

**INFLUENCE OF SCHOOL ADMINISTRATION IN PROMOTION OF  
EFFECTIVE GUIDANCE AND COUNSELING SERVICES IN  
SECONDARY SCHOOLS IN BUNGOMA WEST DISTRICT,  
KENYA**

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of the Degree of Master of Education in Guidance and Counseling of  
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We, the undersigned certify that this is the original work of the candidate. We hereby recommend as university supervisors for acceptance of Masinde Muliro University of Science and Technology a thesis entitled "**Influence of School Administration in Promotion of Effective Guidance and Counseling Services in Secondary Schools in Bungoma West district, Kenya.**"

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## Abstract

Guidance and Counseling in secondary schools in Kenya is of major concern especially after the ban on corporal punishment. School administrators in secondary schools have been given the mandate to establish and maintain effective Guidance and Counseling services in the schools. However, the situation on the ground reveals that Guidance and Counseling services are not effective in many schools in Kenya. The study assessed the influence of school administration in promoting effective Guidance and Counseling services in secondary schools particularly in Bungoma West district. The study was carried out in 8 secondary schools and the education office in Bungoma west district. The research design used was descriptive survey design. Purposive sampling, Stratified sampling and simple random sampling techniques were used to select the study sample. The target population included school principals, teacher counselors, Education officers and students. The sample size consisted of eight principals, eight teacher counselors, five education officers and three hundred and fourteen students. The study area was Bungoma West district. Questionnaires, interview schedules, and observation checklist were blended together to capture exhaustive data. A pilot study was conducted and content validity was ascertained by experts in the department of psychology. Reliability of the instruments was calculated using spearman Brown prophecy and a computed correlation coefficient was found to be 0.67 for students and 0.78 for teacher counselors. Quantitative data collected was sorted, classified and analyzed using descriptive statistical techniques. Qualitative data was received in verbatim, transcribed and organized into themes and sub-themes. It was found that all secondary schools in Bungoma West district have established Guidance and Counseling services. In objective one, the Counseling services provided in secondary schools mainly comprise of educational, career, pastoral counseling as well as personal counseling. In objective two, it was found that the major factors which affect implementation of Guidance and Counseling services in schools are administrative. The school administration has a direct influence in promotion of Guidance and Counseling services in schools through appointment of heads of department to coordinate counseling activities as well as the counseling committee, provision of basic counseling facilities, advocacy and publicity of the services, and monitoring and evaluation. Students, Teacher counselors and School Administrators reported that the counseling services in the respective schools were effective. However, Education Officers reported that the Counseling services in secondary schools were ineffective owing to the results of their previous assessments. In conclusion, the school administration accords low priority to Guidance and Counseling services since many schools lacked basic facilities for Guidance and counseling like offices and reference materials, teachers are overloaded with their teaching subjects and emphasis is put on attainment of good mean grade. It is recommended that there is urgent need for the school administration to prioritize counseling services as they go hand in hand with academic excellence and give the necessary support to the teacher counselors. The Ministry of Education should put disciplinary measures against school administrators who do not implement viable and sustainable Guidance and Counseling services in secondary schools. This study was significant in that it would generate additional knowledge on existing guidance and counseling policies and services in order to meet the varied needs of learners and to challenge the school administrators on their role in promoting guidance and counseling.

