THE EFFECTIVENESS OF GUIDANCE AND COUNSELING IN MANAGING STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KANDARA DISTRICT, MURANG'A COUNTY, KENYA.

TOTO ESTHER KIRANGARI
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MAY, 2014
DECLARATION

I declare that this project is my original work and has not been presented in any university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature___________________________ Date: ______________________

Toto Esther Kirangari


Department of Educational Management, Policy and Curriculum Studies,

Supervisors’ declaration: This project has been submitted for appraisal with our approval as University supervisors.

Signature___________________________ Date: ______________________

Mr. Daniel Wesonga
Lecturer,
Department of Educational Management, Policy and Curriculum Studies,
Kenyatta University

Signature___________________________ Date: ______________________

Dr. Dorothy Kyalo
Senior lecturer,
School of Continuing and Distance Education,
University of Nairobi
DEDICATION

Dedicated to my youngest child Lillian, whom I had to leave behind at the tender age of nine years, as I went to Kenyatta University in search of knowledge
ACKNOWLEDGEMENT

I wish to express my heartfelt gratitude to my two supervisors, Dr. Dorothy Kyalo and Mr. Daniel Wesonga for their enabling support and guidance, patience and Understanding.

I appreciate the moral support given to me by my beloved husband Patrick, children Purity, Antony and little Lilian. Their great love and understanding has given me the morale to press on even in times of great challenge.

Last but not least, lots of thanks to all my colleagues at Kenyatta University for their great assistance in matters pertaining to research. Working closely with them has done a lot to shape my own ideas on research project writing and to demystify research.

To God be all the glory.
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<th>Acronym</th>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>NACOSTI</td>
<td>National Council of Science and Technology</td>
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<td>NCEOP</td>
<td>National Commission on Education Objectives and Policies</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<td>PIC</td>
<td>Participants’ Informed Consent</td>
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<td>SPSS</td>
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ABSTRACT

The purpose of this study was to find out effectiveness of guidance and counseling in managing students’ discipline in public secondary schools in Kandara District, Murang’a County. The study was guided by the following objectives; to establish the extent to which teamwork among teachers influence successful management of discipline in public secondary schools in Kandara District; to find out the influence of scope of guidance and counseling in the management of discipline in public secondary schools; to establish the effectiveness of guidance and counseling in the management of discipline in public secondary schools; to establish the influence of the attitude of counselors towards guidance and counseling in the management of discipline in public secondary schools; and to find out the influence of counselee level of participation in guidance and counseling in the management of students discipline in public secondary schools in Kandara District. The study was guided by the theory of Albert Bandura (1977) who viewed learning by observing others as the role model. This study adopted a descriptive survey design to target 50 secondary schools, 50 head teachers, 50 heads of guidance and counseling department and 12,500 students from the public secondary schools in Kandara District. To get the sample size, purposive sampling was used to select 44 principals and 44 teacher counselors while simple random sampling was used to select 375 students. Data was collected using three questionnaires; teachers, students and head teachers. Pilot study was done in the neighboring Gatanga district prior to visiting the schools for actual data collection. Data was analyzed using statistical package for social sciences (SPSS) version 18.0. Data collected was both quantitative and qualitative. Quantitative data was analyzed using descriptive statistics such as frequency counts, percentages and means. On the other hand, qualitative data was arranged thematically in line with research objectives. Results were then presented using tables, pie charts and bar graphs. The study established that although teamwork was practiced in most schools, a significant proportion of respondents indicated that discipline matters were rarely discussed during departmental and staff meetings. This clearly shows that teamwork was not fully implemented in schools in Kandara district and hence this could be one of the major factors hindering effectiveness of the guidance and counseling in managing discipline in schools. Regarding the scope of the programme in schools, the study found out that group and peer counseling were offered in schools. The study also established that class teachers, dorm masters, deputy principals and principals were regularly involved in guidance and counseling. In relation to counselors’ attitude, the study concluded that teacher counselors had positive attitude towards guidance and counseling. However, the study established that principals and teachers had not done much to make this programme very effective and as such schools in Kandara district were still experiencing disciplinary problems such as stealing, destruction of properties and noisemaking. More so, the study concluded that most of the students were not willing to seek guidance and counseling when faced with problems. The study recommends that: Parents, community and sponsors should be sensitized by the Ministry of Education and principals on their roles on students discipline management in schools in order to curb disciplinary problems experienced in public secondary schools in Kandara district; schools should sensitize the students on the importance of guidance and counseling in the management of their discipline; effective guidance and counseling programs should be put in place as essential part of schools by the school administrators to promote students’ discipline; among other recommendations.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction
This chapter gives a general introduction to the chapter which expounds on effectiveness of guidance and counseling in managing students’ discipline. The chapter outlines statement of the problem, purpose of the study, specific objectives of the study, research questions, significance of the study, assumptions, limitations and delimitations of the study. It also presents theoretical framework, conceptual framework and the operational definition of significant terms.

1.1 Background of the Study
The terms “guidance and counseling” have been conceived internationally in different ways. Jack and Enose (2010), quoting Makinde (1987) defined them as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment.

The concept of developmental guidance was born early in the 20th century. From its inception through the 1950s, the focal point of guidance in a school setting was vocational education and training. Heavily influenced by the industrial revolution and world war, the concern of counselors and teachers alike was to prepare students for life after high school (Muro & Kottman, 1995). From a guidance perspective specifically, that meant steering students to careers that best fit their abilities and goals.
By the 1950s, developmental guidance had grown to incorporate the molding of students’ attitudes and behaviors. More emphasis was placed on the mental health and emotional well-being of children. By the late 1960s, the role of the school counselor began to take its current shape. In its contemporary state, guidance has grown to include counseling, planning, placement, referral, and consultation (Schmidt, 1993).

In the United States, guidance and counseling movement was adopted first by neighbouring Canada, a British Commonwealth member, and then spread to the United Kingdom and other Commonwealth countries like Malaysia during the 1960s. An informal arrangement certainly pre-existed during British colonial rule in which guidance and counseling in schools were traditionally practiced through a system of classroom teachers, housemasters, and hostel masters (Othman & Bakar, 1993). In 1963, a British Commonwealth Colombo Plan consultant, RK. Mackenzie from Canada, proposed the introduction of a structured guidance service into the schools through the establishment of a guidance and counseling unit in the Ministry of Education and in every State Education Department (Ministry of Education Report, Malaysia, 1970, pp. 40). The Ministry then ruled that there should be a guidance and counseling teacher in each school who would be given approximately twenty-five periods of academic work and be exempted from other activities.

According to Nugent (1990), next to counselors, teachers are the most important components in implementing a successful comprehensive guidance program. By and large, teachers are the key adult figure in the average pupil’s school day. They are the most influential figures, be it positive or negative, to the average student. Without teacher support and involvement, developmental guidance won’t work. Teachers represent the first line of defense in identifying special needs. They are the key
advisors to the children and represent the best hope of personalization of learning. Teamwork between teachers and counselors is a necessity for guidance programs to thrive. However, some research suggests otherwise. According to Myrick (2003), some teachers hold misconceptions about the role and function of counselors.

For Guidance and Counseling to be comprehensive, according to Eddy et al.(2001), it should also be relevant for the client, and not merely maintain a status quo. It must be purposeful, and designed to meet the priority needs of the clients. These needs should be met in an efficient and effective manner. It should be stable and unaffected by the loss of personnel, as this determines the extent to which it meets the desired goals and objectives (Nyaegah John Ouru, 2008). Brammer,(1998), Patterson,(1974) and Calestine,(2002), observe that the person with a problem must be willing to seek assistance from a counselor and if he or she is unable to do this, then it is very difficult to work cordially with him or her. The teacher-counselor cannot create this readiness in students; it must come from within the student who has the problem. It is a popular view that successful counseling involves, to some reasonable degree, voluntary client participation. They have noted that how a client perceives counseling might serve as a barrier of the process.

Provision of Guidance and Counseling services in Kenyan schools was formally started in the 1970s. This was as a result of the 1967 and 1968 careers conference reports. This was followed with the establishment of Guidance and Counseling unit in the MOE in July, 1971. Before this year (1971), Guidance and Counseling services in schools mainly concentrated on career guidance which was almost entirely based on the voluntary efforts of teachers who somehow felt motivated to provide it. In secondary schools, Guidance and Counseling services were commenced to cater for
students with social, personal, psychological, educational and vocational problems. A handbook on Guidance and Counseling for school Guidance and Counseling providers was produced in 1971 and revised later in 1973 following the inception of Guidance and Counseling unit in the MoE.

The role of guidance and counseling in the administration and management of students discipline in Kenya has been recognized by the various government policy documents since independence. The “Report of the National Committee on Educational Objectives and Policies of 1976,” popularly known as the Kamunge Report, 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 this recommendation, the use of guidance and counseling services was still wanting in helping curb indiscipline in schools, which was increasing. Infractions that require guidance and counseling include assault, arson, fighting, theft, vandalism, destruction of school stores, administration blocks, libraries, harassment, riots, rape and loss of lives.

In 1980, recorded cases of schools that experienced these cases of indiscipline were 22 (0.9%). This increased to 187 (7.2%) in 1990 (Simatwa, 2007). These cases have continued to increase unabated to the extent that, in 2001 the Ministry of Education introduced guidelines on safety in schools. In 1998, 26 girls at Bombolulu Girls Secondary School were burnt to death; in 1999, 17 girls at St. Kizito Secondary School were killed and 70 raped; at Nyeri Boys High School, four prefects were burnt to death in their dormitory; and in 2001, 67 boys at Kyanguli High School were burnt to death by their colleagues (East African Standard Team, 23rd April, 2001).
Githumu High School students in Kandara District burnt three dormitories in year 2011, and the cause was that teachers were over teaching them and therefore the way to have a rest was to burn the dormitories so as to be sent home. Gaichanjiru High School students in the same district went on rampage in the same year 2011, which resulted to the death of one student and several others injured. The reason given by the students was that the new principal had introduced new rules and regulations that were unpopular to the students. Gichagi-ini Secondary School students in the same district went on rampage in the year 2010 blaming the principal for insisting that students should have their hair cut short. (DEO-Kandara District). In the year 2011, Kirigithu secondary school in the same district went on the rampage and beat two teachers injuring one seriously. Their grievances were lack of enough teachers which left some classes unattended for the better part of the day. They also opposed the transfer of their former principal. It was the feeling of the DEO (Kandara) that, if the four principals would have taken some time to explain and discuss the issues that caused the unrests, the students would have owned them, resulting to no unrests.

Although, the Ministry of Education Science and Technology made a move to curb the destructive tendencies in schools by enacting 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 in large numbers (Ramani, 2002). This move led to the need for a new approach to education to be formulated and a new management strategy of how order is to be created in schools. This need together with the escalating destructive tendencies is what Stoops, Raffer and Johnson (1981) maintained that, many students 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. This call can also be realized from the words of Oliva (1989) that, what is lacking is a type of discipline, which empowers an individual to take responsibility for his action in a socially acceptable way.

According to Education Act Cap 212 of the laws of Kenya, (1968), corporal punishment was used as a corrective measure to instill discipline in wayward students. But the ban on caning in schools in March 13, 2001 by the government and recommendation of guidance and counseling as the best alternative has been argued to be a contributing factor to the increased cases of indiscipline in the schools countrywide (John, 2008). In this act, corporal punishment was inflicted only after a full inquiry on the offender and offence had been made and was administered by the principal or teacher to whom it had been delegated by the Principal. It was not to be inflicted in the presence of other students. A record of every corporal punishment administered was to be properly documented showing the name and age of the student, the offence committed, the number of strokes inflicted and by whom.

Strikes and fights in schools suggest that students have social, psychological and educational problems which can effectively be alleviated by adequate provision of Guidance and Counseling services. There is need for the students to be listened to, be understood well and then be guided out of their straining circumstances. Moreover, unrest in schools in the country is a pointer to the fact that there is something grossly wrong with the way the students’ are guided in most schools. Noise making, lateness, refusal to do punishments, refusal to do assignments, pre-marital sex are other
examples of indiscipline which can be minimized through effective guidance and counseling.

Gachathi report on the National Commission on Education Objectives and Policies (NCEOP), observed that students had psychological problems, which were largely ignored by the guidance services (Republic of Kenya, 1976). Therefore, the report recommended that principals should assign a member of staff to be responsible for Guidance and Counseling services, and that all teachers should be trained in Guidance and Counseling skills and be made to do it as one of their normal duties. This study therefore intended to investigate the effectiveness of Guidance and Counseling in managing students discipline in public secondary schools in Kandara District, Murang’a County.

1.2 Statement of the Problem

Despite the governments’ 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 strategies to contain students’ indiscipline. This can be realized from the fact that the whole country has been experiencing students violence and Kandara District is not an exception. The “Report of the Task Force on Students Discipline and Unrest” (Republic of Kenya, 2001) recognized the use of Guidance and Counseling in the management of students discipline in schools due to its proactive approach. It is pertinent therefore, to ask the question, how do the secondary schools in Kandara district use guidance and counseling to promote students discipline? Considering this question, this study sought to investigate the effectiveness of Guidance and
Counseling in managing students’ discipline in public secondary schools in Kandara District, Murang’a County.

1.3 Purpose of the Study

The purpose of the study was to investigate the effectiveness of Guidance and Counseling in managing students’ discipline in public secondary schools in Kandara District, Murang’a County, Kenya.

1.4 Objectives of the study

1. To establish the extent to which teamwork among teachers influence successful management of discipline in public secondary schools in Kandara District

2. To determine the scope of Guidance and Counseling services offered in schools to enhance the management of discipline in public Secondary Schools in Kandara District, Murang’a County.

3. To establish the effectiveness of guidance and counseling in the management of students’ discipline in public secondary schools in Kandara District

4. To establish the influence of the attitude of counselors towards guidance and counseling in the management of discipline in public secondary schools in Kandara District.

5. To find out the influence of counselee level of participation in guidance and counseling in the management of discipline in public secondary schools in Kandara District.
1.5 Research Questions

The research was guided by the following questions:

1. To what extent does team work among teachers influence successful management of discipline in public secondary schools in Kandara District?

2. What is the scope of Guidance and Counseling services offered in the schools to enhance the management of discipline in public Secondary Schools in Kandara District, Murang’a County?

3. What is the effectiveness of guidance and counseling in the management of students’ discipline in public secondary schools in Kandara District?

4. Does the attitude of counselors influence the management of discipline in public secondary schools in Kandara District?

5. To what extent does the counselee level of participation in guidance and counseling influence the management of discipline in public secondary schools in Kandara District?

1.6 Significance of the Study

The results of this research will be useful to the principals and the guidance and counseling teachers on how to use guidance and counseling effectively in the management of students’ discipline in public secondary schools in Kandara District, Murang’a County and other districts in the country. The findings of the research may be useful to the Ministry of Education for the purpose of future planning of guidance and counseling programs. The study may also fill the gap by coming up with better and effective methods of guidance and counseling as a way of improving discipline in secondary schools. No other study of the same type has been carried out in Kandara District, Murang’a County.
1.7 Assumptions of the Study
The study was based on the assumptions that; the respondents would give honest, bias-free and accurate information. That the principals are aware that they are responsible for and accountable for discipline and discipline procedures in their schools and that, the conducive atmosphere in the school environment leads to good discipline thus no factors leading to indiscipline.

1.8 Limitations of the Study
According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The study was limited in that time and funds allocated for this study did not allow the researcher to use a large sample.

1.9 Delimitation/Scope of the Study
Delimitations define the parameters of an investigation, describe what a particular study does not cover or the characteristics that limit the scope or define the boundaries of the study (Best and Kahn, 1998). This study was restricted to the Public Secondary Schools within Kandara District only, meaning the findings may not be generalized in other districts in the country. Public schools have a lot in common, for example they are guided by the same ministerial policies. Private schools were not included in the study.

1.10 Theoretical Framework
This study was guided by social learning theory of Albert Bandura (1977) who viewed learning by observing others as the role model. The theory emphasizes on learning that take place within the social context. The theory states that people learn from one another through observation, imitation and modeling. The theory proposes
that after observing the model, the learner observes mentally, processes the information by selecting, organizing the incoming stimuli from the environment into a cognitive of map. This shows that behaviour, personal (and cognitive), and environmental factors operate interactively. Behaviour can influence personal factors and vice versa. The person’s cognitive activities can influence the environment, the environment can change the person’s cognition, and so on.

As was the case with other behaviorists, Bandura believes that punishment in whatever form does not work as well as reinforcement and may backfire on us (Boeree, 1998). It is therefore very clear from this study and our own observations that students can be motivated to model both positive and negative behaviors. This is why students’ model desired behaviors for those they want to please, and in the next instance, they will model negative behavior in order to get the attention they are seeking.

Skinner (1938) was a behaviourist who argued that every personality is the product of environmental experiences. In this study, it is posted that the principal and teachers should work cooperatively in guiding and counseling students for the purpose of achieving high standards of discipline. On the other hand, students have to see themselves, as instruments, which the future society depends upon. Thus, they should aim to be role models. To the theorists, students must accept and adhere to the rules and regulations within the school organizations. As students, they are expected to enhance their capabilities, opportunities and abilities in life, which are provided by the school curriculum.
1.11 Conceptual Framework

This model was conceptualized and modified by the researcher so as to help identify the answers to the research questions. Figure 1.1 shows conceptual framework adopted from Albert Bandura

Source: Researcher (2012)

Figure 1.1: Conceptual Framework

The modified conceptual model shows the relationship between the independent and dependent variables of the study and how they will be helpful to the study. The model shows that students’ cannot conduct themselves in desirable manner in school without effective discipline management strategies. One of the strategies used in schools in the management of students’ discipline is guidance and counseling. In order for guidance and counseling to be effective in the management of students’ discipline, all the school stakeholders should work as a team, the school should have trained counselors and also students should be willing to seek counseling. The three main components of guidance and counseling (Educational, Vocational and Personal and psychological) should be well addressed because each area may affect the other.
1.12 Operational Definitions of Significant Terms

**Adolescence**: refers to the youthful stages of students or teenage students in schools. At this stage there is rapid physical, emotional and mental development of these students.

**Counseling**: refers to any assistance that is given to students in schools through talking to them with the sole aim of removing frustrations that interfere with their normal development and learning in school.

**Counselor**: refers to that particular teacher who is officially recognized and working in a school, concerned with assisting students with their career needs, psychological and social problems.

**Discipline**: refers to self-restraint in individuals for the welfare of all. That is; the control of someone’s or one’s own emotions and actions for the development of desirable attitudes according to acceptable standards.

**District Education Officer**: refers to a person in charge of education matters in a district.

**Indiscipline**: refers to all forms of disrespectful and unruly behavior by individuals in society. It is a breakdown in personal relationship or in observance of rules, which lead to some kind of disorder. Due to lack of control, this behavior actually creates a state of disorder.

**Secondary School**: an institution for learning which in Kenyan education system comes after primary school and before university and comprises of four years of education.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

This section will be organized into seven subtopics, which include the concept of discipline, Guidance and Counseling in the management of discipline among students, teamwork among the teachers in guidance and counseling, Scope of Guidance and Counseling services in schools, attitude of the counselor towards guidance and counseling and the counselee level of participation.

2.1 The Concept of Discipline

According to Ramani (2002), punishment is defined as the application of a negative stimulus to reduce or eliminate a behavior viewed as an indiscipline like defiance, noise making, disobedient, unrest etc. There are two types typically used with children: punishment involving verbal reprimands and disapproval and punishment involving physical pain, as in corporal punishment.

According to Nyaegah, (2008), discipline is the action by management to enforce organization standards. In an educational organization, there are many standards or codes of behavior to which teachers, students and non-teaching staff must adhere. In order for a school, to successfully achieve its objectives, all the members of that educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance. Any time reference is made to discipline; it is common that most people tend to think of it in punitive terms. The term discipline has been overused in the negative or punitive connotation. Discipline should be viewed positively as a social factor, which has a very significant bearing in life. Looking at schools in Kenya today, it is evident that those that have been doing
consistently well in national examinations are also those with traditions of good discipline.

According to Okumbe, (1998) there are two types of discipline, namely, preventive discipline and corrective discipline. In preventive discipline an educational manager decides to take an administration action aimed at encouraging students, teachers and other school workers to follow the school’s laid down standards, rules and regulations. Here preventive discipline aims at instilling self-discipline among all school participants. Principals therefore at all times should strive to attain self-discipline within their organization because it enhances participants’ morale and productivity.

According to Fayol, (1965), Mbiti, (1999) and Brandford, (2003), effective and lasting discipline focuses on the ability of individuals to control themselves. If all members of the school community were self-disciplined individuals, there would be very few, if any problems. Discipline in essence is obedience, application, energy, behavior and outward marks of respect observed in accordance with the rules and regulations of a particular institution. Discipline is so essential for the smooth running of a school that without it, the school cannot achieve the set objectives.

Educational institutions now and in the past have been experiencing strikes, boycotts and even revolutions. In the 20th century, secondary schools became havens of indiscipline ranging from minor defiance to fatal crimes like murder. Elakim, et al. (1972) in their book entitled: “discipline achievement and mental health” have noted that there are a series of problems most prevalent in schools, which have made students to have very serious mental health problems and be low academic achievers. In this regard, Taneja, (1999), blames schools and society as groomers of indiscipline
in students. She laments that schools and society have failed to provide guidance to the youth and assure them of that sense of security, which the younger generations expect from the elderly. From Taneja’s analysis, it is quite clear that most students from unhealthy homes, that is, where parents are irresponsible and are always involved in physical fights, may influence others on their behavior in schools to become aggressive and bully to others.

Many secondary schools in the past have been involved in strikes and led to mass destruction of property worth millions of shillings. Although newspapers sometimes are biased and unauthentic, they contain important and contemporary data which is useful in a study like this one. In June 2000, about 3,000 pupils of Wangu, Ronald Ngala, Tom Mboya, Ushirika and Dadora primary schools in Dadora estate in Nairobi City went on a rampage protesting the death of a colleague in a 6.30 a.m road accident. Pupils destroyed property, pelted motorists with stones, looted, drank beer and set a vehicle involved in the accident on fire (East African Standard, 6 June, 2000 pg 32 Col. 1 - 3). In July 2001 Kyanguli Boys Secondary School in Machakos doused a dorm with 20 litres petrol and set it ablaze in wee hours of the morning as boys slept. Sixty seven students were roasted alive because they wanted to force school administration to close school earlier than was scheduled [East African Standard, Monday, April 2, 2001]. On 13th September 2002, pupils from the City Secondary School were sent home because they burnt a dormitory and students from the University of Nairobi broke into a police station to release a colleague charged with a sexual offence. On 16th September the University of Nairobi students rioted in violent confrontation with police. The cause of such episodes seems to be more than just declining discipline standards but reflect violence in the wider society served by these schools (Kindiki, 2004, citing Onyango, 2003). In October 2005, more than 400
Kabuyefwe Secondary school boys in Kitale went on the rampage and burnt down the administration block. They also set the store on fire and shattered windows of other buildings. The students were angered by poor Kenya Certificate of Secondary Education (KCSE) results over the years and what they termed as their teachers’ irregular class attendance. Other grievances included poor diet and being denied the chance to talk to female colleagues whose school is next to theirs (Sunday Nation, October 9, 2005). Students of Nairobi Ridgeways Academy were forced to sit in the cold after a fire razed their dormitory. The fire started at 3 am, after two groups of students engaged in an argument and could not settle their differences amicably (Mathenge, 2006). Students of Kithangaini Secondary School in Machakos locked the head teacher in the office and walked 25 Km to report their grievances to the Machakos District Commissioner. The students complained of an alleged invasion of ghosts in their school and high handedness of the school principal who refused to listen to their grievances (Nzia, 2006).

2.2 Guidance and Counseling in the Management of Discipline among Students

One of the principles of school organization, according to Smith, et al.(1955), is that the objectives of any service have to be clearly defined. Unless objectives are clearly defined, any services are difficult to evaluate and even make any meaningful improvement on it. Likewise, Guidance and Counseling Department must formulate the objectives to be achieved. Experience in most schools shows that the ineffectiveness of services many a time arises from confused or hazy objectives. Moser, (1963) notes that the objectives of Guidance and Counseling in schools is to help each individual student be able to formulate his or her goals, be able to adjust to new situations, solve personal-social problems and effectively deal with his or her personality problems.
To emphasize on what Moser says, Herman, et al. (1974) have these to say: “the purpose of providing counseling services in schools can be seen against the fact that most students at some time or another become concerned with uncertainties in their lives. Secondary school life is often characterized as an age of turmoil, conflict and uncertainties while on the other hand it is also characterized as an age of freedom, excitement and adventure. Today’s student is most likely to face his or her development courageously, sort out the ideals and values that are valid and implement them with consistent responsible actions” From this observation therefore, Guidance and Counseling in secondary schools must be provided adequately to all students with special regard to their unique abilities, needs and interests.

According to Herman (1974), Guidance and Counseling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals. Republic of Kenya, (1977) explains that: “a student may not work hard to realize his potential because he or she has a low concept about himself or herself, lacks personal security or may be experiencing excessive pressure to succeed hence causing anxiety and tension that hinder his or her learning.” Therefore any problem that is an obstacle to a student is an important one and where possible should be dealt with through Guidance and Counseling. Students’ unrests and other forms of indiscipline result from such obstacles when nobody attempts to address them.

2.3 Team Work among the Teachers in Guidance and Counseling

The program should use all staff members and determine their roles in it. It, therefore, demands consultation, co-operation and co-ordination. A program should define the
role of the guidance personnel, who should be fully informed about the program. It should create a team work approach, in which every member of staff is considered responsible for contributing to the success of the program (Mortomore, 2004).

2.4 Scope of Guidance and Counseling Services in Schools

For Guidance and Counseling to be comprehensive, according to Eddy et al (2001), it should also be relevant for the client, and not merely maintain a status quo. It must be purposeful, and designed to meet the priority needs of the clients. There are 3 major components of Guidance and Counseling in schools. These components are: educational guidance, vocational guidance and personal and psychological counseling.

2.4.1 Educational Guidance

Educational guidance is mainly concerned with all those activities that are related to the student’s adjustment to his or her education environment. For example, need for discipline, study habits, need for discussion groups whose aim is to enhance performance in examinations.

2.4.2 Vocational Guidance

A vocation is a career or calling and the word is derived from the latin word, vocare, which means “to call” vocational guidance means helping someone find his or her calling or at least suitable career choice. Vocational guidance is often started by high schools where students are offered opportunities to research different career possibilities. ( Accessed from http://www.wisegeek.com/what-is-vocational-guidance.htm on 19th June 2012). Vocational guidance cautions students and their parents against being attracted by the loftiness or lucrativeness of a particular occupation or profession with no regard as to whether they meet the requirements or
not. Republic of Kenya, (1976) states that, Guidance and Counseling service should assist in reducing conflicts between students and their parents regarding to choices of education and training and various careers.

2.4.3 Personal and Psychological Counseling

The third component involves Personal and psychological counseling which aims at helping and assisting students who show signs of personality maladjustment, anxiety which is characterized by feelings of impending doom, total failure in the school system, annoyance, unhappiness and feeling of being misunderstood and neglected. Oketch, et al. (1991) and Aduda, daily nation, of September 17th 1995, points out that those educational and vocational guidance components of Guidance and Counseling have been overemphasized at the expense of the social and psychological counseling, yet psychological and social factors are the causes for youth unrest, increasing school strikes and poor performance in national examinations.

College and university students must adapt to environments plagued by rapid change, ambiguity, uncertainty, and depleted support systems. Students must also cope with a myriad of personal and psychological problems that range from basic adjustment and developmental, academic and learning, and career concerns to clinical-level mental illness. Within higher education, there exists general consensus that the ubiquitous role of personal and psychological counseling is to contribute to students development, adjustment, and learning while preventing dangerous and self-defeating behavior, thus enabling the individual to thrive in the college community. (Accessed from http://www.amazon.com/personal-psychological-counselingcolleges)
2.5 Attitude of the Counselor towards Guidance and Counseling

According to Myrick (2003), some teachers hold misconceptions about the role and function of counselors. According to Nugent (1990), next to counselors, teachers are the most important component in implementing a successful comprehensive guidance program. By and large, teachers are the key adult figures in the average pupil’s school day. They should be ready to assist learners with different needs and do a follow up to accomplish the objectives of helping a learner. They should never condemn learners rather they should dig deep to get the root cause of problems affecting the learners.

2.6 Counselee level of Participation towards Guidance and Counseling

Calestine, (2002), observe that the person with a problem must be willing to seek assistance from a counselor and if he or she is unable to do this, then it is very difficult to work cordially with him or her. The teacher-counselor cannot create this readiness in students; it must come from within the student who has the problem. It is a popular view that successful counseling involves, to some reasonable degree, voluntary client participation. They have noted that, how a client perceives counseling might serve as a barrier.

2.7 Historical Overview of Guidance and Counselling in Kenya

The government initiative to establish formal guidance and counselling in Kenyan education system dates back to immediately after independence in 1963. The following year saw the formation of a commission to review the education system. The commission under the chairmanship of Ominde published the so-called Ominde Report (Republic of Kenya, 1964). The report recommended, among other things, that the schools should provide some guidance to students. The manifestation of that report was evident in 1971. In that year, the Ministry of Education started a sub-
section within the inspectorate section to deal with the implementation of guidance in schools. Regular teachers were appointed to offer guidance with emphasis placed on career counselling.

The 1974-1976 National Development Plan (Republic of Kenya, 1974) recommended that the Ministry of Education allow the designated guidance teachers more time to attend to students’ counselling needs. However that recommendation was not implemented. More time was spent on teaching than guidance and counselling. Very little time was spent if any on counselling the students, meaning that most of the students’ counseling needs went unattended.

The report on the National Commission on Education Objectives and Policies (NCEOP), called the Gachathi Report, was published in 1976. The report observed that students had psychological problems, which were largely ignored by the guidance services (Republic of Kenya, 1976). The report recommended that the teachers undergoing training take a compulsory course in guidance and counselling in order to be able to handle some of these psychological issues. This shows that guidance and counselling is given high value by researchers.

Further progress in establishing guidance and counselling in schools was made by the Kenya Development Plan of 1979 – 1983. The plan recommended that guidance and counselling be incorporated into the teacher-training curriculum at both the college and university levels. That recommendation was implemented. However the course was inadequate to prepare effective counsellors. It was also too academic with no emphasis on practical skills at all. The teachers were therefore half-baked cakes at best.
In 1988, the report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (The Kamunge Report), recommended that guidance and counselling be decentralised (Republic of Kenya, 1976). It was to be removed from the Ministry Headquarter to the district level. The senior teachers were to be appointed to be responsible for the guidance and counselling programme.

The Kenya Institute of Education (KIE) was charged with the responsibility of developing a suitable and relevant guidance and counselling programme. This has not taken roots in schools to date. The Sessional Paper No. 6 of 1988 expressed the government’s interest in expanding the guidance and counselling programme in secondary schools. It recommended the training of the school heads and senior teachers to supervise the guidance and counselling programs that had been established.

More recently, the Koech Report of 1999 (Republic of Kenya, 1999) made the following recommendations; that:

- The positive cultural practices such as guidance and counselling that go on during initiation ceremonies be encouraged and moderated to enhance the social development of the youth.
- Guidance and counselling in schools and colleges be strengthened to become an active and available service on a day-to-day basis to all the students.
- Students should receive help on academic, social and practical aspects of life. Teachers who are trained in guidance and counselling should undertake this.
- Trained teacher counsellors work with teachers, parents, NGOs and religious bodies where necessary with children being consistently counselled against the use of violence as a solution to counter problems.
- The curriculum and delivery be re-designed in a balanced manner to instil good virtues in the youth such as respect for one another, honesty and cooperation; and
- The family and religious institutions should equally play their role in promoting mutual social responsibility.

2.8 Summary

This chapter reviewed that literature on effectiveness of Guidance and Counseling in managing students’ discipline in public secondary schools. It has emerged from the review that the objectives of Guidance and Counseling in schools is to help each individual student be able to formulate his or her goals, be able to adjust to new situations, solve personal-social problems and effectively deal with his or her personality problems (Moser, 1963). The reviewed literature also shows that Guidance and Counseling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals (Herman, 1974). However, despite the efforts made by the Ministry of Education to democratize the school administrative system, as evidenced by the ban of the cane in schools through Legal Notice No.56 of Kenya Gazette (Supplement No.25:199 of 30th March, 2001), 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 strategies to contain students’ indiscipline. The study therefore sought to establish the extent to which teamwork among teachers influence successful management of discipline in public secondary schools in Kandara District. This is because guidance and counseling programme can only be successful, if it fully supported by the school
community (teachers, principals, students, parents), hence the importance of fostering positive attitudes towards the programme. According to Nugent (1990), next to counselors, teachers are the most important component in implementing a successful comprehensive guidance program. By and large, teachers are the key adult figures in the average pupil’s school day. They should be ready to assist learners with different needs and do a follow up to accomplish the objectives of helping a learner. They should never condemn learners rather they should dig deep to get the root cause of problems affecting the learners. From this view, the current study sought to find out the effectiveness of guidance and counseling in managing students’ discipline.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the research methodology that was used to carry out the study. It focused on the research design, location of the study, target population, sample size, sampling techniques, research instruments, pilot study, reliability and validity, data collection techniques, data analysis, logistical and ethical considerations.

3.1 Research Design

This study adopted a descriptive survey design. Payne and Payne (2004) noted that descriptive survey design aims at portraying the status quo of the existing situation and gives an understanding of the existing phenomenon under study. The design is therefore relevant for the study because it involved collecting data from the population in order to answer questions.

3.2 Location of the Study

The researcher carried out the study in Kandara District of Murang’a county. Kandara district has five zones namely, Githumu, Muruka, Gaichanjiru, Kagundu and Ithiru. All the five zones formed the study locale. Kandara district lays on the A4 Road, 45 kilometers North East of Nairobi. In the year 2011 and 2012 alone, the district recorded more than 20 cases of mass indiscipline which affected both day and boarding public secondary schools and affected boys, girls and mixed schools alike. (District Education Officer, Kandara).

3.3 Target Population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having a common observable characteristic. For the purpose of this
study, the target group population consisted of 50 secondary schools, 50 principals, 50 heads of guidance and counseling department and 12,500 students from the public secondary schools in Kandara District and the District Education Officer, Kandara.

3.4 Sampling Techniques and Sample Size

A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn (Best & Kahn, 2006). To determine the sample size from the 50 public schools, 50 Guidance and Counseling teachers, 12,500 students and 50 principals, the researcher used Krejcie & Morgan Table in appendix five.

This Table helped the researcher to determine (with 95 percent certainty) what the results would be if the entire population was surveyed. Therefore, using the table, the researcher used a sample size of 44 public secondary schools, 44 Guidance and Counseling teachers and 375 students. Simple random sampling was used to select students; purposive sampling was used to select principals and teacher counselors while stratified sampling method was used to select number of schools. Two thirds of the schools are mixed schools while one third is for boys and girls only. Therefore the researcher selected 30 mixed schools, 7 boys’ and 7 girls’ schools to form the sample study. Lottery method was used to get the 44 secondary schools. In mixed schools, the researcher used five boys and five girls in each sampled school. In boys and girls schools, Pieces of paper with the names of all the form three and four students from the selected schools were put in one basket for each school. In mixed schools, there were two baskets for each school, one for the names of girls and another for the boys in each school. Someone with no interest in this research was asked to pick one paper
from each basket at a time without replacement until the desired sample was achieved in each category. Table 3.1 shows the sampling frame of the study respondents.

**Table 3.1: Sampling frame**

<table>
<thead>
<tr>
<th>Respondents’ Category</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>Teacher counselors</td>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>Students</td>
<td>12,500</td>
<td>375</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12,600</strong></td>
<td><strong>463</strong></td>
</tr>
</tbody>
</table>

**3.5 Research Instruments**

For the purpose of data collection, three questionnaires, one for teachers, another one for students and one for the principals were used as the main tools for data collection. The tools were appropriate because the respondents were literate enough to answer the questions on their own. The items on the questionnaires were made simple in order to be effective as instruments for data collection.

**3.5.1 Students’ Questionnaire**

This questionnaire had two sections. Section one presented demographic information of the students whereas section two sought information on various offences committed by students without teachers’ knowledge and counselee participation in guidance and counseling.

**3.5.2 Teacher Counselors’ Questionnaire**

This questionnaire had three sections, one, two and three. Section one had items on demographic information. Section two had items seeking information on role of guidance and counseling in discipline management, scope of guidance and counseling and attitude of counselors towards guidance. Section three had open ended questions.
3.5.3 Headteachers’ Questionnaire

This questionnaire had three sections. Section one consisted of headteachers’ demographic information, section two captured information on the extent to which teamwork influence successful management of discipline while section three captures open ended questions.

3.6 Pilot Study

Before the actual data collection, the researcher conducted a pilot study in two selected public secondary schools in the district which were not included in the actual study. The main aim of the pilot study was to enhance validity and reliability of the research instruments (Mugenda and Mugenda, 1999).

3.6.1 Validity

To ensure content validity of measuring instruments which were determined by expert judgment (Franklin and Thrasher, 1976), the instruments were given to my colleagues to scrutinize. By subjecting the instruments to piloting, content validity was enhanced. Through piloting, items in the research instrument that were ambiguous in eliciting relevant information were identified and modified.

3.6.2 Reliability

Reliability is a measure of the degree to which research instruments yields consistent results after repeated trial (Mugenda and Mugenda, 1999). A measurement that yields consistent results over time is said to be reliable (Wiersma, 1985). When a measurement is prone to random error, it lacks reliability. The study used the split-half method of reliability testing. The research instruments were piloted in order to assess their reliability. Two secondary schools in Gatanga District were selected for piloting the instruments. Split-Half technique of reliability testing was employed,
whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the formula below.

\[
(i) \quad r = 1 - \frac{6\sum (D)^2}{N (N^2 - 1)}
\]

Where:

- \( r \) = Correlation coefficient
- \( N \) = Sample,
- \( \sum \) = Summation of scores,
- \( D \) = Deviation

\[
(ii) \quad SH = \frac{2r}{1 + r} \quad (\text{Where Items are doubled})
\]

The two results were then analyzed using the SPSS computer program to test their reliability. A correlation coefficient alpha of 0.6507 was obtained for students’ questionnaire; an alpha of 0.6728 was obtained for headteachers’ questionnaire whereas an alpha of 0.7124 was obtained for teacher counsellors’ questionnaire. According to Mugenda and Mugenda (1999), any item that has a reliability coefficient of 0.6 and above is acceptable.

### 3.7 Data Collection Procedure

The researcher obtained an introduction letter from Kenyatta University and after this obtained a permit from the National Council for Science and Technology in order to be allowed to collect data. The researcher then informed the DEO of Kandara district
about the study. Data was collected through self administered questionnaires and interview schedules. The researcher visited sampled schools prior to the study to seek permission and actual dates from the heads of the institutions. On the actual dates of data collection, the researcher sampled the respondents and administered the questionnaires to the relevant groups. The researcher then collected the research instruments for data analysis.

3.8 Data Analysis and Presentation

After data collection, the researcher coded all the data and entered it in the computer for analysis using Statistical Package for Social Sciences (SPSS). Data analysis method employed involved quantitative procedure. Descriptive statistics used included frequency counts and percentages. The results of the analysis were then presented in form of tables, bar graphs and pie charts. The analyzed data was used to draw conclusions and make recommendations.

3.9 Logistical and Ethical Considerations

The researcher obtained a permit from the National Commission for Science, Technology and Innovation; permit No: NACOSTI/P/13/6236/443. Further authority was sought from the County Commissioner and the County Education Officer of Murang’aa County, as directed by the secretary, NACOSTI. Clarification of what was expected was done to the respondents before they filled in the questionnaires, through a pre-prepared Participants’ Informed Consent Form (PIC). The researcher assured the respondents of the confidentiality of the information that they gave.
4.0 Introduction

This chapter presents data analysis and discussions of the study findings. The main purpose of the study was to investigate the effectiveness of Guidance and Counseling in managing students’ discipline in public secondary schools in Kandara District, Murang’a County. Findings are presented on basis on five research objectives restated below.

i. To establish the extent to which teamwork among teachers influence successful management of discipline in public secondary schools in Kandara District

ii. To determine the scope of guidance and counseling services offered in schools to enhance management of students’ discipline in Public Secondary schools in Kandara District.

iii. To establish the effectiveness of guidance and counseling in the management of discipline public Secondary schools in Kandara District.

iv. To establish the influence of the attitude of counselors towards guidance and counseling in the management of discipline in public secondary schools in Kandara District.

v. To find out the influence of counselee level of participation in guidance and counseling in the management of discipline in public secondary schools in Kandara District.

First, the background information of the respondents is given, after which data for each of the five research objectives above is analyzed and discussed. The study
sample comprised of 44 principals, 44 guidance and counseling teachers and 375 students from public secondary schools in Kandara district.

4.1 Background Information of the Study Respondents

This section gives background information of the students, teacher counselors and the principals.

4.1.1 Students Demographic Data

Section one of the students questionnaire contained information on their demographic characteristics. The information captured included gender, age and the students’ class level. The section also shows categories of the sampled schools. The number of students who participated in the study was 375. Among them, 194 (51.7%) were males and 181 (48.3%) were females. This shows that the number of male students was slightly higher compared to the number of female students. Figure 4.1 illustrates students’ age.

![Figure 4.1: Students’ age](image)

Figure 4.1: Students’ age
As shown in Figure 4.1, 11 (2.9%) students were aged below 14 years, 70 (18.7%) were aged between 14 and 16 years, 282 (75.2%) were aged 17-19 years while 12 (3.2%) were above 19 years. This shows that majority of the students were in their adolescent stage (between 12 and 20 years). At this stage most of the students experience difficulties while coping with the puberty changes. According to Shertzer and Stone (1996) the 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. These changes put young adolescents at risks of engaging in various behavioral problems which negatively influence their academic performance and also their health. As such the study sought to determine how guidance and counseling manage discipline problems in secondary schools in Kandara district. Table 4.1 shows categories of the sampled schools.

**Table 4.1: School category**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>81</td>
<td>21.6</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>44</td>
<td>11.7</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>14</td>
<td>3.7</td>
</tr>
<tr>
<td>Mixed day</td>
<td>236</td>
<td>62.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>375</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Results in Table 4.1 show that 81 (21.6%) students were from Boys only schools, 44 (11.7%) were from Girls only while 236 (62.9%) were from mixed day schools. This shows that the researcher collected data from all school categories to get a clear picture of the effectiveness of guidance and counseling in managing students’ discipline. This is because students from all school categories experience almost the
same behavioural problems while in and outside the school, which consequently translate to problems in teaching and learning environment among them and their teachers and the school as a whole. Figure 4.2 presents students distribution by class.

![Figure 4.2: Students’ distribution by class](image)

As indicated in Figure 4.2, 197 (52.5%) students were enrolled in form three and 178 (47.5%) were registered in form four. The researcher selected form three and four students since they had stayed in school for a long time and hence were expected to have good information on the effectiveness of guidance and counseling in managing discipline.

### 4.1.2 Principals and Teacher Counsellors’ Demographic Data

Principals and teacher counselors’ bio data included gender, experience in years and level of training in guidance and counseling. Out of the 44 principals, 30 (68.2%) were males and 14 (31.8%) were females. Of the 44 teacher counselors, 11 (25.0%) were males while 33 (75.0%) were females. Figure 4.3 illustrates number of years served as a principal.
Figure 4.3: Number of years served as a principal

Results in Figure 4.3 indicate that 15 (34.1%) principals had served as the school head for less than 5 years, half of the proportion (50.0%) had an experience of 5-11 years while the remaining 7 (15.9%) had served for 11-15 years. This shows that majority of the principal had served as a school heads long enough to be in a position of giving information relating to the effectiveness of guidance and counseling in managing discipline problems in schools.

Table 4.2 shows teacher counselors responses on number of years served as head of guidance and counseling department.

**Table 4.2: Number of years served as HOD guidance and Counseling**

<table>
<thead>
<tr>
<th>Duration served as HOD</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 yrs</td>
<td>19</td>
<td>43.2</td>
</tr>
<tr>
<td>5-10 yrs</td>
<td>21</td>
<td>47.7</td>
</tr>
<tr>
<td>More than 15 yrs</td>
<td>4</td>
<td>9.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that 19 (43.2%) teacher counselors had served as heads of
department for less than 5 years, 21 (47.7%) had served for 5-10 years while 4 (9.1%) had served for more than 15 years. This shows that majority of the teacher counselors had served in guidance and counseling for a very long time and therefore were expected to be in a position of giving out the roles played in the department in managing students’ discipline.

Table 4.3 presents principals and teachers level of training in guidance and Counseling

Table 4.3: Level of training in guidance and Counseling

<table>
<thead>
<tr>
<th>Level of training</th>
<th>Principal</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>6.8</td>
</tr>
<tr>
<td>Degree</td>
<td>5</td>
<td>11.4</td>
</tr>
<tr>
<td>Diploma</td>
<td>13</td>
<td>29.5</td>
</tr>
<tr>
<td>Certificate</td>
<td>6</td>
<td>13.6</td>
</tr>
<tr>
<td>Inservice courses</td>
<td>10</td>
<td>22.7</td>
</tr>
<tr>
<td>No training</td>
<td>7</td>
<td>15.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.3, 3(6.8%) principals had attained Masters in guidance and counseling, 13 (29.5%) had Diploma while 10 (22.7%) had attended in-service courses. Among the teachers, 5 (11.4%) had Degree, another 5 (11.4%) had Certificate while 20 (45.5%) had attended in-service training. This shows that majority of the principals and teacher counselors had received training in counseling. The results of the analysis indicate that most of principals and teacher counselors considered training as a major determinant factor for the guidance and counseling programme to achieve its goals. However, 7 (15.9%) principals and 10 (22.7%) teachers reported that they had not attended any training in guidance and counseling. This could be influenced by the fact that there is no government policy on training for guidance and counseling. These results were supported by the report from the
Ministry of Education (Republic of Kenya, 2001) that those who have some form of training in guidance and Counseling is as a result of their initiative to seek such training.

4.2 Extent to Which Teamwork among Teachers Influence Successful Management of Discipline

The first objective of the study was to establish the extent to which teamwork among teachers influence successful management of discipline in public secondary schools in Kandara District. To address this objective, teachers counselors were asked to indicate the frequency in which other teachers and students get involved in the management of discipline through guidance and counseling. A likert scale comprising of four levels was used with 1 denoting not at all, 2 representing rarely, 3 often while 4 represented very often. The midpoint of the scale was a score of 2.5. Therefore any score above 2.5 denoted that respondents indicated that students and other teachers were involved in management of discipline while scores below denoted that they were rarely or not at all involved. Table 4.4 shows their responses

**Table 4.4: Influence of teamwork towards successful management of discipline**

<table>
<thead>
<tr>
<th>Influence of teamwork</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Not at all</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do other teachers report to your department their concern on discipline issues?</td>
<td>5 11.4</td>
<td>33 75.0</td>
<td>5 11.4</td>
<td>1 2.3</td>
<td>2.95</td>
</tr>
<tr>
<td>How often is discipline cases discussed in the department and staff meetings?</td>
<td>6 13.6</td>
<td>21 47.7</td>
<td>17 38.6</td>
<td>0 0.0</td>
<td>2.75</td>
</tr>
<tr>
<td>How often do students voluntarily come to you to seek guidance and counseling services?</td>
<td>3 6.8</td>
<td>19 43.2</td>
<td>22 50.0</td>
<td>0 0.0</td>
<td>2.57</td>
</tr>
<tr>
<td>How often do you involve other teachers in guidance and counseling in discipline matters?</td>
<td>6 13.6</td>
<td>19 43.2</td>
<td>17 38.6</td>
<td>2 4.5</td>
<td>2.20</td>
</tr>
</tbody>
</table>
Results in Table 4.4 revealed that the mean scores obtained by respondents on items measuring influence of teamwork towards successful management of discipline ranged from 2.20 to 2.75. The highest scored statement showed that majority of the teachers counsellors confirmed that other teachers regularly report to the department their concern on discipline issues and also discipline cases are often discussed in the department and staff meetings. On the other hand, the lowest ranked statements showed that half (50.0%) of the teacher counsellors confirmed that it’s very rare to find some students voluntarily seeking guidance and Counseling services. In addition to this, 38.6% of them indicated that other teachers were rarely involved in guidance and Counseling when dealing with discipline matters. These results implied that although in most schools teamwork was practiced, it was not fully implemented in some schools in Kandara district.

Figure 4.5 presents overall influence of teamwork towards successful management of discipline.
Figure 4.5: Overall influence of teamwork towards successful management of discipline

Figure 4.5 shows that 24 (54.5%) teacher counselors reported that discipline management was regularly practiced in their schools while 20 (45.5%) of them indicated that it was rarely practiced in schools. This clearly indicates that in most schools teamwork approach in the school environment was perceived in a positive way and therefore it was expected to contribute towards improvement of guidance and counseling in discipline management. According to Bosire, Sang, Kiumi and Mungai (2009) all school stakeholders, especially teachers and parents should be involved at all times in managing students’ discipline. Involvement is by way of information and active participation in guiding and counseling students so as to influence and control behavior towards desirable direction.

4.3 Scope of Guidance and Counseling Services Offered in schools to enhance the Management of Students’ Discipline in Schools

The second objective of the study was to find out the scope of guidance and counseling services offered in the management of students’ discipline in public secondary school in Kandara District. To ascertain this objective, school principals were asked to give their responses on a four point likert scale, the extent to which guidance and counseling was offered in their respective schools. The scale ranged from 1 to 4, with 1 denoting not at all, 2 representing rarely, 3 often and 4 very often. The midpoint of the scale was a score 2.5. Any score above 2.5 denoted that respondents gave their responses as often or very often while score below 2.5 denoted that respondents gave their responses as rarely or not at all. Table 4.5 shows result of the analysis.
Table 4.5: Scope of guidance and counseling in the management of discipline

<table>
<thead>
<tr>
<th>Scope of guidance and counseling in schools</th>
<th>Very often f</th>
<th>%</th>
<th>Often f</th>
<th>%</th>
<th>Rarely f</th>
<th>%</th>
<th>Not at all f</th>
<th>%</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often does your D/ principal participate in guidance and counseling?</td>
<td>14</td>
<td>31.8</td>
<td>25</td>
<td>56.8</td>
<td>5</td>
<td>11.4</td>
<td>0</td>
<td>0.0</td>
<td>3.20</td>
</tr>
<tr>
<td>How often does the principal participate in guidance and counseling?</td>
<td>10</td>
<td>22.7</td>
<td>32</td>
<td>72.7</td>
<td>2</td>
<td>4.5</td>
<td>0</td>
<td>0.0</td>
<td>3.18</td>
</tr>
<tr>
<td>How often do class teachers participate in guidance and counseling?</td>
<td>12</td>
<td>27.3</td>
<td>25</td>
<td>56.8</td>
<td>5</td>
<td>11.4</td>
<td>2</td>
<td>4.5</td>
<td>3.07</td>
</tr>
<tr>
<td>How often do Dorm masters participate in guidance and Counseling?</td>
<td>8</td>
<td>18.2</td>
<td>24</td>
<td>54.5</td>
<td>10</td>
<td>22.7</td>
<td>2</td>
<td>4.5</td>
<td>2.86</td>
</tr>
<tr>
<td>How often do you have group counseling in the school?</td>
<td>5</td>
<td>11.4</td>
<td>22</td>
<td>50.0</td>
<td>17</td>
<td>38.6</td>
<td>0</td>
<td>0.0</td>
<td>2.73</td>
</tr>
<tr>
<td>How often do you have peer counseling in the school?</td>
<td>1</td>
<td>2.3</td>
<td>25</td>
<td>56.8</td>
<td>18</td>
<td>40.9</td>
<td>0</td>
<td>0.0</td>
<td>2.61</td>
</tr>
</tbody>
</table>

Following principals’ responses on the extent of guidance and counseling in the management of discipline, results in Table 4.5 showed that the mean score obtained on each item in the scale ranged from 2.61 to 3.20. The highest ranked statement showed that over 50.0% of the respondents reported that deputy principals, principals, class teachers and dorm masters were regularly involved in guidance and counseling. However, the lowest scored statements in the scale were frequency of offering group and peer counseling in schools with a mean score of 2.73 and 2.61 respectively. This shows that at least half of the schools in Kandara district were involving peers and other staff members to facilitate guidance and counseling programs with an aim of managing students related discipline issues. Figure 4.6 illustrates overall scope of guidance and counseling in the management of students discipline in school.
As shown in Figure 4.6, majority (72.7\%) of the respondents indicated that peers and other staff members (class teachers, dorm masters, Deputy Principals and principals) were regularly involved in facilitating guidance and counseling in schools.

**4.4 Effectiveness of Guidance and Counseling in the Management of Discipline**

The third objective of the study was to establish the effectiveness of guidance and counseling in the management of discipline in public secondary schools in Kandara District. To answer this research objective, the study first sought to find out from the students the frequency in which they experiences various disciplinary problems while in school without teachers’ knowledge. The findings of the analysis are presented in Table 4.6.
Table 4.6: Frequency in which students’ engage in various indiscipline behaviors without teacher knowledge

<table>
<thead>
<tr>
<th>Offence</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Not at all</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Noisemaking</td>
<td>81</td>
<td>21.6</td>
<td>76</td>
<td>20.3</td>
<td>162</td>
</tr>
<tr>
<td>Stealing</td>
<td>67</td>
<td>17.9</td>
<td>73</td>
<td>19.5</td>
<td>111</td>
</tr>
<tr>
<td>Destruction of school property</td>
<td>41</td>
<td>10.9</td>
<td>53</td>
<td>14.1</td>
<td>158</td>
</tr>
<tr>
<td>Defiance</td>
<td>20</td>
<td>5.3</td>
<td>28</td>
<td>7.5</td>
<td>138</td>
</tr>
<tr>
<td>Bullying</td>
<td>21</td>
<td>5.6</td>
<td>28</td>
<td>7.5</td>
<td>101</td>
</tr>
<tr>
<td>Drinking alcohol</td>
<td>15</td>
<td>4.0</td>
<td>32</td>
<td>8.5</td>
<td>106</td>
</tr>
<tr>
<td>Hard drugs like cannabis, sativa, marijuana, Heroine</td>
<td>9</td>
<td>2.4</td>
<td>13</td>
<td>3.5</td>
<td>67</td>
</tr>
<tr>
<td>Cigarette smoking</td>
<td>5</td>
<td>1.3</td>
<td>14</td>
<td>3.7</td>
<td>73</td>
</tr>
</tbody>
</table>

As shown in Table 4.6, the mean score obtained by students ranged from 1.31 to 2.49. The highest ranked disciplinary problem was noisemaking (2.49), followed by stealing (2.22) and destruction of properties (2.03). On the other hand, the least ranked problems were Cigarette smoking (1.31), abusing of hard drugs like cannabis, sativa (1.32), marijuana and drinking alcohol (1.57). Based on these findings, it emerged that most of the respondents stated that students were rarely or not at all engaging in various disciplinary problems presented in the table. However, there were few students who felt that these problems still existed in the schools, meaning guidance and counseling programs were not in a position of curbing all indiscipline cases in schools. The findings were in agreement with the previous results 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 Kandara district might not have been effectively using guidance and counseling which would have proactively prevent occurrence of indiscipline cases in schools.
Table 4.7 shows teacher counselors’ responses toward the roles of guidance and counseling in maintaining students’ discipline

**Table 4.7: Role of guidance and counseling in maintaining students’ discipline**

<table>
<thead>
<tr>
<th>Roles of guidance and counseling</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>It reduces suspicion and build trust on the part of students</td>
<td>25</td>
<td>56.8</td>
<td>16</td>
<td>36.4</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>It helps diffuse tension in school</td>
<td>17</td>
<td>38.6</td>
<td>19</td>
<td>43.2</td>
<td>5</td>
<td>11.4</td>
</tr>
<tr>
<td>It helps to prevent drug and substance abuse among students</td>
<td>17</td>
<td>38.6</td>
<td>11</td>
<td>25.0</td>
<td>9</td>
<td>20.4</td>
</tr>
<tr>
<td>It helps to improve relationship among teachers and students</td>
<td>14</td>
<td>31.8</td>
<td>23</td>
<td>52.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>It helps students to cope with change on their daily lives and environment</td>
<td>10</td>
<td>22.7</td>
<td>23</td>
<td>52.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>It helps to control indiscipline cases among students</td>
<td>9</td>
<td>20.5</td>
<td>20</td>
<td>45.5</td>
<td>6</td>
<td>13.6</td>
</tr>
<tr>
<td>It helps to develop a very free and friendly atmosphere</td>
<td>8</td>
<td>18.2</td>
<td>16</td>
<td>36.4</td>
<td>4</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Key: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree

As depicted in Table 4.7, the mean scores obtained by teacher counselors in relation to aspects measuring roles of guidance and counseling in maintaining students’ discipline ranged from 3.23 to 4.43. The highest scored statements were; It reduces suspicion and build trust on the part of students (4.43); it helps diffuse tension in school (4.14); and it helps to prevent drug and substance abuse among students (3.86). On the other hand, the lowest ranked statements were; it helps to develop a very free and friendly atmosphere (3.23) and it helps to control indiscipline cases among students (3.60). This shows most of the teacher counselors had positive perceptions.
towards roles played by guidance and counseling in discipline management. In support of these findings, Kilonzo, (1980) observed that one of the key roles played by guidance and Counseling is that of discipline maintenance. Other roles were helping all learners to grow in self-understanding and develop capabilities for making realistic career decisions, overcome personality deficits and make optimal academic progress.

4.5 Attitude towards Guidance and Counseling in the Management of Discipline

The fourth objective of the study was to establish the influence of the attitude of counselors towards guidance and counseling in the management of discipline in public secondary schools in Kandara District. In answering this objective, teacher counselors were given eight items measuring their attitude towards counseling in the management of discipline. They were expected to give their agreement or disagreement levels on a 5-Point Likert scale. The scale ranged from 1-5, with 1 denoting strongly disagree, 2 representing disagree, 3 undecided, 4 agree and 5 strongly agree. The midpoint of the scale was a score of 3. Therefore, any score above 3 denoted that respondents agreed with the statement while score below 3 denoted that respondents disagreed with the statement. Table 4.8 shows result of the analysis.
Table 4.8: Teacher counsellors’ attitude towards Guidance and Counseling

<table>
<thead>
<tr>
<th>Attitude towards guidance and counseling</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling is very necessary in the management of discipline in our school</td>
<td>29</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4.61</td>
</tr>
<tr>
<td>Guidance and counseling train students to accept authority instead of being forced to do so through punishments</td>
<td>26</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4.57</td>
</tr>
<tr>
<td>Teachers in this school view guidance and counseling as effective tool for managing discipline in the school</td>
<td>16</td>
<td>23</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>4.23</td>
</tr>
<tr>
<td>Its very interesting to offer guidance and counseling topics related to discipline management</td>
<td>12</td>
<td>27</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>4.09</td>
</tr>
<tr>
<td>The involvement of all teachers in guidance and counseling has helped us to improve discipline</td>
<td>11</td>
<td>26</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>4.07</td>
</tr>
<tr>
<td>Guidance and counseling programs help to improve students-teachers relationship</td>
<td>8</td>
<td>17</td>
<td>7</td>
<td>12</td>
<td>0</td>
<td>3.48</td>
</tr>
<tr>
<td>Comparing with the corporal punishment, guidance and counseling is an effective tool in maintaining discipline</td>
<td>5</td>
<td>20</td>
<td>5</td>
<td>14</td>
<td>0</td>
<td>3.36</td>
</tr>
<tr>
<td>Our programs cover all the scopes of guidance and counseling adequately</td>
<td>4</td>
<td>17</td>
<td>8</td>
<td>15</td>
<td>0</td>
<td>3.23</td>
</tr>
</tbody>
</table>

Key: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree

Table 4.8 shows that the mean scores obtained by teacher counselors on aspect measuring their attitude towards guidance and counseling ranged from 3.23 to 4.61. The highest ranked statements were; guidance and counseling is very necessary in the management of discipline in our school (4.61); guidance and counseling train students to accept authority instead of being forced to do so through punishments (4.57); and
teachers in this school view guidance and counseling as effective tool for managing discipline in the school (4.23). However, the lowest ranked statements were; our programs cover all the scopes of guidance and counseling adequately (3.23); and comparing with the corporal punishment, guidance and counseling is an effective tool in maintaining discipline (3.36).

Figure 4.7 illustrates overall attitudes of teacher counselors towards guidance and counseling in discipline management.

![Bar chart showing attitudes towards guidance and counseling](image)

Figure 4.7: Overall attitude towards guidance and counseling in the management of discipline

Results in Figure 4.7 revealed that majority (79.5%) of the teacher counselors had positive attitude towards guidance and counseling in discipline management. These results were not in line with the Deng (2001) and Edet (2008), who established that teachers and principals’ negative attitude constitute the greatest obstacle to the success of guidance and counseling services in schools.
4.6 Influence of Counselee Level of Participation in Guidance and Counseling in the Management of Discipline

The fifth objective of the study was to find out the influence of counselee level of participation in guidance and counseling in the management of discipline in public secondary schools in Kandara District. In addressing this objective, students were given items measuring their level of participation in guidance and counseling. A likert scale comprising of five levels (strongly agree, agree, undecided, disagree and strongly disagree) was used where they responded to each of the statement given.

The results of the analysis were as shown in Table 4.9.

Table 4.9: Counselee level of participation in guidance and counseling

<table>
<thead>
<tr>
<th>Counselee level of participation</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like it when we are given counseling in a group especially on discipline matters</td>
<td>90</td>
<td>24.0</td>
<td>121</td>
<td>18</td>
<td>102</td>
<td>27.2</td>
</tr>
<tr>
<td>I am always willing to go for guidance and counseling when I have any problem</td>
<td>83</td>
<td>22.1</td>
<td>40</td>
<td>51</td>
<td>98</td>
<td>26.1</td>
</tr>
<tr>
<td>I voluntarily go to guidance and counseling department to seek counseling</td>
<td>57</td>
<td>15.2</td>
<td>37</td>
<td>9.9</td>
<td>171</td>
<td>45.6</td>
</tr>
<tr>
<td>If I were experiencing crisis at one point in my life, I would confide in a counselor</td>
<td>22</td>
<td>5.9</td>
<td>56</td>
<td>14.9</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td>If a good friend asked my advice about a problem, I might recommend that he/she sees a counselor</td>
<td>14</td>
<td>3.7</td>
<td>81</td>
<td>21.6</td>
<td>30</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Key: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree

Table 4.9 shows that the mean scores obtained by students on aspects measuring their participation in guidance and counseling ranged from 2.15 to 3.30. The highest
ranked statements were I like it when we are given counseling in a group especially on discipline matters (3.30); I am always willing to go for guidance and counseling when I have any problem (2.74) and I voluntarily go to guidance and counseling department to seek counseling (2.42). On the other hand, the lowest ranked statements were; if a good friend asked my advice about a problem, I might recommend that he/she sees a counselor (2.15); and if I were experiencing crisis at one point in my life, I would confide in a counselor (2.30). Based on these results, it emerged that most of the students obtained mean scores below 3, meaning they were not willing to seek guidance and counseling when faced with problems. This as a result could be one of the major factors influencing effectiveness of guidance and counseling in schools in managing discipline among students in Kandara district. It is believed that the success of any program in school lies on the students’ attitude towards it. The way students respond and perceive guidance and counseling services will, to a great extent, determine whether or not guidance and counseling services are needed or will be effectively utilized in schools. This is because willingness and attitude toward professional help are factors that seem to contribute to students’ decision about whether to seek counseling (Al-Darmaki, 2003 and Nicholas, 2002). Calestine, (2002), observed that the person with a problem must be willing to seek assistance from a counselor and if he or she is unable to do this, then it is very difficult to work cordially with the counselor. The teacher-counselor cannot create this readiness in students; it must come from within the student who has the problem. It is a popular view that successful counseling involves, to some reasonable degree, voluntary client participation. It was further noted that, how a client perceives counseling might serve as a barrier.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This section presents summary of the study, conclusions and recommendations based on the study findings. The chapter also gives suggestions for further research.

5.1 Summary of the Study Findings
The main objective of the study was to investigate the effectiveness of Guidance and Counseling in managing students' discipline in public secondary schools in Kandara District, Murang’a County. The study was guided by social learning theory of Albert Bandura (1986) who viewed learning by observing others as the role model. The study employed descriptive survey design to target 50 principals, 50 heads of guidance and counseling departments and 12,500 students from the public secondary schools in Kandara District. Purposive sampling was used to select 44 principals and 44 heads of counseling department while simple random sampling method was used to select 375 students. This yielded a total of 463 respondents. Three questionnaires were used as the main tools for data collection. Given below is the summary of the study findings.

5.1.1 Extent to Which Teamwork among Teachers Influence Successful Management of Discipline
The study established that the mean scores obtained by respondents on items measuring influence of teamwork towards successful management of discipline ranged from 2.20 to 2.75. The highest scored statement showed that majority of the teachers counsellors confirmed that other teachers regularly reported to the
department their concern on discipline issues and also discipline cases are often discussed in the department and staff meetings. However, the lowest ranked statements showed that half (50.0%) of the teacher counsellors confirmed that it’s very rare to find some students voluntarily seeking guidance and Counseling services. In overall, the study found out that 24 (54.5%) teacher counselors reported that discipline management was regularly practiced in their schools while 20 (45.5%) of them indicated that it was rarely practiced in schools. This clearly indicates that in most schools teamwork approach in the school environment was perceived in a positive way and therefore it was expected to contribute towards improvement of guidance and counseling in discipline management. However, although teamwork seemed to be practiced in most of the schools, the results of the analysis revealed that it was not fully implemented in some schools (45.5%) in Kandara district.

5.1.2 Scope of Guidance and Counseling services offered in schools to enhance the Management of Discipline

In relation to this objective, the study findings revealed that at least half of the schools in Kandara district were involving peers and other staff members to facilitate guidance and counseling programs with an aim of managing students related discipline issues. The study established that over 50.0% of the respondents reported that deputy principals, principals, class teachers and dorm masters were regularly involved in guidance and counseling. More so, the study found out that half of the sampled schools were also offering group and peer counseling.
5.1.3 Effectiveness of Guidance and Counseling in the Management of Discipline

The study found out that the mean scores obtained by teacher counselors in relation to aspects measuring roles of guidance and counseling in maintaining students’ discipline ranged from 3.23 to 4.43. The highest scored statements were; It reduce suspicion and build trust on the part of students (4.43); it help diffuse tension in school (4.14); and it help to prevent drug and substance abuse among students (3.86). On the other hand, the lowest ranked statements were; it helps to develop a very free and friendly atmosphere (3.23) and it help to control indiscipline cases among students (3.60). This shows most of the teacher counselors had positive perceptions towards roles played by guidance and counseling in discipline management. However, there were few students who felt that discipline problems such as noisemaking, stealing and destruction of properties still existed in the schools, meaning guidance and counseling programs were not in a position of curbing all indiscipline cases in schools.

5.1.4 Attitude towards Guidance and Counseling in the Management of Discipline

The study established that majority (79.5%) of the teacher counselors had positive attitude towards guidance and counseling in discipline management.

5.1.5 Influence of Counselee Level of Participation in Guidance and Counseling in the Management of Discipline

Regarding this objective, the study found out that the mean scores obtained by students on aspects measuring their participation in guidance and counseling ranged from 2.15 to 3.30. The highest ranked statements were I like it when we are given counseling in a group especially on discipline matters (3.30); and I am always willing
to go for guidance and counseling when I have any problem (2.74). On the other hand, the lowest ranked statements were; if a good friend asked my advice about a problem, I might recommend that he/she sees a counselor (2.15); and if I were experiencing crisis at one point in my life, I would confide in a counselor (2.30). Based on these results, it emerged that most of the students obtained mean scores below 3, meaning they were not willing to seek guidance and counseling when faced with problems. This as a result could be one of the major factors influencing effectiveness of guidance and counseling in schools in managing discipline among students in Kandara district. It is believed that the success of any programme in school lies on the students’ attitude towards it. The way students respond and perceive guidance and counseling services will, to a great extent, determine whether or not guidance and counseling services are needed or will be effectively utilized in schools.

5.2 Conclusion of the Study

Based on the study findings as summarized above, it was concluded that:

i. Although teamwork was practiced in most schools, a significant proportion of respondents indicated that discipline matters were rarely discussed during departmental and staff meetings. This clearly shows that teamwork was not fully implemented in schools in Kandara district and hence this could be one of the major factors hindering effectiveness of the guidance and counseling in managing discipline in schools.

ii. Regarding the scope of the program in schools, the study concluded that group and peer counseling were offered in schools. The study also established that class teachers, dorm masters, deputy principals and principals were regularly involved in guidance and counseling.
iii. With the positive attitude of the teacher counselors’ towards guidance and counseling, it is expected that the counseling programs should be successful in managing students’ discipline. However, the study established that principals and teachers had not done much to make this program very effective and as such, schools in Kandara district were still experiencing disciplinary problems such as stealing, destruction of properties and noisemaking.

iv. Most of the students were not willing to seek guidance and counseling when faced with problems. This as a result could be another major factor hindering the usage of guidance and counseling programs in managing students’ discipline in schools.

5.3 Recommendations of the Study

Arising from the study findings, the following recommendations were made:-

i. The study established that some discipline problems still existed in schools without teachers’ knowledge. The current study therefore suggest that the Ministry of Education through school principals should sensitize parents, community members and sponsors on their roles in relation to students discipline management especially during school holidays.

ii. The school administrators should solicit active co-operation of students, teachers and other staff members (dorm masters) interested in guidance and counseling.

iii. Effective guidance and counseling programs should be put in place as essential part of schools by the school administrators to promote students discipline.

iv. The study established that some heads of counseling departments had not received any training on guidance and counseling. The current study therefore
suggests that leadership in guidance and counseling should be provided by trained counselors in every school. This is because leaders co-ordinate efforts of teacher counselors and students in schools who assist in group and individual counseling.

5.4 Areas for Further Research

i. A study should be conducted to find out teachers’ and students factors influencing their attitude towards guidance and counseling programs.

ii. Another study should be conducted to find out support offered by the school administrators towards guidance and counseling programs.
REFERENCES


APPENDIX ONE

STUDENTS’ QUESTIONNAIRE

This is a questionnaire and not an examination. There is no correct or wrong answer. The answers you give will be confidential and used purely in a research study. Give your opinion accurately and do not write the name of the school or your name anywhere in this paper. Put a tick where applicable.

SECTION ONE

1) What is your gender? Male ☐ Female ☐

2) How old are you? …………………….Years.

3) Category of school: Boys boarding ☐ Girls boarding ☐ mixed boarding ☐
   Boys day ☐ Girls day ☐ Mixed day ☐

4) I am in form: Three ☐ form Four ☐

SECTION TWO (PUT A TICK IN THE APPROPRIATE (✓) BOX)

How often are the listed offences committed in school even without the knowledge of teachers?

<table>
<thead>
<tr>
<th>Offence</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinking alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cigarette smoking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard drugs like cannabis sativa, marijuana, heroine etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destruction of school property</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noise making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kindly tick (✓) in the box the response that best describes your response using the following key

**SA** = Strongly Agree  **A** = Agree  **U** = Undecided  **D** = Disagree  **SD** = Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I voluntarily go to guidance and counseling department to seek counseling</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>If a good friend asked my advice about a problem, I might recommend that he/she sees a counselor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like it when we are given counseling in a group especially on discipline matters</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>If I were experiencing crisis at one point in my life, I would confide in a counselor</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I am always willing to go for guidance and counseling when I have any problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THANK YOU FOR YOUR CO-OPERATION**
APPENDIX TWO
TEACHER COUNSELORS’ QUESTIONNAIRE

This questionnaire is purposed to collect information on the effectiveness of guidance and counseling in managing discipline in our public schools. The information you give will be treated with utmost confidentiality and only used for the purpose of this research study. Kindly respond to all the items of this questionnaire and do not write your name anywhere in this questionnaire.

Section one

1) What is your gender? Male [ ] Female [ ]

2) How long have you been HOD guidance & counseling? less than 5 yrs [ ]
   5-10yrs [ ] 11-15 yrs [ ] more than 15 yrs [ ]

3) What is your teaching load? Less than 15 [ ] 15-20 [ ] 21-25 [ ] 26-30 [ ] 31 and above [ ]

4) Do you have any training related to G & C Yes [ ] No [ ]

If yes, up to which level?

(i) Masters and above

(ii) Degree

(iii) Diploma

(iv) Certificate

(v) In service courses

Other (specify)
SECTION TWO

Kindly tick (√) in the box the response that best describes your response using the following key

**SA= Strongly Agree   A= Agree   U- Undecided D=Disagree   SD- Strongly Disagree**

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Its very interesting to offer guidance and counseling topics related to discipline management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in this school view guidance and counseling as an effective tool for managing discipline in the school</td>
<td></td>
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</tr>
<tr>
<td>The involvement of all teachers in guidance &amp; counseling has helped us to improve discipline</td>
<td></td>
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</tr>
<tr>
<td>Our programs cover all the scopes of guidance &amp; counseling adequately</td>
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</tr>
<tr>
<td>Guidance &amp; Counseling is very necessary in the management of discipline in our school</td>
<td></td>
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</tr>
<tr>
<td>Guidance and counseling programs help to improve students-teachers relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance and counseling train students to accept authority instead of being forced to do so through punishments</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Comparing with the corporal punishment, guidance and counseling is an effective tool in maintaining discipline</td>
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</tr>
</tbody>
</table>

**Roles of Guidance and Counseling in Discipline Management**

Kindly tick (√) in the box the response that best describes your response using the following key

SA= Strongly Agree   A= Agree   U- Undecided D=Disagree   SD- Strongly Disagree
<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>It reduce suspicion and build trust on the part of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It help to prevent drug and substance abuse among students</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>It help diffuse tension in school</td>
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<td></td>
<td></td>
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<tr>
<td>It help to improve relationship among teachers and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>It helps students to cope with change on their daily lives and environment</td>
<td></td>
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<td></td>
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<tr>
<td>It help to control indiscipline cases among students</td>
<td></td>
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<tr>
<td>It help to develop a very free and friendly atmosphere</td>
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<td></td>
</tr>
</tbody>
</table>

Kindly tick (√) in the box the response that best describes your response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very often</th>
<th>often</th>
<th>Rare</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do students voluntarily come to you to seek Guidance &amp; Counseling services?</td>
<td></td>
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<tr>
<td>How often are discipline cases discussed in the department and staff meetings?</td>
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<tr>
<td>How often do you involve other teachers in guidance &amp; counseling in discipline matters?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>How often do other teachers report to your department their concern on discipline issues?</td>
<td></td>
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</tbody>
</table>
SECTION THREE

1. Briefly mention some of the measures that can help the G&C department assist students to be more disciplined

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2. Mention some of the challenges that your department faces in dealing with Indiscipline cases

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3. Do you think the government is doing enough to ensure effectiveness of guidance and counseling as a tool for maintaining discipline in our public secondary schools? Please explain

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APPENDIX THREE

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is aimed at collecting information on the effectiveness of guidance and counseling in managing students discipline in our public secondary schools. The information you give will be strictly confidential and will only be used for research purposes. Please respond to the questions below as honestly as possible. Do not write your name in this questionnaire.

SECTION ONE

1. What is your gender? Male [ ] female [ ]

2. How long have you been a principal? Less than 5 yrs [ ] 5-11 yrs [ ]
   11-15 yrs [ ] 16-20 yrs [ ] over 20 yrs [ ]

3) Do you have any training related to G & C? Yes [ ] No [ ]

If yes, up to which level?

   a) Masters and above
   b) Degree
   c) Diploma
   d) Certificate
   e) In service courses
   Other (specify)

4) Does your school teacher counselor have a separate office where students can go for guidance & counseling? Yes [ ] No [ ]
**SECTION TWO**

Kindly tick (√) in the box the response that best describes your response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very often</th>
<th>Often</th>
<th>Rare</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you have Group counseling in the school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you have Peer counseling in the school?</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>How often do class teachers participate in guidance &amp; counseling?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>How often do Dorm masters participate in guidance &amp; counseling?</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often does your D / principal participate in guidance &amp; counseling?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often does the principal participate in guidance &amp; counseling?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kindly tick (√) in the box the response that best describes your response using the following key

**SA= Strongly Agree   A= Agree   U- Undecided   D=Disagree   SD- Strongly Disagree**

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school has put in place a functional guidance and counseling department.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Guidance and counseling is an effective tool for managing discipline in our school</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Since the government’s ban of the cane in 2001 discipline has deteriorated</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students voluntarily seek guidance &amp; counseling services</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Corporal punishment is not used in my school.</td>
<td></td>
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<td></td>
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</tbody>
</table>
SECTION THREE

a) What criteria do you use to select teachers to be members of the guidance and counseling committee? ..............................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

b) Name three challenges that the school faces in trying to use Guidance and Counseling to manage student’s discipline.
........................................................................................................................................................................
........................................................................................................................................................................
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........................................................................................................................................................................

THANK YOU FOR YOUR CO-OPERATION
APPENDIX FOUR

Table for determining Sample Size from a given Population

<table>
<thead>
<tr>
<th>N</th>
<th>S</th>
<th>N</th>
<th>S</th>
<th>N</th>
<th>S</th>
<th>N</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>100</td>
<td>80</td>
<td>280</td>
<td>162</td>
<td>800</td>
<td>260</td>
</tr>
<tr>
<td>15</td>
<td>14</td>
<td>110</td>
<td>86</td>
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<td>850</td>
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<td>169</td>
<td>900</td>
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<tr>
<td>25</td>
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<td>130</td>
<td>97</td>
<td>320</td>
<td>175</td>
<td>950</td>
<td>274</td>
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<tr>
<td>30</td>
<td>28</td>
<td>140</td>
<td>103</td>
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<td>181</td>
<td>1000</td>
<td>278</td>
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<td>35</td>
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<td>150</td>
<td>108</td>
<td>360</td>
<td>186</td>
<td>1100</td>
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<td>40</td>
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<td>160</td>
<td>113</td>
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<td>118</td>
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<td>159</td>
<td>750</td>
<td>256</td>
<td>2600</td>
<td>335</td>
</tr>
</tbody>
</table>

Note: “N” is population size, while “S” is sample size.