AN INVESTIGATION OF THE ROLE OF GUIDANCE AND COUNSELLING IN CONTROLLING INDISCIPLINE IN SOME SELECTED SECONDARY SCHOOLS IN KIENI WEST DIVISION OF NYERI DISTRICT.

BY

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<An> investigation
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DEDICATION

This research project is dedicated to my father, Charles Ngumo and my mother Rudia Wambui ngumo, who impressed upon me from an early age that education is the bedrock on which meaningful life is founded.
ACKNOWLEDGEMENTS

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ABSTRACT

The purpose of this research project was to investigate the role of guidance and counselling in controlling indiscipline in some selected schools of Kieni West Division in Nyeri District.

The sample comprised 3 schools in the division, which have guidance and counselling programmes. 12 teachers were selected where each school provided 4 teachers. The sample also included 120 students from the three schools. The researcher drew a sample of 40 students per school. Then, the researcher interviewed the teacher counsellors from each school all making a total of 3.

The researcher sought to investigate some of the common disciplinary problems in secondary schools in Kieni West Division. He also focused on the strategies the teacher counsellors use to control indiscipline. The study further investigated to what extent the strategies used by teacher counsellors are effective in controlling indiscipline. The study also sought to find out the opinions of teachers and students about the ability of guidance and counselling to control indiscipline. Finally, the study investigated the challenges teacher counsellors face in trying to deal with disciplinary problems.
The data collected seemed to reveal that some of the main disciplinary problems include: lateness for class, not doing assignments and noise making. The study showed that serious disciplinary problems like strikes, bullying and fighting were rare in the sample schools.

The study also revealed that some of the strategies used by the guidance and counselling departments to control indiscipline include talking to students individually and as groups, inviting professionals to talk to students, involving habitual offenders in co-curricular activities, involving teachers in guiding and counselling students and reminding students about school rules.

It was also found out that these strategies appear to be effective because the data collected shows that occurrence of serious disciplinary problems are very rare in all schools. Again, the data collected shows that 78.33% of the students feel that guidance and counselling services in their schools have made them more disciplined.

The data also seems to show that both teachers and students are of the opinion that guidance and counselling has played a significant role in controlling indiscipline. 78.33% of the students feel that guidance and counselling has made them more disciplined. All the 12 teachers interviewed felt that guidance and counselling has made significant contribution in controlling indiscipline.
However, it seems from the data collected that guidance and counselling programmes face a number of challenges in their attempt to control indiscipline. These challenges are, for example, lack of adequate training for teacher counsellors, lack of administrative support and the inability of students to understand the essence of counselling.
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CHAPTER 1

1.1 BACKGROUND TO THE STUDY

In the 1960s, there was little guidance and counselling in Kenyan Schools.

Okech & Ngumba(1991) observe that what existed was only some form of vocational guidance in some government schools. This vocational guidance was limited to helping students fill out employment forms and write letters of application for employment. The main role of vocational guidance, which is to assist young people make vocational choices based on their interests and aptitudes, was completely ignored. Okech and Ngumba give the example of catholic schools where vocational guidance was confined to religious services. The teachers, majority of whom, were fathers, pastors and reverends guided the youth to become sisters, brothers and fathers. This approach totally ignored the interests of those students who did not have a spiritual calling. Arguing for a comprehensive vocational guidance programme, The handbook for schools guidance counsellors(1973) observes:

Many of our school children come from rich, poor and average homes. This means that their environmental backgrounds differ – hence there is need to have a situation whereby the mental abilities and aptitudes of each child are identified early enough to enable the school to give that child the
most appropriate education and training. (P.5)

The handbook for schools guidance counsellors gives more reasons for the need of guidance and counselling in schools apart from vocational ones. It notes that educationally, Kenya has expanded its enrolment of students. For example, the number of schools leavers at the East African certificate of Education (E.A.C.E) was 19,373 in 1970. This increased to 23,122 in 1971. The number rose to 26,767 in 1972. With increased number of students handling them became harder for school heads and teachers. Fontana (1925) notes that “big classes are hard to control – students can rebel or at times miss classes”(P.106-107). Guidance and counselling is geared towards increasing personal control and responsibility. When this is achieved principals and teachers do not have to keep directing and forcing students to behave well. Another reason for the need of guidance and Counselling was identified as the need to take care of students psychological needs. We have students who have emotional problems. There are students who come from homes where the parents are constantly fighting, for example. Such students are not given attention by the parents and feel unloved. Such students might be withdrawn and irritable and need help in order to successfully pursue their academic goals. It is with some of those reasons in mind that a guidance and counselling unit was established in 1971 by the Ministry of Education. The unit deals with mainly the three major areas of formal guidance; Vocational Guidance, Educational guidance and Psychological Counselling. All the three areas have a role to play in promoting discipline in schools.
According to the Ministry of Education, the main role of vocational guidance is to assist young people make vocational choices based on their interests and aptitudes. A student who has not been guided to identify the most suitable vocational choice is unlikely to have any focus or vision. He has no goal and, therefore, concepts like time management and hard work mean nothing to him or her. On the other hand, a student who knows what he wants to become works very hard towards that goal.

The Ministry of Education perceives the role of Educational Guidance to be to assist individual child to understand and accept his strengths and weaknesses. A student who understands his strengths is likely to work hard to consolidate those strengths while at the same time working hard to improve his weaknesses. Such a student works hard and has no time to misbehave.

Psychological counselling according to the Ministry of Education seeks to help students accept themselves. This is achieved by finding out the quality of the child’s relationships. For example, what kind of relationships has the child had with the parents as well as brothers and sisters? Children who have not experienced love are assisted to feel accepted in school. Students who feel unloved are a big threat to the discipline of the school. They may be withdrawn or even aggressive. They could be involved in bullying and conflicts with other students.

Since the establishment of the guidance and counselling unit, a number of educational commissions have been set up. Two of them have talked about the role of guidance and counselling in controlling indiscipline.
Gacathi report (1976) observes that "The totality of the growth and development of youth depend on guidance and counselling to ensure its appropriate integration into the values and productive activities of society."

"(P.152) The report says that to be of use such guidance and counselling should be based on the values of society. It is by learning and accepting the values of society that students will be deemed disciplined.

Kamunge Report (1988) also stresses the role of guidance in controlling indiscipline. According to the report, guidance and counselling programmes should assist learners to appreciate their role as workers. They should also help students to develop right attitudes towards discipline and the management of time. The question arises: how does guidance and counselling do this? This happens because guidance and counselling motivates and stimulates the individual students to examine themselves and find out what they are naturally able to do. Students are helped to develop along that line and to match their aspirations with their abilities.

Shertzer & Stone (1966) conceive the role of guidance and Counselling in controlling indiscipline as being a preventive force. According to the two authors, optimum development of individuals comes through providing an emotional climate and environment that assists positive healthy attitudes and feelings. This kind of emotional climate and environment can be achieved through guidance and counselling because students who have problems feel they have someone to turn to. The guidance and counselling personnel
establish links with students by breaking barriers to communication. Besides counselling the students, an effective guidance and counselling programme involves careers’ master, games’ master, boarding master, the matron and house masters in its activities. These people are very essential in the programme because they interact with students daily and know their problems. Jones (1970) also perceives the role of guidance and counselling in controlling indiscipline as being that of preventing a crisis from occurring. This can only happen when students have been guided and counselled on what is required of them. One way of doing this is by helping new students to learn about the school. Such students need to be acquainted with the school rules and regulations, for example, they should know the responsibilities facing them.

Guidance and Counselling also has a rehabilitative function in controlling indiscipline. Shertzer and Stone call this role reconstructive effort. Errant students are assisted to have substitute channels for unacceptable actions. Punishing students, for example, is only a stop-gap measure. Guidance and counselling personnel must assist the errant student to transform the misbehaviour into enlightened self-directed behaviour. Students who have been identified as having discipline problems need a lot of assistance. If they are abandoned they may develop feelings of unhappiness, rejection as well as low self-esteem. These feelings are likely to make their discipline problems worse as they feel there is no need why they should try to improve. The guidance and counselling department is especially important in this
rehabilitative function when it comes to liaising with the school administration as well as the parents.

Another role that guidance and counselling plays in controlling indiscipline, is to help students accept authority. Shertzer and Stone argue that students who misbehave need help in perceiving and accepting authority. This view stresses the fact that misbehaving individuals need to be guided to learn and accept emotionally the necessity of authority. This is because authority affects responsible self direction in society. Students must be guided to understand that authority does not only exist in the school. Even in the outside world authority is exercised upon the individual. That is why we have institutions like the provincial administration, courts, parliament and the police force. Students should be assisted to understand that there are rules and regulations in every society, and there are consequences for not adhering to these rules. 

Mbiti (1974) notes that rules are meant to safeguard the welfare of the group. Mbiti argues that when students are allowed to do what they want, without any restrictions, chaos is the result. Mbiti cites the free expression movement which advocated complete freedom. He says that the movement was a total failure in its idea of discipline.

Despite the knowledge that guidance and counselling controls indiscipline, and despite the commitment by the Ministry of Education to establish guidance and counselling in schools, many schools in the country continue to experience discipline problems.
The following cases reported by The ANB-BIA Supplement, September/October 2001 serve as good examples:

In March 2000, 26 girls were killed in Bombululu after an arson attack. In July, 2000, 2 students were killed in Nyeri High School through another arson attack. In March 2001, 67 boys of Kyanguli Secondary School died when their fellow students set their dormitory on fire. In July, 2001, 700 girls from Alliance Girls High School marched through Nairobi streets protesting deteriorating situation in the school.

The questions that beg answers are: do these schools have guidance and counselling programmes? If they do why have these disciplinary problems emerged? These questions are valid because in most of this unrest students accused school administrators of being highhanded and authoritarian. They also accused the teachers and administrators of not listening to their grievances. The question arises, how can guidance and counselling department guide teachers and administrators to handle students’ problems? In schools where students attack prefects, like the Nyeri High School case where 2 prefects were killed in 2000, students complained of prefects being too punitive. This makes it necessary to wonder if the guidance and counselling department can help students relate well.
In a study among Western Kenya Schools, Lutomia and Sikolia (2002) observe that many schools in the region have guidance and counselling programmes. However, they note, there is a big gap between the guidance and counselling department and the students. In a preliminary inquiry in Kieni West Division of Nyeri District, I observed that most schools say they have guidance and counselling programmes. Yet disciplinary problems continue to be reported. This makes it necessary to carry out an investigation to find out how guidance and counselling plays its role in controlling indiscipline.

1.2 STATEMENT OF THE PROBLEM

This study seeks to find out how guidance and counselling controls indiscipline in secondary schools. Many educators are convinced that guidance and counselling plays an important role in controlling indiscipline. There are those that argue that guidance and counselling prevents indiscipline from occurring. Others have argued that it plays a rehabilitative role. Yet others see the role of guidance and counselling in controlling indiscipline as being that of helping students accept authority.

Despite this consensus, that guidance and counselling plays an important role in controlling indiscipline, cases of indiscipline continue to be reported. The important issue in this study, therefore, is not what role guidance and counselling plays in controlling indiscipline in schools, but how it plays the role of controlling indiscipline. This is a serious challenge because it is clear
that just starting a guidance and counselling department does not automatically control indiscipline.

1.3 JUSTIFICATION
Any education system is expected to produce people who are responsible and self-directed. In other words it is expected to produce people who are disciplined and can meaningfully participate in nation building. This view is shared by many experts: *Mbiti (1974)* argues that “the main goal of discipline should be to produce young people who will be responsible when they become adults” (P.83). *Shertzer & Stone (1966)* make the same observation: “schools are preparing pupils not just for life today but also for the problems they will face in future.” (P.44)

The converse is also true; people who are indisciplined cannot be expected to solve the problems and challenges they meet effectively. Such people cannot also be responsible in the various roles they take in society. They will not be able to become responsible friends, responsible workers, responsible husbands and wives, responsible parents, responsible neighbours and above all responsible citizens.

One of the school’s roles in our society is to facilitate the growth of the individual as a person in his own right. *Hughes (1971)* notes that this has been a distinguishing mark of all genuine guidance work.
The findings of this study are expected to benefit school administrators, and disciplinary committees who handle disciplinary matters in schools. Guidance and Counselling departments will also profit from the results. The results will also assist the Ministry of Education policy makers to come up with relevant strategies to help improve the services of guidance and counselling departments in schools.

1.4 RESEARCH QUESTIONS

1. What are the common disciplinary problems in Kieni West Division of Nyeri District?

2. What strategies are the teacher counsellors using to control these disciplinary problems?

3. To what extent are these strategies used by teacher counsellors effective in controlling indiscipline?

4. What are the opinions of teachers and students about the ability of guidance and counselling to control indiscipline?

5. What challenges do teacher counsellors face in trying to deal with disciplinary problems?

1.5 OBJECTIVES OF THE STUDY

1. To establish students' frequency of meeting teacher counsellor
2. To establish if disciplinary matters are discussed during these meetings.

3. To find out if counselling students before or after punishment influences positive behaviour change.

4. To find out the role of teachers and parents in guiding and counselling students about being disciplined.

5. To find out the nature of cases of indiscipline referred to the teacher counsellor by teachers.

6. To establish if guidance and counselling can prevent the occurrence of strikes.

7. To establish measures taken by teacher counsellors against habitual criminals.

8. To find out measures taken by teacher counsellors to guide students to accept authority.

1.6 LIMITATIONS OF THE STUDY

This study is limited to Kieni West Division of Nyeri District. The results therefore, may not be generalised to the whole country. This is because there
could be different environmental factors affecting the role of guidance and counselling in controlling indiscipline.

Secondly, very little local research has been done on this area. Therefore, much of the literature review is based on research from Western countries.

1.7 DEFINITIONS OF TERMS

Guidance: A continuing process concerned with determining and proving for developmental needs of all pupils.

Counselling: A relationship between two people where one, the Counsellor, helps the other, the counsellee to change aspects of himself or his environment which trouble him.

Discipline: A system of guiding and training an individual to make reasonable decisions responsibly.

Counselling Process: What takes place between the teacher-counsellor and the Student during any one session.

Teacher Counsellor: Any person officially given the responsibility to counsel Students about their problems.
CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

In Kenya formal guidance and counselling is a concept of the 1970’s. In the 1960’s only some limited vocational guidance existed in some government schools. This was called careers guidance and it was administered by a careers master. However, even the careers master who was selected by the headmaster, had no professional training in vocational guidance. "This duty was limited to helping students (usually school leavers) fill out employment forms and writing letters of application." (Okech & Ngumba, 1992, P.28)

In missionary schools, it was also only vocational guidance that was offered. This vocational guidance was confined to religious services. The teachers were usually Pastors or Reverends. They guided and trained youth’s with spiritual interests to become sisters, brothers, fathers and pastors upon completion of formal education.

What this means is that guidance and counselling before 70’s in Kenya was more or less a private family affair. The role of counselling children was left to parents and elders. The school had very little or no role to play in guidance and counselling.
However, this lack of guidance and counselling in schools could not continue for long. In the 1960's Kenya had just gained her independence. Few youths pursued formal education. The schools were also few. With increase in population and awareness about the importance of education, the enrolment of students in secondary schools kept increasing. This led to overcrowding in classrooms and classroom management became more and more difficult. The students were too many for the teachers. Increased students population meant more workload for the teachers. This meant that the teachers had very little time to guide the students as most of the time was spent on academic work. The number of school leavers also increased sharply. According to the *Handbook for schools guidance counsellors* (1973), the number of school leavers at the E.A.C.E level was 19,373 in 1970. This increased to 23,122, in 1971. The number rose to 26,762 in 1972. The increase in the number of school leavers meant greater competition for jobs. Students therefore, needed to be guided on how to make informed vocational choices.

These are some of the concerns that led to the establishment of the guidance and counselling unit, in 1971, by the Ministry of Education. The unit deals mainly with the three major areas of formal guidance: Vocational Guidance, Educational Guidance and Psychological Guidance.

*The Handbook for schools Guidance Counsellors* (1973) explains what vocational guidance is; "Vocational guidance is the process of assisting an individual who possesses certain assets, abilities and possibilities to select from
many occupations one that is suited for himself and then aid him prepare for it, enter upon and progress in it “p.6) Now, this has serious implications for discipline. A student who has been assisted to understand his abilities and thus knows what he wants to become, is focused. Such a student is motivated to work hard in order to pass and achieve his goal. He realises that in order to achieve his goal, he must manage his time well, attend classes, and do assignments. He is unlikely to involve himself in any activity or behaviour that may disrupt his learning. The converse is true; a student who has not been guided to understand his abilities has no idea about the occupation he would want after school. Such a student is visionless. Consequently the concept of time is not important, neither is working hard. He may go to class late, fail to finish assignments and has trouble relating with teachers and other students.

The Handbook defines Educational Guidance “as a process through which an individual child is helped to develop his mental abilities, aptitudes, interests and other personality dynamics” (p.21) Educational guidance involves tests made by the classroom teacher, cumulative records, teachers ratings, observation reports, interviews and biographies. Through educational guidance, the individual is made to understand and accept his own strengths and weaknesses. The teacher is made to identify the exceptional child – gifted, creative, normal and the slow learner. Educational guidance has far reaching implications for discipline. Students who have access to Educational Guidance are, for example, able to develop a step-by-step study plan for completing daily and long term assignments and develop skills of focusing on a task. Such
students are unlikely to feel frustrated. Frustration makes people anxious and thus lose control.

Giftedness can be a problem to a child if the child is not given guidance. Gifted children therefore, require to be properly managed. *The Blue Print on guidance and Counselling for educational institutions in Nigeria, July, 2000,* notes that “If the needs of the gifted are not met through guidance and counselling, loss of untapped and unchallenged talents that may result from maladjustment will be expensive for the nation” (p.35). It is therefore imperative to guide and counsel gifted children because failure to do so may lead to boredom and frustration. Intelligent students, not properly guided, may use their intellect to challenge school authority and lead strikes. If slow learners are not properly guided they may develop self low esteem. This may lead them to be irritable and aggressive. They may also try to attain recognition by breaking school rules.

Psychological guidance is also an important tool in promoting discipline. *The Handbook for school guidance counsellors*(1977) explains that there are many psychological factors that affect students learning experience. They include the quality of his relationship with his parents, and the interaction he has experienced with his brothers and sisters. For example, have the parents been authoritarian or permissive? The child’s psychological state has also been influenced by the larger social community. His peer group has become the norm against which he checks his value system. The role of the counsellor is
to be aware of the previous experiences that have made him or her the kind of person he is and to provide the new conditions that will help him make a good adjustment to his rapidly expanding world.

The implications for discipline are enormous. Psychological guidance helps students demonstrate positive ways of practising self discipline. It also helps students recognise the importance of emotional growth, how emotions affect behaviour and how to deal appropriately with emotions. Mumbi & Kigen (1992) have observed that emotional depression or frustration will make somebody miserable and even aggressive.

Psychological guidance also helps students in secondary schools understand that physiological changes are a natural part of adolescents and affect emotional growth. Most secondary school students are in the adolescence phase. Emotional manifestations during this stage include, frequent mood shifts leading to anger, hostility, frustration and anxiety. Consequently, a number of strikes in secondary schools happen due to the inability of students to control these emotions. Students who receive psychological counselling are more likely to exercise self-control in times of crisis.

Psychological counselling, according to A Model for developmental School Counselling Programs in Indiana (1991), helps students learn to apply conflict resolution skills and understand the factors which influence effective
friendship. It also promotes discipline by helping students recognise and accept individual differences of others.

2.1 THE ROLE OF GUIDANCE AND COUNSELLING IN CONTROLLING INDISCIPLINE ACCORDING TO GACATHI REPORT.

Gacathi Report (1976) outlines the importance of guidance and Counselling in controlling indiscipline in Kenya Schools. The report states that “the totality of the growth and development of the youth depend on guidance and counselling to ensure its appropriate integration into the values and productive activities of society.” (p.151) The report emphasises that to be of use guidance and counselling should be based on the values of society. Students can only be considered disciplined if they subscribe to the values of society. This view is emphasised by A model for developmental school counseling programs in Indiana (1991), which proposes that guidance and counselling should help students:

recognise and accept individual differences of others; recognise the necessity for moral and ethical conduct in society; develop personal criteria, for making informed moral and ethical decisions. (P.4)
2.2 THE ROLE OF GUIDANCE AND COUNSELLING IN CONTROLLING INDISCIPLINE ACCORDING TO THE KAMUNGE REPORT

The Kamunge report (1988) recommends that schools and colleges should establish guidance and counselling programmes and senior teachers be made responsible. In Guidance and counselling workshop for coordinators of guidance and counselling – Nyeri(2001) the Deputy chief inspector of schools in charge of Guidance and counselling emphasised that “the Ministry of Education recognises Guidance and Counselling as an essential service that must be provided to all learners and at all times”. (p.6). The Deputy chief inspector emphasised that national training programmes had been organised. She went on to say that the Ministry of Education, Science and Technology is committed to seeing that operational guidance and counselling programmes are established in schools.

The Kamunge Report (1988) also recommends that guidance and counselling programmes should assist learners to appreciate their role as workers and develop right attitudes towards discipline and the management of time. This role of guidance and counselling programmes is noted by A Model for development of School Counselling Programs in Indiana(1991).

It states that guidance should help students to learn to work. For example, Students should be able to demonstrate effective learning habits and skills that
are transferable to career and learning situations.” (P.48) Students who are able to work effectively direct all energy in study. They have no time for engaging in indiscipline. They exhibit initiative, self-directed behaviour and responsibility, all of which are hallmarks of a disciplined individual.

2.3 GUIDANCE AND COUNSELLING AS A PREVENTIVE MEASURE TO INDISCIPLINE

There are scholars who perceive the role of guidance and counselling in controlling indiscipline, as being centred on prevention of indiscipline from occurring.

*Sherzer & Stone (1966)* describe guidance and counselling as a “preventive force. To them, optimum development of individuals comes through providing an emotional climate and environment that assists positive healthy attitudes and feelings. The implication here is that people with healthy attitudes and feelings are not likely to involve themselves in behaviour that is not acceptable. *Mumbi & Kigen(1992)* also emphasise on creating a positive healthy emotional climate. They explain that one who suffers emotional depression or frustration will find life generally miserable and experience adjustment problems. Unpleasant emotions, they emphasise can upset a person’s mental and physical well being. It can also lead to stress and anxiety. “An anxious person will appear frustrated and he may withdraw from social contacts or become aggressive” (P.67)
A healthy emotional climate can be created by, for example, assisting new students arriving in the school to adjust to their environment. They should, for instance, be familiarised with names of all staff members, significance of school motto, preparation of timetables and procedure in changing periods.

Considering that most secondary school students are in the adolescence stage, that is between 12 to 20 years, emotional stability is a central issue. Shertzer & Stone (1966) note that emotional changes in this period include: frequent mood shifts leading to anger, hostility, frustration, emotional stress, embarrassment and anxiety. The emotional changes lead to resistance to authority, hypercriticalness towards adults, over sensitivity 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 the students in secondary schools can be guided and counselled on how to deal with their emotions. A healthy emotional climate can be achieved through guidance and counselling because students who have problems have someone to turn to.

The guidance and counselling personnel establish links with students by breaking barriers to communication. An effective guidance and counselling programme according to Lutomia & Sikolia (2002) involves careers’ masters, games master, boarding master, the matron and house masters in its activities.
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These people are very essential in the programme because they interact with the students daily. They are therefore able to observe a student with symptoms of emotional problems long before the problem becomes serious.

Mbiti (1974) observes that guidance and counselling can prevent indiscipline. To Mbiti, "discipline can be regarded as a positive force. It can be connected with training, not correction; guiding not punishing." (p.76) Mbiti emphasises that the term discipline should be used to mean a system of guiding the individual to make reasonable decisions responsibly. The implication is that students who are guided and counselled are unlikely to have disciplinary problems. In this case the guidance and counselling 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 administration inability to provide basics like decent dormitories, food, classrooms, quality education and co-curricular activities and facilities. For example, the inability to provide sports facilities and time for sports can lead to accumulation of stress. Physical exercises are a preventive measure to stress.

Mbiti also proposes that the child needs to be helped to develop his unique and individual personality. Since life is a continuous series of choices the child must be trained to make these choices reasonably and independently. Nevertheless, adult guidance is necessary. It is believed that a student who makes choices reasonably will not be lured into misbehaviour.
Holden (1971) also advances this view of preventing indiscipline through
upholding students individuality and responsibility. He observes that
"counselling is intended to increase a clients sense of responsibility for his own
life to help him make up his own mind and to act upon his decision; to cope
sensibly with situations he has hitherto disliked, resented or rejected and to
come to terms with circumstances which cannot for the moment be
changed." (P.39). What Holden is saying is that students can be seen as
disciplined if they understand that there are things they have to accept as they
are, for they cannot be changed. For example, guidance and counselling
should help students understand that rioting because there is a power failure
cannot change the situation.

Hughes (1971) also focuses on individual responsibility and flexibility as the
key to promotion of discipline. He observes that "directing or manipulating the
growing person is a self-defeating process in a world in which flexibility,
independence of thinking and action, decision making capacity are more
crucial requirements" (P.196)

He argues that the focus of guidance is internal freedom, in terms of increasing
personal control and responsibility both in the intellectual and emotional
sphere. Moreover, Hughes feels that "an ultra-permissive regime is unlikely to
provide the experience young people must have if they are to discover
themselves as people; neither is an authoritarian one." (P.196-197). A
permissive school atmosphere, where students do as they like is likely to bring chaos. On the other hand, an authoritarian school administration creates dependency where students behave well only when they are followed. As long as teachers are not near, students feel free to misbehave. If students can behave in a disciplined manner only when the teachers are present, then we cannot be talking of discipline.

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

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

2.4 GUIDANCE AND COUNSELLING AS A REHABILITATIVE MEASURE.

Guidance and Counselling also has a rehabilitative role to play in controlling indiscipline. Shertzer and Stone call this reconstructive effort. Errant students are assisted to have substitute Channels for unacceptable actions. Punishing students, for example, is only a temporary measure. Errant students should be assisted by the guidance and counselling personnel to transform the misbehaviour into enlightened self-directed behaviour. Students who have been identified as having discipline problems need a lot of assistance. If they are abandoned, they may develop feelings of unhappiness, rejection as well as low self-esteem. These feelings are likely to make their discipline problems worse, as they feel there is no need to change.

The Handbook for school guidance Counsellors (1977) notes that “discipline problems are associated with actions but most actions are the result of feelings”(p.6). Stopping an unacceptable action may do nothing to help the
feeling that produced it. Students need to be helped to recognise the relationship between their feelings and actions. This knowledge can be developed through guidance and counselling.

If the counsellors have a good relationship with students, rehabilitation of errant students will be possible because the students will open up to him or her. According to Jones (1970) "If the counsellor establishes rapport with the students, he may be able to find out why the misbehaviour was committed" (P.22). The errant student, argues Jones, can be helped by the counsellor to accept that his act was unacceptable or undesirable. In cases where students are punished, it is the role of the counsellor to help the student reflect on the offence they have committed and understand why they are being punished.

Indeed, there are many discipline problems that cannot simply be solved by punishing students. For example, a number of discipline problems in schools today are related to drug abuse. Punishing a student who is found smoking or drunk will not eliminate the habit. Lutomia & Sikolia (2002) observe that "students who have been proved to be victims of drug abuse should be advised and made to engage in positive leisure activities like sports and games." (p.61) It is the role of the teacher in charge of guidance and counselling to educate the students on choice of leisure activities that are beneficial to them. The teacher-counsellor should try to find out what has drawn the child to this kind of behaviour. If need be a professional counsellor should be recommended. It is
also the duty of the counsellor to invite the parents of the student and discuss openly about the problems facing the child.

Guidance and counselling can also help in controlling indiscipline by rehabilitating students who have been involved in love affairs with teachers. It is the duty of the counsellor to guide the students on why this kind of relationship is wrong. On the other hand Lutomia & Sikolia note that the guidance and counselling personnel must know that their counselling role goes beyond the confines of students. It includes counselling the teachers on morality and acceptable behaviour as well.

2.5 GUIDANCE AND COUNSELLING AS A TOOL OF HELPING STUDENTS ACCEPT SCHOOL AUTHORITY.

Advocates of this approach base their argument on the fact that every child must be led to know that he belongs to an organised society, with laws, regulations and a cultural heritage. Mbiti (1974) observes that “part of the business of growing up is to learn how to fit into one’s society; to learn what things are acceptable and what things are unacceptable” (P.82) Sherzer & Stone (1966) argue that students who misbehave need help in perceiving and accepting authority misbehaving students need to be guided to learn and accept emotionally the necessity of authority. This is because authority affects responsible self-direction in society. Students must be guided to understand that authority does not only exist in the school. Students must, indeed, be
guided to understand that there are rules and regulations in every society and there are consequences for not adhering to these rules.

However, students cannot accept rules in an authoritarian climate. *Fontana* (1985) cautions that “Control does not mean reinstating an old fashioned form of discipline in which the teachers word is law and the needs and inclinations of children are given no consideration” (P.3) Fontana gives the example of classroom control emphasising that its purpose is not “that the teacher is thus enabled to assert personal authority and status over the children, but to enable one to work towards a situation where such control becomes less and less necessary. Fontana stresses that the nature of school rules, may be sometimes a key factor in determining whether or not certain pupils become disruptive and uncooperative. Indeed, authoritarian control of students makes them rebel against rules than accept them.

The guidance and counselling department has a significant role to play in helping school administrators and teachers to show a sensitive awareness of the needs of its individual pupils. Such a school is less likely to have problems of anti-social nature from students than is the school that adopts a more punitive and less student oriented role. Guidance and counselling personnel can help school administrators base control on enlightened understanding of child behaviour. Such guidance can also help administrators base control upon genuine interest in children and in the fostering of their psychological and academic development.
Permissive school climate is also as dangerous as authoritarian control. The Free Expression Movement advocated total freedom of the student in the 19th century. They argued that the school should not have laid-down rules for pupils to follow. When children were allowed to do what they wished without restriction chaos was the result. Mbiti notes that we must help the child to move from the world of self-centredness to the world of living with others.

This can be achieved through guidance and counselling. After all there is no human community without rules. Guidance and counselling helps students understand that discipline implies responsibility, order, and regularity. Only when these qualities are present is freedom possible. We make freedom possible and meaningful for the child when we help him to learn to be responsible and self-disciplined. When students obey and accept school authority voluntarily discipline will be maintained.

2.6 LITERATURE REVIEW RELATED TO METHODOLOGY

Methodology of carrying out any research depends on the type of study one wants to carry out. Koul (1984) recommends descriptive research method in education. This method is easy and direct and a researcher can gather information by use of simple questionnaire or interview.

Gay (1981) defines descriptive research as a process of collecting data in order to test hypotheses or to answer questions concerning the current status of the
subjects in the study. A descriptive research determines and reports the way things are. This type of research attempts to describe such things as possible behaviour, attitudes, values and characteristics.

2.6.1 SAMPLING

The first thing to be clear about is the population. Population refers to all those people in the group to be studied. Kirby et al (1997) says that identifying a population to be studied requires much reflection on the nature of the problem at issue. Mugenda & Mugenda (1999) define a sample as “a subset of a particular population” (P.41). It is often impossible to study the whole of the population, so researchers draw a representative sample. Kirby et al describe representativeness as “the question of whether the group of people or situation that we are studying are typical of others.” (P.80). If they are, then we can safely conclude that what is true of this group is also true of others.

In my research I intend to use simple random sampling. According to Mugenda & Mugenda, “This method of sampling involves giving a number to every subject or member of the accessible population, placing the numbers in a container and then picking any number at random. The subjects corresponding to the numbers picked are included in the sample.” (P.45). Another strategy involves the use of a table of random numbers. Tables of random numbers are usually included in statistics books. Alternatively random numbers can be generated by use of computer programmes.
2.7 DATA COLLECTION TOOLS

2.7.1. QUESTIONNAIRE

*Kirby et al (1997)* describe a questionnaire as a list of organised questions, which is the primary research tool in much social science research. Questionnaires are usually used when there is desire to gain information from a large sample of people. Each item in the questionnaire is developed to address specific objective, research question or hypothesis of the study.

*May (1993)* observes, “the theory is that if all respondents are asked the same questions in the same manner, and if they express a difference of opinion in reply to those questions, these variations result from a ‘true’ difference of opinion rather than how the question was asked”(P.67)

Extreme care must be taken at the stage of designing and wording the questionnaire. *Mugenda and Mugenda (1999)* say that a questionnaire that is not well thought out has the following disadvantages:

- It may confuse respondents as to the nature of the information required.
- It may discourage respondents to the extent of discarding the questionnaire and
- It may leave out important information required in the study.”(P.71)
2.7.2 INTERVIEW SCHEDULE

If a questionnaire is administered by a person face to face and orally it becomes an interview Kirby notes that there is the structured interview; it occurs when a questionnaire is administered face to face and the interviewer is not allowed to deviate from the wording of the questions nor the order in which they are asked. The aim is to standardise the experience so that the only variations should reflect real variations in the answers given.

To obtain accurate information through interviews, a researcher needs to obtain maximum co-operation from respondents. The researcher must therefore establish a friendly relationship with the respondent prior to conducting the interview.

Advantages of interviews according to Mugenda & Mugenda include:

- They provide in-depth data which is not possible to get using a questionnaire.
- They guard against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses.
- Very sensitive and personal information can be extracted from the respondent by honest and personal interaction between the respondent and the interviewer.
• The interviewer can get more information by using probing questions.

• Interviews yield higher response rates mainly because it is difficult for a subject to completely refuse to answer questions or to ignore the interviewer.

Kirby et al recommend structured interview. They cite advantages like the fact that it is possible to make direct comparisons between the responses given by different interviewees, given the commonality of questions asked and the attempt to standardise the interview experience. In so far as this is done successfully, such interviews can be said to have a high degree of reliability. They also concur with Mugenda & Mugenda that the fact that there is someone present to clarify the meaning of any confusing questions respondents give relevant responses.

Disadvantages of interviews according to Mugenda & Mugenda include:

• They are more expensive since researchers have to travel to meet respondents.

• Interviewing requires a high level of skill, which the novice researcher may not have.

• Since interviews are adaptable, flexible and show concern for human interaction, they often introduce bias and subjectivity into the study. The subject may be too eager to please the interviewer or the interviewer may ask questions which tend to support his or her
perceived notions. In such cases, there exists a difference between a subject’s response and the true answer.

- Interviews generally involve smaller samples because they are time consuming. If a researcher is interested in using a big sample, interviews become a constraint.

According to Kirby et al, disadvantages of structured interviews include: because the structure of the interview is preset, it precludes the respondent providing full detailed responses. This results in a lower degree of validity. The interviewer cannot follow up issues, which arise in the course of the interview.

Like Mugenda & Mugenda, Kirby et al note also that interviews are quite expensive to conduct, which limits the number of people it is possible to interview.

However, despite the disadvantages, Kirby et al argue that overall, the interview method of social research, remains a very popular method of social research.
CHAPTER 3
RESEARCH METHOLODLOGY

3.0 INTRODUCTION
The study was set to investigate the role of guidance and counselling in controlling indiscipline. The study was conducted in Kieni West Division of Nyeri District. It specifically targeted secondary schools in the division. The researcher sampled first, the schools with guidance and counselling programmes. Questionnaire and interview schedule was used to collect data. The questionnaires were administered to teachers and students. The interview schedule was administered to the teacher counsellors. The researcher took the research instruments to the individual schools. In the case of interview schedule the researcher interviewed the teacher counsellors in a face to face kind of situation.

3.1 SAMPLING
Kieni West Division has a total of eleven schools – During the preliminary inquiry, the researcher found out that eight schools have guidance and counselling programmes. Then simple random sampling was used to pick 3 schools out of the 8.

The total number of respondents used for the study were as follows.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Counsellors</td>
<td>3</td>
</tr>
<tr>
<td>Teachers @ 4 Teachers/School</td>
<td>12</td>
</tr>
</tbody>
</table>
Students @ 40 student/School 120
Total 135

The teachers and students were randomly selected.

3.2 RESEARCH INSTRUMENTS

As stated in the introduction, the researcher used questionnaires and interview schedule to collect data.

3.2.1. QUESTIONNAIRE

The questionnaires were administered to 12 teachers and 120 students from the 3 schools.

(a) QUESTIONNAIRE FOR TEACHERS – APPENDIX 1

The teachers’ questionnaire originally had 14 questions. The questions are a mixture of open and close-ended items. The researcher piloted the questionnaires by administering them to 4 teachers. The sample was similar to the actual sample. The respondents were encouraged to make comments and suggestions concerning instructions, clarity of questions and relevance. After piloting, the researcher went through the answered questionnaires noting all the items that seemed to be having problems.

The researcher then consulted experts for the validation of the instruments. The experts were the research supervisor and colleagues from the Institute for Continuing Education. 3 questions were found to be duplication and were discarded. 2 were found to be irrelevant and were also discarded. Those that
were found to be ambiguous and too wordy were 3, and were modified. All in all, the researcher ended up with 9 questions.

Questions 1 and 2 asked for the teachers background information while question 3 asked about measures teachers take against indisciplined students. Then, question 4 sought to establish cases referred by teachers to teacher counsellor. The teachers were then asked about when students are given counselling in question 5. Question 6 probed about the role of teachers in guidance and counselling. Questions 7 and 9 asked for the opinion of teachers about the contribution of guidance and counselling in dealing with indiscipline. Question 8 sought to know the frequency of occurrence of given offences in the 3 schools.

(b) QUESTIONNAIRE FOR STUDENTS – APPENDIX 2

The researcher began by constructing 10 items. These items were a mixture of open and close-ended questions. After construction, the items were piloted by being administered to 40 students. The sample was similar to the actual sample. The respondents were advised to make comments about the instructions, clarity of questions and relevance. When piloting was over the researcher went through the answered questionnaires noting all the items that seemed to have problems.

For validation, the researcher consulted the research supervisor and colleagues from the Institute for Continuing Education. Out of the 10 questions, 4 were
found to be irrelevant and were discarded. One was found to be ambiguous and was modified. The researcher was left with 6 questions.

Question 1 sought information about the meaning of guidance and counselling, Questions 2 and 3 asked about the people who counsel students while 4 dealt with punishments. Question 5 probed about strikes and question 6 sought the opinion of students about guidance and counselling.

3.2.2 INTERVIEW SCHEDULE FOR TEACHER COUNSELLORS – APPENDIX 3

The interview schedule was considered because the teacher counsellors were only 3. Again, being the heads of guidance and counselling departments, the teacher counsellors were seen to have a lot of information, which could only be properly elicited through an interview. The researcher, therefore, conducted a face to face kind of questioning. This enabled the researcher to seek clarification whenever deemed necessary. Originally, the questions were 18. They were both close and open-ended. Piloting of the interview schedule was done by interviewing 1 teacher the same way the actual sample was interviewed. The researcher then noted all the questions that had problems.

Expert advice was sought from the research supervisor and colleagues from the institute for continuing Education. Out of the 18 questions, 4 were found to be irrelevant and were discarded. Modification was done to two questions. All in all the researcher ended up with 14 questions.
Questions 1, 2, 3 focused on teacher counsellors’ background information. Question 4 wanted to establish who participates in guiding and counselling students. Question 5 asked if professionals were invited to counsel students. Question 6 investigated the levels at which guidance and counselling is offered while question 7 asked about the nature of training the teacher counsellors had. Questions 8-14 sought information relating to discipline of the school’s students.

3.3 ANALYSIS OF DATA

Data collected using the questionnaires was analysed through two main methods. Tables and narration. Since the teachers were only twelve, frequencies were used while percentages were used to analyse the data collected in the students’ questionnaires.

Data collected from the teacher counsellors was analysed through the use of narration. This was because, the teacher counsellors were only 3
CHAPTER 4

DATA ANALYSES AND FINDINGS OF THE STUDY

4.0 INTRODUCTION

This chapter focuses on presentation and analyses of data derived from the responses of teachers, students and teachers counsellors in the sample schools. The students and teachers were given a questionnaire while the teacher counsellors were interviewed by the researcher. The chapter is therefore composed of three main areas

1. Teachers questionnaire
2. Students questionnaire
3. Interview of teacher counsellors

In the teachers’ questionnaire data was analysed under the following broad areas: -

a) Selection of teachers
b) Measures taken against indisciplined students.
c) Cases referred to the teacher counsellor by teachers
d) Mode of counselling students
e) Frequency of disciplinary problems in the sample schools
f) Contribution of guidance and counselling in controlling indiscipline

In the students’ questionnaire the following areas were analysed:-

a) Meaning of guidance and counselling.
b) Persons charged with guidance and counselling students.
c) Frequency of meetings between students and the teacher counsellor.

d) Issues discussed with the teacher counsellor

e) Role of counselling before or after punishment.

f) Presence or absence of strikes

g) Impact of guidance and counselling of students’ behaviour.

The following are areas analysed from the interview of teacher counsellors

a) Invitation of professional speakers

b) Training of teacher counsellors.

c) Dealing with habitual criminals.

d) Prevention of indiscipline

e) Guiding students to accept authority

f) Challenges faced by teacher counsellors in trying to control indiscipline

g) How guidance and counselling can make students more disciplined.

4.1 TEACHER QUESTIONNAIRE

After discarding all the defective questions and modifying the ambiguous ones, the remaining 9 questions were considered for analyses. Responses for each question are presented in the following paragraphs:-

4.1.1. SELECTION OF TEACHERS CHARGED WITH GUIDANCE

The twelve teachers in the sample were asked to state what criteria are you used to select those teachers who work in the guidance and counselling department.

Table IV.1 below shows the teachers’ response
Table IV.1 criterion used for selection

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>CRITERION</th>
<th>NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T.S.C.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Principal</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>No specific criteria</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>No answer</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

It seems from the above data that out of the twelve teachers who responded to the question, 7 of them said selection is done either by T.S.C., Principal or randomly.

4.1.2 MEASURES TAKEN AGAINST INDISCIPLINED STUDENTS

The twelve teachers sampled were asked what measures they take against indisciplined students.

Table IV.2 below shows the teachers responses.

Table IV.2 Measures taken against indiscipline students

<table>
<thead>
<tr>
<th>S. No</th>
<th>MEASURES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punishing</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Guidance and counselling</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It appears from the above data that all the 12 teachers punish and guide students when the engage in indiscipline.

4.1.3 : REASONS FOR PREFERENCE OF THE MEASURES

3 out of the 12 teachers, indicated that they use punishment first, when it fails they use guidance.

Other 3 teachers indicated, they first use guidance, if it fails to correct behaviour they result to punishment.

3 teachers stated they prefer punishment because it reminds students of the seriousness of the offence while guidance gives them direction.

2 teachers responded that the nature of the offence dictates whether to punish or guide.

1 teacher said he uses both punishment and guidance and counselling because they are the methods favoured by the school administration.

4.1.4.: REFERREING CASES TO TEACHER COUNSELLOR

The 12 teachers in the sample were asked whether there are cases they refer to the teacher counsellor. All 12 teachers agreed that they refer certain cases to the teacher counsellor.

4.1.5 CASES REFERRED TO TEACHER COUNSELLOR

Teachers in the sample were asked to mention some of the cases they refer to the teacher counsellor.

Table IV.3 below shows the type of cases cited by the teachers and the number of teachers who refer them to the teacher counsellor.
Table IV.3: Cases referred to teacher counsellor

<table>
<thead>
<tr>
<th>S. No.</th>
<th>TYPE OF CASE</th>
<th>NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drug abuse</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Truancy</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Sex</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Habitual offenders</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>No answer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTAL RESPONSES</td>
<td>18</td>
</tr>
</tbody>
</table>

It can be deduced from the above data that out of the 12 teachers questioned, 5 refer cases of drug abuse to the teacher counsellor, 4 refer cases of truancy to the teacher counsellor, 3 refer cases related to sex while 5 refer cases of habitual offenders to the teacher counsellor.

4.1.6 : REASONS FOR REFERRING THE CASES TO THE TEACHER COUNSELLOR

The 12 teachers were then asked why they refer the above cases to the teacher counsellor. Their responses are tabulated in the table IV.4 below.

Table IV.4: Reasons for referral to teacher counsellor

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>REASONS FOR REFERRAL</th>
<th>NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher counsellor qualified</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Cases of external source</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Confidential cases</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Punishment unproductive</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>No answer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>12</td>
</tr>
</tbody>
</table>
Out of the 12 teachers sampled, 8 responded that they refer certain cases to the teacher counsellor because he is qualified to handle such cases.

4 teachers referred the cases to the teacher counsellor either because the cases had external influence, were confidential or punishment was unproductive.

4.1.7: SET TIMES FOR COUNSELLING STUDENTS

The teachers were asked if there are set times in the school time-table when teachers counsel students in the school.

All the 12 teachers in the sample said there were set times for counselling students in their school.

4.1.8 THE MODE OF COUNSELLING

The teachers were then asked if the students were counselled individually or as a group. Table IV.5 below shows the teachers responses.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Mode of Counselling</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>As a group</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>TOTAL RESPONSES</td>
<td>15</td>
</tr>
</tbody>
</table>
6 out of the 12 teachers questioned said that students are given individual counselling while 9 said that group counselling is offered. It would appear therefore that both individual and group counselling is offered in these schools.

4.1.9 DISCUSSING DISCIPLINARY MATTERS DURING GUIDANCE AND COUNSELLING SESSIONS

The 12 respondents were then asked if disciplinary matters were discussed during the counselling sessions mentioned above.

All the 12 respondents said that disciplinary matters were discussed.

4.1.10 ROLE OF TEACHERS IN THE GUIDANCE AND COUNSELLING DEPARTMENT

The 12 teachers were asked if teachers have a role to play in assisting the guidance and counselling department control indiscipline in secondary.

All the teachers agreed that teachers have a role to play in helping the department control indiscipline.

4.1.11 SPECIFIC ROLE PLAYED BY TEACHERS IN HELPING THE GUIDANCE AND COUNSELLING DEPARTMENT CONTROL INDISCIPLINE

The teachers were asked to state the role teachers should play to help the guidance and counselling department control indiscipline.

6 teachers said that teachers should inform the teacher counsellor about students who are having problems of indiscipline.
5 teachers observed that teachers should be incorporated in the guidance and counselling committee.

1 teacher said that each teacher should be given a group of students to be guiding and counselling.

4.1.12 TEACHERS VIEW OF GUIDANCE AND COUNSELLING AS A MEASURE OF CONTROLLING INDISCIPLINE

The 12 teachers were then asked to give their feelings about how teachers in general view guidance and counselling as a measure of controlling indiscipline.

Table IV.6 below shows the feelings of the teachers:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Teachers feelings</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Most favourably</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Favourably</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Fairly favourably</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Least favourably</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

It seems from the above data that 7 out the 12 respondents felt that teachers view guidance and counselling favourably while 5 feel it is viewed fairly favourably.

4.1.13: FREQUENCY OF DISCIPLINARY PROBLEMS

The 12 teachers were asked to indicate the frequency of a list of offences.
Table IV.7 Frequency of disciplinary problems

<table>
<thead>
<tr>
<th>S. No.</th>
<th>TYPE OF OFFENCE</th>
<th>VERY OFTEN</th>
<th>OFTEN</th>
<th>RARE</th>
<th>NEVER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Being late for class</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Not doing assignments</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Noise Making</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Sneaking from School</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Smoking</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Taking alcohol</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>Bullying</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>Fighting</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>Stealing</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>Strikes</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

It would appear from the above data that 9 out of the 12 respondents see lateness for class and not doing assignments as frequent disciplinary problem while 3 think that they are rare.
11 out of 12 respondents perceive noise making as a frequent disciplinary problem as well. Only 1 teacher thinks it is rare.

10 teachers perceive sneaking from school, smoking and taking alcohol as rare disciplinary problems.

Only 2 teachers feel that each of these offences are often.

9 teachers indicated that bullying is rare while 3 said it was often.

All the 12 teachers agreed that fighting was rare.

On stealing, 7 teachers said it was rare while 5 said it was often.

10 indicated that strikes were a rare occurrence while only 2 said it was often.

4.1.14 CONTRIBUTION OF GUIDANCE AND COUNSELLING IN CONTROLLING INDISCIPLINE IN SCHOOLS

The teachers were asked to assess the contribution of guidance and counselling in controlling indiscipline in their schools. Table IV.8 below shows the teachers responses

Table IV.8: Contribution of guidance

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>ASSESSMENT</th>
<th>NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very significant</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Significant</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Insignificant</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>No Contribution</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
From the above data, it can be deduced that all the 12 of teacher feel the guidance and counselling has made significant contribution in controlling indiscipline in their schools.

4.2 STUDENTS QUESTIONNAIRE

After modifications of ambiguous questions and the discarding of irrelevant ones, 6 questions were considered for analyses. The findings are presented in the following paragraphs: -

4.2.1 MEANING OF GUIDANCE AND COUNSELLING

The students were asked to indicate the meaning of guidance and counselling among 4 choices. Table IV.9 below shows the students responses

Table IV.9: Meaning of guidance and counselling

<table>
<thead>
<tr>
<th>S No.</th>
<th>Meaning of guidance and counselling</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guiding students about personal behaviour</td>
<td>89</td>
<td>74.17</td>
</tr>
<tr>
<td>2.</td>
<td>Guiding students about future careers</td>
<td>5</td>
<td>4.17</td>
</tr>
<tr>
<td>3.</td>
<td>Telling students what to do when facing problems</td>
<td>22</td>
<td>18.33</td>
</tr>
<tr>
<td>4.</td>
<td>Do not Know</td>
<td>4</td>
<td>3.33</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>
The above data reveals that 74.17% of the students questioned perceive the meaning of guidance and counselling, as guiding students about personal problems.

22.5% said that guidance and counselling either means guiding students about future careers or telling students what to do when facing problems. 3.33% of the students do not know the meaning of guidance and counselling.

4.2.2: PEOPLE WHO COUNSEL STUDENTS

The students were then asked to state who they consult when in need of counselling.

Table IV.10 below tabulates the students responses

<table>
<thead>
<tr>
<th>S No.</th>
<th>Person Consulted</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My parents</td>
<td>36</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>Class teacher</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>School Counsellor</td>
<td>47</td>
<td>39.17</td>
</tr>
<tr>
<td>4</td>
<td>My friends</td>
<td>22</td>
<td>18.33</td>
</tr>
<tr>
<td>5</td>
<td>Head teacher</td>
<td>1</td>
<td>0.83</td>
</tr>
<tr>
<td>6</td>
<td>Nobody</td>
<td>2</td>
<td>1.67</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

It looks from the above data that majority of the students either consult the school counsellor or their parents when in need of counselling. This is because
83% of the students consult either the school counsellor or their parents. Only 35% of the students questioned consult their class teacher, friends or head teacher. It also emerges from the data that most students seek counselling since it is only 1.67% of the 120 students sampled who don’t seek counselling at all.

4.2.3 FREQUENCY OF MEETING THE TEACHER COUNSELLOR

The students were asked to say how regularly they meet the teacher counsellor. Table IV.11 below shows how the students responded.

**Table IV.11: Frequency of meeting the teacher counsellor**

<table>
<thead>
<tr>
<th>S No.</th>
<th>Frequency</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Once a week</td>
<td>1</td>
<td>0.83</td>
</tr>
<tr>
<td>2</td>
<td>Twice a month</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>3</td>
<td>When I have a problem</td>
<td>110</td>
<td>91.67%</td>
</tr>
<tr>
<td>4</td>
<td>I don’t</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>5</td>
<td>No answer</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>

The above data suggests that 91.67% of the students questioned see the teacher counsellor when they have a problem. Only 5.83% either meets the teacher counsellor once a week, twice a month or don’t. This would, therefore,
suggest that majority of the students meet the teacher counsellor when they have a problem.

4.2.4 ISSUES DISCUSSED WITH THE TEACHER COUNSELLOR

Students were asked to mention some of the issues they discussed with the teacher counsellor. Table IV.12 shows the issues students discuss with the teacher counsellor.

Table IV.12: Issues discussed with the teacher counsellor

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Issues discussed</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational issues</td>
<td>40</td>
<td>33.33</td>
</tr>
<tr>
<td>2</td>
<td>Drug Abuse</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Peer influence</td>
<td>20</td>
<td>16.67</td>
</tr>
<tr>
<td>4</td>
<td>Sexual matters</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>5</td>
<td>Time management</td>
<td>8</td>
<td>6.66</td>
</tr>
<tr>
<td>6</td>
<td>Personal problems</td>
<td>50</td>
<td>41.67</td>
</tr>
<tr>
<td>7</td>
<td>No answer</td>
<td>7</td>
<td>5.83</td>
</tr>
<tr>
<td></td>
<td>TOTAL RESPONSES</td>
<td>152</td>
<td></td>
</tr>
</tbody>
</table>

It appears from the above data that 75% of the students discusses educational issues as well as personal problems.

55% of the students discuss matters related to drug abuse, peer influence, sex and time management.
4.2.5. PUNISHING STUDENTS

The students were asked if they have ever been punished. Table IV.13 shows the number and percentage of students who have been punished and those that have not.

**Table IV.13 Punishing students**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Treatment</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punished</td>
<td>101</td>
<td>84.17</td>
</tr>
<tr>
<td>2</td>
<td>Not Punished</td>
<td>19</td>
<td>15.83</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

The above data suggests that 84.17% of the student have been punished while 15.83% have not.

4.2.6. OFFENCES LEADING TO PUNISHMENT

The students were then asked to state the offences they had committed in order to be punished.

Table IV.14 below shows the type of offences students have committed.

**Table IV.14 Offences committed**

<table>
<thead>
<tr>
<th>S No.</th>
<th>Offences committed</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Absenteeism</td>
<td>11</td>
<td>10.89</td>
</tr>
<tr>
<td>2</td>
<td>Noise Making</td>
<td>33</td>
<td>32.67</td>
</tr>
<tr>
<td></td>
<td>Vernacular speaking</td>
<td>33</td>
<td>32.67</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td>4</td>
<td>Not doing duty</td>
<td>9</td>
<td>8.91</td>
</tr>
<tr>
<td>5</td>
<td>Not doing Assignment</td>
<td>15</td>
<td>14.85</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>101</td>
<td></td>
</tr>
</tbody>
</table>

It is suggested by the above data that 65.34% of the students punished either got punished for making noise or speaking in vernacular. 34.65% were punished for either being absent, not doing duty or not doing class assignment.

4.2.7. PRE AND POST PUNISHMENT COUNSELLING

Students were then asked if they were counselled by the teacher counsellor either before or after punishment. Table IV.15 below shows the percentage of those counselled and those who didn’t.

**Table IV.15 Pre or Post Punishment Counselling**

<table>
<thead>
<tr>
<th>S No.</th>
<th>Treatment</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Counselling</td>
<td>47</td>
<td>46.5</td>
</tr>
<tr>
<td>2</td>
<td>Not counselled</td>
<td>46</td>
<td>45.54</td>
</tr>
<tr>
<td>3</td>
<td>No answer</td>
<td>8</td>
<td>7.92</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>101</td>
<td></td>
</tr>
</tbody>
</table>

It emerges from the above data that 46.5% of the students were counselled after being punished or before being punished while 45.54% were not counselled.
4.2.8 FEELING ABOUT PUNISHMENT

Students were then asked if they thought they deserved to be punished. Table IV.16 below shows the students feelings

**Table IV.16: Feelings about punishment**

<table>
<thead>
<tr>
<th>S No.</th>
<th>Feelings</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Deserved</td>
<td>60</td>
<td>59.40</td>
</tr>
<tr>
<td>2</td>
<td>Didn’t deserve</td>
<td>30</td>
<td>29.71</td>
</tr>
<tr>
<td>3</td>
<td>No answer</td>
<td>11</td>
<td>10.89</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>101</td>
<td></td>
</tr>
</tbody>
</table>

It appears from the above data that 59.40% of the students felt they deserved to be punished while 29.71% felt they did not deserve to be punished.

4.2.9. REASONS FOR THE FEELINGS ABOUT PUNISHMENT

Students were then asked to explain why they felt they deserved or did not deserve to be punished.

Out of the 59.40% who felt they deserved to be punished, 33% said punishment was necessary in order for them to have a positive behaviour change. 26.4% felt that they deserved to be punished because they had broken a school rule.

The 29.71% who felt they didn’t deserve to be punished indicated that the punishment was unfair.
4.2.10 PRESENCE OF STRIKES

Students were asked if there had been strikes recently in their schools. Table IV.17 below shows the students responses.

**Table IV.17: Presence or Absence of strikes**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Strikes</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Presence</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td>2</td>
<td>Absence</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>No answer</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

The above data seem to reveal that 47.5% of the students said there had been a strike recently in their school. 50% said there had been no strikes.

4.2.11 CAUSES OF STRIKES

25% of the students who said there had been a strike gave the reason of the strike as denial of entertainment by the school administration. 22.5% attributed the strike to being given poor food.

4.2.12 PREVENTION OF STRIKES BY GUIDANCE AND COUNSELLING

Students were then asked if they thought guidance and counselling would have prevented the strike. Table IV.18 shows the students feelings.
Table IV.18 Prevention of Strikes by guidance and counselling

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Feelings</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It could</td>
<td>41</td>
<td>71.92</td>
</tr>
<tr>
<td>2</td>
<td>It Couldn’t</td>
<td>14</td>
<td>24.56</td>
</tr>
<tr>
<td>3</td>
<td>No answer</td>
<td>2</td>
<td>3.51</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

The above data suggests that 71.92% of the students who had strikes in their schools, felt guidance and counselling could have prevented the strike while 24.56% felt it couldn’t.

4.2.13 REASONS FOR FEELING EXPRESSED

The 71.92% who said strikes could be prevented by guidance and counselling stated that guidance and counselling helps people have positive change.

The 14% who said it could not prevent strike explained that you cannot guide someone how to deny him his right.

4.2.14 IMPACT OF GUIDANCE AND COUNSELLING ON STUDENTS BEHAVIOUR

The students were asked if guidance and counselling services offered in their schools have helped them to be more disciplined. Table IV.19 shows the students feelings.
Table IV.19 Impact of Guidance and Counselling on Behaviour

<table>
<thead>
<tr>
<th>S No.</th>
<th>Impact</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Made me more disciplined</td>
<td>94</td>
<td>78.33</td>
</tr>
<tr>
<td>2</td>
<td>Hasn’t improved my discipline</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>No answer</td>
<td>8</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

It seems from the above data that 78.33% of the students feel that guidance and counselling has made them more disciplined, 52% indicated that they have gained more self control. 26.33% felt they can now relate better with friends. On the other hand, the 15% who felt they have not become more disciplined because of guidance and counselling indicated that they are told what they already know.

4.3: INTERVIEW OF TEACHERS IN CHARGE OF GUIDANCE AND COUNSELLING

After discarding irrelevant questions and modifying ambiguous ones the following questions were considered for analyses:
4.3.1 PEOPLE INVOLVED IN GUIDANCE AND COUNSELLING
The 3 teacher counsellors were asked to state who else participates in guidance and counselling apart from themselves.

It appears that class teachers, house masters, principals and deputy principals assist the teacher counsellors in guiding and counselling the students.

4.3.2. INVITATION OF PROFESSIONAL SPEAKERS
The researcher sought to know from the 3 teacher counsellors if they invite professionals to talk to the students and what kind of professionals they invite.

It emerges from the interview that all of them invite professional speakers. These professionals include: engineers, doctors, lawyers and church ministers.

4.3.3 TRAINING OF TEACHER COUNSELLORS
The teacher counsellors were then asked if they had any kind of training in guidance and counselling.

The responses of the teacher counsellors seem to reveal that all of them have had some training. They got training from teacher training colleges, universities, seminars and in-service courses.

4.3.4. MEASURES TAKEN TO DEAL WITH HABITUAL CRIMINALS
The teacher counsellors were asked to say the measures they use to deal with habitual criminals.

From the interview the following measures appear to be most preferred: -
Follow-up of these students even to their homes, talking to them individually, involving them in co-curricular activities and referring them to the church ministers.

4.3.5 PREVENTION OF INDISCIPLINE

The 3 teacher counsellors were then asked to say the measures they use to prevent indiscipline. It appears from the interviews that the 3 teacher counsellors only try to prevent indiscipline by reminding students about school rules and regulations.

4.3.6 GUIDING STUDENTS TO ACCEPT AUTHORITY

The researcher sought to know from the teacher counsellors if they use any measures to help students accept authority.

The 3 teacher counsellors responded that they have not done much in this area.

4.3.7: CHALLENGES FACED BY TEACHER COUNSELLORS IN TRYING TO CONTROL INDISCIPLINE

The teacher counsellors were then asked to mention some of the challenges they face in trying to control indiscipline.

The counsellors gave the following as the main challenges:

- Some students expect sympathy rather than empathy from the teacher while others shy away from the teacher counsellors.

- Lack of time in the school timetable.
• Sometimes the school administration does not inform the teacher
counsellor the disciplinary case they have handled and some parents refuse
to cooperate with the teacher counsellor.

4.3.8. HOW GUIDANCE AND COUNSELLING CAN MAKE STUDENTS
MORE DISCIPLINED

The teacher counsellors were asked to suggest the measures that can help the
guidance and counselling department make students more disciplined.
The interview revealed that teacher counsellors felt there is need to give further
training to teacher counsellors, the counsellor’s classroom work load should be
reduced, teacher counsellors should be given authority to investigate cases to
the end and it was also felt that the teacher counsellor should be given an office
CHAPTER 5.

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS.

5.0 INTRODUCTION

This chapter focuses on summary of the study, conclusions on the findings, recommendations and suggestions.

5.1 SUMMARY

This study set out to investigate the role of guidance and counselling in controlling indiscipline, in secondary schools. The study focused on some of the common disciplinary problems in Kieni West Division of Nyeri District. It also set out to investigate the strategies the teacher counsellors use to control disciplinary problems. The study went further to investigate to what extent the strategies used by teacher counsellors are effective in controlling indiscipline. The study also sought to investigate opinions of teachers and students about the ability of guidance and counselling to control indiscipline. Finally, the study investigated the challenges teacher counsellors face in trying to deal with disciplinary problems.

The data collected revealed that some of the main disciplinary problems include: lateness for class, not doing assignments and noise making. The study showed that serious disciplinary problems like strikes, bullying and fighting were rare in the sample schools. The study also revealed that some of the strategies used by the guidance and counselling departments to control
indiscipline include: talking to students individually and as groups, inviting professionals to talk to students, following up students with problems, involving habitual offenders in co-curricular activities, involving teachers in guiding and counselling students and reminding students about school rules. These strategies appear to be effective because the data collected shows the occurrence of serious disciplinary problems are very rare in the schools. Again the data collected shows that 78.33% of the students feel the guidance and counselling services in their schools have made them more disciplined. Both teachers and students were of the opinion that guidance and counselling has played a significant role in controlling indiscipline. 78.33% of the students feel that guidance and counselling has made them more disciplined. All the 12 teachers interviewed felt that guidance and counselling has made a significant contribution in controlling indiscipline. However it seems from the data collected that guidance and counselling programmes face a number of challenges in their attempt to control indiscipline. These challenges are for example lack of adequate training for teacher counsellors. All the teacher counsellors interviewed do not have special training in guidance and counselling. They either got their training in their undergraduate days at the university or teacher training colleges. The only additional training they have is from seminars or in service training. All the teacher counsellors felt there is need for them to have further training.

5.2 CONCLUSIONS

From the findings of the study the following conclusions were made:-
1. The most common disciplinary problems appear to be lateness for class, not doing assignment and noise making. 9 out of 12 teachers indicated that lateness for class and not doing assignments were frequent. It can also be concluded that serious disciplinary problems like taking drugs, bullying, stealing and strikes are rare. For example, 10 out of 12 teachers questioned felt that smoking and taking alcohol were rare. 9 teachers indicated that bullying was rare while all the 12 teachers indicated that fighting was rare. 10 teacher again indicated that strikes were rare.

2. Strategies used by teacher counsellors to control indiscipline include incorporating teachers in the counselling of students. All the teachers questioned indicated they counsel students. Another strategy used by the teacher counsellors is counselling students before or after punishment. 47% of the students interviewed said they were counselled either before or after being punished. Group or individuals counselling is another strategy. All the teachers questioned responded that students are either given individual or group counselling. The teacher counsellors also invite professionals to talk to students. All the teacher counsellors said they invite professionals to talk to students. Another strategy used to control indiscipline is involving habitual offenders in co-curricular activities. The teacher counsellors also talk to students about the importance of school rules and why they should respect them.

3. Another conclusion that can be made, is that to a great extent these strategies appear to be effective. These strategies are used to counsel
students about major problems like drug abuse, peer influence, sexual matters and time management. Looking at the frequency of the occurrence of these problems, it is clear that it is low.

However it can also be concluded that not much is being done to help students accept authority. The 3 teacher counsellors admitted that they have not done anything about it. It can also be concluded that many students are not counselled before or after punishment. 45.54% indicated that they were not counselled. This could explain why 29.71% felt that they did not deserve the punishment they were given.

4. It can also be concluded that both teachers and students have a favourable attitude towards using guidance and counselling to control indiscipline. 78.33% of the students felt that guidance and counselling has made them to be more disciplined while all the 12 teachers sampled indicated they have a favourable attitude towards the ability of guidance and counselling to control indiscipline. The 12 teachers felt that guidance and counselling has made a significant contribution in controlling indiscipline in their schools.

5. Finally, the challenges teacher counsellors face in trying to control indiscipline are:- Lack of adequate training – all the 3 teacher counsellors felt that the training they have is not enough. They also felt that they don’t have enough time to counsel students in the school timetable. The teacher counsellors noted too that they don’t always get support from the school administration. Sometimes the school administration does not inform them about students that have been identified with disciplinary problems. The
teacher counsellor also said that students shy away from counselling.

Another challenge cited was that some students do not appear to understand the essence of counselling. They attend counselling sessions to seek sympathy rather than empathy.

5.3 RECOMMENDATIONS

The researcher wishes to make the following recommendations, which are based on findings of this study:

1. There is need for teacher counsellors to begin to guide students on the seemingly not so serious offences like noise making, lateness for class and not doing assignment. The data collected suggests these minor disciplinary problems are being ignored. Guiding and Counselling Students only about the serious problems is like conditioning them that the less serious problems are okay. When the teacher counsellors guides and counsels students about the need for silence and doing assignments they will be showing that they are concerned. This concern will reinforce the student to show positive behavior change. Indeed lateness for class, making noise and not doing assignments are not to be taken lightly since all of them interfere with the learning process. Teacher counsellors should therefore organise guidance and counselling activities geared towards helping student show a positive behavior change with respect to these problems.
2. There is need to minimize punishment as a means of behavior control and behavior modification. All the teachers questioned admitted they use punishments. On the other hand, 29.71% of the students felt they did not deserve the punishments given to them. 78.33% of the students feel that guidance and counselling has made them more disciplined. Head teachers should therefore put measures in place to strengthen guidance and counselling departments.

3. There is need to organise orientation programmes for students who are new. Students joining school at form 1 or those joining the school through transfer should be acquainted with the school rules and regulations. This will help new students to accept school authority. Even students moving from one class to another should be familiarised with their new responsibilities. Through these orientation programmes the students will know how to satisfy both their primary and secondary needs. When students needs are well taken care of, fear and anxiety is reduced. Some disciplinary problems like truancy are caused by anxiety and fear.

4. Since most teachers and students have a favourable attitude towards the use of guidance and counselling to control indiscipline, then school heads should liaise more with the guidance and counselling department in matters of discipline. All teachers should also be given some training through seminars on how to guide and counsel students.

5. The Ministry of Education should put in place measures to train teachers in-charge of guidance and counselling. School heads should provide time in the school time-table to guide and counsel students. There is also need for
school administration to work more closely with the guidance and
counselling departments in matters of discipline. Teacher counsellors
should also do more in trying to help students understand the services they
get from the guidance and counselling departments.

5.4. SUGGESTIONS

Since the sample in this study was very small, the findings may not be
generalised to the whole country. It is therefore recommended that further
research should be carried out with larger samples. Again, this being only one
division, other divisions in the republic may have different roles of guidance
and counselling in controlling indiscipline. There is therefore need for further
investigation in other areas.
BIBLIOGRAPHY


Nairobi: The Institute of International Education.


Nairobi: The college of Education and External Studies.


APPENDIX 1

TEACHERS’ QUESTIONNAIRE

Instructions
Please answer all the questions.
The answers that you give will be treated as confidential and will only be used for research Purposes.

Name of School

1. For how long have you taught in this school?

2. Does your school have a guidance and counseling department?
   (i) Yes □      (ii) No □

(b) If yes, are there teachers who work in the department?
   (i) Yes □      (ii) No □

(c) If yes what criteria is used to select them?

3 (a) What measures do you take against indisciplined students among the following?
   (i) Punishing □
   (ii) Guiding and counseling them □
   (iii) Both □

(b) Why do you prefer the measure you ticked in 3(a) above?

4. Are there cases of indiscipline you refer to the teacher counselor?
   (i) Yes □
   (ii) No □

(b) If yes, mention some of these cases

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
5(a) Are there set times in this school when teachers counsel students?

(i) Yes ☐ (ii) No ☐

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

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

(i) Yes ☐ (ii) No ☐

6(a) Do you think teachers have a role to play in assisting the guidance and counseling department control indiscipline?

(i) Yes ☐ (ii) No ☐

(b) Briefly explain the role they should play.

________________________________________________________
________________________________________________________
________________________________________________________

7. How do teachers in this school view using guidance and counseling to control indiscipline?

(i) Most favourably ☐
(ii) Favourably ☐
(iii) Fairly favourably ☐
(iv) Least favourably ☐

8. How often are the following in your school? (Tick appropriate)

<table>
<thead>
<tr>
<th>Type of offence</th>
<th>Very often</th>
<th>Often</th>
<th>Rare</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Being late for class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Not doing assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Making noise in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Sneaking from school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Smoking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Taking alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Bullying</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(h) Fighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Stealing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j) Strike</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

9. In your assessment, how would you describe the contribution of guidance and counseling in controlling indiscipline in this school?

(i) Very significant ☐
(ii) Significant ☐
(iii) Insignificant ☐
(iv) No contribution ☐
STUDENTS’ QUESTIONNAIRE

Instructions
Please answer all the questions
You don’t have to write your name.
Where choices are provided put a tick to indicate your answer.

Name of school

Class

1. Guidance and counseling means:
   (i) Guiding students concerning personal behaviour
   (ii) Guiding students concerning future careers
   (iii) Telling students what to do when faced with a problem
   (iv) I do not know

2. When you feel that you need counseling who do you go to: (Tick only one)
   (i) My parents
   (ii) My class teacher
   (iii) The school counselor
   (iv) My friends
   (v) The headteacher

3(a) How regularly do you meet your teacher counselor?
   (i) Once a week
   (ii) Twice a month
   (iii) When I have a problem
   (iv) Any other (specify)

(b) Mention some of the issues you discuss

   ________________________________________________________________

   ________________________________________________________________

4(a) Have you ever been punished in this school?
   (i) Yes ☐ (ii) No ☐

(b) What offence(s) had you committed?

(c) Did the teacher counselor counsel you before or after the punishment?
   (i) Yes ☐ (ii) No ☐
(d) Do you think you deserved to be punished?
   (i) Yes   (ii) No

(e) Please explain your answer?


(5a) Have there been strikes in your school recently?
   (i) Yes   (ii) No
(b) If yes what was the main cause of the strike?

(c) Do you think guidance and counseling would have helped students not to go on strike?
   (i) Yes   (ii) No
(d) Please give reasons for your answer


6(a) Do you think guidance and counseling services offered in your school have helped you to be more disciplined?
   (i) Yes   (ii) No
(b) If yes, explain how?
INTERVIEW SCHEDULE FOR TEACHER COUNSELLOR

**Instructions**
Please answer all the questions. The answers that you give will be treated as confidential and will only be used for research purposes.

Name of school ________________________________________________________

**SECTION A:**

1. For how long have you been in this school? ____________________________

2. For how long have you been the teacher counselor? ______________________

3. Who appointed you? _________________________________________________

4. Among the following, who else participates in Guidance and Counselling in this school?
   (i) Class teachers ( )
   (ii) House masters ( )
   (iii) Head teacher ( )
   (iv) Others (specify) ( )
   (v) All of them ( )

5 (a) Do you invite professional speakers from outside? 
   (i) Yes ☐ (ii) No ☐

   (b) If yes name some of their professions
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. At what levels are guidance and counseling services offered?
   (i) Form one ( )
   (ii) Form two ( )
   (iii) Form three ( )
   (iv) Form four ( )
   (v) All forms ( )

7 (a) Do you have any training in counseling
   (i) Yes ☐ (ii) No ☐

   (b) If yes, what form of training do you have?
   (i) Guidance and counseling course at University ( )
   (ii) Guidance and counseling at Teacher’s Training College ( )
   (iii) In-service course/courses ( )
   (iv) Other (Specify) ( )
SECTION B

8(a) List some of the common disciplinary problems in this school:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(c) Does the guidance and counseling department play any role in addressing these disciplinary problems? 
   (i) Yes □  No □

(d) If yes, mention some of the strategies the department uses to deal with these problems.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9(a) Are there students who keep committing offences every now and then? 
   (i) Yes □  (ii) No □

(b) Does your department use any special measures to help them reform? 
   (i) Yes □  (ii) No □

(c) If yes, mention some of these measures:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(d) In your view do these measures seem to work? 
   (i) Yes □  (ii) No □

10 (a) Do you think the guidance and counseling department has a role to play to prevent indiscipline? 
   (i) Yes □  (ii) No □

(b) If yes, does your department use any measures to prevent indiscipline? 
   (i) Yes □  (ii) No □
(c) If yes, mention some of these measures:

11(a) Do you think students need to be guided to accept authority?

(i) Yes □ No □

(b) If yes, what measures has your department taken to help students accept authority?

12.(a) In dealing with cases of indiscipline do you get any help from the following:

(i) Principal  Yes □ No □
(ii) Deputy Principal □ □
(iii) Disciplinary committee □ □
(iv) Teachers □ □
(v) Parents □ □
(vi) Education Officer □ □

(b) If yes, explain briefly the kind of support you get.

13. Mention some of the challenges your department faces in dealing with disciplinary cases:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

14. Briefly state some of the measures that can help the guidance and counseling department assist students become more disciplined.
APPENDIX 4

This research was conducted in Kieni West Division of Nyeri District

The sample schools were:
Endarasha Secondary School
Charity Secondary School
Watuka Secondary School