EXTENT TO WHICH GUIDANCE AND COUNSELING MANAGES STUDENT DISCIPLINE IN SECONDARY SCHOOLS IN KIRINYAGA WEST SUB-COUNTY, KENYA

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DECEMBER, 2015
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.

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DEDICATION

To my dear wife Mrs. Purity Muriuki, my children Nelly, Florence and Claire for moral, spiritual and financial support as I pursued this course. To my mother Joyce Muya for her prayers and confidence in my potential, you are a gift from God.
ACKNOWLEDGEMENTS

This work is a culmination of support, guidance and interaction with various individuals and institutions. Special thanks to my supervisors Dr. Martin Ogola and Dr. Florence Itegi for their selflessness in offering guidance. Thanks to the Kenyatta University administration and staff for offering me the opportunity to pursue this course.

My gratitude goes to my class mates pursuing Masters in Education Administration class of 2011 specially Moses Gitahi and Paul Muchiri for the discussions and assistance in collecting course materials. Special thanks to staff and students of Mukangu Secondary school for maintaining high level of discipline during the period I am away from school pursuing this course.

Finally I thank God Almighty for his provision of health and material wealth.
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ABBREVIATIONS AND ACRONYMS

AIDS: Acquired Immune Deficiency Syndrome
CDF: Community Development Fund
G&C: Guidance and Counseling
HIV: Human Immunodeficiency Virus
MDGs: Millennium Development Goals
MOE: Ministry of Education
SGC: School Guidance and Counseling
UNESCO: United Nations Educational, Scientific and Cultural Organization
ABSTRACT

Guidance and counseling plays a very important role in discipline management. Discipline motivates students to do what is right for the right reason. The purpose of this study was to find out extent to which guidance and counseling manages student discipline in secondary schools in Kirinyaga West Sub-County, Kirinyaga County, Kenya. The objectives of the study were to establish the status of guidance and counseling programs in secondary schools, to find out common forms of discipline issues handled by guidance and counseling teachers in secondary schools and to establish challenges facing guidance and counseling in the management of student discipline in Kirinyaga West Sub-County secondary schools. This study was based on the Behavioural Theory as it explains how behaviour is learned or acquired. The study adopted a descriptive survey research. The target population of this study was all 28 public secondary schools, 28 heads of guidance and counseling teachers and 1426 form three students in Kirinyaga West Sub-County. For this study, the researcher applied Gay principle to determine the sample size whereas simple random sampling technique was used to select the 10 heads of guidance and counseling departments and 143 students who took part in the study. Guidance and Counseling heads questionnaires and students’ questionnaires were used as the main research instrument to collect data for the study. The research instruments were tested for validity and reliability. A pilot study was conducted and correlation coefficient was computed and a reliability coefficient of 0.72 achieved thus the instruments were considered as reliable. Data collected was categorized, coded and analyzed using Statistical Package of Social Science (SPSS). Quantitative data was analyzed using descriptive statistics including mean scores, frequencies and percentages that was presented using table, charts and graphs. The study concludes that guidance and counseling is a key component in secondary schools and has assisted administration in managing discipline issues. The study established that majority of the form three learners had not undergone any form of guidance and counseling in the school though the rate of penetration of G & C in schools was significant.
CHAPTER ONE
INTRODUCTION

1.0 Introduction
This chapter highlights the background to the study, the statement of the problem, research objectives and questions that guide the study as well as the significance of the study. The chapter also discusses the limitations and delimitations of the study, assumptions of the study, the theoretical and conceptual framework and finally lays out the operational definition of terms used.

1.1 Background to the Study
One of the key pillars of Vision 2030 in Kenya is to ensure that Kenya has a more equipped and relevant human resource. Towards achieving this aim, the government seeks to ensure that it achieves the Millennium Development Goals and achieve quality education for all (Republic of Kenya, 2012). UNESCO (2005) identified education as one of the powerful tools of poverty eradication and economic growth in less developed countries. UNESCO argues that education reduces the illiteracy levels in these countries and enables the young people to be independent.

There is need to provide immediate and adequate responses in developing and less developed countries to expand and strengthen education programmes if these countries can achieve the MDGs (Kane, 2004). As a result, Kane noted that expansion of education saw different programmes developed in response to the need to provide and improve education by identifying possible strategies such as provision of life skills through guidance and counseling. Kane (2004) noted that with development and evolution of educational programmes, learners have been
exposed to diverse difficult environments and circumstances that require them to be taken through a process of counseling and guidance in order to maintain the learning capability. Kane noted that the resultant issues on education expansion could be approached through such programmes as guidance and counseling in schools to provide life skills to the learners. Kane argued that learners acquired academic and social experiences that had negative impact on them and as such require guidance and counseling in order to cope well in education. These experiences were outlined by Kane as living in distressed families, divorced or separated homes, family with unending conflicts, and exposure to diseases such as Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS).

Davis (2003) states that social experimentation in drugs and sexual relationships have left some casualties among students. Davis noted that a significant number of students across the world today indulged in drugs, truancy, poor discipline and other misdemeanors and this has affected these students performance in schools and colleges. These studies therefore argued that there were needed to implement strategies to assist students cope with school stress and thus fundamentally argued for establishment of guidance and counseling in schools. However the studies also called for strengthening of school relationships in order to manage student behavior. At home, Davis (2003) notes that parents experience many pressures from the need to keep the family unit close with little or depreciating currency and little time is left for the parents to concentrate on their children. Thus parents expect the school to provide solutions to their children’s indiscipline in secondary schools.
UNESCO (2005) noted that Africans were more concerned with generating more and more money than raising their children as was in their traditional structures. UNESCO therefore noted that children were raised by servants who are employed as house helps in the homes or are left with social and electronic media such as TV, video games, and peers to keep them busy. UNESCO also noted that the changing social structures brought about by urbanization and industrialization has contributed to high stress levels among learners in Africa. Children brought up in single families or separated families are on the rise and against the backdrop of this, being viewed as outcasts in African context, increases the learners stress levels. These studies showed that there existed a parental gap at home that needed to be addressed in order to assist students cope with the school stress (UNESCO, 2005). However, since the studies concentrated on the way children were raised up at the family level, they did not address the impact this had on the student. This current study seeks to assess the extent to which guidance and counseling assists in management of student discipline.

Increase in diverse student problems and the current economic situation have made the need for effective counseling services even more critical than in the past. Students experience immense psychological pressures in today’s world. There are a number of socio-economic and psychological problems which disturb the learning process of students. In other words, the growing number of social, economic and family problems has seen a rise in the demand for guidance and counseling among learners and this has also seen demand for guidance and counseling services in schools being on the rise (Madhuku, 2005). The study sought to show the importance of guidance and counseling but did not address the impact it had on learner discipline which the current study seeks to address.
Students in the adolescent age bracket experience rapid growth physically, intellectually, emotionally and socially and consequently their behavior changes. Rapid developmental changes occur at a time when environmental stressors, for example, parental and teacher pressures on young people to excel in school, peer pressure to experiment with drugs, conflict in families or peer relationships, loneliness and pressure to make career choices are at their peak. Adolescents bring the following problems into the classroom: uncertainty about sex roles, a feeling of dependence and simultaneously a desire to be autonomous, and difficulty in making and sustaining significant relationships. Thus, adolescence is an intense time of change, where many battles for self are won or lost (Matongo, 2004). Bruce and Cockreham (2004) noted that students experiencing the above mentioned problems need information, understanding and guidance to help them adjust to all the changes. During adolescence, challenges that have to do with intellectual and physical development, choice of companions, social activities and the formation of appropriate social attitudes are confronted. The studies discussed above addressed the various problems students face in schools but did not address the strategies needed to overcome these challenges. This current study on the other hand seeks to establish the extent to which guidance and counseling in secondary schools has assisted in discipline management.

Wango (2006) acknowledges that adolescence has always been a challenging time in a person’s life, but believes that in today’s fragmented, chaotic world with its dangerous, sexualized and media-saturated societies, adolescents face incredible pressures. Such students need help in their growth towards emotional maturity. Adolescents should be taught to understand and accept themselves and become more
understanding and accepting of others. Consequently, guidance and counseling by schools is a systematic effort to improve the quality of choices. In view of the above, schools should consider ways and means of giving assistance to the student in choosing his or her career on a more informed basis. Therefore, schools should have effective SGC services for the adolescents they serve. Violence is prevalent in schools around the world (Rayburn 2004; DeMato and Curcio, 2004; Hernandez & Seem, 2004).

Adelman and Taylor (2008) noted that learners in Africa are caught up in a vicious cycle as victims or perpetrators of physical, emotional and sexual harassment. It has often been left to society to mould the youth and teach them the psychosocial skills necessary to become adults contributing to the moral wellbeing of society. Society wants the school to concentrate mainly on teaching academic skills, but society itself fails to meet psychosocial needs of young people. Schools are thus asked to give solutions to the youths’ problems (Bruce & Cockreham, 2004). Schools could meet this demand through the provision of guidance and counseling services. Educators should offer guidance and counseling services to students to cultivate attitudes and behaviour leading to a fruitful life. Bruce and Cockreham (2004) notes that guidance and counseling is important in schools because it increases behaviours related to achievement such as studying effectively. Although the studies discussed above addressed proved the importance of guidance and counseling to learners, they did not address the impact the same had on the learners which is the domain of the current study.
In the rural areas of Africa, for instance, many student dropouts are a result of poor academic grades and failure to adjust to high school learning situations. A student who loses confidence in his or her ability and who devalues himself or herself lacks concentration and this leads to continuous academic failure. The provision of guidance and counseling services by schools may help curb these problems. Where there is no guidance and counseling, schools stand to lose children unable to cope with specific academic standards. As a result, the school dropout rate increases. Guidance and counseling services enhance student performance reduce student dropout rates and prepare students for the world of work and life (UNESCO, 2005)

Nyamwaka, Ondima, Nyamwanga, Ombaba and Magaki (2013) noted that Guidance and counseling in Kenya was recognized in the 1960s following the Ominde Commission report. Nyamwaka et al (2013) indicated that as a result of the Ominde Commission, the administrative, supervisory and advisory guidance and counseling services were established at MOE headquarters to oversee the implementation of G&C in schools. They noted that as it was observed in Gachathi report of 1976, the guidance and counseling was not effective since it was carried out by untrained counselors who were teachers and at the same time the same teachers were engulfed by heavy workload. Nyamwaka et al (2013) noted that since then various recommendations have been made but despite this there has been high incidences of arson, student drunkardness, bullying to the extent of death. This therefore means that guidance and counseling in schools has not been effective and as such this study seeks to establish the extent to which guidance and counseling has assisted in discipline management in secondary schools.
1.2 **Statement of the Problem**

The Ministry of Education has recognized the importance of guidance and counseling and essential part it plays in assisting learners. The number of riots, cases of arson and general indiscipline among learners in secondary schools has been on the rise despite the presence of guidance and counseling teachers in schools. However in order to improve the efficiency and effectiveness of guidance and counseling, there is need to establish the extent to which guidance and counseling assists in management of student discipline in secondary schools.

1.3 **Objectives of the Study**

1.3.1 **General Objectives**

The objective of this study was to find out the extent to which guidance and counseling assists in management of student discipline in secondary schools in Kirinyaga West Sub-County, Kirinyaga County, Kenya so as to provide baseline roles of guidance and counseling in secondary schools.

1.3.2 **Specific Objectives**

This study was guided by the following specific objectives:

i) To establish the status of guidance and counseling programs in Kirinyaga West Sub-County secondary schools.

ii) To find out common forms of discipline issues handled by guidance and counseling teachers in Kirinyaga West Sub-County secondary schools.

iii) To establish challenges facing guidance and counseling in the management of student discipline in Kirinyaga West Sub-County secondary schools.
1.4 Research Questions

This study aimed at answering the following questions:

i. What is the status of guidance and counseling program in Kirinyaga West Sub-County secondary schools?

ii. What are the common forms of discipline issues handled by the guidance and counseling teachers in Kirinyaga West Sub-County secondary schools?

iii. What are the challenges facing guidance and counseling in the management of student discipline in secondary schools in Kirinyaga West Sub-County?

1.5 Significance of the Study

The findings and recommendations of this study may help the policy makers in formulation of proper policies related to the effective strategies of managing students discipline in secondary schools, especially putting more emphasis on enhancing guidance and counseling to manage student discipline. This study can help parents appreciate the importance and complexity of discipline management. It can enlighten the parents on their roles in enforcing and strengthening the measures and strategies used by school managers and teachers such as guidance and counseling in maintaining student discipline.

1.6 Limitations of the Study

The study faced several limitations which includes the following: poor road network in the Sub-County which made access to the schools a challenge and thus the researcher had a difficult time in collecting data from respondents in difficult to access areas. Reliance on the questionnaire which did not capture the psychological and non-verbal cues from the respondents was also a limiting factor. Non-verbal cues are important in establishing the respondents feeling which would have assisted
the researcher to make conclusions on particular aspects in this study thus their absence limited the conclusions arrived at. The researcher would also face financial constraints due to high cost of travelling and questionnaires production.

1.7  **Delimitations of the Study**

The study was concerned with the extent to which guidance and counseling assisted in discipline management of learners in secondary schools. The study was confined to students and head of guidance and counseling teachers in public secondary schools who will directly benefit from the findings of the study. The study was not concerned with issues of discipline in other learning institutions or outside secondary schools in the Sub-County and therefore the respondents provided the required data for the study.

1.8  **Assumptions of the Study**

The study was carried out with the assumptions that;

i. All heads of guidance and counseling are adequately trained and the schools have knowledge on guidance and counseling policies.

ii. The respondents have pre-requisite guidance and counseling knowledge.

1.9  **Theoretical Framework**

This study was based on the Behavioural Theory as it explains how behaviour is learned or acquired (Hui, 2002). Discipline management is a key component in describing learners’ behavior. As such the theory is applicable in this research to study the extent to which the guidance and counseling assists in management of learners behaviour. Thus, the underlying principle behind behavioural theory is that behaviour can be learned, unlearned and relearned (Wango, 2006). The view is that
learning and its process within the environment critically affects the way people think and act. The behavioural theory is grounded on a scientific view of human behaviour that applies a systematic and structured approach to counseling. Behaviour modification or behaviour therapy is the application of basic research and theory from experimental psychology to influence behaviour for purposes of resolving personal and social problems and enhancing human functioning (Wango, 2006). Thus according to Wango (2006) behavior modification aims at increasing people’s life skills hence making them competent in various aspects. Therefore, this knowledge will help the counselor understand and explain students behaviour in different environments and equip the counselors with the skills on how to strengthen counseling in order to assist student’s develop their academic, social and personal competences.

A hallmark of behaviour therapy is the identification of specific goals at the onset of counseling process. Usually, the goals are very specific, that is to change a single or a small range of behaviours. In helping clients achieve their goal, behaviour counselors usually assume an active and directive role. Thus, although the client generally determines what behaviour will be changed, the counselor usually determines how this behaviour can best be modified. In designing a treatment plan, behaviour counselors employ techniques and procedures that are specifically appropriate for a particular client. In selecting these strategies, counselors have a wide range of options, a few of which include relaxation training, systematic desensitization, modeling methods, assertion- training programmes and self-management programmes.
According to Polat and Jenkins (2005), behavioral counselors use techniques such as summarizing, reflection, clarification, and open-ended questioning. They also act as the role models for the clients. In this case, clients often view the counselors as worthy of emulation hence they pattern attitudes, values, beliefs and behaviour after him or her. Therefore, students may acquire academic, social and personal competences by modeling appropriate social, personal competencies and even individual coping skills from the counselors. Through their actual behaviour during sessions, counselors can best teach self-disclosure, risk taking, openness, and honesty among others. Assertion training that helps people to express their feelings, thoughts beliefs and altitudes are also emphasized in behavioural approach. Through this, students are able to deal with interpersonal difficulties as they stay in the school. Behavioural theories seek to enhance behaviour modification among the clients and if effectively applied to students experiences in a school setting can be instrumental in helping them to cope and adjust to the expected ways of life.
1.10 Conceptual Framework

The conceptual framework shows the use of guidance and counseling in the management of students’ discipline. The diagram below shows the relationship between the study variables.

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<thead>
<tr>
<th>Independent variable</th>
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<tr>
<td><strong>Status of G &amp; C</strong></td>
<td><strong>Management of Student Discipline</strong></td>
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<td>- Participants in G &amp; C</td>
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<td>- G &amp; C Methods Applied</td>
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<td>- Availability of G &amp; C Venues</td>
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<td><strong>Common issues handed by G &amp; C</strong></td>
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<tr>
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<tr>
<td>- Theft</td>
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<td>- Sexual Orientation</td>
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<td>- Rudeness to teachers</td>
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<td>- Rudeness to Fellow Students</td>
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<td>- Drug and Substance Abuse</td>
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<tr>
<td><strong>Challenges in guidance and counseling in schools</strong></td>
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**Figure 1: A Conceptual Framework**

The conceptual framework shows the relationship of the variables that determine effectiveness of students’ guidance and counseling services on students’ discipline. Guidance and counseling is used to manage student discipline. In order to fully comprehend the role of guidance and counseling in secondary schools the study would establish the status of guidance and counseling in schools and determine the common forms on discipline cases in most schools. The study will also establish the extent to which guidance and counseling assists in discipline management of learners in secondary schools. The study will also analyse the challenges and issues in the management of student discipline in schools.
1.11 Operational Definition of Terms

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

Discipline: Systematic instruction offered to ensure one obeys the laid down rules.

Discipline management: This is modeling the general student behavior to conform to certain behavior models desired by an institution.

Effective Guidance and counseling program: a program that has resulted to reduced incidences of student indiscipline.

Guidance: A continuing process concerned with giving direction that helps in the development and behavior modification of students.

Students’ entry behavior: Marks scored by a student in Kenya Certificate of Primary Education (K.C.P.E).

Teacher counselor: Any person officially given the responsibility to counsel students about their problems in a secondary school.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter contains a review of the literature related to the study. The chapter covers the following key areas; the concept of guidance and counseling, predictors of student behavior in schools, guidance and counseling as a preventive measure to indiscipline, role of guiding and counseling in discipline management, role of guidance and counseling teacher, guidance and counseling challenges and issues in the management of student discipline in school.

2.1 The Concept of Guidance and Counseling
The high level of indiscipline in secondary schools can be attributed to lack of guidance and counseling. As much as a student spends time in school, teachers act as guidance and counseling agents. Parents do also contribute to student indiscipline by not checking on students’ progress which leads to laziness. Parents also give too much pocket money without monitoring their children expenditure or give advice on the proper expenditure and advice on the dangers of abusing drugs. Wango (2006a) argued that guidance is a process that builds up a human character rather than a single event. Watts and Kidd (2000) holds that the definition of guidance should comprise a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development.

The British Association of Counseling and Psychotherapy (BACP, 2006) argued that counseling takes place when a counselor sees a client in a private and confidential
setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose. It is always at the request of the client as no one can properly be 'sent' for counseling. By listening attentively and patiently the counselor can begin to perceive the difficulties from the client’s point of view and can help them to see things more clearly, possibly from a different perspective. Strong (2003) argued that counseling involved talking between the counselor and the client. There is therefore a need to pay attention by focusing curiosity during the talk on the client. Strong noted that in counseling the counselor invites reflection and inquiry from the client and attaches a value to the talk and this prompts the client to exchange information with the counselor.

Kaburu (2006) noted that guidance and counseling has been on the government agenda since the first commission on Kenyan education. Kaburu notes that the concept of guidance was mooted by Ominde Commission in 1964 as one of the recommendations of the commission. Gumisiriza (2012) in exploring the need for guidance and counseling in schools noted that guidance and counseling was meant to ensure students made wise career choices in the process of learning. He indicated that guidance and counseling today is important due to the changing patterns of living and changing societal norms as well as challenges brought by information explosion.

Lutomia and Sikolia (2006), highlighted that in Kenya, most smokers are adolescence between ages 13 and 18. They argued that guidance and counseling which is a step by step process that learners should be taken through to assist them cope with pressures in their environment and modify the learner’s behavior. He
noted that advertising and habits of elders play a major role in making the youths feel that smoking is a dignified and mature behavior. The tobacco company’s efforts to warn adolescent into lifelong addiction to smoking continue. Parents and teachers too should sensitize learners on the dangers of drugs to their lives. These studies showed the genesis of guidance and counseling in educational institutions. However there was absence of a link between guidance and counseling and discipline management which is the domain of the current study. Gumisiriza (2012) noted that educational counselors were part of the educational system who try as much as possible to help students face their own feelings and therefore be able to make worthwhile decision in the educational, vocational and social fields.

Hui (2002) stated that according to many investigators, schools and society have fostered a generation of alienated students who manifest their alienation through drugs and unrest. Many students reject institutional control of the alcohol. Hui similarly identified that the prolonged terms school has caused isolation of the young people from their parents and the rest of the adults. This has made them to shift their socialization from the family to the peer group. The individual student will conform to the demands of his or her peer group without questions. This may lead to undesirable behavior in schools like drug abuse, truancy among others. The researcher puts forward the important role of teachers as guidance and counselors since learners spend most of their time in school away from their parents. Individual students need to be advised on the importance of making responsible decisions rather than conforming to peer pressure without questions. The studies however did not provide an analysis of the impact that guidance and counseling had on student discipline which is the area that the current study seeks to discus.
2.2 Guidance and Counseling as a Preventive Measure to Indiscipline

There are scholars who perceive the role of guidance and counseling in controlling indiscipline as being centered on prevention of indiscipline from occurring. Gumisiriza (2012) noted that guidance and counseling is a preventive force that stops some actions that students could have made in the course of schooling due to various needs students feel have not been met by the school administrations. According to Gumisiriza, optimum development of individuals comes through providing an emotional climate and environment that assist positive healthy attitudes and feelings. This implies that people with healthy attitudes and feelings are not likely to involve themselves in behavior that is not acceptable. One needs to create a positive healthy emotional climate. A person who suffers emotion depression or frustration will find life generally miserable and experience adjustment problems. Unpleasant emotions can upset a person’s mental and physical wellbeing. It can also lead to stress and anxiety.

An anxious person appears frustrated and may withdraw from social conducts or become aggressive (Hui, 2002). A healthy emotional climate can be created, for example, assisting new students arriving in the school to adjust to their environment. Teachers should for instance, be familiarized with names of all staff members, significance of school motto, preparation of time tables and procedure in changing periods. The studies by Gumisiriza (2012) and Hui (2002) analysed the strategies used by teachers in class and the role the classroom environment plays in learning. However they studies did not link the guidance and counseling to discipline management which is the context in the current study.
Considering that most secondary school students are in their adolescent stage, between 12 to 20 years, emotional stability is a central issue. Gumisiriza (2012) noted that students undergo emotional changes during adolescent which include frequent mood shifts leading to anger, hostility, frustrations, emotional stress, embarrassment and anxiety. The emotional changes lead to resistance to authority, oversensitivity to adult suggestions regarding friends and appropriate use of time. Proponents of the preventive approach to indiscipline argue that disciplinary problems can be prevented if students in secondary schools can be guided and counseled on how to deal with their emotions. A healthy emotional climate can be achieved through guidance and counseling because students who have problems have someone to turn to (Gumisiriza, 2012).

Kaburu (2006) agreed that guidance and counseling can prevent indiscipline in secondary schools. She noted that discipline can be regarded as a positive force. It can be connected with training and not punishing. She emphasized that the term student discipline should be used to mean a system of guiding the individual to make reasonable decisions responsibly. This implies that students who are guided and counseled are unlikely to have disciplinary problems. Therefore guidance and counseling department has a role to play with respect to the school administration. The department should guide the school administration in creating conditions for healthy learning and living. Some of the rebellions emerging from schools are provoked by the school administrations’ inability to provide basics like decent dormitories, food, classrooms, quality education and co-curricular activities and facilities. For instance, the inability to provide sports facilities and time for sport can lead to accumulation of stress. Physical exercises are preventive measures to stress.
The studies by Kaburu did not indicate how G & C teachers contributed to student discipline. Therefore this gap in Kaburu’s research is what the current study seeks to fill and establish the extent to which G & C assisted in learners discipline management.

Wango (2006b) asserts that indiscipline can be prevented through upholding student individuality and responsibility. He observes that counseling is intended to increase a client’s sense of responsibility for his or her own life to help him or her make up his own mind and act upon his decisions, to cope sensibly with situations he or she has hitherto disliked, resented or rejected and come to terms with circumstances which cannot for the moment be changed. This implies that students can be seen as disciplined if they understand that there are some things they have to accept as they are for they cannot be changed. For example, Wango (2006b) noted that in universities student riot on flimsy grounds such as power blackout in universities. Wango argued that guidance and counseling should help students understand that rioting because there is power failure does not change the situation.

Kaburu (2006) noted that true discipline can only be realized when students are able to make the right choices. Baginsky (2003) notes that the child of today, inside and outside school is confronted by an ever increasing number of choices. However, as the choices confronting an individual increases, so do the problems associated with this greater complexity. As options and new possibilities prevent themselves, ambiguity and uncertainty increases. Adolescents do not need someone to make decisions for them but help and support in the tricky process of learning to cope successfully with such ambiguity.
Guidance and counseling according to Baginsky (2003) can help prevent indiscipline by helping the youth acquire the skills necessary to cope with the uncertainties of the modern world. Many studies have shown that guidance and counseling can also prevent indiscipline by taking new students through an orientation process (Kaburu, 2006; Gumisiriza, 2013; Waititu & Khamasi, 2012). Baginsky (2003) noted that orientation is concerned with ensuring that problems involving transition points where students move from a familiar to a strange one are reduced. The most obvious transition is witnessed from the primary to secondary level. Pupils should be assisted to become acquainted with the new school and to learn as much as possible about the education opportunities.

Waititu and Khamasi (2012) noted that learners should also be assisted to learn their new responsibilities they will face in secondary school. The aim is to ensure that students are not overwhelmed by strange or new situations. Students who transfer from one school to the other should also be helped to adjust. When students are given proper orientation, they are not likely to break school rules. Problems like lateness for class, waking up late, lateness for meals are avoided as they learn about the school system early enough. The study by Waititu laid out the importance of assisting students settle in school but did not provide the strategies to achieve this. The current study seeks to establish the extent to which G& C assists learners in discipline management in secondary schools.

2.3 Roles of Guidance and Counseling in Discipline Management

According to Gumisiriza (2013) there are four core virtues that should be adhered to by professionals in making ethical decisions in guidance and counseling. These core virtues are prudence, integrity, respectfulness and benevolence. Kaburu (2006)
notes that guidance and counseling plays the following roles in discipline management; it motivates students to do what is right for the right reason. Students are positively motivated to do what is right because they judge it to be right, not simply because they feel obligated or they fear the consequences, it enables the student to possess vision and discernment which involves sensitivity, judgment and understanding and leads to decisive action. They will know how to respond to situation and when to respond, it cultivates compassion in student that involve a regard for the welfare of others and sensitivity to the suffering of others. They are able to take action to reduce other pains. When students behave as they are expected they reduce the pain that would have been suffered by their parents, school administration, teachers, fellow students and community at large. Guidance and counseling develop self-awareness among students.

Kaburu (2006) noted that leaders develop capacity for self-observation; they know how their assumptions, convictions and biases are likely to affect their interactions with others. It enables students to understand the mores of their community and the importance of the community in moral decision making, policy setting character development. They understand the ideas and expectations of their community. Students are able to appreciate their community. Students are able to appreciate their school is not an island in the community but is part of the community.

Gumisiriza (2013) agreed that a counselor is able to identify the learners’ talents in order to advise them on the best career choices. Learners are made aware of common ailments, diseases and causes of ill health such as drug abuses. This creates understanding of the need for good health. It prepares the student to handle disasters. Disaster preparedness refers to measures that can be put in place to minimize loss of
life and damage caused by disaster. It helps the learners to understand and be equipped with knowledge about rights, freedom and responsibilities in society. It enables learners to undergo smooth transition from secondary level to tertiary level of education. Therefore guidance and counseling plays an important role in developing a whole person. Guidance and counseling in school is aimed at enabling students to realize their full potential and minimize frustrations.

2.4 Roles of Guidance and Counseling Teacher

Kaburu (2006) pointed out that guidance and counseling teacher is a very important person in the delivery of guidance and counseling services in educational institutions. They are in-charge of planning and development of the guidance and counseling programmes. Also, he/she identifies needs of the individual students and develops plans for action. Kaburu (2006) noted that the guidance and counseling teacher co-ordinates the various aspects of guidance and counseling programs as well as evaluating those programs. The teacher-counselor handles issues related to student’s appraisal, student’s education and vocation, discipline and students welfare. He/she helps the individual students to grow up in social behaviour, in emotional reactions and intellectual performance.

Waititu and Khamasi (2012) assert that the parent has the intimate knowledge of and heaviest responsibility for the child. For the parent, guidance begins from the day the child is born. The child depends entirely on his/her parents for physical needs, food, shelter, clothing, warmth and psychological needs, love, a sense of belonging, self-esteem and self-discovery. The child rearing practices and ways by which the child is socialized are important for his social, moral and intellectual development. According to Waititu and Khamasi (2012) the school exerts the greatest influence on
the psychological growth of children. The school is responsible for proper social relations between children. The school exposes children to situations through which active learning develops and the child learns. The process is an active one and unless the child consciously and purposely participates, then the desired change in behavior will not occur. The school being the greatest influence on the child then the role of guidance and counseling teacher is crucial for he/she helps the student learn and grow from experience. He/she assist the student in developing positive mechanism and help to return the individual students to a state of previous emotional stability.

Gumisiriza (2013) noted that the guidance and counseling teacher helps the student to become aware of the needs of others and to establish positive relationship with them, develop solving and decision-making skills, search for and define their own value system, facilitate co-operation between teachers, parents and students to develop positive learning experiences, assist students in accepting responsibility of their behavior, be successful in school and function properly in society, explore vocations that would be appropriate outlets for their abilities, interests and personality. Counseling should be carried out with understanding, confidence, trust and patience. Counseling is an important skill and task for the teacher. It is imperative to counselors to be equipped with special skills in counseling to become effective teachers in the area of counseling.

2.5 Guidance and Counseling Challenges and Issues in the Management Student Discipline in Schools

Guidance and counseling in schools has been cited to assist in reducing the levels of indiscipline in secondary schools. The relationship between guidance and counseling and school discipline is discussed below.
2.5.1 Guidance and Counseling Resources

According to Nyamwaka et al (2013), there is evidence of lack of resources to cover guidance and counseling in schools in Kenya. The resources that Nyamwaka indicated included lack of time in the school time table for guidance and counseling as well as lack of counseling textbooks. Nyamwaka et al (2013) discovered that guidance and counseling teachers are also overworked since they are allocated on average 26-30 lessons to teach on top of the guidance and counseling assignment in the schools.

According to Waititu and Khamasi (2012), the guidance and counseling teachers are also faced with a challenge of lack of space. This lack of private space hinders the process of offering guidance and counseling in schools as they are forced to carry out in departmental offices or the general staffroom where the participants do not feel comfortable due to presence of strangers. Waititu and Khamasi studies the time allocated for learners to visit the counselors and it was evident that learners had to visit the counselors during their free time such as break time, lunch time or in the evening after classes since there no allocation for counseling time in the school program. Nyamwaka et al (2013) also agreed with Waititu and Khamasi (2012) that guidance and counseling teachers rarely have their own office space from where they can administer their counseling. Nyamwaka et al (2013) found out that teachers indicated inadequate space and time as the greatest challenges they face in administering guidance and counseling.

2.5.2 Qualification and Experience of Teacher Counselors

Waititu and Khamasi (2012) established that guidance and counseling teachers in schools are just career teachers. In their study Nyamwaka et al (2013) noted that
majority of guidance and counseling teachers in school have attained their skills through attending conferences and seminars. The findings in Nyamwaka et al (2013) also indicated that the seminars attended by the teachers normally lasted a few days and in rare occasions extended to more than a week of training. Nyamwaka (2013) also established that the teachers indicated that they do not possess adequate skills due to limited training attended.

2.5.3 Drug and Substance Abuse

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

2.6 Summary

Studies have shown that G & C is an important component in educational institutions. Kagendo (2009) observed that guidance and counseling is used to manage student discipline other than convectional strategies such as reward, punishment, behavior modification, adequate communication, and having clear set of school rules. Some have shown that teachers in secondary schools have adopted alternative strategies for managing student discipline especially after outlawing of the corporal punishment by the government. A study carried out by Nyamu (2010) noted that the guidance and counseling in Kirinyaga had been poorly implemented. Nyamu noted that majority of the schools had discipline cases. Nyamu noted that the schools that recorded the most incidents were boy schools with cases of arson
reported in three boy’s schools namely Baricho, Kianyaga and Kerugoya boys all which were in the class of provincial schools then. According to Njogu (2007), teachers did not see the guidance and counseling as a way of rehabilitating delinquent learners and as a result corporal punishment was used in most schools. Little research has been done on the role of guidance and counseling in the management of student discipline in the Kenyan secondary schools. Therefore, there is need to study the extent to which guidance and counseling assists in discipline management in secondary schools in Kirinyaga West Sub-County, since such a study had not been done in this locality.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

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

3.1 Research Design

The study adopted a descriptive survey research design. In such a design, research inferences about relationships among variables are made systematically and empirically without direct control of independent variables because their manifestation have already occurred and also because they are inherently non-manipulative. Mugenda and Mugenda (2003) define a descriptive survey as an attempt to collect data from the population members in order to find out the current status of that population with respect to one or more variables. It can also be used in explaining and exploring the existing status of two or more variables at a given point in time. This design used the descriptive survey method because it is suitable for studying counseling methods, which have been used in the past. It was also suitable for establishing the extent to which guidance and counseling has assisted in management of student discipline in secondary schools.

3.2 Location of the Study

The study was conducted in Kirinyaga West Sub-County. The Sub-County was chosen by the researcher because it was one of the regions that faced numerous student unrests during the period 2013-2015 (SCEO, 2015).
3.3 Target Population

The target population of this study was 28 heads of guidance and counseling and 1426 form three students in Kirinyaga West Sub-County (SCEO, 2015). The choice of form three students is that they had been in the school longer and had time to participate in the study unlike the form fours who were busy preparing for National Examinations. The head of guidance and counseling were selected in the study since the HODs play a vital role of counseling indiscipline cases. HODs therefore interact with students in many different ways and are well informed and could provide useful information concerning the study.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

Sampling is one of the salient components of research. According to Orodho (2005), sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire population. For this study, simple random sampling technique was used to select category of school from which the study was conducted, the heads of guidance and counseling department and simple random sampling was used to select the form three learners to take part in the study.

3.4.2 Sample Size

From the target population, the researcher applied Gay (2003) principle to determine the size of the sample of students. According to Gay, a proportion of 10% for large populations or 20% for small populations is adequate for research in social sciences and the sample size is as described in Table 3.1.
### Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>School Category</th>
<th>HODs</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
<td>Sample size</td>
<td>Population</td>
<td>Sample Size</td>
</tr>
<tr>
<td>Mixed day</td>
<td>21</td>
<td>5</td>
<td>956</td>
<td>96</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>2</td>
<td>2</td>
<td>120</td>
<td>12</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>5</td>
<td>3</td>
<td>350</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>10</td>
<td>1426</td>
<td>143</td>
</tr>
</tbody>
</table>

#### 3.5 Research Instruments

Questionnaires were used to collect data for the study. The questionnaire comprised of both open ended and closed ended questions. According to Mugenda and Mugenda (2003) the open ended questions permit the respondent to give unrestricted opinion. The Guidance and Counseling Teachers’ Questionnaire was intended to collect data on background on the teachers, participants experience and training on guidance and counseling, their opinion on student discipline as well as challenges that they face. The Students Questionnaire also collected some background information on the students, common forms of indiscipline in the school, the frequency of student interaction with guidance and counseling department, the role of guidance and counseling teacher and challenges student face in accessing guidance and counseling services.

#### 3.6 Pilot Study

The pilot study was conducted in three secondary schools in neighbouring Mathira East Sub-County for a period of one week. The purpose of conducting the pilot study was to check on suitability and the clarity of the questions on the instrument
design, relevance of the information being sought, the language used and the content variety of the instruments from the responses that was given and the reliability of the research instrument. The schools selected for piloting were not considered in the final study.

3.6.1 Validity

According to Orodho (2004) validity is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. The purpose of validating the instruments was to identify any items in the questionnaire that would be ambiguous or unclear to the respondents. The researcher consulted with the research supervisors who are competent persons from the Department of Educational Management, Policy and Curriculum Studies. These competent persons examined the questionnaire individually and provided feedback to the researcher who then incorporated their recommendations in the final questionnaire.

3.6.2 Reliability

Reliability is the extent to which an instrument produces the same results every time it is used (Mugenda & Mugenda, 2003). Test retest method was used to test the reliability of the research instrument. Pre testing the questionnaire was important because deficiencies in questionnaires may be detected before the actual study is conducted. The researcher administered the questionnaire to a group who were not part of the study. The same questionnaire was administered to the same group after one week. Correlation coefficient was computed and a reliability coefficient of 0.72 achieved thus the instruments were considered as reliable.
3.7 Procedures for Data Collection

The researcher obtained authority from Kenyatta University to conduct the research. Thereafter a research permit was sought from the National Commission for Science, Technology and Innovation. The researcher then visited the sampled schools and sought permission in writing from the school principal. On the actual visit to the sampled school the researcher created a rapport with the teachers and the students with a view of verbally explaining the purpose of the study and to administer the questionnaires.

3.8 Procedures for Data Analysis and Presentation

Descriptive statistics is fundamental in organizing research data as it serves to summarize the information. Data collected was categorized thematically, coded and entered into the computer for analysis with using Statistical Package of Social Science (SPSS). Quantitative data was analysed using descriptive statistics including mean scores, frequencies and percentages that were presented using tables, charts and graphs. Thereafter, conclusion and recommendation was drawn.
CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter focuses on data analysis, interpretation and discussion of results. This chapter is divided into two sections. The first section contains a brief overview of the respondents and the second section contains the main findings of the study and a discussion of those findings. The study had distributed 10 questionnaires to the heads of guidance and counseling department and received all the questionnaires back. Of the 143 questionnaires issued to learners, 134 were returned representing a 93.7% response rate.

4.1 Brief Overview of Respondents

The study sought to establish some basic information about the respondents such as category of schools in the region and the teacher and student characteristics in order to gain a better understanding of the participants and gauge the level of reliance to place on the information they provide.

4.1.2 Students Characteristics

The respondents were asked to indicate their gender in order to compute the gender distribution for the study as summarized in Table 4.1.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47</td>
<td>35.1</td>
</tr>
<tr>
<td>Female</td>
<td>87</td>
<td>64.9</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Of the sampled students, 35.1% were boys compared to 64.9% who were girls. This shows that there were a high proportion of girls compared to boys. It was evident that there were more girls in the mixed secondary schools. Ngunjiri (2014) had earlier noted that there were more female learners and female schools in the Mt Kenya Regions and this was attributed to girl child empowerment programmes that had taken root in the region since independence.

4.1.3 Teachers Characteristics

The study sought to gather some background data on teachers such as age, gender, and experience as guidance and counseling teacher in the schools as summarized in Table 4.2.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>2 (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>8 (80%)</td>
</tr>
</tbody>
</table>

Data in Table 4.2 shows that of the sampled teachers, 80% were female whereas 20% were males. The study observed that majority of the teachers were females. Njorore (2014) had established that majority of teachers in the languages and guidance and counseling were women. This was attributed to the level of concern and motherly love exhibited by female teachers and thus was inclined to be more compassionate and concerned about the welfare of the learners.
Figure 2: Experience as a Counselor

Data in Figure 2 shows that 70% of the teachers had served as counselors for 6-10 years with another 20% having served for less than five years and another 10% having served for over 10 years. The study thus notes majority of teachers had served for more than five years. Therefore the study places the responses as highly reliable due to the period the respondents’ had served as counselors and therefore were better placed to respond to the questions. Gumisiriza (2012) noted that people with long experience in counseling have a better chance of counseling more people and assisting children in schools towards their career goals.

The respondents were asked to indicate their guidance and counseling qualification as summarized in Figure 3.
Figure 3: Teachers Qualification in G & C

Data in Figure 3 shows that majority (60%) of the teachers had undergone training though through seminars and workshops while 20% were certificate holders, 10% were degree holders with another 10% being diploma holders. The study thus acknowledges that at least all teachers had undergone some form of training in guidance and counseling and therefore their responses could be relied upon. The study confirms the findings in Waititu and Khamasi (2012) which established that guidance and counseling teachers have mostly acquired certificate of attendance in seminars and workshops on counseling in Kenya.

4.2 Status of Guidance and Counseling Program in Secondary Schools

Guidance and counseling has been a major part in various educational commissions in Kenya.
4.2.1 Teachers Appointment into G & C in Secondary Schools

The teachers were asked to state who appointed them as guidance and counseling teachers. Data in Figure 4 shows that all the respondents indicated that the school management appointed them into the guidance and counseling department and not the Teachers Service Commission. This means that appointment into the G & C department is done at the school level. This could be possibly attributed to the fact that guidance and counseling is not a teaching subject but an additional qualification for teachers and therefore TSC does not employ teachers for G & C but rather based on teaching subjects as was noted by Kaburu (2006).

Figure 4: G & C appointment

4.2.2 Student Access to G & C in Secondary Schools

The learners were asked to indicate if they had undergone any form of guidance and counseling and results are as summarized in Table 4.3.
Data in Table 4.3 shows that 56% of the learners had not undergone guidance and counseling in the school with 44% indicating they had undergone guidance and counseling. The study found that majority of the form three learners had not undergone any form of guidance and counseling sessions in the school thus the rate of penetration of G & C among form three students was less than 50% in the sampled schools. The study agrees with Waititu and Khamasi (2012) that the rate of access to guidance and counseling in schools is slow and majority of students go through the education system without ever interacting with the G & C department. Nyamwaka et al (2013) also established that in secondary schools Guidance and Counseling is not a very active department but one that comes into life when there is a crisis and therefore acts as a way of serving discipline among learners.

### 4.2.3 Participants in the G & C Sessions

The teachers and learners were asked to indicate who else took part in the guidance and counseling within the school as summarized in Table 4.4.
Table 4.4: Other Participants during the G & C Sessions

<table>
<thead>
<tr>
<th></th>
<th>G &amp; C Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Class teacher</td>
<td>10</td>
<td>100.0</td>
<td>130</td>
<td>97.0</td>
</tr>
<tr>
<td>House Master</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
<td><strong>134</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data in Table 4.4 shows that all the G & C teachers indicated that class teachers are incorporated into the guidance and counseling sessions a viewpoint that was also held by 97% of the students who responded to this statement. Of the sampled respondents, 3% of the students indicated that house masters are included in the G & C sessions. The findings show that class teachers are included in the guidance and counseling sessions. This might be due to the fact that most of the G & C sessions concerns academic performance and behavior of learners and therefore class teachers are incorporated into the G & C to offer follow up on academic performance of their learners. The findings concur with Gumisiriza (2012) who noted that in secondary schools, class teachers are incorporated into the G & C to offer academic follow up services. Gumisiriza asserted that educational counselors are part of the educational system who had tried as much as possible to help students face their own feelings and therefore be able to make worthwhile decision in the educational, vocational and social fields. They are mostly incorporated from the teaching staff and class teachers form an integral part of the G & C team in most schools.
4.2.4 Guidance and Counseling Schedules

The teachers and learners were asked if the guidance and counseling department operated a schedule of activities. The results are summarized in Figure 5.

![Figure 5: Presence of a Guidance & Counseling Schedule](image)

Data in Figure 5 shows that 60% of the teachers indicated that the G & C operated their activities on a weekly basis. However, majority of the students (75.4%) indicated that the Guidance & Counseling activities were not operated using a schedule. This could be attributed to the schedule not being made available to the learners even though it existed. The findings show that the G & C department in most school operated a schedule for its sessions and sessions are held at the G & C teachers prerogative and own schedule. Thus guidance and counseling was done during the lunch time, after school prep time and night prep in boarding schools. The findings do not concur with Hui (2002) that there were no schedules for the sessions and if they were carried out it was haphazard forms that ensure minimal impact in the school. The respondents were asked to indicate the frequency of guidance and counseling meetings and the results are summarized in Table 4.5.
Table 4.5: Type of G & C Schedule in Secondary Schools

<table>
<thead>
<tr>
<th>Schedule type</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Daily</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Weekly</td>
<td>0</td>
<td>0.0%</td>
<td>5</td>
<td>15.2%</td>
</tr>
<tr>
<td>Termly</td>
<td>4</td>
<td>66.7%</td>
<td>20</td>
<td>60.6%</td>
</tr>
<tr>
<td>On Need Basis</td>
<td>2</td>
<td>33.3%</td>
<td>8</td>
<td>24.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>33</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Data in Table 4.5 shows that of the six teachers who indicated presence of a G & C schedule in their schools, 66.7% of them indicated the activities were planned on a termly basis while another 33.3% indicated that the activities are run on a need basis. Of the 33 students who indicated there was a program, 15.2% indicated the activities were run weekly with another 60.6% indicating termly and finally 24.2% indicated the program run on a need basis. The interpretation is that the G & C Sessions are held at least once a term in the sampled secondary schools and therefore might not offer learners adequate time to interact and use the sessions for personal development. The findings show that the G & C programs in majority of the schools are organized on termly basis and in some schools on need basis. Organization of counseling on termly basis means that at times learners are unable to access the services when they need them and they have to wait for school G & C programs at stipulated times. When learners are unable to access the guidance and counseling services, they might project their frustrations in a myriad of ways which might lead to riots and unrests. The findings support the findings of Hui (2002) that schools operated G & C sessions on a need to need basis instead of having a program to run weekly in order to meet the demands of the learners.
4.2.5 Common Methods of Guidance and Counseling

The respondents were asked to indicate at what stage in the school cycle the learners accessed Guidance and Counseling. The results indicated that all learners (form one, form two, form three and form four) were offered G & C. The respondents were asked to indicate the mode of G & C common in the school and the results are summarized in Table 4.6.

<table>
<thead>
<tr>
<th>Mode</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>5</td>
<td>50.0%</td>
<td>98</td>
<td>73.1%</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>0</td>
<td>0.0%</td>
<td>36</td>
<td>26.9%</td>
</tr>
<tr>
<td>Both Individual &amp; Group Counseling</td>
<td>5</td>
<td>50.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0%</td>
<td>10</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Data in Table 4.6 shows that 50% and 73.1% of the teachers and students respectively indicated that individual counseling was the most common form of counseling in their school. Data shows that, 50% of the teachers indicated that both individual and group counseling was carried out in their schools. Data also showed that 26.9% of the students indicated that group counseling was carried out. The study finds that the most common forms of counseling were individual and group counseling. Group counseling probably was carried out when the schools invite professional counselors since all the teachers indicated that the schools at times invited professional counselors in their schools to counsel students. Kaburu (2006)
noted that group counseling suffers the disadvantage of lack of individualized attention by the counselor and lack of confidentiality. He noted that individual and group counseling were the most common forms of G & C methods used by G & C teachers in secondary schools. He argued that this ensured the most vulnerable were individually counseled while also incorporating the least vulnerable under group counseling.

4.2.6 Venues of Guidance and Counseling

The study also sought to determine where guidance and counseling took place and the results are summarized in Table 4.7.

<table>
<thead>
<tr>
<th>Table 4.7: Guidance and Counseling Venues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers</strong></td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Department</td>
</tr>
<tr>
<td>Office</td>
</tr>
<tr>
<td>Staffroom</td>
</tr>
<tr>
<td>Any Vacant Room</td>
</tr>
<tr>
<td>Room</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Data shows that 54.5% and 20% of learners and teachers indicated that G & C is carried on in the staffroom and vacant rooms respectively. Data in Table 4.8 shows that 10% and 26.1% of the teachers and students respectively indicated guidance and counseling take place in the classroom with another 70% and 19.4% of teachers and
students respectively indicating departmental offices as the place where G & C takes place. The study thus finds that guidance and counseling in secondary schools takes place in any available facility be it a vacant classroom, staffroom or departmental office. This means that the learners do not enjoy confidentiality and secretive nature of Guidance and counseling as envisioned among the principles of counseling. This could be a contributing factor to low access to G & C in secondary schools. Kaburu (2006) noted that group counseling was common in majority of schools due to shortage of G & C personnel and inadequate rooms for counseling. Kaburu (2006) argued that guidance and counseling teachers also doubled as subject teachers and with majority teaching two examinable subjects thus, they had limited time to carry out individualized guidance and counseling in secondary schools.

4.3 Common Discipline Issues handled by Guidance and Counseling Teachers

The study sought to find out the areas and forms of common discipline issues handled by the guidance and counseling department in the secondary schools. Table 4.8 shows the various forms of discipline issues handled by the G & C teachers.
Table 4.8: Common Discipline Issues handled by G & C in Secondary Schools

<table>
<thead>
<tr>
<th>Discipline Issues</th>
<th>Teachers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std</td>
<td>Mean</td>
</tr>
<tr>
<td>Student truancy</td>
<td>2.80</td>
<td>1.55</td>
<td>1.32</td>
</tr>
<tr>
<td>General student laziness</td>
<td>2.30</td>
<td>1.49</td>
<td>1.44</td>
</tr>
<tr>
<td>Student conflicts</td>
<td>2.30</td>
<td>1.25</td>
<td>1.67</td>
</tr>
<tr>
<td>Homosexuality/lesbianism</td>
<td>2.00</td>
<td>1.41</td>
<td>1.57</td>
</tr>
<tr>
<td>Drug and substance abuse</td>
<td>1.90</td>
<td>0.74</td>
<td>1.41</td>
</tr>
<tr>
<td>Subsequent cases of drug abuse</td>
<td>1.60</td>
<td>0.97</td>
<td>1.43</td>
</tr>
<tr>
<td>Theft cases</td>
<td>1.50</td>
<td>0.97</td>
<td>1.54</td>
</tr>
<tr>
<td>Student bullying</td>
<td>1.40</td>
<td>0.97</td>
<td>1.40</td>
</tr>
<tr>
<td>General rudeness towards teachers</td>
<td>1.00</td>
<td>0.00</td>
<td>1.63</td>
</tr>
<tr>
<td>General rudeness towards learners</td>
<td>1.00</td>
<td>0.00</td>
<td>1.80</td>
</tr>
</tbody>
</table>

The respondents were also asked if the G & C department in the sampled schools handled student truancy. Analysis of the responses showed a mean of 2.8 for teachers which indicated indecision. The analysis showed a mean of 1.32 for students which indicated that the respondents agreed to the statement. Homosexuality and Lesbianism which is also a form of unnatural sexual orientation among learners was measured. Teachers and learners posted a mean score of 2.00 and 1.57 for students meaning that there was agreement that lesbianism and homosexuality issues were handled by the guidance and counseling department. The findings concur with Nyabweri (2013) that G & C department should increase the rate of resolving conflicts among students in order to enhance unity among the students against the traditional discipline mechanisms. He argues that when student
conflicts are handled by G & C department students are able to understand each other and promote mutual respect among learners.

With a mean score of 2.3 and 2.62 for teachers and students respectively to the statement that student conflicts are handled by G & C department, there was a high level agreement to the statement. Such conflicts were noted to include student disagreements in the dormitories, dining halls, play fields and classroom sitting arrangements which include verbal abuses among others. The findings show that the teachers and students agreed that conflicts among students are handled by G & C department. Data in Table 4.9 shows that the teachers and learners posted a mean score of 1.4 which is interpreted to mean that respondents agreed to the statement that student bullying cases are commonly handled by G & C department. The findings concur with Kaburu (2006) that guidance and counseling department normally handles conflicts resolution among the learners. Kaburu pointed out that resolving conflicts among learners are better dealt by the G & C teachers rather than being handled by the school administration since the G & C departments has the capacity to analyze and determine the real causes of conflicts.

The respondents were asked if drug taking was a common problem handled by G & C department. The researcher computed the mean and standard deviation of the respondent’s responses as summarized in Table 4.9. A mean computation for teacher’s responses resulted into a mean of 1.9 with a standard deviation of 0.74 which indicated that there was a high level of agreement that drug abuse was a common form of discipline issue under guidance and counseling. The standard deviation of 0.74 showed that the responses were clustered around the mean. The mean analysis of the student’s responses produced a mean of 1.41 and standard
deviation of 0.63 which meant that there was an agreement that drug abuse is a common discipline issue under guidance and counseling.

The most commonly abused drugs among secondary school students included marijuana, cigarettes, khats and alcohol. These drugs were also common among senior students in form three and form four with very few form ones engaging in the practice. The findings show that the teachers and students agreed that drug abuse cases were commonly handled by guidance and counseling department in the secondary schools. These findings concur with Nyamwaka et al (2013) that drug and substance abuse cases are handled by guidance and counseling department in schools. Nyamwaka et al (2013) noted that when substance abuse cases are handled by G & C department, the learners are more likely to churn the habit due to approach taken to correct the learners.

Lutomia and Sikolia (2006) that guidance and counseling department in secondary schools engage in counseling learners on drug and substance abuse. Lutomia and Sikolia argued that teachers sensitize learners on the dangers of drugs to their lives during guidance and counseling. Hui (2002) argued that failure by guidance and counseling to handle drug abuse alienates learners since they are most culpable to engage in such vices.

The teachers and learners were asked if theft cases were handled by the guidance and counseling department. A mean analysis of the teachers and students responses summarised in Table 4.8 shows a mean of 1.5 and standard deviation of 0.94 for teachers. This denoted that there was agreement that theft cases were commonly handled by guidance and counseling teams in the sampled schools. Analysis of
students’ responses posted a mean of 1.5 and standard deviation of 0.61 indicating high level of agreement too. Items that were commonly stolen included uniforms, shoes and ties. Cases of theft were common in boys whereas in girls petty theft was reported on items such as soap, deodorants and perfumes. The findings show that the teachers and students highly agreed that theft cases were handled by the guidance and counseling department.

4.4 Roles of Guidance and Counseling in Management of Discipline

The third objective of this study was to find out the roles of guidance and counseling in discipline management in sampled secondary schools. The respondents were asked if guidance and counseling play a crucial role in discipline management and all the teachers and students indicated yes G & C plays a crucial role in discipline management in secondary schools.

The respondents were asked to indicate if guidance and counseling was used in discipline management in sampled schools. Table 4.9 gives a summary of the strategies used by G & C teachers in discipline management in secondary schools.

Table 4.9: Some Strategies Used to Deal with Discipline Management

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Guidance</td>
<td>10</td>
<td>100.0%</td>
<td>75</td>
<td>56.0%</td>
</tr>
<tr>
<td>Relating Issue with Consequences</td>
<td>2</td>
<td>20.0%</td>
<td>45</td>
<td>33.6%</td>
</tr>
<tr>
<td>Managing Student Environment</td>
<td>8</td>
<td>80.0%</td>
<td>55</td>
<td>41.0%</td>
</tr>
</tbody>
</table>
Data in Table 4.9 shows that all teachers and 56% of the students noted that G & C teachers apply student guidance as a discipline management tool. This shows that student guidance was used to manage student discipline in sampled schools. The respondents were asked to indicate if teachers related behavior and consequence as a strategy of discipline management. Of the sampled respondents, 20% of the teachers and 33.6% of the students indicated that they relate student behavior with consequences as a way of managing student discipline. The respondents were asked if management of student environment through provision of conducive and learner friendly school environment was used in management of student discipline. Data also shows that 80% of teachers and 41% of the students indicated that G & C teachers managed the student environment as a strategy to manage student discipline. The findings concur with Kaburu (2006) that when students relate the consequences with certain behavior systems, they are able to uphold discipline since they will fear negative consequences resulting from their behavior. Hui (2002) noted that G & C manages the school environment by providing a platform for learner expression, availing learning resources and some entertainment and makes school compatible with the learners’ expectations as a way of managing students.

A series of statements were developed in order to indicate the role of Guidance and counseling and discipline management in secondary schools on a Likert scale where 1=strongly agree, 2= agree, 3=undecided, 4= disagree and 5=strongly disagree. Table 4.10 gives a summary of roles of guidance and counseling in secondary schools.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mean</td>
<td>Std</td>
<td>mean</td>
<td>Std</td>
</tr>
<tr>
<td>G &amp; C assists in reducing tension in the school</td>
<td>3.90</td>
<td>1.37</td>
<td>3.45</td>
<td>1.29</td>
</tr>
<tr>
<td>G &amp; C Allows learners to vent up anger and stress in a mature way</td>
<td>3.70</td>
<td>1.49</td>
<td>3.97</td>
<td>1.23</td>
</tr>
<tr>
<td>G &amp; C increases trust among learners</td>
<td>3.00</td>
<td>1.05</td>
<td>3.07</td>
<td>1.00</td>
</tr>
<tr>
<td>G &amp; C teacher assists in coordination of school activities</td>
<td>2.80</td>
<td>1.55</td>
<td>2.19</td>
<td>1.47</td>
</tr>
<tr>
<td>G &amp; C Assist learners cope with changes that occur during the process of learning</td>
<td>2.20</td>
<td>1.32</td>
<td>2.04</td>
<td>1.16</td>
</tr>
<tr>
<td>G &amp; C Helps to create a free learning atmosphere</td>
<td>2.10</td>
<td>0.74</td>
<td>2.19</td>
<td>0.82</td>
</tr>
<tr>
<td>G &amp; C improves learner behavior</td>
<td>1.40</td>
<td>0.52</td>
<td>1.57</td>
<td>0.50</td>
</tr>
</tbody>
</table>

The study sought to establish if G & C in secondary schools assisted in reducing tension in the schools. Data showed a mean of 3.9 and 3.45 for teachers and students respectively. This shows that the respondents strongly agreed with the statement. Thus G & C is important in reducing tension among learners and also the relationship between the learners and the school administration. The respondents were asked if G & C increased trust among the students. Data in Table 4.10 indicates that a mean of 3.0 and 3.07 was posted for teachers and students responses respectively to the statement. The findings show that the respondents did not agree to the statement and as such G & C reduced stress among learners in sampled schools.
The findings concur with Kaburu (2010) that guidance and counseling plays a role in ensuring that the relationship between the school administration and the student body was maintained through constant meetings between the student leadership and the school administration where contentious issues were discussed and a consensus reached to avoid tension within the school.

By discussing issues emanating from guidance and counseling teachers, the G & C assists the school to establish areas where learners were not comfortable with and thus had them addressed promptly. Kaburu (2010) noted that there was a positive correlation between the school administration, the student body interactions and school discipline level.

Data in Table 4.10 shows that the teachers and learners posted a mean score of 2.1 and 2.19 respectively to the statement that G & C creates a free learning environment. This shows that the two types of respondents agreed that G & C assists in creating a free learning environment in secondary schools. The teachers and students also posted a mean of 1.7 and 1.67 respectively which indicated a high level of agreement to the statement that Guidance and counseling assisted the administration to reduce tension in schools. The guidance and counseling department communicate to the school administration on issues that disturbed the learners and the administration took measures to address the learners concerns. These concerns included the condition of the food, teaching personnel and general school infrastructure. This means that G & C is used in managing tensions in the school. The findings discussed above concur with Waititu and Khamasi (2012) that G &C assists the school administration in providing a more learner friendly learning environment. They also held that G & C was responsible for proper social relations between learners and also relations with their teachers.
Waititu and Khamasi also held that school environment exposes children to situations through which active learning develops and the child learns the school therefore needs to be an environment where the learner will feel some degree of freedom to learn. Waititu and Khamasi (2012) noted that secondary schools have internal tensions that build up due to various uncertainties and breakages in communication between the administration and students and therefore G & C assists in highlighting sources of tensions and providing solutions before the tensions escalate to riots and student strife.

The respondents were also asked to indicate if they thought G & C assisted in improving learner academic behavior. Data analyzed posted a mean of 1.4 and 1.57 for teachers and learners respectively. This indicates that the respondents agreed to the statement that G & C improved student discipline in sampled schools. The respondents indicated that they counseled learners and addressed academic issues such as drop in examinations and assisted learners to refocus in their academic pursuit. These findings agrees with the findings in Kaburu (2006) that G & C in schools assisted learners acquire desirable behavior through guidance and assistance in coping with life’s stress particularly academic and family stress. The study noted that G & C assisted learners in career choices and career mapping and thus shaped the learners behavior.

4.5 Roles of Guidance and Counseling Teacher in Discipline Management

The study sought to determine the roles played by G & C teacher in secondary schools. A series of statements were drafted to assist in collecting data as summarized in Table 4.11.
<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Learners</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assists the school to pre-empt strikes and general student rowdiness</td>
<td>3.4 1.1</td>
<td>1.4 0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G &amp; C Teacher participates in New student appraisal process before admission</td>
<td>3.2 1</td>
<td>1.89 1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G &amp; C Teacher Assists new learners to settle in the school</td>
<td>2.2 1.3</td>
<td>2.2 1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivates learners to perform better</td>
<td>2.2 0.42</td>
<td>1.7 0.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists the school to avert general indiscipline such as boycott of school activities</td>
<td>2.0 0.81</td>
<td>1.2 0.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G &amp; C teacher assists in coordination of school activities</td>
<td>1.8 0.5</td>
<td>1.2 0.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures that learners understand the consequences of their behavior</td>
<td>1.8 0.9</td>
<td>3.8 0.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists in identifying learners talents</td>
<td>1.8 0.6</td>
<td>2 0.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivates learners to have positive behavior</td>
<td>1.6 0.5</td>
<td>1.7 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G &amp; C Teacher assists learners develop good relations with other learners</td>
<td>1.6 0.96</td>
<td>1.8 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists learners overcome drug and substance abuse</td>
<td>1.6 0.96</td>
<td>2.4 1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G &amp; C Teacher assists learners cope with academic stress</td>
<td>1.6 0.96</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G &amp; C Teacher participates in Identification of specific individual learners in need of counseling</td>
<td>1.3 0.48</td>
<td>1.2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G &amp; C Teacher assists learners cope with general stress</td>
<td>1.2 0.42</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data shows that the teachers and students posted a mean of 3.4 and 1.4 respectively to the statement that the G & C assists schools to avert student strikes and riots. Data also shows that the teachers and students posted a mean of 3.2 and 1.89 respectively to the statement that the G & C assists in learner appraisal. The study thus shows that G & C is instrumental in averting conflicts that lead learners to strike and riots in schools. These findings concur with Waititu and Khamasi (2012) that G & C has assisted schools to preempt school riots. The study also sought to establish if the G & C has been instrumental in assisting learners settle in the schools. Data shows that both the teachers and students posted a mean of 2.2 which clearly indicates they agreed with the statement. The study thus established that G & C is instrumental in assisting new learners settle. The findings concur with Nyamwaka et al (2013) that G & C is used to directly assist learners settle in schools and other learning institutions through offering guidance to the learners and also laying out the foundation for learners to make life choices.

Table 4.11 indicates that the G & C teachers assist the schools in a number of ways. The teachers and learners with a mean score of 1.8 and 1.2 respectively indicated that G & C teachers frequently participate in coordination of school activities such as drawing up of time table, participation in events, and selection of programs for learners among others. There was a mean score of 1.6 and 1.8 for teachers and learners on the statement that G & C teachers frequently participated in ensuring managing teacher-student relationship in sampled schools. A mean of 2.0 and 1.6 was posted by teachers and learners on handling of discipline issues. The respondents also posted a mean of 1.6 and 1.7 for teachers and learners that G & C teaches ensure that learners acquire positive behavior. These findings show that G &
C teachers participate in management of student behaviour, coordination of school G & C activities and student discipline matters.

The findings concur with Kaburu (2006) that guidance and counseling teacher participates in delivery of guidance and counseling services in educational institutions, co-ordination of school G &C programmes as well as discipline management. Kaburu (2006) further determined that G & C teachers are in-charge of planning and development of the guidance and counseling programmes. They also assist in identifying needs of the individual students and developed plans for action. The G & C teachers also assist in evaluation of G & C programmes in the school.

Data in Table 4.11 shows that the teachers and students scored a mean of 1.3 and 1.2 respectively indicating that other roles of the G & C teachers included identification of learners with special talents in secondary schools. This finding concurred with the findings of Gumisiriza (2013) and Kaburu (2006) that G & C teachers participate in identification and mentorship of learners with special abilities. Gumisiriza (2013) also agreed that counselors are able to identify the learners’ talents in order to advise them on the best career choices. Learners are made aware of common ailments, diseases and causes of ill health such as drug abuses.
4.6 Challenges Facing G & C in the Management of Student Discipline

The study sought to establish some of the challenges facing G & C in secondary schools as summarized in Table 4.12.

Table 4.12: Common Challenges Facing G & C In secondary Schools

<table>
<thead>
<tr>
<th>Statements</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Learners</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are adequate resources/materials for use during counseling sessions.</td>
<td>Mean</td>
<td>Std</td>
<td>Mean</td>
<td>Std</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>0.91</td>
<td>4.37</td>
<td>0.88</td>
<td></td>
</tr>
<tr>
<td>There are private rooms for guidance and counseling sessions</td>
<td>Mean</td>
<td>Std</td>
<td>Mean</td>
<td>Std</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>1.48</td>
<td>4.35</td>
<td>1.31</td>
<td></td>
</tr>
<tr>
<td>The students do take guidance and counseling sessions seriously.</td>
<td>Mean</td>
<td>Std</td>
<td>Mean</td>
<td>Std</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1.33</td>
<td>2.61</td>
<td>1.12</td>
<td></td>
</tr>
<tr>
<td>There are trained teacher counselors to head the department</td>
<td>Mean</td>
<td>Std</td>
<td>Mean</td>
<td>Std</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Too much workload for teacher hence no time for counseling.</td>
<td>Mean</td>
<td>Std</td>
<td>Mean</td>
<td>Std</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5</td>
<td>0.53</td>
<td>1.64</td>
<td>0.48</td>
<td></td>
</tr>
</tbody>
</table>

The study sought to determine if guidance and counseling resources were a challenge in sampled schools. Analysis of responses posted a mean of 4.2 and 4.37 for teachers and learners respectively indicated that there were inadequate G & C materials in the schools such as G & C books, magazines, DVDs/video tapes as well as journals. This means that schools did not have the required G & C materials for use by teachers and learners. The study findings agree with Nyamwaka et al (2013) that there was evidence of lack of resources to cover guidance and counseling in schools in Kenya.
The study sought to determine if the counseling rooms were available in secondary schools. The teachers and students posted a mean of 4.2 and 4.35 respectively to the statement that there were private rooms where G & C sessions were carried out. This means that some secondary schools did not have private rooms for G & C sessions and thus the sessions as earlier indicated was carried out in any vacant room, staffrooms or departmental offices. The findings concur with Nyamwaka et al (2013) that lack of resources such as rooms among others inhibited guidance and counseling implementation in schools. Nyamwaka et al (2013) noted that guidance and counseling teachers were overworked and taught on average 26-30 lessons on top of the guidance and counseling assignment in the schools. This inhibited delivery of counseling in schools.

The study sought to determine the problems facing G & C in secondary schools. The teachers and learners posted a mean of 2.0 respectively indicating that they agreed that the G & C teachers were well trained for the guidance and counseling. The study finds that guidance and counseling teachers are trained for their roles. This does not agree with Waititu and Khamasi (2012) who had indicated that guidance and counseling teachers were career teachers with no professional training in guidance and counseling. The study concurs with Nyamwaka et al (2013) that majority of guidance and counseling teachers in school have attained their skills through attending conferences and seminars.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter presents a summary of the main findings from the study followed by recommendations for policy and further research. The purpose of this study was to establish extent to which guidance and counseling manages student discipline in secondary schools in Kirinyaga West Sub-County, Kirinyaga County, Kenya. The study participant included 10 Heads of guidance and counseling departments out of which 66.4% were in mixed schools another 24.6% in girls’ schools and finally 9.0% in boys’ secondary schools. The participants included 143 students among them 35.1% were boys and 64.9% were girls.

5.1 Summary of Findings
5.1.1 Status of Guidance and Counseling Program in Secondary Schools
The study sought to determine if students had undergone G & C, the participants of the G & C sessions, scheduling of G & C sessions, types of sessions and the place where G & C sessions took place. The study established that majority of the students did not have access to guidance and counseling meaning there was a low uptake of guidance and counseling sessions since majority of learners (56%) indicated they had not had any form of G & C in schools.

The study found that class teachers were included in the guidance and counseling sessions as almost all students (97%) indicated their participation during guidance and counseling sessions. This could have been due to the fact that most of the G & C
sessions concerns academic performance and behavior of learners and therefore class teachers are incorporated into the G & C to offer follow up on academic performance of their learners.

The study found out that majority of the schools (60%) operated weekly guidance and counseling program. The study also established that although the G & C program ran a weekly program majority of learners (75.4%) did not know of this program which meant that the program had not been well presented to the learners. It was also established that individual counseling and group counseling were the most common forms of guidance and counseling in secondary schools. The schools supplemented the efforts of the G & C department by inviting professional counselors in their schools to counsel the students.

The study found out that majority of teachers (70%) indicated that guidance and counseling was carried out in the departmental offices, classrooms and any vacant room in the school. This showed that confidentiality was compromised because guidance and counseling took place in any room where other people within the school could access and disrupt the sessions.

5.1.2 Common Forms of Indiscipline in Secondary Schools

The study sought to determine the common forms of discipline issues handled by G & C teams. The teachers and students indicated that drug taking was one of the problems that were handled by the guidance and counseling department in their schools. Other problems that were handed by the guidance and counseling were general student laziness, general indiscipline and theft involving students.
Teachers and learners agreed that student bullying cases were handled by G & C department. With a mean score of 2.00 and 1.57 for teachers and students, the study established that lesbianism and homosexuality issues were handled by the guidance and counseling department. The teachers agreed that homosexuality and Lesbianism which is also a form of internal conflict among learners was handled by the guidance and counseling department. The teachers and students posted a mean score of 2.3 and 2.62 which established that general student conflicts such as anger, misunderstandings between students were handled by the guidance and counseling department in the secondary schools. The study established that student bullying was one of the problems that guidance and counseling handled in secondary schools. When new learners join the secondary schools student bullying takes place occasionally and the teachers have to counsel the victims and well as guide the aggressors.

5.1.3 Roles of Guidance and Counseling in Discipline Management in Schools

The teachers and learners noted that guidance and counseling is used to create a conducive learning environment. All the teachers (100%) agreed that they assisted learners by relating discipline issues and consequences as laid out in the school rules. This assisted learners to know the consequences of their indiscipline and this improved the general discipline level among the students.

The study also found out that majority (80%) of the teachers assisted in managing the student environment. This involved establishment and detection of areas that students would like addressed such as food and accommodation as well as provision of a democratic system of running schools where the administration listens to student grievances at informal meeting as a way of managing school discipline. The
study also established that guidance and counseling assists learners to manage their frustrations thus reducing tension within the school. This means that G & C is used in managing tensions in the school.

5.1.4 Roles of Guidance and Counseling Teacher in Discipline Management

The study found out that guidance and counseling teachers were frequently involved in co-ordination of school G & C activities such as drawing the counseling schedules as well as identifying professional counselors who are invited to counsel learners. The guidance and counseling teacher were frequently involved in admitting new learners as well as assisting them settle in school. The teachers and learners agreed that G & C teachers frequently took part in ensuring good relations exist between teachers and the learners. The teachers and learners also noted that emerging discipline issues were frequently handled by G & C teachers.

Data showed that the teachers and students agreed that G & C teacher frequently participated in the identification of learners with special talents in secondary schools. This means that G & C teachers participated in identification as well as nurturing and mentoring learners with special talents such as sports, drama, and music among other areas.

5.1.5 Challenges Facing G&C in the Management of Student Discipline

The study sought to underscore from many options which ones posed a challenge to G & C in secondary schools. A mean score of 4.2 and 4.37 for HODs and student respondents indicated that the schools did not have adequate guidance and counseling materials such as G &C books, magazines, DVDs as well as journals. These materials are important since they enable teachers and students to expand their knowledge base and also assist them to learn new concepts in G & C.
The teachers and learners posted a mean score of 4.2 and 4.35 to the statement that there were private rooms where G & C sessions were carried out. This means that majority of the secondary schools did not have private rooms for G & C sessions and thus the sessions were carried out in any vacant room, staffrooms or departmental offices. The respondents also agreed that lack of private rooms for G & C posed a challenge in effective delivery of G & C services in secondary schools.

The study also found out that the G & C teachers had a heavy work load as they posted a mean score of 1.5 and 1.64 to the statement that the teachers were overworked or had a heavy work load. This interfered with their effectiveness in rendering guidance and counseling services to learners. However the teachers and learners agreed that the G & C teachers were well trained for the guidance and counseling task.

### 5.2 Conclusion

The study concluded that there was a high proportion of students who did not have access to guidance and counseling in secondary schools and this was an indicator for low uptake of guidance and counseling services in secondary schools. Group and individual counseling were the most common forms of guidance and counseling methods applied in secondary schools. The secondary school management incorporated external guidance and counseling experts to complement the services of guidance and counseling teachers. Lack of private rooms to carry out guidance and counseling in schools meant that confidentiality and privacy was compromised in secondary schools.
Among the most common forms of discipline issues handed by the guidance and counseling included; drug and substance abuse, general indiscipline, bullying, theft, homosexuality and lesbianism among students. The study concluded that guidance and counseling plays a critical part in discipline management of learners and therefore the schools should be equipped with relevant materials and facilities to enhance teacher and learner participation in G & C.

5.3 Recommendations

In view of the conclusions made, the study recommends that;

i. The guidance and counseling department should strive to undertake individual G & C sessions so as to improve on the efficiency and effectiveness of G & C in secondary schools.

ii. The school administration should liaise with the guidance and counseling department to raise the level of awareness on G & C in schools through fixing posters in all classes on the hours set aside for guidance and counseling and also allocate adequate rooms for G & C.

iii. The school administration should also prioritize equipping the G & C department with relevant materials such as DVDs, Journals, text books and other materials that would improve the services of this core department.

iv. The Ministry of Education should liaise with the Teachers Service Commission to deploy guidance and counseling teachers to schools specifically to carry out guidance and counseling unlike the current scenario where the G & C teachers are also teaching other subjects.

v. The Ministry of Education should ensure that guidance and counseling is emphasized in secondary schools. This would be achieved through liaising with
the Teachers Service Commission to ensure that guidance and counseling is effective enough through constant review of the G & C curriculum in secondary schools to curb student riots and enhance discipline in secondary schools.
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Nyamu, A.K (2010). The role of Guidance and Counseling in Management of Schools: A Case of Secondary Schools in Kirinyaga County- Kenya,
Unpublished Masters Project, Thika. Mount Kenya University


Wasike, N.J. (2002). Approaches to Discipline in Kimilili Division of Bungoma Sub-County Unpublished MED project report, Kenyatta University.


APPENDICES

Appendix I: Questionnaire for Teacher Counselor

The researcher is a postgraduate student at Kenyatta University pursuing master of education. He is carrying out a research on the role of guidance and counseling in the management of student discipline. You have been chosen as one of the respondents. The information that you give in this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research.

Tick √ where appropriate

Section A: Background Information

1. Gender
   - Male ( )
   - Female ( )

2. Category of the school
   - National ( )
   - County ( )
   - Sub-County ( )

3. Type of School
   - Boys Boarding ( )
   - Girls Boarding ( )
   - Mixed Day ( )

4. For how long have you been in this school as a teacher counselor?
   - 0-5 years ( )
   - 6-10 Years ( )
   - 11-15 ( )
   - Over 15 Years ( )

5. Do you have any training in counseling?
   - Yes ( )
   - No ( )

   If yes what form of professional qualification do you possess?
   - University degree in guidance and counseling ( )
   - Diploma in guidance and counseling ( )
   - Certificate in guidance and counseling ( )
   - Seminar/Workshop attendance certificate ( )
Section Two: Status of Guidance and Counseling

1. Who appointed you as a teacher counselor?
   School management ( ) Teachers Service Commission ( )

2. Who else participates in the guidance and counseling in this school?
   Class teachers ( ) House masters ( )
   Head teacher ( ) All of them ( )
   Any other specify.................................................................

3. Does the guidance and counseling have a schedule for meeting with the learners?
   Yes ( ) No ( )

4. If the team has a schedule, how is it operated?
   Daily ( ) Weekly ( ) Monthly ( )
   Termly ( ) On Need Basis ( )

5. At what level is guidance and counseling services offered in this school.
   Form one ( ) Form two ( ) Form three ( )
   Form four ( ) All forms ( )

6. What mode of guidance and counseling is provided in the school?
   Individual counseling ( ) Group Counseling ( )
   All of above ( ) None of the above ( )

7. Where does guidance and counseling take place?
   In classrooms ( ) In the staff room ( )
   In departments’ Offices ( ) any other vacant room ( )

8. What guidance and counseling materials do you use in the school?
   Videos and CDs ( ) Text books ( )
   Journals & Magazines ( )
   Others.................................................................

9. Does the school invite professional counselors?
   Yes ( ) No ( )
   If yes name some of their professions........................................
   ........................................................................

70
Section Three: Common forms of discipline issues handled by guidance and counseling department

1. This section seeks to determine the common forms of discipline issues handled by the guidance and counseling department. Kindly indicate your response in the table below where: 1=Very Frequently, 2=frequently, 3=Occasionally, 4=rarely and 5=Very rarely

<table>
<thead>
<tr>
<th>Issues commonly handled by the guidance and counseling team includes…</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Taking</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Theft</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student conflicts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student bullying</td>
<td></td>
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<td></td>
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<tr>
<td>Student truancy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General student laziness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homosexuality/lesbianism</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>General indiscipline</td>
<td></td>
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<td></td>
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<tr>
<td>Subsequent cases of drug abuse</td>
<td></td>
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<tr>
<td>General rudeness towards teachers</td>
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<tr>
<td>General rudeness towards fellow learners</td>
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</tr>
</tbody>
</table>

Section Four: Role of Guidance and counseling in discipline management

2. Do you think guidance and counseling department play a crucial role in the school in addressing disciplinary cases?

Yes ( ) No ( )

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

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

71
3. Kindly indicate your response to the following statements on the role of guidance and counseling in discipline management. Where 1=Strongly disagree, 2=Disagree, 3=Not sure, 4=Agree, 5=Strongly Agree

<table>
<thead>
<tr>
<th>Guidance and counseling in this school….</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivates learners to perform better</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps to develop a very free and friendly atmosphere</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Allows students to vent out any pent-up anger that would otherwise have been let loose to fellow students or school property</td>
<td></td>
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<tr>
<td>Helps reduce/bring down tension in school</td>
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<tr>
<td>Reduces suspicion and builds trust on the part of students</td>
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<tr>
<td>Assists to improve on student behavior</td>
<td></td>
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</tr>
<tr>
<td>Helps students to cope with changes in their daily lives and environment.</td>
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</tr>
</tbody>
</table>

Section Five: Role of Guidance and Counseling Teacher

4. This section covers the role of guidance and counseling department in discipline management in school. It seeks to answer the question if G&C acts as a preventive measure and as a discipline management tool in schools. Kindly indicate your response in the table below where 1=Very Frequently, 2=Frequently, 3=Occasionally, 4=rarely and 5=Very rarely

<table>
<thead>
<tr>
<th>As a guidance and counseling teacher I am involved in;</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of school activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of specific individual learners in need of counseling</td>
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<tr>
<td>New student appraisal process before admission</td>
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</tr>
<tr>
<td>Assisting new learners to settle in the school</td>
<td></td>
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</tr>
<tr>
<td>Assisting learners develop good relations with other learners</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting learners cope with academic stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting learners cope with general stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Kindly indicate your response to the statements below, where 1-Strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly Agree

<table>
<thead>
<tr>
<th>The guidance and counseling teacher;</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivates learners to perform better</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Motivates learners to have positive behavior</td>
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<tr>
<td>Ensures that learners understand the consequences of their behavior</td>
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<tr>
<td>Assists in identifying learners talents</td>
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<tr>
<td>Assists the school to pre-empt strikes and general student rowdiness</td>
<td></td>
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<tr>
<td>Assists the school to avert general indiscipline such as boycott of school activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assists learners overcome drug and substance abuse</td>
<td></td>
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</tbody>
</table>

Section Six: Challenges facing guidance and counseling in Schools

6. What are some of the factors hindering effective use of guidance and counseling in the management of student discipline? (Use the rating below) tick appropriately. 1-Strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly Agree

<table>
<thead>
<tr>
<th>Challenges</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers clearly understand the guidance and counseling policy in secondary schools</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>There are trained teacher counselors to head the department</td>
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<tr>
<td>There are adequate resources/materials for use during counseling sessions.</td>
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<tr>
<td>Too much workload for teacher hence no time for counseling.</td>
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<tr>
<td>The students do take guidance and counseling sessions seriously.</td>
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<tr>
<td>There are private rooms for guidance and counseling sessions</td>
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</tr>
</tbody>
</table>
7. Other Challenges facing guidance and counseling in your school (Kindly outline them below)

8. Briefly state some of the measures that in your opinion can help the guidance and counseling department assist students become more disciplined.

The End……Thank you for filling this questionnaire
Appendix II: Students Questionnaire

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

Section 1: Background Information

1. Gender
   Male ( ) Female ( )

2. Category of the school
   National ( ) County ( ) Sub-County ( )

3. Type of school
   Boys Boarding ( ) Girls Boarding ( ) Mixed Day ( )

4. In what class are you in?
   Form One ( ) Form Two ( ) Form Three ( )
   Form Four ( )

Section Two: Status of Guidance and Counseling

5. Have you attended guidance and counseling session in the school?
   Yes ( ) No ( )

6. Apart from the Guidance and counseling teacher, who else participates in the guidance and counseling in the school?
   Class teachers ( ) House masters ( )
   Head teacher ( ) All the above ( )
   Any other (specify) ..........................................................
   .............................................................................
   .............................................................................
   .............................................................................

7. Does the guidance and counseling have a schedule that is operated by the guidance and counseling team?
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. If the guidance and counseling team has a schedule, how is it operated?</td>
<td>Daily ( ) Weekly ( ) Monthly ( ) Termly ( ) On Need Basis ( )</td>
</tr>
<tr>
<td>9. Does the school invite professional counselors?</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>10. At what level is guidance and counseling services offered in the school?</td>
<td>Form one ( ) Form two ( ) Form three ( ) Form four ( ) All forms ( )</td>
</tr>
<tr>
<td>12. What mode of guidance and counseling is provided in the school?</td>
<td>Individual ( ) Group Counseling ( ) All of above ( )</td>
</tr>
<tr>
<td>13. Where does guidance and counseling take place?</td>
<td>In classrooms ( ) In the staff room ( ) In department’s Office ( ) Any other vacant room ( )</td>
</tr>
<tr>
<td>14. What guidance and counseling materials are used in the school?</td>
<td>Videos and CDs ( ) Text books ( ) Journals &amp; Magazines ( ) Others ( )</td>
</tr>
</tbody>
</table>
Section Three: Common forms of discipline issues handled by guidance and counseling department

15. This section seeks to determine the common forms of discipline issues handled by the guidance and counseling department. Kindly indicate your response in the table below where: 1=Very Frequently, 2=frequently, 3=Occasionally, 4=rarely and 5=Very rarely

<table>
<thead>
<tr>
<th>Issues commonly handled by the guidance and counseling team includes…</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Taking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Student conflicts</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Student bullying</td>
<td></td>
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</tr>
<tr>
<td>Student truancy</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General student laziness</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Homosexuality/lesbianism</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General indiscipline</td>
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<td></td>
</tr>
<tr>
<td>Subsequent cases of drug abuse</td>
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<tr>
<td>General rudeness towards teachers</td>
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<tr>
<td>General rudeness towards fellow learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section Four: Role of Guidance and Counseling in Discipline Management

16. Kindly indicate your response to the following statements on the role of guidance and counseling in discipline management. Where 1=Strongly disagree 2=Disagree 3=Not sure 4=Agree 5=Strongly Agree

<table>
<thead>
<tr>
<th>Guidance and counseling in this school….</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivates learners to perform better</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps to develop a very free and friendly atmosphere</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allows students to vent out any pent-up anger that would otherwise have been let loose to fellow students or school property</td>
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<td></td>
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<tr>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reduces suspicion and builds trust on the part of students</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assists to improve on student behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps students to cope with change in their daily lives and environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section Five: Role of Guidance and Counseling Teacher

17. This section covers the role of guidance and counseling department in discipline management in school. It seeks to answer the question if G&C acts as a preventive measure and as a discipline management tool in schools. Kindly indicate your response in the table below where 1=Very Frequently, 2=frequently, 3=Occasionally, 4=rarely and 5=Very rarely

<table>
<thead>
<tr>
<th>The guidance and counseling teacher is involved in:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of school activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Identification of specific individual learners in need of counseling</td>
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<td>New student appraisal process before admission</td>
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<td>Assisting new learners to settle in the school</td>
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<td>Assisting learners develop good relations with other learners</td>
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<tr>
<td>Assisting learners cope with academic stress</td>
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<tr>
<td>Assisting learners cope with general stress</td>
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</table>
18. Kindly indicate your response to the statements below, where 1-Strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly Agree

<table>
<thead>
<tr>
<th>The guidance and counseling teacher…</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Motivates learners to perform better</td>
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<td>Motivates learners to have positive behavior</td>
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<td>Ensures that learners understand the consequences of their behavior</td>
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<td>Assists in identifying learners talents</td>
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<td>Assists the school to pre-empt strikes and general student rowdiness</td>
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<td>Assists the school to avert general indiscipline such as boycott of school activities</td>
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<td>Assists learners overcome drug and substance abuse</td>
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</table>

Section Six: Challenges facing guidance and counseling in Schools

19. What are some of the factors hindering effective use of guidance and counseling in the management of student discipline? (Use the rating below) tick appropriately. Where 1-Strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly Agree

<table>
<thead>
<tr>
<th>Challenges facing guidance and counseling</th>
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<th>2</th>
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<tbody>
<tr>
<td>Lack of enough resources/materials for use during counseling sessions.</td>
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<td>Too much workload for teacher hence no time for counseling.</td>
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<td>The students do not take guidance and counseling sessions seriously.</td>
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<tr>
<td>Lack of private rooms for counseling sessions</td>
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</tbody>
</table>
20. Other Challenges facing guidance and counseling in your school (Kindly outline them below)

   i. ........................................................................................................................................

   ii. ........................................................................................................................................

   iii. ........................................................................................................................................

   iv. ........................................................................................................................................

21. Briefly state some of the measures that in your opinion can help the guidance and counseling department assist students become more disciplined

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

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

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

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

The End

*Thank you for filling this questionnaire*
Appendix III: Authorization letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2243149, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

14th January, 2015

NACOSTI/P/15/0274/4316

David Muriuki Muya
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Role of guidance and counseling in management of student discipline in secondary schools in Kirinyaga West Sub-County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 28th February, 2015.

You are advised to report the County Commissioner and the County Director of Education, Kirinyaga County before embarking on the research project.

On completion of the research, you are required to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Said Hussein
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kirinyaga County.

The County Director of Education
Kirinyaga County.
Appendix IV: Research Permit

THIS IS TO CERTIFY THAT:

MR. DAVID MURIuki MUYA of KENYATTA UNIVERSITY, 79-10101 karatina, has been permitted to conduct research in Kirinyaga County on the topic: ROLE OF GUIDANCE AND COUNSELING IN MANAGEMENT OF STUDENT DISCIPLINE IN SECONDARY SCHOOLS IN KIRINYAGA WEST SUB-COUNTY, KENYA

for the period ending: 28th February, 2015

Applicant’s Signature

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do so may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

Permit No.: NACOGTI/P/15/0274/4316
Date of Issue: 14th January, 2015
Fee Received: Ksh 1,000

National Commission for Science, Technology and Innovation
REPUBLIC OF KENYA

Serial No. A 3992

CONDITIONS: see back page