STATUS AND CHALLENGES OF GUIDANCE AND COUNSELLING PROGRAMME IN DISCIPLINE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

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DECLARATION

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

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DEDICATION

To my husband, Paul Kamau and my children; Alvin Mwangi, Vivian Nyambura and Claire Wanjiku for believing in me and their encouragement, understanding and patience during my absence.

ACKNOWLEGEMENT

Thanks to Almighty God for the strength, health, ambition and the opportunity which made this work successful. Second, I appreciate my mum for her efforts and encouragement together with my siblings. I heighten the efforts of my parent in-laws for their inspiration which made me succeed. I would like to express my sincere gratitude to my supervisors Dr. John Nderitu and Dr. Martin Ogola of Department of Educational Management, Policy and Curriculum Studies for their support, encouragement, patience and time throughout this research project. I also owe thanks to my fellow colleagues in St. Mary's Girls Thigio for their support. Finally, I am grateful to my editors: Mr. Antony Bojana, Mr. Mutiso (KU Library), Mrs. Eunice Onyango and Mr. Victor Rapando for their constructive criticism, expertise and insight which were valuable to my final work.

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ACRONYMS AND ABBREVIATIONS

APA : American Psychological Association

AIDS : Acquired Immune Deficiency Syndrome

GoK : Government of Kenya

HoD : Head of Department

KHRC : Kenya Human Rights Commission

MoE : Ministry of Education

MoEST : Ministry of Education, Science and Technology

NACOSTI : National Commission for Science Technology and Innovation

RoK : Republic of Kenya

SPSS : Statistical Package for Social Sciences

UNESCO : United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Guidance and counselling programmes were introduced in Kenya secondary schools so as to enhance personal, social and academic development of students. The success of these programmes has however remained in doubt with scanty studies done in trying to explain this concept, a matter that this study addressed. The purpose of this study was to examine the status and challenges of the guidance and counselling programme in public secondary schools in Kiambu County. The objectives of the study were to: establish the types of resources available for implementation of guidance and counselling programmes; determine the prevalent indiscipline cases among secondary school students; determine the major causes of indiscipline among secondary school students; determine the challenges teacher counsellors face in executing their duties and to establish measures that can be undertaken to improve guidance and counselling in public secondary schools. The study's theoretical framework was based on social exchange theory. A descriptive research design was adopted for the study that targeted a population of 15 principals, 15 deputy principals, 15 HoDs guidance and counselling and 2,347 students from the 15 public secondary schools in Ndeiya Divison, Kiambu County. Proportionate sampling was used to select 8 out of 15 schools. Purposive sampling was used to select 8 principals, 8 deputy principals and 8 HoD guidance and counselling of each of the schools that were included in the sample while simple random sampling was employed to select 240 students. Data were collected using four sets of questionnaires that were designed for the school principals, deputy principals, teacher counsellors and students. Quantitative data were analyzed using descriptive statistics with the aid of SPSS and the findings presented using tables, pie charts and bar graphs. Qualitative data was arranged thematically in line with research objectives and reported in a narrative form. The study established that the prevalent cases of indiscipline in schools were noise making, stealing, destruction of property and truancy. The major causes of indiscipline cases in the schools were negative peer influence, lack of proper guidance and negative social media influence. Despite resources such as seminars, reading materials, motivational speakers, family meetings and motivation of counsellors being available, they were inadequate. Various challenges to implementation of guidance and counselling programme included lack of specific time allocation, inadequate facilities, lack of cooperation from students and lack of cooperation from parents. The study concludes that the schools under the study have a long way to go in ensuring discipline management through guidance and counselling. The study recommends that first the schools should invite the parents, churches, other sponsors, and the surrounding community to give support to guidance and counselling programme on social adjustment of students. Secondly, the Ministry of Education should strengthen the guidance and counselling units in the implementation of the programme in schools by introducing mandatory in-service training in guidance and counselling for all teacher counsellors who do not have basic training in guidance and counselling. Thirdly, the Ministry of Education should facilitate peer counselling training to enable guidance and counselling departments to use peer counsellors to reach out to their peer students effectively in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Guidance and counselling is termed as the interactive process that co-joins a susceptible counselee in need of help and a trained and educated counsellor to provide this assistance. The objective of guidance and counselling is to enable the counselee in learning how to more efficiently deal with himself or herself and the reality of his/her environment (Ajowi & Simatwa, 2010). Guidance and counselling focuses on individual and it is highly needed in the schools, colleges, higher education institutions, industries, and hospitals. Nevertheless, for the accomplishment of this study, the main focus is guidance and counselling programs in discipline management in secondary schools.

Guidance and counselling aims at establishing maximum development and self-realization of human potential for the benefit both society and the individual. These programs assist learners in harmonizing their values, interests and abilities towards developing their full potential in school (Yuk-Yee & Brennan, 2004). The programme also directs students on suitable subject and career choices, solving psychological, social, education and discipline issues, and acts as a precursor to general adjustment to school environment.

The global concerns related to guidance and counselling programmes in educational institutions has led to interests in studying discipline management in most secondary schools. Studies from the past four decades affirm that availability of guidance and counselling programmes globally including Hong Kong, Britain, United States of

America has benefits on managing discipline issues in secondary schools (McMahon & Watson, 2007).

Formal guidance and counselling had its origin from the United States of America (USA) in early 1990s. The programme was implemented to cater for the needs of the students. The programme focused on vocational information, consciousness of the world of work, reduction of examination phobia and location of employment. Nevertheless, perceptions of guidance and counselling have transformed rapidly and thus comprehending the functions of school guidance and counselling is significant (R Bor, Landy, Gill, & Brace, 2002).

The movement of guidance and counselling was first adopted by neighbouring Canada then spread to the United Kingdom and other commonwealth countries like Malaysia during the 1990s. A structured guidance service was then introduced in the schools through a unit in the Ministry of Education (Ministry of Education, Malaysia, 1968). It was then ruled that guidance and counselling teacher should be deployed in each school who would be given approximately twenty-five periods of academic work and be exempted from other duties. The guidance and counselling movement grew out of willful endeavors in educational, social and civic work which prompted its formalization in the United States.

In Africa, the concept of guidance and counselling has been embraced by most governments despite the fact that it is relatively new in educational systems (UNESCO, 2001). Even though most sub-Saharan countries recognize the importance of planned guidance and counselling programmes, few studies have

verified the roles and challenges of guidance and counselling programme in post-primary learning institutions (Folkman & Moskowitz, 2004).

In Malawi, Chireshe (2012) notes that guidance and counselling programmes aid learners to better comprehend their individual potentials, capabilities and interests and subsequently how to make sound career choice decisions. In contrast, guidance and counselling in Tanzania was found to be redundant and lacked qualified human resource to offer professional services. The resulting question is how the benefits of the guidance and counselling programme will look like if relevant institutions take the initiative of educating personnel in provision of such services. According to Kelleher (2003), guidance and counselling in schools remains ineffective and patchy since the policy and decision makers are ill-formed.

In a study in South Africa, Mahlangu (2011) reveals that inadequate human and financial resources and lack of knowledge among the implementers of guidance and counselling programmes were challenges being encountered by schools in implementation of guiding and counselling services. According to Maharaj, Nunes, & Renwick (2009), guidance and counselling was popularized during the advent of HIV and AIDS. Majority of people including educationists presumed guidance and counselling services were to be made available to those who were either infected or affected by HIV and AIDS (Maharaj et al., 2009).

With the realization of the benefits of guidance and counselling services, the government of Kenya formally introduced these services in learning institutions in 1971 (Mutie & Ndambuki, 2003). The need for formal guidance and counselling programmes in the educational institutions in Kenya was recognized in the 1960s.

The Ominde Report (Government of Kenya, 1964) acclaimed the provision of guidance and counselling services to all students. Accordingly, the Ministry of Education established an administrative, supervisory and guidance and counselling programmes office to superintend its effective implementation.

The Gachathi Report (Government of Kenya, 1976) notes that guidance and counselling programmes were ineffectively being implemented because they were being handled by untrained teachers with heavy academic workload duties. On a related note, the Koech report (Republic of Kenya, 1999) came up with various recommendations including: that peer counselling programmes be established and the peer counsellors educated on communication, HIV/AIDS, STDs, family planning and physical development; that guidance and counselling programmes be performed by mature and professionally trained staff members; and that given guidance and counselling involves trust, students ought to be counselled by teachers of their own sex unless a contrary special request is made by the learner.

The government of Kenya acknowledges the importance of guidance and counselling as a key element of education that must be given to all students. This has largely been driven by rising cases of indiscipline and crimes that are clearly manifested in secondary educational institutions. This state of affairs presents a need that there is a cause that has to be addressed in the secondary school system (Mutie & Ndambuki, Ibid). Unfortunately, the ban against corporal punishment in March 2001 through Legal Notice 56 which focuses on the child's friendly environment has to blame for the rise of indiscipline cases in schools. However, if the guidance and counselling programme is strengthened, it is still possible to instill discipline among the students with the involvement of appointees from the Teachers Service

Commission (TSC). The Ministry of Education has also enhanced this programme through workshops and seminars that are held occasionally with emphasis on such topics as stress management, study skills and drugs among other relevant topics.

In Kenya today, the rising indiscipline cases could wreck the country's educational programme. Despite all the efforts made, indiscipline cases in schools are still rampant and hardly are they declining. The recent past has witnessed many secondary schools reporting strikes which have degenerated to mass destruction of property worth millions of shilling. For instance, in 2001, 26 girls in Bombululu Girls' Secondary school were burnt to death by fellow colleagues. Also, Nyeri Boys High School prefects were locked in their room and burnt in the same year. In July 2014, students in Nyeri Boys went on rampage protesting against their rights and destroyed property, looted, drank beer and set vehicles ablaze on the roads. A similar case was reported in Kyanguli High School where 67 boys died of arson attack. Most secondary schools across the country in the months June-July 2016 went on rampage affecting the normal learning leading to closure of most secondary schools as a result of burning of the dormitories. More recently, in 2016, more than 100 schools were burnt and school property amounting to millions of shillings destroyed (Agutu, 2016). All these cases disrupt the normal learning process in schools which consequently translate to poor 7academic performance in secondary schools. There has been no exemption of indiscipline cases in public secondary schools in Ndeiya Division in Kiambu County where this study focused.

1.2 Problem Statement

The introduction of guidance and counselling programmes in Kenyan secondary schools was based on the premise that it would enhance the academic, social and personal development of the students. Besides, this programme was to aid the students make achievable career choices and decisions. Nevertheless, the success of these programmes remains in doubt given the existence of indiscipline cases in most public secondary schools in Ndeiya Division in Kiambu County. Guidance and counselling programmes in secondary educational institutions been given divided attention than it deserves and until the attention is given to this form of programme, majority of secondary school students will continue to satisfy their irrational needs. Perhaps the guidance and counselling programme in secondary learning institutions in Ndeiya Division has overwhelmed the school authorities who face challenges related to professional competence, inadequacy of resources for aiding the guidance of students' academic, social and personal development as well as enhancing their self-esteem. It is against this background that this study sought to investigate the status and challenges encountered in the guidance and counselling programme in public secondary schools in Kiambu County.

1.3 Purpose of the Study

The aim of the study was to assess the status and challenges of guidance and counselling programme in public secondary schools in Ndeiya Division, Kiambu County.

1.4 Objectives of the Study

The specific objectives of the study were to;

i. Establish the types of resources available for the implementation of guidance and counselling in public secondary schools in Ndeiya Division, Kiambu County.

ii. Determine the prevalent indiscipline cases among public secondary school students in Ndeiya Division, Kiambu County.

iii. Find out the major causes of indiscipline among public secondary school students in Ndeiya Division, Kiambu County.

iv. Determine the challenges teacher counselors encounter in execution of guidance and counselling duties in public secondary schools in Ndeiya Division, Kiambu County.

v. Identify the measures that could be adopted for the improvement of guidance and counselling in public secondary schools in Ndeiya Division, Kiambu County.

1.5 Research Questions

The following were the research questions that the study sought to answer:

i. Which resources are available for the implementation of guidance and counselling programmes in public secondary schools in Ndeiya Division, Kiambu County?

ii. What are the prevalent indiscipline cases among public secondary schools in Ndeiya Division, Kiambu County?

iii. What are the major causes of indiscipline cases among public secondary school students in Ndeiya Division, Kiambu County?

iv. What challenges are encountered by teacher counsellors in execution of their guidance and counselling duties in public secondary schools in Ndeiya Division, Kiambu County?

v. What measures can be adopted for improvement of guidance and counselling programmes in public secondary schools in Ndeiya Division, Kiambu County?

1.6 Significance of the Study

The study anticipated to have the following significance:

i. It was anticipated that the study would assist in shedding more light on the plight of indiscipline cases in public secondary schools. Hence, this could make it possible for the school administration and guidance and counselling personnel to take corrective measures for their respective schools through the recommendations provided.

ii. The study may also be beneficial to the teacher counsellors as it points out the effectiveness of the guidance and counselling programmes besides giving recommendations to enhance its effectiveness.

iii. In addition, the study would be of fundamental importance to educational planners as it can be used as a basis to raise policy issues and how to reinforce the guidance and counselling programmes in secondary learning institutions.

iv. Furthermore, the study would be significant to researchers and scholars who could be undertaking their research in a similar area. It would provide the needed literature to provide the basis for their study or simply provide literature for their general knowledge on status and challenges of guidance and counselling programmes in public secondary schools in Ndeiya Division, Kiambu County.

v. Lastly, the study would be significance to the learners as it would help raise awareness among them on the importance of guidance and counselling programmes. Through this awareness, there would be a possibility of high uptake and appreciation of guidance and counselling programmes among the learners.

1.7 Scope of the Study

The study on the status and challenges in implementation of guidance and counselling programmes was carried out in Ndeiya Division of Kiambu County. The study targeted only the public secondary schools in this division. The confinement of the study to Ndeiya Division was based on the financial resources limitation as well as time. The geographical limitation of the study meant that the study findings could not be generalized. Furthermore, the study examined the challenges in implementation of guidance and counselling programmes in the context of discipline management.

1.8 Limitations of the Study

The researcher encountered uncooperative respondents during the data collection exercise. However, to overcome their uncooperative nature, the researcher was able to convince the respondents on the significance of the study and how their confidentiality and privacy was to be maintained. In addition, given the fact that the study was conducted during official school days meant that the researcher had at her disposal limited time to conduct the study. Although this was overcome by seeking permission from the school authority to be allowed extra and more time to exhaustively conduct the study.

1.9 Assumptions of the Study

The study was based on the following assumptions that:

i. All the schools had guidance and counselling programme.

ii. Guidance and counselling interventions were used in schools to deal with discipline management.

1.10 Theoretical Framework of the Study

This study was based on the social exchange theory (Emerson, 1976). This theory is a social psychological and sociological paradigm that clarifies stability and social change as a process that encompasses negotiating exchanges between parties. This theory states that "all human relationships are formed by the use of a subjective cost-benefit analysis and comparison of alternatives". For instance, according to this theory, an individual who thinks that the cost of a relationship would outweigh the perceived benefits would choose to leave the relationship. The parties involved in the guidance and counselling programmes include the students, the school principals, and teacher counsellors.

The social exchange theory is relevant to this study in that the study investigated how much support the principals of the secondary schools gave to the guidance and counselling programmes in terms of finances, infrastructure and personnel. If the principal thought that guidance and counselling was an important programme, then he/she would go out of his/her way to support it to a great extent, but if he/she perceived it as a worthless endeavor then he/she would give it little or no support. The same applies to students who either sought counselling services if they thought it had something to give them, or ignore it altogether if they thought it had nothing of value to give them. Likewise, teacher counsellors would be devoted to offering

the services if they thought it has a positive impact on the students, otherwise, they would be demoralized and not motivated to carry on with it.

1.11 Conceptual Framework of the Study

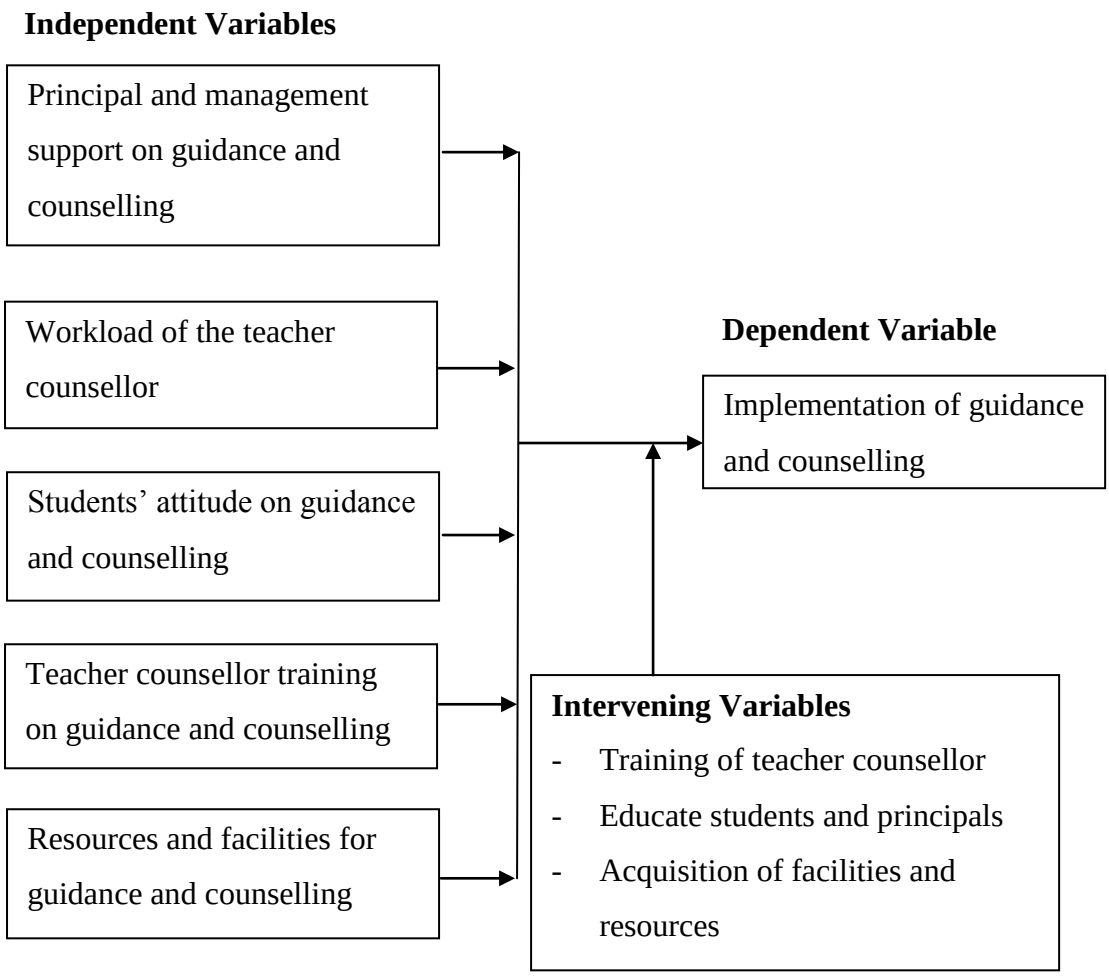

Figure 1.1: Conceptual Framework
Source: Author (2017)

The independent variable of principal and student attitude affects implementation of guidance and counselling programme. If the principal and the school management have a positive attitude then it would provide adequate funds to put all the facilities in proper supply. However, if their attitude is negative, then the facilities would not be in place, hence a hindrance to proper implementation of guidance and counselling

programmes. Similarly a negative attitude among students would stop them from seeking counselling services, while a positive attitude would encourage them to seek help.

The other independent variable is the counsellor's workload as it affects the implementation of the guidance and counselling program. If the counsellors have a heavy workload, they are likely to dedicate limited or no time to attend to students fully because they are busy with their academic duties. In addition, the professional training of the teacher counsellors affects the implementation of the guidance and counselling programme. Professionally trained personnel are better equipped with skills and knowledge to aid the students than untrained personnel. Furthermore, the availability of guidance and counselling facilities and resources in the secondary schools would affect the implementation of guidance and counselling. In the event that these facilities and resources are inadequate then there would be a challenge in the implementation of the programme unlike when they are adequate.

However, in the event that these independent variables, there are intervening variables which would aid to ensure effective implementation of the guidance and counselling programme. Thus, it would be important to ensure that the teacher counsellors have professional training on guidance and counselling. In addition, it would be necessary to educate the students and principals on the importance and significance of guidance and counselling so that they could change their attitude. Lastly, it would be necessary for the school management to acquire adequate facilities and resources to facilitate efficient implementation of guidance and counselling.

1.12 Operational Definition of Terms

Attitude: A positive or negative feeling that the students and teachers have towards guidance and counselling that could influence its acceptance or rejection.

Counselling: An n intensive helping relationship/process between the teacher counsellor and the student that is intended to assist the student to change aspects of himself or herself or the environment troubling him/her.

Discipline: A system of guidance/counselling aimed at helping students make reasonable decisions responsibly.

Guidance: The process of assisting students understand their self-potential or giving them the right direction so as to aid appropriate adjustment in their behavior.

Perception: A particular way of looking at or understanding a certain issue which may be right or wrong.

Teacher counsellor: A professionally trained teacher conversant with relevant skills on the guidance and counselling programme.

Workload: The number of lessons taught or other school duties given a teacher counsellor besides counselling.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the area of study. The literature is reviewed based on various themes arising from the various objectives of the study as follows: types of resources for the implementation of guidance and counselling programme, indiscipline cases in secondary schools, causes of indiscipline cases in secondary schools, challenges encountered by teacher counsellors in guidance and counselling and strategies adopted in improvement of guidance and counselling. Lastly, the chapter provides a summary and research gaps identified from the study.

2.2 Resources for Implementation of Guidance and Counselling Programme

Establishing an effective guidance and counselling programme has to be preceded by the determination of the available resources which are crucial in meeting the student needs. There are wide ranging facilities and resources that could be used by teacher counsellors to facilitate guidance and counselling services. These facilities and resources include but not limited to psychological test materials, time, financial resources, cupboards, accommodation, tables with drawers and bookshelves. According to Makinde (1987), there is need for schools to provide adequate funds to allow the school teacher counsellors acquire the appropriate materials and equipment to perform their guidance and counselling duties effectively. In addition, they require the funds as travelling allowance to attend gatherings on guidance and counselling. However, with the inadequate funding that public secondary schools have, it would be perhaps important to find out how the teacher counsellors overcome this.

A study by Egbochuku & Iyamu (2000) in Nigeria indicates that guidance and counselling facilities were inadequate. Despite the inadequacy of the facilities and resources Egbochuku & Iyamu (2000) note that the guidance and counselling personnel in the schools were of the view that the provision of the facilities would greatly influence the quality of guidance services in their learning institutions. The provision of quality guidance and counselling services would consequently have an implication on the discipline levels in the schools. Teacher counsellors and the students have to be provided with building facilities that guarantee them their confidentiality and privacy. Oladele (1987) notes the need for a counselling center with a large room display tables, bulletin boards and racks. Such rooms can be used for private counselling services, film shows or holding joint students, parents and teachers meetings. These rooms will similarly be used by guest speakers for guidance and counselling if invited. The inadequate facilities and resources also characterize the Kenyan public secondary schools which made it necessary to find out from this study about the status of guidance and counselling.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2002) provides a handbook for counselling services in educational settings. Some of the resources proposed for effective guidance and counselling programmes include books, videos, calendars, journals and computer based information counsellors. The access and use of internet in secondary schools is proposed to help the students find relevant information on guidance and counselling. Furthermore, Jones & Nugent (2008) note that a counselling centre should have its own website where students can refer frequently asked questions. However, this could not be possible with the current educational system in Kenya where access to the internet is

limited. Hence, the need to find out how teacher counsellors and the school management could be able to strike a balance on the use of internet as part of guidance and counselling.

Sindabi (2007) evaluated the guiding and counselling programmes in selected secondary schools. Part of the study was finding out the resources for the provision of guidance and counselling services. The study revealed that there were inadequate resources to facilitate effective guiding and counselling services. Some of the resources that were lacking include absence of housing facilities for guiding and counselling and teachers who could undertake the guidance and counselling services. The question arising is how the absence of these resources influence the discipline management in a school. This study thus intended to find out the various resources available to facilitate guiding and counselling services in discipline management in the public secondary schools in Ndeiya Division, Kiambu County.

2.3 Types of Indiscipline Cases among Secondary School Students

Indiscipline as an act of disorder in an academic perspective is contrary to a school's established norms and has an influence on performance of the students. According to Gaustard (2005), reasons are two-fold as to why students in their adolescent stage exhibit indiscipline. These reasons are based on both internal and external factors. The internal reason that facilitates indiscipline is due to the pressure to fulfill their needs as adolescents. The external reason arises from social community, administrative and individual causes. Various indiscipline forms pervade through all the corners of secondary educational institutions involving the students. Whereas some of these indiscipline acts occurs in classrooms, some are carried outside the

schools while others occur within the school premises (Ali, Dada, Isiaka, & Salmon, 2014).

Ali et al. (2014) highlight three types of misbehavior commonly known as discipline problems encountered by the teachers in a classroom setting. The first misbehavior is that which hinder the students' own learning. The second misbehavior is that done by one student and in effect becomes destructive to the learning of fellow student. The third misbehavior is that in which the student exhibits disrespect, abusive and deviant behavior to the educator. The commission of these misbehaviors can either be intentional or unintentional. Realistically, some of the misbehaviours negatively influence the student morale and these include a learner talking while the teacher addresses the class, noise making, stealing and refusal to follow the teacher's instructions. Whether or not some of the misbehaviours among the learners are inherent is an issue that the study also sought to find out.

Asiyui (2012) in a study in Nigeria identifies some of the indiscipline acts that are committed by the students and whose punishment may be in form of suspension as a strategy. These indiscipline acts include alcohol consumption, defiance to school authority, smoking, destruction of property, fighting, early pregnancy and truancy (Asiyui, 2012). However, some of the outcomes arising from student acts do not have to be punished through suspension. For instance, unlike suspension, an expectant student requires much guidance and counselling to facilitate her stay in school. Though in Nigeria, it has been reported of the expectant students getting married at an early age (Morongwa, 2010). This is a clear indication such students getting married rather than pursuing their education could be due to lack of absence of guiding and counselling. Perhaps lack of guiding and counselling could be fueling

indiscipline to the extent of students becoming pregnant and marrying off in Kenyan schools, an aspect that this study sought to demystify.

A study in Zimbabwe by Nkala (2014) reveals that prostituting is widespread in Bulawayo city with majority of the female participants being students as young the ages of between 13 and 17. In another study in Nigeria Zubaida (2009) reports that there were certain cases of students being implicated in allegedly engaging in lesbian relationship. Furthermore, Zubaida (2009) reports that the same students were engaging in such other activities as smoking and alcohol drinking. The basis of the students engaging in this same sex relationship is not identified. A school serves as an institution with the responsibility of imparting good morals among the students. However, reports of same sex relationship and commercial sex work that the students engage in while outside the school points to a collapsed system of guidance and counselling that this study sought to investigate.

A study conducted in Nigeria by Abdulahi (2009) reveals that indiscipline cases arose from availability of drugs in the communities, personality problems and peer influence. Educational institutions are at their best meant to offer direction to students by ensuring that they do not take part in anti-social behaviors such as prostitution, truancy, early sex, drugs and substance abuse, alcohol abuse and involvement in any other forms of violence in schools. Nwachukwu (2007) emphasizes that ineffective guidance and counselling services in the present day educational system leads to increase in the crime wave and unruly behavior among the learners and whose combination influences poor performance. Proper implementation of guidance and counselling programme could be a possible solution to such problems (Nwachukwu, 2007). The rise in diverse students' issues related to

unrests in Kenyan secondary schools despite the availability of guidance and counselling programme indicates clearly that not all is all right which in turn emphasized the significance of this study. Do these indiscipline cases escalate as a result of poor school guidance and counselling services? The study sought to establish the nature of indiscipline cases prevailing in public secondary schools in Kiambu County.

2.4 Causes of Indiscipline among Secondary School Students

Presently, majority of secondary school going students are faced with wide ranging academic, personal and social problems both at school and at home than before (Mutie & Ndambuki, 2003). This is due to personal stress and home-based factors. For instance, Johnson (2003) notes that many adolescent students get stressed as a result of being affected by HIV/AIDS pandemic given the care they provide for their ailing relatives and parents at home. Some of the adolescents are stressed and worried of family institutions with divorced or separated parents and or where there are frequent conflicts among the family members.

Gysbers & Henderson (2001) reveals that secondary school going adolescent students are pressured by fellow students to concede sexual desires early in their lifetime, experiment with drugs and substances. This happens while their parents and sponsors have high expectations about their academic performance. The peer pressure has resulted in some students dropping out of school and considered as posing a bigger threat in future problems such as crimes, drug abuse and prostitution. These disorders in secondary schools if neglected could worsen, hence, the need for effective guidance and counselling programme implementation (Steinberg & Morris, 2001).

Were (2003) reports of the findings of the taskforces appointed by the government of Kenya between the years 1990-2001 to examine the causes of school indiscipline. Were (2003) notes that the taskforces reported such causes as authoritarian approach to discipline, strategies of teaching that are poor in nature and not appealing to the learners, absence of dialogue between school administrators and students, poor parenting styles and poor management skills. The foregoing causes demonstrate that causes of indiscipline in secondary schools are very wide and could be classified into political, economic and social causes. The society influences the school environment either negatively or positively. Consequently, with the school as a social system, it's affected by the happenings in the community. Hence, discipline issues are a true reflection of the practices, values and attributes of the society.

Parents as societal members have a role of instilling acceptable behaviors among their children through guidance. According to Okpako (2004), positive parenting is the basis of good adult attitude development and acceptable good behavior orientation. Good parenting involves provision of the basic needs and encouragement of dialogue, monitoring and control. Factors that are associated with negative parenting include inadequate parental monitoring, supervision and control, lack of care, lack of love and harshness (Darling, 1999).

Secondary school teachers bear the responsibility of a child and by default are supposed to be the role models to students (J. A. Okumbe, 2001). Unfortunately, the role modelling function is absent among some of the teachers given that some of the acts of the teachers have facilitated the indiscipline that is exhibited by the students. Rono & Gichana (2006) report that the habitual drunkard nature of the teachers at Ndanai Secondary School in Bomet engineered the unrest among the students.

Furthermore, Ndana (2008) contends that teacher relations with the students could be a cause of indiscipline in the public schools in Kitui. This begs the question of whether the teachers consider role modelling and guidance and counselling as influencing student discipline.

Rural to urban migration of people or from one country to another and modernization have left a sense of isolation among youngsters whose traditional and familial social networks have been lost (Patton & McMahon, 2006). The traditional values, beliefs, cultures and social relations networks have been eroded due to the interaction and influence from social media technologies, television among other influences (Patton & McMahon, 2006). These transformations expose the vulnerable youngsters to much that they are left on the models to follow hence, the need for guidance and counselling (House & Hayes, 2002).

Wachira (2009) reports of the media impact on the young people through its enticing advertisements and movies featuring symbolic models abusing drugs. In support of this finding, Kwamboka, Nyassy, & Beja (2003) also reported that 400,000 school going students have been influenced by the social and mass media to indulge in drugs and substance abuse. The programming of the mass media shows influencing the youngsters including the students in engaging in substance abuse through their enticements could be linked to some of the indiscipline behavior among the students. However, this begs to identify on what the teachers could be doing to stem the influence of the mass media among the students.

Poor knowledge on discipline management among the secondary school principals has been linked to be a hindrance. According to Okumbe (2006), the effectiveness of

school principals in dealing with discipline cases could be improved through training. The training does not only have to involve the school principals but the teacher counsellors as well. Professional training on discipline management and guidance and counselling could be a possible cause of that leads to the poor counselling services. The reviewed literature does not identify the opportunities provided to teacher counsellors and the principals to engage in training. The mannerism, conduct, appearance, behavior and personality of the school principal greatly affects the school discipline (Teclemariam, 2010).

The high enrolment of students in the secondary schools due to the government's free tuition initiative without increase in the number of teachers has left teachers overwhelmed in handling indiscipline cases. In addition, the increase in the number of students without a corresponding increase in teachers means that there's a heavy workload for the teachers (Gatheru, 2008). This essentially means that the teachers are overwhelmed and would put more emphasis on academics as compared to discipline management. This calls for striking a balance between teacher work and student discipline management and how this is achieved was to be established in this study in Ndeiya Division, Kiambu County.

2.5 Challenges Encountered by Teacher Counselors in Executing Guidance and Counselling Duties

Studies show that there are several challenges facing counselors in performing their guidance and counselling duties.

2.5.1 Lack of Formal Training for Guidance and Counselling Teachers

The traditional practice has been that guidance and counselling in schools is conducted by teachers who do not have any formal training or knowledge obtained from the classroom but it is conducted based on the experience, age and wisdom (Patton & McMahon, 2006). Today, training in guidance and counselling is important given the pressure emanating from the changing nature of behavior management among the youngsters. However, studies on guidance and counselling services reveal the ineffectiveness of this program as the policy and decision makers are ill informed (Patton & McMahon, 2006). The fact that the policy and decision makers are ill informed has a huge implication on the drafting of the policies.

Mahlangu (2011) in a study in South Africa assesses the challenges of teacher counselors in the guidance and counselling and discipline management. The study notes that lack of skills, inadequate human resources and financial limitations were the major challenges encountered. Relevant skills in guidance and counselling are not optional in a school, but something that is mandatory. Practical skills and theories are necessary for an effective guidance and counselling programme. In Kenya, guidance and counselling units were made part of the educational curriculum in colleges and universities. Despite the integration of these units in the educational curriculum, this course could seem as being ineffectively handled. Basically having information on guidance and counselling without relevant skills has been identified as a drawback towards effective solving of student problems (Bernard, 2002).

Chepkirui (2011) reveals that 62% of teacher counsellors in Bureti District were appointed as the heads of guiding and counselling departments without any prior training on their roles or responsibilities. Arudo (2008) on the other hand confirms

that numerous schools have got teachers counsellors who were in office by title but were offering very limited services to the students. This finding led to the recommendation that the teacher counsellors require training in the guidance and counselling (Arudo, 2008). Adequate training and knowledge would help them effectively and successfully discharge their duties.

Technological and social changes and educational demands for counselling have been identified as the factors that engineer the need for training among teacher counsellors (Ndichu, 2005). The youth in schools are exposed to technology today more than before. Unless trained on the implication of the changing technology, the teacher counsellors stand to exhibit skills deficit in some aspects of counselling. This could effectively hamper their duties of guidance and counselling.

2.5.2 Teachers Counsellors' Workload

In 1964, the government of Kenya recommended the provision of guidance and counselling services. The teacher counsellors were also to be allowed adequate time to attend to the student needs. Presently, teachers offer their academic duties besides those of counselling in majority of the secondary schools. However, guiding and counselling is considered by majority of the teachers as subsidiary and hence dedicate more of their time on academic duties as compared to the counselling duties. Arudo (2008) clearly points out that teacher counsellors technically absent to offer counselling services because they were highly overwhelmed by the academic workload. The examination-centered nature of the education system in Kenya has been partially blamed as being the reason why teachers engage much in academic activities at the expense of offering guiding and counselling duties (Chepkirui,

2011). This means that a study had to be done to indicate how teachers perceived guiding and counselling in relation to academic duties and responsibilities.

Gatheru (2008) reports of the high student enrolment as being a possible challenge to effective implementation of guidance and counselling. The number of students enrolling in secondary school is higher than before. However, the number of teachers in return does not correspond to the increase in the number of students. The shortage of teachers means that the few available ones have to engross themselves first with the academic duties after which any other duties may later follow (Wambui, 2011). Furthermore, the high enrolment means that teachers will not be in a position to conclusively address the needs of individual students as they are overwhelmed. This high enrolment could be a possible challenge in the implementation of guidance and counselling programme in public secondary schools in Ndeiya Division, Kiambu County.

2.5.3 Religious Beliefs and Attitudes

The school as a societal component encompasses the non-academic staff, teachers, parents and students. Studies have revealed that some of the parents perceive guiding and counselling as being an intrusion of the privacy of their children (Yadeta, Bedane, & Tura, 2014). Teacher counsellors have consequently been profiled as a threat to the school by some parents (Bernard, 2002). The skepticism of the school principals on the competence of the teacher counsellors is also a challenge since any progress by the teacher counsellors will be perceived as being a threat to their position of leadership (Yadeta et al., 2014). Ndana (2008) also reports of the poor working conditions of teachers and the poor pay as demoralizing them

and hence affecting their attitude in both academic and guiding and counselling work.

Religion has also been found as playing a key role in being a challenge on effective implementation of the guidance and counselling programme (Feltham, 2006). Whereas teacher counsellors are willing to assist the teachers on the various counselling issues that they face, religious beliefs are a drawback to them. For instance, the sensitive nature of abortion and drug use raises ethical issues from the various religious denominations. The religious differences and beliefs practically and effectively challenges the implementation of guidance and counselling programme.

2.5.4 Inadequate Resources

Adequate resources and equipment are essential in provision of effective guidance and counselling services (Lehr, 2002). Counselling and resource rooms with private cubicles are necessary for effective guiding and counselling services. However, with little funding among the public schools in Kenya, some of these facilities and equipment could not be a priority to them. In many instances, priority will be given to the resources and facilities that will facilitate academic achievement. Guiding and counselling while being seen as a secondary programme will have been challenged. The high enrolment of students in schools also means that the facilities are stretched and hence a clear indication that they are inadequate (Kilonzo, 2013). Although there has been no documentation that identifies how resources and facilities are distributed in schools for academic and counselling purposes, a matter that this study investigated.

The above literature reveals various challenges encountered in implementation of the guidance and counselling programme. Could this be the case in Ndeiya Division, Kiambu County? Nevertheless, not all challenges revealed by the studies done in Kenya have been discovered in secondary schools where such studies were conducted. Hence, the need for this study to go in depth in establishing the underlying challenges in implementation of guiding and counselling programme.

2.6 Strategies Adopted in Improving Guidance and Counselling in Schools

Notwithstanding the issues related to ineffective guidance and counselling programmes in majority of educational institutions, there are strategies that must be adopted towards improving guidance and counselling service provision and managing indiscipline cases among secondary school students.

Guidance and counselling services are secondary duties assigned to teachers who in the first place are already overwhelmed with classroom duties. Besides, majority of them do not have formal training in guiding and counselling to ensure effective performance in this programme. UNESCO (2000) recommends for a professional personnel in guidance and counselling who should demonstrate competence in knowledge, skills and attitude. It is in this respect that teacher counsellors have to be equipped with relevant skills and knowledge that could facilitate them in designing guidance and counselling programmes that are comprehensive. Gysbers & Handerson (2007) affirm that teacher counsellors have to be mobile and effective to allow provision of effective guidance and counselling services. In the event that they are immobile and non-creative then an ideal situation may remain and contribute to underperformance.

For discipline case, Edet (2008) suggests that school heads should encourage teachers to implement guidance and counselling programmes in school by creating time for students to participate and forward their grievances. On the contrary, some studies in Nigeria have pointed out the fact that the school heads, teachers and relevant stakeholders do not afford due recognition on the importance of guidance and counselling (Bulus, 2001; Denga, 2001). Roseberg et al. (2009) reveal a couple of teachers using time spared for the guidance and counselling programme to do more important and examinable subjects. Chireshe (2012) notes that non-examinable aspects were being seen as inferior and therefore ineffectively being handled.

Mortomore (2004) recommends that guidance and counselling programme should utilize all the teaching staff in the schools. There must be coordination, cooperation and consultation. The programme should therefore establish a teamwork approach where each staff member is bestowed with the responsibility of ensuring the programme's success. However, teachers are over-loaded with the duty bestowed upon them and therefore require support from the head teachers like recruitment of more teachers to assist in relieving school heads of some teaching burden in order to enable them to avail more contact hours with adolescent student clients.

For Guidance and counselling to be comprehensive, it should be relevant for the client and not merely maintain a status quo. It ought to be purposeful and designed to cater for the priority needs of students. According to the report by Stone & Dahir (2006), guidance and counselling programme in schools has some strategies in place for students; social adjustment. These entail appointment of teacher counsellors to manage the programme in school, training of teachers and peer-counsellors and establishment of guidance and counselling policy for schools. From these reviewed

literature, none of the studies directly measured the perfect ways that are utilized to improve school guidance and counselling programmes.

2.7 Summary and Research Gaps

The reviewed literature notes that majority of the schools globally have guidance and counselling programmes. This implies that there are significant benefits of guidance and counselling as it relates to discipline management. Wide ranging resources and facilities have been proposed by UNESCO that could help schools in effectively implementing the guidance and counselling programme. In whereas the studies reviewed indicated inadequacy of these resources and facilities, none of them considered to find out how this deficit was being addressed in the schools. This was one of the areas that this study sought to fill. Furthermore, the inadequacy of the resources and facilities begs the question as to whether this could be the reason as to why the indiscipline cases are high or some other factors could be facilitating the indiscipline cases among the students.

Despite the introduction of guidance and counselling programmes, student issues relating to school unrests are still being witnessed. The types of indiscipline cases have been noticed to be more than those of the previous years. The rise of the different types of indiscipline cases clearly demonstrates that something is not right. Hence, this begs the question as to whether the guidance and counselling programmes are being effective in discipline management given the rising types of indiscipline cases. Are the indiscipline cases escalating due to poor guidance and counselling in schools?

Even though various causes of indiscipline in schools have been identified, there's lack of empirical evidence quantifying the extent to which absence or inadequate guidance and counselling services are related to indiscipline. The causes are merely mentioned but not necessarily weighing on which cause has much bearing as being a cause of the indiscipline. This study sought to find out the extent to which lack of guidance and counselling could be a cause of indiscipline in the secondary schools. It would establish whether or not guidance and counselling is one of the major causes of indiscipline. Furthermore, given the varying socio-economic, cultural, religious and political environments that the students come from, it can't be concluded that the causes identified as causing school indiscipline in one region could be generalized to reflect those in Ndeiya Division, Kiambu County. This was why this study was to be carried to establish whether causes could be similar in Ndeiya Division, Kiambu County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design, the location of the study, target population and sampling procedure. Also presented is the sample size, the research instruments, pilot study, validity and reliability of the instruments. In addition, the chapter presents data collection procedure, how data was analyzed as well as the ethical and logistical considerations.

3.2 Research Design

The study adopted descriptive research design to accomplish the purpose of the study. According to Orodho (2008), a descriptive survey research design is appropriate when instruments to be employed in will generate data that could be analyzed using descriptive statistics. This study employed the use of questionnaire which is an instrument that generated data that was effectively analyzed using descriptive statistics. Hence, the choice of descriptive research design being adopted in this study.

3.3 Location of the Study

This study was carried out in public secondary schools in Ndeiya Division, Kiambu County. The area was an ideal for the study because in the year 2014 and 2015 alone, Ndeiya Division recorded more than 15 cases of indiscipline which affected most secondary schools, both boarding and day, hence the choice of the location.

3.4 Target Population

Mugenda & Mugenda (2003) define target population as a set of individuals, cases or objects with some common observable characteristics that a researcher is interested with and wishes to draw some inference about them. The study target population comprised of 15 school principals, 15 deputy principals, 15 HoDs guidance and counselling teachers and 2,347 Form Three students from the 15 public secondary schools in Ndeiya Division. There were 3 girls' boarding schools, 1 boy's boarding school, 7 mixed day schools, 3 boys' day schools and 1 girl's day school.

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Techniques

Purposive and simple random sampling procedures were utilized in the selection of the required study sample. Proportionate sampling was used in selecting the 8 schools from a total of 15 schools. Note that there was only one boy's boarding school and one girl's day school and therefore, they were automatically included in the sample. The remaining 6 schools were stratified into three strata (boys' day, mixed day and Girl's boarding secondary schools). Thus 1 boy's day, 4 mixed day and 1 girls boarding secondary schools were selected using proportionate sampling technique leading to a total of 8 schools (1boys boarding, 1 girls day, 1 boys day, 4 mixed day and 1 girls boarding secondary schools). Stratified sampling technique ensured that each category of the subjects was selected hence biasness was minimized. Simple random sampling was then used to select 30 form three students from each of the sampled schools leading to a total of 240 students. Finally, purposive sampling was used in selecting 8 principals, 8 deputy principals and 8

heads of departments (HoDs) from the 8 sampled schools. The study sample size translated 264 respondents (240 students, 8 principals, 8 HoDs and 8 teachers). The sample selection of schools was summarized in Table 3.1.

Table 3.1: Sample Selection of Schools

Category of School	Number of schools	Number of Schools Sampled
Girls boarding	3	1
Boys boarding	1	1
Mixed day	7	4
Boys day	3	1
Girls day	1	1
Total	**15**	**8**

3.5.2 Sample Size

From the sample population, all school principals, deputy principals and guidance and counselling HoDs from the eight sampled schools participated in the study. Table 3.2 and Table 3.3 summarize the sample sizes of the subjects.

Table 3.2: Sample Size of Students

Category of School	No. of students	Gender	
		Male	Female
Girls boarding	30	-	30
Boys boarding	30	30	-
Mixed day	120	60	60
Boys day	30	30	-
Girls day	30	-	30
Total	**240**	**105**	**135**

Table 3.3: Sample Size of Teachers

Category of School	Gender	
	Male	**Female**
Girls boarding	1	
Boys boarding		4
Mixed day		1
Boys day		1
Girls day		1
Total	**1**	**7**

3.6 Research Instruments

The study used questionnaires as the data collection instruments. The questionnaires were used because of their ease in administration and being economical on the amount of time the researcher used to collect the data from the large group. The researcher made four sets of questionnaires for each of the four groups of respondents (principals, deputy principals, guidance and counselling HoDs and the students). All the questionnaires were structured based on various themes arising from the objectives of the study.

3.6.1 Students' Questionnaire

Students formed part of the study because they were adolescents and were mostly involved in indiscipline in schools. The students' questionnaire had both closed and open-ended questions. The questionnaire had four divisions. Section A sought the students' bio-data such as gender and age. Section B sought questions related to implementation status of guidance and counselling such as students' level of accessibility and awareness of the programme. Section C sought to find out the types of indiscipline cases in school and their causes. The last section (Section D) gathered questions on how guidance and counselling was used in discipline management as

well as suggestions for improving the guidance and counselling programme in discipline management.

3.6.2 HoDs (Guidance and Counselling) Questionnaire

The HoDs were significant participants in study because they played a key role in implementing guidance and counselling programme in their respective schools. The questionnaire for the HoDs guidance counselling comprised of three sections. Section A gathered bio-data such as gender, academic and professional qualification and teaching experience. Section B sought to answer questions related to cases of indiscipline as well as their causes, how guidance and counselling was helpful in discipline management and the frequency of guidance and counselling sessions being held in school. Section C obtained data on challenges encountered by the HoDs in the effective implementation of guidance and counselling programmes in discipline management.

3.6.3 Deputy Principals' Questionnaire

Deputy principals were involved in the study because they performed the major duty of managing indiscipline cases in schools. The deputy principals' questionnaire had both open and closed-ended questions. There were four divisions on the questionnaire. Section A sought to gather general information such as school category, teaching experience, academic and professional qualification. Section B gathered information related to the rate of indiscipline cases, types of indiscipline and causes. Section C collected data based on the role played by guidance and counselling programme in discipline management. Finally, section D was concerned with questions related to challenges in implementation of guidance and counselling programme as well as suggestions for its improvement.

3.6.4 Principals' Questionnaire

The school principals were relevant in the study since they were the managers of the schools and played an essential role in administration of students and supervision of activities in schools. The school principals' questionnaire consisted of both closed and open-ended questions. The questionnaire was divided into four sections. Section A collected bio-data such as gender, academic and professional qualification. Section B gathered information on the types of indiscipline in school including their causes. Section C obtained data on status of guidance and counselling programme based on facilities available in school. Section D collected data on recommendations on how to enhance effective guidance and counselling in schools.

3.7 Pilot Study

Piloting is the most important stage in questionnaire design. It involves administration of questionnaire to a small representative sample identical to, but not included in the actual study. In this study, the tools were administered to three principals, deputy principals and HoDs (guidance and counselling) teachers together with students selected from three secondary schools which were not part of this study in Ndeiya Division, Kiambu County. After two weeks, the same instruments were administered to the same respondents in the same school. Piloting was done to check the clarity of the research instruments. Hence, the research tools were adjusted appropriately to ensure the respondents could understand the questions as intended by the researcher.

3.7.1 Validity of Instruments

According to Cozby (2001), "validity refers to the degree to which a test measures what it purports to measure". Content validity was achieved through piloting the study instruments. The pilot study helped the researcher fine tune the instruments to ensure that they were understood as intended. Furthermore, the pilot study helped achieve content validity as the researcher ensured that each objective under the study had adequate representation concerning the questions asked. In addition, content validity was achieved through expert judgment (Zamanzadeh et al., 2015) in which the tools were reviewed by the researcher's supervisors who are experts in this field of study. Their views and suggestions were included in the final data tool as they helped the researcher in identifying whether the instruments had adequately addressed the research objectives. Construct validity was established by ensuring that the terms used had been operationally defined and that there are no ambiguities in how they were to be understood.

3.7.2 Reliability of Instruments

According to Roberts, Priest, & Traynor (2006), "reliability describes how far a particular test, procedure or tool, such as a questionnaire, will produce similar results in different circumstances, assuming nothing else has changed". The reliability of the instruments were established through a test-retest technique. In a test-retest technique, a tool is administered twice to a sample that will not be part of the final study (Kaplan & Saccuzzo, 2008). This was achieved during the pilot study of the instrument. The instruments were administered to 3 schools while targeting the school principals, deputy principals, HoDs guidance and counselling and the students. The same exercise was repeated after two weeks to the same respondents.

After the repeated administration of the tools, the responses between the first and second tests were compared and Cronbach's alpha correlation coefficient computed to ascertain how well the instruments would elicit the same results. The guideline provided by George & Mallery (2003) where ">0.9 − Excellent, > 0.8 – Good, > 0.7 – Acceptable, > 0.6 – Questionable, > 0.5 – Poor and < 0.5 – Unacceptable" was used. A correlation coefficient of 0.74 for internal consistency was obtained and hence the instrument considered acceptable for the study.

3.8 Data Collection Procedure

Before conducting the research, the researcher first obtained approval from graduate school at Kenyatta University. Thereafter, an application for a research permit was made to the National Commission for Science, Technology and Innovation (NACOSTI). Granted the research permit from NACOSTI, the researcher again made application to the County Commissioner, Kiambu and the County Director of Education for the relevant permits to conduct the study in their areas of jurisdiction. The researcher then made application to the principals of the sampled schools to be allowed permission to collect data. During the actual data collection exercise, the researcher personally administered the questionnaires which were later collected on the third day with assistance from two research assistants.

3.9 Data Analysis

Before analysis, the collected questionnaires were first checked to ascertain their completeness. The instruments contained both closed and open-ended questions to mean that both quantitative and qualitative approaches had to be applied during analysis. The quantitative data obtained from closed ended questions had a coding scheme designed and each response matched with a number to make the analysis

easier. The data were then entered into the Statistical Package for Social Sciences (SPSS) software and then subsequently analyzed using descriptive statistics. The descriptive statistics computed include frequencies, means and percentages. The analyzed data were presented in the form of frequency tables, and graphically by the use of bar charts and pie charts.

Qualitative data obtained from open-ended items were organized into broad themes according to the research objectives and thereafter reported in a narrative form. The data analyzed were presented along with a detailed discussions of their implication as well as relating them with the findings of the studies that were reviewed.

The first objective contained closed ended questions regarding the types of resources available for the implementation of guidance and counselling programmes. The data collected from this objective was quantitative and was therefore analyzed using quantitative approaches with the aid of SPSS. Graphical and tabular presentations were used to summarize the findings. The second objective focused on the prevalent cases among the public secondary school students. The data collected from the approach was both qualitative and quantitative in nature. Hence qualitative and quantitative techniques were used to analyze this objective.

The third objective sought to find out the major causes of indiscipline cases among public secondary school students. The objective had questions that contained were to elicit quantitative. Hence, quantitative approaches were used in the analysis of the objective. The fourth objective of the study focused on the challenges encountered by teacher counsellors in execution of guidance and counselling duties. The objective had questions that were qualitative in nature. Thus, qualitative approaches were used in the analysis of the objective as the findings were reported in a narrative

form. The final objective sought to find out the measures that could be adopted to improve guidance and counselling programmes. The objective had questions that were qualitative in nature. Thus, qualitative approaches were used in the analysis of the objective as the findings were reported in a narrative form.

3.10 Ethical and Logistical Considerations

According to Neuman (2007), "ethics refers to principles of conduct that are considered correct especially those of a given profession or group". The ethical issues in this study were observed in order to protect the respondents from financial, social and psychological harm (Creswell, 2009). The ethical issues addressed were those found in the American Psychological Association (APA) Ethics Code. Through a written informed consent, the respondents were informed of the purpose of the study, the duration of the study, the significance of the study, their right to decline participation or withdrawing after the commencement of the study, their limits of privacy and confidentiality and the contact person that the respondents could approach for any queries.

Logistical issues are associated with how the researcher obtained legal entry for data collection. These are the legal steps that the researcher followed. A research approval from Kenyatta University graduate school was obtained by the researcher after making an application. A research permit was then sought from NACOSTI, the County Commissioner as well the County Director of Education in Kiambu. These documents were presented to the participating schools when the researcher was seeking permission from the schools. The researcher was thus allowed permission to collect data after explaining the purpose of the study as well as presenting these documents.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analyzed data as well as discussions of the research results. The data were analyzed and presented based on research objectives as follows;

i. Types of resources for the implementation of guidance and counselling programme.

ii. Prevalent indiscipline cases among secondary school students.

iii. Major causes of indiscipline among secondary school students.

iv. Challenges teacher counsellors face in execution of guidance and counselling duties.

v. Measures undertaken to improve guidance and counselling in secondary schools.

4.2 Response Rate

The study involved 2 girls boarding, 3 mixed day, 1 boys day, 1 boys boarding and 1 girl's day secondary schools. The entire sample for the study was a total of 264 respondents who comprised the students, HODs, deputy principals and principals. The response rate is presented in Table 4.1.

Table 4.1: Response Rate

Category	Sample Size	Frequency	Percentage
Students	240	220	91.67
HoDs	8	8	100
Deputy Principals	8	8	100
Principals	8	8	100

Students N=220, HoDs N=8, Deputy Principals N=8, Principals N=8
Source: Student, HoD, Deputy Principal and Principal Questionnaires

The researcher administered 240 questionnaires to all the sampled students in the selected schools. A total of 220 questionnaires were obtained from the students which gave a return rate of 91.67%. Other questionnaires were also administered to the HoDs, deputy principles and principles of the respective schools and the return rate was 100% for all the categories. All the returned questionnaires were checked for completeness to ascertain whether all the questions were answered. The response rate was considered suitable for the study.

4.3 General Information of the Respondents

This section gives general information about the students, HoDs of guidance and counselling, deputy principals and the principals. The information captured in this section makes up the background information about the respondents.

4.3.1 Gender Distribution of the Students

The students were asked to indicate their gender. Gender in the context of this study refers to whether the respondents are either male or female. This was considered necessary because according to Muya (2012), there is a relationship between school indiscipline and gender of the students. The male and female students are socialized

differently during their upbringing and therefore at the time of going to school this difference in behavior might probably be a cause of the different forms of indiscipline cases. Table 4.2 illustrates the distribution of the students by gender.

Table 4.2: Students' Gender Distribution

Gender	Frequency	Percentage
Male	124	56.36
Female	96	43.64
Total	**220**	**100**

N=220
Source: Student Questionnaire

From Table 4.2, it can be observed that 124 (56.36%) of the students were male whereas 96 (43.64%) were female. This implies that majority of the students in the schools in Ndeiya Division of Kiambu County are male. According to Muya (2012), gender is a variable to the likelihood of indiscipline occurrence in most schools. The gender variable is linked to difference in the types of and causes of indiscipline, although some causes and types of indiscipline are similar across the gender.

4.3.2 Distribution of the Students by Age

The age of the students was also established during the study. The students were asked to indicate their age brackets in which they belonged. On the basis of age, Atieno (2014) points out that school indiscipline is considered to be common among certain age groups than others. Figure 4.1 summarizes the age distribution of the students.

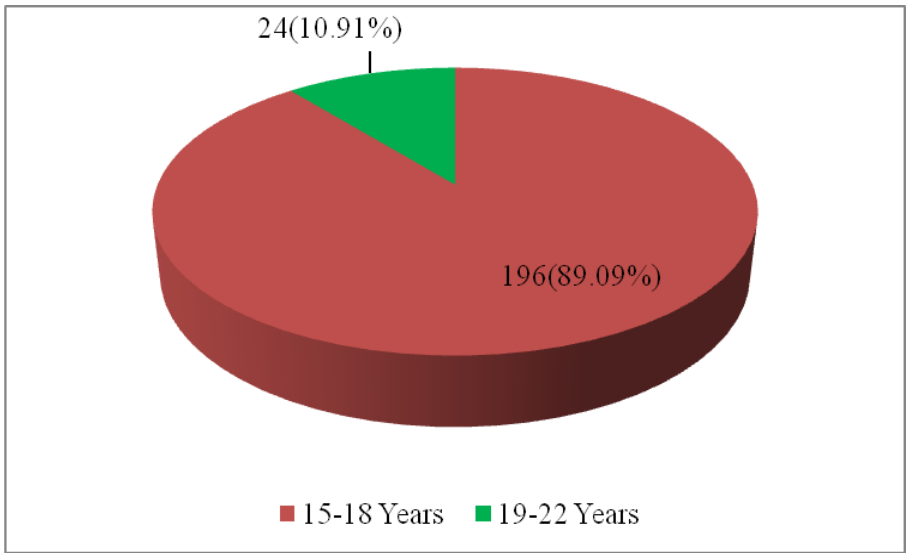

Figure 4.1: Students' Age Distribution

N=220

Source: Student Questionnaire

Figure 4.1 shows that 196 (89.09%) of the students were in the age bracket of between 15-18 years whereas 24 (10.91%) were in the age bracket of 19-22 years. There were no students below the age of 15. It was also found that there were no students above the age of 23 years. This finding implies that majority of students were in their adolescent stage (between 15 and 18 years). At this stage, majority of the students experience complications while coping with puberty changes during their transition to sexual maturity. Atieno (2014) notes that there are some factors associated with this stage that could hinder personal growth. These factors include stress, anxiety, frustration, problems related to family, hostility and embarrassment. These emotional changes often lead to inability to cope with emotions resulting in poor decision making, low self-esteem and resistance to authority. Such factors at this stage predispose students to engage in various problems that could lead to indiscipline cases in the school.

4.3.3 Gender Distribution of the HoDs, Deputy Principals and Principals

The researcher also sought to find out the gender distribution of the HoDs, deputy principals and the principals. Table 4.3 summarizes the distribution of the respondents by gender.

Table 4.3: HoDs, Deputy Principals and Principals Distribution by Gender

Category	Gender	Frequency	Percentage
HoDs	Male	1	12.5
	Female	7	87.5
Deputy Principals	Male	4	50
	Female	4	50
Principals	Male	3	37.5
	Female	5	62.5

HoDs N=8, Deputy Principals N=8, Principals N=8
Source: Principal, Deputy Principal and HODs Questionnaire

The findings in Table 4.3 show that 7 (87.5%) of the HoDs were female while 1 (12.5%) were male. This means that female teachers formed the large percentage of the HoDs of guidance and counselling in the schools in the selected. The study also found that there were 4 (50%) who were male and 4 (50%) who were female. This means that the deputy principals were equally distributed in the schools. In addition, the study found that there were 3 (37.5%) male principals and 5 (62.5%) female principals. This implied that there were slightly more female principals than their male counterparts.

4.3.4 HoDs Highest Academic Qualification

The researcher sought to establish the highest academic qualification that the HoDs had obtained in their capacity as teachers. By the virtue of being HoDs, they must first be teachers who ought to meet the minimum academic qualifications before being recruited. The findings are summarized in Figure 4.2.

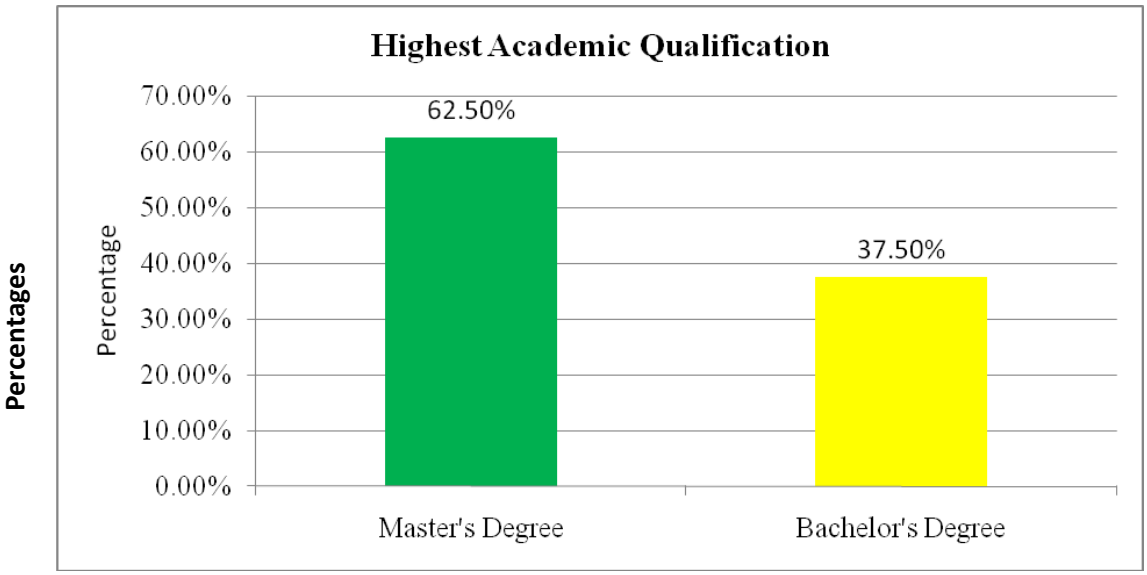

Figure 4.2: HoDs Highest Academic Achievement
Source: HoDs Questionnaire

It was found that 5 (62.5%) of the HoDs had master's degree whereas 3 (37.5%) had bachelor's degree as their highest academic qualifications. This finding shows that all the HoDs had the minimum requirement to practice as teachers. This could also imply that the HoDs are familiar with the problems associated with the students given that the academic coverage encompasses some issues relating to guidance and counselling.

4.3.5 Years of Service as Deputy Principal

The researcher sought to know the years of service that the deputy principals had served in their schools. This was deemed important because the length of service

would determine how much they are familiar with the indiscipline cases as well as the guiding and counselling programs in their schools. The findings are presented in Table 4.4.

Table 4.4: Length of Service of Deputy Principals

Period	Frequency	Percentage
1-5 years	3	37.5
6-10 years	5	62.5
11-15 years	0	0
16-20 years	0	0
Total	**8**	**100**

N=8

Source: Deputy Principal Questionnaire

Table 4.4 shows that 3 (37.5%) of the deputy principals had served for a period of between 1 and 5 years while 5 (62.5%) had served for a period of between 6 and 10 years. None of the deputy principals had served for more than 10 years. This finding shows that majority 5 (62.5%) of the deputy principals who had served for at least 5 years were conversant with the nature of discipline and guiding and counselling programs in their schools because they are directly involved in these programs.

4.3.6 Academic Qualification of HoDs in Guiding and Counselling

The study sought to find out the academic qualification of the HoDs in guiding and counselling. This was imperative because guiding and counselling is a skill that requires certain level of academic qualification. The findings are presented in Figure 4.3.

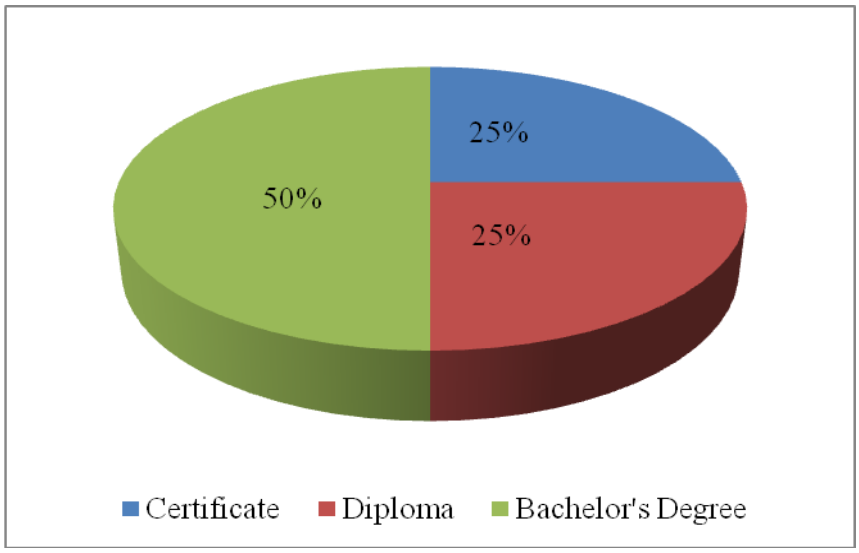

Figure 4.3: Qualification of HoDs in Guidance and Counselling

N=8

Source: HoDs Questionnaire

It was found that 2 (25%) of the HoDs had a certificate whereas 4 (50%) had diploma qualification. There were 2 (25%) HoDs who had the highest qualification being a bachelor's degree. The implication of this finding is that all the HoDs had some skills that warrants them to offer guiding and counselling services to the students. Guiding and counselling is a specialized field like any other and it can be said that the HoDs are conversant with guidance and counselling programs. Furthermore, they are familiar with what entails guidance and counselling. Despite this finding establishing the HoDs having different qualifications, Ndirangu (2007) on the other hand noted that the guidance and counselling HoDs had the majority of the respondents with diploma qualification. It can therefore be concluded that training in guidance and counselling could be a challenge in effective implementation of guidance and counselling programs since the HoDs have the relevant skills, training and knowledge.

4.3.7 Training of Deputy Principal and Principal on Guidance and Counselling

The researcher sought to know whether the school principals and deputy principals had received any training related to guidance and counselling. This was considered important because some of the final decisions emanating from guidance and counselling could solely rest on them due to their positions as schools administrators. Similarly, the school principals and the deputy principals are in one way or another involved in the guidance and counselling activities hence their need to have knowledge in guidance and counselling. The findings are illustrated in Table 4.5.

Table 4.5: Guidance and Counselling Training for Principal and Deputy Principal

Category	Frequency		Percentage	
Deputy Principal	Yes	3	Yes	37.5
	No	5	No	62.5
Principal	Yes	6	Yes	75
	No	2	No	25

Deputy Principal: N=8, Principal: N=8
Source: Principal and Deputy Principal Questionnaire

Table 4.5 shows that 3 (37.5%) of the deputy principals had received training related to guidance and counselling whereas 5 (62.5%) had not undergone any training. It was also found that 6 (75%) of the principals had received some training related to guidance and counselling whereas 2 (25%) had not received any training. The finding implies that majority of the schools had at least a principal or deputy principal who have attended training related to guidance and counselling. It is thus

logical to note that crucial decisions that require their intervention on matters guidance and counselling can be appropriately be handled. Some final decisions made at school are a preserve for the deputy principal and the principal. The findings also indicates that those who indicated having received training considered it as a major contributing factor for the guidance and counselling programme to achieve its goal of discipline management. These findings coincide with those of Mahlangu (2011) in South Africa which revealed that lack of skills was one of the major challenges in the implementation of guidance and counselling programme in most secondary schools. Chepkirui (2011) notes that 62% of school heads who had received training on guidance and counselling was through in-service training courses. The direct or indirect involvement of the school principals in guidance and counselling duties implies that they are more likely to make well informed decisions.

4.3.8 Length of Service as Teacher Counsellor

The study sought to establish the length of service the teachers had served in their schools. The period that they have served as counsellors was deemed important in understanding how well they are experienced in guidance and counselling field. The findings are summarized in Figures 4.4.

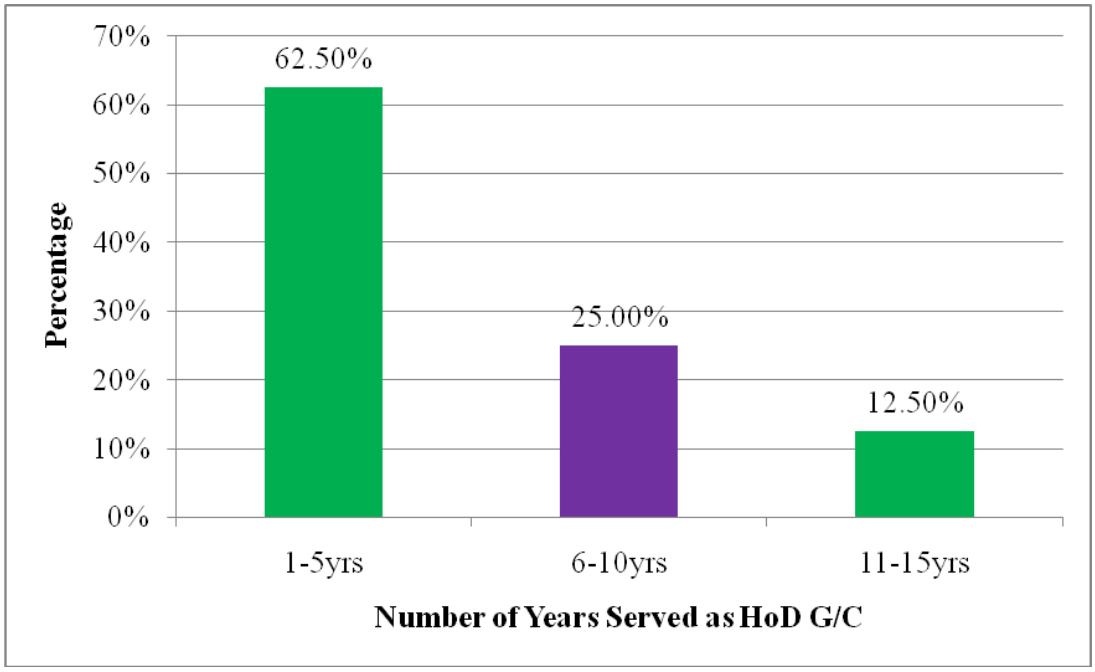

Figure 4.4: Number of Years Served as HoD Guidance and Counsellor

N=8
Source = HoDs questionnaire

Figure 4.4 shows that majority 5 (62.5%) of teacher counsellors had served as heads of department for a period of between 1-5 years, 2 (25%) had served for 6-10 years while only 1 (12.5%) had served for between 11-15 years. This implies that majority of teacher counsellors had served as guidance and counselling professionals for less than 5 years. This could mean that they may not be in a position to easily gear the implementation of guidance and counselling programs as well as overcoming the challenges that they face in executing duties pertaining to guidance and counselling. The number of years served comes along with the necessary experience on how to approach some of the challenges relating to guidance and counselling. This finding concurs with that of Atieno (2014) who found that majority of teacher counsellors in Makadara District, Nairobi City County had not served for more than 7 years. The experience that they have could in one or another be contributing to the challenges

encountered in guidance and counselling. The limited experience could be attributed to promotions in their respective schools.

4.3.9 Length of Service as Principal Counsellor

The study also sought to establish the length of service the teachers had served in their schools. The period that they have served as counsellors was deemed important in understanding how well they are experienced in guidance and counselling field. Figure 4.5 shows the number of years that the principals had served as counsellors in their schools. This question was to be answered by the principals who had indicated that they had undergone some training on guidance and counselling.

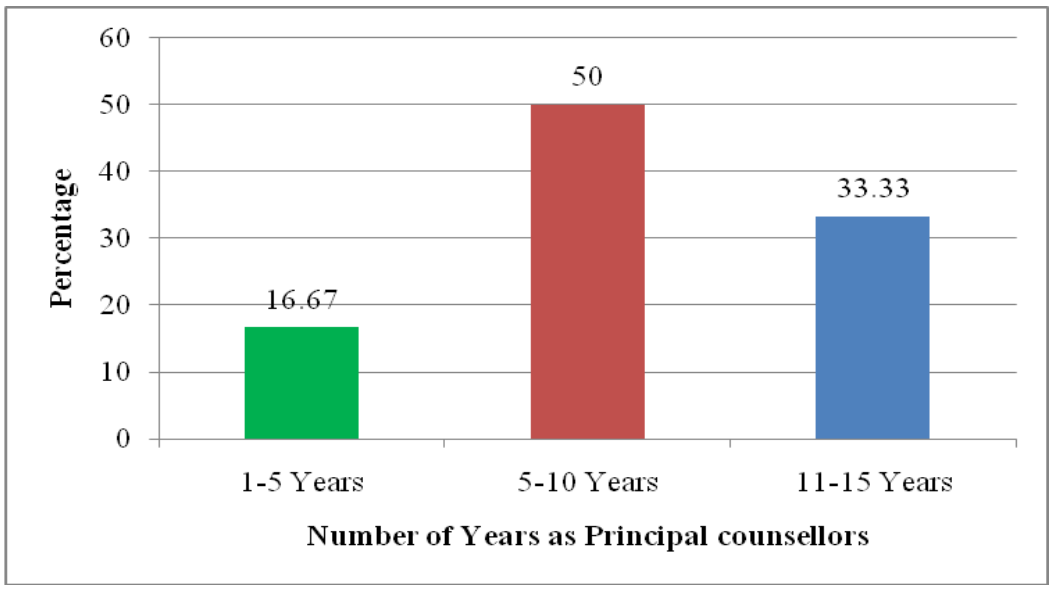

Figure 4.5: Length of Service as Principal Counsellors

N=6

Source: Principal Questionnaire

Figure 4.5 shows that 1 (16.67%) of the principals had served for a period of less than 5 years. In addition, 3 (50%) of the principals had served for a period of between 5-10 years whereas 2 (33.33%) had served for at least 11 years. This finding demonstrates that majority 5 (83.33%) of the principals had served for a long

period to give them adequate experience as guidance and counselling personnel. Given that 5 (62.5%) of the HoDs had served for less than 5 years, the principals can be able to help them in successfully implementing guiding and counselling programs as well as overcome the challenges that arise in the course of their duties. Furthermore, the combination of HoD's and school principals' knowledge, skills and training could help to better the implementation of the guidance and counselling programs.

4.4 Types of Resources for the Implementation of Guidance and Counselling

The first objective of the study was to find out the types of resources available in the schools for the implementation of guidance and counselling. This was necessary because guiding and counselling programmes cannot be fully implemented in the absence of resources. Table 4.6 shows the various types of programmes offered by teacher counsellors as reported by students.

Table 4.6: Programmes Offered by Teacher Counsellor as Reported by Students

Programme	Frequency	Percentage
Guest speakers	183	83.18
Guidance session in school	162	73.64
Audio visual media	105	47.73
Referral outside school	21	9.55

N=220

Source: Student Questionnaire

Table 4.6 indicates that according to 183 (83.18%) of the students, their HoDs of guidance and counselling in schools provided guest speakers to facilitate delivery of counselling services to them. One hundred and sixty two (73.64%) of the students indicated that there were guidance sessions provided in their schools while 105 (47.73%) cited that audio-visual media which include television programmes and video media such as optical discs are provided. It was also found that according to 21 (9.5%) of the students, the HoDs of guidance and counselling provided referral programmes out of the schools. A referral programme is one in which the counselee is sent to a specified person or institution for counselling. This findings show that programmes such as provision of guest speakers, guidance sessions and audio visual are frequently utilized as opposed to having referrals of students outside the school.

4.4.1 Availability of Guiding and Counselling Resources as Reported by HoDs, Deputy Principals and Principals

The researcher sought to establish the availability of resources that facilitate guidance and counselling from the HoDs, deputy principals and principals. This was an open ended question and the respondents were allowed to state the resources that were available. Availability of resources is the main driver of implementation of any program. One (12.5%) of the HoDs reported having a full time and qualified guidance and counselling personnel whereas 5 (62.5%) of the HoDs cited having adequate time for guidance and counselling sessions. All the HoDs furthermore, noted that they had adequate reading materials and invited motivational speakers to aid in guiding and counselling.

The deputy principals stated that they had reading materials as resources that are used in provision of guidance and counselling. One (12.5%) of them stated having a full time and qualified guidance and counselling personnel whereas 2 (25%) of them reported having guidance and counselling rooms. Three (37.5%) of them cited having adequate time for guidance and counselling sessions. The school principals on the other hand cited having reading materials in form of brochures, journals and newspaper cuttings. One (12.5%) of them indicated having a full time and qualified guidance and counselling personnel. Furthermore, 3 (37.5%) of the principals cited that they allocated adequate time to guidance and counselling sessions.

It can be noted that the HoDs, deputy principals and the principals had some resources that were considered common among them that facilitated guidance and counselling programs. These findings concur with those of Egbochuku & Iyamu (2000) in Nigeria who noted that resources such as time, guest speakers, reading materials were being provided to facilitate guidance and counselling activities. Even though the schools are operating on limited resources, it can be noted that they are at least having some resources to help them in guiding and counselling programs.

4.4.2 Composition of the Guidance and Counselling Team

The study sought to establish from the HoDs the number of teachers who formed part of the guiding and counselling team. This was significant because the number of the counsellors available will determine whether they are adequate based on the student population. The finding is presented in Figure 4.6.

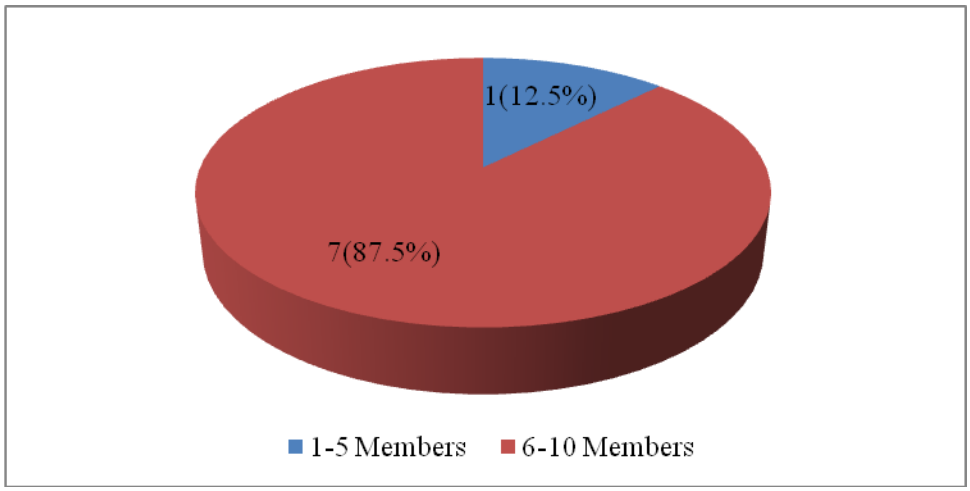

Figure 4.6: Number of Members in Guiding and Counselling Team

N=8
Source: HoDs Questionnaire

Figure 4.6 shows that 7 (87.5%) of the HoDs of guiding and counselling reported having a team of not more than 5 members. Only 1 (12.5%) of the HoDs reported having a team of between 6-10 members. There was no school that had guiding and counselling team that composed of more than 10 members. Given the high enrolments in schools, a team of less than 5 members can be considered as being inadequate to fully cater for the needs of the schools regarding discipline management. This finding is also an indication that there could be factors that are hindering other teachers from joining the guiding and counselling team. Ndana (2008) in Kitui District, Kenya, observed that due to poor working conditions and inadequate salaries, teachers are demoralized hence they simply attend to students' welfare for the sake of duties. This affects their attitude to effectively deliver guidance and counselling services to students and as a result, they lose interest in learners' social and academic progress.

4.5 Prevalent Indiscipline Cases among Secondary School Students

The second objective of the study was to find out the prevalent indiscipline cases among the secondary school students. This objective was necessary to enable understanding of which cases required more emphasis. The researcher sought to find out from the students whether there were any incidences of indiscipline in their schools. The study noted that all of the 220 (100%) students cited that there were incidences of indiscipline in their schools. This shows that discipline management among secondary school students has to be an ongoing process. There is no school that can be free from indiscipline cases. This is particularly precipitated by the fact that 196 (81.67%) of the students were in the adolescent stage that is characterized by behavioural changes. This finding supports that of Ali et al. (2014) in Nigeria who reported that there are rampant cases of indiscipline.

4.5.1 Rate of Indiscipline Cases as Reported by Students

The study sought to find out from the students the rate at which indiscipline cases were being reported. This was necessary in helping understand whether the guiding and counselling programs available were achieving the objective of discipline management. The findings are presented in Figure 4.7.

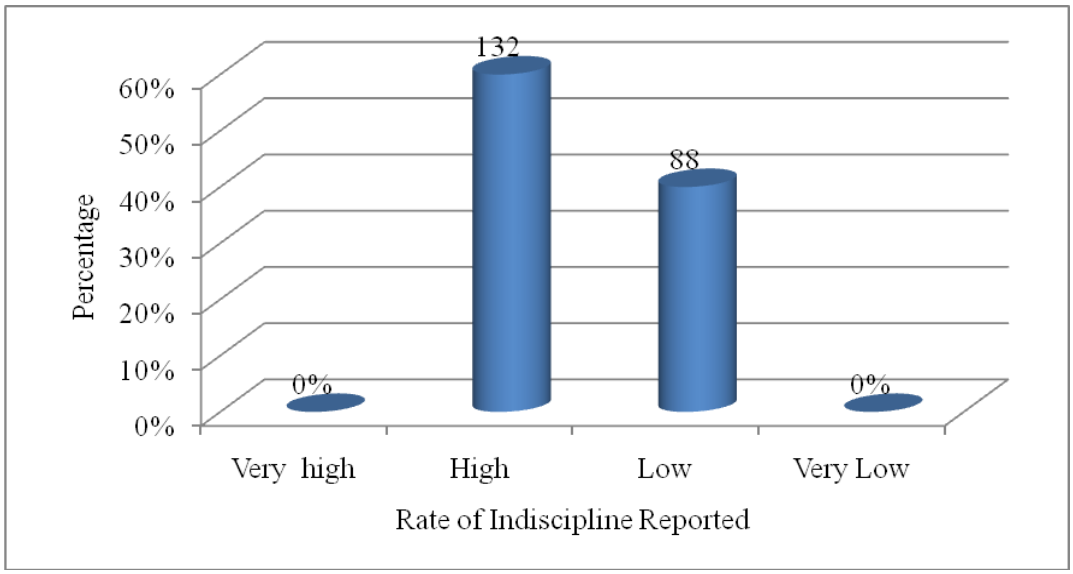

Figure 4.7: Rate of Indiscipline Cases as Reported by Students

N=220

Source: Student Questionnaire

All the 220 (100%) students reported that there were incidences of indiscipline in their schools. They were further asked to indicate the rate at which indiscipline cases were being reported. The findings in Table 4.7 indicate that 132 (60%) of the students cited that the rate of indiscipline reporting was high whereas 88 (40%) said that the rate was low. The frequency of reporting indiscipline cases were neither very high nor very low. The fact that 132 (60%) of the students indicated there is a high rate of reporting indiscipline cases implies that there is much to be done on discipline management. Furthermore, it also implies that there is need to review the guiding and counselling programmes in these schools based on the rate of reported indiscipline cases. There is a cause to worry given that the large percentage of the students (60%) who cited the rate as being high. The indiscipline cases can easily escalate and make it more difficult to manage discipline. In contrast, a study by Nkala (2014) in Botswana notes that the rate of reporting indiscipline cases is very high. These are cases that are reported whether or not the students are at school.

According to Nyaga (2013), 86% of the cases that are reported in Kenya are usually those that occur while at school. It would be logical to conclude that the guiding and counselling programs in secondary schools in Ndeiya Division of Kiambu may not be meeting the objectives relating to discipline management.

4.5.2 Rate of Indiscipline Cases as Reported by Deputy Principals

The deputy principals too were asked to gauge the rate of indiscipline in their schools. This was necessary because at least 80% of the indiscipline cases in secondary schools in Kenya are dealt with by the deputy principals (Nyaga, 2013). The findings as reported by the deputy principals are presented in Figure 4.8.

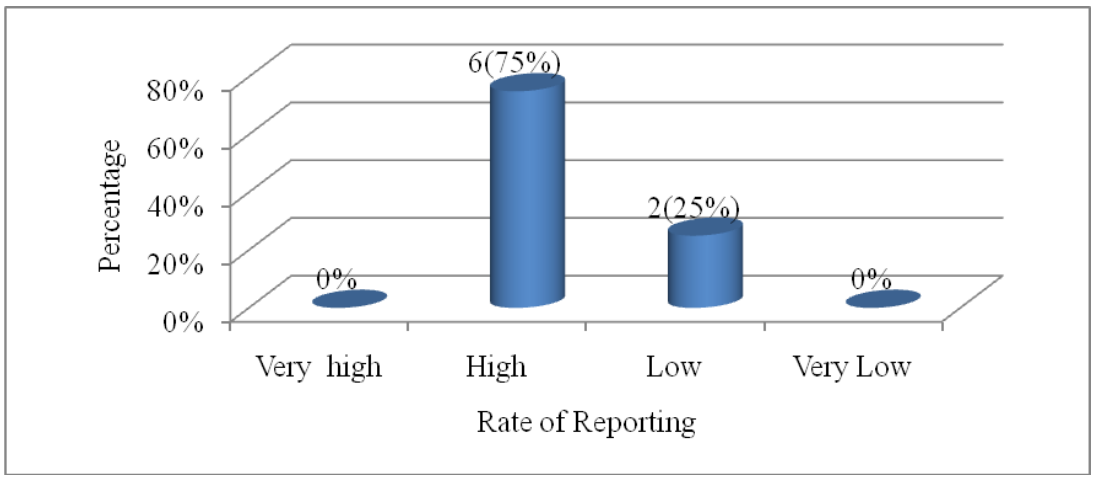

Figure 4.8: Rate of Indiscipline Cases as Reported by Deputy Principals
N=8
Source: Deputy Principal Questionnaire

Figure 4.8 shows that 6 (75%) of the deputy principals cited that the rate of reporting of indiscipline cases was high as compared to 2 (25%) who stated that it was low. This finding is similar to that of students as it was found that 132 (60%) noted that the rate of indiscipline cases being reported was high. Essentially, the students and deputy principals were of the opinion that the rate of reported indiscipline cases was high. This apparently means that the mechanisms for addressing indiscipline were

inadequate. A high rate of indiscipline cases being reported is unhealthy for the schools as this can get out of hand and in effect complicate the discipline management program.

This finding is in agreement with that of Atieno (2014) in Makadara District, Nairobi who noted that the deputy principals were registering on average 8 cases of indiscipline among the students. These is a high rate that cannot be easily wished away. Much time has to be dedicated to address these issues and this could have an implication on other school programs. It is however, worth noting on the contrary that the study by Yuk-Yee & Brennan (2004) in Hong Kong, China has schools reporting very few cases of indiscipline and those that were reported are considered to be petty cases. This could mean that schools in China have adequate mechanisms for addressing indiscipline.

4.5.3 Types of Indiscipline Cases among Secondary School Students

The researcher sought to find out from the students the various types of indiscipline that they are aware of and which occur in their schools. This was deemed important because based on the most cited types of indiscipline, it would be necessary to recommend more efforts in addressing them. The findings of the various types of indiscipline as reported by students are presented in Table 4.7.

Table 4.7: Types of Indiscipline as Reported by Students

Type of indiscipline	Frequency	Percentage
Noise making	220	100
Stealing	218	99.1
Destruction of property	156	70.9
Truancy	154	70.0
Drug abuse	126	57.3
Bullying	97	44.1
Cheating in exams	61	27.7

N=220
Source: Student Questionnaire

From Table 4.7, all of the 220 (100%) students cited noise making whereas 218 (99.1%) cited stealing as the types of indiscipline in their schools. In addition, 156 (70.9%) cited destruction of property, while 154 (70.0%) cited truancy and 126 (57.3%) stated drug abuse. Further, 97 (44.1%) of the students stated bullying whereas 61 (27.7%) cited cheating in exams as the various types of indiscipline occurring in their schools. The students were also asked to state other types of indiscipline cases that occurred. It was found that 34 (15.5%) noted seduction of teachers by students of opposite sex while 42 (19.1%) cited sneaking out of school and lack of respect for teachers. Some of these findings such as noise making, truancy, drug abuse and exam malpractices were also reported by Onyechi & Okere (2007) in their study on deviant behaviour and how it correlates with academic achievement among secondary school students and its implication on guidance. These deviant behaviors are routinely occurring a clear indication that there is need to adequately strengthen the guidance and counselling programs in the schools.

4.5.4 Types of Indiscipline Cases as Reported by HoDs

The HoDs were also asked to cite the types of indiscipline cases that are reported in their respective schools. This was necessary because based on the responses provided by the HoDs, recommendations would be made. Table 4.8 presents the findings as reported by the teacher counsellors on the types of indiscipline cases in their schools.

Table 4.8: Types of Indiscipline as Reported by Teacher Counsellors (HoDs)

Indiscipline type	Frequency	Percent
Noise making	8	100
Truancy	8	100
Stealing	6	75.0
Deviance	5	62.5
Drug abuse	4	50.0
Destruction of property	3	37.5
Cheating in exams	3	37.5
Bullying	1	12.5

N=8

Source: HoDs Questionnaire

Table 4.8 shows that all of the 8 (100%) teacher counsellors reported that there was noise making and truancy. This was followed by 6 (75.0%) of the HoDs citing stealing and 5 (62.5%) citing deviance. In addition, 4 (50%) cited drug abuse whereas 3 (37.5%) cited destruction of property and cheating in exams. Only 1 (12.5%) of the teacher counsellors cited bullying. This finding shows that both the HoDs and the students share similar views regarding noise making, stealing and truancy as having the highest prevalence. However, the teacher counsellors and the students differed on the prevalence of bullying. The ratio of students who cited

bullying to that of teachers is somewhat differing. This could be due to the fact the students are not reporting the bullying incidences and as such, the HoDs never become aware of them.

4.5.5 Types of Indiscipline as Reported by Deputy Principals

The deputy principals were as also asked to cite the types of indiscipline cases reported in their schools. Table 4.9 shows the various indiscipline cases as they were reported by the deputy principals.

Table 4.9: Types of Indiscipline Cases as Reported by Deputy Principals

Indiscipline case	Frequency	Percent
Noise making	8	100
Stealing	7	87.5
Truancy	7	87.5
Destruction of property	5	62.5
Bullying	4	50.0
Cheating in exams	3	37.5
Drug abuse	3	37.5

N=8

Source: Deputy Principal Questionnaire

Table 4.9 shows that all the 8 (100%) deputy principals noted that there was noise making as an indiscipline case. In addition, 7 (87.5%) of them cited stealing and truancy cases whereas 5 (62.5%) stated destruction of school property. It was also found that 4 (50%) of the deputy principals stated bullying as indiscipline cases while 3 (37.5%) cited both cheating in exams and drug abuse. The findings from the deputy principals when compared to those of the students and HoDs reveal that occurrences of cheating and drug abuse were considered to be minimal. However,

the HoDs and the students both share similar sentiments with the deputy principals that noise making and truancy are a prevalent type of indiscipline. These shared types of indiscipline could be a potential indicator that guidance and counselling services for discipline management may not be as much effective. According to Nwachukwu (2007), unsatisfactory guidance and counselling services in secondary school systems leads to rise in the crimes, violence among students and consequently poor performance.

4.5.6 Types of Indiscipline Cases as Reported by School Principals

The school principals were also asked to cite the major types of indiscipline cases that were recorded. All the 8 (100%) principals cited noise making, 7 (87.5%) cited stealing while 6 (75%) cited truancy as major causes of indiscipline in their schools. In addition, 3 (37.5%) cited destruction of school property and drug abuse. Two (25%) of them reported cases of bullying and cheating in exams. The finding that noise making, truancy and stealing are a major types of indiscipline is similar to that shared by the students, HoDs and the deputy principals. The HoDs and the principal however share the same opinion that bullying is a less occuring type of indiscipline. Despite some common types of indiscipline cases being reported by both the principals and the HoDs, they are also divided about deviance as a type of indiscipline. Majority 5 (62.5%) of the HoDs cited there being deviant behaviors against 1 (12.5%) of the principals. These findings are a clear indication that there are indiscipline cases such as noise making, stealing and truancy that are more prevalent than the other types. Lack of serious guidance and counselling programmes according to Nyaga (2013) is a precursor to maladjusted students exhibiting numerous indiscipline symptoms like bullying, cheating and truancy among others.

The common types of indiscipline reported by the students, the HoDs, the deputy principals and the school principals are also shared in the findings of the study by Asiyui (2012) in Nigeria that focused on the types, causes and possible solutions to indiscipline cases. A related study on school indiscipline by Abdulahi (2009) established close findings to those in this study. This shows that the issue of indiscipline in not only in Kenya secondary schools, but also in other countries.

4.6 Major Causes of Indiscipline among Secondary School Students

The third objective of the study was to find out the major cause of indiscipline cases among secondary school students. This was necessary because understanding the major causes of indiscipline among secondary school students would help to establish if there are systemic problems in discipline management. The first category to be analyzed were responses from the students. Table 4.10 presents their findings on major causes of indiscipline among them.

Table 4.10: Causes of Indiscipline as Reported by Students

Cause	Frequency	Percentage
Peer influence	218	99.1
Lack of proper guidance	185	84.1
Social media influence	164	74.5
Drug abuse	87	39.5
Stress	76	34.5
Family background	43	19.5

N=220

Source: Student Questionnaire

Table 4.10 illustrates that 218 (99.1%) of the students cited the major cause of indiscipline as negative peer influence from fellow students followed by 185 (84.1%) who cited lack of proper guidance. One hundred and sixty four (74.5%)

cited social media influence as a cause of indiscipline whereas 87 (39.5%) cited drug abuse. In addition, 76 (34.5%) cited stress as being among the major cause of indiscipline while 43 (19.5%) cited family background. One of the students indicated that their adolescent stage also contributed significantly to indiscipline cases among them.

The finding that family background is a cause of indiscipline was also established by Okpako (2004) who points out that the basis of good behaviour orientation is developed through positive parenting, otherwise lack of proper guidance and caring by parents which are characterized by parental harshness, lack of love, inadequate monitoring and control lead to indiscipline. Siringi (2003) also added that poor parental guidance contributes to students engaging in substance abuse predisposing them to indiscipline in schools. Social media influence as being a major of indiscipline tends to condition the students in a manner that what they share and see could be right when in the first place it's wrong.

4.6.1 Causes of Indiscipline as Reported by Deputy Principals

Deputy principals were also asked to state the factors that were precipitating indiscipline cases in schools. Table 4.11 presents the findings.

Table 4.11: Causes of Indiscipline as Reported by Deputy Principals

Cause	Frequency	Percent
Peer influence	8	100
Family background	7	87.5
Social media influence	7	87.5
Drug abuse	4	50
Lack of proper guidance	3	37.5

N=8

Table 4.11 shows that all of the 8 (100%) deputy principals cited peer influence as being the major cause of indiscipline. In addition, 7 (87.5%) of the deputy principals stated family background and social media influence. Four (50%) of the deputy principals attributed indiscipline to drug abuse while 3 (37.5%) cited lack of proper guidance as being the cause. Other causes reported by 2 deputy principals were lack of self-discipline and adolescence crisis associated with puberty growth. These findings when compared to those of the students show that negative peer influence and social media influence were a major cause of indiscipline among the students. However, despite 185 (84.1%) of the of the students indicating lack of proper guidance as being a major cause of indiscipline, only 3 (37.5%) of the deputy principals thought that this was a cause. This means that there is a disconnect between the students and deputy principals on how well guidance and counselling is being delivered.

4.6.2 Causes of Indiscipline as Reported by Principals

The school principals were also asked to state the causes that they thought were fueling indiscipline in their schools. Table 4.12 presents their findings.

Table 4.12: Principals' View on Causes of Indiscipline

Cause	Frequency	Percent
Peer influence	7	87.5
Social media influence	6	75
Family background	5	62.5
Lack of proper guidance	2	25
Drug abuse	2	25

N=8

Table 4.12 shows that 7 (87.5%) of the principals viewed peer influence as being among the major causes of indiscipline followed by social media influence as cited by 6 (75%) of the principals. Furthermore, 5 (62.5%) of the principals cited family background as a cause while lack of proper guidance and drug abuse were seen as not being a major cause as cited by 2 (25%) of the respondents. These findings when compared to those of the students and the deputy principals show that they all agreed on negative peer influence and social media influence as being the major causes of indiscipline in the schools.

These findings concur those of Wachira (2009) who found that social media encourages young people to abuse drugs through enticing advertisements. The problem is further amplified by their fellow students who encourage them to try out on what they watch and read from the social media spaces. For instance, according to Ndolo (2008) some adolescent students in secondary schools experience pressure from peers to concede sexual desires before marriage and engage in drugs and substance. Thus, the school being a social system is affected by what goes on in the society and this is manifested by lack of discipline and erosion of socially acceptable values and practices of the society.

4.6.3 HoDs View of the Effectiveness of Guidance and Counselling

The study sought to establish from the HoDs on how they viewed the effectiveness of their guidance and counselling programmes. This was important in identifying what could be improved in the guidance and counselling programmes should they be considered as being infective. It was found that all the 8 (100%) teacher counsellors cited guidance and counselling programmes in their schools as being effective. None of the HoDs considered the guidance and counselling programme as being very

effective, ineffective or very ineffective. This finding implies that there are possible indicators that the guidance and counselling programmes are helping in the management of discipline among the students.

4.6.4 Principals' View on the Effectiveness of Guidance and Counselling

The school principals were also asked to state how they considered the effective of guidance and counselling programmes in their schools. In a similar fashion with the HoDs, all of the 8 (100%) considered the guidance and counselling programmes as simply being effective. The fact that both the school principals and the HoDs were of the same opinion that the guidance and counselling programmes were effective implies that there is an achievement emanating from the guidance and counselling programmes being delivered in the schools. To maintain their relevance and effectiveness, the guidance and counselling programmes have to be evaluated with a view of determining the best possible ways in which the programmes could be administered.

4.7 Challenges Faced by Teacher Counsellors in Execution of Guidance and Counselling Duties

The fourth objective of the study was to find out the challenges that teacher counsellors were facing in the execution of their guidance and counselling duties. This was considered important as it was the basis upon which recommendation were to be made. The first category to be analyzed were the teacher counsellors who were asked to state the challenges that were encountered. Three (37.5%) of the HoDs reported that some of the students were unwilling to share their problems with them so as to help them arrive at logical decisions. This finding is supported by the fact that students frequently cited fearing their teacher counsellors could not keep

personal information confidential, thus making them to seek guidance from their peers.

Two (25%) of the HoDs also pointed out that they lacked motivation while doing the guiding and counselling duties. This means that very little effort was being made in helping to achieve the objectives of the guidance and counselling programmes. Motivation of the HoDs guidance and counselling is important in making them to feel fulfilled in their task. The study also found that all the 8 (100%) HoDs reported that they lacked specific time allocation for guidance and counselling activities due to heavy academic workload. It was also reported by 6 (75%) of the HoDs that that there were inadequate trained teachers to help in guiding and counselling activities. This is supported by the finding that among the 7 schools in the study, the guiding and counselling team was made up by a team of not more than 5 members. This is inadequate when compared to the number of students in these schools.

One (12.5%) of the HoDs cited poor parental guidance arising from home-based factors such as exposure to influential videos. Furthermore, 3 (37.5%) of the HoDs cited the fact that they were inadequately financed and this affected their potential in offering the guidance and counselling services. These findings demonstrate that the HoDs are encountering various challenges in the course of offering guidance and counselling services. Some of the challenges faced are common among the HoDs whereas others are specific to particular schools.

4.7.1 Challenges Faced by HoDs as Reported by Deputy Principals

The researcher also sought to know from the deputy principals the challenges that teacher counsellors were encountering during guidance and counselling. Seven

(87.5%) of the deputy principals cited inadequate resources whereas 6 (75%) of them cited inadequate trained teachers in guidance and counselling as challenges. Poor perception about guidance and counselling was also reported by 1 (12.5%) of the respondents as being among the challenges encountered. These results are in agreement with those of Bold, Kimenyi, & Sandefur (2013) whose study in Kenya pointed out that over enrolment without expansion of facilities was a challenge in schools as this meant that the inadequate facilities available were being overstretched. One (12.5%) of the deputy principals also cited that lack of collaboration between the various units within the school was a hindrance to a robust guidance and counselling program. This finding is further supported by that of Ajowi & Simatwa (2010) whose study in Kisumu District, Kenya, reported disconnection between the guidance and counselling department and disciplinary committees in schools. This was as a result of lack of adequate knowledge on the role of guidance and counselling department among head teachers, teachers and heads of departments.

Inadequate trained staff was a challenge that was positively identified by both the HoDs and the deputy principals. This finding makes it necessary that there is need for aid to help in addressing the challenges that the HoDs are encountering in their guidance and counselling duties. Too many challenges are likely to reduce the quality of guidance and counselling services offered by teacher counsellors.

4.7.2 Challenges Faced by HoDs as Reported by the Principals

The school principals were similarly asked to show the problems that their HoDs guidance and counselling were experiencing in their duties. Two (25%) of the principals cited lack of co-operation from the students while 5 (62.5%) cited lack of

trained teachers to assist in guidance and counselling. In addition, 1 (12.5%) of the principals indicated that the students were fearful and shy which, in effect, prevented them from opening up for assistance. Furthermore, 4 (50%) of the principals also reported that the students were not willing to share their issues with the teacher counsellors. This was due to the belief that the teachers would be intruding their privacy. Other challenges cited were inadequate trained teachers as reported by 3 (37.5%) of the principals.

It was observed that there was similarity in some of the challenges that were seen by the teacher counsellors, the deputy principals and the principals as affecting guidance and counselling in their schools. These challenges include inadequate trained teachers and the privacy matters that the students were of the view that they are not kept confidential. These challenges are numerous and could be a possible source of weaknesses that the guidance and counselling programmes are experiencing. The workload issues was also reiterated by Arudo (2008) who observed that the limiting factor was that teacher counsellors were not available for students for they were so much overburdened with the teaching load and could hardly offer counselling services sufficiently to students.

4.8 Measures for Improving Guidance and Counselling In Secondary Schools

The last objective of the study was to find out the measures that can be undertaken in order to improve guidance and counselling in schools. Several questions were asked to the various categories of respondents in this study. First, the study sought to identify from the students the actions that were being taken by the school against incidences of indiscipline. It was observed from the responses by the students that

the actions being taken by the schools to address indiscipline cases were almost similar across schools. Table 4.13 shows the actions that are taken by schools as reported by the students.

Table 4.13: Actions Taken by School against Incidences of Indiscipline as Reported by Students

Action	Frequency	Percentage
Suspension	217	98.6
Punishment	186	84.5
Counselling	58	26.4
Expulsion	42	19.1
Embarrassing culprits in public	23	10.5

N=220

Source: Student Questionnaire

Table 4.13 shows that 217 (98.6%) of the students indicated that there was suspension as a disciplinary action followed by 186 (84.5%) who cited punishment in form of manual work. Fifty eight (26.4%) of the students cited counselling as the action taken against indiscipline cases whereas 42 (19.1%) stated expulsion. Furthermore, 23 (10.5%) indicated that those who were found with indiscipline cases were embarrassed in public. Guidance and counselling should be the first action taken before suspension. However, it can be noted that suspension was the first action taken as opposed to guidance. Chireshe (2012) in Zimbabwe also found suspension being a common practice. The fact that UNESCO (2000) proposed a qualified professional in guiding and counselling means that the errand students should first be offered the counselling services before suspensions are undertaken.

Suspension could be undertaken in situations where the student is considered still exhibiting unbecoming behavior after guidance and counselling.

4.8.1 Ways of Ensuring High Levels of Discipline as Reported by Students

The study sought to find out students' suggestions on what could be done to help in effectively achieving high discipline levels. This was considered necessary because their opinions are valuable in that they may help to reduce the indiscipline cases. It was noted from the study that 46 (20.91%) of the students indicated that they needed proper guidance whereas 33 (15%) of them stated that they needed parents to be involved in cases of indiscipline. In addition, 54 (24.55%) of the students stated that they needed an environment where teacher-student relationship could be strengthened so that they easily share their thoughts. It was also observed that 72 (32.73%) of the students needed campaigns against drugs and substance abuse to be launched.

4.8.2 Suggestions for Effective Guidance and Counselling According to HoDs

The researcher sought suggestions from the HoDs on what could be done in order to make the guidance and counselling programme more vibrant and effective in their schools. These suggestions are important in that they would effectively help to address some of the discipline issues through the guidance and counselling programme. These suggestions were informed by the challenges encountered in the implementation of guidance and counselling programme. This question was analyzed based on the various stakeholders interested in the education matters and this included the school administration, the community around the school and the Ministry of Education. It was noted that all of the 8 (100%) HoDs suggested that the school administration should ensure adequate time is allocated for the guidance and

counselling sessions. In addition, 5 (62.5%) of them stated that the school administration should be able to allocate more resources for the guidance and counselling programmes. Four (50%) of the HoDs reported that the school administration should take initiative in ensuring that the available teachers are trained in guidance and counselling so as to increase the number of peer counsellors.

The community around the school is composed of the parents, the church and NGOs. This community has a role to play and the HoDs were asked to identify the roles that they could play in discipline management. Concerning the role that parents should play, 5 (62.5%) of the HoDs stated that they should cooperate with teacher counsellors since it was noted that some parents are defensive of their children. Additionally, 4 (50%) of the HoDs cited that parents should also take responsibility in ensuring the discipline of their children. This meant that majority of the parents could have delegated the responsibility of instilling discipline to their children for teachers. Two (25%) of the HoDs also reported that parents ought to regulate the use of communication technologies such as phones by the students. This implies that they have to be monitored on the content that is accessed while using the phones. One (12.5%) of the teacher counsellors also said that there is need to regulate the television programmes that the students were watching while at home. This implies that the programmes could be unsuitable for the students hence the need to have them monitored.

The church according to the HoDs also had a role to play in instilling discipline across the schools near them. Five of the HoDs stated that there is need to invite church leaders in the counselling programmes. The standing of the church leaders in the society gives them a crucial mandate in ensuring that they participate in

moulding people with values. Moulding children is one of the many responsibilities that they are bestowed with. Three of the HoDs suggested that the church leaders should be part of the guidance and counselling team. This was based on the fact that some students were afraid of sharing their problems with the teachers due to fear of the teachers intruding in their privacy and confidentiality. With regard to the NGOs, all of the 8 HoDs reported that there is need for the NGOs to facilitate training of teachers. This is more so for the NGOs that were concerned with campaigns against drugs and substance abuse. Five of the teacher counsellors also noted that there is need for the NGOs to take their campaigns in schools and ensure that the message for the students is tailor-made as opposed to the general campaigns targeting the entire society.

The third stakeholder in educational matters is the Ministry of Education and the researcher sought to find out from the HoDs what the ministry can do in discipline management as it related to guidance and counselling. It has to be noted that guidance and counselling programmes are a creation of the Ministry of Education. It was noted from 6 of the HoDs that the Ministry of Education through TSC should be able to hire guidance and counselling teachers. This arises from the finding that the schools were having inadequate guidance and counselling teachers. It was also observed from 3 of the HoDs who reported that there is need for the Ministry of Education to revise the curriculum and ensure life skills education is integrated in it.

4.8.3 Recommendations for Strengthening Guidance and Counselling According to Deputy Principals

The researcher sought recommendations from deputy principals on what could be done to strengthen the guidance and counselling programmes in their schools. Six (75%) of the deputy principals reported that there was a need for the Ministry of Education to facilitate the training of teachers on guidance and counselling matters. That was seen as a measure to help increase the number of teachers who compose the guidance and counselling team. Five (62.5%) of the deputy principals also reported that they want the guidance and counselling teachers motivated to help them have a fulfilling task. The issue of life skills was also reiterated by 2 (25%) of the deputy principals who were of the view that the curriculum has to be designed in a manner that the students are taught them with a view to influencing their personal responsibility.

Three (37.5%) of the deputy principals that parents to have a responsibility to play in ensuring the discipline of their children. This was by stating that they should be able to watch over and see what their children engage in while at home. This measure would definitely help to reduce the workload that teacher counsellors face in executing their guidance and counselling duties. One (12.5%) of the respondents also indicated that there is need for other partners such as the NGOs to come on board and help in addressing issues such as drug and substance abuse which are a cause of indiscipline. This will definitely be a boost to the guidance and counselling teachers. It was observed that the HoDs and the deputy principals were sharing similar views concerning what could be done to improve guidance and counselling programmes. It is imperative that these similar shared sentiments be taken into

account as they could be a source of weakness in the administration of guidance and counselling programmes.

4.8.4 Suggestions for Effective Guidance and Counselling According to School Principals

The school principals were also asked about what role the various parties interested in school matters could play so as to ensure effective guidance and counselling with regard to discipline management. They were to respond in the context of the school administration, the community around the school and the Ministry of Education. Concerning the role of school administration, 5 (62.5%) of the school principals indicated the need to allocate more resources to the guidance and counselling department. Three (37.5%) of the respondents also stated that more time has to be allowed for the guidance and counselling sessions. Furthermore, 3 (37.5%) of the respondents also said that teacher counsellors have to be motivated so as to feel as to passionately undertake guidance and counselling duties. Some of these sentiments were already shared by the deputy principals. This was a clear indication that these measures were almost recurring across the studied schools.

The study also sought to find out from the school principals what the community around the school could do so as to ensure discipline management function through guidance and counselling is effective. The school community included the parents, the church and the NGO's. Parents, according to 5 (62.5%) of the principals have to watch over their children while at home since they feared that some of the indiscipline cases have their genesis being at home. This again confirms that the parents do not have to dedicate their duty of honing their children to teacher counsellors but this has to be a shared responsibility. Two (25%) of the principals

also reported that some parents must not stand up in defending their children who have been caught up in disciplinary cases. This was also a suggestion shared by the HoDs. Parents who defend their children in most cases have their children being perennially caught up in other indiscipline cases and they do this in the argument that their parents will stand by them. Furthermore, 2 (25%) of the respondents also stated that have to share their opinions with the school management on how best indiscipline cases should be addressed. This could give an idea to the guidance and counselling department on how to improve.

The school principals were also asked to suggest what the church could do to make guidance and counselling more effective and vibrant in behavior change among the students. Two (25%) of the school principals strongly emphasized the need for the church leaders to ensure their role of inculcating moral values is enhanced. By playing its role of inculcating moral values, the church could help minimize the indiscipline cases among students. In addition, 3 (37.5%) of the school principals said that spiritual intervention was needed. It is not however clear how spiritual intervention from church leaders could help in guidance and counselling as it relates to discipline management. The NGOs according to 6 (62.5%) of the principals should be able to assist in funding so as to facilitate support of seminars and workshops offering guidance and counselling training. It was also found that 2 (25%) of the principals want the NGOs directly get involved in guidance and counselling matters more so in areas concerned with drug and substance abuse.

The last stakeholder was the Ministry of Education. The school principals were also asked to state what it can do in ensuring effective guidance and counselling with regard to discipline management. In response 5 (62.5%) of the principals stated that

they want qualified guidance and counselling teachers hired. This was to boost the number of teachers who formed guidance and counselling team. Three (37.5%) of the respondents also indicated that they want the Ministry of Education to facilitate the training of the available teachers. This was based on the fact that only few teachers were involved in the guidance and counselling activities. Furthermore, 1 (12.5%) of the principals reiterated the issue of designing the curriculum to ensure that there is a unit of core values that is taught. These findings are related to those shared by the deputy principals and the HoDs. It would be important for these suggestions from the respondents considered in the design of guidance and counselling programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, the conclusions and recommendations. It also presents the suggestions for further research that are deemed necessary.

5.2 Summary of the Findings

The following are the findings of the study based on the objectives:

5.2.1 Resources for the Implementation of Guidance and Counselling Programme

The schools utilized various resources for the implementation of guidance and counselling programme. One hundred and eighty three (83.18%) and 105 (47.73%) pointed out the availability of guest speakers and audio-visual materials respectively as the resources in the implementation of guidance and counselling programme. Five (62.5%) of the HoDs had adequate time for guidance and counselling and only one school had a full time and qualified guidance and counselling personnel. All the HoDs also said that they had adequate reading materials to aid in their guidance and counselling programme. The members who compose the guidance and counselling team are also part of the resources in the school. It was revealed by 7 (87.5%) of the HoDs that they had a team of between 1-5 members while only 1 (12.5%) had a team of between 6-10 members. Generally, this composition of the guidance and counselling team is inadequate compared to the number of students in the schools.

5.2.2 Prevalent Indiscipline Cases among Secondary School Students

It was found that all the schools in the study encountered indiscipline cases. All the respondents indicated that the prevalent indiscipline cases which accounted for the highest percentage in their schools included noise making, destruction of school property, stealing and truancy. Other indiscipline cases such as drug and substance abuse and bullying committed were not considered to be prevalent. Cheating in exams which has been a prevalent problem nationwide was reported not to be prevalent as to cause alarm. It was also found that the rate of reported indiscipline cases was high as reported by 132 (60%) of the students and 6 (75%) of the deputy principals.

5.2.3 Major Causes of Indiscipline among Secondary School Students

Two hundred and eighteen (99.1%) of the students cited negative peer influence as the major cause of indiscipline followed by 185 (84.1%) who cited lack of proper guidance and 164 (74.5%) stating social media influence. All of the deputy principals stated that negative peer influence was a major cause of indiscipline among secondary school students followed by 7 (87.5%) who cited family background and social media influence. Negative peer influence according to 7 (87.5%) of the school principals was the major cause of school indiscipline followed by 6 (75%) who stated family background and 5 (62.5%) who indicated social media influence. On the effectiveness of the guidance and counselling programmes, all the principals as well as the teacher counsellors indicated that it was simply effective.

5.2.4 Challenges Teacher Counsellors Face in Execution of Guidance and Counselling Duties

The study established that there are a myriad of challenges that teacher counsellors face in the execution of their guidance and counselling activities. According to 6 (75%) of the HoDs, inadequate trained teachers on guidance and counselling was a challenge, 2 (25%) cited lack of motivation, whereas 3 (37.5%) cited unwillingness of the students to share information. In addition, 3 (37.5%) stated inadequate funding and 1 (12.5%) indicated poor parental guidance arising from home-based factors as the challenges encountered. According to the deputy principals, 7 (87.5%) cited inadequate challenges as being the challenge followed by 6 (75%) who indicated inadequate trained teachers and 1 (12.5%) who stated poor perception about guidance and counselling. In addition, according to 2 (12.5%) of the principals, there was lack of co-operation from the students followed by 5 (62.5%) who cited inadequate trained teachers on guidance and counselling and 1 (12.5%) who noted students shying away from sharing their information with the teacher counsellors.

5.2.5 Measures Undertaken To Improve Guidance and Counselling In Secondary Schools

Several measures, most of which were related, were suggested for the improvement of guidance and counselling programme in secondary schools. Findings indicate that all the 8 (100%) suggested that they needed adequate time for guidance and counselling sessions as well more resources be channeled to the guidance and counselling activities. Four (50%) of the HoD also suggested that the school administration should take initiative in ensuring that the available teachers are

trained in guidance and counselling so as to increase the number of peer counsellors. Five (62.5%) of the teacher counsellors also suggested that parents should not be defensive of their children who are caught up in indiscipline cases. The parents are considered as acting as shields for their children in indiscipline cases.

Six (75%) of the deputy principals suggested that the Ministry of Education has to ensure that it facilitates the training of teachers on guidance and counselling matters. Five (62.5%) of the deputy principals also suggested the need to have guidance and counselling teachers motivated to so as to feel having an enjoyable task. On the other hand, 5 (62.5%) of the school principals suggested the need to allocate more resources to the guidance and counselling department. Three (37.5%) of the principals also suggested that more time has to be provided for the guidance and counselling sessions as well as teacher counsellors being motivated. Five (62.5%) of the principals suggested that parents have to monitor their children while at home since they feared that some of the indiscipline cases have their genesis being at home. It was also suggested by 5 (62.5%) of the principals that NGOs should facilitate funding to support seminars and workshops offering guidance and counselling training. The church according to the respondents has to ensure the values acceptable in the society are instilled among the students. Furthermore, the Ministry of Education has to play a role in ensuring that trained teachers are hired to facilitate guidance and counselling programmes.

5.3 Conclusions of the Study

The following are conclusions drawn from the findings and are presented according to the objectives of the study.

5.3.1 Resources for the Implementation of Guidance and Counselling Programme

Based on the types of resources available for the implementation of guidance and counselling programmes, the study found a number of resources provided by the schools including reading materials, audio-visual materials, guiding and counselling personnel and motivational guest speakers for the students. The number of teacher counsellors who are the basic resources in the schools were few compared to the number of students. Whereas the schools have some resources for implementation of guidance and counselling programme, it was in order to conclude that inadequate teacher counsellors and lack of professionally trained guiding and counselling personnel as resources technically makes them ill equipped for implementation of these programmes.

5.3.2 Prevalent Indiscipline Cases among Secondary School Students

There were several indiscipline cases that were prevalent in the secondary under this study. These indiscipline cases included noise making, stealing, destruction of school property, truancy and bullying. The frequency of reported indiscipline cases was high. It was logical to conclude from these findings that there are a myriad of indiscipline cases that all the schools under the study have to address. Furthermore, the fact that the rate of reported indiscipline cases is high is a matter that requires the schools have to address as this is a cause to worry about.

5.3.3 Major Causes of Indiscipline among Secondary School Students

The causes of indiscipline cases in the schools were wide ranging from negative peer influence, social media influence, family background issues, drug abuse and stress. Based on these findings it was concluded that the core reasons for cause of

indiscipline cases were negative peer influence, social media influence and family background issues.

5.3.4 Challenges Teacher Counsellors Face in Execution of Guidance and Counselling Duties

The study established that there were varying challenges that teacher counsellors were facing in the execution of guidance and counselling duties. These challenges included but not limited to inadequate number of teacher counsellors who comprise the guidance and counselling team, inadequate number of teachers trained in guidance and counselling, lack of motivation, lack of co-operation from students and inadequate funding for guidance and counselling activities. It was in order to conclude that these challenges were effectively limiting the capacity of the schools in implementation of guidance and counselling programmes.

5.3.5 Measures for Improving Guidance and Counselling in Secondary Schools

The study noted that some of the measures and suggestions provided for improving guidance and counselling programmes in the schools were shared across the respondents. The fact that these measures and suggestions are shared across the respondents means that their implementation would help improve guidance and counselling. It was hence concluded that the inability of the schools to implement these measures and suggestions was a hindrance to effective implementation of guidance and counselling programme.

5.4 Recommendations

From the above conclusions, the study made the following recommendations:

1. Schools should incorporate various educational stakeholders including the parents, churches, other sponsors, and the surrounding community to give support to guidance and counselling programme on social adjustment of students. This was based on the finding that these players could have a role as suggested in the measures of how to improve guidance and counselling.
2. Ministry of Education should strengthen the guidance and counselling units in the Division for efficient implementation of the programme in schools by introducing mandatory in-service training in guidance and counselling for all teacher counsellors who do not have basic training in guidance and counselling.
3. The Ministry of Education should facilitate peer counselling training to enable Guidance and counselling departments to use peer counsellors to reach out to their peer students effectively in schools. This would also enable teacher counsellors to have less teaching load and school responsibilities so as to run the guidance and counselling programme effectively since peer leaders would take the responsibility in most occasions.
4. All schools should provide adequate human and financial resources vital for the provision of guidance and counselling. Guidance and counselling should be time-tabled like other examinable subjects. This will allow sufficient time for proper planning and for actual counselling services.

5.5 Suggestions for Further Research

The study suggests the following areas for further research:

1. Assessment of implementation level of guidance and counselling programme and its influence on the students' welfare among secondary schools.
2. The determinants of guidance and counselling Programme in addressing holistic development of students in secondary schools.
3. The influence of students and teachers perceptions on the implementation of guidance and counselling programme in secondary schools.
4. The role of parents in motivating students to seek guidance and counselling services.
5. The role of peer counselling in the academic performance of secondary school students.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Introduction

My name is Jane Warui, a post graduate student at Kenyatta University pursuing a master of education. I am carrying out a research "to determine the status and challenges of Guidance and counselling programme in public secondary schools". You are kindly requested to fill the questionnaire. Your response will be used for the purpose of study only. Please, do not write your name or that of your school anywhere in this questionnaire. Please tick (√) where appropriate and fill the required information on space provided.

Section A: Personal Information

1. a) Gender: Male [ ] Female [ ]

   b) Age: Below 14 yrs [ ] 15-18 yrs [ ]

   19-22yrs [ ] Above 23 yrs [ ]

Section B: Status of Guidance and Counselling Programme

Section C: Indiscipline Cases

2. Does your school have incidences of indiscipline (please tick one)

   Yes [ ] No [ ]

3. How do you rate incidences of indiscipline among students in your school (please tick one response)

   Very High [ ] High [ ]

   Low [ ] Very low [ ]

4. Below is a list of various types of indiscipline (please tick against each that you have witnessed among students in your school).

   Noise Making [ ] Stealing [ ]

   Destruction of property [ ] Drug Abuse [ ]

   Bullying [ ] Cheating In exams [ ]

   Truancy [ ]

   Others specify.....

5. What do you think are the causes of indiscipline in your school (tick all that apply)

Peer Influence	[ ]	Family Background	[ ]
Stress	[ ]	Drug Abuse	[ ]
Social Media Influence	[ ]	Lack of proper guidance	[ ]

Others specify.....

Section D: Measures of Enhancing Guidance and counselling

6. What programmes are offered in your school by teacher counsellor in collaboration with the administration to correct the above indiscipline cases?

Guidance sessions in school	[ ]	Audio visual media	[ ]
Guest speakers	[ ]	Referral outside school	[ ]

7. What actions does your school take against incidences of indiscipline?

   i) .....

   ii) .....

8. According to you which would be the most effective way of ensuring high level of discipline in your school?

   i) .....

   ii) .....

   iii) .....

12. What 3 recommendations would you give to strengthen Guidance and counseling in relation to maintaining discipline?

   i) .....

   ii) .....

   iii) .....

Thank you for your cooperation.

APPENDIX II: QUESTIONNAIRE FOR HOD GUIDANCE AND COUNSELLING

Introduction

My name is Jane Warui, a post graduate student at Kenyatta University pursuing a master of education. I am carrying out a research "to determine the status and challenges of Guidance and counselling programme in public secondary schools". You are kindly requested to fill the questionnaire. You have been chosen as one of the respondents. Information given in this questionnaire will be treated with absolute confidentiality and will be used for the purpose of research only. Please complete the questionnaire appropriately, truthfully and honestly. Please tick (√) where appropriate and fill the required information on space provided.

Section A: General Information

1. Gender Male [ ] Female [ ]

2. Highest academic qualifications:

   Certificate [ ] Diploma [ ]

   Degree [ ] Masters [ ]

   Any other specify .....

   .....

3. State your level of qualification in Guidance and counselling.

   Certificate [ ] Diploma [ ] Degree [ ]

   Any other specify .....

   .....

4. For how many years have you served as a teacher counsellor in this school?

   0-5 Years [ ] 6-10 Years [ ]

   11-15 Years [ ] 16-20 Years [ ]

Section B: Indiscipline Cases

5. Tick the major indiscipline cases in your school?

Noise making	[ ]	Destruction of property	[ ]
Cheating in Exams	[ ]	Truancy	[ ]
Bullying	[ ]	Drug abuse	[ ]
Deviance	[ ]		

6. Do you also teach or are you a full time counsellor?

Yes	[ ]	No	[ ]

7. How effective would you say Guidance and counselling has been in this school? (Tick where appropriate)

Very effective	[ ]	Effective	[ ]
Ineffective	[ ]	Very ineffective	[ ]

8. How often do you have Guidance and counselling sessions in your school?

Weekly	[ ]	Monthly	[ ]
Once per year	[ ]		

Others specify.....

9. How many staff members are part of Guidance and counselling team?

1-5 Members	[ ]	6-10 Members
11-15 Members	[ ]	

10. What 5 key facilities has the school provided to enhance Guidance and counselling department work effectively?

i) .....

ii) .....

iii) .....

iv) .....

v) .....

Section C: Challenges and Measures of G& C

11. What 4 problems do you face in executing your Guidance and counselling duties?

    i) .....

    ii) .....

    iii) .....

    iv) .....

12. What do you suggest to the following to make Guidance and counselling in this school more vibrant and effective in discipline maintenance?

    (i) School administration.....

    .....

    .....

    (ii) The community around the school

    Parents.....

    Church.....

    NGO`s.....

    (iii) The Ministry of Education.....

    .....

    .....

Thank you for your cooperation.

APPENDIX III: QUESTIONNAIRE FOR DEPUTY PRINCIPALS

Introduction

My name is Jane Warui, a post graduate student at Kenyatta University pursuing a master of education. I am carrying out a research "to determine the status and challenges of Guidance and counselling programme in public secondary schools". You have been chosen as one of the respondents. Information given in this questionnaire will be treated with absolute confidentiality and will be used for the purpose of research only. Please complete the questionnaire appropriately, truthfully and honestly. Please tick (√) where appropriate and fill the required information on space provided.

Section A: General Information

1. a) Type of school:

Mixed Day	[ ]	Mixed Boarding	[ ]
Girls Boarding	[ ]	Boys Boarding	[ ]
Girls Day	[ ]	Boys Day	[ ]

b) Your Gender Male [ ] Female [ ]

2. For how many years have you served as a deputy principal in the school?

1-5 Years	[ ]	6-10 Years	[ ]
11-15 Years	[ ]	16-20 Years	[ ]

3. Have you received any training related to guidance & counselling?

Yes [ ] No [ ]

If Yes, specify.....

4. What incidences of indiscipline cases are common in school

i) .....

ii) .....

iii) .....

Section B: Cases of Indiscipline

5. How do you rate incidences of indiscipline among students in your school?(please tick one response)

Very high	[ ]	High	[ ]
Low	[ ]	Very low	[ ]

6. Below is a list of various types of indiscipline, please tick against each that you have witnessed among students in your school.

Stealing	[ ]	Truancy	[ ]
Drug abuse	[ ]	Cheating in exams	[ ]
Bullying	[ ]	Noise Making	[ ]
Destruction of school property	[ ]		

7. What do you think are the causes of indiscipline in your school (tick all that apply)

Peer influence	[ ]	Family background	[ ]
Social Media influence	[ ]	Lack of proper guidance	[ ]
Drug Abuse	[ ]		

Others specify.....

Section C: Status and Role of G&C

8. Is there Guidance and counselling teacher in your school?

Yes	[ ]	No	[ ]

9. In your view has Guidance and counselling assisted in discipline management?

Yes	[ ]	No	[ ]

If Yes or No, explain.....

10. What 5 key facilities has the school provided to enhance Guidance and counselling department work effectively?

i) .....

ii) .....

Section D: Challenges and Measures

11. What 4 problems do your Guidance and counselling department face in relation to execution of duties?
    i) .....
    ii) .....

12. What 4 recommendations will you give to strengthen Guidance and counselling in relation to maintaining discipline?
    i) .....
    ii) .....

Thank you for your cooperation

APPENDIX IV: QUESTIONNAIRE FOR THE PRINCIPAL

Introduction

My name is Jane Warui, a post graduate student at Kenyatta University pursuing a master of education. I am carrying out a research "to determine the status and challenges of Guidance and counselling programme in public secondary schools". You have been chosen as one of the respondents. Information given in this questionnaire will be treated with absolute confidentiality and will be used for the purpose of research only. Please complete the questionnaire appropriately, truthfully and honestly. Please tick (√) where appropriate and fill the required information on space provided.

Section A: Bio-Data

1. Your Gender Male [ ] Female [ ]

2. Have you ever received any training related to Guidance and counselling?

   Yes [ ] No [ ]

   If Yes, explain…….……

3. For how many years have you served as a principal counsellor in this school? (Tick where appropriate)

   0-5 Years [ ] 6-10 Years [ ]

   4-15 Years [ ] 16-20 Years [ ]

Section B: Types of Indiscipline

4. List the 4 major types of indiscipline in your school.

   i) .....

   ii) .....

   iii) .....

   iv) .....

5. What are the 4 major causes of indiscipline in this school?

   i) .....

   ii) .....

   iii) .....

   iv) .....

Section C: Status and Role of G&C

6. What 5 key facilities has the school provided to enhance Guidance and counselling department?
   i) .....
   ii) .....
   iii) .....
   iv) .....
   v) .....

7. How effective would you say Guidance and counselling has been in this school?

Very effective	[ ]	Effective	[ ]
Ineffective	[ ]	Very ineffective	[ ]

8. In your view has Guidance and counselling assisted in discipline management in your school?

   Yes [ ] No [ ]

   If Yes or No, specify .....

Section D: Measures and Recommendations

9. What do you suggest that the following could do to make Guidance and counselling in this school more vibrant and effective in enhancing positive behaviour change?
   i) School administration .....
   ii) Community around the school .....
   iii) Parents .....
   .....
   iv) Church .....
   .....
   v) NGO`s .....
   .....
   vi) Ministry of Education .....

Thank you for your cooperation

APPENDIX V: RESEARCH AUTHORIZATION-KENYATTA UNIVERSITY GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150

Our Ref: E55/CE/21283/2010

DATE: 10th September, 2015

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION JANE WACHERA WARUI – REG. NO.E55/CE/21283/2010

I write to introduce **Ms. Jane Wachera Warui** who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the **Department of Educational Management Policy and Curriculum Studies.**

Ms. Warui intends to conduct research for a M.Ed Proposal entitled, **"Challenges in Implementation of Guidance and Counselling Programme in Public Secondary Schools in Ndeiya Division, Kiambu County."**

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

AM/rwm

APPENDIX VI: RESEARCH AUTHORIZATION-COUNTY COMMISSIONER

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote

ED 12/1/VOLIII/18
Ref.No.....
and date

County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

17th September,2015
.....

Jane Wachera Warui
Kenyatta University
NAIROBI

RE: RESERCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter Ref.No.NACOSTI/P/15/2412/7555 dated 14th September, 2015.

You are authorized to carry out research on ***"Challenges in implementation of Guidance and Counseling programme in Public Secondary Schools in Ndeiya Division of Kiambu County, Kenya"***, for the period ending ***8th September, 2016***.

You are requested to share your finding with the County Director of Education once you conclude your research

COUNTY COMMISSIONER
KIAMBU

ESTHER MAINA
COUNTY COMMISSIONER
KIAMBU COUNTY

CC County Director of Education
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
NAIROBI.

"Our Youth, Our Future, Kiambu County is a Drug Free County"

APPENDIX VII: RESEARCH AUTHORIZATION- COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
State Department of Education

Telephone:Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email:directoreducationkiambu@yahoo.com
When replying please quote
REF: KBU/CDE/HR/4/1/170

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU
17th SEPTEMBER 2015

JANE WACHERA WARUI
KENYATTA UNIVERSITY
P.O BOX 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science Technology and Innovation letter Ref. No NACOSTI/P/15/2412/7555 dated 14th September 2015.

The above named has been authorized to carry out research on "**challenges in implementation of guidance and counseling programme in public secondary schools in Ndeiya division, Kiambu county**" for a period ending 8th September, 2016.

We expect that the findings of your research will be shared with this office to help in making our county better.

JAMES NG'ANG'A
COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

APPENDIX VIII: RESEARCH AUTHORIZATION-NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

14th September, 2015

NACOSTI/P/15/2412/7555

Jane Wachera Warui
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Challenges in implementation of guidance and counselling programme in public secondary schools in Ndeiya Division, Kiambu County"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **8th September, 2016.**

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

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

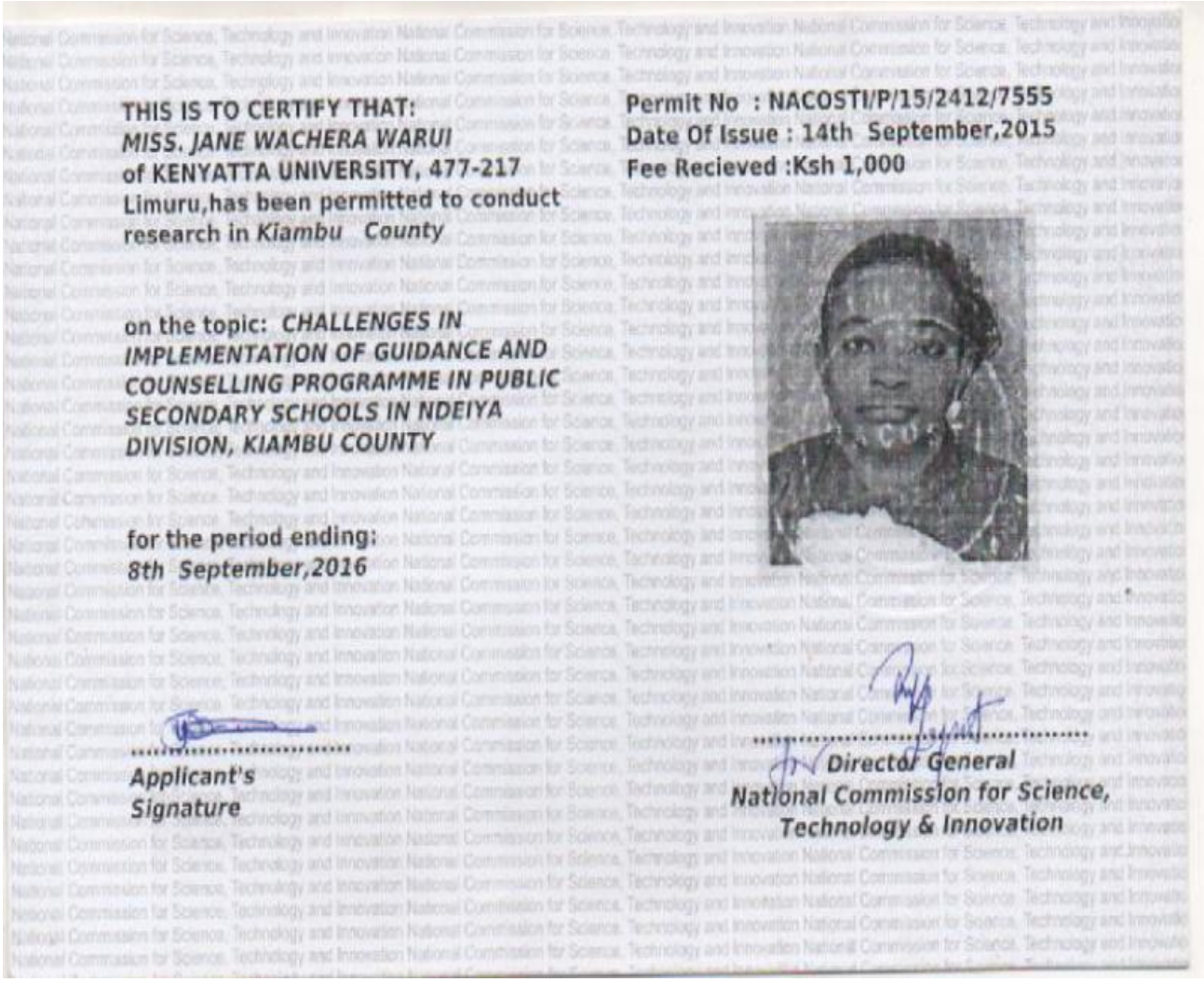
Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX IX: RESEARCH PERMIT-NACOSTI



THIS IS TO CERTIFY THAT:
MISS. JANE WACHERA WARUI
of KENYATTA UNIVERSITY, 477-217
Limuru,has been permitted to conduct
research in *Kiambu County*

on the topic: *CHALLENGES IN IMPLEMENTATION OF GUIDANCE AND COUNSELLING PROGRAMME IN PUBLIC SECONDARY SCHOOLS IN NDEIYA DIVISION, KIAMBU COUNTY*

for the period ending:
8th September,2016

Permit No : NACOSTI/P/15/2412/7555
Date Of Issue : 14th September,2015
Fee Recieved :Ksh 1,000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation