THE ROLE OF GUIDANCE AND COUNSELING IN MANAGEMENT OF STUDENT DISCIPLINE IN SECONDARY SCHOOLS IN LONDIANI DISTRICT, KERICHO COUNTY, KENYA

BY

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DECLARATION

This project is my original work and has not been presented for a degree in any other university.

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DEDICATION

For my wife Alice, sons Brian, Jeffry and Collins. These wonderful loved ones inspired and encouraged me and remained extremely understanding when they lacked my company, which they dearly value. May the almighty God bless them abundantly.
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ABBREVIATIONS AND ACRONYMS

BOG-Board of Governors
D.E.O. District Educational Officer
GOK-Government of Kenya
KCPE- Kenya Certificate of Primary Education
MoE- Ministry of Education
PTA-Parents Teachers Association
SMT- School Management Team
TSC-Teachers’ Service Commission
Discipline is an integral part of the teaching-learning process in any learning institution, without which effective teaching-learning may not occur. Students in secondary schools are in their adolescent stage characterized by numerous changes and may end up being unruly resulting to indiscipline problems. The purpose of the study was to examine the role of guidance and counseling in the management of students discipline in secondary schools in Londiani District in Kericho County, Kenya. The study was guided by the following specific objectives; to establish disciplinary problems experienced in secondary schools in Londiani district, to find out the role of Head teachers, Deputy Head teachers, Head of guidance and counseling and teachers in guidance and counseling in the management of students discipline, to find out the nature of cases of indiscipline referred to the teacher counselor by teachers, to establish the factors that hinder effective guidance and counseling in the management of students discipline in Londiani District. The researcher employed stratified sampling technique to select the schools to be studied. The target population comprised 25 public secondary schools, 25 head teachers, 25 heads of guidance and counseling, 280 teachers and 3750 students. Out of this, a sample of 10(40%) secondary schools, 10(40%) head teachers, 10(40%) deputy head teachers, 10(40%) heads of guidance and counseling, 30(10.7%) teachers and 380(10.1%) students was selected through the simple random sampling technique. Two instruments were used to collect data for the study. These were interview schedules and questionnaires. The data collected through questionnaire was analyzed using descriptive statistics inform of frequencies and percentages. The data collected using interview schedules was analyzed using summary tables for the purpose of data presentation and interpretation. Data was presented using tables. The study concludes that Lateness, bullying of the students and disobedience are the commonest offences that student commit. Laziness is the most common problem in schools. Results showed head of guidance and counseling organize the guidance and counseling services in the school, offer guidance and counseling services to the students. The findings show that guidance and counselling was minimally used in the management of student discipline in secondary schools in Londiani District. Punishments especially physical punishment, corporal punishment and suspension/calling parents were used as a disciplinary method. It was also found out that the policy guidelines from the Ministry of Education on how the schools could use guidance and counselling to manage student disciplinary cases in schools are not adhered to. The study recommends that Ministry of Education should do regular follow up on how policy guidelines on the use of guidance and counselling for the management of students discipline in secondary schools are being implemented.
CHAPTER ONE

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background of the study

The role of school counselors has changed over time. At the turn of 20th century, school counselors did not exist, rather, teachers used a few minutes of their day to provide students with vocational guidance (Bower & Hatch, 2002). In the early 1900s, an influx of various types of students in the public schools occurred as a result of the industrial revolution, initiating the development of the school guidance movement. At this time, the purpose of the guidance counselor was to avoid problem behaviors, relate vocational interests to curriculum subjects and develop character.

Guidance and counseling services are essential elements in discipline management of people in all societies. Even the most primitive societies grew out of the necessity of guiding individual behavior patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of the common purpose. The role of guidance and counseling in
the administration and management of student discipline in Kenya has been recognized by various government policy documents since independence. The “Report of the National Committee on the Educational Objectives and Policies of 1976” recommended that guidance and counseling be taught using subjects like religious education, social education and ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite these recommendations, the use of guidance and counseling services was still wanting in helping to curb indiscipline in schools which was increasing. Infractions that require guidance and counseling include assault, fighting, theft, vandalism, destruction of school stores, administration blocks, libraries, harassments, riots, rape and loss of lives.

Muchiri (1998) identified some forms of indiscipline commonly experienced in schools. These were absenteeism, persistent or non-completion of work, fighting in the school compound, deviance of school rules, refusal to carry out punishment, smoking, late coming, laziness and drug abuse. In addition, Ayieko (1998) explained that discipline problems may include destruction of school property such as burning of dormitories.

In 1980, 22(0.9%) of schools recorded cases of indiscipline in Kenya. This increased to 187 (7.2%) in 1990 (Simatwa, 2007). These cases of indiscipline have continued to increase unabated to the extent that in 2001, the Ministry of Education (MoE) introduced guidelines on safety in schools. Thus, in 1998, 26 girls at Bombolulu girl’s secondary school were burnt to death by fellow students. In 1999, 17 girls at St. Kizito secondary school were killed and 70 raped by male students. In Nyeri boy’s high school, in the year 2001, a few students locked school prefects in their cubical
where they were a sleep, poured petrol and set them on fire killing four of the
prefects. This prompted the Ministry of Education to appoint a task force headed by
the then Director of Education whose mandate was to meet stake holders, gather
views and information and make recommendations in order to stem the culture of
violence taking root in secondary schools in Kenya. Since then Kenyan schools have
increasingly experienced widespread unrest with devastating consequences. Its
worrying that unrest in schools has changed over time form simple protests to
destruction of property and in recent times killing of fellow student as witnessed in
Kyanguli High school where 67 boys were burnt to death by their colleagues (East

In Kenya, there have been various disturbances in schools in the form of strikes and
other indiscipline cases like drug-taking, truancy and drunkardness. This has serious
effects, when we look at resources invested in these school going children by the
parents and government and children are being wasted and destroyed by such evil
practices. The negative effects will also spill over to the community since the good
morals will be eroded and the society will have no role model.

Various reports of committees and task forces recommended the use of guidance and
counseling in schools in management of student discipline. Kamunge report of 1998
asserts that guidance and counseling of the youth in secondary schools is essential in
the identification of their interests, needs and the correction and assistance to enable
them face the realities of life. It further states that each school should have a mature
teacher responsible for the co-ordination of guidance and counseling programs being
Force on Student Discipline and Unrest (GOK,2001) recommended the strengthening
of guidance and counseling division within the Ministry of Education to co-ordinate all the activities of guidance and counseling in the country, it also recognized the use of guidance and counseling in the management of student discipline in schools due to its proactive approach.

Despite the existence of guidance and counseling in schools, indiscipline still continues unabated. Although the Ministry of Education made a move to curb the destructive tendencies in schools and enacted the Children’s Act in the year 2001, which provides that a child should be entitled to protection from physical and psychological abuse by any person, the unrest in schools is still being reported. This move led to the need for new approach to education to be formulated and a new management strategy for creating order in schools. Raffer and Johnson (1981) maintained that, many student discipline problems that occur in secondary schools might not exist if guidance and counseling services were correctly offered. All these incidents make it necessary to strengthen guidance and counseling services in the management of students discipline in schools. In 2011 a girl’s school in Londiani District went on strike and students were sent home for two weeks. Cases of students being suspended because of indiscipline is still being reported. As a result, there was need to scrutinize how guidance and counseling service was being used in Londiani District in the management of student discipline.

1.2 Statement of the problem

Despite the government efforts to enforce discipline in Kenyan schools, unrest has continued in secondary schools with a new dimension. Not only are they violent and destructive but they are also premeditated and planned and have caused maximum
harm to human life. There seems to be lack of effective alternative strategy to contain student discipline.

Research has not given much attention to the role of guidance and counseling in management of student discipline. Guidance and counselling system in Londian district, holds a potential of collective work to promoting a favourable school environment to students’ learning and teachers’ professional development, which has not been well used in many schools in the district, particularly in those “more troublesome” schools. Moreover, school organization in enlarged groups creates another structural level and new relational dynamics that leads to a complexity of networks and the appearance of new “connexion groups” which are connected to rising cases of indiscipline in schools. Despite the existence of guidance and counseling in schools, indiscipline still continues unabated. This can be realized from the fact that secondary schools in the whole country continue to experience student indiscipline. Londiani District is not an exception with regard to student indiscipline.

This study consider the vital role guidance and counselling play in management of student discipline, starting from the hypothetical assumption that, what happens among the students and how decisions are made within them, are perceived in the elementary groups (namely in class and in teachers’ councils), what constitutes essential aspects of school’s life understanding, particularly, its relational and disciplinary dimensions. This study seeks to establish the role of guidance and counselling in management of student discipline in secondary schools in Londiani District in Kericho County, Kenya.
1.3 Purpose of the study

The purpose of the study was to assess the role of guidance and counseling in management of student discipline in secondary schools in Londiani District in Kericho County, Kenya. Since cases of students being suspended because of indiscipline is still being reported in this district while some are advised to seek for transfer when schools no longer tolerate their behavior.

1.4 Objectives of the study

1. To establish disciplinary problems experienced in secondary schools in Londiani District.
2. To establish how guidance and counseling is used in the management of various disciplinary cases among students.
3. To find out the role of Head Teachers, Deputy Head teacher, Head of guidance and counseling and teachers in guidance and counseling in the management of students discipline.
4. To find out the nature of cases of indiscipline referred to the teacher counselor by teachers.
5. To establish the factors that hinder effective guidance and counseling in the management of students discipline in Londiani District

1.5 Research questions

1. What disciplinary problems are experienced in secondary schools in Londiani District?
2 How is guidance and counseling used in the management of various disciplinary cases among students?

3 What is the role of Head teachers, Deputy Head teacher, Head of guidance and counseling and teachers in guidance and counseling in the management of student’s discipline?

4 What is the nature of cases of indiscipline referred to the teacher counselor by teachers?

5 What are the factors that hinder effective guidance and counseling in the management of students discipline in Londiani District?

1.6 Significance of the study

The findings and recommendations of this study will help the policy makers in formulation of proper policies related to the effective strategies of managing students discipline in secondary schools, especially putting more strategies on enhancing guidance and counseling to manage student discipline.

It will sensitize the secondary school head teachers and teachers about the need for effective management of student discipline through guidance and counseling. It was also to help show the ineffective strategies increases indiscipline among students .It was also to help sensitize teachers on the need for formal training not only on teaching subject matter but also on student discipline management.

This study was to help parents appreciate the importance and complexity of discipline management. It was to enlighten the parents on their roles in enforcing and strengthening the measures and strategies used by school managers and teachers such as guidance and counseling in maintaining student discipline.
1.7 Limitations of the study

The study was faced with several limitations which included the following: poor road network in the District which made assessing the schools a challenge. The researcher also faced financial constraints due to high cost of travelling and questionnaires production.

1.8 Delimitation of the study

The scope of this study was on the role of guidance and counseling in management of student discipline in Londiani District. The study was confined to students and teacher, head teachers and head of guidance and counseling teachers in public secondary schools who are the direct beneficiaries of the findings of the study. The students and teachers included in the sample were those in session in the respective institutions by the time of the study. Those students who were absent or had completed examination were not included in the sample even though they would have had interesting inputs. There are other ways of maintaining student discipline but this study only focused on the role of guidance and counseling in management of students’ discipline. The study was also not concerned with issues of discipline in other learning institutions or outside secondary schools.

1.9 Assumptions of the study

The study was carried out with the assumptions that;

i. All teachers are adequately trained and the schools have specific policies on guidance and counseling.
ii. All the schools have qualified guidance and counseling teacher and the roles they play in the management of student discipline.

iii. The respondents would respond appropriately to the questions of the study.

1.10 Theoretical framework

The study was guided by Assertive Discipline Approach of Lee Canter (1992). The initial approach was a take-charge approach for teachers to control their classrooms in a firm and positive manner. Revised edition of 1992 goes beyond take charge approach and includes additional management procedures.

In this edition Canter discusses the assertive attitude necessary to deal with management and discipline, the parts of a discipline plans, aspects of teaching responsible behavior and ways to deal with difficult students. The goals of assertive discipline are to teach students to choose responsible behavior and in doing so to raise their self-esteem and enhance success.

According to Canter (1992) teachers have the right and responsibility to;

a. Establish rules and directions that clearly define the limits of acceptance student’s behavior.

b. Teach these rules and directions and.

c. To ask for assistance from parents and administrations when support is needed in handling students behavior.

The manner in which teachers respond to students’ behavior affects student’s self-esteem and their success in school. Therefore teachers must use an assertive discipline response style to state expectations clearly and confidently and reinforce their words with actions. Discipline plan has tree parts.

a) Rules that student follow at all times.
b) Positive recognition that students will receive for following the rules.

c) Consequences that result when students choose not to follow the rules.

Positive recognition may include praise; positive notes sent home to parents, positive notes to students, special activities or privileges. Consequences are delivered systematically with each occurrence of misbehavior. Another part of Canter’s assertive plan is to teach responsible behavior. This includes determining and teaching specific directions using positive recognition to motivate students to behave, redirecting non-destructive off-task behavior, and implementing consequences. Canter further emphasizes that successful teachers need to blend academic and behavior management efforts into a cohesive whole so that management actions are in apparent. In assertive discipline Canter and Canter (1992) recommendations are provided for conducting a one–to-one problem solving conference between the teacher and the difficult student. According to Burden (1995) the goal is to help gain the insight into the problem and ultimately choose more responsible behavior. Parents and administrations can offer additional support when dealing with difficult students.

1.11 Conceptual framework

This study was based on the premise that there cannot be good student discipline in school without effective student discipline management strategies by all the stakeholders and most of all the teachers in school. One of the strategies used in school in the management of students discipline is guidance and counseling. In order for guidance and counseling to be effective in the management of student discipline, schools should have trained guidance and counselling teachers, a room provided for guidance and counseling activities. Among the important factors which require
guidance and counseling in discipline management include: Family factors, environmental factors, personal factors and academic factors.

The methods used for guidance and counseling in schools are two namely; group/peer counseling and individual counseling. Corey (1990) argues that group counseling has advantage over individual counseling in that group participants can learn effective social skills and try out new styles with other members of the group. Also, group members are often peers and provide a microcosm of the society. Group members can also offer support to each other. Therefore, family factors, environmental factors, personal factors, academic factors and methods of counseling in a school set up will interact to determine the level of student discipline. High level of student discipline will tend to educational success that will in most cases lead to social success.

Figure 1.1 shows the factors that need the help of guidance and counseling teacher. The teacher counselor can either use group, peer or individual counseling to counsel students that have problems emanating from family, environment, personal and academic since these are some of the causes of students’ indiscipline. A student who has been counseled on this factors ends up being disciplined.
Figure 1.1: Conceptual framework showing factors that are managed through guidance and counseling in the management of student discipline in secondary schools.

Source: Researcher (2012)
1.12 Operational Definition of Terms

**Counseling:** Counseling is the process by which students are helped to understand themselves and their problems better

**Corporal punishment:** Is a strategy in which a teacher inflicts physical pain on the student in trying to correct him/her for misbehaving

**Discipline:** A system of guidance/counseling students to make reasonable decision responsibly

**Effective programme:** Guidance and counseling programmes that have positive effectiveness in making students use the services of the teacher counselor more often and regularly.

**Guidance:** A continuing process concerned with giving direction that helps in the development needs of all students.

**Student:** Refers to a learner in secondary school

**Students’ entry behavior:** Marks scored by a student in Kenya Certificate of Primary Education. (KCPE)

**Teacher counselor:** Any person officially given the responsibility to counsel students about their problem

**School baraza:** Meeting held by the principal with the students where students express their grievances.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a review of the literature related to the study. The chapter covers the following key areas; discipline management, predictors of student behavior in schools, the concept of guidance and counseling, methods used to maintain discipline in schools, guidance and counseling as a preventive measure to indiscipline, role of guiding and counseling in discipline management, role of guidance and counseling teacher, guidance and counseling challenges and issues in the management of student discipline in school, factors affecting guidance and counseling in discipline management in school, challenges faced by head teachers in the management of student discipline and conclusion.

2.2 Discipline management

In discipline management, the terms, values and ethics are used interchangeably. Values pertain to believes and attitudes that provide direction to everyday living whereas ethics pertains believes that we hold about what constitute right conduct. Ethics are moral principles adopted by individual or group to provide rules for right conduct. Ethical conduct grows out of sound character that leads one to respond with maturity, judgment, discretion, wisdom and prudence. Community standards (or mores) of discipline vary on an interdisciplinary theoretical and geographical basis. Ethical issues in the mental health professions are regulated by both laws and
professional codes. Laws and ethics codes provide guidelines, yet neither offer clear out answers to situational problems. Laws define the minimum standards society will tolerate; these standards are enforced by the government. All codes of ethics states that counselors must act in accordance with the relevant federal and state statutes and government regulations. In school discipline is managed by providing rules and regulations to students, holding school barazas where students address issues which would have otherwise cause tension resulting to indiscipline.

2.3 Predictors of students’ behaviors in schools

Research reviews that selected characteristics of students, families, communities and schools help predict student’s behaviors in schools.

2.3.1 Student characteristics

Data on delinquent behavior in schools show that students’ gender and age are associated with occurrence of fatal and non-fatal violent incidents. Male students are significantly more likely to bully others, be in fight, be threatened or injured with weapons, drink alcohol and smoke marijuana and be involved in other delinquent and criminal offences (Brener et al. 1999). The fact that delinquent behaviors vary by age and gender suggests that interventions to reduce specific problems need to consider the developmental levels of students most likely to be involved in these behaviors.

2.3.2 Family context

The home environment is an important influence on students’ behavior. Snyder and Patterson (1987) asserts that certain parenting styles, disciplinary, approaches,
parental, monitoring, family problem solving strategies, and levels of conflicts within the home all are the predictive delinquency among the families. Furthermore, when this type of family interactions are statistically accounted for, the associations between socio demographic characteristics and delinquency is greatly reduced or disappears. Therefore, interventions should be designed to improve the interaction between parents and children so as to reduce delinquency and problem behaviors of students in schools.

2.3.3 Community contexts

In addition to individual student and family characteristics, the neighborhoods in which families and schools are located may affect students’ behavior. Many have argued that the social and cultural organizations of neighborhoods shapes the socialization process of families and schools (Elliot et al, 1996). The impacts of communities however, are not always negative. The community in which students live may be an asset and contribute to higher school achievement, school-community collaboration such as mentoring, safety patrols, and business partnership may improve school programs and affect students’ achievement and attitude towards school.

2.3.4 School context

Research has shown that school organization characteristic may influence students’ behaviors. The way students are grouped, graded; interact with teachers affects student behavior. Noguera (1995) noted that most approaches to student discipline in schools emphasize social control. He suggested a school environment that reaches the amount of disconnect between students’ lives within and outside of school will reduce
the potential for violence. Several school climate characteristics have been associated with disorderly schools and problem behavior, including punitive attitude of teachers; rules that are perceived as unfair, unclear or unenforced, inconsistence response to student behavior; disagreement among teachers and administrators about school rules and appropriate responses to misbehavior. Students who do not support conventional social rules and inadequate resources for teaching.

2.4 Methods used to maintain discipline in schools

According to Okumbe (1998) collective discipline is the administrative action which follows an infraction of a rule. The action is intended to discourage further violation of rules and regulations put in place and it is a disciplinary action. What and when are the methods to which the school may turn for punishment. Larson (1963) suggested the following methods.

Reprimands—the most common device, the most frequently resorted to if administered calmly and without anger can be very effective. Detention—staying after school for some hours as punishment. Enforced labour this punishment has wide acceptance as being appropriate and fair if administered wisely. The manual work should be selected appropriately and should be useful to the school. Fines—carelessly damage school property should be compensated or replaced. Loss of privileges—a student may be removed from class for hours or days or be demoted from being a perfect.

Suspension—according to Education Act Cap 211 (1968) revised 1980 under the law of Kenya regulation 19, referred to as school discipline regulation. Students may be suspended at school by the head teacher of the school or teacher acting in that capacity if his language or behavior is habitually or continually such to endanger
maintenance of a proper standard of moral and social conduct in the school or if any single act of subversive is committed.

Griffin (1994) suggested that mass punishment should be avoided but instead, guidance and counseling should be used.

2.5 The concept of guidance and counseling

Research conducted on the subject of guidance and counseling attributed the high level of indiscipline in secondary schools, to lack of guidance and counseling. As much as a student spends time in school, teacher’s acts as guidance and counseling agents. Parents do also contribute to student indiscipline by not checking on students’ progress which leads to laziness. Parents also give too much pocket money without monitoring their children expenditure or give advice on the proper expenditure and advice on the dangers of abusing drugs.

Oliech (1991) highlighted that in Kenya, most smokers are adolescence between ages 13 and 18. He noted that advertising and habits of elders play a major role in making the youths feel that smoking is a dignified and mature behavior. The tobacco company’s efforts to warn adolescent into lifelong addiction to smoking continue. Parents and teachers too should sensitize learners on the dangers of drugs to their lives.

According to Newsome and company, counselors are part of the educational system who tries as much as possible to help students “face their own feelings” and therefore be able to make worthwhile decision in the educational, vocational and social fields. Ornstein (1981) stated that according to many investigators, schools and society have fostered a generation of alienated students who manifest their alienation through
drugs and unrest. Many students reject institutional control of the alcohol. He similarly identified that the prolonged school has caused isolation of the young people from their parents and the rest of the adults. This has made them to shift their socialization from the family to the peer group. The individual student will conform to the demands of his or her peer group without questions. This may lead to undesirable behavior in schools like drug abuse, truancy among others. The researcher puts forward the important role of teachers as guidance and counselors since learners spend most of their time in school away from their parents. Individual students need to be advised on the importance of making responsible decisions rather than conforming to peer pressure without questions.

2.6 Guidance and counseling as a preventive measure to indiscipline

There are scholars who perceive the role of guidance and counseling in controlling indiscipline as being centered on prevention of indiscipline from occurring. Shertzter and Stone (1966) describe guidance and counseling as a preventive force. To them optimum development of individuals comes through providing an emotional climate and environment that assist positive healthy attitudes and feelings. This implies that people with healthy attitudes and feelings are not likely to involve themselves in behavior that is not acceptable. One needs to create a positive healthy emotional climate. A person who suffers emotion depression or frustration will find life generally miserable and experience adjustment problems. Unpleasant emotions can upset a person’s mental and physical wellbeing. It can also lead to stress and anxiety. An anxious person appears frustrated and may withdraw from social conducts or become aggressive. A healthy emotional climate can be created, for example, assisting new students arriving in the school to adjust to their environment. They
should for instance, be familiarized with names of all staff members, significance of school motto, preparation of time tables and procedure in changing periods.

Considering that most secondary school students are in their adolescent stage, between 12 to 20 years, emotional stability is a central issue. Shertzer and Stone (1996) note that emotional changes in this period include: frequent mood shift leading to anger, hostility, frustrations, emotional stress, embarrassment and anxiety. The emotional changes lead to resistance to authority, hyper criticalness towards adults, oversensitivity to adult suggestions regarding friends and appropriate use of time. Proponents of the preventive approach to indiscipline argue that disciplinary problems can be prevented if students in secondary schools can be guided and counseled on how to deal with their emotions. A healthy emotional climate can be achieved through guidance and counseling because students who have problems have someone to turn to.

Mbìti (1974) observes that guidance and counseling can prevent discipline. He noted that discipline can be regarded as a positive force. It can be connected with training and not punishing. He emphasized that the term discipline should be used to mean a system of guiding the individual to make reasonable decisions responsibly. This implies that students who are guided and counseled are unlikely to have disciplinary problems. Therefore guidance and counseling department has a role to play with respect to the school administration. The department should guide the school administration in creating conditions for healthy learning and living. Some of the rebellions emerging from schools are provoked by the school administrations inability to provide basics like decent dormitories, food, classrooms, quality education and co-curricular activities and facilities. For instance, the inability to provide sports facilities
and time for sport can lead to accumulation of stress. Physical exercises are preventive measures to stress.

Holden (1971) asserts that indiscipline can be prevented through upholding student individuality and responsibility. He observes that “counseling is intended to increase a client’s sense of responsibility for his or her own life to help him or her make up his own mind and act upon his decisions, to cope sensibly with situations he or she has hitherto disliked, resented or rejected and come to terms with circumstances which cannot for the moment be changed”. This implies that students can be seen as disciplined if they understand that there are some things they have to accept as they are for they cannot be changed. For example, guidance and counseling should help students understand that rioting because there is power failure does not change the situation.

Hughes (1971) also focused on individual responsibility and flexibility as the key to promotion of discipline. He observes that “directing or manipulating the growing person is a self-defeating process in a world in which flexibility, independence of thinking and action, decision making capacity are more crucial requirement”. He argues that the focus of guidance is internal freedom in terms of increasing personal control and responsibility both in the intellectual and emotional sphere. Moreover Hughes feels that “an ultra-permissive regime is unlikely to provide the experience young people must have if they are to discover themselves as people: neither is an authoritarian one”. A permissive school atmosphere where students do as they like to bring chaos. On the other hand, an authoritarian school administration creates dependency where students behave well only when they are
followed. As long as teachers are not near, students feel free to misbehave. If students can behave in a disciplined manner only when the teachers are present we cannot be talking about discipline.

True discipline can only be realized when students are able to make the right choices. Hughes notes that the child of today, inside and outside school is confronted by an ever increasing number of choices. As the choices confronting an individual increases, however, so likewise do the problems associated with this greater complexity. As options and new possibilities prevent themselves, ambiguity and uncertainty increases. Adolescents need not someone to make decisions for them but help and support in the tricky process of learning to cope successfully with such ambiguity. Guidance and Counseling according to Hughes can help prevent indiscipline by helping the youth acquire the skills necessary to cope with the uncertainties of the modern world.

Guidance and counseling can also prevent indiscipline by taking new students through an orientation process. Orientation notes Hughes is concerned with ensuring that problems involving transition points where students move from a familiar to a strange one are reduced. The most obvious transition is witnessed from the primary to secondary level. Pupils should be assisted to become acquainted with the new school and to learn as much as possible about the education opportunities. They should also be assisted to learn their new responsibilities they will face in secondary school. The aim is to ensure that students are not overwhelmed by strange or new situations. Students who transfer from one school to the other should also be helped to adjust. When students are given proper orientation, they are not likely to break school rules.
Problems like lateness for class, waking up late, lateness for meals are avoided as they learn about the school system early enough.

2.7 Roles of guidance and counseling in discipline management

There are four core virtues that should be adhered to by professionals in making ethical decisions in guidance and counseling. These core virtues are prudence, integrity, respectfulness and benevolence. Guidance and counseling plays the following roles in discipline management; it motivates students to do what is right for the right reason. Students are positively motivated to do what is right because they judge it to be right, not simply because they feel obligated or they fear the consequences, it enables the student to possess vision and discernment which involves sensitivity, judgment and understanding and leads to decisive action. They will know how to respond to situation and when to respond, it cultivates compassion in student that involve a regard for the welfare of others and sensitivity to the suffering of others. They are able to take action to reduce other pains. When students behave as they are expected they reduce the pain that would have been suffered by their parents, school administration, teachers, fellow students and community at large. Guidance and counseling develop self-awareness among students.

They develop capacity for self-observation; they know how their assumptions, convictions and biases are likely to affect their interactions with others. It enables students to understand the moves of their community and the importance of the community in moral decision making, policy setting character development. They understand the ideas and expectations of their community. Students are able to
appreciate their community. Students are able to appreciate their school is not an island in the community but is part of the community.

The counselor is able to identify the learners’ talents in order to advise them on the best career choices. Learners are made aware of common ailments, diseases and causes of ill health such as drug abuses. This creates understanding of the need for good health. It prepares the student to handle disasters. Disaster preparedness refers to measures that can be put in place to minimize loss of life and damage caused by disaster. It helps the learners to understand and be equipped with knowledge about rights, freedom and responsibilities in society. It enables learners to undergo smooth transition from secondary level to tertiary level of education. Therefore guidance and counseling plays an important role in developing a whole person. Guidance and counseling in school is aimed at enabling students to realize their fullness potential and minimize frustrations.

2.8 Roles of guidance and counseling teacher

The guidance and counseling teacher is a very important person in the delivery of guidance and counseling services in educational institutions. He/she is in-charge of planning and development of the guidance and counseling programmes. Also, he/she identifies needs of the individual students and develops plans for action. He/she coordinates the various aspects of guidance and counseling programmes as well as evaluating those programmes. The teacher-counselor handles issues related to student’s appraisal, student’s education and vocation, discipline and students welfare. He/she helps the individual students to grow up in social behaviour, in emotional
reactions and intellectual performance. There are two key institutions mainly involved in the processes of guidance of the school child, these are:

The home- the parent has the intimate knowledge of and heaviest responsibility for the child. For the parent, guidance begins from the day the child is born. The child depends entirely on his/her parents for physical needs, food, shelter, clothing, warmth and psychological needs, love, a sense of belonging, self-esteem and self-discovery.

The child rearing practices and ways by which the child is socialized are important for his social, moral and intellectual development.

The school- the school expects the greatest influence on the psychological growth of children. The school is responsible for proper social relations between children. The school exposes children to situations through which active learning develops and the child learns. The process is an active one and unless the child consciously and purposely participates, then the desired change in behavior will not occur.

The school being the greatest influence on the child then the role of guidance and counseling teacher is crucial for he/she helps the student learn and grow from experience. He/she assist the student in developing positive mechanism and help to return the individual students to a state of previous emotional stability.

In all the guidance and counseling teacher helps the student to; become aware of the needs of others and to establish positive relationship with them, develop solving and decision-making skills, search for and define their own value system, facilitate cooperation between teachers, parents and students to develop positive learning experiences, assist students in accepting responsibility of their behavior, be successful in school and function properly in society, explore vocations that would be
appropriate outlets for their abilities, interests and personality. Counseling should be carried out with understanding, confidence, trust and patience. Counseling is an important skill and task for the teacher. It is imperative to counselors to be equipped with special skills in counseling to become effective teachers in the area of counseling.

2.9 Guidance and counselling challenges and issues in the management student discipline in schools

2.9.1 Peer influence (peer pressure)

Peers are people who are of the same age, rank or ability. Influence of peers can be positive or negative. Negative peer influence includes indiscipline, drug and substance abuse, teenage pregnancies, juvenile delinquency and school drop-out.

2.9.2 Cultural practices

Culture is a set of ideas, beliefs and ways of behaving of a particular organization or group of people or society. Each society has its own cultural practices based on their ideas, beliefs and behavior. Some of them include initiation ceremonies early marriages and gender issues among others. As a result the youths undergoing such will drop out of school or others become indiscipline

2.9.3 Adolescence and health issues

Adolescence is a period of transition from childhood to adulthood which is characterized by numerous changes. The individual who undergoes these changes can
be referred to as an adolescent. Most adolescents are not educated on the radical changes that occur during this stage so they are caught unaware and end up in a crisis. At puberty both boys and girls experience physical, emotional and sexual changes.

2.9.4. Drug abuse and substance abuse

The most commonly abused drugs are alcohol, tobacco, cannabis sativa (bhang), heroine, Miraa, cocaine and mandrax among others. Some indicators of possible drug and substance abuse are; decline in academic performance, lack of interest in activities, mood swings, sullen and uncommunicative behavior, and neglect of personal hygiene, acquisition of new friends, changes in physical appearance such as red or glued eyes, a lot of sleep or lack of sleep

2.10 Factors affecting guidance and counselling in discipline management in secondary school

Guidance and counseling are faced by the following factors in schools; family factors, personal factors, professional of teacher counselor and method of counseling, environmental factors, academic factors. There are institutions in society which influence student’s behavior. These include the family, the school and political institutions. The problems which exist in the society for example, bad political pronouncements which appear in the media made by prominent political leaders may influence the behavior of students in schools and put them to practice by being violent whenever they want something done for them. The report of the presidential committees on the students’ unrest and indiscipline in Kenya Secondary schools (Republic of Kenya, 1991) strongly support the view that students’ unrest are
impacted by the loaded societal values: the report says. Moral values are the sum total of all modes of conduct which are commonly accepted by the society as a rule of life which when followed lead to a harmonious and happy life for the individual and society as a whole. When on the contrary these values are eroded, negative consequences manifest in various sectors of societal interactions. The present way of life of our youth indicates decline of moral values of our society. This is one of the contributing factors for unrest and indiscipline in our education institutions.

2.11 Challenges faced by the Head teachers and teachers in the management of student discipline

Head teachers and teachers face many problems in managing discipline in schools. Wright and Katie (2003) reported that violence have implication in schools; teachers have less time to deliver teaching in order to effectively manage classroom disruption, as well as facing many other problem including lack of morale and job satisfaction. Some parents are influential and have eroded the power of teachers over the students whenever teachers punish errant students. Ngare (2007) observed that teachers are reluctant to punish errant students for fear of being sued by parents. He cited a case of upper hill student who was expelled over alleged use of drugs, but won a case in which he had question the decision of Board of Governors (BOG) to expel him. The chairman of the Kenya Secondary Schools Heads Association, Mr. Cleophas Tirop was quoted to have said that the ruling had set a bad precedent in schools as it has stripped teachers of authority they enjoy. This poses a great challenge to teachers in their effort to manage discipline (Ngare, 2007). The school surroundings have negative influence on student behavior. Students find it had to accept a teacher’s
advice against drug abuse, alcohol promiscuity because these are common in their environment (GOK, 1976).

2.12 Summary

There have been a number of studies done on student discipline, its causes and effects and solutions and strategies used in the management of student discipline. Kagendo (2009) observed that strategies used in most schools in the management of student discipline include guidance and counseling, reward, punishment, behavior modification, adequate communication, and having clear set of school rules. Some have shown that teachers in secondary schools have adopted alternative strategies for managing student discipline especially after outlawing of the corporal punishment by the government. Little research has been done on the role of these strategies in the management of student discipline since there have been continued cases of student unrest in the Kenyan secondary schools. Therefore, there was need to study the role guidance and counseling as a strategy was used in the management of student discipline in secondary schools in Londiani District, since such a study had not been done in this District.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, the location of the study, target population, the sample and the sampling technique, the research instruments, data collection procedures and analysis

3.2 Research design

The study adopted the ex-post facto research design. In such a design, research inferences about relationships among variables are made systematically and empirically without direct control of independent variables because their manifestation have already occurred and also because they are inherently non-manipulate. This design used the descriptive survey method because it was suitable for studying counseling methods, which have been used in the past. It was also suitable for establishing the role of guidance and counseling in the management of student discipline in secondary schools (Kerlinger, 1986).

3.3 Locale of the study

The study was conducted in Londiani District. The district was chosen by the researcher because it was familiar to the researcher and more convenient and cheaper in collection of data. Also schools in this district experience indiscipline problems due to which students are sometimes suspended or seek transfer to other schools.
3.4 Target population

Mugenda and Mugenda (1999) define population as entire group of individual’s events or objects having observable characteristics. The target population of this study was all 25 public secondary schools, 25 secondary school head teachers, 25 deputy head teachers, 25 heads of guidance and counseling teachers, 280 teachers and 3750 students in Londiani district. The head teachers were selected in the study since they are educational managers in their institutions. The deputy head teacher were selected for the research as they were in charge of discipline and the same case with the head of guidance and counseling who plays a vital role of counseling indiscipline cases. Teachers do the teaching and the supervisory tasks at various levels. They therefore interact with students in many different ways. They are informed and could therefore provide useful information concerning the study. The students themselves were ones who directly participate in various forms of indiscipline.

3.5 Sampling technique and sample size

3.5.1 Sampling technique

Sampling is one of the salient components of research. According to Orodho (2005), sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire population. For this study, stratified sampling technique was used to select category of school which comprised of 3 mixed boarding schools, 3 mixed day schools, 2 boys boarding and 2 girl boarding schools. Then random sampling was used to get the actual sampled schools as shown in Table 3.1.
Table 3.1: Sample selection of Schools.

<table>
<thead>
<tr>
<th>Category of school</th>
<th>No. of schools</th>
<th>No. of school sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed Boarding</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Mixed day</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

The researcher sampled more number of mixed boarding because students are far from their parents and interact more with their peers and may easily be influenced. For mixed day schools students interact with their parents daily and get immediate counseling in case of any indiscipline and thus indiscipline cases are minimal.

3.5.2 Sample Size

From the target population, the researcher used all the heads teachers, Deputy Head teachers and heads of guidance and counseling from the 10 sampled schools. Thirty other teachers three from each school and a total of 380 students 38 from each school were selected randomly to be used in the study as shown in table 3.2.

Table 3.2: Sampled size determination

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>25</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Deputy Head teachers</td>
<td>25</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Teachers</td>
<td>280</td>
<td>30</td>
<td>10.7</td>
</tr>
<tr>
<td>Students</td>
<td>3750</td>
<td>380</td>
<td>10.1</td>
</tr>
</tbody>
</table>
3.6 Research Instruments

Two instruments were used to collect data for the study. These were the questionnaire and interview schedule. The questionnaire comprised of both open ended and closed ended questions, according to Mugenda and Mugenda (1999) the open ended questions permit the respondent to give unrestricted opinion. Four different questionnaires were used namely; head teachers/deputy head teacher’s questionnaires, this targeted the head teachers and deputy head teachers it sought to find the discipline problems experienced by students, the role played by guidance and counseling teacher in discipline management and the factors that hinder effective use of guidance and counseling in managing student discipline. Heads of guidance and counseling questionnaires this targeted guidance and counseling teachers, it sought to find out discipline problems experienced by students, contributions that the head teachers give to guidance and counseling department and the factors that hinder effective use of guidance and counseling in managing student discipline, Teacher’s questionnaires this targeted teachers, it sought to find out the disciplinary problems experienced by students, methods used to address disciplinary cases in the school, indiscipline cases referred to the teacher counselor. Student’s questionnaire this targeted students and it sought to find out disciplinary problems that student face in the school, forms of punishment given to students in the school. The Interview schedule was used to interview heads of guidance and counseling and deputy head teachers. This ensured that information was got through probing; this was so because of the importance of the role they play in the management of student discipline.
3.7 Pilot study

The pilot study was conducted in three secondary schools for a period of one week. The purpose of conducting the pilot study was to check on suitability and the clarity of the questions on the instrument design, relevance of the information being sought, the language used and the content variety of the instruments from the responses that was given and the reliability of the research instrument. The schools that were selected for piloting were not part of the study sample. According to Orodho (2004) validity is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure.

3.7.1 Validity of the Instrument

According to Orodho (2004) validity is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. The researcher consulted a panel of competent persons especially the lecturers in the Department of Educational Management, Policy and Curriculum studies who are the authority in the area of study. These competent persons examined the questionnaire individually and provided feedback to the researcher who then incorporated their recommendations in the final questionnaire.

3.7.2 Reliability of the instrument

Reliability is the extent to which an instrument produces the same results every time it is used. Test retest method was used to test the reliability of the research instrument. Pre testing the questionnaire was important because deficiencies in questionnaires are detected before the actual study was conducted. The researcher administered the
questionnaire to a group who were not part of the study. The same questionnaire was administered to the same group after two weeks. Correlation coefficient was computed for the two scores obtained using Pearson’s product moment formula.

\[ r = \frac{\sum XY - (\sum X)(\sum Y)/N}{\sqrt{\left( \sum X^2 - (\sum X)^2/N \right) \left( \sum Y^2 - (\sum Y)^2/N \right)}} \]

Where, \( r \) = the Pearson’s coefficient of correlation index
\( X_i \) = \( i^{th} \) value of X variable
\( Y_i \) = \( i^{th} \) value of Y variable
\( N \) = Number of observations or subjects of X and Y

Reliability coefficient of 0.8 was realized which was sufficient enough for the research instrument to be used to collect data. This is because reliability of an instrument is strong when the correlation coefficient is close to one, while an instrument is unreliable when reliability coefficient is close to zero.

3.8 Data collection procedure

The researcher obtained authority from Kenyatta University to conduct the research, thereafter a research permit was sought from the permanent secretary Ministry of Higher Education Science and Technology. The researchers then visited the sampled schools and sought permission in writing from the school principal. On the actual visit to the sample school the researcher created a rapport with the teachers and the students with a view of verbally explaining the purpose of the study and administers the questionnaires.
3.9 Data Analysis and Presentation

Descriptive statistics is fundamental in organizing research data as it serves to summarize the information. Data collected were categorized, coded and subjected to statistical package of social sciences for analysis. Data analysis was done using both qualitative and Quantitative techniques. Quantitative data were analyzed using descriptive statistics including mean scores, frequencies and percentages that was presented using table, charts and graphs. Qualitative data was analyzed thematically by arranging responses according to the research questions and objectives. Thereafter, similar responses were tallied and inferences, conclusion and recommendation were drawn.
CHAPTER FOUR

4.0 DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter reports on the major findings of the study as they relate to each of the research objectives. Responses on the questions were summarized in tables. The rest of the data is presented in a narrative form where the most outstanding responses are mentioned.

4.2 Background characteristics of respondents

Table 4.1 Distribution of respondents by gender

<table>
<thead>
<tr>
<th>Gender of the respondent</th>
<th>Type of respondents</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students n=380</td>
<td>Teachers n=30</td>
<td>Teacher counsellors n=10</td>
<td>Head/deputy head teachers n=10</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>217(57%)</td>
<td>17(56.7%)</td>
<td>7(70%)</td>
<td>7 (70%)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>163(43%)</td>
<td>13(43.3%)</td>
<td>3(30%)</td>
<td>3(30%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>380(100%)</td>
<td>30(100%)</td>
<td>10(100%)</td>
<td>10(100%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 show the distribution of respondents by gender. Male respondents dominated in all the four category of respondents; students (57%), teachers (56.7%), teacher counsellor (70%) and head/deputy head teachers (70%). Female respondents comprised, students (43%), teachers (43.3%), teacher counsellor (30%) and head/deputy head teachers (30%). There was large observable disparity in the gender of the teacher counsellors and the head/deputy head teachers. The gender disparity is because there are more males than females generally in the district which was reflected in the study.
4.3 Students Disciplinary Problems Experienced In Secondary Schools in Londiani

In answering this question, the disciplinary problems experienced by students in secondary schools in Londiani were obtained from students, teachers, teacher counsellors and head/deputy head teachers through questionnaires. The findings are presented in Table 4.2

<table>
<thead>
<tr>
<th>Disciplinary problems</th>
<th>Students n=380</th>
<th>Teachers n=30</th>
<th>Teacher counsellors n=10</th>
<th>Head/deputy head teachers n=10</th>
<th>Weighted average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug taking</td>
<td>19.3</td>
<td>0</td>
<td>30</td>
<td>10</td>
<td>77.34</td>
</tr>
<tr>
<td>Laziness</td>
<td>71.8</td>
<td>73.4</td>
<td>70</td>
<td>80</td>
<td>309.86</td>
</tr>
<tr>
<td>Bullying of the students</td>
<td>82.9</td>
<td>6.7</td>
<td>30</td>
<td>10</td>
<td>321.03</td>
</tr>
<tr>
<td>Rudeness to teachers</td>
<td>51.8</td>
<td>26.6</td>
<td>50</td>
<td>70</td>
<td>216.82</td>
</tr>
<tr>
<td>Fighting among students</td>
<td>52.6</td>
<td>33.4</td>
<td>30</td>
<td>60</td>
<td>218.9</td>
</tr>
<tr>
<td>Sneaking out of the school</td>
<td>68.9</td>
<td>40.1</td>
<td>30</td>
<td>40</td>
<td>280.85</td>
</tr>
<tr>
<td>Theft among students</td>
<td>32.9</td>
<td>6.7</td>
<td>10</td>
<td>30</td>
<td>131.03</td>
</tr>
<tr>
<td>Students not ready to open up</td>
<td>31.8</td>
<td>26.6</td>
<td>30</td>
<td>20</td>
<td>133.82</td>
</tr>
<tr>
<td>Homosexuality/lesbianism</td>
<td>32.6</td>
<td>23</td>
<td>20</td>
<td>10</td>
<td>133.78</td>
</tr>
</tbody>
</table>

Table 4.2 shows the common disciplinary problems that arise in schools according to the four categories of respondents.

When weighted average for the four categories were calculated it indicated that bullying of students was the most common problem with weighted average of 321.03, followed by laziness (309.86), sneaking out of the school (280.85), fighting
among students (216.82), students not ready to open up (133.82), homosexuality and lesbianism (133.78), theft among students (131.03) and the lastly drug taking (77.34). Drug taking was the last common disciplinary problem may be due to the location of the schools, since most of the schools are in the rural areas unlike those located in urban areas.

As indicated by the findings schools in Londiani District were having a lot of disciplinary problems which requires the intervention of guidance and counselling. The heads of guidance and counselling and deputy head teachers observed that disciplinary problems in the schools originated from academic factors, societal/environmental factors, personal factors and family factors. The findings showed that, most students disciplinary problems experienced in schools like drug taking, laziness, and homosexuality/lesbianism required guidance and counselling.

The findings were consistent with the findings of Owiti (2001) who noted that students with low levels of academic drive were the ones who are indiscipline and lead strikes, an indication that guidance and counselling is either virtually missing or misplaced. The findings also agreed with the previous findings of Simatwa (2007) who maintained that lack of serious guidance programs in schools is the major cause of dismal academic performance and indiscipline cases in learning institutions. This implies that, the management of schools in Londiani District might not have been effectively using guidance and counselling which would have proactively prevent occurrence of indiscipline in schools.
4.4 How Guidance and Counselling is used in the management of various disciplinary cases among students

In this question the recommendations of Ministry of Education on how disciplinary cases should be handled were taken into consideration. In addressing this question the respondents were required to indicate disciplinary methods used in the management of various disciplinary cases. Data on the responses to the items in the questionnaire on the methods used by schools to address various disciplinary cases among students were collected through questionnaires and analysed with the use of descriptive statistics. The findings are shown in Table 4.3.

Table 4.3 Disciplinary methods used in the schools as reported by various respondents

<table>
<thead>
<tr>
<th>Methods used</th>
<th>Students (N=380)</th>
<th>Teachers (N=30)</th>
<th>Teacher counsellors (N=10)</th>
<th>Head/deputy head teachers (N=10)</th>
<th>Weighted average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Manual labour</td>
<td>56.6</td>
<td>86.7</td>
<td>30.0</td>
<td>90.0</td>
<td>253.09</td>
</tr>
<tr>
<td>Physical punishment</td>
<td>60.8</td>
<td>6.7</td>
<td>30.0</td>
<td>20.0</td>
<td>238.01</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>88.7</td>
<td>100.0</td>
<td>70.0</td>
<td>50.0</td>
<td>379.06</td>
</tr>
<tr>
<td>Suspension/calling parents</td>
<td>87.1</td>
<td>86.7</td>
<td>0.0</td>
<td>100.0</td>
<td>366.99</td>
</tr>
<tr>
<td>Putting students out of class</td>
<td>47.9</td>
<td>20.0</td>
<td>30.0</td>
<td>10.0</td>
<td>192.02</td>
</tr>
<tr>
<td>Guidance and counselling</td>
<td>43.9</td>
<td>36.7</td>
<td>80.0</td>
<td>40.0</td>
<td>189.83</td>
</tr>
<tr>
<td>Imposing fine</td>
<td>11.6</td>
<td>6.7</td>
<td>0.0</td>
<td>30.0</td>
<td>49.09</td>
</tr>
<tr>
<td>Detention</td>
<td>0.8</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>3.04</td>
</tr>
<tr>
<td>Expulsion</td>
<td>0.8</td>
<td>33.3</td>
<td>0.0</td>
<td>10.0</td>
<td>16.03</td>
</tr>
</tbody>
</table>

Table 4.3 shows disciplinary method used in schools. When weighted average was calculated for the four categories of respondents, it indicated that the most common disciplinary method used was corporal punishment with weighted average of 379.06, followed by suspension/calling parents (366.99), manual labour (253.09), physical
punishment (238.01), putting students out of class (192.02), guidance and counselling (189.83), imposing fine (49.09), expulsion (16.03) and lastly detention (3.04).

As indicated by the findings on the disciplinary management methods used in secondary schools in Londiani District. From all the respondents, corporal punishment, suspension/calling parents, manual labour and physical punishment were the most widely used method. Corporal punishment is widely used by teachers and suspension/calling parents by head/deputy head teachers in all schools. Guidance and counselling was not widely used in schools in handling disciplinary cases. Teacher counsellors in their response indicated that guidance and counselling was commonly used contrary to the other respondents. This can be attributed to the role they are supposed to play and may be taken only to be cover ups. It was also observed that guidance and counselling was used in schools only after punishments had been administered. The findings were consistent with the findings of Kanumbi (1996) and Owiti (2001) who maintained that unrest in schools could be a spontaneous response to deeply rooted frustrations and feelings of powerlessness that need strong guidance and counselling. Oliva (1989) also pointed out that, what is lacking is a type of discipline which empowers an individual to take responsibility for his/her action in a socially acceptable way. The disciplinary management methods only led to suppressed discipline but did not promote the individual student’s discipline. Therefore secondary schools in Londiani District did not use the proactive approach of guidance and counselling but only used it to justify the punishment offered to the students.
4.5 The role of Head Teachers, Deputy Head teacher, Head of guidance and counseling and teachers in guidance and counseling in the management of students discipline?

The third research objective was to find out the role of Head/deputy head teachers, Head of guidance and counseling and teachers in guidance and counseling in the management of students discipline. The data on the contribution of head/deputy head teachers and Guidance and counselling teachers were collected using questionnaires. The findings were presented in Table 4.4

Table 4.4 Contribution of head teachers/deputy head teachers in the management of students discipline as responded by teacher counsellors (N=10)

<table>
<thead>
<tr>
<th>Contribution of head/deputy teacher</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocate funds to the department</td>
<td>0.75</td>
<td>1.5</td>
<td>0</td>
<td>1.5</td>
<td>0.75</td>
</tr>
<tr>
<td>Invite guest speaker</td>
<td>0.5</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Control the guidance and counselling services in the entire school</td>
<td>0.5</td>
<td>2</td>
<td>0</td>
<td>0.75</td>
<td>1.25</td>
</tr>
<tr>
<td>Offer entire guidance and counselling services to the entire school community</td>
<td>1.5</td>
<td>2</td>
<td>0.5</td>
<td>0.75</td>
<td>0.5</td>
</tr>
<tr>
<td>Formulate school policies that govern the guidance and counselling services in the school</td>
<td>1</td>
<td>1.5</td>
<td>0</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Recommend head of guidance and counselling to teacher’s service commission</td>
<td>0.5</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Provide resource materials required in the department for counselling</td>
<td>1</td>
<td>1.5</td>
<td>0</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Provide guidance and counselling</td>
<td>1.5</td>
<td>2</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Likert scale ranging from 1 to 5

Source: Teacher counselors’ questionnaire
Table 4.4 shows that the head teachers, deputy head teachers assist in inviting guest speakers as well as controlling the guidance and counselling services in the entire school was given a rating of 2 by the respondents, those who felt that they did not play these roles gave a rating of 1 on a likert scale. Respondents who agreed that they offer entire guidance and counselling services to the entire school community rated 1.25, while those who disagreed rated 3.5, those respondents who were not sure of whether they play this role gave a rating of 0.5. A rating of 2.25 of the respondents felt that the head teachers, deputy head teachers, head of guidance and counseling formulate school policies that govern the guidance and counselling services in the school as well as providing resource materials required in the department for counselling, respondents who felt otherwise gave a rating of 1. The respondents who felt that head teachers and deputy head teachers recommend head of guidance and counselling to teacher’s service commission gave a rating of 3.5. It was noted that respondents who felt that the head teachers, deputy head teachers, head of guidance and counseling provide guidance and counselling to the schools gave a rating of 2.5 on a likert scale of 1-5. The contribution of heads of guidance and counselling as responded by head/deputy head teachers findings were presented in Table 4.5
Table 4.5 Contributions of head of guidance and counseling in management of students discipline as indicated by head/head teachers (N=10)

<table>
<thead>
<tr>
<th>Contribution by teacher counselors</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize the guidance and counselling services in the school</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Offer guidance and counselling services to the students and other staff, invite guest speakers</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Link guidance and counselling department with the office of the head teacher</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Link guidance and counselling department with other departments in the school</td>
<td>0</td>
<td>2</td>
<td>0.5</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Identify the students who need guidance and counselling</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>3.5</td>
<td>1</td>
</tr>
<tr>
<td>Invite teachers in school to offer guidance and counselling to students</td>
<td>0.5</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Likert scale ranging from 1 to 5

In Table 4.5, respondents’ views were rated on a likert scale of 1-5. It indicated that head of guidance and counselling organise the guidance and counselling services in the school, offer guidance and counselling services to the students and other staff, invite guest speakers and link guidance, counselling department with the office of the head teacher and identify the students who need guidance and counselling got a rating of 4.5. Head of guidance and counselling invite teachers in school to offer guidance
and counselling was given a rating of 3.5, while link guidance and counselling department with other departments in the school was given a rating of 2.25.

The findings reveal that contribution of head/deputy head teachers towards guidance and counselling programs in secondary schools in Londiani District was very minimal. This suggests that, the head teachers and deputy head teachers might not have been instrumental or giving enough time and resources to the guidance and counselling programs in their schools. The minimal contribution and support they have given to the guidance and counselling programs might not have been realised fully by the students and heads of guidance and counselling department. This finding was consistent with Migiro (1996) and Simatwa (2007) who maintained that guidance and counselling was not given weight as a tool for enhancing discipline and noted that 50% of guidance and counselling services in schools were on the hands of teachers without professional training. Heads of guidance and counselling department has contributed to guidance and counselling programs but with minimal resources and support from school administrators. Simatwa (2007) observed that, students if well guided by teachers will do the right things related to learning and will become disciplined. On the other hand, if students were not properly guided or were ignored, they cause discipline problems. Griffin (1994) and Bakhda (2004) maintained that, group counselling is very important for the prevention of student disturbances and to develop a free and friendly atmosphere. Heads of guidance and counselling and teachers were all willing to offer guidance and counselling services in order to improve the management of student discipline in secondary schools in Londiani District.
4.6 Nature of cases of indiscipline referred to the teacher counsellor by teachers

The fourth study objective was to find out the nature of cases of indiscipline referred to the teacher counsellor by teachers. The response was analysed using descriptive statistics (frequencies and percentages) and Table 4.6 provides further illustrations.

**Table 4.6 Some of the issues teachers refer to the teacher counsellor as indicated by teachers (N=30)**

<table>
<thead>
<tr>
<th>Cases referred to teacher counsellor</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>sexual relationship</td>
<td>12</td>
<td>40.2</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Cheating in examination</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Laziness amongst the students.</td>
<td>4</td>
<td>13.4</td>
</tr>
<tr>
<td>sneaking out of school</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>social problem in home and at schools</td>
<td>4</td>
<td>13.4</td>
</tr>
<tr>
<td>Truancy and students not keen in their academic work.</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>When a student decline to take the punishment given</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.6 shows some of the issues that teachers refer to the teacher counsellor, majority refer cases of sexual relationship (40.2%), followed by social problems in home and at school (13.4%), laziness amongst students (13.4%), absenteeism (6.7%), cheating in examinations (6.7%), sneaking out of school (6.7%), truancy and students not keen in their academic work (6.7%) and when student decline to take the punishment given.

From the findings issues mostly referred by teachers are family factors and social factors such as sexual relationship and social problem at school. Kombo (1998) identified a number of causes of deviant behaviour among students in secondary schools. He says materialism is one of them, noting that it has resulted in some
students particularly from high socio-economic background looking down on teachers. He observed that this in the long run may lead to deviant behaviour such as students sneaking out of school compound and sexual promiscuity among teenagers have at times been traced to the desire by students to acquire money. Other issues teachers refer to the teacher counsellor concerns academic factors such as cheating in examination and laziness among students. Studies carried out in the past have found out that the 8-4-4 syllabus, due to its work load has resulted to indiscipline. Kombo (1998) found out that students engage in indiscipline such as exam cheating due to exam related stress. Njoroge (2005) argued that students are given too many assignments which they find it difficult to complete and thus will be taken to be lazy.

4.7 Factors that hinder effective guidance and counselling in the management of student discipline.

The fifth study objective was to establish factors that hinder effective guidance and counselling in the management of students discipline in secondary schools in Londiani District. The views on Head/deputy teachers and heads of guidance and counselling were collected using questionnaire and the results are indicated in Table 4.7.
Table 4.7 Factors hindering effective use of guidance and counselling as indicated by head/head teachers (n=10) and heads of guidance counselling (n=10)

<table>
<thead>
<tr>
<th>Factors that hinder effective use of guidance and counselling</th>
<th>Teacher counsellors n=10</th>
<th>Head/ deputy head teachers n=10</th>
<th>weighted average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary problems</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Lack of policy framework for implementation</td>
<td>10</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Lack of trained teacher counsellors to head the department</td>
<td>9</td>
<td>90</td>
<td>8</td>
</tr>
<tr>
<td>Lack of resource materials to be used during counselling sessions</td>
<td>7</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>Too much workload for teachers hence no time for counselling</td>
<td>10</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>The students do not take guidance and counselling sessions seriously</td>
<td>10</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Lack of private rooms for guidance and counselling</td>
<td>6</td>
<td>60</td>
<td>4</td>
</tr>
</tbody>
</table>

f = frequency, % = percentages

In Table 4.7 above, the weighted average for the two categories of respondents was calculated. It indicated that main factors that hinder effective use of guidance and counselling are lack of policy framework for implementation, too much workload for teachers hence no time for counselling and the students do not take guidance and counselling seriously had a weighted average of 20. Followed by lack of trained teacher counsellors to head the department with 17. Lack of resource materials to be used during counselling sessions with 12 and lastly lack of private rooms for guidance and counselling with 10.

Although head teachers and heads of guidance and counselling department supported that guidance and counselling plays an important role in the management of student
discipline but are faced with some factors that hinder effective use of guidance and counselling in the management of student discipline.

Results from the weighted mean show that Lack of policy framework for implementation, too much workload for teachers hence no time for counselling, the students does not take guidance and counselling sessions are the most common factors hindering effective use of guidance and counselling.

The findings concerning hindrance to the use of guidance and counselling programs in the management of student discipline revealed a number of draw backs in the district. These ranges from lack of policy frame work from the Ministry of Education, too much work load for teachers hence no time for counselling and students do not take guidance and counselling services seriously. Although the school administrators and heads of guidance and counselling agreed that guidance and counselling plays an important role in discipline management. According to the recommendations of the report of Task Force (Republic of Kenya, 1991). Recommendations 8 (a), Guidance and counselling in schools should be strengthened at the teacher and peer level. The findings also indicate that students do not take guidance and counselling seriously, this implies that they also fail to seek counselling help from teacher counsellors. This was in agreement with the findings of Kibui (2005) that, students have been reported to fail to seek counselling help from teacher counsellors. Unless all the measures were put in place guidance and counselling might not be effective in the management of students discipline. Therefore schools should strive to establish strong and functioning programs capable of monitoring students and addressing all their needs. The head
teachers should also provide private where counselling can be done and the work load should be reduced to allow enough time for teachers to attend to their clients.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the study, conclusions, recommendation for policy and practice and recommendations for further study

5.2 Summary

The study aimed at examining the role of guidance and counseling in management of student discipline in some selected secondary schools in Londiani District in Kericho County, Kenya.

5.2.1 Students Disciplinary Problems Experienced In Secondary Schools in Londiani.

Bullying of students was the most common problem with weighted average of 321.03, followed by laziness (309.86), sneaking out of the school (280.85), fighting among students (216.82), students not ready to open up (133.82), homosexuality and lesbianism (133.78), theft among students (131.03) and the lastly drug taking (77.34). Drug taking was the last common disciplinary problem may be due to the location of the schools, since most of the schools are in the rural areas unlike those located in urban areas.
5.2.2 How Guidance and Counselling is used in the management of various disciplinary cases among students

The most common disciplinary method used was corporal punishment with weighted average of 379.06, followed by suspension/calling parents (366.99), manual labour (253.09), physical punishment (238.01), putting students out of class (192.02), guidance and counselling (189.83), imposing fine (49.09), expulsion (16.03) and lastly detention (3.04).

5.2.3 The role of Head Teachers, Deputy Head teacher, Head of guidance and counseling and teachers in guidance and counseling in the management of students discipline?

The results showed that the head teachers, deputy head teachers assist in inviting guest speakers as well as controlling the guidance and counselling services in the entire school was given a rating of 2 by the respondents, those who felt that they did not play these roles gave a rating of 1 on a likert scale of 1-5. Respondents who agreed that they offer entire guidance and counselling services to the entire school community rated 1.25, while those who disagreed rated 3.5, those respondents who were not sure of whether they play this role gave a rating of 0.5. A rating of 2.25 of the respondents felt that the head teachers, deputy head teachers, head of guidance and counseling formulate school policies that govern the guidance and counselling services in the school as well as providing resource materials required in the department for counselling , respondents who felt otherwise gave a rating of 1. The respondents who felt that head teachers and deputy head teachers recommend head of guidance and counselling to teacher’s service commission gave a rating of 3.5. It was noted that respondents who felt that the head
teachers, deputy head teachers, head of guidance and counseling provide guidance and counselling to the schools gave a rating of 2.5 on a likert scale of 1-5. The contribution of heads of guidance and counselling as responded by head/deputy head teachers indicated that, head of guidance and counselling organise the guidance and counselling services in the school, offer guidance and counselling services to the students and other staff, invite guest speakers and link guidance and counselling department with the office of the head teacher and identify the students who need guidance and counselling got a rating of 4.5. Head of guidance and counselling invite teachers in school to offer guidance and counselling was given a rating of 3.5, while link guidance and counselling department with other departments in the school was given a rating of 2.25.

5.2.4 Nature of cases of indiscipline referred to the teacher counsellor by teachers

The results showed some of the issues that teachers refer to the teacher counsellor, majority refer cases of sexual relationship (40.2%), followed by social problems at home and at school (13.4%), laziness amongst students (13.4%), absenteeism (6.7%), cheating in examinations (6.7%), sneaking out of school (6.7%), truancy and students not keen in their academic work (6.7%) and when student decline to take the punishment given.

5.2.5 Factors that hinder effective guidance and counselling in the management of students discipline

The results indicated that main factors that hinder effective use of guidance and counselling are lack of policy framework for implementation, too much workload for
teachers hence no time for counselling and the students do not take guidance and
counselling seriously had a weighted average of 20. Followed by lack of trained
teacher counsellors to head the department with 17. Lack of resource materials to be
used during counselling sessions with 12 and lastly lack of private rooms for guidance
and counselling with 10.

5.3 Conclusions

Based on the study findings, the researcher concludes that;

5.3.1 Students disciplinary problems experienced in secondary schools in
Londiani

Most schools experienced disciplinary problems which include bullying of students,
laziness, fighting among students, sneaking out of school, homosexuality/lesbianism.
This indicates that guidance and counselling services was poorly organised in
Londiani District. In school, discipline is central to developing an environment that is
conducive to serious learning.

5.3.2 How Guidance and Counselling is used in the management of various
disciplinary cases among students

Guidance and counselling is minimally used as a disciplinary method. Other
disciplinary methods were used such as corporal punishment, physical punishment,
and suspension/calling parents. Thus there is need to strengthen guidance and
counselling in secondary schools in Londiani District. This suggests that, it might take
some time for the achievement of the objective of observing the child right as
contained in the children’s act of 2001, which provides that a child should be entitled to protection from physical and psychological abuse by any person and the ban of the cane in schools contained in Legal Notice No.56 of Kenya Gazette (Supplement No.25:199 of 30th March 2001).

5.3.3 The role of Head Teachers, Deputy Head teacher, Head of guidance and counseling and teachers in guidance and counseling in the management of students discipline

Head/deputy head teacher and Head of guidance and counseling organize the guidance and counselling services in the school, offer guidance and counselling services to the students and invite guest speakers and link guidance and counselling department with the office of the head teacher and identify the students who need guidance and counselling.

5.3.4 Nature of cases of indiscipline referred to the teacher counsellor by teachers

From the findings it was concluded that cases that are referred to the teacher counsellor are social factors such as sexual relationships, problems at home and academic factors such as cheating in examinations. Thus schools should strengthened guidance and counselling services and encourage students to seek help from guidance and counselling rather than being referred to the teacher counsellor by teachers. Then guidance and counselling would play an even more significant role in the management of student discipline.
5.3.5 Factors that hinder effective guidance and counselling in the management of student discipline

The findings have led to the conclusion that policy framework from the Ministry of Education, training of teachers on how to offer guidance and counselling to the students, provision of guidance resource materials and private rooms for guidance services are critical variables in effective guidance services in secondary schools in the district.

5.4 Recommendations

In view of the various factors that emerged from this study, the researcher made the following recommendations:

i. School administrators should provide facilities such as counselling offices, magazines, audio and video tapes to be used during guidance and counselling.

ii. Schools should sensitize the students on the importance of guidance and counselling in the management of students discipline.

iii. Guidance and counselling should be provided by trained counsellors in all schools.

iv. School administrators should sensitize parents and introduce them to the idea of guidance and counselling since some of the disciplinary problems faced by students emanates from family factors.

v. Guidance and counselling should be assigned adequate time in the timetable to allow student have time for guidance and counselling
vi. Ministry of Education should do regular follow up to schools to check on how the policy guidelines on the use of guidance and counselling for the management of students discipline in secondary schools are being implemented.

5.5 Recommendations for Further Study.

i. This study was carried out in one district only Londiani district. A similar study should be carried out in the whole of Kericho County to find out whether similar findings are obtainable and representative.

ii. A study should be done on the level of training of teacher counsellors in schools with a view to find out whether they possess the skills needed in guidance and counselling.
REFERENCES


GOK (2001). Report of the Task Force on Students Discipline and Unrest in
Secondary schools.


Oliech J, Daily Nation 31/3/91 pgVi). Article in Kenya most smokers are aged between13-18 years: Nairobi centre Nation, newspaper Ltd, Nairobi.


APPENDIX 1: QUESTIONNAIRE FOR HEAD/ DEPUTY HEAD TEACHER

The researcher is a postgraduate student at Kenyatta University pursuing master of education. He is carrying out a research on the role of guidance and counseling in the management of student discipline. You have been chosen as one of the respondents. The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honestly. You need not to write your name. Tick the most appropriate.

Gender

- Male
- Female

1. Position held
   - Head teacher
   - Deputy Head teacher

2. Category of the school
   - Provincial
   - District
   - Mixed boarding
   - Mixed day
   - Boys boarding
   - Girls boarding

3. Total students enrolment

4. For how long have you taught (tick where appropriate)
   - 0-5 years
   - 6-10 years
   - 11-15 years
   - 15-20 years
20-30 years □

5. Which of the following criteria do you think should be followed when appointing a teacher counselor? (you can tick more than one)

i. Age □

ii. Level of education □

iii. Sex □

iv. Training in counseling □

Any other specify _________________________

6. Who else participates in guidance and counseling in your school?

i. Class teacher □

ii. House master/mistress □

iii. Deputy headteacher □

Any other specify____________________________________________________

7. Are external professional speakers invited in your school? If so name some of their professions________________________________________________

8. At what level are guidance and counseling services offered?

i. Form one □

ii. Form two □

iii. Form three □

iv. Form four □

v. All forms □

9. Does the teacher counselor have any training in counseling?

i. Yes □

ii. No □
10. What form of training does the teacher counselor have?

Guidance and counseling course at,

i. University ________________________________ years
ii. Teachers college______________________________months
iii. In service course__________________________weeks/months

Any other specify__________________________________________________

11. How often does the teacher counselor meet students for guidance and counseling services?

i. 2-3 times a week  
   
ii. 3-5 times a week  
   
iii. More than 5 times a week  
   
iv. When problem arises  
   
v. Any other specify__________________________________________________

12. Is guidance and counseling assigned a specific time in the time table?

i. Yes  
   
ii. No  
   
13. Which of the following is applicable concerning the teacher counselors teaching load?

i. Regular teaching load  
   
ii. Reduced to accommodate counseling duties  
   
iii. Exempted from teaching altogether  
   
14. Is the time assigned for counseling adequate given the number of clients? The counselor has to cope with;

i. Yes  
   ii. No  
   
63
15. How do the students in your school respond to counseling?
   i. Good □
   ii. Poor □

16. How do you rate the success of the counseling services provided in your school in solving discipline problems?
   i. Above average □
   ii. Average □
   iii. Below average □

17. What is the approximate number of students who have responded positively to guidance and counseling?
   i. 100% □
   ii. 75% □
   iii. 50% □
   iv. Less than 50% □

18. What type of guidance and counseling services/programs are offered to students in your school (you can tick more than one).
   i. Vocational guidance □
   ii. Academic guidance □
   iii. Social guidance □
   iv. Discipline counseling □
   Any other specify__________________________

19. On discipline counseling, what are the discipline problems experienced in your school?
   (You can tick more than one).
Drug taking
Laziness
Bullying of new students
Rudeness to the teachers
Fighting among students
Students not ready to open up
Theft among students
Boy/ girl sexual relationship
Sneaking out school
Homosexuality/ lesbianism

20. What are some of the methods used in your school to address various disciplinary cases? (You may tick more than one).

Manual labour
Physical punishment
Corporal punishing
Suspension/calling parents
Putting a student out of class
Guidance and counseling
Imposing fine
Expulsion

21. How does head of guidance and counseling contribute to management of students in your school? (Tick appropriately using the following ratings).

<table>
<thead>
<tr>
<th>Contribution of head of guidance and counselling</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Organize the guidance and counseling services in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii Offer guidance and counseling services to the students and other staff, invite guest speakers</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>iii Link guidance and counseling department with the office of the headteacher</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv Link guidance and counseling department with other departments in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v Identify the students who need guidance and counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi Invite teachers in school to offer guidance and counseling to students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. How has guidance and counseling contributed in the management of student discipline in your school. (Tick appropriately using the ratings).

<table>
<thead>
<tr>
<th>Contribution of guidance and counseling</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i  It helps to develop a very free and friendly atmosphere</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ii It allows students to vent out pent-up anger that would otherwise have been let loose on fellow students or school property.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii It helps diffuse tension in school</td>
<td></td>
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<tr>
<td>iv  It reduces suspicion and build trust on the part of the students</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>v   It would improve on the behavior of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi  It helps students to cope with changes on their daily lives and environment</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

23. In your school what are some of the factors that hinder effective use of guidance and counseling in managing student discipline. (tick appropriately the ratings)

<table>
<thead>
<tr>
<th>Factors that hinder effective use of guidance and counseling</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Lack of policy framework for implementation</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>ii Lack of trained teacher counselors to head the department</td>
<td></td>
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<tr>
<td>iii Lack of resource materials to be used during counseling sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv The students do not take guidance and counseling correction seriously</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v Too much workload for teachers hence no time for counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi Lack of private room for guidance and counseling</td>
<td></td>
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</tr>
</tbody>
</table>

24. Does guidance and counseling play a crucial role in managing student discipline in your school?

Yes [ ] No [ ]

Justify your answer__________________________________________________________

What are your suggestions for the improvement of guidance and counseling in the management of student discipline in your school?

__________________________________________________________________________

Thank you for filling this questionnaire
APPENDIX II: QUESTIONNAIRE FOR TEACHER COUNSELOR

The researcher is a postgraduate student at Kenyatta University pursuing master of education. He is carrying out a research on the role of guidance and counseling in the management of student discipline. You have been chosen as one of the respondents.

The information that you give in this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research.

Tick where appropriate

1. Gender
   - Male
   - Female

2. Category of the school
   - Provincial
   - District
   - Mixed boarding
   - Mixed day
   - Boys boarding
   - Girls boarding

3. For how long have you been in this school as a teacher counselor?
   - 0-3 years
   - 3-6 years
   - 6-10 years
   - More than 10 years

4. Who appointed you as a teacher counselor?
5. Who else participates in the guidance and counseling in this school?
   - Class teachers
   - House masters
   - Head teachers
   - All of them
   - Any other specify ________________________________

a) Do you invite professional speakers from outside?
   - Yes  [ ]
   - No   [ ]
   b) If yes name some of their professions ______________________

6. At what level are guidance and counseling services offered in this school.
   - I. Form one  [ ]
   - II. Form two  [ ]
   - III. Form three  [ ]
   - IV. Form four  [ ]
   - V. All forms  [ ]

7. a) Do you have any training in counseling?
   - Yes  [ ]
   - No   [ ]
   b) If yes what form of training do you have?
      - i. Guidance and counseling course at the university  [ ]
      - ii. Guidance and counseling course at Teachers Training College  [ ]
      - iii. In services course  [ ]
      - Any other specify ________________________________

8. What are some of the common disciplinary problems in this school?
You may tick more than one

Drug taking
Laziness
Bullying of new students
Rudeness to teachers
Fighting among students
Students not ready to open up
Sneaking out of school
Homosexuality/lesbianism

Any other specify _______________________________________________

What do you think are some of the causes of these problems?

_______________________________________________________________

_______________________________________________________________

9. What are some the methods used to address disciplinary cases in the school?

You may tick more than one.

Manual labour
Physical punishment
Corporal punishment
Suspension/calling parents
Putting a student out of class
Guidance and counseling
Imposing fine
Detention
Expulsion
Any other specify_____________________________________

10. (a) Does guidance and counseling department play any role in addressing these disciplinary cases?

   Yes [ ] No [ ]

(b) If yes, what are some of the strategies the department uses to deal with these cases?

............................................................................................................................

............................................................................................................................

10 (a) Are there students who keep committing offences now and then?

   Yes [ ] No [ ]

(b) Does your department use any special measures to help them reform?

   Yes [ ] No [ ]

(c) If yes, mention some of these measures________________________________________

(d) In your view do these measures work?

   Yes [ ] No [ ]

11(a) Do you think guidance and counseling department has a role to play in the Management of student’s discipline

   Yes [ ] No [ ]

(b) If yes, mention some of the roles it plays________________________________________

(c) How does guidance and counseling contribute in the management of Student’s discipline in the school? Rate your response using the following rating.
Tick appropriately.

1-Strongly Disagree, 2- Disagree, 3-Not Sure, 4-Agree 5-Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>It helps to develop a very free and friendly atmosphere</td>
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</tbody>
</table>

12(a) In dealing with cases of discipline in counseling do you get the support from the following.

i. Head teacher
   -

ii. Deputy head teacher
   -

iii. Disciplinary committee
   -

iv. Teachers
   -

v. Parents
   -
(b) If yes, what is the kind of support you get?

__________________________________________________________________________

__________________________________________________________________________

(c) What contributions does the Head teacher give to the guidance and counseling department in the management of student discipline? Rate your response using the following rating.

1-Strongly Disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocate funds to the guidance department</td>
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<tr>
<td>Invite guest speaker</td>
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<tr>
<td>Control the guidance and counseling services in the school</td>
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<tr>
<td>Offer entire guidance and counseling services to the entire school community.</td>
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<tr>
<td>Formulate school policies that govern the guidance and counseling services in the school.</td>
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</tr>
<tr>
<td>Recommend head of guidance and counseling to teacher’s service commission.</td>
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</tr>
<tr>
<td>Provide resource materials required in the department for counseling</td>
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</tr>
</tbody>
</table>
Provide guidance and counseling rooms.

13. What are some of the factors hindering effective use of guidance and counseling in the management of student discipline? (Use the rating below) tick appropriately.

1-Strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly Agree

<table>
<thead>
<tr>
<th>Factor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of policy framework for implementation</td>
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<tr>
<td>The students do not take guidance and counseling sessions seriously.</td>
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</tr>
<tr>
<td>Lack of private rooms for guidance and counseling.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

14. What are some of the challenges your department faces in dealing with disciplinary cases.

_____________________________________________________________________

_____________________________________________________________________

15. Briefly state some of the measures that can help the guidance and counseling department assist students become more discipline

_____________________________________________________________________

Thank you for filling this questionnaire
APPENDIX III: TEACHER QUESTIONNAIRE

The researcher is a postgraduate student at Kenyatta University pursuing master of education. He is carrying out a research on the role of guidance and counseling in the management of student discipline. You have been chosen as one of the respondents. The answers that you give will be treated as confidential and will only be used for research purpose. You need not to write your name.

Tick where appropriate.

1. Gender
   - male [ ]
   - female [ ]

2. Category of the school
   - provincial [ ]
   - District [ ]
   - Mixed boarding [ ]
   - Mixed day [ ]
   - Boys boarding [ ]
   - Girls boarding [ ]

3) For how long have you taught in this school?
   - 0-3 years [ ]
   - 3-6 years [ ]
   - 6-10 years [ ]
   - 10 years and above [ ]

3(a) Does your school have guidance and counseling department.
   - Yes [ ]
   - No [ ]

(b) If yes, are there teachers who work in the department
   - Yes [ ]
   - No [ ]
(c) If yes what criterion is used to select them?

i. Age  
ii. Level of education  
iii. Sex  
iv. Training in counseling

Any other specify_________________________________________________

3. What are the common disciplinary problems experienced by students in your school. (you make tick more than one)

Drug taking  
Laziness  
Bullying of new students  
Rudeness to teachers  
Fighting among students  
Students not ready to open  
Sneaking out of students  
Homosexuality / lesbianism  
Any other specify_________________________________________________

4. What are some of the methods used to address disciplinary cases in the school? (you may tick more than one)

Manual labour  
Physical punishment  
Corporal punishment  
Suspension / calling parents  
Putting students out of class  
Guidance and counseling
Imposing fine  
Detention  
Expulsion  
Any other specify__________________________

6(a) Are there cases of indiscipline you refer to the teacher counselor

Yes ☐  No ☐

(b) If yes, mention some of these cases_________________________

(c) Why do you refer these cases to the teacher counselor?

_______________________________________________________________

7(a) Are there set times in the school when teachers counsel students

Yes ☐  No ☐

(b) If yes, are the students talked to individually or as a group____________________

(c) During these sessions do teachers talk about discipline?

Yes ☐  No ☐

8(a) Do you think teachers have a role to play in assisting the guidance and counseling department in the management of student’s discipline.

Yes ☐  No ☐

(b) Briefly explain the role they should play________________________________________

9. How do teachers in this school view the use of guidance and counseling in managing students’ discipline?

i. Effective ☐

ii. Not effective ☐
10. How often are the following in your school (Tick appropriately)

<table>
<thead>
<tr>
<th>Disciplinary problem</th>
<th>Very often</th>
<th>Often</th>
<th>Rare</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug taking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boy/girl sexual relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting among students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students sneaking out of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laziness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rude students to teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying of students</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

11. In your assessment, how would you describe the contribution of guidance and counseling in the management of student discipline?

i. Very significant
   - [ ]

ii. Significant
    - [ ]

iii. Insignificant
    - [ ]

iv. No contribution
    - [ ]
APPENDIX IV: STUDENTS QUESTIONNAIRE

Dear student, the researcher is a postgraduate student at Kenyatta University pursuing master of education. He is carrying out a research on the role of guidance and counseling in the management of student discipline. You have been chosen as one of the respondents. The information that you give will be treated as confidential and will be used only for research purposes. You need not to write your name.

Where choices are provided, put a tick to indicate your answer.

1. Gender
   - Male  
   - Female

2. Category of the school
   - Provincial  
   - District  
   - Mixed boarding  
   - Mixed day  
   - Boys boarding  
   - Girls boarding

3. Guiding and counseling means
   i. Guiding students concerning personal behavior  
   ii. Guiding students concerning future careers  
   iii. Telling students what to do when they face problems  
   iv. Guiding students concerning discipline  
   v. I do not know

4. When students need counseling in this school whom do they go to? (tick only one)
i. Class teacher  
ii. The school guiding and counseling teacher  
iii. Friends  
iv. The head teacher  
v. Deputy head teacher

5. (a) How regularly do you meet your guidance and counseling teacher for counseling?

   i. Once a week  
   ii. Twice a week  
   iii. Monthly  
   iv. When there is a problem  
   v. Any other  

   specify______________________________  

(b). Mention some of the issues you discuss with guiding and counseling teachers______________________________

(a). Have you ever been punished in this school?

   Yes □  
   No □

(b). If yes, what offence had you committed?

   ______________________________________________________

(c). did the teacher counselor counsel you before or after the punishment?

   ______________________________________________________

(d). Do you think you deserved to be punished?

   Yes □  
   No □
Please explain your answer__________________________________________

What are some of the disciplinary problems that students commonly face in this school? (You may tick more than one).

Drug taking
Laziness
Bullying of the students
Rudeness to teachers
Fighting among students
Sneaking out of the school
Homosexuality/lesbianism

Any other specify____________________________________________________

6. (a) Tick the forms of punishment given in your school. (you may tick more than one)

Manual labour
Physical punishment
Corporal punishment
Suspension/calling parents

Putting a student out of class
Guidance and counseling
Imposing fine
Detention
Expulsion

Any other specify____________________________________________________
(b). Do you think these forms of punishment do help a student change his/her behavior?

i. Yes ☐

ii. No ☐

Give reasons to your answer______________________________________________

7. (a) Have there been a strike in your school recently?

i. Yes ☐

ii. No ☐

(b). If yes, what was the main cause of the strike? ____________________________

(c). What measures were taken to resolve issues leading to strike_______________________

(d). Do you think guidance and counseling would have helped the students not to go on Strike?

Yes ☐

No ☐

Please give reason for your answer________________________________________

8. (a) Do you think guidance and counseling services offered in your school have helped students to be more disciplined?

Yes ☐

No ☐

Please explain your answer_______________________________________________

(b) How do you rate guidance and counseling in management of student discipline in your school?

Satisfactory ☐

Poor ☐

Thank you for filling this questionnaire.
APPENDIX V: RESEARCH AUTHORISATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/012/70

7th March, 2012

Wilson Kiptonui Samoei
Kenyatta University
P.O BOX 43844
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The role of guidance and counselling in the management of student discipline in some selected secondary schools in Londiani District in Kericho County” I am pleased to inform you that you have been authorized to undertake research Londiani District for a period ending 30th June, 2012.

You are advised to report to The District Commissioner and the District Education Officer Londiani District before embarking on the research project.

On completion of the research, you are expected to submit one hard copy and one soft copy of the research report/thesis to our office.

DR. M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Londiani District
APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Wilson Kiptonui Samoei
of (Address) Kenyatta University
P.O BOX 43844,Nairobi
has been permitted to conduct research in
Londiani Location
Rift Valley District
of the topic: The role of guidance and counseling in the management of student discipline in some selected secondary schools in Londiani District in Kericho County
for a period ending 30th June 2012

Research Permit No. NCST/RCD/14/012/19
Date of issue 29th January 2012
Fee received KSHS.1000

Applicant’s Signature

Secretary
National Council for Science & Technology