' educational development in secondary schools; and iv) to find out the role of school guidance and counseling policy in enhancing students' career development in secondary schools. The study was guided by school guidance and counseling policy theory by Lunenburg. The components of the school guidance and counseling policy were the independent variables and the students' personal social, academic and career developments were the dependent variables. The study employed descriptive survey design. The target population was the public secondary school teachers and heads of departments of guidance and counseling. A combination of stratified, purposive and random sampling techniques were used to select the sample. The sample consisted of 20 public secondary schools, 20 Heads of Guidance and counseling departments and 160 teachers. Data was collected using self administered questionnaires. A pilot study was carried out in order to ascertain the reliability of the questionnaires. The literature on school guidance and counseling was used to check the content validity of the research items. In addition, the items were also reviewed by supervisor to test the content validity. The researcher issued the questionnaires to the respondents during arranged visits with school principals and collected them after a week. The study collected quantitative data which was analysed using descriptive statistics; means mode and percentages and presented in form charts and tables. The study established that the school guidance and counseling policy formulation process involved teachers, students and school principal but not frequently as required. SGC was found to play roles in enhancing personal/social development of learners though not effectively. The role of SGC in enhancing educational development of learners was also played by SGC departments but averagely effective while enhancing career development was the least effected role of SGC in schools. The researcher recommended that the County government should draw a clear curriculum for guidance and counseling in schools and employ trained counselors in schools. Teachers should also attend regular refresher courses on guidance and counseling. Parents, teachers, students and school counselors should all be involved in the guidance and counseling.