

Secondary school students' perceptions on the role of teacher counselor in the management of deviant behaviour in Nyandarua district, Kenya

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<http://erepository.uonbi.ac.ke:8080/xmlui/handle/123456789/17765>

Date: 2003

Abstract:

This research was designed to investigate the students' perceptions towards teacher counsellor in the management of deviant behavior. The study was carried out in four secondary schools in Nyandarua District, two of which were co-educational schools while the other two had girls only. All the teacher counsellors from the four schools participated in the study. The researcher used survey method of research. Survey methods involve obtaining information directly from a group of individuals. More often than not it involves more interviews on questionnaires which may be presented orally, on paper, or in some combination. In this case only questionnaires were used. The researcher gathered quantitative and qualitative data through a partially structured and open-ended questionnaire. The study also used one-way analysis of variance (ANOVA) to test differences in students' perceptions on matters related to deviance among school students. It has also calculated student's rating on a like scale (1-4) and converted them to percentage values. The mean percentage values were computed for the two categories of schools. The study indicated that among the many factors that are associated with deviance, the students contributed the greatest part. It also revealed that students believed discipline in schools was likely to improve if more time was devoted to counselling. Further, engagement of qualified teacher counsellors was stated being positively related to management of discipline in secondary schools. In the light of the funding a number of recommendations were made. First, the government should train the teacher counsellors in order to make them competent. Second, teacher counsellors should be allocated less teaching load so that they can have more time for guidance and counselling. Third, the government should budget for guidance and counselling in order to enable counsellors, to relevant resource materials and services from resource persons for counseling purposes. Finally, school administrators and the teacher counsellors should be trained in both counselling and administration as a way of to enhance understanding and appreciation of each other's role in the management of deviance in schools.