

**INFLUENCE OF PRINCIPALS' USE OF GUIDANCE AND
COUNSELING ON STUDENTS' DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS, IN BONDO SUB-COUNTY, SIAYA
COUNTY, KENYA**

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requirements for Master of Education in Educational Administration**

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DECLARATION

This research project is my own Original work and has not been presented for award of degree in any institution.

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DEDICATION

I dedicate this research project to my parents, Fredrick Ouma Ombok and Philisters Miduri.

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ABBREVIATIONS AND ACRONYMS

| | |
|----------------|---|
| HoD | Head of Department |
| KEMI | Kenya Education Management Institute |
| NACOSTI | National Commission for Sciences Technology and Inovation |
| SPSS | Statistical Package for Social Science |
| G&C | Guidance and Counseling |
| S.C.E.O | Sub-County Education officer |
| USA | United States of America |
| TSC | Teachers Service Commission |

ABSTRACT

The purpose of this study was to investigate the principals' use of guidance and counseling on public secondary schools students' discipline in Bondo Sub-County, Siaya County. The study objectives were to determine extent to which: principal's support to teachers training in guidance and counseling, principal's provision of counseling resource and facilities, principal's sensitization on students to use guidance and counseling services and principal's use of peer counseling influence students discipline in public secondary schools in Bondo Sub-county. The study adopted the X and Y Theory. The study was conducted using descriptive survey design. The study targeted 298 peer counselors, 49 principals, and 49 HODs guidance and counseling from the 49 public secondary schools in Bondo sub-county. Stratified random sampling was used schools in based on school type (boys, girls and mixed schools), the schools totaling to 17 schools. Census sampling was used to select 17 principals and 17 HoDs from the sampled schools. Purposive sampling was used to select six peer counselors from the sampled schools totaling to 102 peer counselors. The research instruments for this study were questionnaires. Collected data was analyzed using descriptive statistics while qualitative data was transcribed and content analysis was done.

The study findings indicated that majority of the teacher in public secondary schools were not yet supported to train in guidance and counseling because principals organize teachers' training in guidance and counseling randomly. The findings reveal that provision of reference books and furniture including desks and chairs used during guidance and counseling were very satisfactory though, provision of other resources like motion film projectors, audio cassettes recorders and video cassette recorders were not available. The results revealed that principals agreed that they have put up measures to improve the counselling atmosphere in their schools. Thus, many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization. According to the findings school has trained students to assist their peers in guidance and counseling concerns. Students willingly seek peer counseling services from appointed peer counselors. The study concludes that many secondary school principals encourage their teachers to undertake counseling courses as career development strategies rather than facilitating them with training as a measure to manage student's discipline. Many schools lacked G&C rooms that offer privacy during sessions reducing the likelihood of students trusting in counseling teachers. It showed lack of emphasizes on provision of essential facilities and resources reduce the use of G& C as an effective strategy for discipline management in secondary schools. Principals encourage students to use guidance and counseling in secondary school. The study recommends that secondary school principals should draw tentative programmes to ensure regular trainings for teachers of guidance and counseling. This will increase the number of teachers with appropriate skills to manage students' discipline using counseling service. The researcher recommends a study on student discipline in relation to parent or guardian upbringing to be carried out.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Discipline is concerned with preventing misconduct or with punishing it. According to the American Heritage Dictionary (2015) of the English language, discipline refers to both prevention and remediation. School discipline has overtime been an issue of great concern for teachers, but of recent, it has become a huge concern among policy makers and the public in general. This has been due to the outbreak of aggressiveness among students, violence against teachers as well as vandalism by students in schools (Lutwa, 2014). Many national and international studies about the issue of students discipline have been conducted . For instance, Lutwa (2014) reveals that if discipline is not taken into consideration, the school environment will be dangerous and educational process may be disrupted.

In the United States of America, England and Canada, discipline problems in schools are on the increase (Nolle, Guerino and Chandle, 2007). In the report entitled, ‘School Crime, violanse and safety in United States of America Public Schools 2005-2006’) published by the US Department of Education (2007), it was revealed that discipline problems in American schools was common. Stewart (2004) notes that students discipline problem in Australia do manifest themselves in form of bullying, failure to pay attention in class, disrespect for other learners and staff or their property, fragment breaching of school rules and regulations like inappropriate clothing. This is in conformity with Nene (2013)

who found that learners are becoming more unruly and less respectful than they used to be in the past.

In Africa, the case has not been different. In Senegal, a primary school went on strike following embezzlement of school funds turned violent while secondary schools and universities students joined the pupils in a show of solidarity (Wright, 2008). In Ghana, Danso, (2010) stated that there were high rates of indiscipline and lawlessness in Educational institutions. Not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and secondary schools. In Tanzania, teachers are meant to have absolute powers over students, visible in methods of rewards or punishment by the teacher because of students indiscipline. Kindiki, (2009) and in South Africa, discipline is a major challenge faced by educators and parents in most parts of South African schools. (Du preez and Roux, 2010).

In Kenya as elsewhere in the world, corporal punishment has been banned as a disciplinary mechanism in schools. Indiscipline and unrest in Kenyan secondary schools date back to 1908 when the first strike took place at Maseno School. Students indiscipline cases in Kenya made the government to look for ways of managing indiscipline cases in schools. Indiscipline cases can be seen in the rampant cases of students' unrest in schools, drug abuse cases, burning of dormitories and classes, school dropouts. The government has therefore established guidance and counseling departments in schools to help curb these indiscipline cases. Despite the government efforts indiscipline cases continues to be seen in Kenyan schools. In a research finding conducted

in Muranga County, Tiego, and Kamore, (2014), identified factors leading to strikes and unrest in schools as teachers narrow view and understanding of discipline, popularity and persistent use of corporal punishment dispute its abolishment and school administrators and teachers being major indirect contributors to indiscipline in schools. In a research conducted in Siaya District of Kenya, it was found out that Guidance and counseling program had inadequately contributed to the students social adjustment as a result of inadequate facilities and ineffective strategies on guidance and counseling were being used in schools (Auni, et al., 2014)

The Ministry of Education established the Guidance and counseling unit at the TSC headquarters in 1971 to deal with psychological maladjustment of students in schools, consequently each secondary school was to establish guidance and counseling department (Mutie and Ndambuki, 1999). Discipline remains the most common and pernicious problem that educators feel in their day to day teaching (Gachigua, 2005). Indiscipline activities which have been prevalent among pupils include students' mind wandering and daydreaming while in class, lack of participation in class, failure to complete homework and assignments, being absent and even cheating on tests which result in poor academic achievement (Gitome, Katola and Nyabwari, 2013; Tiego and Kamore, 2015). A study by Ondari and Makore (2013), identified teenage pregnancy, bullying, alcohol and drug abuse, violence and truancy, among others as serious issues confronting principals and that such challenges and issues negatively impact on the schools entire life.

In Bondo sub county, one national high school was closed on July 4th 2018 after students went on rampage claiming they were being mistreated by the school management (Sub county Director of Education). Other schools were closed due to rampage and school fires in the following week in 2018 (Daily Nation, 3rd July, 2018). Guidance and counseling helps to shape the management of discipline in schools. Hence, the current study sought to establish how the principals in public secondary schools are utilizing guidance and counseling to deal with the rampant incidences of students' indiscipline.

1.2. Statement of the problem

The problem of indiscipline among secondary school students is on the rise in Kenya, despite the attempts of the government to put in place policy guidelines that are supposed to enhance discipline, among them, participatory school governance (Kiprop, 2012) and guidance and counselling (Tiego & Kamore, 2015), banning of tuition and county mock examinations (Boke, 2015).

In 2018, Siaya county incidences of students unrest and fires in schools with Bondo and Ugunja sub-counties reporting cases on riot on July 2018. The students rioted and burnt dormitory and destruction of classroom window panes among other cases of indiscipline (County Director of Education office, 2018). Between July 4th 2018 and 8th July 2018 five schools were closed after students went on rampage claiming they were being mistreated by management. (Sub county Director of Education, Bondo, 2018). At some instance in the same period in one of the secondary schools, a dormitory was

burnt down to ashes and two boys were arrested and charged at Bondo Law court following the incident,(Assistant sub-county officer, Nyangoma, 2018). However, no student unrest and fire incidences were reported in neighboring sub-counties like Rarieda, Siaya, Ugenya, and Gem which borders Bondo Sub-county, (CEO's office Siaya, 2018). Thus, necessitating the need to establish why these unrests are rampant in Bondo.

A study by Tiego and Kamore (2015) brought out the discipline aspect in relation to guidance and counseling, while Waweru and Orodho (2014) brought out the relationship between management practices and academic performance. This study therefore sought to fill the gap by investigating the influence of principals' use of guidance and counseling on students disciplined in public secondary schools in Bondo Sub-County Siaya County.

1.3 Purpose of the study

The purpose of the study was to investigate on the influence of principal's use of guidance and counseling on students discipline in public secondary Bondo Sub-county Siaya county Kenya.

1.4 Research objectives

The study sought to achieve the following objectives

- i. To determine extent to which principal's support to teachers training in guidance and counseling influences students discipline in Bondo sub-county.
- ii. To establish the influence of principal's provision of counseling resource facilities on student discipline in secondary schools in Bondo sub-county.

- iii. To assess influence of principals' sensitization for students to use guidance and counseling services on students' discipline in public secondary schools in Bondo Sub-county.
- iv. To establish the extent to which principal's use of peer counseling influences students discipline in public secondary schools in Bondo Sub-county.

1.5. Research questions

The study was guided by the following research questions

- i. To what extent does the principal's support to teacher training in guidance and counseling influence students discipline in public secondary schools in Bondo sub-county?
- ii. In what ways does the principal's utilization of guidance and counseling resources facilities influence students discipline in public secondary schools in Bondo sub-county?
- iii. To what extent does the principals' sensitization for students to use guidance and counseling services influence students' discipline in public secondary schools in Bondo sub-county?
- iv. To what extent does the principals use of peer counseling influences students discipline in public secondary schools in Bondo sub-county?

1.6 Significance of the study

The findings of this study may help the education policy makers in the ministry of education science and technology to take necessary measures that would promote discipline. The findings may also enable the school managers to look into ways of improving the use of guidance and counseling to promote

students discipline in public secondary schools. It may also assist the school principals and the school management boards in instilling proper sessions of guidance and counseling services in schools. Finally the findings of this study may add to the available body of knowledge on the use of guidance and counseling in schools and provide data for future researchers in the same area.

1.7 Limitation of the study

Mugenda and Mugenda (2003) define limitations as the characteristics of design or methodology that constrain the extent to which results can be generalized. The researcher dealt with the sensitive issues and assured the respondents that confidentiality of the respondent and retained at all levels of the study and as a result names of schools and respondents were not mentioned anywhere in the questionnaire or in the final report. The researcher allocated extra time and arrange extra visits for areas with sampling errors to reduce failure rates which further ensured that the errors did not influence the findings negatively.

1.8 Delimitation of the study

The study was conducted in public secondary schools leaving out private schools in Bondo sub-county, Siaya County, Kenya. It also limited itself to influence of the principals use of guidance and counselling on students discipline leaving out other factors. The respondents were principals, Heads of Guidance and Counseling, and Peer counselors.

1.9 Basic Assumptions of the study

The study was based on the following assumptions;

- i. Guidance and counseling was one of the methods used by principals to instill discipline on students in Bondo sub-county
- ii. That the respondents were willing to co-operate and comment honestly and truthfully about the use of guidance and counseling in instilling students discipline in their schools.

1.10 Definition of significant terms

Access: Refers to opportunity to attend school by children of school going age.

Guidance: Refers to assisting the student in order to arrive at a positive path to follow in life.

Influence: Refers to the capability to have an effect on a character, development or behavior of someone.

Counseling: Refers to the process whereby people help others by facilitating growth and positive change through an exercise of self-understanding.

Counseling Resource Facilities: Refers to equipment which are used by counselors to facilitate guidance and counseling.

Peer counseling: Refers to the process whereby students help other learners by facilitating growth and positive change through an exercise of self-understanding.

Peer counselors: Refer to students facilitated with training to help their peers to cope with personal issues through guidance and counseling

Students' discipline: Refers to establishment and maintenance of an expected code of behavior among pupils.

Students' Readiness: refers to the state of students willing to attend to
Guidance and counseling services

Teacher training: Refers to equipping the teacher with the required skills,
knowledge and attitude to assist him in offering guidance and
counseling to pupils.

1.11. Organization of the study

The study is organized into five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. It also include significance of the study, basic assumptions, definitions of significant terms and the organization of the study. The second chapter comprises the review of the literature under four themes namely: teacher training in guidance and counseling, guidance and counseling resource facilities, group guidance and counseling, peer counseling influence on students discipline. Included also is summary of literature review, the theoretical framework and the conceptual framework. The third chapter deals with the research methodology uncompressing the research design, target population, sample size and sampling procedures. It also has research instruments, validity and reliability as well as data collection procedures, data analysis techniques and ethical consideration. Chapters four focuses on data presentation, interpretation and discussion while chapter five covers summary of the study, conclusion and recommendations. Suggestions for further study are also presented

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter covers concept of school discipline, the extent to which principals support to training of teachers in guidance and counseling, influence of principals provision of guidance and counseling resource facilities available for the promotion of discipline in the public secondary schools, influence of principles sensitization for students to use guidance and counseling services, the principals' use of peer counseling to promote discipline in school, summary of literature review, theoretical framework and conceptual framework.

2.2. The concept of school discipline

Globally, managing students discipline has been a great challenge to teachers, parents and society in general. Many schools continue to struggle with the challenge of disruptive and antisocial behaviour such as fighting, use of verbal abuse, bullying, sexual harassment, rule violation and destruction of school property (Osher, Bear, Sprague & Doyle 2010). Discipline is described as the practice of taking care of and respecting others and self (KEMI, 2014a). According to Mbiti (2007), discipline is a concept used to mean moral capacity or disposition which is ingrained into the human personality. It becomes a powerful habit for self-control.

Mwangi, (2006) says that discipline is a set of procedures designed to eliminating behaviours that compete with effective learning. These definitions emphasized the role of administrators/teachers as that of simultaneously dealing with learning and any behavior that conflicts learning. Mbiti, (2008), views

discipline in three major schemes each of which gives its justified position on how it should be managed. These schemes includes- the traditional scheme of discipline, the free expression scheme of discipline, the modern scheme of discipline. The traditional scheme of discipline is guided by the basic idea that the child was born naturally bad. In this view, all children are naturally inclined to evil unless adult controls them properly.

One area that shapes discipline in schools is the guidance and counseling department. A study by Irungu and Nyaga (2011) showed 84% of respondents indicating that they needed psychologists and counselors in schools. A study in Nairobi and Kiambu counties revealed that schools that had more than one counselor had less indiscipline cases (Karanja and Bowen, 2012). However, a study by Kirui and Sang 2011 revealed that although 88.9% of schools confirmed that they had guidance and counseling departments, 40% of the departments were run by teachers who were not qualified in guidance and counseling.

2.3 Principal's support to teachers' training in guidance and counseling and students discipline

Training is a process of providing teachers and other employees with specific knowledge and skills in order to enable them perform specific tasks.(Okumbe, 2001) Teachers offering guidance and counselling should therefore be trained in that field so as to be effective counsellors. The peer counsellors on the other hand should also get adequate training in counselling to enable them acquire counselling skills and knowledge.

Wangari's Report (Republic of Kenya, 2001), recommended that teacher with training in guidance and counseling be identified and deployed as heads of guidance and counseling departments in secondary schools. Mutie and Ndanbuki (2002) found out that majority of the 1000 out of over 4000 guidance and counseling teachers appointed by Teachers Service Commission as heads of guidance and counseling departments in public secondary schools in Kenya possessed no formal training in Guidance and counseling.

Training and retraining of teachers in academic setting is paramount in order to move with the trends of things in society. Society is also dynamic; therefore, it will be very injurious to schools if teachers are not exposed to the innovations and newness of job techniques (Ampofo & Orodho, 2014). In Kiambu county, many teachers in charge of Guidance and counseling departments are not professionally trained in counseling.(Tiego, 2015).It is arguable that, the extent of professional teacher preparation in prudent utilization of physical and human resources is a prerequisite to effective provision of effective guidance and counseling services in schools. This implies that improved pedagogy and better knowledge to subject matter content related to guidance and counseling are likely to be acquired through inservice training (Orodho, 2013).

Lack of professional training on the part of counselor may have negative impact on students at the receiving end of such services since such counselors do not know the essential elements and core conditions of counseling, they

cannot counsel effectively (Abdul, 2012). Students who are left to the mercy of such counselors will take action to the detriment of the society. Such students cannot make good decisions; they may take actions that are not needed at a particular point in time. A study conducted among public high schools teachers and students in Kenya revealed that Guidance and Counselling programs were not effective partly because of inadequate training, less time and lack of support from the administration (Ngumbi, 2012)

2.3 Principal's provision of counseling resources and facilities and pupils discipline

The provision of facilities and resources in guidance and counseling departments in primary schools is hindered by inadequate funding. According to Kafwa (2005), funding has been a major obstacle in Africa. Kafwa adds that, without funding, teachers are paralyzed in their responsibility of providing guidance and counseling to students. Inadequate funding leads to lack of facilities and resources and this is the main hindrances to effective guidance and counseling, as a result counselors are not motivated enough to carry out their assigned duties effectively. Abdul (2012) states that sometimes counselors are compelled under given circumstances to use personal money for purchase of items such as books, files and pens which are needed to carry out guidance and counselling duty.

Kafwa (2005) found out that, the following resources are not available in the schools studied in Kenya; motion film projector, audiocassettes, and videocassette recorder. Teachers should therefore be supplied with relevant

materials for the success of the guidance and counseling services. Some of the challenges pointed out by Mutie and Ndambuki (1999) which affect provision of physical facilities and other resources in the guidance and counseling are that ,reference books in guidance and counseling departments are very few, and that school head teachers consider guidance and counseling as a luxury and not a priority.

2.4 Principal's sensitization for students to use guidance and counseling services and students discipline

According to Rana (2000) most students seek counseling when a crisis point is reached. That is when they cannot find a way of moving forward on their own and they realized that they are in need of help. Mutunga (2003) found out that the level of voluntary counseling was very low due to lack of trust, fear of victimization and poor counseling atmosphere. He noted that students were yet to perceive guidance and counseling positively and embrace it appropriately. Wambui (2003) established that although students are faced with many personal problems, very few visit guidance and counseling centers, the feelings they have are reflected by the behavior they display. Most students seek help from their peers than from teacher/counselors (Ogoda,2009) counseling offices should be located in places where students are able to visit them at any time without feeling intimidated, it should allow for privacy so that the students can discuss any issue with ease (Wango 2006)

Lack of confidentiality may hinder students from seeking guidance and counseling, confidentiality means that counselors will not disclose to others what a client has said in the counseling session without the permission of the

client (Frank and Karyu, 2005). Religious differences between the counselee and the counselor also hinder students from seeking guidance and counseling services (Abdul, 2012).

2.5. Principal's use of peer counseling and students discipline

Lapan and Gysbers (1997) indicate that schools with more fully implemented peer counseling had students more likely to report higher grades, their education was better preparing them for the future, school meant more careers and collage information available to them and school meant more positive climate. The students are more likely to report that they have earned higher grades in education, their school made more careers available to them, their school had positive climate, greater feeling of belonging and safety. The positive results highlights the roles the peer counselors play in promoting the central educational goals of their education and support the well being of their schools (Gysbers & sun, 1997). The findings are related to the influence of principals use of peer counseling in Bondo Sub County.

Borders and Drury (2012) postulate that peer counseling interventions have substantial impact on students educational and personal development and contribute directly to students success in the classroom and beyond. The under-achieving students who received peer counseling improved significantly on the self rating scale of classroom behavior, (Myrick, Shaw & Goodyear, 1997). Peer counseling reduces dropout of students as they want to remain together. Social psychologists focus on whether there is causal relationship between peer counseling and attitude.

A study by Bagge (1987) on counseling noted that peer counseling reduces the feeling of repressive climate in schools and reduces the feeling of students confinement as if they were in prison. Students assume an optimistic attitude by being encouraged by peer counselors to have high expectations of joining universities (Mau, Hitchcock & Calvert, 1997). Peer counseling has the potential to improve students expressed behavior and general school attitude when addressing their developmental needs. This is consistent across the different levels of achievement and attitude. Secondary schools is a transition from primary to secondary and the students are assisted with school work, study skills, peer pressure (not to use drugs and sex), attendance, behavior and typical family problems. Its so critical for students who lack social support and who are susceptible to delevquency. It helps new students to adapt to new academic and social life faster making them have a sense of being connected to the school community (Musyoka, 2011).

General observations indicate that peer counseling tends to be more effective than when a student is being counseled by a senior. This can be attributed to being in the same age bracket facing similar challenges and therefore counseling by peers creates a point of connection, dreaming about the future together and creating accountability network that can reduce incidences of indiscipline. Peer counseling could also assist in maintenance of school discipline as there is a name to protect feeling of ownership of the school, image to portray and a picture for the rest to emulate.

2.6 Summary of literature review

There are studies which indicate that indiscipline acts can be lessened by proper application of guidance and counseling by the school principals. Toto, 2010, studied the effectiveness of guidance and counseling in managing students discipline in Public secondary schools in Kandara District, Muranga county, Kenya. Ogweno, 2016, looked at influence of principals management practices on students discipline in Public secondary schools in Kiambu, Kenya. Wambua, 2017, researched on principals use of students Mentorship Programme and students Discipline in Secondary schools in Machakos County, Kenya. There is limited research carried out on the Influence of Principals use of Guidance and Counselling hence this study in Public Secondary schools in Bondo Sub-county where the research was based.

2.8 Theoretical framework

The study adopted the X and Y Theory. Gregory (1960), the proponent of theory X and theory Y, has philosophical understanding of human nature. Theory X assumes that workers are lazy and dislike work. Therefore, workers must be coerced, controlled, directed or threatened with punishment in order for them to put effort towards the achievement of organizations objectives (Okumbe, 1998). Principals who look at discipline as punishment subscribe to theory X because they use discipline as a means to enforce responsible behavior on teachers and students. The principals believe that orderly behavior depends mainly on fear of penalties and does not recognize the importance of self-discipline. In this case, discipline is exercised as punishment to determine and to reattribute the offenders.

Theory Y employs a human and supportive approach to management. It assumes that work is as natural as a play or rest to the worker. The worker does not need to be forced; workers exercise self-control and direction towards organizations achievement if they are committed to work. Workers learn to accept and to seek responsibility. Principal who employ theory Y approach to discipline uses discipline as an effective by product of leadership skills so as to gain cooperation from teachers and pupils with rules and regulations set by the educational institutions. This approach inculcates voluntary self-discipline among all organizational members (Okumbe, 1998). This can help in restoring discipline in schools where pupils are self-driven. Thus Head teachers who know their staff and pupils are essential in management of discipline in their schools because they know that people do not need to be coerced to work to be disciplined.

2.9 Conceptual framework

The conceptual framework indicates the following variables, which are measured against the role of guidance and counseling in promoting discipline in secondary schools. The conceptual framework is shown in Figure 2.1.

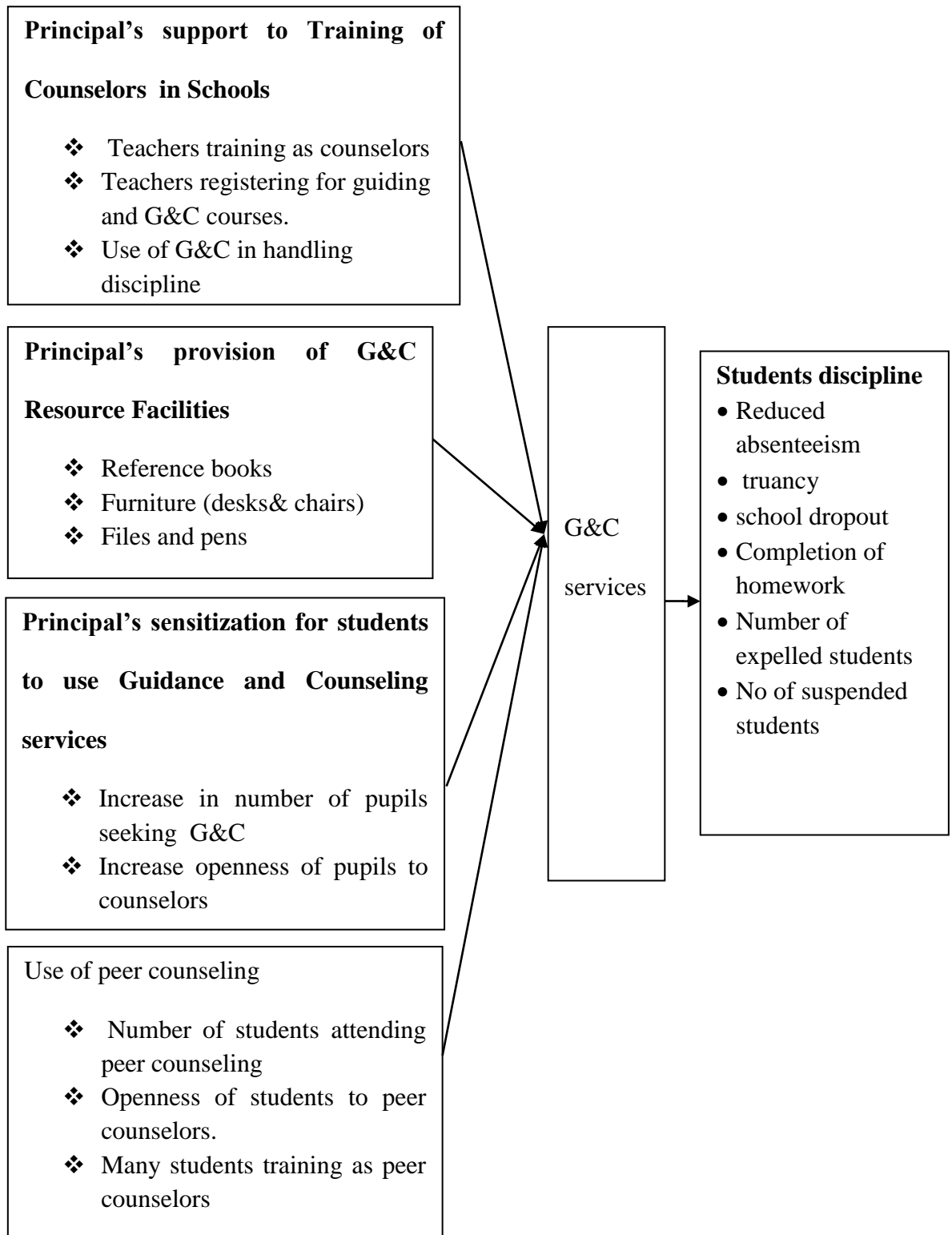


Figure 2.1: Conceptual framework

There is a relationship between principal's support of training of staff in Guidance and Counselling, utilization of guidance and counseling resource facilities, students use of guidance and counseling services, use of peer counseling in the provision of guidance and counseling to students and discipline which can manifest itself through students reduced school dropout, reduced truancy, retention and completion of education and the societal approval of the student. For Guidance and counselling to be successful the principal should support the training of counsellors, counseling resource facilities should be available. The learners must also have guidance and counselling skills to help fellow students when the teacher counsellor is not around or on matters that can be handled better by peers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is concerned with the research design, target population, sample size and sampling procedure, research instruments, reliability and validity of research instruments, data collection procedure and data analysis techniques and ethical considerations.

3.2 Research design

Research design has been defined as the process of creating an empirical test to support or refute a knowledge claim. Orodho (2003) describes research design as the scheme, outline, or plan that is used to generate answers to a research problem. The study was conducted using descriptive survey design. Mugenda and Mugenda (2003) define a survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey research is thus self –report study which requires the collection of quantifiable information from the sample. This research design was appropriate for the study because by identifying the influence of guidance and counseling in promoting students discipline in public secondary schools, the researcher was able to find out how guidance and counselling has influenced absenteeism, truancy, school dropout and drug abuse.

3.3 Target population

Mugenda and Mugenda (2003) define a population as entire group of individuals, events or objects having common observable characteristics. Bondo

Sub County has 49 public secondary schools, out of which there are 6 girls boarding 5 boys boarding and 38 mixed day (Sub-County Education Office Bondo, 2019). It targeted peer counselors who are a population of 298. The study also targeted 49 principals, and 49 HODs guidance and counseling from the 49 public secondary schools in Bondo sub-county.

3.4 Sample size and sampling procedures

A sample is a small portion of the total population. According to Best & Khan (2006) a sample should be large enough to serve as a representative of the population. Out of the 49 schools in the sub- county was stratified random sampling was used to sample a third of the schools from the three type of school, girls only, boys only, and mixed schools. This was based on Kothari (2006) that one third of the target population is representative. This ensured each type of school was captured in the study. Table 3.1 presents the sampling frame to show the distribution of respondents across different categories of schools.

Table 3.1 Sampling frame

| Category of schools | Target population | Sample | Principals | HoDs G&C | Peer counselors |
|--------------------------------|------------------------------|---------------|-------------------|-------------------------|----------------------------|
| Girls only | 6 | 2 | 2 | 2 | 12 |
| Boys only | 5 | 2 | 2 | 2 | 12 |
| Mixed | 38 | 13 | 13 | 13 | 78 |
| Total | 49 | 17 | 17 | 17 | 102 |

Simple random sampling was used to get a third (1/3) of the schools in each type of the schools totaling to 17 schools which included 2 girls' schools, 2 boys' schools and 13 mixed schools. To select schools in each type of the schools, names of the schools were written on pieces of papers and shaken in a container. A paper was then selected from the basket, the name appearing on the piece of paper recorded. The container was shaken again and another piece of paper picked and recorded. This process was repeated to get schools from each of the types of schools.

Simple random sampling was further used to select 6 peer counselors from the sampled schools. This ensured that every individual in the target population has an equal chance of participating in the study. The researcher obtained lists of all the peer counselors in the sampled schools, in mixed schools, two lists for boys and for girls were drawn, this ensured the boys and girls trained in peer counseling had an equal chance.

Census sampling was used to select 17 principals and 17 HoDs G&C from the sampled schools. Therefore the total number of respondents comprised 17 principals, 17 HOD guidance and counseling and 102 peer counselors adding up to a total of 136 respondents

3.5 Research instrument

The research instrument for this study included three questionnaires which were one questionnaire for the head teacher and one for the HOD guidance and counseling and the other one for the peer counselors. The questionnaires were divided into two main parts. Part one dealt with demographic

information of the respondent. While part two was divided into four sections based on the research objectives. Section A: of part two sought for information on teacher training in guidance and counseling, Section B: physical facilities and resources, Section C: principals' awareness on students to use guidance and counseling, Section D: looked at peer counseling. The questions were closed and open ended.

3.6 Validity of the instruments

Validity is that quality of a data- gathering instrument or procedure that enables it to measure what it is supposed to measure (Best and Kahn, 2006). It is the extent to which the instrument measures what it is supposed to measure (Orodho, 2012). To ensure content validity of the questionnaire, the researcher discussed the items in the instrument with the supervisors who reviewed them and ensured that they addressed the objectives. According to Mugenda and Mugenda (2003) expert judgment can be used to assess the validity of the items in the research tools. Piloting was done where the principal, HoDs guidance and counseling and peer counsellors were picked randomly from two schools which was one percent of the target population (Mugenda &Mugenda, 2003) so as to check on errors and ambiguity. The detected errors were edited, and ambiguous items revised or removed.

3.7 Reliability of the instruments

Reliability was used to focus on the degree to which empirical indicators or measures are consistent across the two or more attempts to measure theoretical

concept (Orodho, 2004). An instrument is considered reliable when it measures a variable accurately and consistency and obtains the same results under the same condition. Test-re-test method was used to determine the reliability of the instruments (Punch, 2008). The instruments were administered two times to the same group after an interval of two weeks to the principals, HODs guidance and counseling, and peer counselors. The scores from the two tests were correlated to get the coefficient of reliability using Persons product moment correlation coefficient formulae as follows:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - \sum y^2)\}}}$$

Where

N number of respondents

X scores from the first test

Y scores from the second test

The value of r lies between -1 and +1, the closer the value is to +1 the stronger the correlation. Punch (2008), contends that a correlation co-efficient of above 0.70 indicates that instrument is reliable. For this study the research instruments scored a coefficient correlation of 0.80 for principals' questionnaire, 0.79 HoDs questionnaire and 0.87 for peer counselors' questionnaire. Thus, the instruments showed sufficient reliability hence used to collect data.

3.8 Data collection procedure

After getting the clearance letter from the department of Educational Administration and Planning and a permit from the National Council for

Science and Technology and Innovation (NACOSTI), the researcher reported to the County Director of Education to solicit clearance to proceed to schools for the study. The researcher visited the identified schools to create rapport with the respondents and to make appointment on when to administer the instruments. Through the permission of the principal, the researcher personally administered the questionnaires to all the respondents. The questionnaires were then collected immediately they were filled in.

3.9 Data analysis technique

Data processing and analysis sought to provide answers to research questions and fulfill research objectives. Each questionnaire was given a code for identification. Coding of data was done to ensure accuracy of entry of the information contained in the instruments and ensuring that all desired information was verified to reduce possibility of mismatches between available information and what was intended to be captured (Kombo and Tromp, 2006). Using the code, the data was then keyed into the computer and analyzed using SPSS. The quantitative data from the questionnaires were analysed using descriptive statistics such as frequency, means and percentages. Finally, the findings were presented using tables.

The qualitative data from the open ended questions in the questionnaires were transcribed into similar categories/ themes. Some were reported as narratives, other sections reported verbatim with the identity of the interviewee coded to ensure confidentiality. A few responses were converted into frequencies and presented in tables.

3.10 Ethical Consideration

Ethics may be conceptualized as a special case of norms governing individual or social action. In any individual act or interpersonal exchange, ethics connotes principles of obligation to serve values over and above benefits to the people who are directly involved (Neuman, 2008). The study observed the following ethical issues. The researcher ensured production of a letter of introduction from the department to get consent before carrying out the research. The researcher also obtained research permit from NACOSTI to collect data in public primary schools in Bondo Sub County. The respondents were assured that nobody would give information under duress. The respondents in this research made their decision to participate based on the knowledge of confidentiality and anonymity of source. The principals issued consent to allow peer counselors to participate in the study.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis and interpretations of the data collected. It starts with response rate, demographic data, principals’ support to training, provision of guidance and counseling facilities, sensitization of students to use G & C and use of peer counseling. The findings are presented in line with the study objectives. Analysis of descriptive statistics was conducted and the results were presented in form of frequency distribution tables. The data was analyzed to answer the research questions.

4.2 Instrument Response Rate

The study targeted different types of schools to ensure that all school categories were incorporated into the study. The study sample included 17 principals, 17 HODs guidance and counseling and 102 peer counselors in collecting data. Table 4.1 presents the response rate realized in the study

Table 4.1 Response rate showing distribution of respondents by school type

| School type | Principals | | HODs | | Peer counselors | |
|-----------------|------------------|----------------|------------------|----------------|------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Mixed school | 13 | 76.4 | 12 | 80.0 | 76 | 79.2 |
| Boys only | 2 | 11.8 | 2 | 13.3 | 11 | 11.5 |
| Girls only | 2 | 11.8 | 1 | 6.7 | 9 | 9.4 |
| Total | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |

Information presented in Table 4.1 shows that the study was representative to ensure that data was collected in different school types where mixed, boys and girls schools were all fairly represented. The responses from mixed schools were more because of the percentage of the mixed school were more as compared to the pure gender schools. From the study, 17 principals, 15 HODs and 96 peer counselors responded to the questionnaires. This reasonable response rate was achieved after the researcher made personal calls and physical visits to remind the respondent to fill-in and return the questionnaires. According to Mugenda and Mugenda (2003) in social science studies, a return rate of above 50 % is considered sufficient, while between 51 to 70 percent is representative and above 70% is excellent.

4.3 Demographic Information

The study sought to establish the bio data of the respondents to establish an insight on the characteristics of the peer counselors, teachers and principals. The information sought was on gender, age, academic qualification, length of service and school type. The results are presented in sub-sequent sections.

4.3.1 Gender of the principals, HODs and peer counsellors

The study sought to determine the gender of the participants. The findings were also to help ensure that the study was not gender biased and make representation from both genders to ensure that the responses given was gender representative. Table 4.2 shows the responses on the gender of respondents.

Table 4.2 Respondents gender

| Gender | Principals | | HODs | | Peer counselors | |
|--------------|------------------|----------------|------------------|----------------|------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Male | 14 | 82.4 | 9 | 60.0 | 45 | 46.9 |
| Female | 3 | 17.6 | 6 | 40.0 | 51 | 53.1 |
| Total | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |

As per the results illustrated in Table 4.2, a majority of the principals (82.4%) while only 17.6 percent of the principals were females. The findings showed that more males than females were in secondary school administration in Bondo Sub-County Siaya County. The findings implied that more male teachers progressed into headship as compared to female teachers thus, the higher percentage of male principals. The findings concur with a report from Kenya Educational Management Institute (KEMI, 2014) that stipulated that more male teachers were seeking principal's positions as compared to female teachers because of the belief that males were more efficient in handling discipline issues in secondary schools.

Further, the findings in Table 4.2 shows that there were more male teachers (60%) as compared to their female counterparts in the position of Head of Department in Guidance and Counseling in public secondary schools in Bondo Sub-County. The findings implied that more males were given departmental responsibilities as compared to female teachers. This was an implication that leadership positions in G&C departments in public secondary schools were headed by males thus, the higher number of male HODs in guidance and

counseling. From the results the TSC has promoted more male teachers in G&C than females, a scenario that should be reversed for a proper gender balance. This finding contrasts Kiprop (2012) that stated that feminine compassion mainly attracted female teachers the responsibilities for guidance and counseling in discipline management in Kenyan secondary schools.

The peer counsellors' population was equally sampled though females who responded were slightly higher than the males. This implies that more females in the schools responded to the questionnaire. The study findings implied that the responses gotten from peer counselors were gender representative ensuring that the gender perspectives were not overlooked on how principals use guidance and counseling in students' discipline management.

4.3.2 Age of the principals, HODs and peer counsellors

The age of the principals and HODs can determine the ability or experience of offering guidance and counselling in schools and thus it was important in this study. Table 4.3 shows the age groups of the Principals and HODs.

Table 4.3 Principals and HODs' age brackets

| Age bracket | Principals | | HODs | |
|--------------------|------------|--------------|-----------|--------------|
| | (f) | (%) | (f) | (%) |
| 25-30 years | 0 | 0.0 | 2 | 13.7 |
| 31-40 years | 2 | 11.8 | 4 | 26.7 |
| 41-50 years | 5 | 29.4 | 6 | 40.0 |
| 51 years and above | 10 | 58.8 | 3 | 20.0 |
| Total | 17 | 100.0 | 15 | 100.0 |

From the findings, majority of the principals (58.8%) were 51 years and above while relative high number were between 40-49 years. This showed that elder teachers shouldered the task of administering the schools. The findings agree with Ogwenno (2016) who stated that more elder teachers had gained more experience on the job thus they were more likely to be progress into educational administration.

Table 4.4 shows the peer counselors age bracket.

Table 4.4 Peer counselors age bracket

| Age bracket | Peer counselors | |
|--------------------|-----------------|--------------|
| | (%) | (f) |
| Below 15 years | 12 | 12.5 |
| 15 – 18 years | 55 | 57.3 |
| 19 years and above | 29 | 30.2 |
| Total | 96 | 100.0 |

A majority of the peer counselors (57.3%) in secondary schools are between the ages of 16-18 years, an age bracket that requires guidance and counselling services. The age factor influences the good relationship between teachers and students thus creating a cordial discharge of guidance and counselling services. This results to the observance of good discipline. To have aged students in schools can lead to conflicts of interest between the students and the authorities. It is therefore paramount to have young people in school and not the adults whose character traits are already shaped. The findings were in consistence with the Ministry of Education (2012) that recommended that form three and form four students should be within the age group of 15 years to 18 years. Also, among students it's good because they understand each other especially challenges they face.

4.3.3 Experience of the principals and teachers

It is expected that through experience, the principals and teachers can easily administer and offer guidance and counselling services to students adequately. The years of experience of the principals were sought and Table 4.5 shows the results.

Table 4.5 Principals' experience as school heads

| No. of years | Principals | |
|--------------------|------------------|----------------|
| | Frequency (f) | Percent (%) |
| 1-5 years | 0 | 0.0 |
| 6-10 years | 1 | 5.9 |
| 11-15 years | 3 | 17.6 |
| 16-20 years | 5 | 29.4 |
| 21 years and above | 8 | 47.1 |
| Total | 17 | 100.0 |

Data contained with Table 4.5 shows that most of the principals (47.1%) indicated that they had been principals for 21 years and more. This showed that many of the principals in secondary schools in Bondo Sub-County had served as principals for long enough to give credible information on the trends of handling students' discipline. The findings agree with Nene (2013) who showed a case study between two schools where the principals with more experience in the position had instilled discipline in the school more than the principal with less experience.

The HODs guidance and counseling were also to indicate the duration they had been in headship position in the department to show whether their experience influenced the level of managing students' discipline. Table 4.6 presents the study findings.

Table 4.6 Number of years HODs G & C served as counsellors

| No. of years | HODs | |
|--------------------|------------------|----------------|
| | Frequency (f) | Percent (%) |
| 1-5 years | 2 | 13.3 |
| 6-10 years | 3 | 20.0 |
| 11-15 years | 6 | 40.0 |
| 16-20 years | 3 | 20.0 |
| 21 years and above | 1 | 6.7 |
| Total | 15 | 100.0 |

The results of the findings revealed that most of the HODs guidance and counseling (40%) had been in departmental headship for 11-15 years. Those above 20 years in experience were the lowest in number with only 6.7%. This indicates that many HODs have experience in administration when they have attained above 10 years in service. Counselling should be a noble call and as forwarded by the respondents, before an individual enters the teacher counsellor profession they should have a strong love and passion of learning as well as sharing it with the students. One should be able to adequately enjoy working and relating to a certain age group of students. The principals and teacher counsellors require experience to obtain information from students through cordial and friendly approaches.

4.2.4 Highest level of education of the principals

The level of education could help determine the ways of offering G & C services to students. The distribution of the educational level of the principals

and the HODs guidance and counseling was sought and the study findings were presented as shown in Table 4.7.

Table 4.7 Principals and HODs G & C highest academic qualification

| Qualification | Principals | | HODs | |
|---------------------------------|------------------|----------------|------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Diploma | 0 | 0.0 | 4 | 26.7 |
| Bachelor degree in Education | 12 | 70.6 | 8 | 53.3 |
| BA/B.SC with PGDE | 4 | 23.5 | 3 | 20.0 |
| PhD | 1 | 5.9 | 0 | 0.0 |
| Total | 17 | 100.0 | 15 | 100.0 |

The results in Table 4.7 showed that a majority of the principals (70.6%) indicated that they were with the level of bachelor degree in education had effective guidance and counselling departments. It is therefore clear that for guidance and counselling services to be adequately delivered in secondary schools educational level of the administrators is quite vital. In this respect school principals should be encouraged to advance in their academic grades by enrolling for further studies in our institutions of higher learning.

4.4 Principals' support to Teachers' Training in guidance and counseling and students' discipline

Teachers offering guidance and counselling should be trained in that field so as to be effective counsellors. The first objective of the study sought to establish the influence of principal's support to teachers' training in guidance

and counseling on students' discipline. Therefore, the principals and the HODs guidance and counseling were requested to indicate the level of training principals' support for teachers training. Table 4.8 shows the study results.

Table 4.8 Levels teachers are supported to train in guidance and counseling

| Training levels | Principals | | HODs | |
|-----------------|---------------|--------------|---------------|--------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Certificate | 12 | 70.6 | 11 | 73.3 |
| Diploma | 4 | 23.5 | 3 | 20.0 |
| Degree | 1 | 5.9 | 1 | 6.7 |
| Total | 17 | 100.0 | 15 | 100.0 |

Data contained in Table 4.8 shows that a majority of the principals (70.6%) indicated that the support teachers' training in guidance and counseling at certificate levels a smaller percentage of the principals (23.5%) indicated that they support their teachers' training in guidance and counseling to diploma level while the least 5.9 percent indicated that they support teachers' training at degree levels.

Further, a majority of the HODs in guidance and counseling (73.3%) indicated that principals in their school supported teachers to train for certificate in guidance and counseling, with the least 6.7 percent indicating degree level. The study findings implied that majority of the teacher in public secondary

schools were not yet supported to train in guidance and counseling thus the high recommendation for certificate training.

The findings concur with Auni, Jepchirchir, Odhiambo, and Lyanda (2014) that revealed that majority of secondary school teachers in Siaya District were not trained in guidance and counseling. Lack of professional training on the part of counselor may have negative impact on students at the receiving end of such services since such counselors do not know the essential elements and core conditions of counseling, they cannot counsel effectively (Abdul, 2012).

The findings also agree with Mutie and Ndambuki (2002) that majority of the 1000 out of over 4000 guidance and counseling teachers appointed by Teachers Service Commission as heads of guidance and counseling departments in public secondary schools in Kenya possessed no formal training in Guidance and counseling. In most of the schools guidance and counselling is offered for specific reasons. The main one is educational in purpose and solving personal problems that may hinder the attainment of academic excellence. Therefore the respondents were requested to state the courses offered for guidance and counseling training for teachers. Table 4.9 presents the study findings.

Table 4.9 Course offered in Guidance and counseling training according to principals, HODs G&C and peer counselors

| Courses | Principals (n = 17) | | HODs (n = 15) | | Peer counselors (n = 96) | |
|-------------------------------------|------------------------|-------|------------------|-------|--------------------------------|-------|
| | (f) | (%) | (f) | (%) | (f) | (%) |
| Communication skills | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |
| Life Skills | 15 | 88.2 | 15 | 100.0 | 96 | 100.0 |
| Counseling skills and techniques | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |
| Human development and sexuality | 8 | 47.1 | 10 | 66.7 | 77 | 80.2 |
| Mental health skills | 3 | 17.6 | 5 | 33.3 | 10 | 10.4 |

Information contained in Table 4.9 shows that training of teachers and peer counselors requires offering different areas to enhance guidance and counseling skills. For instance, all principals, HODs G&C and peer indicated that during guidance and training courses teachers and peer counselors were taught communication skills, life skills, counseling skills, human development and sexuality as well as mental health skills.

A majority, 88.2 percent of principals indicated that life skills were taught during guidance and counseling courses offered to teachers and peer counselors a notion that was indicated by all HODs and peer counselor. This shows that of the teachers were exposed to life skills for managing life coming mechanisms.

Most 47.1 percent principals indicated that they trained teachers on human development and sexuality while majority did not train. HODs, 66.7 percent, trained on human development and sexuality while 33.3 percent did not train. Also, majority, 80.2 percent of peer counselors trained on human development and sexuality while only 19.8 percent did not train. This shows that majority of the teachers and peer counselors trained on human development and sexuality to explore on the issues concerning behavioral change students' discipline.

Only 17.6 percent of HODs of guidance and counseling were trained in mental health skills meaning that majority did not have mental skill training. HODs 33.3 percent were exposed mental health skills thus a majority, 66.7 percent did not train on mental health skills. Peer counselors, 10.4 percent were exposed to mental health skills while majority 88.6 percent did not train in mental skill training. This shows that majority have limited skills for managing mental health issues.

The study findings were consistent with findings from Orodho (2013) that professional teacher preparation in prudent utilization of physical and human resources is a prerequisite to effective provision of effective guidance and counseling services in schools. This implies that improved pedagogy and better knowledge to subject matter content related to guidance and counseling are likely to be acquired through in-service training.

Regular training and refreshment of teachers in various skills increases their competence as well as keeping them up to date with the evolving trends in the profession. Therefore the study sought to establish the frequency of principals organizing on supporting guidance and counseling training for teachers. Table 4.10 presents the study findings.

Table 4.10 Frequency of training teachers on guidance and counseling

| Frequency | Principals | | HODs | |
|--------------|------------------|----------------|------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Monthly | 1 | 5.9 | 0 | 0.0 |
| Termly | 3 | 17.6 | 2 | 13.3 |
| Annually | 11 | 64.7 | 6 | 40.0 |
| Randomly | 2 | 11.8 | 7 | 46.7 |
| Total | 17 | 100.0 | 15 | 100.0 |

Data contained in Table 4.10 shows that a majority of the principals (64.7%) indicated that they organize or support teachers training in guidance and counseling yearly. On the other hand, most of the HODs guidance and counseling indicated that principals organize teachers' training in guidance and counseling randomly. It was thus evident from the findings that most principals' support for teachers training in guidance and counseling was irregularly organized. This concurs with Kiprop (2012) that a majority of secondary school head teachers did not have any tentative procedure or prediction that teachers are trained at certain times in the school calendar. Therefore, principals were not found to have organized programmes to ensure

that all teachers were trained in guidance and counseling for effective handling of students' discipline.

The findings were in agreement with a study on challenges faced by secondary school principals by Onderi and Makori (2013) who established that most principals were not able to organize in-service training for their teachers due to inadequate resources and overstretched priorities limiting professional development of secondary school teachers. The study findings also agree with Ngumbi (2012) finding that revealed that Guidance and Counselling programs were not effective in most secondary schools in Kenya because of inadequate training, less time and lack of support from the administration.

The study also sought to establish the extent to which principal's support to teachers training in guidance and counseling influence students discipline in secondary schools. The findings from principals and HODs were as presented in Table 4.11.

Table 4.11 Extent to which principal’s support to teachers training in guidance and counseling influence students’ discipline

| Rate | Principals | | HODs | |
|-----------------|------------------|----------------|------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Great extent | 14 | 82.4 | 13 | 86.7 |
| Moderate extent | 3 | 17.6 | 2 | 13.3 |
| Little extent | 0 | 0.0 | 0 | 0.0 |
| Not at all | 0 | 0.0 | 0 | 0.0 |
| Total | 17 | 100.0 | 15 | 100.0 |

Information contained in Table 4.11 showed that an overwhelming majority of the principals (82.4% indicated that principals’ support to teachers training in guidance and counseling influenced students discipline to a great extent. It is observed that many school administrators would like to embrace good discipline to their schools which is achieved through guidance and counselling services.

Majority, 86.7 percent of HODs guidance and counseling indicated that principals’ support for teachers’ training in guidance and counseling influence students’ discipline to a great extent. This implied that majority of heads of department embraced guidance and counseling as a way of handling students’ discipline in secondary schools. The importance of guidance and counseling services in schools cannot be overlooked since it is the core factor for discipline to be attained. From the study, it was indicated that all the principals

agreed that guidance and counselling services were offered in their schools, it was vital for good performance as a result of good discipline emanating from it. Participants were issued with statements showing measures taken to support teachers training in guidance and counseling. The principals and HODs were to indicate the various measures by agreeing to more than one choice and results presented in Table 4.12.

Table 4.12 Measures for training teachers in Guidance and counseling

| Measures | Principals (n = 17) | | HODs (n = 15) | |
|---|------------------------|----------------|------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Encourage registration for counseling courses | 16 | 94.1 | 15 | 100.0 |
| Facilitate regular seminars and workshops on guidance and counseling | 3 | 17.6 | 2 | 13.3 |
| Invite motivational speakers and professional counselors for mentorship | 17 | 100.0 | 6 | 40.0 |

Table 4.12 shows that principals and HODs guidance and counseling suggested various ways to enhance principals support to teachers training in guidance and counseling in reference to student's discipline in public secondary schools. The findings showed that majority 100% invite motivational speakers, 94.1 percent of the principals indicated that encouragement of teachers to register for counseling courses, while the least

17.6 percent of the principals indicated that they facilitate regular seminars and workshops on guidance and counseling. This shows that most of the principals in public secondary schools in Bondo Sub-County did not facilitate for regular training for teachers on guidance and counseling at school level. Data from the HODs concurred with the principals because they all indicated that their principals encourage teachers to enroll in guidance and counseling courses. The least, 13.3 percent of HODs G&C indicated that they facilitate regular seminars and workshops on guidance and counseling. This shows that majority of the principals and guidance counseling HODs did not offer regular seminars and workshops to train teachers on guidance and counseling.

The findings concur with Wango (2012) that majority of the principals encourage teachers to facilitate their own professional development on guidance and counselling training rather than organizing the trainings themselves. It was thus observed that many teachers were not motivated to register for in-service training on guidance and counseling since it was self-sponsored as compared to the likelihood of their principals facilitating for their in-service training.

4.5 Principal's provision of guidance and counseling facilities and recourses

The second objective of the study sought to establish the influence of principal's provision of guidance and counseling facilities and resources on students' discipline in public secondary school. Thus, the respondents were issued with a list of probable resources and facilities necessary for effective

guidance and counseling environment. Participants were requested to rate the level of satisfaction they perceived provided resources and facilities could achieve in their schools using a likert scale where 1= very satisfactory; 2 = satisfactory; 3 = Not satisfactory 4 = Not available at all. Table 4.13 presents the principals responses.

Table 4.13 Principals’ responses on satisfactory provision of guidance and counseling facilities and resources

| Statement | 1 | | 2 | | 3 | | 4 | |
|---------------------------------|----|-------|----|------|---|------|----|------|
| | f | % | F | % | f | % | F | % |
| i. Guidance and counseling room | 12 | 70.6 | 4 | 23.5 | 1 | 5.9 | 0 | 0.0 |
| ii. Files and pens | 4 | 23.5 | 12 | 70.6 | 1 | 5.9 | 0 | 0.0 |
| iii. Reference books | 9 | 52.9 | 3 | 17.6 | 5 | 29.4 | 0 | 0.0 |
| iv. Motion film projectors | 6 | 35.3 | 1 | 5.9 | 2 | 11.8 | 8 | 47.1 |
| v. Audio cassettes recorders | 0 | 0.0 | 1 | 5.9 | 4 | 23.5 | 12 | 70.6 |
| vi. Video cassette recorders | 0 | 0.0 | 3 | 17.6 | 1 | 5.9 | 13 | 76.5 |
| vii. Furniture (desks & chairs) | 17 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

(n = 17)

Table 4.13 shows that a majority of the principals indicated that the guidance and counseling rooms in their schools were very satisfactory, 70.6 percent rated the provision of files and pens for guidance and counseling to be satisfactory and 52.9 percent and all principals stated that provision of

reference books and furniture including desks and chairs used during guidance and counseling were very satisfactory.

However, most of the principals, 47.1 percent, 70.6 percent and 76.5 percent, indicated that motion film projectors, audio cassettes recorders and video cassette recorders were not available in their schools respectively. It was evident that most principals in public secondary schools provided basic facilities and resources necessary for guidance and counseling but did not provide other essential resources and facilities like the required storage devices to record counseling sessions. These implied that provision of guidance and counseling facilities and resources was wanting in public secondary schools in Bondo sub-County.

The Heads of Department guidance and counseling were also issued with a list of resources and facilities to show the level of satisfaction on the provision of the necessary facilities and resources to facilitate guidance and counseling environment in their schools. Table 4.14 presented the study results.

Table 4.14 HODs' responses on satisfactory provision of guidance and counseling facilities and resources

| Statement | 1 | | 2 | | 3 | | 4 | |
|----------------------------------|----|-------|---|------|---|------|----|------|
| | f | % | F | % | F | % | f | % |
| i. Guidance and counseling room | 11 | 73.3 | 3 | 20.0 | 1 | 6.7 | 0 | 0.0 |
| ii. Files and pens | 15 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| iii. Reference books | 15 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| iv. Motion film projectors | 0 | 0.0 | 1 | 6.7 | 8 | 53.3 | 6 | 40.0 |
| v. Audio cassettes recorders | 0 | 0.0 | 5 | 33.3 | 3 | 20.0 | 7 | 46.7 |
| vi. Video cassette recorders | 0 | 0.0 | 1 | 6.7 | 3 | 20.0 | 11 | 73.3 |
| vi i. Furniture (desks & chairs) | 15 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

Table 4.14 shows that the majority of the guidance and counseling HODs (73.3%) strongly agreed that guidance and counseling rooms were satisfactory provided in their schools. Also all of the HODs guidance and counseling strongly agreed that files, pens, reference books and furniture (desks and chairs) were satisfactory to offer guidance and counseling. This shows that basic facilities and resources were satisfactory provided for in secondary schools to facilitate G&C. However, most of the HODs, strongly disagreed that motion film projectors, audio cassettes and video cassette recorders were unsatisfactory to facilitate guidance and counseling in their schools.

The findings from the HODs Guidance and Counseling concurred with their principals that the provision of guidance and counseling facilities and resources was very satisfactory in their schools. This was shown by the overwhelming rating of essential facilities and resources like reference books, counseling rooms, furniture, and files and pens as very satisfactory in their schools. Contrary opinion was rated on the provision of motion film projectors, audio cassette recorders and video cassette recorders which were rated not available. This implied that principals did not provide facilities and resources for guidance and counseling for effective management of students' discipline in public secondary schools. The findings concur with Ogweno (2016) that principals' provision of facilities and resources for guidance and counseling in public secondary schools in Kiambu County emphasized on some basic needs but did not provide resources and facilities that might have been perceived to be expensive and time consuming.

Table 4.15 presents peer counsellors' opinions on the satisfactory level of the provided facilities and resources for guidance and counseling in public secondary schools.

Table 4.15 Peer counselors’ responses on satisfactory provision of guidance and counseling facilities and resources

| Statement | 1 | | 2 | | 3 | | 4 | |
|----------------------------------|----|-------|----|------|----|------|----|------|
| | f | % | f | % | f | % | f | % |
| i. Guidance and counseling room | 71 | 74.0 | 19 | 19.8 | 6 | 6.3 | 0 | 0.0 |
| ii. Files and pens | 96 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| iii. Reference books | 19 | 19.8 | 71 | 74.0 | 6 | 6.3 | 0 | 0.0 |
| iv. Motion film projectors | 0 | 0.0 | 32 | 33.3 | 20 | 20.8 | 44 | 45.8 |
| v. Audio cassettes recorders | 0 | 0.0 | 6 | 6.3 | 38 | 39.6 | 52 | 54.2 |
| vi. Video cassette recorders | 0 | 0.0 | 6 | 6.3 | 19 | 19.8 | 71 | 74.0 |
| vi i. Furniture (desks & chairs) | 96 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

Data contained in Table 4.15 shows that a majority (74%) of the peer counselors indicated that the guidance and counseling rooms in their schools were very satisfactory. All peer counselors indicated that files and pens were for guidance and counseling were provided to a very satisfactory level. The findings show that peer counselors agreed with their principals and HODs guidance and counseling on the satisfactory levels of provided facilities and resources for guidance and counseling in the management of students’ discipline in public secondary schools in Bondo Sub-county. This was shown with the high percentage of peer counselors who rated the provision of counseling rooms, files and pens, reference books, as well as furniture to be

very satisfactory while a contrary opinion was shown on the provision of video cassettes recorders, audio cassettes recorders and motion film projectors which they indicated were not available in their schools. This confirmed the responses gotten from principals and HODs that provision of guidance and counseling facilities and resources was only done for the most essential needs that were perceived not to be time and resource consuming. Respondents were to rate the extent to which provision of guidance and counseling resources and facilities influence students' discipline in secondary schools. Results are as presented in Table 4.16.

Table 4.16 Extent to which provision of guidance and counseling resources and facilities influence students' discipline

| Rate | Principals | | HODs | | Peer counselors | |
|-----------------|------------|--------------|-----------|--------------|-----------------|--------------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| | (f) | (%) | (f) | (%) | (f) | (%) |
| Great extent | 6 | 35.3 | 3 | 20.0 | 39 | 40.6 |
| Moderate extent | 11 | 64.7 | 11 | 73.3 | 51 | 53.1 |
| Little extent | 0 | 0.0 | 1 | 6.7 | 6 | 6.3 |
| Not at all | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |

Data contained in Table 4.16 shows that all categories of respondents (64.7% principals, 73.3% HODs and 53.1% peer counselors) rated that provision of guidance and counseling resources and facilities influenced students' discipline in their schools to a moderate extent. This shows that provision of

facilities and resources for guidance and counseling was seen as a priority for discipline management in public secondary schools in Bondo sub-County.

Counseling environment requires serene environment where confidentiality is factors to ensure that students seeking guidance and counseling help are confident that their privacy is maintained. Therefore counseling rooms should be situated in areas that ensure quietness and the secrecy of sessions between the counsellor and the counselee. Hence for this study the respondents were requested to indicate whether the guidance and counseling rooms were situated in strategic places to ensure confidentiality and the study results presented in Table 4.17.

Table 4.17 Position of guidance and counseling rooms to ensure confidentiality

| Response | Principals | | HODs | | Peer counselors | |
|--------------|------------|--------------|-----------|--------------|-----------------|--------------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| | (f) | (%) | (f) | (%) | (f) | (%) |
| Yes | 4 | 23.5 | 6 | 40.0 | 39 | 40.6 |
| No | 13 | 76.5 | 9 | 60.0 | 57 | 59.4 |
| Total | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |

Table 4.17 shows that a majority of the respondents as shown by 76.5 percent of principals, 60 percent of HODs and 59.4 percent of peer counselors refuted that guidance and counseling rooms were situated to ensure confidentiality in their schools. This shows that most public secondary schools did not have rooms that enhance confidentiality in the

provision of guidance and counseling services. The findings concur with Tiego and Kamore (2015) who stated that lack of rooms offering confidentiality in high schools in high schools in Kiambu County means that many students would not opt for guidance and counseling sessions for fear on lack of confidentiality on the rooms used to provide for counseling session.

Further, the respondents were to list the relevance of providing confidentiality during counseling sessions. Table 4.18 presents principals, HODs and peer counselors responses.

Table 4.18 Relevance of providing confidentiality during counseling sessions

| Reasons | Principals | | HODs | | Peer counselors | |
|----------------------------------|------------------|----------------|------------------|----------------|------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| I Instill confidence in students | 1 | 5.9 | 6 | 40.0 | 27 | 28.1 |
| ii Enhance secrecy | 15 | 88.2 | 8 | 53.3 | 69 | 71.9 |
| lii Reduce interruptions | 1 | 5.9 | 1 | 6.7 | 96 | 100.0 |
| Total | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |

Table 4.18 shows that at least 5.9 percent of principals, most of the HODs (40%) and at least 28.1 percent of peer counselors indicated that providing confidentiality during counseling sessions instilled confidence in the

students. This showed that when counseling rooms did not enhance confidentiality as shown in Table 4.17 it was likely for most students to refrain from seeking guidance and counseling for lack of confidence on their privacy.

On the same note, a majority of the principals, 88.2 percent, HODs, 53.3 percent, and peer counselor, 71.9 percent, stated that provision of confidentiality in counseling sessions to enhance secrecy which would encourage students to seek guidance and counseling help in schools. The findings showed that in many schools enhancing secrecy was emphasized in a majority of the secondary schools to increase students use of guidance and counseling services. However, at least 5.9 percent of the principals, 6.7 percent of HODs and 100 percent of the peer counselors indicated that confidentiality was provided to reduce interruptions. The findings imply that peer counselors were in strong agreement that counseling sessions should be conducted without interruptions.

4.6 Principal's sensitization on students to use guidance and counseling

The third objective of the study sought to determine whether principal's sensitization on student's readiness to access guidance and counseling influence students' discipline in public secondary school. These was geared towards establishing whether the awareness created by secondary school principals increased students' readiness to embrace guidance and counseling as a way of solving psychological and social issues they face. Therefore the principals, HODs and peer counselors were issued with statement to show their level of agreement to the influence of principals' sensitization on

students to use guidance and counseling by using a four point likert scale: strongly agree = 1; Agree = 2; Disagree = 3; Strongly disagree = 4. Table 4.19 presents the responses on the principals agreement to provided statement.

Table 4.19 Principals' response on their sensitization on students to use guidance and counselling services

| STATEMENT | 1 | | 2 | | 3 | | 4 | |
|--|----|------|----|------|---|------|---|------|
| | f | % | f | % | f | % | f | % |
| a I ensure that guidance and counselling teachers do not victimize students after sessions | 7 | 41.2 | 9 | 52.9 | 1 | 5.9 | 0 | 0.0 |
| b I have put up measures to improve the counselling atmosphere in my school | 3 | 17.6 | 13 | 76.5 | 1 | 5.9 | 0 | 0.0 |
| c Many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization | 8 | 47.1 | 2 | 11.8 | 4 | 23.5 | 3 | 17.6 |
| d I hold forums with counselling teachers on building and maintaining trust with the students needing guidance and counselling | 4 | 23.5 | 6 | 35.3 | 5 | 29.4 | 2 | 11.8 |
| e I help increase voluntary counselling among students seeking guidance and counselling assistance | 14 | 82.4 | 2 | 11.8 | 1 | 5.9 | 0 | 0.0 |
| f I emphasize on privacy and confidentiality of G&C cases in my school | 12 | 70.6 | 4 | 29.4 | 0 | 0.0 | 0 | 0.0 |

(n = 17)

Data contained in Table 4.19 shows that 52.9 percent of the principals agreed that they ensure that guidance and counselling teachers do not victimize students after sessions with 41.2 percent strongly agreeing to the statement. This shows that most of the principals in secondary schools in Bondo Sub-County ensured that guidance and counseling was not used to victimize students thus increasing confidentiality and secrecy needed to encourage more students to seek guidance and counseling as a measure to manage students' discipline.

Further, 76.5 percent of the principals agreed that they have put up measures to improve the counselling atmosphere in their schools. This implied that many principals had adopted effective strategies in enhancing the guidance and counseling environment to ensure that students were comfortable with the services offered by counselors in their school. Hence when the atmosphere was conducive more students were encouraged to seek guidance and counseling services which translate to manage students' discipline. According to 47.1 percent of the principals, many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization. This showed that more still needs to be done on the principals' efforts in sensitization for students to use guidance and counseling services.

Table 4.19 shows that most of the principals (35.3%) agreed that they hold forums with counselling teachers on building and maintaining trust with the

students needing guidance and counselling a notion that was refuted by 23.5 percent of the principals who disagreed to the statement. Consequently 82.4 percent of principals strongly agreed that they help increase voluntary counselling among students seeking guidance and counselling assistance while 70.6 percent strongly agree that they emphasize on privacy and confidentiality of G&C cases in my school.

These findings implied that although most principals adhered to their role in bridging the confidence gap between students and counseling teachers, much still needs to be done since a relatively high percentage of the principals indicated that they did not hold forums with counseling teachers on building trust with students seeking guidance and counseling services. This could have been attributed by the fact that most secondary schools were found to have independent guidance and counseling departments which did not need much of the principals' intervention due to limited time and emphasized placed on guidance and counseling as an effective strategy for the management of students' discipline.

Table 4.20 presents the responses of HODs guidance and counseling on their agreement to the likert scale showing principals' sensitization on students to use guidance and counseling in public secondary school.

Table 4.20 HODs G&C response on principals' sensitization on students to use guidance and counselling services

| STATEMENT | 1 | | 2 | | 3 | | 4 | |
|--|----|-------|----|------|---|------|---|------|
| | F | % | F | % | f | % | f | % |
| a My principal ensures that guidance and counselling teachers do not victimize students after sessions | 4 | 26.7 | 11 | 73.3 | 0 | 0.0 | 0 | 0.0 |
| b My principal puts up measures to improve the counselling atmosphere in my school | 15 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| c Many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization | 11 | 73.3 | 3 | 20.0 | 1 | 6.7 | 0 | 0.0 |
| d My principal holds forums with counselling teachers on building and maintaining trust with the students needing guidance and counselling | 14 | 93.3 | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 |
| e My principal helps increase voluntary counselling among students seeking guidance and counselling assistance | 1 | 6.7 | 1 | 6.7 | 6 | 40.0 | 7 | 46.7 |
| f My principal emphasizes on privacy and confidentiality of G&C cases in my school | 15 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

(n = 15)

Data contained in Table 4.20 a majority (73.3%) of the HODs Guidance and Counseling agreed that principal ensures that guidance and counselling teachers do not victimize students after sessions. This shows that when principals reduce chances of victimization of students after attending counseling sessions there was a likelihood of many students using guidance and counseling in public secondary schools. Again, all (100%) HODs G& C strongly agree that their principals put up measures to improve the counselling atmosphere in their school. This shows that principals in all schools put efforts to enhance provision of guidance and counseling to sensitize students on using guidance and counseling. Consequently, a majority of the HODs (73.3%) strongly agreed that many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization. This shows that despite efforts put in place by principals to increase students' use of guidance and counseling many students still opted to consult with their peers on their challenges.

According to 93.3% of HODs G& C strongly agreed that their principals hold forum with counselling teachers on building and maintaining trust with the students needing guidance and counselling. All HODs guidance and counseling strongly agreed that their principals emphasize on privacy and confidentiality of G&C cases in their schools. This shows that principals embrace strategies to enhance confidentiality to sensitize students to use guidance and counseling. However, most (46.7%) HODs guidance and counseling strongly disagreed that their principals help increase voluntary counselling among students seeking guidance and counselling assistance.

This shows unanimous agreement to the statement showing the principal's role on sensitizing students to use guidance and counseling services for the management of students' discipline in public secondary schools. However, a contrary opinion was seen from 46.7 percent of the HODs guidance and counseling who strongly disagreed that their principal have help increase voluntary counselling among students seeking guidance and counselling assistance. This showed that principals still needed to increase their sensitization efforts to increase voluntary counseling among students as a way of managing students' discipline. Peer counselors responses were as presented in Table 4.21.

Table 4.21 Peer counsellors' response on principals' sensitization on students to use guidance and counselling services

| STATEMENT | 1 | | 2 | | 3 | | 4 | |
|--|----|-------|----|------|----|------|---|-----|
| | f | % | f | % | f | % | f | % |
| A My principal ensures that guidance and counselling teachers do not victimize students after sessions | 71 | 74.0 | 19 | 19.8 | 6 | 6.3 | 0 | 0.0 |
| B My principal puts up measures to improve the counselling atmosphere in my school | 96 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| C Many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization | 6 | 6.3 | 90 | 93.8 | 0 | 0.0 | 0 | 0.0 |
| D My principal holds forums with counselling teachers on building and maintaining trust with the students needing guidance and counselling | 19 | 19.8 | 71 | 74.0 | 6 | 6.3 | 0 | 0.0 |
| E My principal helps increase voluntary counselling among students seeking guidance and counselling assistance | 52 | 54.2 | 19 | 19.8 | 18 | 18.8 | 7 | 7.3 |
| F My principal emphasizes on privacy and confidentiality of G&C cases in my school | 96 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

(n=96)

Table 4.21 shows that 74 percent of peer counselors strongly agreed that their principal ensures that guidance and counselling teachers do not victimize

students after sessions, while all peer counselors strongly agreed that principal puts up measures to improve the counselling atmosphere in their school and that principals emphasizes on privacy and confidentiality of G&C cases in my school. Again, 93.8 percent of the peer counselors strongly agreed that many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization , while there was strong disagreement from 54.2 percent of the peer counselors that their principal helps increase voluntary counselling among students seeking guidance and counselling assistance.

The findings just like the results gotten from the principals and HODs showed that the principals' efforts in sensitizing students' use of guidance and counseling needed more efforts to increase voluntary counseling among public secondary school students. The study findings concur with Frank and Karyu (2005) lack of confidentiality may hinder students from seeking guidance and counseling, confidentiality means that counselors will not disclose to others what a client has said in the counseling session without the permission of the client. Simatwa (2012) states that secondary school principals in Bugoma County take up the responsibility of ensuring that students with discipline issues use guidance and counseling to solve their behavioral concerns.

4.7 Principal's use of peer counseling and Students discipline

The fourth study objective sought to establish whether principal's use of peer counseling influence students' discipline in public secondary schools. Therefore the principals, HODs and peer counselors were issued with

statement to show their level of agreement to the influence of principals' use of peer counseling by using a four point likert scale: strongly agree =1; Agree =2; Disagree = 3; Strongly disagree = 4. Table 4.22 presents the responses on the principals' agreement to the provided statement.

Table 4.22 Principals responses on their use of peer counselling and students' discipline

| Statement | 1 | | 2 | | 3 | | 4 | |
|--|----|-------|---|------|---|------|---|------|
| | f | % | f | % | f | % | f | % |
| A The school has trained students to assist their peers in guidance and counseling concerns | 7 | 41.2 | 7 | 41.2 | 3 | 17.6 | 0 | 0.0 |
| B The guidance and counseling teacher collaborate with peer counselors to carry out the responsibility | 17 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| C I have ensured that peer counseling programme has been fully implemented in my school | 5 | 29.4 | 8 | 47.1 | 3 | 17.6 | 1 | 5.9 |
| d. I facilitate for peer counsellors to be trained to carry out their guidance and counseling responsibility in my school. | 13 | 76.5 | 4 | 23.5 | 0 | 0.0 | 0 | 0.0 |
| e. Students willingly seek peer counseling services from appointed peer counselors | 7 | 41.2 | 5 | 29.4 | 3 | 17.6 | 2 | 11.8 |
| f. Peer counseling enhances a sense of belonging among students | 17 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| g. I have embraced peer counseling for the management of students' discipline. | 10 | 58.8 | 3 | 17.6 | 3 | 17.6 | 1 | 5.9 |

(n=17)

Table 4.22 shows that 41.2 percent of principals strongly agreed that the school has trained students to assist their peers in guidance and counseling

concerns. All principals also strongly agreed that the guidance and counseling teacher collaborate with peer counselors to carry out the responsibility while 47.1 percent agreed that they have ensured that peer counseling programme has been fully implemented in schools, 74.5 percent of principals strongly agreed that they facilitate for peer counsellors to be trained to carry out their guidance and counseling responsibility in their schools.

Most of the principals (41.2%) indicated that they strongly agreed that students willingly seek peer counseling services from appointed peer counselors. All principals stated that peer counseling enhances a sense of belonging among students while majority 58.8 percent strongly agreed that they have embraced peer counseling for the management of students' discipline. The findings showed that a majority of the principals utilized peer counseling to enhance students discipline in secondary schools.

Table 4.23 presents the responses of HODs guidance and counseling on their agreement to the likert scale showing principals' use of peer counseling to handle students' discipline in public secondary school.

Table 4.23 HODs' responses on principals use of peer counselling and students' discipline

| Statement | 1 | | 2 | | 3 | | 4 | |
|---|----|-------|---|------|---|------|---|------|
| | f | % | F | % | f | % | f | % |
| A The school has trained students to assist their peers in guidance and counseling concerns | 4 | 26.7 | 4 | 26.7 | 5 | 33.3 | 2 | 13.3 |
| B The guidance and counseling teacher collaborate with peer counselors to carry out the responsibility | 15 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| C My principal have ensured that peer counseling programme has been fully implemented in my school | 1 | 6.7 | 3 | 20.0 | 2 | 26.7 | 7 | 46.7 |
| d My principal facilitates for peer counsellors to be trained to carry out their guidance and counseling responsibility in my school. | 9 | 60.0 | 3 | 20.0 | 2 | 13.3 | 1 | 6.7 |
| e Students willingly seek peer counseling services from appointed peer counselors | 15 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| f Peer counseling enhances a sense of belonging among students | 15 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| g My principal have embraced peer counseling for the management of students' discipline. | 10 | 66.7 | 3 | 20.0 | 2 | 13.3 | 0 | 0.0 |

(n=15)

Data contained in Table 4.23 showed that most of the HODs guidance and counseling (33.3%) disagreed that their schools had trained students to assist their peers in guidance and counseling concerns while 26.7 percent strongly agreed to the notion. This shows that although some principals offer training for peer counseling, most of the secondary schools did not have trained peer counselors. All HODs G&C (100%) strongly agreed that the guidance and counseling teacher collaborate with peer counselors to carry out the responsibility. This implies that secondary school teachers cooperated with the selected students to execute guidance and counseling. However, 46.7 percent of the HODs G&C strongly disagreed that their principals have ensured that peer counseling programme has been fully implemented in their school. This shows that schools did not follow expected guidance to implement peer counseling.

A contrary opinion was indicated by 60 percent of HODs who strongly agreed that their principal facilitates for peer counsellors to be trained to carry out their guidance and counseling responsibility in their school. Again, all HODs (100%) strongly agreed that students willingly seek peer counseling services from appointed peer counselors and that peer counseling enhances a sense of belonging among students, while 66.7 percent of the HODs strongly agreed that principals have embraced peer counseling for the management of students' discipline. This shows that principals in majority of the secondary schools used peer counseling in the management of students discipline.

The findings showed that guidance and counseling heads agreed with the statements showing that their principals use peer counseling for the management of students' discipline. Peer counselors responses were as presented in Table 4.24.

Table 4.24 Peer counsellors' responses on principal's use of peer counselling and students' discipline

| | Statement | 1 | | 2 | | 3 | | 4 | |
|----|---|----|-------|----|------|----|------|----|------|
| | | F | % | F | % | F | % | f | % |
| a | The school has trained students to assist their peers in guidance and counseling concerns | 24 | 25.0 | 26 | 27.1 | 32 | 33.3 | 14 | 14.6 |
| b | The guidance and counseling teacher collaborate with peer counselors to carry out the responsibility | 39 | 40.6 | 45 | 46.9 | 6 | 6.3 | 6 | 6.3 |
| c | My principal have ensured that peer counseling programme has been fully implemented in my school | 6 | 6.3 | 12 | 12.5 | 19 | 19.8 | 59 | 61.5 |
| d. | My principal facilitates for peer counsellors to be trained to carry out their guidance and counseling responsibility in my school. | 65 | 67.7 | 19 | 19.8 | 6 | 6.3 | 6 | 6.3 |
| e. | Students willingly seek peer counseling services from appointed peer counselors | 6 | 6.3 | 18 | 18.8 | 39 | 40.6 | 33 | 34.4 |
| f. | Peer counseling enhances a sense of belonging among students | 96 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| g. | My principal have embraced peer counseling for the management of students' discipline. | 96 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

The findings in Table 4.24 show that most of the peer counselors disagreed that their schools have trained students to assist their peers in guidance and counseling concerns. A contrary opinion was received from 46.9 percent of the peer counselors who agreed that the guidance and counseling teacher collaborate with peer counselors to carry out the responsibility. The findings show that although many secondary schools did not train peer counselors there were students designated with the responsibility of peer counseling to work in corroboration with the guidance and counseling teachers.

A majority of the peer counsellors (61.5%) strongly disagreed that principals have ensured that peer counseling programme has been fully implemented in school. This shows that many schools had not adhered to the requirement for peer counseling for fully implementation of the programmes in schools. Again 40.6 percent of the peer counselors disagreed that students willingly seek peer counseling services from appointed peer counselors. This shows that many peer counselors perceived that students did not willingly seek peer counseling. However, 67.7 percent of the peer counselors strongly agreed that principals facilitate for peer counsellors to be trained to carry out their guidance and counseling responsibility in school, while all the peer counselors strongly agreed that peer counseling enhances a sense of belonging among students and on the notion that principal have embraced peer counseling for the management of students' discipline. This shows that many students associate with peer counselors thus enhancing discipline management in secondary schools by using peer counselors.

The findings from peer counselors concurred with results from principals and HODs showing unanimous perception of the principals' use of peer counselors in students' discipline. The study also sought to establish on the magnitude of implementation of peer counseling in public secondary school, thus, the principals, HODs and peer counsellors were asked to indicate the number of students trained as peer counsellors for the last two years. This was to show whether principals put emphasizes on training peer counselors so as to handle the students' enrolment after previous trained counselors transit from secondary education. Table 4.25 presents the responses from principals, HODs and peer counselors.

Table 4.25 Number of students trained in peer counseling for the last two years

| | Number of students | Principals | | HODs | | Peer counselors | |
|--------------|-----------------------|------------|--------------|-----------|--------------|-----------------|--------------|
| | | (f) | (%) | (f) | (%) | (f) | (%) |
| i. | 10 students and below | 9 | 52.9 | 3 | 20.0 | 39 | 40.6 |
| ii. | 11 – 20 students | 4 | 23.5 | 6 | 40.0 | 39 | 40.6 |
| iii. | 21 to 30 students | 2 | 11.8 | 6 | 40.0 | 18 | 18.8 |
| iv. | Over 30 students | 2 | 11.8 | 0 | 0.0 | 0 | 0.0 |
| Total | | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |

Table 4.25 shows that most principals train less than ten students in peer counseling. This shows that most schools did not have enough peer counselors to handle guidance and counseling services to match the students' enrolment in public secondary schools.

The principals, HODs and peer counselors were asked to rate the effectiveness of principal's use of peer counseling in management of students' discipline in secondary schools. Table 4.26 presents the study findings.

Table 4.26 Effectiveness of using peer counseling on students' discipline

| Level of effectiveness | Principals | | HODs | | Peer counselors | |
|--------------------------|---------------|--------------|---------------|--------------|-----------------|--------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| i. Very effective | 9 | 52.9 | 6 | 40.0 | 51 | 53.1 |
| ii. Moderately effective | 5 | 29.4 | 3 | 20.0 | 19 | 19.8 |
| iii. Slightly effective | 2 | 11.8 | 5 | 33.3 | 20 | 20.8 |
| iv. Not effective at all | 1 | 5.9 | 1 | 6.7 | 6 | 6.3 |
| Total | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |

Table 4.26 a majority, (52.9%), of the principals, 40 percent of HODs guidance and counseling as well as 53.1 percent of peer counselors indicated that principals use of peer counseling was very effective on management of students' discipline.

Principals, HODs and peer counselors were requested to list various challenges encountered when using peer counseling on the management of students' discipline. Table 4.27 presents the study findings.

Table 4.27 Challenges schools encounter when using peer counseling on students' discipline

| Challenges | Principals (n=17) | | HODs (n=15) | | Peer counselors (n=96) | |
|--|----------------------|----------------|------------------|----------------|---------------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| i. Lack of enough time | 1 | 5.9 | 11 | 73.3 | 12 | 12.5 |
| ii. Mistrust from students | 5 | 29.4 | 2 | 13.3 | 72 | 75.0 |
| iii. Lack of appropriate skills for facilitators | 11 | 64.7 | 2 | 13.3 | 12 | 12.5 |

Table 4.27 showed that 64.7 percent of principals indicated that peer counseling was faced by lack of appropriately skilled peer counseling facilitators hindered effective training of peer counselors in public secondary schools. A majority of the HODs (73.3) indicated that the main challenges faced in training peer counselors were lack of enough times. This implied that more emphasizes was put on pedagogical time as compared to time allocated for training peer counselors. A majority (75%) of the peer counselors indicated that they were faced with mistrust from students. This showed that many students did not trust on the privacy of their concerns when using peer counseling services in schools. This implied that various challenges faced the principals, HODs and peer counselors hindered effective utilization of peer

counseling on the management of students' discipline in public secondary schools.

The respondents were asked to make recommendations on how principals can improve the use of peer counseling in the management of students' discipline in public secondary schools. Table 4.28 presents the study findings.

Table 4.28 Recommendations on how the use of peer counseling in management of students discipline

| Recommendations | Principals (n=17) | | HODs (n=15) | | Peer counselors (n=96) | |
|-------------------------------|----------------------|----------------|------------------|----------------|------------------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| i. Induction | 2 | 11.8 | 8 | 53.3 | 6 | 6.3 |
| ii. Emphasize of school rules | 10 | 58.8 | 7 | 46.7 | 25 | 26.0 |
| iii. Benchmarking | 2 | 11.8 | 15 | 100.0 | 65 | 67.7 |
| iv. Customized training | 3 | 17.6 | 15 | 100.9 | 96 | 100.0 |

Table 4.28 shows that a majority, 58.8 percent, of principals recommended that emphasize on schools rules were an effective way for managing students' discipline in secondary schools. This implied that many school needed to put strong emphasized on already set rules and regulations to ensure that students' discipline was essential for principals. Again, 53.3 percent of HODs recommended that induction and customized training ensured that students discipline was effective in secondary schools. Consequently, 67.7 percent of peer counselors recommended benchmarking as an effective strategy to

manage students' discipline in their schools. This showed that principals needed to borrow effective strategies implemented by their peers from neighbouring schools.

4.8 Students' discipline

The dependent variable of the study was the students' discipline in public secondary schools. To establish the severity on the problem in the study area, the researcher requested the study respondents (principals, HODs guidance and counseling to indicate the frequency of reported indiscipline cases in their schools. Table 4.29 presents the responses from the principals.

Table 4.29 Principals' responses on reported cases of students' indiscipline in schools

| Offence | Very Often | | Often | | Rarely | | Not at all | |
|--|------------|------|-------|------|--------|------|------------|-------|
| | F | % | F | % | f | % | F | % |
| i. Drinking alcohol | 1 | 5.9 | 11 | 64.7 | 3 | 17.6 | 2 | 11.8 |
| ii. Cigarette smoking | 10 | 58.8 | 7 | 41.2 | 0 | 0.0 | 0 | 0.0 |
| iii. Hard drugs like cannabis, sativa, marijuana, heroine. | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 17 | 100.0 |
| iv. Defiance | 12 | 70.6 | 4 | 23.5 | 1 | 5.9 | 0 | 0.0 |
| v. Bullying | 13 | 76.5 | 4 | 23.5 | 0 | 0.0 | 0 | 0.0 |
| vi. Destruction of school property | 0 | 0.0 | 8 | 47.1 | 5 | 29.4 | 4 | 23.5 |
| vii. Noise making | 11 | 64.7 | 3 | 17.6 | 3 | 17.6 | 0 | 0.0 |

(n=17)

Table 4.29 shows that 64.7 percent of principals indicated that drinking alcohol was often reported in their schools other indiscipline cases like

cigarette smoking was indicated by 58.8 percent of principals to be very often reported in their schools. However all principals disagreed that the use of hard drugs like cannabis, sativa, marijuana and heroine were not reported in their schools. Other behavioral related indiscipline cases like 64.7 percent of noise making, 47.1 percent of destruction of school property, 76.5 percent bullying and 70.6 percent defiance were very often in their schools. The study findings showed that principals needed to utilize guidance and counseling to handle the rampant incidences on indiscipline cases in their schools. Table 4.30 presents the HODs guidance and counseling responses.

Table 4.30 HODs’ responses on reported cases of students’ indiscipline in schools

| Offence | Very Often | | Often | | Rarely | | Not at All | |
|--|---------------------|-------|-------|------|--------|------|------------|------|
| | f | % | f | % | F | % | F | % |
| | i. Drinking alcohol | 12 | 80.0 | 3 | 20.0 | 0 | 0.0 | 0 |
| ii. Cigarette smoking | 10 | 66.7 | 3 | 20.0 | 2 | 13.3 | 0 | 0.0 |
| iii. Hard drugs like cannabis, sativa, marijuana, heroine. | 0 | 0.0 | 4 | 26.7 | 4 | 26.7 | 7 | 46.7 |
| iv. Defiance | 0 | 0.0 | 3 | 20.0 | 3 | 20.0 | 9 | 60.0 |
| v. Bullying | 14 | 93.3 | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 |
| vi. Destruction of school property | 15 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| vii. Noise making | 8 | 53.3 | 5 | 33.3 | 2 | 13.3 | 0 | 0.0 |

(n=15)

Table 4.30 shows that 80 percent of the HODs Guidance and Counseling indicated that incidences of students drinking alcohol in their school were very often, while 66.7 percent indicated that cigarette smoking and 93.3 percent of the HODs G&C indicated bully cases. Cases of hard drugs like cannabis, sativa, marijuana, heroine as well as incidences of defiance were disputed by 46.7 and 60 percent of HODs G& C respectively. All HODs indicated that cases of destruction of school property were very oftenly reported in their school. Other indiscipline cases like drinking alcohol, noise making, cigarette smoking and bullying were reported to be reported very oftenly in the secondary schools. This showed that many secondary schools were faced with different indiscipline incidences thus needing effective strategies to enhance correction of behavior and discipline of the students. Responses for peer counselors were as presented in Table 4.31.

Table 4.31 Peer counsellors’ responses on reported cases of students’ indiscipline in schools

| Offence | Very Often | | Often | | Rarely | | Not at All | |
|--|------------|-------|-------|------|--------|------|------------|------|
| | f | % | f | % | F | % | F | % |
| i. Drinking alcohol | 12 | 12.5 | 65 | 67.7 | 19 | 19.8 | 0 | 0.0 |
| ii. Cigarette smoking | 64 | 66.7 | 26 | 27.1 | 6 | 6.3 | 0 | 0.0 |
| iii. Hard drugs like cannabis, sativa, marijuana, heroine. | 12 | 12.5 | 14 | 14.6 | 19 | 19.8 | 51 | 53.1 |
| iv. Defiance | 96 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| v. Bullying | 45 | 46.9 | 25 | 26.0 | 26 | 27.1 | 0 | 0.0 |
| vi. Destruction of school property | 77 | 80.2 | 19 | 19.8 | 0 | 0.0 | 0 | 0.0 |
| vii. Noise making | 96 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

(n=96)

Peer counselors responses agreed with principals and HODs responses on the existence of various behavioral indiscipline cases in their schools as shown in Table 4.30. All peer counselors indicated that cases of noise making, defiance, 80.2 percent of destruction of school property and 66.7 percent smoking cigarette were reported in their school. This showed that there were many cases of different indiscipline cases thus, principals role in using guidance and counseling was essential to change the school culture and the attitude of students which will address students’ discipline. To establish whether principals use other methods in the management of students’ discipline in

public secondary schools, the respondents were asked to list alternative discipline management strategies other than guidance and counseling use in the management of students' discipline in their schools. Table 4.32 presents principals, HODs and peer counselors responses.

Table 4.32 Alternative correction strategies other than guidance and counseling used on students' discipline

| Challenges | Principals | | HODs | | Peer counselors | |
|------------------------------|------------|-------|------|-------|-----------------|-------|
| | (f) | (%) | (f) | (%) | (f) | (%) |
| Corporal punishment | 9 | 52.9 | 6 | 40.0 | 57 | 59.4 |
| Washing classes or washrooms | 10 | 58.8 | 7 | 46.7 | 20 | 20.8 |
| Kneeling | 6 | 35.3 | 1 | 6.7 | 19 | 19.8 |
| Digging | 17 | 100.0 | 15 | 100.0 | 96 | 100.0 |

Data contained in Table 4.32 shows that a majority of the principals indicated that the use of alternative strategies other than guidance and counseling like 52.9 percent corporal punishment, 58.8 percent washing of classrooms and washrooms, 35.3 percent kneeling and 100 percent hard labour like digging were often used in their schools. This showed that many principals in public secondary schools used alternative correction strategies that do not require a lot of time in the management of students' discipline as compared to guidance and counseling. This implied that other methods of corrections were rampantly administered due to the perception time constraints and effectiveness of ensuring secondary schools enhance students' discipline.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the summary of the study, conclusions, recommendations and suggestions for further studies.

5.2 Summary of findings

The purpose of this study was to investigate the principals' use of guidance and counseling on public secondary schools students' discipline in Bondo Sub-County, Siaya County. The study objectives were to determine extent to which principal's support to teachers training in guidance and counseling, school administrators' provision of counseling resource facilities principals' sensitization on students to use guidance and counseling services principal's use of peer counseling influences students discipline in public secondary schools in Bondo Sub-county. The study adopted the X and Y Theory. The study was conducted using descriptive survey design. The study targeted 298 peer counselors, 49 principals, and 49 teacher counselors were targeted. Stratified random sampling was used to sample a third (1/3) of the schools in each type of the schools totaling to 17 schools.

Census sampling was used to select all the principals and HoDs from the 17 sampled schools. Therefore the total number of respondents comprised 17 principals, 17 guidance and counseling teachers and 102 peer counselors adding up to a total of 136 respondent. The research instruments for this study were questionnaires Descriptive survey design was applied in this study. Validity was determined by use of content validity and expert judgment,

while, reliability was determined by use of test re-test method. The instruments scored a coefficient correlation of 0.80 for principals' questionnaire, 0.79 HoDs questionnaire and 0.87 for peer counselors' questionnaire.

5.3 Summary of the Findings

5.3.1 Influence of Principal's support to teachers' training in guidance and counseling on students' discipline

The findings show that a majority (70.6%) of the principals indicated that the support teachers' training in guidance and counseling at certificate level. The study findings implied that majority of the teacher in public secondary schools were not yet supported to train in guidance and counseling thus the high recommendation for certificate training. Results from the study showed that majority of the principals (64.7%) indicated that they organize teachers training in guidance and counseling yearly. On the other hand, most of the HODs guidance and counseling indicated that principals organize teachers' training in guidance and counseling randomly. It was thus evident from the findings that most principals' support for teachers training in guidance and counseling was irregularly organized. This shows that most of the principals in public secondary schools in Bondo Sub-County did not facilitate for regular training for teachers on guidance and counseling.

5.3.2. Influence of principal's provision of guidance and counseling facilities and resources on students' discipline

The findings reveal that a majority of the principals indicated that the guidance and counseling rooms in their schools were very satisfactory, 70.6 percent rated the provision of files and pens for guidance and counseling to be satisfactory and 52.9 percent and all principals stated that provision of reference books and furniture including desks and chairs used during guidance and counseling were very satisfactory. However, most of the principals, 47.1 percent, 70.6 percent and 76.5 percent, indicated that other resources like motion film projectors, audio cassettes recorders and video cassette recorders were not available in their schools respectively. HODs guidance and counseling concurred with their principals on the satisfactory levels on the provision of guidance and counseling facilities and resources. It was evident that most principals in public secondary schools provided basic facilities and resources necessary for guidance and counseling but did not provide other essential resources and facilities like the required storage devices to record counseling sessions.

5.3.3 Influence Principal's sensitization on students' use of guidance and counseling on students' discipline

The results revealed that 52.9 percent of the principals agreed that they ensure that guidance and counselling teachers do not victimize students after sessions with 41.2 percent strongly agreeing to the statement. Further, 76.5 percent of the principals agreed that they have put up measures to improve the counselling atmosphere in their schools. Hence when the atmosphere was

conducive more students were encouraged to seek guidance and counseling services which translate to manage students' discipline. However, a contrary opinion was seen from 46.7 percent of the HODs guidance and counseling who strongly disagreed that their principal have help increase voluntary counselling among students seeking guidance and counselling assistance. Further results shows that 74 percent of peer counselors strongly agreed that their principal ensures that guidance and counselling teachers do not victimize students after sessions. According to 47.1 percent of the principals, many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization. This showed that more still needs to be done on the principals' efforts in sensitization for students to use guidance and counseling services.

5.3.4 Principal's use of peer counseling and students' discipline

According to the findings, 41.2 percent of principals strongly agreed that the school has trained students to assist their peers in guidance and counseling concerns. All principals also strongly agreed that the guidance and counseling teacher collaborate with peer counselors to carry out the responsibility while 47.1 percent agreed that they have ensured that peer counseling programme has been fully implemented in schools, 74.5 percent of principals strongly agreed that they facilitate for peer counsellors to be trained to carry out their guidance and counseling responsibility in their schools. Most of the principals (41.2%) indicated that they strongly agreed that students willingly seek peer counseling services from appointed peer counselors. All principals stated that peer counseling enhances a sense of belonging among students while majority

58.8 percent strongly agreed that they have embraced peer counseling for the management of students' discipline. The findings from peer counselors concurred with results from principals and HODs showing unanimous perception of the principals use of peer counselors in students discipline.

5.3 Conclusions

Based on the findings the study concludes that a majority of the principals support teachers' training on guidance and counseling hence managing students discipline. Most of the secondary school principals provide guidance and counseling facilities and resources to facilitate teachers with effective management of students discipline. Principals' sensitizate students to use guidance and counseling services which influences management students' discipline. Principals use peer counseling to manage students' discipline in public secondary schools hence many students are confident confiding in their peers on challenges they face in school.

5.4 Recommendations

The researcher recommends the following;

- i) Secondary school principals should draw tentative programmes to ensure regular trainings for teachers of guidance and counseling. This will increase the number of teachers with appropriate skills to manage students' discipline using counseling service
- ii) HODs Guidance and Counseling and peer counselors should ensure that programmes offered by principals to train teachers on guidance and

counseling are effectively implemented to enhance that a high population of the teachers get regular training to cater for students' discipline.

- iii) Training institutions like KEMI and Teachers' Training Institutions (TTIs) should offer more short term courses on guidance and counseling to ensure that teachers enhance the practice of skills for management of students' discipline.
- iv) Ministry of education should increase the amount of funds allocated to schools to ensure that principals are able to provide facilities and resources for guidance and counseling to increase teachers' efficiency to counter the challenges faced due to lack of sufficient and appropriate facilities and resources.
- v) Principals should increase training offered to peer counselors to ensure that more students have confidence to seek counseling assistance from their peers on behavioral challenges so as to enhance management of students' discipline in public secondary schools.

5.6 Suggestions for further research

Based on the findings of the study, there are areas which require to be studied in order to improve the influence of guidance and counselling on the discipline of students. This study was carried out in Bondo Sub-County in Siaya County which is predominantly local oriented.

- i) It is therefore suggested that a replication of this study be carried out in an urban setting.

- ii) The researcher recommends a study on student discipline in relation to parent or guardian upbringing to be carried out.
- iii) There is need to have a study on the influence of minimal integration of guidance and counselling in selected subjects in the curriculum. The objective is to curb the long standing problem of lack of time to practice guidance and counselling.
- iv) The intention of integrating guidance and counselling in the curriculum is to ensure students move up the educational ladder with guidance and counselling knowledge.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Paul Alfred Otieno Ouma

Department of Educational Administration and Planning

University of Nairobi

P. O. BOX 92

Kikuyu.

The Principal

..... Secondary School

Dear sir/ Madam,

RE: PARTICIPATION IN RESEARCH

I am a post graduate student in the department of Educational Administration and Planning of the University of Nairobi. I'm conducting a research. My research topic is entitled "**Influence of principal's use of guidance and counseling on students discipline in Public secondary schools, in Bondo Sub-county, Siaya County, Kenya**"

I kindly request you to spare some time to respond to these questionnaire items to the best of your knowledge. Your identity will be treated with utmost confidentiality and information will be used for the purpose of this academic research only.

Thanks in advance for your corporation.

Yours faithfully,

Paul Alfred Otieno Ouma.

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to gather information on **Influence of principals' use of guidance and counseling on students' discipline in public secondary schools, in Bondo Sub-county, Siaya county, Kenya**. You are assured that the information will be used for academic purpose only and identity will be treated with utmost confidentiality. Please respond to all questions in this questionnaire. Do not write your name or that of your school anywhere in this paper.

SECTION A: Demographic information

Put a tick in the right box

1. Indicate your gender. Male () Female ()
2. Indicate your age
Below 25 Years () 25-30 years () 31-40 years () 41-50 years () 51 years and above
3. What is your highest academic/ professional qualification?
PhD () BEd () BA/B.SC with PGDE () Diploma ()
4. How long have you served as a principal?
1-5 years () 6-10 years () 11-15 years () 16-20 years () 21 years and above ()
5. What is the type of your school?
Mixed school () Pure boys () Pure girls ()

Section B: Principal's support to teacher training in guidance and counseling and discipline

Put a tick in the correct box where in an appropriate box and give an answer you feel is appropriate to the open ended questions

6. To what level have you supported teachers train in guidance and counseling in your school? Certificate () Diploma () Degree () None () any other specify.....
7. What are the course offered on Guidance and counseling to teachers you have supported in your school? Communication skills () Life Skills () Counseling skills and techniques () Human development and sexuality () Mental health skills () Any other specify.....
8. How often do you organize for support courses in guidance and counseling for teachers in your school?
Monthly () Termly () Annually () any other specify.....
9. To what extent does your support to teachers on training in guidance and counseling influence students' discipline in your school? Great extent ()
Moderate extent () Little extent () Not at all ()
10. Which measures have you put in place to ensure that there are enough teachers trained in guidance and counseling in your school?
- a. Encourage registration for counseling courses ()
 - b. Facilitate regular seminars and workshops on guidance and counseling ()
 - c. Invite motivational speakers and professional counselors for mentorship ()
 - d. Any other specify.....

Section C: Principal's provision of guidance and counseling facilities and recourses

11. Kindly indicated whether you provide the following resources in your schools to facilitate effective guidance and counseling?

Use the key to answer. 1= very satisfactory; 2 = satisfactory; 3 = Not satisfactory 4 = Not available at all. Put a tick in the box which best represent the situation in your school

| | Statement | 1 | 2 | 3 | 4 |
|------|------------------------------|----------|----------|----------|----------|
| i. | Guidance and counseling room | | | | |
| ii. | Files and pens | | | | |
| iii. | Reference books | | | | |
| iv. | Motion film projectors | | | | |
| v. | Audio cassettes recorders | | | | |
| vi. | Video cassette recorders | | | | |
| vii. | Furniture (desks & chairs) | | | | |

12. To what extent do your provision of guidance and counseling resources and facilities influence students' discipline in your school?

Great extent () Moderate extent () Little extent ()
 Not at all ()

13. Is the guidance and counseling rooms situated in an area where confidentiality is assured to the counselee? Yes () No ()

14. If yes to Q13 above what is the relevance of providing confidentiality during counseling sessions.....

Section D: Principal's sensitization for students to use guidance and counseling

15. Kindly indicate your level of agreement to the provided statements showing your sensitization on students to use guidance and counseling by

putting a tick in the space to best represent the situation in your school.

Use the key below to answer. The numbers represent the following responses: strongly agree=1; Agree=2; Disagree=3; Strongly disagree=4

| NO | STATEMENT | 1 | 2 | 3 | 4 |
|-----------|--|---|---|---|---|
| A | I ensure that guidance and counselling teachers do not victimize students after sessions | | | | |
| B | I have put up measures to improve the counselling atmosphere in my school | | | | |
| C | Many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization | | | | |
| D | I hold forums with counselling teachers on building and maintaining trust with the students needing guidance and counselling | | | | |
| E | I help increase voluntary counselling among students seeking guidance and counselling assistance | | | | |
| F | I emphasize on privacy and confidentiality of G&C cases in my school | | | | |

Section E: Principal's use of peer counseling and Students discipline

16. Kindly Put a tick in the box you feel is appropriate in your school. Use the table below to answer. The numbers represent the following responses: strongly agree=1; Agree=2; Disagree=3; Strongly disagree=4

| No | Statement | 1 | 2 | 3 | 4 |
|----|---|---|---|---|---|
| A | The school has trained students to assist their peers in guidance and counseling concerns | | | | |
| B | The guidance and counseling teacher collaborate with peer counselors to carry out the responsibility | | | | |
| C | I have ensured that peer counseling programme has been fully implemented in my school | | | | |
| d. | I facilitate for peer counsellors to be trained to carry out their guidance and counseling responsibility in my school. | | | | |
| e. | Students willingly seek peer counseling services from appointed peer counselors | | | | |
| f. | Peer counseling enhances a sense of belonging among students | | | | |
| g. | I have embraced peer counseling for the management of students' discipline. | | | | |

17. How many students have undergone peer counseling training in your school for the last two years? 10 students and below () 11 – 20 students () 21 to 30 students () Over 30 students ()

Section F: Students' discipline

18. Kindly indicate the frequency of reported indiscipline cases in your schools.

| | Offence | Very often | Often | Rarely | Not at all |
|------|---|-------------------|--------------|---------------|-------------------|
| i. | Drinking alcohol | | | | |
| ii. | Cigarette smoking | | | | |
| iii. | Hard drugs like cannabis, sativa, marijuana, heroine. | | | | |
| iv. | Defiance | | | | |
| v. | Bullying | | | | |
| vi. | Destruction of school property | | | | |
| vii. | Noise making | | | | |

19. What are the alternative correction strategies other than guidance and counseling do you use in your school to maintain students' discipline?

.....

THANK YOU FOR YOUR CO-OPERATION

**APPENDIX III: QUESTIONNAIRE FOR HEAD OF GUIDANCE AND
COUNSELLING**

This questionnaire is designed to gather information on **Influence of principals' use of guidance and counseling on students' discipline in public secondary schools, in Bondo Sub-county, Siaya county, Kenya.** You are assured that the information will be used for academic purpose only and identity will be treated with utmost confidentiality. Please respond to all questions in this questionnaire. Do not write your name or that of your school anywhere in this paper.

SECTION A: Demographic information(put a tick in the appropriate box)

Put a tick in the right box

1. Indicate your gender. Male () Female ()
2. Indicate your age
Below 25 Years () 25-30 years () 31-40 years () 41-50 years () 51 years and above
3. What is your highest academic/ professional qualification?
PhD () BEd () BA/B.SC with PGDE () Diploma () P1 certificate ()
4. How long have you served as a HOD in G & C?
1-5 years () 6-10 years () 11-15 years () 16-20 years () 21 years and above ()
5. What is the type of your school?
Mixed school () Pure boys () Pure girls ()

Section B: principal's support to teacher training in guidance and counseling and discipline

Put a tick in the correct box where in an appropriate box and give an answer you feel is appropriate to the open ended questions

6. To what level have you trained in guidance and counseling? Certificate ()
Diploma () Degree () None () any other specify.....
7. What are the course offered on Guidance and counseling? Communication skills () Life Skills () Counseling skills and techniques () Human development and sexuality () Mental health skills () Any other specify.....
8. How often do your principal organize for courses in guidance and counseling for teachers in your school?
Monthly () Termly () Annually () any other specify.....
9. To what extent does your principal's support to teachers on training in guidance and counseling influence students' discipline in your school?
Great extent () Moderate extent () Little extent () Not at all ()
10. What are the measures your principal have put in place to ensure that there are enough teachers trained in guidance and counselling in your school?
 - e. Encourage registration for counseling courses ()
 - f. Facilitate regular seminars and workshops on guidance and counseling ()
 - g. Invite motivational speakers and professional counselors for mentorship ()
 - h. Any other specify.....

Section C: Principal's provision of guidance and counseling facilities and recourses

11. Kindly indicated whether your principal provide the following resources in your schools to facilitate effective guidance and counseling?

Use the key to answer. 1= very satisfactory; 2 = satisfactory; 3 = Not satisfactory 4 = Not available at all. Put a tick in the box which best represent the situation in your school

| | Statement | 1 | 2 | 3 | 4 |
|------|------------------------------|----------|----------|----------|----------|
| i. | Guidance and counseling room | | | | |
| ii. | Files and pens | | | | |
| iii. | Reference books | | | | |
| iv. | Motion film projectors | | | | |
| v. | Audio cassettes recorders | | | | |
| vi. | Video cassette recorders | | | | |
| vii. | Furniture (desks & chairs) | | | | |

12. To what extent do your principal's provision of guidance and counseling resources and facilities influence students' discipline in your school?

Great extent () Moderate extent () Little extent ()
Not at all ()

13. Is the guidance and counseling rooms situated in an area where confidentiality is assured to the counselee? Yes () No ()

14. If yes to Q13 above what is the relevance of providing confidentiality during counseling sessions.....

Section D: Principal’s sensitization on students to use guidance and counseling

15. Kindly indicate your level of agreement to the provided statements showing your principal’s sensitization on students to use guidance and counseling by putting a tick in the space to best represent the situation in your school. Use the key below to answer. The numbers represent the following responses: strongly agree=1; Agree=2; Disagree=3; Strongly disagree=4

| NO | STATEMENT | 1 | 2 | 3 | 4 |
|----|--|---|---|---|---|
| A | My principal ensures that guidance and counselling teachers do not victimize students after sessions | | | | |
| B | My principal puts up measures to improve the counselling atmosphere in my school | | | | |
| C | Many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization | | | | |
| D | My principal holds forums with | | | | |

| | | | | | |
|---|--|--|--|--|--|
| | counselling teachers on building and maintaining trust with the students needing guidance and counselling | | | | |
| E | My principal helps increase voluntary counselling among students seeking guidance and counselling assistance | | | | |
| F | My principal emphasizes on privacy and confidentiality of G&C cases in my school | | | | |

Section E: Principal's use of peer counseling and Students discipline

16. Kindly Put a tick in the box you feel is appropriate in your school. Use the table below to answer. The numbers represent the following responses: strongly agree=1; Agree=2; Disagree=3; Strongly disagree=4

| No. | Statement | 1 | 2 | 3 | 4 |
|-----|---|---|---|---|---|
| A | The school has trained students to assist their peers in guidance and counseling concerns | | | | |
| B | The guidance and counseling teacher collaborate with peer counselors to carry out the responsibility | | | | |
| C | My principal have ensured that peer counseling programme has been fully implemented in my school | | | | |
| d. | My principal facilitates for peer counsellors to be trained to carry out their guidance and counseling responsibility in my school. | | | | |

| | | | | | |
|----|--|--|--|--|--|
| e. | Students willingly seek peer counseling services from appointed peer counselors | | | | |
| f. | Peer counseling enhances a sense of belonging among students | | | | |
| g. | My principal have embraced peer counseling for the management of students' discipline. | | | | |

17. How many students have undergone peer counseling training in your school for the last two years? 10 students and below () 11 – 20 students () 21 to 30 students () Over 30 students ()

Section F: Students' discipline

18. Kindly indicate the frequency of reported indiscipline cases in your schools.

| | Offence | Very often | Often | Rarely | Not at all |
|------|---|-------------------|--------------|---------------|-------------------|
| i. | Drinking alcohol | | | | |
| ii. | Cigarette smoking | | | | |
| iii. | Hard drugs like cannabis, sativa, marijuana, heroine. | | | | |
| iv. | Defiance | | | | |
| v. | Bullying | | | | |
| vi. | Destruction of school property | | | | |
| vii. | Noise making | | | | |

19. What are the alternative correction strategies other than guidance and counseling do you use in your school to maintain students' discipline?

THANK YOU FOR YOUR CO-OPERATION

APPENDIX IV: QUESTIONNAIRE FOR PEER COUNSELLORS

This questionnaire is designed to gather information on **Influence of principals' use of guidance and counseling on students' discipline in public secondary schools, in Bondo Sub-county, Siaya county, Kenya.** You are assured that the information will be used for academic purpose only and identity will be treated with utmost confidentiality. Please respond to all questions in this questionnaire. Do not write your name or that of your school anywhere in this paper.

SECTION A: Demographic information(put a tick in the appropriate box)

Put a tick in the right box

1. Indicate your gender. Male () Female ()
2. Indicate your age
Below 15 Years () 15 -18 years () 19 years and above ()
3. Kindly indicate the class you are in Form Three () Form Four ()
4. What is the type of your school?
Mixed school () Pure boys () Pure girls ()

Section B: Principal's support to teacher training in guidance and counseling and discipline

Put a tick in the correct box where in an appropriate box and give an answer you feel is appropriate to the open ended questions

5. What are the course offered to you on Guidance and counseling before being appointed as peer counselors? Communication skills () Life Skills () Counseling skills and techniques () Human development and

sexuality () Mental health skills () Any other specify.....

6. How often does your principal organize for training in peer counseling in your school?

Monthly () Termly () Annually () any other specify.....

7. To what extent does your principal's support to peer counselors' training in guidance and counseling influence students' discipline in your school?

Great extent () Moderate extent () Little extent () Not at all ()

Section C: Principal's provision of guidance and counseling facilities and recourses

8. Kindly indicated whether your principal provide the following resources in your schools to facilitate effective guidance and counseling?

Use the key to answer. 1= very satisfactory; 2 = satisfactory; 3 = Not satisfactory 4 = Not available at all. Put a tick in the box which best represent the situation in your school

| | Statement | 1 | 2 | 3 | 4 |
|------|------------------------------|----------|----------|----------|----------|
| i. | Guidance and counseling room | | | | |
| ii. | Files and pens | | | | |
| iii. | Reference books | | | | |
| iv. | Motion film projectors | | | | |
| v. | Audio cassettes recorders | | | | |

| | | | | | |
|------|----------------------------|--|--|--|--|
| vi. | Video cassette recorders | | | | |
| vii. | Furniture (desks & chairs) | | | | |

9. To what extent do your principal's provision of guidance and counseling resources and facilities influence students' discipline in your school?

Great extent () Moderate extent () Little extent ()

Not at all ()

10. Is the guidance and counseling rooms situated in an area where confidentiality is assured to the counselee? Yes () No ()

11. If yes to Q10 above what is the relevance of providing confidentiality during counseling sessions.....

Section D: Principal's sensitization on students to use guidance and counseling

12. Kindly indicate your level of agreement to the provided statements showing your principal's sensitization on students to use guidance and counseling by putting a tick in the space to best represent the situation in your school. Use the key below to answer. The numbers represent the following responses: strongly agree=1; Agree=2; Disagree=3; Strongly disagree=4

| NO | STATEMENT | 1 | 2 | 3 | 4 |
|----|--|---|---|---|---|
| A | My principal ensures that guidance and counselling teachers do not victimize students after sessions | | | | |

| | | | | | |
|---|--|--|--|--|--|
| B | My principal puts up measures to improve the counselling atmosphere in my school | | | | |
| C | Many students prefer visiting peer counsellors for counselling sessions rather than counselling teachers due to intimidation and victimization | | | | |
| D | My principal holds forums with counselling teachers on building and maintaining trust with the students needing guidance and counselling | | | | |
| E | My principal helps increase voluntary counselling among students seeking guidance and counselling assistance | | | | |
| F | My principal emphasizes on privacy and confidentiality of G&C cases in my school | | | | |

Section E: Principal's use of peer counseling and Students discipline

13. Kindly Put a tick in the box you feel is appropriate in your school. Use the table below to answer. The numbers represent the following responses: strongly agree=1; Agree=2; Disagree=3; Strongly disagree=4

| No. | Statement | 1 | 2 | 3 | 4 |
|-----|---|---|---|---|---|
| A | The school has trained students to assist their peers in guidance and counseling concerns | | | | |
| B | The guidance and counseling teacher collaborate with peer counselors to carry out the responsibility | | | | |
| C | My principal have ensured that peer counseling programme has been fully implemented in my school | | | | |
| d. | My principal facilitates for peer counsellors to be trained to carry out their guidance and counseling responsibility in my school. | | | | |
| e. | Students willingly seek peer counseling services from appointed peer counselors | | | | |
| f. | Peer counseling enhances a sense of belonging among students | | | | |
| g. | My principal have embraced peer counseling for the management of students' discipline. | | | | |

14. How many students have undergone peer counseling training in your school for the last two years? 10 students and below () 11 – 20 students () 21 to 30 students () Over 30 students ()

Section F: Students' discipline

15. Kindly indicate the frequency of reported indiscipline cases in your schools.

| | Offence | Very often | Often | Rarely | Not at all |
|------|---|-------------------|--------------|---------------|-------------------|
| i. | Drinking alcohol | | | | |
| ii. | Cigarette smoking | | | | |
| iii. | Hard drugs like cannabis, sativa, marijuana, heroine. | | | | |
| iv. | Defiance | | | | |
| v. | Bullying | | | | |
| vi. | Destruction of school property | | | | |
| vii. | Noise making | | | | |

16. What are the alternative correction strategies other than guidance and counseling do you use in your school to maintain students' discipline?

.....

THANK YOU FOR YOUR CO-OPERATION

APPENDIX IV: AUTHORIZATION LETTER



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197 – 00100 NRB
OR P.O. BOX 92 -00902
KIKUYU

September 9, 2019

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: PAUL ALFRED OTIENO OUMA – REG NO. E55/63581/2013

This is to confirm that **Paul Alfred Otieno Ouma** is a Master of Education Student in the Department of Educational Administration and Planning of the University of Nairobi. He is currently working on his research proposal entitled "**Influence of Principal's use of Guidance and Counseling on Students Discipline in Public Secondary Schools in Bondo Sub County, Siaya County, Kenya**". His area of specialization is Educational Administration.

Any assistance accorded to him will be highly appreciated.


Yours Faithfully,




PROF. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

JMK/gm


APPENDIX V: RESEARCH PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **560850** Date of Issue: **23/September/2019**


RESEARCH LICENSE




**This is to Certify that Mr.. OUMA OTIENO of University of Nairobi, has been licensed to conduct research in Siaya on the topic:
INFLUENCE OF PRINCIPALS' USE OF GUIDANCE AND COUNSELING ON STUDENT DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN BONDO SUB-COUNTY-SIAYA COUNTY, KENYA for the period ending : 23/September/2020.**

License No: **NACOSTI/P/19/1195**

560850
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

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