Types of Resources Available for the Implementation of Guidance and Counselling in Public Secondary Schools in Ndeiya Division, Kiambu County

Jane Wachera Warui; Martin Ogola; John Nderitu

Corresponding Author: Jane Wachera Warui

Department of Educational Management, Policy and Curriculum Studies, School of Education, Kenyatta University, Kenya

Abstract

Guidance and counseling programs have been implemented in Kenyan secondary schools to help students improve their personal, social, and academic skills. The success of these programs, however, has been questioned due to a paucity of studies attempting to clarify this idea, a problem that this study discussed. The aim of this study was to look at the current state and challenges of guidance and counseling. The study's aim was to ascertain the types of services available for implementing guidance and counseling programs, as well as the most common cases of indiscipline among secondary school students. Noise making, theft, property damage, and truancy were found to be the most common forms of indiscipline in schools, the findings showed that, the schools under investigation have a long way to go in terms of maintaining disciplinary management by supervision and counseling. This research recommends that, schools can first invite parents, churches, other supporters, and the surrounding community to endorse guidance and counseling programs for students' social adjustment. Secondly, the Ministry of Education should reinforce guidance and counselling units in the implementation of the program in schools by requiring all teacher counsellors who do not have basic guidance and counselling training to attend mandatory in-service training. Finally, the Ministry of Education should make peer counseling training more accessible so that advice and support can be provided.

Keywords: *Guidance and Counselling; Academic Development; Resources; Social Adjustment*

Background to the Study

Guidance and counseling are collaborative systems that bring together a vulnerable counselee in need of support and a professional and knowledgeable counsellor to aid them. The aim of guidance and counseling is to help the counselee learn how to cope more effectively with himself and the realities of his or her environment (Ajowi & Simatwa, 2010). Guidance and counseling are very important in schools, universities, higher education institutions, businesses, and hospitals because they concentrate on the person. Nonetheless, the primary emphasis of this research is on instruction and counseling services in high school discipline management.

Most secondary schools are interested in researching discipline management as a result of global questions about guidance and counseling programs in educational institutions. Studies over the last four decades confirm that the provision of counseling and counselling programs in high schools around the world, including Hong Kong, the United Kingdom, and the United States of America, has a positive impact on handling disciplinary issues (McMahon & Watson, 2007).

Despite the fact that advice and counseling are relatively new in educational systems in Africa, most governments have adopted the practice (UNESCO, 2001). Despite the fact that most Sub-Saharan African countries understand the value of well-designed guidance and counseling programs, few studies have examined the functions and challenges of such programs in post-secondary institutions (Folkman & Moskowitz, 2004).

Chireshe (2012) found out that, guidance and counselling services in Malawi help learners better understand their individual potentials, strengths, and desires, and thus how to make sound career choices. In Tanzania, on the other hand, advice and counseling were found to be obsolete, and there was a shortage of trained human resource to provide clinical services.

In a study conducted in South Africa, Mahlangu (2011) found that schools faced difficulties in implementing guidance and counselling services due to a lack of human and financial capital, as well as a lack of expertise among program implementers.

The Kenyan government officially instituted guidance and counselling services in learning institutions in 1971, after realizing the benefits of these services (Mutie & Ndambuki, 2003). The provision of guidance and counseling services to all students was praised in the Ominde Report (Government of Kenya, 1964).

As a result, the Ministry of Education created an administrative, supervisory, and guidance and counseling programs office to ensure that it is implemented properly. Gachathi Report (Government of Kenya, 1976) reported that, instruction and counseling programs were ineffectively introduced because they were handled by untrained teachers who were also dealing with a heavy academic workload. On a similar note, the Koech report (Republic of Kenya, 1999) made a number of recommendations, including the establishment of peer counseling programs and the training of peer counsellors in communication. The Kenyan government recognizes the value of guidance and therapy as a vital component of education that all students should obtain. This has been fueled in large part by an increase in cases of indiscipline and criminal activity in secondary schools. This situation indicates that there is a problem that needs to be resolved in secondary schools (Mutie & Ndambuki, Ibid).

Unfortunately, the increase in indiscipline cases in schools can be attributed to the ban on corporal punishment enacted in March 2001 through Legal Notice 56, which focuses on creating a child-friendly setting. However, with the participation of Teachers Service appointees, it is still possible to instill discipline among students if the guidance and counseling program is improved. The rising cases of indiscipline in Kenya today can jeopardize the country's educational program. Despite all of the measures, school indiscipline remains widespread and shows no signs of abating. Many secondary schools have recently recorded strikes that have resulted in the mass destruction of property worth millions of shillings. In 2001, for example, 26 girls at Bombululu Girls' Secondary School were burned to death by their classmates.

In the same year, Nyeri Boys High School prefects were locked in their room and burned. Students in Nyeri Boys went on a rampage in July 2014, protesting their rights by destroying buildings, looting, drinking alcohol, and setting vehicles on fire on the roads. A similar incident occurred at Kyanguli High School, where 67 boys died as a result of an arson attack.

In the months of June and July 2016, most secondary schools around the country went on a rampage, disrupting regular learning and contributing to the closure of most secondary schools as a result

of dormitory fires. More recently, in 2016, over 100 schools were burned down, destroying school property worth millions of shillings (Agutu, 2016). Both of these incidents interrupt the regular learning process in classrooms, resulting in low high school academic results. In the Ndeiya Division of Kiambu County, where this study was conducted, there has been no exemption of indiscipline incidents.

Problem Statement

Guidance and counseling programs were introduced in Kenyan secondary schools on the assumption that they would improve students' academic, social, and personal growth.

Furthermore, the purpose of this program was to assist students in making practical career choices and decisions. Nonetheless, given the prevalence of indiscipline in most public secondary schools in Kiambu County's Ndeiya Division, the effectiveness of these initiatives remains in question. Guidance and counseling programs in secondary schools have received less recognition than they deserve, and when this type of program receives more attention, the majority of secondary school students will continue to fulfill their irrational needs. Perhaps the guidance and counseling program in secondary schools in Ndeiya Division has overburdened school officials, who face challenges such as a lack of professional competence and tools for guiding students' academic, social, and personal growth, as well as boosting their self-esteem.

In light of this, the aim of this research was to look into the current state of the guidance and counselling program in public secondary schools in Kiambu County, as well as the challenges that it faces.

Theoretical Framework

The social exchange theory was used to guide this research (Emerson, 1976). This theory is a social psychological and sociological model that defines social change and stability as a process involving negotiating interactions between parties. "All human relationships are created by the use of a subjective cost-benefit analysis and comparison of alternatives as stated by this theory. someone who feels that the cost of a relationship outweighs the perceived benefits will leave the relationship.

The teachers, school principals, and teacher counsellors are all active in the guidance and counseling programs. The social exchange theory is important to this research because it looked at how much financial, facilities, and staff support secondary school principals provided to guidance and counseling programs.

Literature Review

The assessment of available services, which are critical in meeting student needs, must come before establishing an effective guidance and counseling program. Teacher counsellors have access to a variety of facilities and tools that can help them provide advice and counseling.

Psychological evaluation materials, time, financial support, cupboards, lodging, tables with drawers, and bookshelves are only a few of the facilities and resources available.

Makinde (1987) stated that, schools must have sufficient funds to enable school teacher counsellors to obtain the necessary materials and equipment to effectively perform their guidance and counselling duties. They often require the funds as a travel allowance to attend advice and counseling gatherings. However, given the lack of resources in public secondary schools, it might be necessary to investigate how teacher counselors address this.

According to a report conducted in Nigeria by Egbochuku & Iyamu (2000), advice and counseling services were lacking. Despite the lack of sufficient facilities and equipment, Egbochuku and Iyamu (2000) report that school guidance and counseling staff claimed that the provision of facilities would have a substantial effect on the quality of guidance services in their institutions.

The provision of high-quality guidance and counseling programs would, in turn, have an effect on school discipline levels. Teachers, counselors, and students must have access to building facilities that ensure their safety and confidentiality. Oladele (1987) emphasizes the importance of a counseling center with a wide space, bulletin boards, and shelves. These rooms may be used for private counseling sessions, film screenings, or joint meetings between students, parents, and teachers.

If invited, guest speakers can also use these rooms for support and counseling. Inadequate facilities and services are also a feature of Kenyan public secondary schools, necessitating this investigation into the state of guidance and counselling. A handbook for counselling services in educational settings was published by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2002.

Books, films, schedules, reports, and computer-based information counsellors are some of the tools suggested for successful advice and counseling programs. The use of the internet in secondary schools is proposed to assist students in locating appropriate guidance and counseling information.

Jones and Nugent (2008) also recommend that a counseling center have its own website where students can find answers to commonly asked questions. However, with Kenya's existing educational system and restricted internet access, this might not be feasible. As a result, it's important to figure out how teacher counsellors and school administrators can strike a balance when it comes to using the internet for instruction and counseling. Sindabi (2007) assessed guiding and counseling programs in a number of secondary schools.

Finding the tools for providing advice and counseling services was a part of the research. The findings indicated that, there were insufficient resources to support successful guiding and counseling programs. The shortage of housing facilities for guiding and counseling, as well as teachers who could provide instruction and counselling services, were some of the tools that were missing. The concern that arises is how the lack of these tools affects a school's discipline management. The aim of this research was to find out what tools were available to help with guiding and counseling services in discipline management in public secondary schools in Ndeiya Division, Kiambu County.

Methodology

Research Design

To achieve the study's aim, the researchers used a descriptive research design. A descriptive survey study design, Orodho (2008) reported that, is sufficient when the instruments to be used can produce data that can be analyzed using descriptive statistics. This research used a questionnaire, which is a tool that generates data that can be analyzed efficiently using descriptive statistics. As a result, the descriptive research design was chosen for this review.

Location of the Study

This research was conducted in public secondary schools in Kiambu County's Ndeiya Division. Since Ndeiya Division reported more than 15 cases of indiscipline in 2014 and 2015 alone, which affected most secondary schools, both boarding and day, the area was an ideal location for the analysis.

Target Population

Mugenda & Mugenda (2003) states that, a target population is a group of persons, events, or artifacts with certain common observable characteristics from which a researcher is curious and wishes to draw conclusions. The research included 15 school principals, 15 deputy principals, 15 HoDs guidance and counselling teachers, and 2,347 Type I students. Three students from Ndeiya Division's 15 public secondary schools. Three girls' boarding schools, one boy's boarding school, seven mixed day schools, three boys' day schools, and one girl's day school were among the options.

Sampling

The required study sample was selected using purposeful and simple random sampling procedures. The 8 schools were chosen using proportionate sampling from a total of 15 schools. Since there was just one boy's boarding school and one girl's day school, they were included in the study automatically. The remaining six secondary schools were divided into three groups: boys' day, mixed day, and girls' boarding secondary schools. Thus, proportionate sampling was used to choose 1 boy's day, 4 mixed day, and 1 girl's boarding secondary school, resulting in a total of 8 students (1boys boarding, 1 girls' day, 1 boys day, 4 mixed day and 1 girls boarding secondary schools). The stratified sampling technique ensured that each group of subjects was chosen, reducing bias. Then, using simple random sampling, 30 type three students from each of the sampled schools were chosen, totaling 240 students. Finally, from the eight schools sampled, purposive sampling was used to select eight principals, eight deputy principals, and eight heads of departments (HoDs). The total number of people who took part in the study was 264. (240 students, 8 principals, 8 HoDs and 8 teachers). Table 1 summarizes the schools that made up the study.

Table1: Sample Selection of Schools

Category of School	Number of schools	Number of Schools Sampled
Girls boarding	3	1
Boys boarding	1	1
Mixed day	7	4
Boys day	3	1
Girls day	1	1
Total	**15**	**8**

Sample Size

Both school principals, deputy principals, and guidance and counseling HoDs from the eight sampled schools were included in the study's sample population. The sample sizes of the subjects are summarized in Tables 2 and 3.

Table 2: Sample Size of Students

Category of School	No. of students	Gender	
		Male	**Female**
Girls boarding	30	-	30
Boys boarding	30	30	-
Mixed day	120	60	60
Boys day	30	30	-
Girls day	30	-	30
Total	**240**	**105**	**135**

Table 3: Sample Size of Teachers

Category of School	Gender	
	Male	**Female**
Girls boarding	1	
Boys boarding		4
Mixed day		1
Boys day		1
Girls day		1
Total	**1**	**7**

Research Instruments

Questionnaires were used to collect data for this analysis. The questionnaires were chosen because they were easy to administer and cut down on the amount of time it took the researcher to gather data from such a large sample. For each of the four classes of respondents, the researcher generated four sets of questionnaires: principals, deputy principals, instruction and counseling HoDs, and students.

Data Analysis

Qualitative data gathered from open-ended items was grouped into broad themes in accordance with the study's goals, and then reported in narrative form. The results of the analysis were presented along with a thorough explanation of their implications and a comparison to the outcomes of the studies that were studied. The questions revolved around the different types of services that can be used to incorporate advice and counseling programs. Since the data was quantitative, it was analyzed using

quantitative methods with the aid of SPSS. The results were summarized using graphical and tabular presentations.

Findings, Interpretation and Discussion

This section contains both the analyzed data and discussions of the study findings. The data was analyzed and interpreted in conjunction with the research subject of styles of tools for implementing advice and counseling programs. Two girls boarding, three mixed day, one boys' day, one boys' boarding, and one girl's day secondary schools participated in this report. The total sample size for the study was 264 people, including teachers, HODs, deputy principals, and principals. In Table 4., the answer rate is shown.

Table 4: Response Rate

Category	Sample Size	Frequency	Percentage
Students	240	220	91.67
HoDs	8	8	100
Deputy Principals	8	8	100
Principals	8	8	100

All of the sampled students in the selected schools were given 240 questionnaires by the researcher. A total of 220 questionnaires were collected from the students, yielding a 91.67 percent response rate. Other questionnaires were sent to the respective schools' HoDs, deputy principals, and principals, with a 100% response rate for all groups. To ensure that all of the questions were answered, all of the returned questionnaires were reviewed for completeness. The response rate was deemed adequate for the study.

Gender Distribution of the Students

In this analysis, gender refers to whether or not the respondents are male or female. This was deemed appropriate because, Muya (2012) acknowledged that, there is a connection between student gender and school indiscipline. Male and female students are socialized differently during their childhood, and this disparity in behavior can be a cause of the various types of indiscipline cases when they arrive at school. The gender distribution of the students is depicted in Table 5.

Table 5: Students' Gender Distribution

Gender	Frequency	Percentage
Male	124	56.36
Female	96	43.64
Total	**220**	**100**

N=220 Source: Student Questionnaire

Table 5 shows that 124 (56.36 percent) of the students were male and 96 (43.64 percent) of the students were female. This means that the majority of students in Kiambu County's Ndeiya Division's schools are male. Sex, according to Muya (2012), is a factor in the probability of indiscipline in most schools. While certain causes and forms of indiscipline are common across genders, the gender variable is related to differences in the types and causes of indiscipline.

Distribution of the Students by Age

During the research, the students' ages were also determined. The students were asked to show which of the age groups they belonged to. Atieno (2014) argued that, school indiscipline is more prevalent in some age groups than in others. The age distribution of the students is depicted in Figure 1.
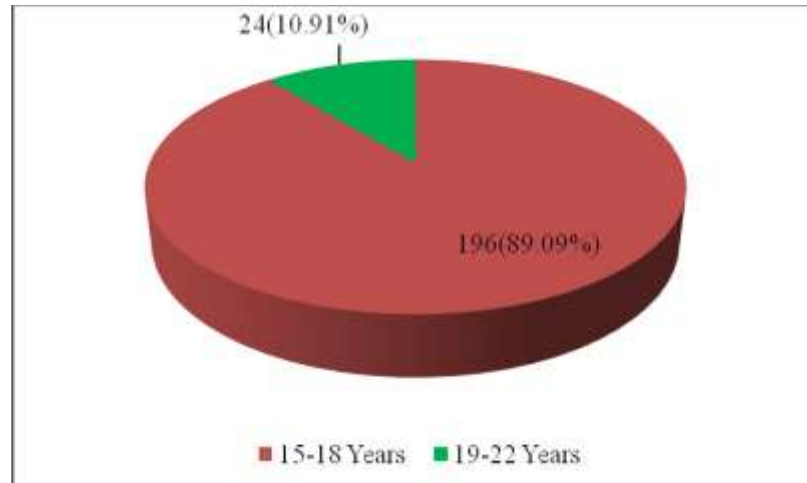

Figure 1: Students' Age Distribution, N=220 Source: Student Questionnaire

Figure 1 indicates that 196 (89.09 percent) of the students were between the ages of 15 and 18, while 24 (10.91 percent) were between the ages of 19 and 22. There were no students under the age of 15 in the class. It was also discovered that no students were over the age of 23. This means that the bulk of the students were in their teenage years (between 15 and 18 years). The majority of students at this age have difficulties dealing with puberty changes as they transition to sexual maturity. Some factors associated with this point, Atieno (2014) established that, can stifle personal development. Stress, anxiety, anger, family issues, aggression, and humiliation are some of these causes. These emotional shifts also result in an inability to cope with feelings, which leads to poor decision-making, low self-esteem, and defiance of authority. At this point, such factors predispose students to participate in a variety of issues that could lead to indiscipline in the classroom.

Academic Qualification of HoDs in Guiding and Counselling

The aim of the research was to evaluate the academic qualifications of the HoDs in guiding and counseling. This was essential because guiding and counseling is a specialty that necessitates a certain degree of academic training. The results are depicted in Figure 2.
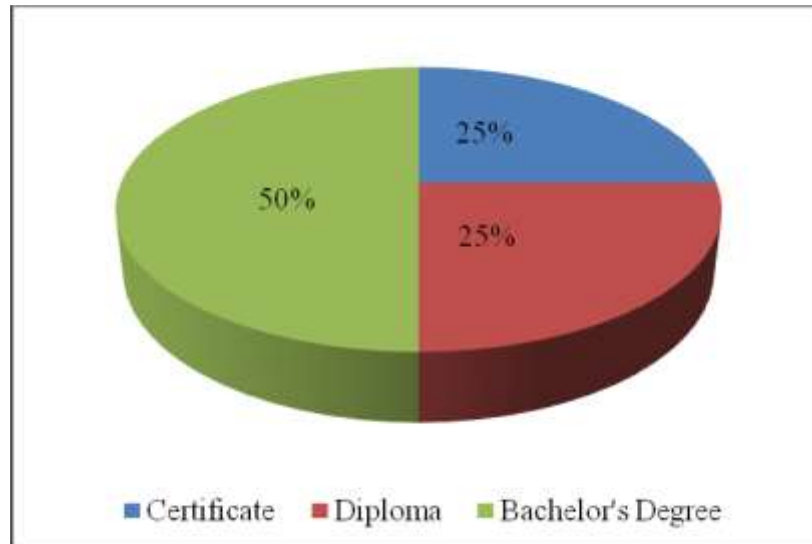
Figure 2: Qualification of HoDs in Guidance and Counselling, N=8 Source: HoDs Questionnaire

Two (25 percent) of the HoDs had a certificate, while four (50 percent) had a diploma qualification. There were two (25 percent) HoDs with a bachelor's degree as their highest qualification. The implication of this finding is that all of the HoDs possessed certain skills that qualified them to provide students with guidance and counseling. Guidance and counselling is a specialized area, just like any other, and the HoDs are familiar with guidance and counselling programs. They also have a firm grasp on the terms "advice" and "counseling."

Despite this finding suggesting that HoDs have varying qualifications, Ndirangu (2007) noted that the majority of respondents in the advice and therapy HoDs had a diploma qualification. As a result, training in guidance and counselling can pose a challenge in the successful implementation of guidance and counselling programs, despite the fact that HoDs possess the necessary skills, training, and expertise.

Training of Deputy Principal and Principal on Guidance and Counselling

The researcher wanted to know if school administrators and deputy principals had undergone some guidance and counseling training. This was significant because, as school administrators, they could be solely responsible for some of the final decisions resulting from advice and counseling.

Similarly, school principals and deputy principals are involved in guidance and counselling programs in one way or another, necessitating their knowledge of the subject. The results are shown in Table 6.

Table 6: Guidance and Counselling Training for Principal and Deputy Principal

| Category	Frequency		Percentage	
Deputy Principal	Yes	3	Yes	37.5
	No	5	No	62.5
Principal	Yes	6	Yes	75
	No	2	No	25

Deputy Principal: N=8, Principal: N=8 Source: Principal and Deputy Principal Questionnaire

Table 6 shows that 7 (87.5%) of the HoDs were female, while 1 (12.5%) were male. This indicates that female teachers made up a significant portion of the instruction and counselling HoDs in the schools chosen. The study also discovered that 4 (50%) of the participants were male and 4 (50%) were female.

This indicates that the deputy principals were spread evenly in the schools. Furthermore, the study discovered that there were 3 (37.5%) male principals and 5 (62.5%) female principals. This meant that female principals were significantly more numerous than their male counterparts.

Academic Qualification of HoDs in Guiding and Counselling

The aim of the research was to evaluate the academic qualifications of the HoDs in guiding and counseling. This was essential because guiding and counseling is a specialty that necessitates a certain degree of academic training. The results are shown in Figure 3.
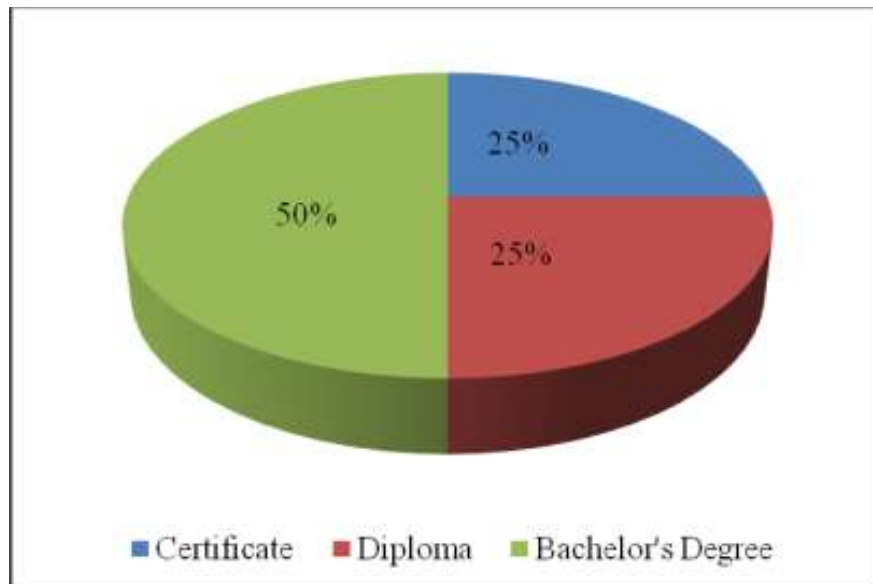
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Training of Deputy Principal and Principal on Guidance and Counselling

The researcher wanted to know if school administrators and deputy principals had undergone some guidance and counseling training. This was significant because, as school administrators, they could be solely responsible for some of the final decisions resulting from advice and counseling. Similarly, school principals and deputy principals are involved in guidance and counselling programs in one way or another, necessitating their knowledge of the subject. The results are shown in Table 7.

Table 7: Guidance and Counselling Training for Principal and Deputy Principal

Category	Frequency		Percentage	
Deputy Principal	Yes	3	Yes	37.5
	No	5	No	62.5
Principal	Yes	6	Yes	75
	No	2	No	25

Deputy Principal: N=8, Principal: N=8 Source: Principal and Deputy Principal Questionnaire

Table 7 indicates that 3 (37.5%) of the deputy principals had received counseling and counselling instruction, while 5 (62.5%) had not. It was also discovered that 6 (75%) of the principals had undergone some counseling and counselling instruction, while 2 (25%) had not. The findings indicated that, the majority of the schools had at least one principal or deputy principal who had attended guidance and counseling training. As a result, it is fair to conclude that critical decisions requiring their involvement in matters of guidance and counseling can be treated properly.

The deputy principal and the principal are in charge of some of the school's final decisions. The results also show that those who said they had undergone training saw it as a significant factor in the instruction and counseling program's ability to achieve its discipline management target. These results are consistent with those of Mahlangu (2011) in South Africa, who found that one of the major obstacles in implementing guidance and counselling programs in most secondary schools was a lack of skills.

Chepkirui (2011) reiterated that, in-service training courses were used by 62 percent of school heads who had undergone instruction and counselling training. School principals who are directly or indirectly involved in counseling and counselling roles are more likely to make well-informed decisions.

Types of Resources for the Implementation of Guidance and Counselling

The aim of this research was to learn about the various types of services available in schools for implementing instruction and therapy. This was important because without funding, guiding and counseling programs could not be completely enforced. As mentioned by students, Table 8 indicates the different types of services provided by teacher counsellors.

Table 8: Programmes Offered by Teacher Counsellor as Reported by Students

Programme	Frequency	Percentage
Guest speakers	183	83.18
Guidance session in school	162	73.64
Audio visual media	105	47.73
Referral outside school	21	9.55

N=220 Source: Student Questionnaire

Table 4.6 indicates that, 183 (83.18 percent) of the students said their HoDs of guidance and counselling in schools invited guest speakers to help them receive counseling services. One hundred and sixty-two students (73.64 percent) stated that guidance sessions were offered in their colleges, while 105 students (47.73 percent) stated that audio-visual media, such as television programs and video media such

as optical discs, were available. It was also discovered that the HoDs of guidance and counseling offered referral programs outside of the schools, to 21 (9.5%) of the students.

A referral program is one in which the counselee is referred to a particular individual or organization for support. These results indicate that services like guest speakers, guidance sessions, and audiovisual are commonly used rather than getting students referred from outside the school.

Conclusion and Recommendations

For the development of the guidance and therapy program, the schools used a range of services. The availability of guest speakers and audio-visual materials, respectively, was listed by 183 (83.18 percent) and 105 (47.73 percent) respondents as tools in the implementation of guidance and counselling programs. Just one school had full-time and trained guidance and counseling staff, and five (62.5%) of the HoDs had enough time for guidance and counselling. Both of the HoDs have reported that they had enough reading resources to support them with their guidance and therapy program. The members of the counseling and counselling team are also included in the school's services. Seven HoDs (87.5%) revealed that they had a team of one to five members, while only one (12.5%) revealed that they had a team of six to ten members. In general, the counseling and counselling team's composition is insufficient in comparison to the number of students in the schools.

The study came up with the following conclusion drawn from the findings: The study discovered a variety of services offered by the schools for the implementation of guidance and counselling programs, including reading materials, audio-visual materials, guiding and counselling staff, and motivational guest speakers for the students. In comparison to the number of students, the number of teacher counsellors, who are the most basic support in the schools, was low. Despite the fact that schools have certain tools for implementing guidance and counseling programs, it was determined that they are technically ill-equipped to do so due to a shortage of teacher counsellors and professionally qualified guiding and counselling staff as resources.

The research recommended that schools should include a variety of educational stakeholders, such as parents, churches, other sponsors, and the local community, in their guidance and counseling programs for students' social adjustment. This was based on the discovery that these players could play a role in improving guidance and counseling, as indicated by the steps. Every schools should devote sufficient human and financial resources to providing guidance and counseling. Counseling and guidance should be timetabled in the same way as other examinable subjects are. This would give you enough time to prepare properly and provide real counseling services.

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