

**GUIDANCE AND COUNSELING AS A MEASURE TO MAINTAIN  
DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN NYANDARUA  
SOUTH DISTRICT, KENYA**

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## **DECLARATION**

This research project is my original work and has not been presented for a degree in any other university.

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This research project has been submitted for examination with our approval as university supervisors

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## **DEDICATION**

To my loving wife Ann Njeri, my beloved children Esther Nyokabi, James Njenga, Samuel Njau and Josphine Wanjiru and my beloved Mother Esther Nyokabi Ruo for your support, patience and encouragement.

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## TABLE OF CONTENT

<b>Content</b>	<b>Page</b>
Title page.....	i
Declaration .....	ii
Dedication .....	iii
Acknowledgement .....	iv
Table of contents.....	v
List of tables .....	ix
List of figures .....	x
Abbreviation and acronyms .....	xiv
Abstract .....	xv

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study.....	6
1.4 Objectives of the study.....	6
1.5 Research questions.....	6
1.6 Significance of the study.....	7
1.7 Limitations of the study.....	8
1.8 Delimitations of the study.....	9
1.9 Assumption of the study.....	9
1.10 Definitions of significant terms.....	9

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	11
2.2 The importance of guidance and counseling.....	11
2.3 The Pupils perception of guidance and counseling role.....	14
2.4 Training of teacher in guidance and counseling.....	16
2.5 The provision of physical facilities in guidance and counseling.....	18
2.6 Summary of literature review.....	19
2.7 Theoretical framework.....	20
2.8 Conceptual framework.....	22

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	24
3.2 Research design.....	24
3.3 Target population.....	24
3.4 Sample size and sampling procedure.....	25
3.5 Research instrument.....	26
3.5.1 Validity of the instrument.....	27
3.5.2 Reliability of the instrument.....	27
3.6 Data collection procedure .....	28
3.7 Data Analysis techniques.....	29

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction.....	30
4.2 Questionnaire Return Rate.....	30
4.3 Demographic Information of Respondents.....	31
4.4 Gender of Headteacher.....	32
4.5 Professional qualification of headteachers in the schools under study.....	34
4.6 Length of service as headteacher.....	35
4.7 Availability of guidance and counseling in schools.....	36
4.8 Effectiveness of Guidance and Counseling in schools.....	36
4.9 Importance of training in guidance and counseling and guidance and counseling being handled well only by trained teachers.....	37
4.10 Headteachers opinion on guidance and counseling.....	39
4.11 The school guidance and counseling teachers consults with the headteahcers and other teachers on pupils' academic and behavioral problems.....	39
4.12 Headteachers opinion on pupils utilization of guidance and counseling services and the frequency of utilization....	40
4.13 Appointment of a teacher by headteacher to be a guidance and counseling teacher in the school.....	41
4.14 Who handles pupils personal problems?.....	41
4.15 On whether guidance and counseling programme in	

schools get adequate financial support and material resources .....	42
4.16 Teaching load of guidance and counseling teacher in relation to other teachers. ....	43
4.17 Headteachers opinion on pupils perception of guidance and counseling.....	44
4.18 Gender of Guidance and counseling teachers. ....	44
4.19 Professional course in guidance and counseling.....	45
4.20 Availability of room for guidance and counseling.....	46
4.21 Teachers opinion on guidance and counseling as a responsibility.....	47
4.22 Teachers opinion on whether Guidance and counseling helps in shaping pupils behavior.....	48
4.23 Guidance and counseling can only be handled properly by trained teachers in the field. ....	49
4.24 Teachers opinion on pupils perception of guidance and counseling.	50
4.25 Whether other teachers support and work with guidance and counseling teachers in solving pupils problems.....	51
4.26 Problems encountered by guidance and counseling teachers in connection with guidance and counseling.....	52
4.27 Availability of guidance and counseling programmes in school ...	54
4.28 Gender of respondents in Guidance and counseling among pupils.	54
4.29 Age of the respondents .....	55
4.30 Incidences of indiscipline in the schools.....	56



4.31 Presence of guidance and counseling Programmes in schools..	57
4.32 Who guide and counsel children when they make mistake at school.....	58
4.33 On availability of a room where guidance and counseling can be done .....	59
4.34 Pupils opinion on guidance and counseling.....	60
4.35 Whether guidance and counseling programme exists in primary school .....	61

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction .....	63
5.2 Summary of the study.....	63
5.3 Conclusion of findings .....	65
5.4 Recommendation for improvement .....	67
5.5 Suggestion for further research .....	68
References.....	69

## **APPENDICES**

Appendix I: Introduction letter.....	72
Appendix II: Head Teacher questionnaire.....	73
Appendix III: Teachers questionnaire.....	76
Appendix IV: Guidance and Counseling teachers' questionnaire.....	78
Appendix V. Research Authorization .....	79
Appendix VI. Research Authorization from District Education Officer .....	80

Appendix VII: Authorization from District Commissioner .....	81
Appendix VIII: Research Permit .....	82

## LIST OF TABLES

Table 3.1 Scores obtained from the pilot project.....	28
Table 4.1 Questionnaire return rate.....	31

## LIST OF FIGURES

Figure 4.1 Gender of headteachers.....	33
Figure 4.2 Graphically represents the headteachers qualifications....	34
Figure 4.3 Length of service as headteachers.....	35
Figure 4.4. Effectiveness of Guidance and Counseling in schools....	37
Figure 4.5 Importance of training in guidance and counseling and guidance and counseling being handled well only by trained teachers.....	38
Figure 4.6. Headteachers opinion on guidance and counseling.....	39
Figure 4.7 The school guidance and counseling teachers consults with the headteachers and other teachers on pupils' academic and behavioral problems.....	40
Figure 4.8. Headteachers opinion on pupils utilization of guidance and counseling services and the frequency of utilization.....	41
Figure 4.9 Who handles pupils personal problems.....	42
Figure 4.10 On whether guidance and counseling programme in schools get adequate financial support and material resources...	43
Figure 4.11. Teaching load of guidance and counseling teacher in relation to other teachers. ....	44
Figure 4.12 Gender of Guidance and counseling teachers.....	45
Figure 4.13 Professional course in guidance and counseling .....	46
Figure 4.14 Availability of room for guidance and counseling.....	47
Figure 4.15 Teachers opinion on guidance and counseling as a responsibility.....	48

Figure 4.16 Whether Guidance and counseling helps in shaping pupils behavior.....	49
Figure 4.17 Guidance and counseling can only be handled properly by trained teachers in the field.....	50
Figure 4.18 Teachers opinion on pupils perception of guidance and counseling.....	51
Figure 4.19. Whether other teachers support and work with guidance and counseling teachers in solving pupils problems....	52
Figure 4.20 Problems encountered by guidance and counseling Teachers. ....	53
Figure 4.21 Availability of guidance and counseling programme in school.....	54
Figure 4.22 Gender of respondents in Guidance and counseling among pupils. ....	55
Figure 4.23 Age of the respondents.....	56
Figure 4.24 Incidences of indiscipline in the schools.....	57
Figure4.25 Presence of guidance and counseling Programmes in schools.	58
Figure 4.26 Who guide and counsel children when they make mistake at school.....	59
Figure 4.27 On availability of a room where guidance and counseling can be done. ....	60
Figure 4.28. Pupils opinion on guidance and counseling.....	61
Figure 4.29. Whether guidance and counseling programme exists in primary school.....	62

## **ABBREVIATIONS AND ACRONYMS**

A	Agree
D	Disagree
G& C	Guidance and Counseling
I.D.Ps	Internally Displaced Persons
S.A.	Strongly Agree
S.D	Strongly Disagree
U	Uncertain
UNESCO	United Nation Educational Science and Cultural Organization

## **ABSTRACT**

The purpose of this study was to investigate guidance and counseling as a measure to maintain discipline in public primary schools in Nyandarua South District Kenya. The following were the specific objectives of the study: To determine the importance of guidance and counseling services in Nyandarua South District primary schools. To determine the pupils perception of the guidance and counseling role in primary schools.

To establish the provision of physical facilities for guidance and counseling in schools and to assess level of counseling in primary schools in Nyandarua South District.

This study adopted a descriptive survey on what was already happening on the ground without manipulation of responses. The study targeted forty primary schools in Nyandarua south district.

The district was divided into three zones with a total population of 520 teachers and a total Number of 18,800 pupils. Twenty head teachers and twenty guidance and counseling teachers were sampled for the study. 40 pupils were also randomly selected for the study. The study employed stratified random sampling techniques. This method was employed to ensure equal chance of selection of schools based on school size. Purposeful sampling was used for all head teachers in all primary school simple random sampling was used in schools with more than one stream to select two respondents among the pupils in class eight.

Questionnaires were used as the research instruments. A questionnaire for each category of respondent in the study was produced.

There were questionnaires for head teachers guidance and counseling teachers and the pupils.

The researcher sought permission to conduct the research from the national council of science and technology through the district education officer Nyandarua south district and the district commissioner Nyandarua South District. The data collected was analyzed using statistical package for social sciences (SPSS)

The difference between the respondents who agreed that guidance and counseling is an effective way of maintaining discipline among pupils and those who said that guidance and counseling was not an effective way of maintaining discipline among pupils was small standing at 56.25% and 43.75% respectively. This indicated that there was need for more orientations on guidance and counseling needs among the headteachers. Headteachers and teachers need to be made more aware of guidance and counseling roles among the pupils.

Pupils perception on guidance and counseling was that guidance and counseling was good and effective in maintaining discipline in the schools 62.5% agreed that guidance and counseling was good and helpful to the needy pupils 6.25% agreed that guidance and counseling was not good and did not change pupils behavior. Another 31.25% said guidance and counseling does not work especially with large numbers of pupils

From the findings, public schools do not have physical facilities for guidance and counseling 62.5% said they did not have physical facilities

such as rooms. Only 37.5% of respondents said that they had rooms where guidance and counseling could be done. The respondents said that there was guidance and counseling in public primary schools 78.13% of the pupils reported that guidance and counseling existed in their schools. Only 21.87% of the pupils denied presence of guidance and counseling programmes in their schools.

Pupils also need to consult their guidance and counseling teachers and other teachers whenever they have issues. They should be made aware of the need to open up in order to benefit from guidance and counseling services



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The inception of guidance and counseling as a measure to maintain discipline is traced back to a few years before Kenya's independence. Its inception was prompted by the realization that the new young nation needed to prepare itself for manpower development. For this reason, vocational guidance was virtual. Traditionally, guidance and counseling was carried out throughout life from the nuclear family, extended family, clan family and the wider community. There was specific time, venue and a person to carry it out.

According to Okumbe (2001) discipline is the epicenter of success of a school. Most parents, especially in urban areas, are employed; spending most of their time away from home and from their children, the issue of discipline is hence left to the teachers. Schools thus have to ensure those who go through it come out as disciplined members of the society (Republic of Kenya, 1987)

In American schools, student's indiscipline is a serious problem facing the nation's education system. Each month, approximately, three percent of teachers and students in urban schools and one to two percent in rural areas are robbed or physically attacked. Nearly 17,000 students per month experience physical injuries serious enough to require medical attention resulting from violence among learners. High incidences of school discipline problems like drug abuse, cheating, insubordination, truancy and intimidation result to countless school and classroom disruptions reaching to nearly two million suspensions per year (Harvard Education letter, 1987) about 45% of teachers

who resign from the teaching profession cite indiscipline as one of the reasons for doing so Clerke (2002) The incidences implies that appropriate disciplinary measures must be put in place on undisciplined students and pupils Okumbe (1999)

In Africa the case has not been different. Violence and misbehavior exists in Boswana schools Garagae, 2008). In 2003 students in one senior school in Botswana broke into a biology laboratory to steal ethanol a clear indication that students abuse drugs. Some of these students lost their lives and others lost their sight. In Senegal, a primary school 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 Kenya, the increase in the number of schools experiencing student indiscipline has been on the increase. This has been evidenced from the rampant strikes and destruction of school properties. Ileri (2004) asserts that the disturbances are not only confined to secondary schools, but also to primary, middle level colleges and the universities. Students interpret their grievances as having their root within the school (MOE, 2008).

The problem of indiscipline in Kenyan schools has been traced to various possible reasons. These include poor parenting, drug abuse by students, political influence and the mass media Kariuki (2000) Mandi (2001). However there is an emerging view that this phenomenon could be emanating from the

exclusive management approaches applied by school heads which limits teachers and parental input in discipline issues Mwiria( 2004)

Ananda (1976) observed the need for guidance and counseling as follows.

“In our school today, we have students who are nervous and have emotional problems, psychological problems, educational, vocational, social, alcohol, drug abuse, smoking cannabis sativa, sex perverts, reading disabilities, students born out of wedlock, others from unstable homes and those students in the adolescence stage. All these require guidance and counseling to ensure discipline in institutions of learning”. According to the Kenya Institute of Education (2003) the major task of the guidance and counseling unit is to deal with problems of psychological maladjustment of pupils in schools and hold seminars for teachers on vocational guidance and counseling.

Various government reports have recommended provision of guidance and counseling in learning institutions in their various policy documents since 1963 when Kenya got its independence. Some of these documents include development plans, policy papers, educational commission’s reports and sessional papers. The Ominde (1964) reports (Republic of Kenya, 1964) recommended that, children be given courses of education and training best suited to their needs and that guidance and counseling to be provided on careers and opportunities for employment.

Republic of Kenya (1976) recommended that all teachers be trained in guidance and counseling work, and be required to do it as one of their normal

duties In-service courses were to be organized for practicing teachers, adequate time was to be provided for other topics like career, ethics, human relations, family life and sex education. Republic of Kenya, (1988) recommends that guidance and counseling of youth in schools should assist them develop high attitude towards discipline and management of time. It is with this background that guidance and counseling of students and pupils in schools must become of top priority given that the Kenyan government has institutionalized guidance and counseling as a vital component of the education system. Wanjiku (2004) in the education watch report that many schools have embraced guidance and counseling.

A well organized guidance and counseling should assist in making learners disciplined, prudent, self controlled human and right thinking individuals.

Rongers (1961) summarized the aim of guidance and counseling as helping an individual (client) attains a self understanding of special talents and abilities. It is against this background that I intended to find out whether guidance and counseling services have helped to reduce indiscipline in public primary schools in Nyandarua South District.

## **1.2 Statement of the problem**

Primary schools in Nyandarua South district Kenya continue to perform poorly in national examinations and hence do not produce many children to join national, provincial and even day school of quality. A number of children drop out of school due to teenage pregnancies, truancy suspension,

intimidation, violence, bullying among other misconducts. Many pupils are stubborn, defy authority and are destructive causing harm to human life Republic of Kenya, (2001.) there seems to be a gap in containing students discipline. For example several parents of Muslim primary school were summoned to appear at the Pangani Police station over allegations that their sons were recipients of money, a son to a fellow parents stole and shared money with them (CEO, 2007) similarly a standard eight pupil was caught with substances with intent to sell them to other pupils. Many studies have been done on the role played by guidance and counseling to enhance pupils' discipline. For example, Ngumo (2003) conducted a study on role of guidance and counseling in controlling indiscipline but the study was based in Nyeri district. Ileri (1992) did another research on pupils' indiscipline in Nairobi which was based on a primary school.

Okama (2003) did an investigation on implementation of guidance and counseling programmes in Butere- Mumias district while Gatune (1990) conducted a research on the role of guidance and counseling in helping students to be well-adjusted based in Meru south district.

Among the available studies on guidance and counseling, non has been done in Nyandarua south district, non has been done in guidance and counseling as a measure to maintain discipline in public schools

### **1.3 Purpose of the Study**

The purpose of this study was to investigate influence of guidance and counseling as a measure to maintain discipline in public primary schools in Nyandarua South district, Kenya

### **1.4 Objectives of the study**

The objectives that guided the study were

1. To assess level of training of teachers in guidance and counseling in primary schools in Nyandarua south district.
2. To establish the provision of physical facilities for guidance and counseling for maintaining discipline in public primary schools in Nyandarua South district.
3. To determine pupils perception of the guidance and counseling in maintaining discipline in public primary schools.
4. To determine the importance of guidance and counseling services in maintaining discipline in Nyandarua south district primary schools.

### **1.5 Research Questions**

To achieve the objectives stated above the following research questions were used to guide the study.

1. To what extent was the guidance and counseling implemented in our primary schools to ensure pupils discipline in Nyandarua south district?
2. How did the pupils perceive guidance and counseling as a measure to maintain pupils discipline in Nyandarua south district?
3. What was the frequency of guidance and counseling sessions in the schools in Nyandarua south district?
4. Was there any evidence of discipline resulting from guidance and counseling in schools in Nyandarua south district?
5. Was there any evidence of availability of guidance and counseling facilities in schools in Nyandarua south district?

### **1.6 Significance of the Study**

The findings of this research should benefit the teachers, the parents and all other stakeholders on education in maintaining pupils discipline through guidance and counseling. The ministry of education should benefit from the research findings, in that it should be able to come up with concrete guidelines on discipline of pupils Teachers training colleges should be able to restructure their syllabus in order to improve training on guidance and counseling (G & C) as an alternative way of maintaining pupils discipline.

Kenya Education management institute should also be able to design in-service programmes for teachers on guidance and counseling as part of school management skills.

The Headteachers and all other teachers should be better equipped to implement guidance and counseling as a measure of discipline maintenance in public primary schools. Students may use the research findings to improve on their discipline. This may reduce aggressiveness when dealing with issues they are not contented with.

Future researchers may use the research findings and the research data in further investigations into the success and failures of G & C as a way of maintaining pupil's discipline.

### **1.7 Limitation of the Study**

This study was carried out in Nyandarua south district of Nyandarua county. Some headteachers and guidance and counseling teachers did not speak the whole truth about the status of guidance and counseling in their schools. This resulted in some refusing to give information freely for fear of intimidation or exposure of their school to the outside world. Questionnaires and interviews were used where actual name of the respondent was not required. The pupils were also expected to shy off from giving true information on the status of guidance and counseling for fear of intimidation if forms of punishment such as corporal punishment were used. I assured them of the confidentiality of the information given. The findings were generalized with caution in regard to other already investigated areas in the country and outside.



### **1.8. Delimitation of the Study**

This study was carried out in selected or sampled public primary schools in Nyandarua south district of Nyandarua county. The study focused on head teachers, guidance and counseling teachers and pupils per every sampled school. The study was expected to establish the perception of all those involved in the study on guidance and counseling as a method of ensuring discipline among public primary school pupils.

### **1.9 Assumption of the Study**

The basic assumption was that those who were interviewed would be co-operative to give relatively true information that could be relied on in giving a true picture of the situation on the ground. It was also assumed that the guidance and counseling teachers in all the schools were trained and that guidance and counseling had been adopted as per the Ministry of Education guidelines in all those school

### **1.10 Definition of Significant Terms**

**Counseling,** Is an open ended, face to face, problem solving situation within which a pupil(counselee) or (client) with a professional assistant can focus and begin to solve a problem or problems on his or her own.

**Counselee,** the client or the pupil who is being offered guidance and counseling services.

**Counselor,** the qualified professional person or teacher who is offering guidance and counseling services

**Corporal punishment,** refers to the caning aimed at discouraging certain misconduct.

**Discipline,** ability to behave and act in an acceptable manner as required by the regulation.

**Guidance,** guidance may be used to mean leadership, giving direction, supervision, management, control and regulation.

**Head teacher,** refers to a female or a male teacher in a school set up appointed in writing by the Teachers Service Commission and given responsibility for the day today administration of the school.

**Management,** refers to a system of guiding an individual to make reasonable decisions responsible

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review to the study was reviewed under the following headlines. The importance of guidance and counseling services in schools, pupils' perceptions of guidance and counseling roles, provision of physical facilities for guidance and counseling and training of teachers in guidance and counseling roles.

#### **2.2 The importance of guidance and counseling**

The Kenya government has made primary education free. This is in effort to access education for all. As a result of this, many families are unable to sustain their children in primary schools throughout. Therefore although the enrolment went up, most of the children have needs other than acquisition of knowledge that needs to be addressed. Such needs can best be dealt with by the use of guiding and counseling services. This is because with high levels of enrolment chances of indiscipline cases can also go up unless the school has a well set system of guidance and counseling. For a school to achieve its set goals and objectives the children, the stakeholders and the general school community has to be disciplined.

Ireland (1984) Asserts that, almost all pupils need to be disciplined from time to time. Even the most docile and obliging of them, for discipline consists of ensuring that a reasonable request for instruction shall be obeyed. In order to

achieve the above, a school needs to have put in place its functional rules. The rules have to be set by the entire school community including the pupils' body. The penalty for the offender has to be agreed upon and pupils and their parents, and included in this are rules introduced after a pupil has become a member of the school.

Discipline is maximized when the learners are well guided and counseled. A school's main goal is to produce individuals whose behavior has changed such that one leaves school better than he or she was before joining it. In this case one is expected to excel in examinations. Children learn from their playmates, their teachers and their siblings who act as models. Ngaroga (1996) says that pupils do constantly express emotions that reveal anger, depression or despair to difficulties experienced at home. These problems are related to the social-economic situation.

According to Nelson (1972), if they are not taken care of and in a timely manner, they affect one's growth and thus personality. Such children experience problems related to growth changes which may be a source of worry, frustrations and inactivity. It's the work of a well programmed guidance and counseling services that counteracts such problems and help individual child back to the normal life that makes life be viewed comfortably. Pupils often find themselves in situations that lead to conflict. Pupils need guidance in such situations so that they make satisfactory choice in situations where two motives are aroused simultaneously.

Frustrated pupils and those experiencing conflict find it difficult to concentrate on learning activities, such pupils become disciplined and thus difficult to control. Guidance and counseling helps in maintaining school discipline which is key to success in examinations and thus to an individual pupils success. It therefore follows that guidance and counseling helps to develop the child's intellectual abilities by giving the child opportunities to acquire knowledge, skills and attitudes. It ensures a balanced personality of individual children.

It is therefore important for a counselor to adopt view of human nature that helps them to enhance their problem solving initiatives. The school counselor should adopt a child-centered approach which is very liberating and growth oriented for the learner requiring help. When learners are viewed in this right it means the school counselor focuses on the constructive side of human nature, on what is right with the learner and on the assets the learners bring with them for counseling. It focuses on the clients reactions in their world with others, how they can move towards constructive directions and how they can successfully handle obstacles, both from within and outside themselves.

As learners grow up they need information on what changes to expect as they move from one stage of development to another. They require guidance on how to successfully cope with challenges that characterize each phase of their development. Through facilitative guidance and counseling the learners are enabled to set goals appropriate in each stage, anticipate positive outcomes and discover how to move towards a higher level of achievements for their own good and the good of the society.

Preventive guidance assists the learner to identify and avoid situations or activities that are potentially dangerous, those learners already involved in a risky behaviour are helped through adjustable guidance to appreciate how their attitude or actions may lead to unpleasant consequences. It also helps the learner to develop a deeper understanding of who they are and acknowledge their potential abilities and their weaknesses. This in turn enables them work towards strengthening the positive aspect about themselves and eliminate the negative ones. A learner in a new school is helped to adjust to the new and unfamiliar educational environment. The learner is helped to cope with new teachers, subject, classes, regulations and accommodation among others. In such cases, orientation programmes organized to provide guidance and counseling programmes will enable the learner to settle down faster.

### **2.3 The pupil's perceptions of guidance and counseling in maintaining discipline**

Adolescents represent an important segment of the society particularly in the developing countries where they form, the bulk of the population. Adolescence can be a confusing and stressful period when many physical and emotional changes take place and as such it is a period when those concerned become anxious and ask a lot of questions about life. It can however be made very exciting period if the adolescent is empowered with knowledge and skills required to cope with challenges adequately. This will enable the individual to make sound decisions and safe choices about his or her life.

The adolescent needs leans on the major physical changes. It is important that learners of both sexes understand and appreciate the changes which take place during puberty, the development of the reproductive system and the emotional and psychological responses to these pubertal changes. Puberty which is reached during adolescence is the time when boys and girls change physically, emotionally, and mentally from being children to adults. They have different sexual organs and both similarly sized muscles. The difference between the sexes becomes obvious during puberty. Each person enters puberty at a different time and pace KIE Teachers Handbook (Jan, 2004).

The adolescent boys and girls have to be guided to appreciate physical body changes. Failure to do this may make them depressed or stressed up and this has significant mark in their personality development and eventual performance both at school and at home. Through counseling, which is both a process and a relationship designed to provide an individual with an opportunity to explore ones feelings thoughts and actions one is able to learn to meet the challenges in his or her environment. It is primarily preventive and developmental but also remedial.

Dinkmeyer (1963), argues, that, developmental counseling provides one with an opportunity to explore his feelings, his attitudes and convictions. The counsellor starts with the problems that the child perceives and helps him or her to solve them. One provides a relationship that accepts, understands and does not judge. This relationship enables the counselor to become increasingly self-directed. The adolescent therefore will be able to deal with his or her

needs early enough because one is already aware of the challenges in life. The focus of developmental counseling is the strength of the individuals including educational vocational and social-personal as opposed to the weaknesses.

The counseling services helps to know and understand, oneself, the assets and liabilities, better understanding of the relationship among ones abilities, interests, achievements and opportunities. The adolescent develops self acceptance, a sense of personal worth, a belief in ones competence and to develop an accompanying trust and acceptance of others. They develop methods of solving the developmental tasks of life with resultant realistic approaches to the task of life as met in the areas of work and interpersonal relations. This ensures that one's behavior is goal- oriented and considers the consequences when making decisions. Finally one's fault concept and convictions are modified so that he or she may develop whole some attitudes and concept of self and others.

#### **2.4. Training of teachers in Guidance and counseling and significance in maintaining discipline**

Counseling is pupil oriented as an individual who is developing among many difficulties some of which are physical mental, societal among others not forgetting the environment in which the child is developing ach individual child to realize themselves as individual entities that are living and relating to other persons whom at times is forced to imitate. The counselor should be able to help the child develop goals and objectives among other values in the



environment that the child is living in. The counselor is therefore expected to be a real model for imitation should be an honest person with his or her clients, should be able to offer an attitude of caring and being concerned for the client. Action and problem solving as the client prepares to start the process of healing

According to Muite and Ndambuki (2001) elementary schools counseling very often include a co-coordinating and consulting role with teachers and other specialists. A school teacher as a counselor, should depend and be assisted by fellow teachers. School counselors must be capable of recognizing and referring serious problems and cases that may occur in all school situations. Cases which may be beyond the control of counseling should be referred to the other professional person. Bennars et al (1984) notes that the school counselor should assist the pupil in that selection of vocations that will reflect their abilities and interests. Counselors should therefore ensure that pupils acquire academic skills and knowledge necessary so that they mature steadily along their own lines of life.

Henriks (1986) outline the roles of the teacher guidance and counselor as follows:-Firstly a school counselor is a planner and manager of Educational experiences of his pupils who contributes to the development of skills attitudes, knowledge, personal qualities habits of thoughts, decisions making and personal attributes towards self and others as a preparation to become an adult. Secondly the teacher guider and counselor is a communication centre, with links, not only with learners but also with their parents other teachers,

experts such as doctors and social workers. The teacher should therefore be able to give a detailed account of each individual learner when required to do so. Thirdly the teacher guider and counselor is in a unique position to monitor the development and progress of all pupils and therefore may be the first to be aware of individuals who have shown early signs of development and behavior problems. Finally the teacher should be in the position of being a trusted, confident to all his pupils or learners not to be invading their privacy but by his attitude towards them showing that he/she is ready to listen and willingly to give help when needed.

### **2.5 Provision of physical facilities for guidance and counseling**

Any good primary school has a pre-planned guidance and counseling programmes based on the block time table. Such a programme should impact on the growth and development of the pupils. The school administration should recognize that programme as an important part of the school routine as a factor that brings pupil together to help solve day to day discipline issues at school. A counseling session must start at a point. This could be pupils' demands, parental requirements and desires enlightened distraction, teachers concern or professional certification procedures for the whole school. According to Rao, (2003) self study, professional awareness and pupil needs are the three major local situations that can determine the nature of the programme to be developed.

Makinde (1983) Points to the fact that the extent of counseling depends on the resources of the school offering the number of the pupils, and Educational

facilities provided. A qualified teacher counselor can co-ordinate this work with the help of the headteacher and other staff members. Each pupil, teacher and parent is unique in each school hence the need of counseling programmes for each school.

Rao,( 2003) suggest that provision for counseling programme must be made in the school time table as well as in the school budget. This would be vital for implementing counseling activities such as maintenance of cumulative records arranging for career and orientation talks screening of films or arranging for tours. The duty of the school administration is to implement decisions made during counseling meetings. Lutomia and Sikolia (2002) assert that the institution should provide a room and furniture for the teacher or lecturer in charge of counseling. This is to provide privacy because some problems encountered by pupils are quite private and confidential and cannot be discussed in the common room.

## **2.6 Summary of literature review**

Guidance and counseling helps pupils to understand themselves, their individual differences and enables them to relate well with other pupils at school, the teachers, the members of the society and their family members. This is made possible by the counselor teacher who bridges the gap between the pupils' code of conduct and the expected code of conduct where indiscipline issues are involved. The learner develops personal qualities skills and positive attitudes towards himself and others in the society. There is need for schools to have well organized systems of guidance and counseling. This

should include the required facilities to enable guidance and counseling to take place effectively.

## **2.7 Theoretical framework**

Guidance and counseling of primary school pupils is an area of concern in terms of research work. This is because some considerable research has been done on this area but not adequate to deal with indiscipline due to the changing environment. Pupils still have needs and problems that need to be addressed. It is an area worth thorough investigation. This study will be done along three theories namely adlerian theory, client centered theory and ecological approach to guidance

### **Adlerian theory**

This theory states that an individual is unique a chooser and reflector. The theory was founded by Alfred Adlwer and developed by Rudolf Dreikurs. It stresses on social psychology and positive view of human nature. An individual creates a distinctive life style at an early age. It tends to remain relatively constant and defines beliefs about life and ways of dealing with life. People are in control of their fate, not victims of it. The theory stresses that the individual has positive capacities to live fully in society. It is characterized by seeing unity in the personality. Understanding a person's world from subjective vantage point and stressing life goals that give direction to the behavior.

Social interests or sense of belonging and having a significant place in society motivates human beings feelings of inferiority often serves as a wellspring of creativity, motivating people to strive for mastery, superiority and perfection.

The theory is mainly concerned with challenging client's mistaken notions and faulty assumptions that help them develop on the useful side of life. The victims are encouraged to develop socially useful goals. Clients are helped overcome feelings of discouragement. The relationship between the client and therapist is based on mutual respect and equality and both client and counselor are active. A demonstration on the connections between the past, the present and the future of the client is distinctively shown. The theory thus provides a vehicle for a holistic approach to learning comfortably and successfully.

#### **Client centered theory**

This theory whose proponent is Carl Rogers (1957) focus on the nature of personality and the process of personality change. It concentrates on changing the functioning and organization of self as the best avenue for helping clients live more constructively and have meaningful lives the theory is based on a subjective view of human experience. It emphasizes the client's resource for becoming self- aware and for resolving blocks to personal growth. The approach is viewed positively in terms of an individual striving towards becoming fully functional. Clients are empowered by their participation in a therapeutic relation.

#### **Ecological approach to guidance**

The approach views the child as the centre and as part of a system of interactions with the people and procedures in the environment. The needs of the child, the stresses, behavior, setting and social climate are viewed as important in understanding children. The child emits signals to the

surrounding micro –community depicting a maladaptive community in case of a disturbance. The child is accommodated by the environment such that he does not remain strange (Rhodes 1970) the reciprocal responses of the child and environment have been used to develop community and classroom assessment and programmes for the learning child Apter (1977); foster and Lomas, (1978) individual behavior is determined by everything experienced by him at the moment of action and by the way in which he perceives the events in the phenomenological fields.

## 2.8 Conceptual framework

As shown in figure 1 below a pupils behavior can be desirable or undesirable depending on his environment , the prevailing environmental factors, the school regulations among others, in this case guidance and counseling can be used to help the people control his behavior. Factors that can help the pupils change may include the understanding of the importance of guidance and counseling, the pupil’s attitude towards guidance and counseling, availability of physical facilities to aid guidance and counseling and whether there are trained personnel in the school to provide guidance and counseling services. A conceptual framework that captures the variables under the study has been developed to guide the study. This is presented under figure 1 below

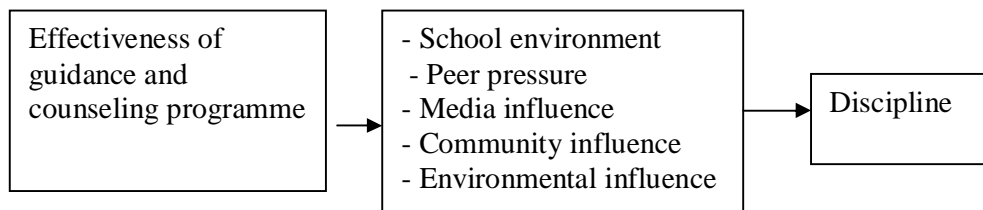


Figure 1; Relationship of variables for effective guidance and counseling programmes in maintenance of discipline.

High discipline which is a dependent variable is possible through effective guidance and counseling programmes if the extraneous variables such as peer pressure, mass media influences, school environment and community environment are properly controlled and well managed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlined different aspects of methodology that was used in the study. It included the research design; the population under study, sampling method, the instruments that were used in the research, data collection procedures and analysis of the collected data.

#### **3.2 Research design**

This study adopted a descriptive survey. The survey is a research technique in which data is collected by asking questions to the respondent. The design is appropriate because no undue influence is exercised to the research subjects before the study is done Mugenda and Mugenda (1999) moreover the design surveyed what was already happening on the ground without manipulation of responses. It enabled the researcher to study the perceptions of headteachers, guidance and counseling teachers and the pupils on guidance and counseling as a disciplinary approach in public primary schools in Nyandarua South district.

#### **3.3 Target population**

This study targeted forty primary schools in the Nyandarua South District. The forty schools were found in the three zones which made the district. They had total of 520 teachers and a total number of 18,800 Pupils.(from the records available in the District Education Officers office Nyandarua South District)



The head teachers were twenty since each primary school had one headteacher. Mugenda and Mugenda (1999). the sample size was 50% due to the small number of schools in the District.

### **3.4 Sample size and sampling procedure**

According to Kombo and Prompt (2006) a sample is a small portion of the total population that could be studied, sampling is the process of selecting a suitable part of representative sample of population for the purpose of determining characteristics of the whole population under study. Ideally, it would have been preferable to collect data from all the headteachers, guidance and counseling teachers and the pupils in the 40 public primary schools in the study area. However, because of time, financial constraints and shortage of Manpower sampling was used. Purposeful sampling was used to select Nyandarua South District as the study site due to its accessibility and diversity. Standard eight pupils were purposively sampled because the respondents had been in school since the inception of guidance and counseling services as a school based teacher Development programme. According to Kombo and Prompt (2006), a sample is a small portion of the total population that could be studied. Sampling is the process of selecting a suitable part of a representative of population for the purpose of determining characteristics of the whole population under study.

Purposeful sampling was used for all schools for selection of head teachers. Simple random sampling was used in schools for respondents among the pupils.

The District has three zones with 40 primary schools. They had a total of 520 teachers and 18,800 pupils. 50% of the schools were selected for the study. 50% of the headteachers made a total of 20 headteachers. Each school provided one guidance and counseling teacher for the study. 40 pupils were sampled. Two pupils responded from each school. Purposeful sampling was used for convenience since the number of pupils was very large.

### **3.5 Research instruments**

Questionnaires were used as my research instruments. According to Mugenda and Mugenda (1999) a descriptive research require at least 10 % of the accessible population. To be able to answer the research questions and achieve the set objective, data was collected using questionnaires. A questionnaire for each category of respondents in the study was produced one each for headteacher the guidance and counseling teachers and one each for the respondent of pupils. The head teacher's questionnaire had 5 parts which covered personal information, headteachers opinion, the counselor's role and importance of guidance and counseling procedure in the schools.

The questionnaire for the guidance and counseling teachers contained four parts. The first part was on personal information, personal opinion, Administration, organization, problems and counseling procedures in school. The questionnaire for pupils contained personal information in part one. Personal opinion on guidance and counseling, organization, administration and problems faced by pupils in guidance and counseling it also had three parts.

### 3.5.1 Validity of the instrument

Validity is the extent to which a research instrument measurement what it purports to measure Mugenda and Mugenda (1999) and Nanchmias and Nachmias (1996) According to Lovell and Lawson (1971), a technique is valid if it measures what it is intended to measure. Gingleton (1985) also confirms that validity refers to the extent to which an instrument measures what it is supposed to measure. Before doing the actual study; the research instrument was administered to the sample population to validate them. To ensure the validity of the instrument, the researcher reviewed the research instruments with peers and curriculum specialists especially the supervisors. This assisted in the examination of the content and the degree to which the instrument was able gather the intended information.

### 3.5.2 Reliability of the research instruments

Reliability is the measure of the degree to which research instruments gives consistent results in repeated trials. Orodho, (2009). The instrument reliability was established by carrying out test- re-test method which is administering the same instrument twice to the same group of subjects. The relevant instruments to be analyzed for this purpose was administered to respondents selected from 2 public primary schools which would not participate in the study. Data collected in the pilot study was analyzed using spearman's rank order correlation coefficient using the formula

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

Where

r- is the degree of reliability

x- is the score obtained during the first test.

y-is the score obtained during the second test

$\Sigma$ - means summation

N is the number of scores within each distribution

According to Frankel and Wallen (2000) if the correlation lies between 0.5 and 1.0 the instrument will be judged reliable.

**Table 3.1 Scores obtained from the pilot project**

	x	Y	x <sup>2</sup>	y <sup>2</sup>	xy
Test 1	98	94	9604	8836	9212
Test 2	96	93	9216	8649	8928
Total	194	187	18820	17485	18140

$$R = \frac{2(18140) - (194)(187)}{\sqrt{2(18820) - (194)^2 * 2(17485) - (187)^2}}$$

= 0.8 hence considered reliable

### 3.6 Data collection procedure

The researcher sought permission to conduct the research from the National Council of Science and Technology through the District Education Officer Nyandarua south district. The research then visited the selected schools for the purpose of introducing himself to the headteachers and other respondents.

He then made appointments on when he would administer the questionnaires to the headteachers and other respondents. He also assured the respondents of the confidentiality of any given information.

### **3.7 Data analysis techniques**

The data generated was both quantitative and qualitative. The main descriptive statistics used was percentages and the frequencies derived using statistical package for social sciences (SPSS) this is a comprehensive integrated collection of computer programmes for managing analyzing and displaying data in social sciences the SPSS statistical software was used to analyze the quantitative data. Data collected was first cleaned. Coded data was entered from the completed questionnaires into the SPSS version 11- computer database. The data was edited to ensure completeness of responses and descriptive statistics such as frequencies and percentages were computed. Tables, graphs and pie charts were used to enter and organize the data from the questionnaires, qualitative data was analyzed using thematic approach meaning open-ended answers were grouped and analyzed according to their responses. The respondents were made of pupils, guidance and counseling teachers and head teachers of the sampled schools.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents analysis of data, interpretation and discussion of the data. It starts with respondents rate followed by demographic data and assesses the level of training of teachers in guidance and counseling, the provision of physical facilities for guidance and counseling in primary schools, level of discipline of pupils and pupils perception of the guidance and counseling services and importance of guidance and counseling in Nyandarua south district primary schools.

#### **4.2 Questionnaire return rate**

A sample of twenty public schools was selected representing fifty percent (50%) of the public primary schools in Nyandarua south district. In each school one guidance and counseling teacher responded to the questionnaire while 16 pupils were sampled for the study. The number of headteachers who responded was also twenty each representing his or her school.

**Table 4.1 Represents the questionnaire return rate**

Respondents	Delivered questionnaires	Returned questionnaires	Percentage %
Headteachers	20	16	80%
Guidance & counseling teachers	20	16	80%
Pupils	40	32	80%

All the questionnaires returned were useful and provided data that was worth analyzing and presentation. According to table 4.1 out of the 20 headteachers and out of 20 guidance and counseling teachers 16 responded by completely filling the questionnaires. This represented a total percentage of 80 out of the forty expected respondents. Among the pupils a total of thirty two (32) pupils responded successfully. This also represented an 80% response. This was found to be an acceptable representation of the population.

### **4.3 Demographic information of respondents**

This section represents the analysis of demographic information of respondents from the data collected from the headteachers, guidance and counseling teachers and the pupils. The section also includes the gender of the respondents. Their highest level of professional qualifications, their length of service as headteachers, whether they had guidance and counseling programmes in their schools and their opinion on training of guidance and counseling teachers. The role played by guidance and counseling on pupils

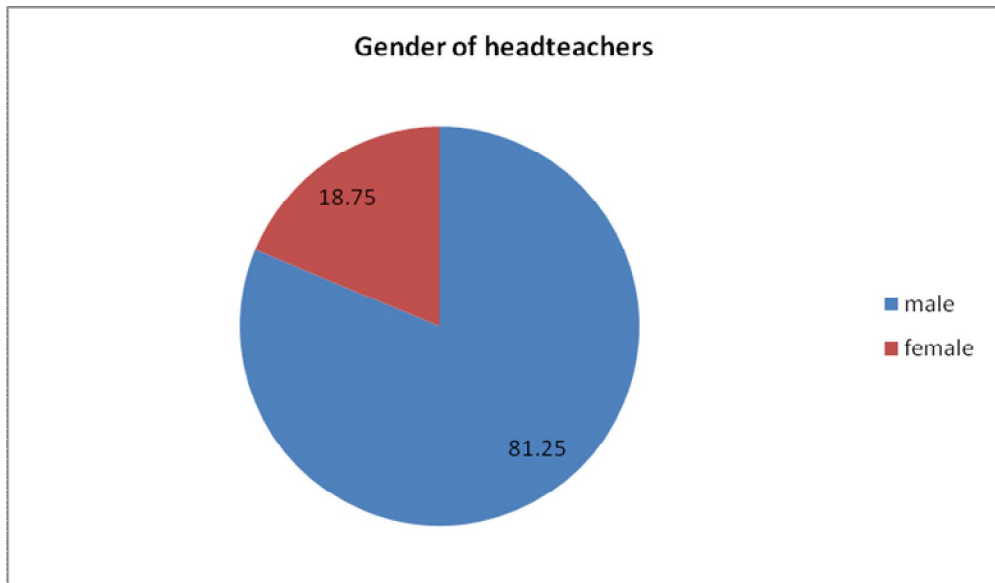
discipline, administration and organizational support to guidance and counseling programmes and the headteachers views on pupils perception of guidance and counseling. For the guidance and counseling teachers the section consists of gender of the teacher, professional training on guidance and counseling and their views on importance of guidance and counseling to the pupils. This section also represents pupils gender, age, availability and level of discipline in their schools and availability of guidance and counseling teachers. It also presents the information of availability of guidance and counseling programme in their schools, presence of physical facilities for guidance and counseling and their opinions on guidance and counseling.

#### **4.4 Gender of headteacher**

The study sought to know the gender of the headteachers in Nyandarua south district public primary schools. The findings were presented as follows on figure 4.1



**Figure 4.1 Gender of headteachers**

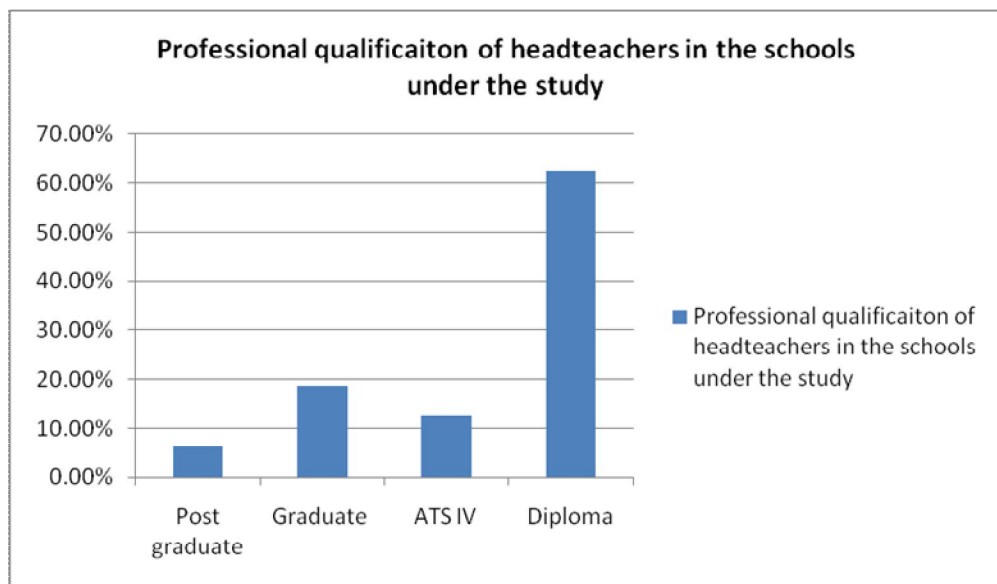


The findings indicated that most of the headteachers in Nyandarua south district primary schools are males making a total percentage of 81.25%. The number of female headteachers was very small making 18.75%. There is therefore an evidence of gender disparity in primary schools in Nyandarua south district. This could affect implementation of guidance and counseling programmes in schools due to lack of affection to the pupils requirements from the male headteachers as compared to that of motherly female headteachers.

#### 4.5 Professional qualification of headteachers in the schools under the study

This study indicated that 6.25% of headteachers were post graduates. 18.72% were graduates from universities with their first degree. 12.5% of the headteachers were ATS IV while 62.5% were diploma holders.

Figure 4.2 Graphically represents the headteachers qualifications

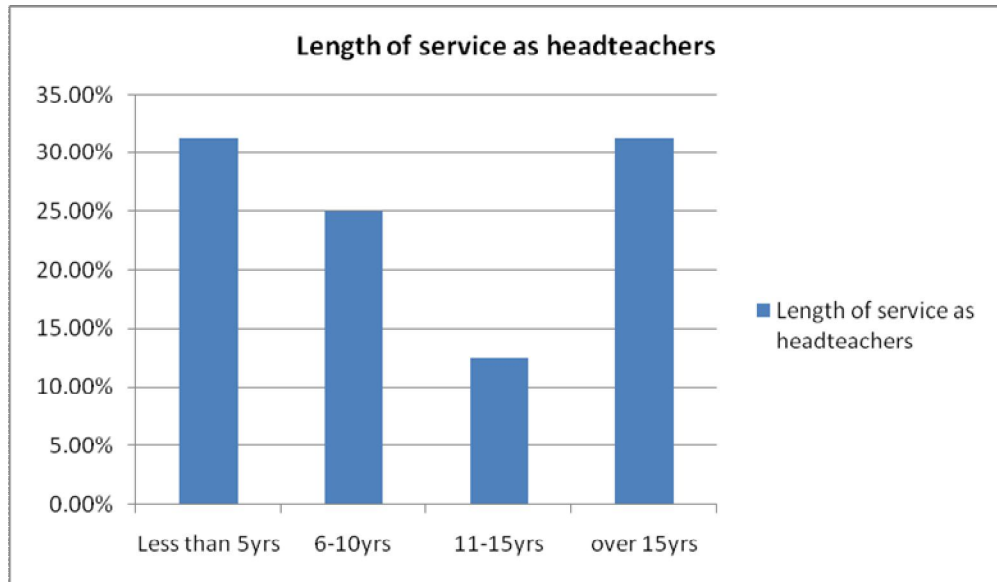


The findings indicated that all headteachers in all the schools under study were professionally diploma holders and above. They are therefore good role models to the young coming teachers and the learners who need guidance and counseling to help them shape their future.

#### 4.6 Length of service as headteacher

The researcher sought to know from the headteachers their lengths of service as headteachers. Their responses are represented in the graphic analysis.

**Figure 4.3 Length of service as headteachers**



The study indicated that the young head teachers who have served as headteacher for less than five years and that of the elderly headteachers who have served for more than fifteen years as head teachers was equal. This indicates that with the advent of headteachers, guidance and counseling may take root in public primary schools in Nyandarua south district. The study further indicates that generally there are more young head teachers who are likely to serve longer than those who are elderly and probably heading for their retire. This may help to strengthen guidance and counseling in public primary schools in Nyandarua south district.

#### **4.7 Availability of guidance and counseling in schools**

The research sought to know from the headteachers whether there was existing guidance and counseling programmes in public primary schools.

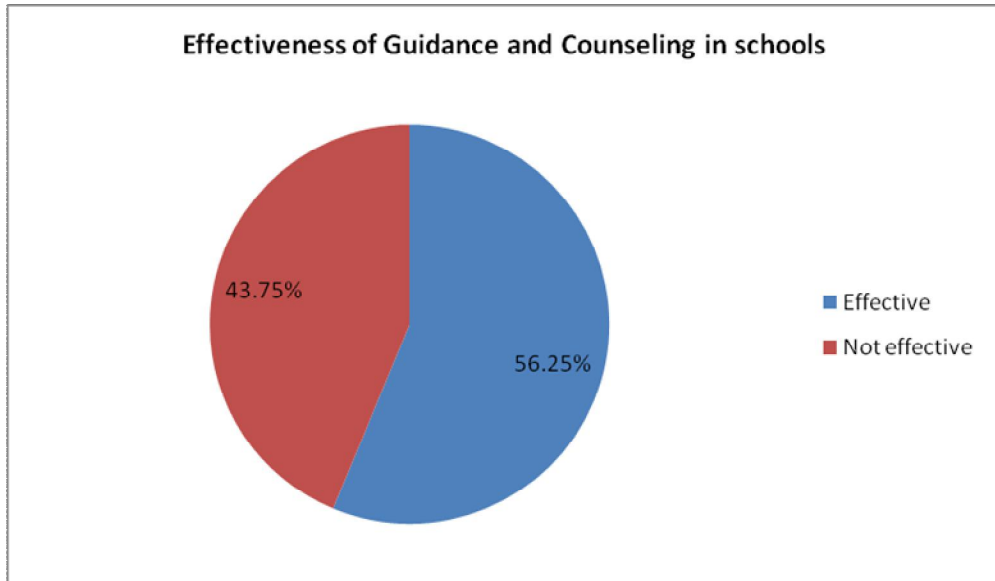
The response from all the respondents indicated that all the schools under study had ongoing guidance and counseling programmes firmly in place. The response was therefore one hundred per cent (100%) to the affirmative. This was an indication that if well handled and if the guidance and counseling is firmly rooted in the teachers' hearts guidance and counseling will be an alternative to other forms of discipline enforcing methods to ensure that pupils are disciplined in all fields.

#### **4.8 Effectiveness of guidance and counseling in schools**

The researcher wanted to find out how effective guidance and counseling was in ensuring pupils discipline in public primary schools 56.25% of the respondents indicated that guidance and counseling was effective in ensuring pupils discipline while 43.75% of the respondents indicated that guidance and counseling was not an effective way of maintaining pupils discipline.

The responses are represented in figure 4.3.4 below.

**Figure 4.4. Effectiveness of Guidance and Counseling in schools**



This response was varying between schools within the town and those further away from the town centres. The responses also varied between large schools and small schools. Many respondents from large primary schools seemed to have more indiscipline cases than the small schools.

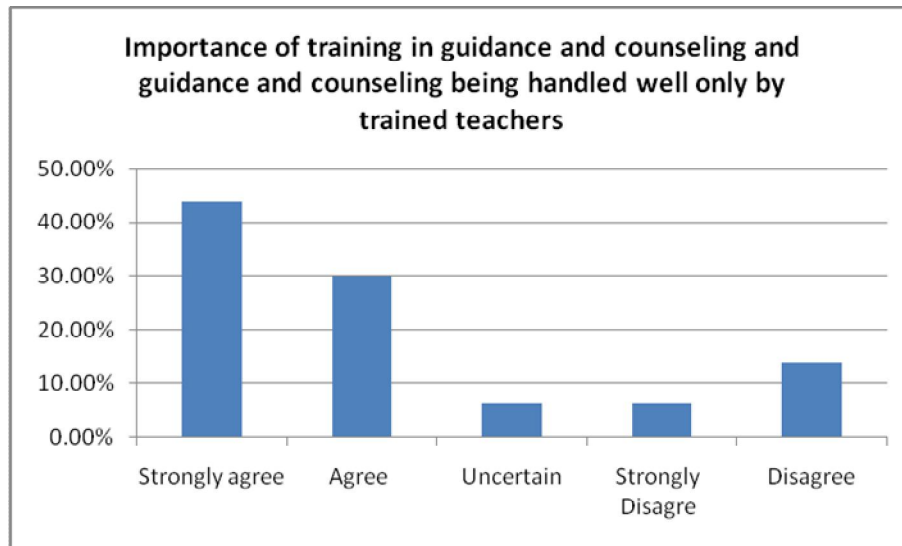
#### **4.9 Importance of training in guidance and counseling and guidance and counseling being handled well only by trained teachers**

The researcher sought to know from the respondents whether it was important to train teachers on guidance and counseling. The respondents responded to the affirmative where the response was one hundred percent agreed upon. On the question whether guidance and counseling can only be well handled by trained teachers in guidance and counseling, the response varied as follows 43.75% strongly agreed that only trained teachers in guidance and counseling

can properly handle it in schools 30% agreed that guidance and counseling can well be handled by trained teacher. 6.25% said they were uncertain whether there is any difference between trained teachers and untrained teachers in handling guidance and counseling 6.25% strongly disagreed that guidance and counseling can only be well handled by trained teachers while 13.75% disagreed that only trained teacher can well handle guidance and counseling.

Figure 4.3.5 represents the respondents' views.

**Figure 4.5 Importance of training in guidance and counseling and guidance and counseling being handled well only by trained teachers**

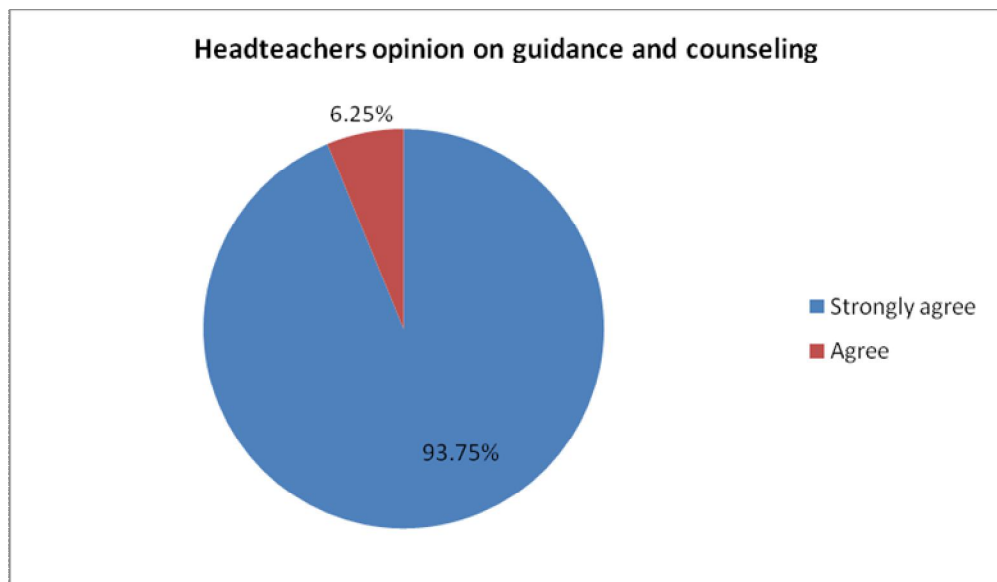


The responses indicated that most headteachers were strongly of the opinion that trained teachers in guidance and counseling are better in handling guidance and counseling in schools. Another 30% of the headteachers agreed that trained teachers in guidance and counseling can handle better guidance and counseling in public primary schools in Nyandarua south district.

#### 4.10 Headteachers opinion on guidance and counseling

To respond to this, the headteachers gave two responses only among strongly agree, agree, uncertain, disagree and strongly disagree 93.75% strongly agreed that guidance and counseling can eradicate indiscipline issues among pupils. The rest 6.25% only agreed that guidance and counseling is a means of discipline maintenance among primary pupils. Their opinion is represented by the pie chart in figure 4.6 below.

**Figure 4.6. Headteachers opinion on guidance and counseling**

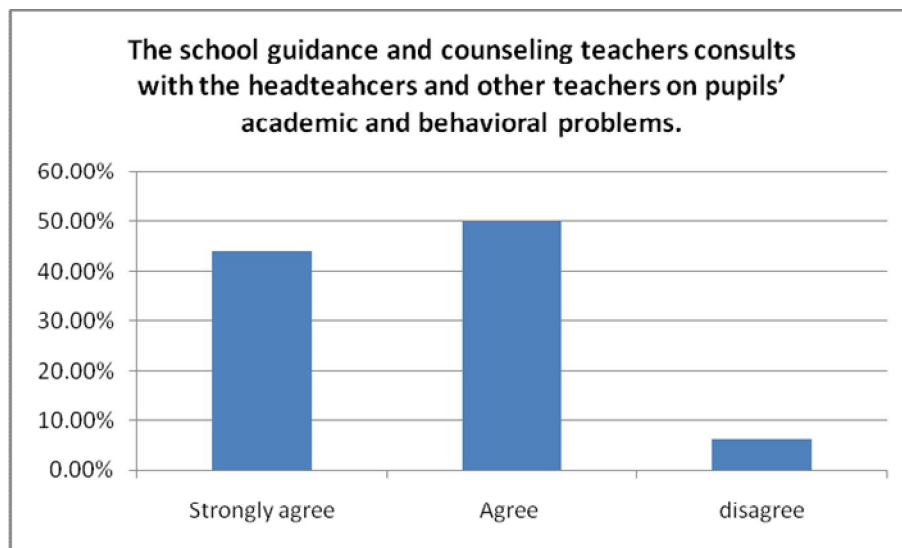


#### 4.11 The school guidance and counseling teachers consults with the headteachers and other teachers on pupils' academic and behavioral problems

The responses by the headteachers ranged from S.A – Strongly agree, A- agree and D- disagree 43.75% strongly agreed that there is consultation among teachers on academic and behavioral problems of pupils 50% only

agreed that such consultation is there while 6.25% disagreed that such consultation exists among teachers. These findings have been represented in the figure 4.7.

**Figure 4.7 The school guidance and counseling teachers consults with the headteachers and other teachers on pupils' academic and behavioral problems**

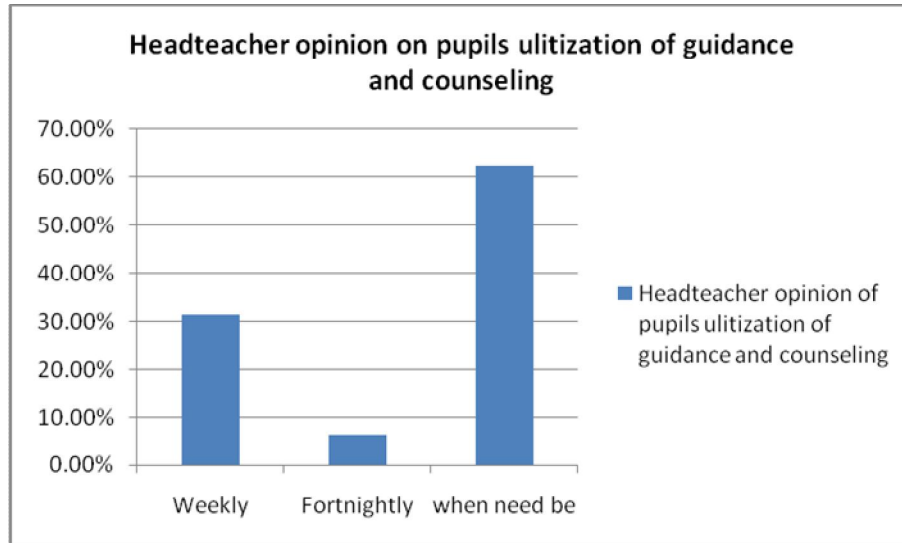


#### **4.12 Headteachers opinion on pupils utilization of guidance and counseling services and the frequency of utilization**

56.25% of the headteachers agreed that pupils access and utilize such services. 43.75% disapproved pupils utilization of such services. On how often or the frequency of such access 31.25% said that pupils utilized guidance and counseling on weekly basis 6.25% said that pupils access guidance and counseling fortnightly while 62.5% said that pupils utilize guidance and counseling services when need arises. The above views are represented in the figure 4.8.



**Figure 4.8. Headteachers opinion on pupils utilization of guidance and counseling services and the frequency of utilization**



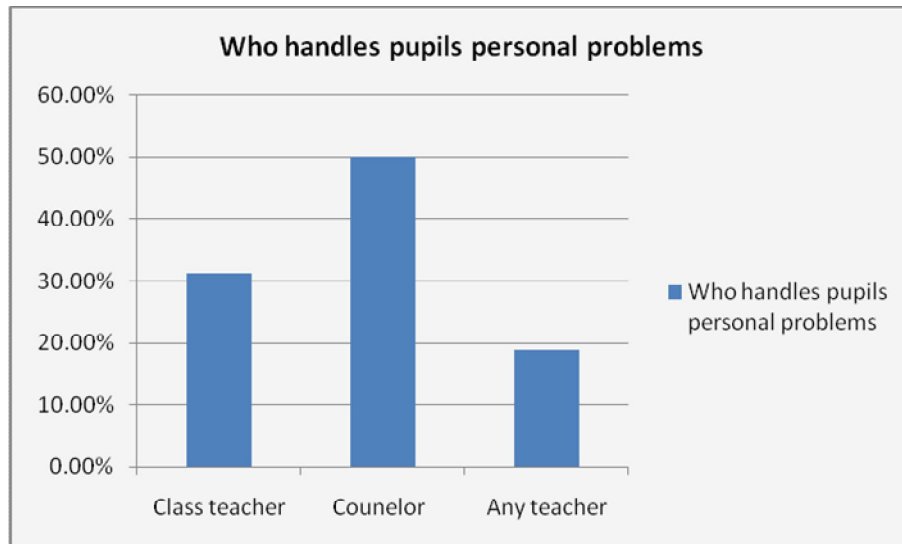
**4.13 Appointment of a teacher by headteacher to be a guidance and counseling teacher in the school**

All the respondents agreed that they have appointed one teacher to be in charge of guidance and counseling in the school the response was 100%.

**4.14 Who handles pupils personal problems?**

This question attracted three responses from the respondents 31.25% said that such personal problems among pupils are handled by class teachers 50% of the respondents said the problems are handled by the teacher counselor while 18.75% indicated that such problems among pupils are handled by any teacher in the school. Figure 4.9 represents the respondent's views.

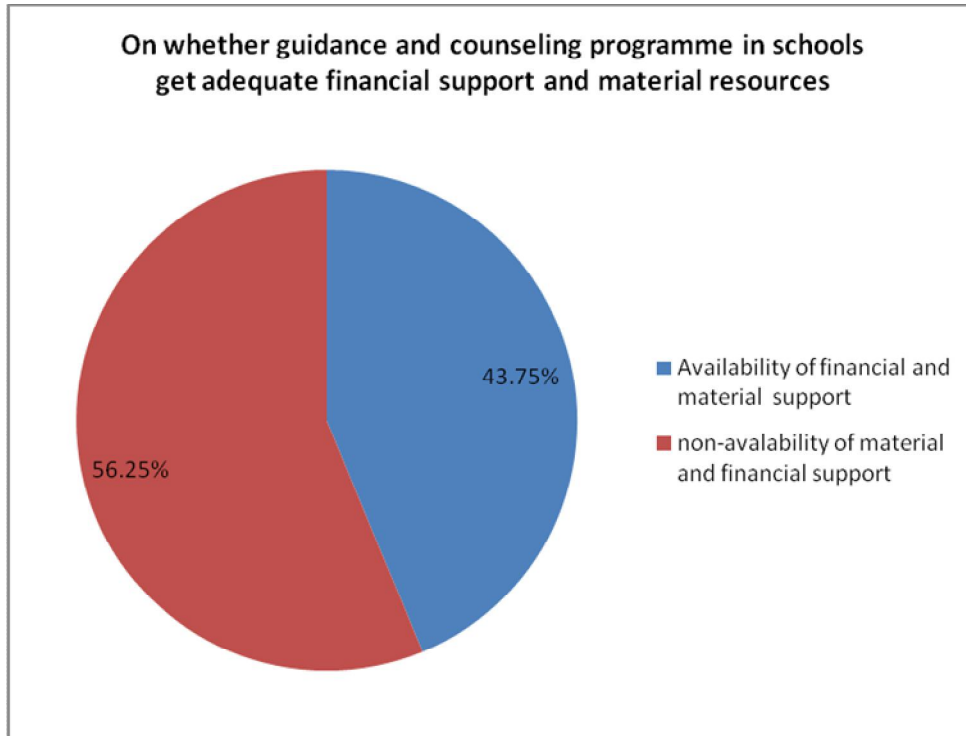
**Figure 4.9 Who handles pupils personal problems**



**4.15 On whether guidance and counseling programme in schools get adequate financial support and material resources**

43.75% accepted that there is material and financial support by the school administration towards guidance and counseling 56.25% said that the guidance and counseling programme do not get financial and material support since the schools do not have facilities such as extra rooms and financial allocations in the school budgets. Their responses are in figure 4.10

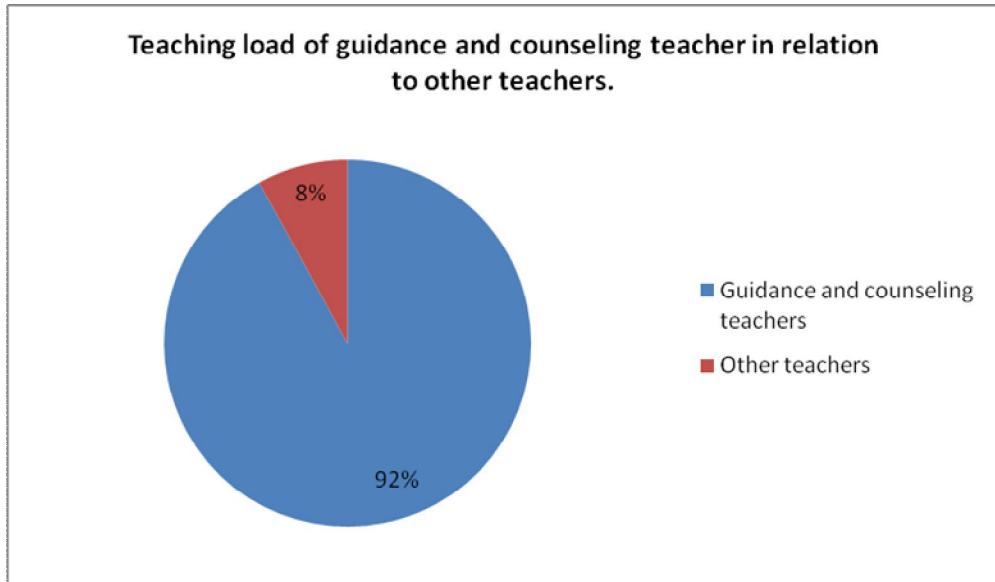
**Figure 4.10 On whether guidance and counseling programme in schools get adequate financial support and material resources**



**4.16 Teaching load of guidance and counseling teacher in relation to other teachers**

Respondents indicated that due to shortage of teachers in many schools the teaching load of guidance and counseling teachers' is not in any way less than those of other teachers. On average 92% of guidance and counseling teachers taught normal lessons while 8% taught less with variation resulting from Number of teachers from one school to another. These findings have been represented in the figure 4.11.

**Figure 4.11. Teaching load of guidance and counseling teacher in relation to other teachers**



#### **4.17 Headteachers opinion on pupils perception of guidance and counseling**

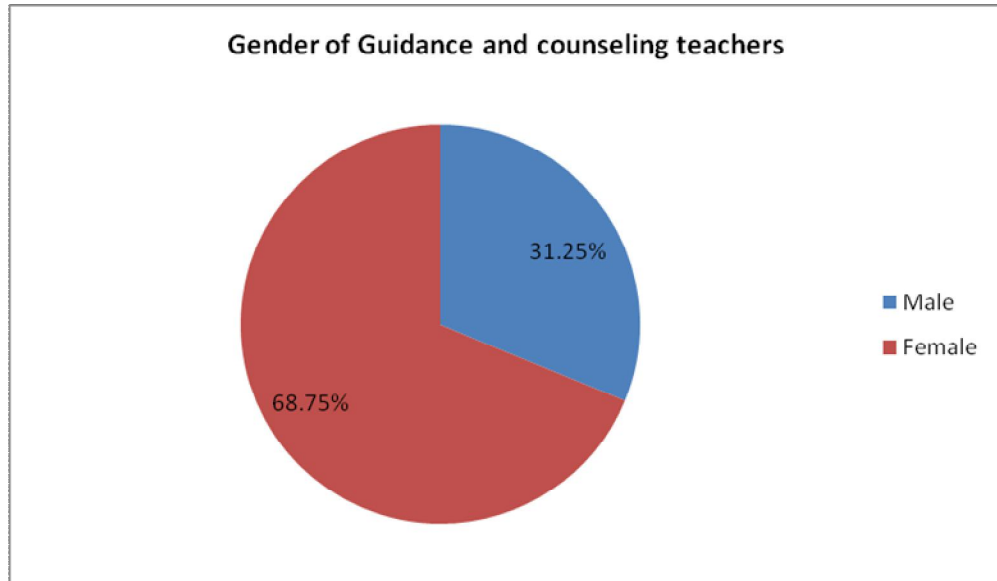
The respondents unanimously agreed that pupils are positive about the role played by guidance and counseling in the maintenance of pupils behaviours. The response was 100%.

#### **4.18 Gender of Guidance and counseling teachers**

The researcher sought to know, the gender of the guidance and counseling teachers. According to the respondents 31.25% of the guidance and counseling teachers were males while 68.75% of the guidance and counseling teachers were females. This showed an alarming disparity between male and female guidance and counseling teachers.

These findings are represented in the figure 4.12.

**Figure 4.12 Gender of Guidance and counseling teachers**



#### **4.19 Professional course in guidance and counseling**

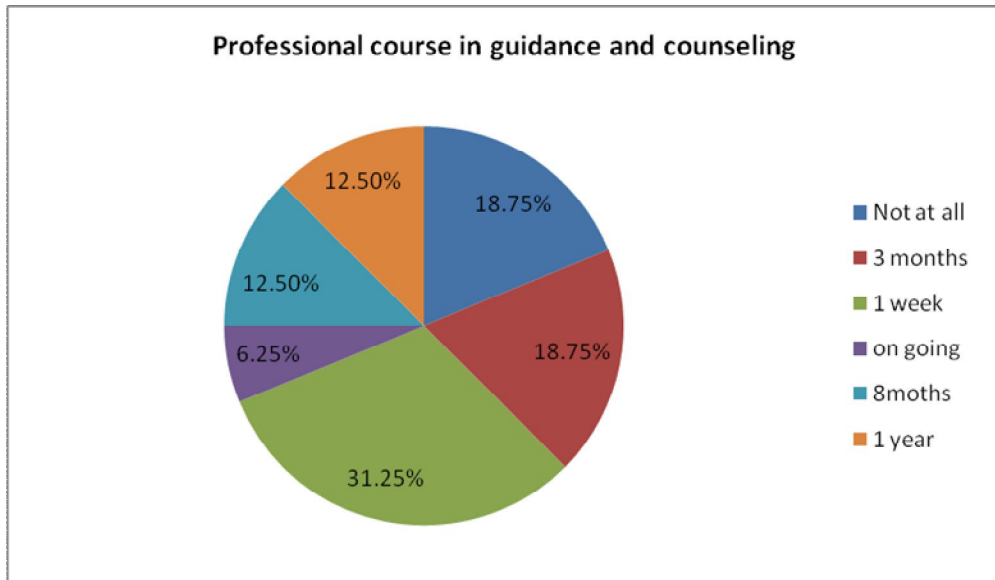
The researcher also sought to find out the professional qualification of guidance and counseling teachers in guidance and counseling courses.

The respondents indicated that 81.25% had some training in guidance and counseling while 18.75% indicated that they had never had any training in guidance and counseling. Among those who had had some training in guidance and counseling 6.25% indicated that they are undergoing the professional course now. 18.75% per cent indicated that they have had a three months training, 31.25% also indicated that they had had a one week training in guidance and counseling 12.5% had had an eight month training 12.5% had had a one year training

In guidance and counseling while 18.75% had never had any training in guidance and counseling.

These findings are represented in the figure 4.13.

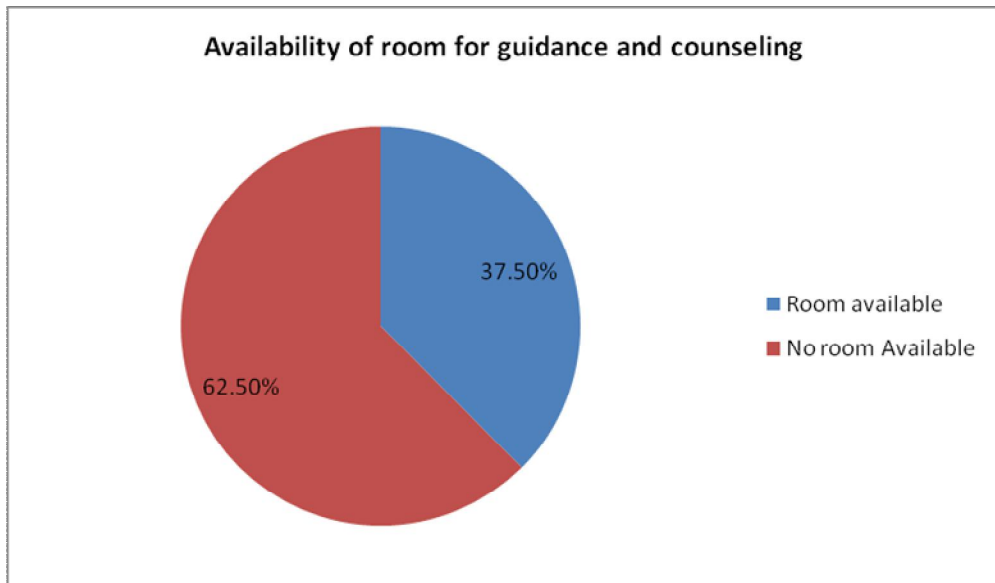
**Figure 4.13 Professional course in guidance and counseling**



#### **4.20 Availability of room for guidance and counseling**

37.5% of respondents said they had rooms where they could do individual guidance and counseling to the pupils while 62.5% said they had no room where individual guidance and counseling could be done. They argued that the guidance and counseling was not effective since it was done in the open without any secrecy. This discouraged clients from freely speaking themselves out to be guided and counseled this finding has been indicated in the figure 4.14

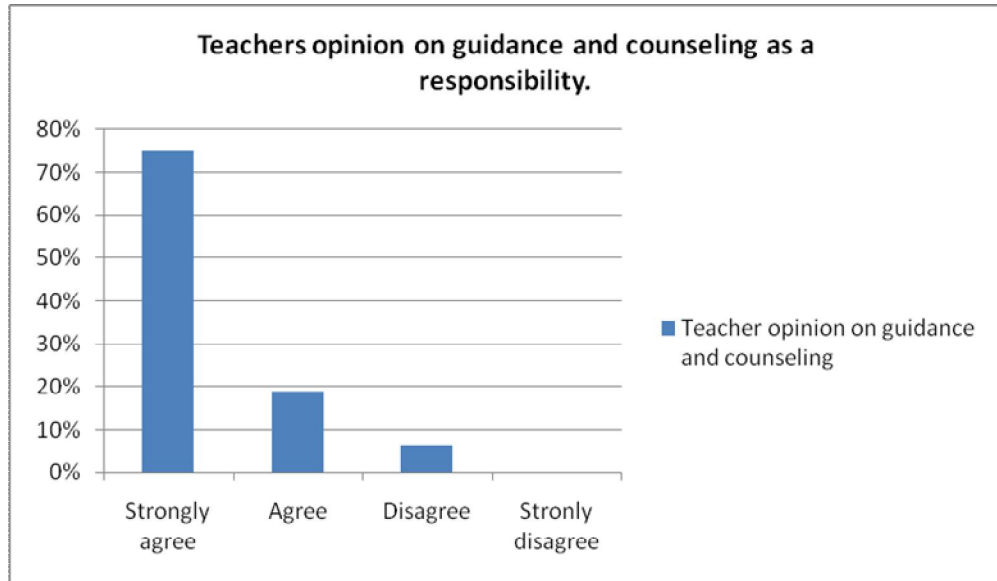
**Figure 4.14 Availability of room for guidance and counseling**



**4.21 Teachers opinion on guidance and counseling as a responsibility**

This response attracted three respondents: 75% of the respondents took it as their responsibility to guide and council the pupils and therefore strongly agreed, 18.75 Agreed that guidance and counseling was their responsibility while 6.25% strongly disagreed that guidance and counseling was their responsibility. These responses have been represented in figure 4.15.

**Figure 4.15 Teachers opinion on guidance and counseling as a responsibility**

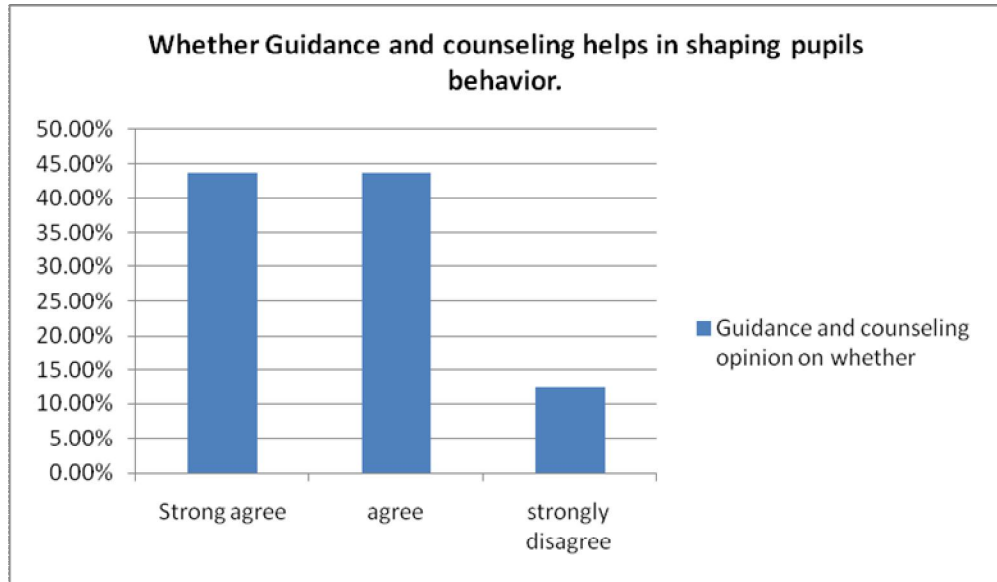


**4.22 Teachers opinion on whether Guidance and counseling helps in shaping pupils behavior**

43.75% strongly agreed that Guidance and counseling can help in shaping pupils behavior. Another 43.75% just agreed that Guidance and counseling can help shape pupils behavior. Another 12.5% strongly disagreed that Guidance and counseling can help shape pupils behaviours. These findings are represented in the figure 4.16.



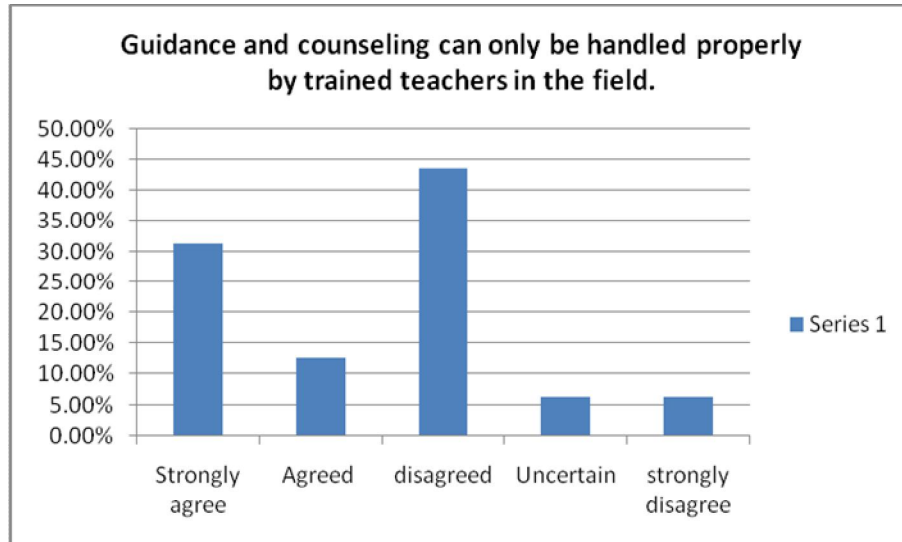
**Figure 4.16 Whether Guidance and counseling helps in shaping pupils behavior**



**4.23 Guidance and counseling can only be handled properly by trained teachers in the field**

The respondents gave their responses as follows, 31.25% strongly agreed that only trained teachers in guidance and counseling and handle guidance and counseling 12.5% just agreed that only guidance and counseling trained teachers can be effective in guidance and counseling. 6.25% of the respondents were uncertain whether it's only the trained teachers in guidance and counseling who can handle guidance and counseling effectively in schools. 43% disagreed while 6.25% strongly disagreed.

**Figure 4.17 Guidance and counseling can only be handled properly by trained teachers in the field**

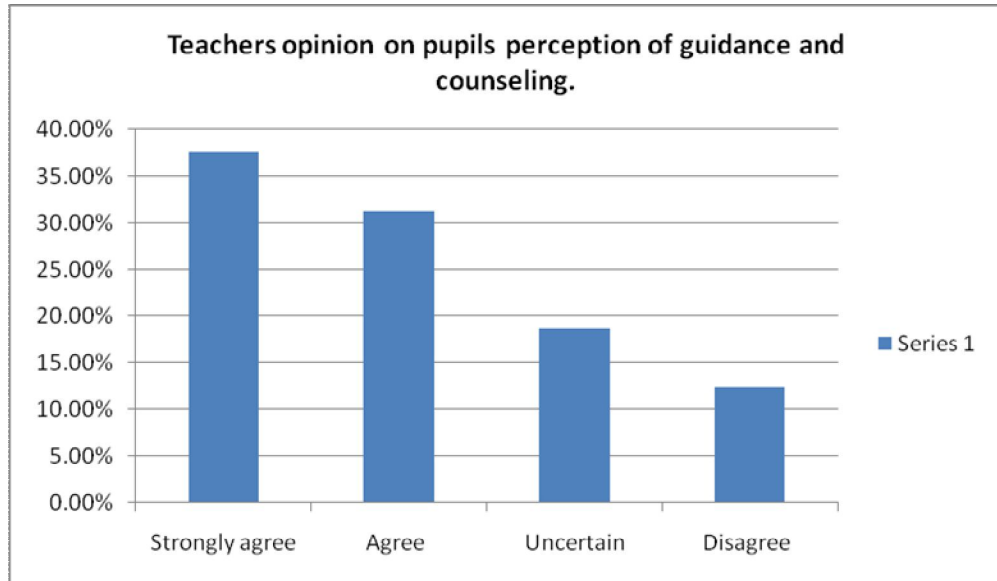


#### **4.24 Teachers opinion on pupils perception of guidance and counseling**

The respondents among the teachers gave their opinions in four different ways: 37.5% strongly agreed that pupil's perception of guidance and counseling was positive. 18.25% just agreed that pupil's perception of guidance and counseling was positive. 18.75% of the respondents were uncertain whether pupils positively perceived guidance and counseling. 12.5% disagreed that pupils positively perceived guidance and counseling.

The respondent's views have been represented in figure 4.18.

**Figure 4.18 Teachers opinion on pupils perception of guidance and counseling**

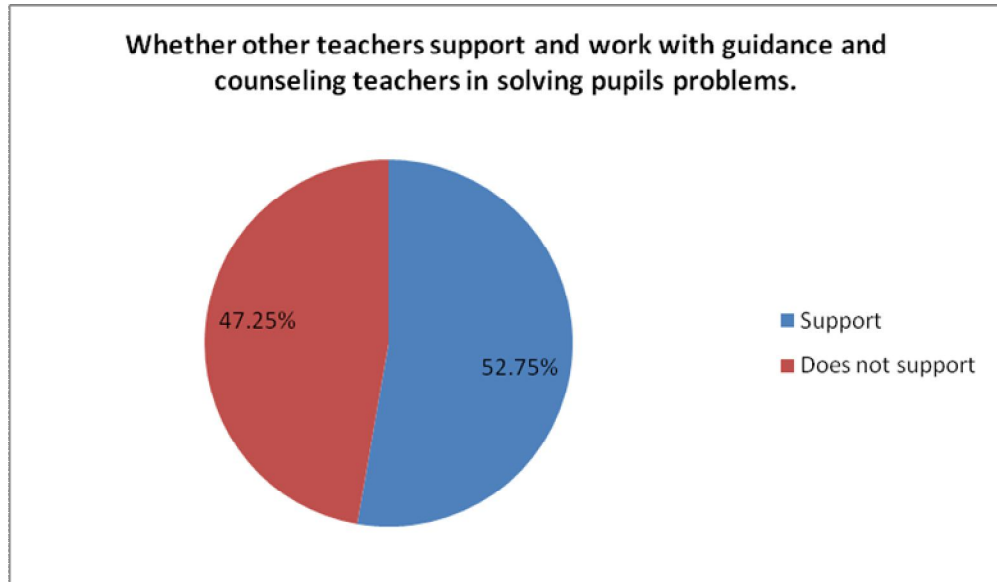


**4.25 Whether other teachers support and work with guidance and counseling teachers in solving pupils problems**

52.75 percent of the respondents said that they get some support from other teachers in solving pupils problems the other 47.25 percent said that they don't get the support they require from other teachers in solving pupils problems.

This response is represented in the figure 4.19.

**Figure 4.19. Whether other teachers support and work with guidance and counseling teachers in solving pupils problems**



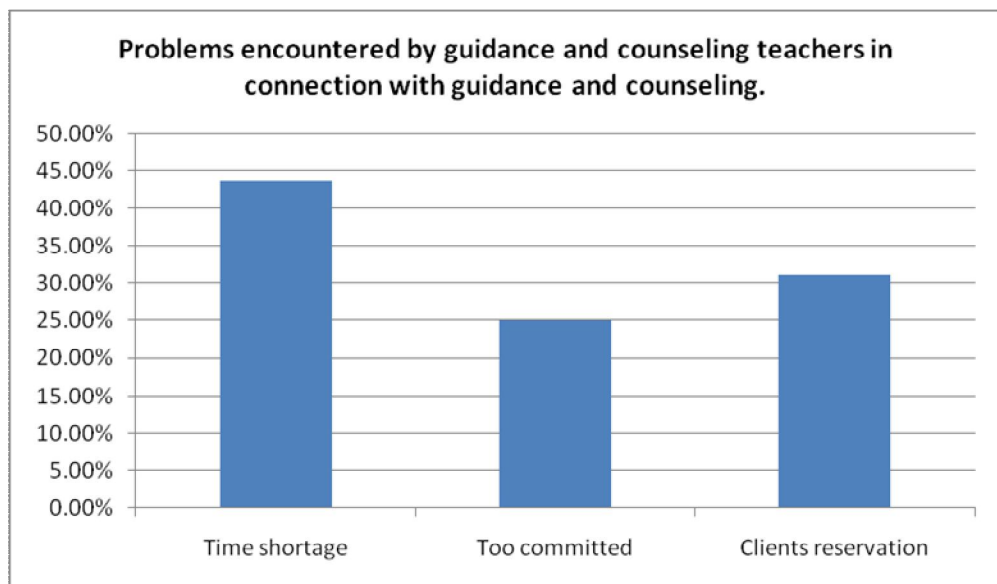
**4.26 Problems encountered by guidance and counseling teachers in connection with guidance and counseling**

The research sought to know what problems the respondents faced in their schools as guidance and counseling teachers. Three responses came out clearly. 43.7% of the respondents cited shortage of time as a dilemma in their effort to carry out guidance and counseling. They cited the school time table as being congested and lacking time allocation for guidance and counseling. 25% of the respondents said they are too committed in other activities at school hence lacking time to carry out guidance and counseling. 31.25% said that the clients who are their pupils are too reserved to initiate guidance and

counseling. They don't part with necessary information that may trigger the necessity for guidance and counseling to take place.

These responses are presented in the figure 4.20.

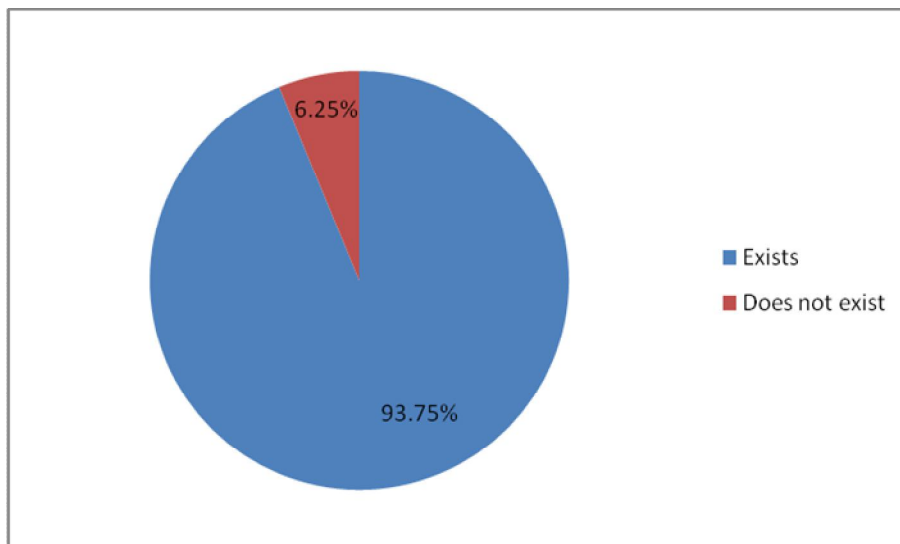
**Figure 4.20 Problems encountered by guidance and counseling teachers in connection with guidance and counseling**



#### 4.27 Availability of guidance and counseling programme in school

The teachers agreed that there is such a programme in their schools 93.75% agreed that the programme is there and functional in their schools.6.25% said that it does not exist. Their findings are represented below in the figure 4.21.

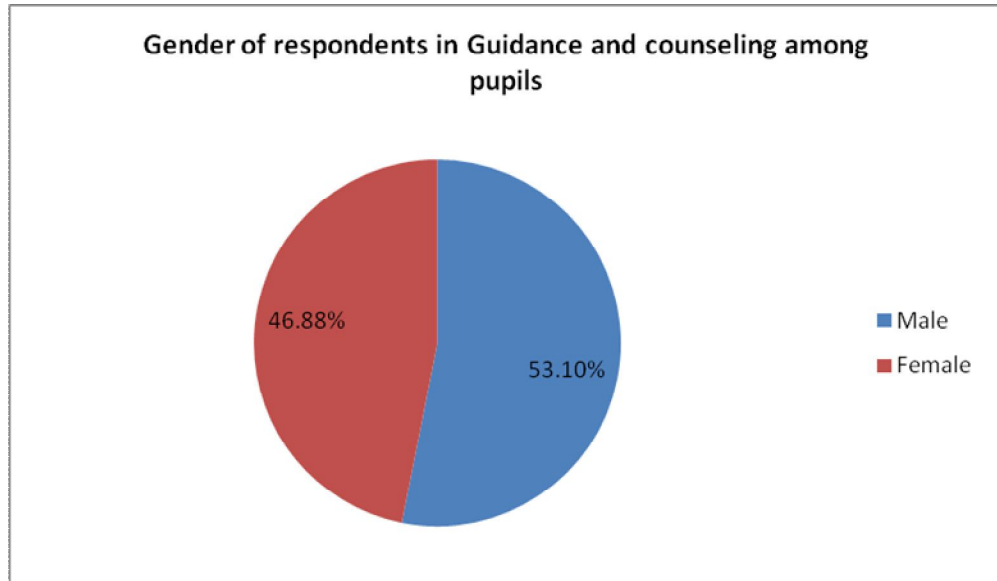
**Figure 4.21 Availability of guidance and counseling programme in school**



#### 4.28 Gender of respondents in Guidance and counseling among pupils

The researcher sought to establish the gender of the respondents. 53.12% of the respondents were male while 46.88% were female this has been represented in the figure 4.22.

**Figure 4.22 Gender of respondents in Guidance and counseling among pupils**

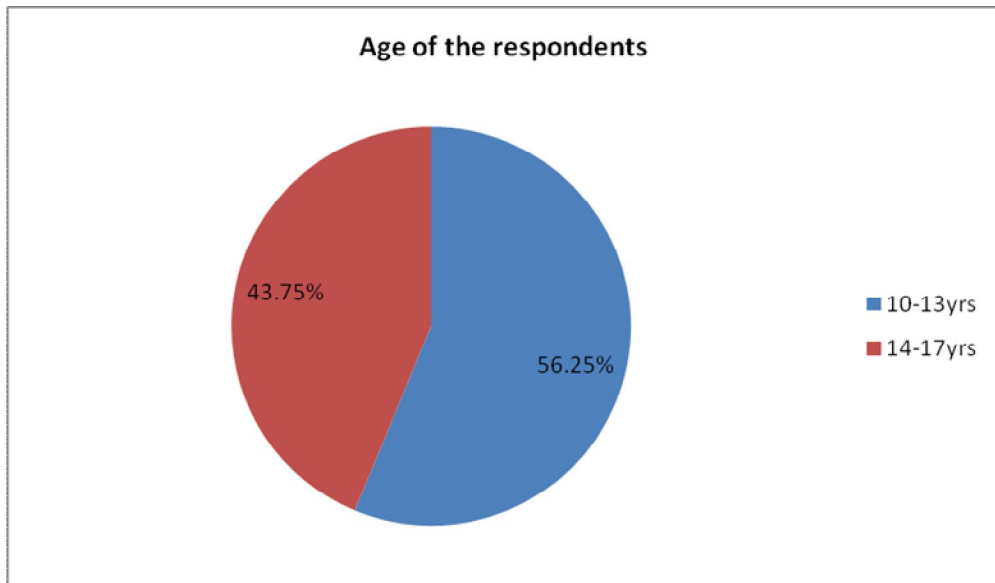


#### **4.29 Age of the respondents**

The researcher also wanted to know the age of the respondents. According to the responses. The ages of the respondents fell between two clusters. 56.25% of the respondents 43.75% of the respondents fell between 14-17 years of age. So both the views and observations of very young and those approaching their Adolescence were well represented.

This gender representation has been illustrated in the figure 4.23

**Figure 4.23 Age of the respondents**

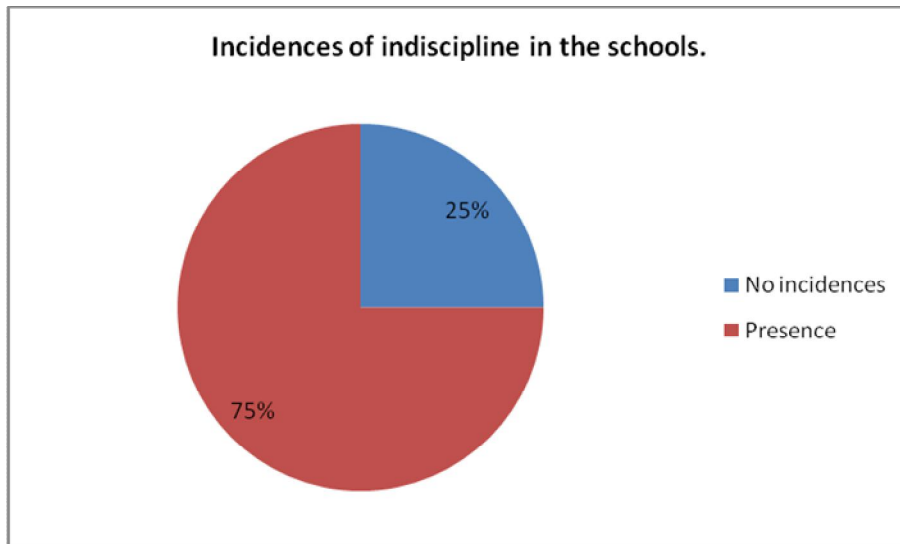


#### **4.30 Incidences of indiscipline in the schools**

The researcher wanted to find out if there are any incidences of indiscipline in the primary schools. This took a bit of time since the respondents also sought to know what the researcher termed as indiscipline issues in the schools. Some time was taken in the discussion before the respondents could be free to write their responses in the questionnaires. On the responses 75% of the respondents indicated that, there were some forms of indiscipline in their schools. 25% of the respondents said that there were no issues of indiscipline in their schools. The respondents also rated the incidents of indiscipline in their schools as follows, 15.62% rated the incidents as very high in their schools. 71.88% rated the incidences of indiscipline in their schools are low. 13.60% rated the incidences of indiscipline their schools as very low.



**Figure 4.24 Incidences of indiscipline in the schools**

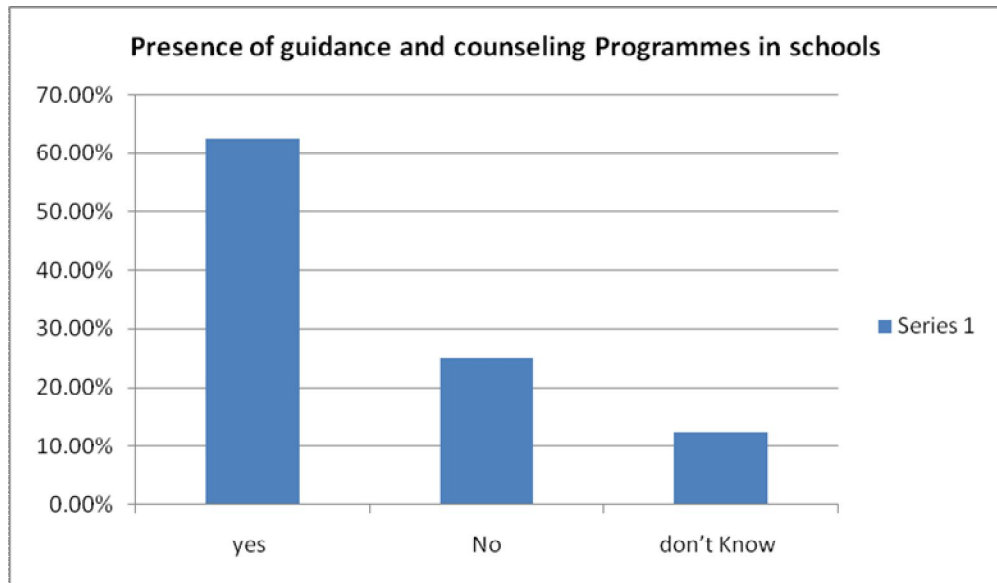


**4.31 Presence of guidance and counseling Programmes in schools**

The researcher sought to know whether there are any programmes of guidance and counseling in schools. The respondents rated availability of guidance and counseling at 62.5%. 12.5% said there is no programme of guidance in schools. 25% - said they didn't know anything about guidance and counseling. Some respondents did not know what guidance and counseling means but agreed that teachers generally talk to them at parade and in classes.

This information is represented in the graph as follows in figure 4. 25

**Figure 4.25 Presence of guidance and counseling programmes in schools**

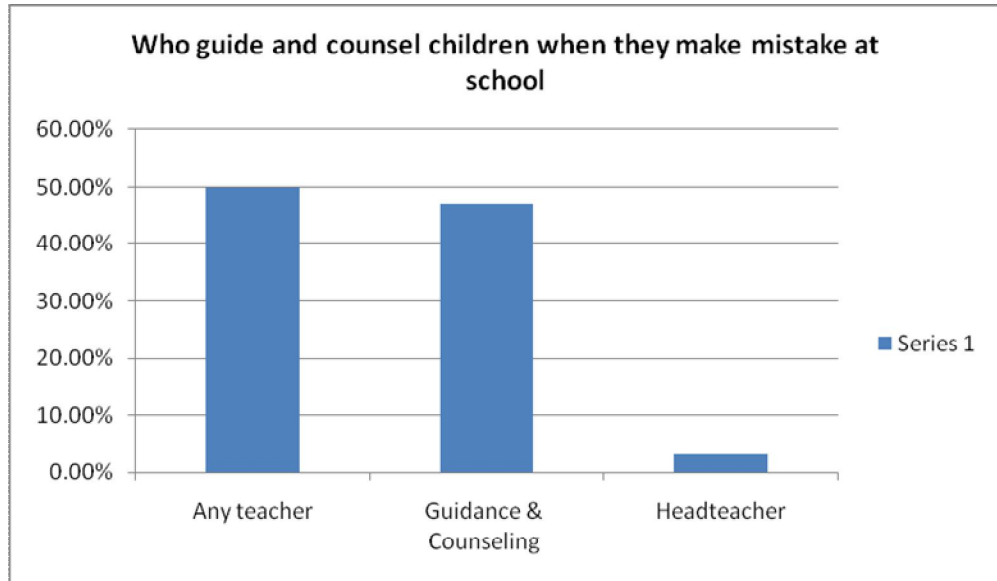


**4.32 Who guides and counsel children when they make mistake at school**

When asked who guides and counsels children when they make mistakes at school, the respondents indicated that the headteacher guides children up to 3.13 per cent, the guidance and counseling teacher guides the children up to 46.88 per cent while 49.99 per cent of the children said that guidance and counseling is done by any teacher.

The following statistical data was represented in figure 4.26

**Figure 4.26 who guides and counsel children when they make mistake at school**



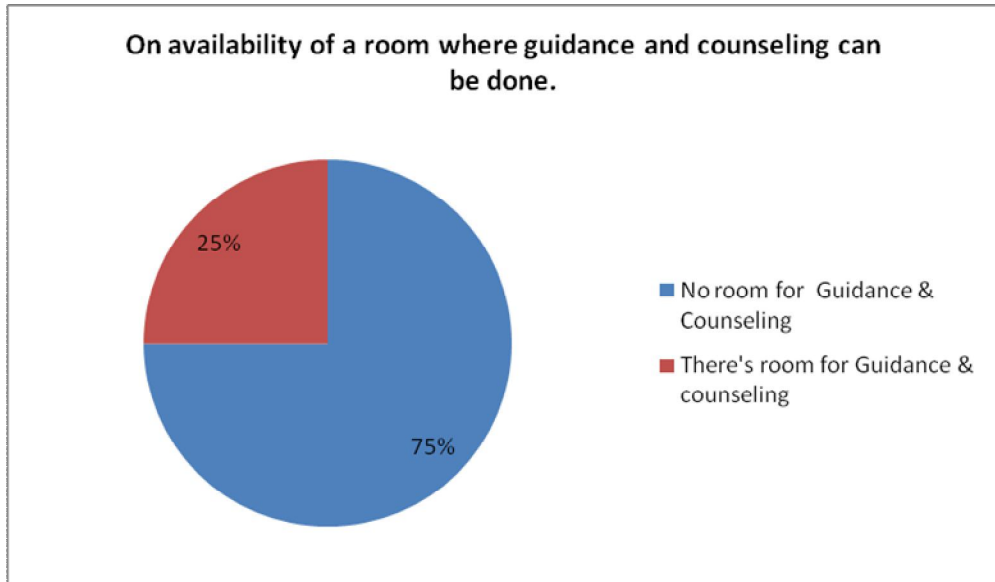
**4.33 On availability of a room where guidance and counseling can be done**

The respondents said there was no room for guidance and counseling.

This was illustrated by the 75% of the respondents 25% of the respondents agreed that there were rooms but no facilities related to guidance and counseling.

The response was illustrated in the figure 4.27

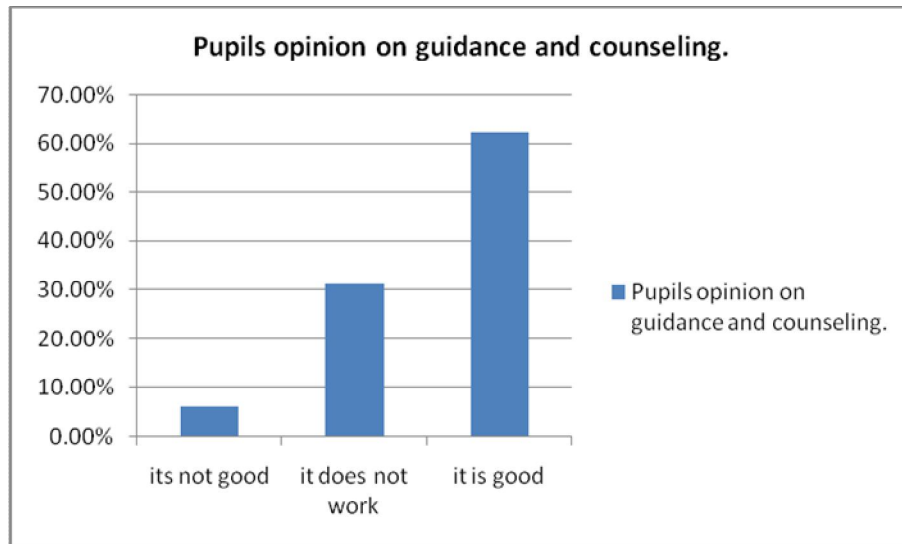
**Figure 4.27 On availability of a room where guidance and counseling can be done**



#### **4.34 Pupils opinion on guidance and counseling**

Pupil respondents were asked what their opinion is about guidance and counseling. 62.5% agreed that guidance and counseling is good and helpful to the needy. 6.25% respondents said it is not good because it does not change behaviors instantly. It's gradual and requires a lot of time to produce any fruits. Another 31.25% said guidance and counseling does not work especially in very large schools where population is high. Their response has been illustrated in figure 4.28.

**Figure 4.28. Pupil’s opinion on guidance and counseling**

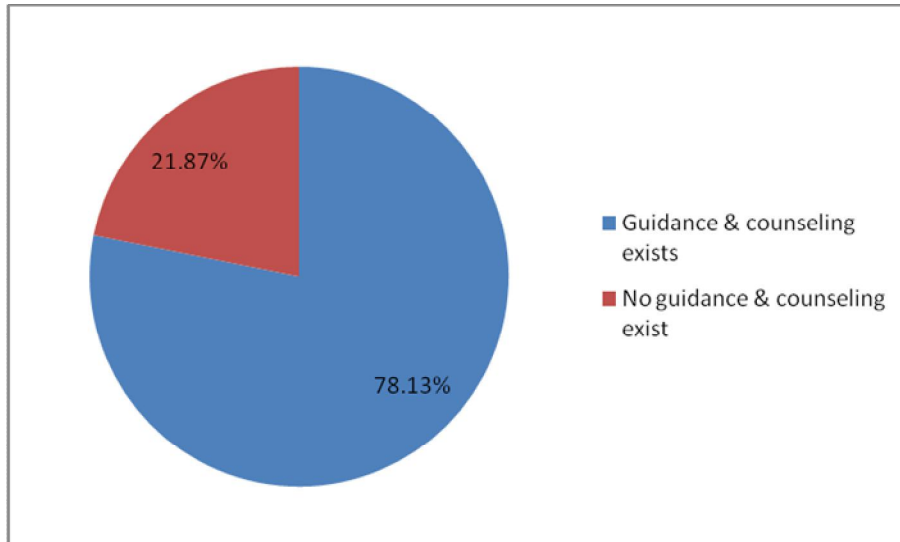


**4.35 Whether guidance and counseling programme exists in primary schools**

78.13 per cent of the pupils reported that guidance and counseling exists in their schools while 21.87% of the pupils disapproved presence of guidance and counseling programmes in their schools.

The above findings have been represented in the figure 4.29

**Figure 4.29 Whether guidance and counseling programme exists in primary schools**



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings of the study, the conclusions that can be drawn from them and the recommendations from the study:

#### **5.2 Summary of the study**

The following is the summary of the main findings of this study. The first objective assessed level of training of teachers in guidance and counseling in primary schools in Nyandarua South District. In response 81.25% of the respondents had received guidance and counseling training during their college training while 18.75% had not received any training in guidance and counseling. The Duration of training for those teachers who had received some professional training in guidance and counseling varied as follow:

6.25% of guidance and counseling teachers were still undergoing training. 18.75% had received three (3) months professional training. 31.25% had received guidance and counseling training for eight (8) months. 12.5% of teachers had received one (1) year professional guidance and counseling training while 18.75% had not received any professional guidance and counseling training.

The second objective sought to investigate the provision of physical facilities for guidance and counseling in schools. The researcher wanted to find out if schools had set aside rooms with facilities such as tables, chairs, books and any other physical facilities that could enhance guidance and counseling in the

schools. This question was asked to the Head teachers from whom the researcher wanted to know of administrative, financial and material resources they had provided for guidance and counseling to be effective. 43.75% of the head teachers reported that they provided administrative, financial and material resources for guidance and counseling. 56.25% reported that guidance and counseling did not receive administrative, financial and material resources from the schools. It can therefore be concluded from the head teachers that guidance and counseling does not receive adequate support from the schools administration to make it effective in maintaining pupil's discipline.

37.5% of the guidance and counseling teachers reported having rooms in their schools where individual guidance and counseling can be done. 62.5% reported that there were no physical facilities like rooms where guidance and counseling could be done.

25% of the pupil respondents reported availability of guidance and counseling rooms in their schools. 75% of the pupil respondents indicated that there were no guidance and counseling rooms available in their schools. This indicated that still guidance and counseling lacked adequate support from the schools administration.

The third objective was to determine the pupil's perception of the guidance and counseling roles in primary schools. Pupils were asked to give their opinions on guidance and counseling roles. There were varying responses to this question with 65.5% of the pupils reporting that guidance and counseling is good and that it contributed a lot to helping curb pupil's indiscipline in their



schools. 31.25% reported that guidance and counseling did not play its role in helping contain pupil's indiscipline activities in their schools. 6.25% of the pupils categorically stated that guidance and counseling failed in helping contain pupil's indiscipline in primary schools. Therefore majority of the pupils ranked guidance and counseling as a good method of dealing with pupils indiscipline issues in their schools.

The fourth objective of the study was to determine the importance of guidance and counseling services in Nyandarua South District Primary Schools. To establish this researcher sought to know whether the schools offered guidance and counseling programmes to the pupils. This question was asked to the head teachers, the teacher guidance and counselor in the school and the pupils. 100% of the head teachers reported that there were guidance and counseling programmes in their schools. 93.75% of the guidance and counseling teachers reported that there was guidance and counseling programmes in their schools. 6.25% of the teachers denied that guidance and counseling existed in their schools. 78.13% of the pupils accepted that there were guidance and counseling programmes in their schools.

### **5.3 Conclusions of the study**

The results from the study allow the following conclusions to be made

- Guidance and counseling programmes exist in all public primary schools in Nyandarua South District.

- There is need for training of teachers in guidance and counseling and that trained teachers in guidance and counseling handle it better in their schools and ensure proper implementation of the same.
- Pupil generally utilize guidance and counseling services provided in their schools and that guidance and counseling is normally done when need arises.
- Each head teacher had appointed at least one teacher who was the head of the guidance and counseling panel in primary schools in Nyandarua South District to ensure effectiveness of guidance and counseling.
- There is inadequate administrative, financial and material support from the school administrations towards guidance and counseling departments and programmes. There are generally no rooms provided by the schools for guidance and counseling activities. The workloads for guidance and counseling teachers is just slightly less than that of other teachers.
- Pupils perceive guidance and counseling positively. They said it was good in helping them maintain discipline in their schools.
- Guidance and counseling faces challenges of time in that the time allocated to G & C is inadequate, guidance and counseling teachers were too committed in other activities. There was also pupil's reservation. They didn't voluntarily give out information that could ignite the need for guidance and counseling.
- There was one hundred (100%) implementation of guidance and counseling in public primary schools in Nyandarua south district.

- 43.75% of teachers strongly argued that guidance and counseling is effective in maintaining pupils discipline. Therefore a total of 87.50% agreed that guidance and counseling is effective in maintaining pupils discipline.
- The frequency of guidance and counseling sessions in public primary schools was inadequate since respondents indicated that it only occurred when need arose.

#### **5.4 Recommendations for improvement**

The school administration should ensure allocation of more guidance and counseling time even on the block time table so that there is a routine guidance and counseling programme for the schools.

Teacher service commission should ensure availability of enough male guidance and counseling teachers to enhance gender equity in guidance and counseling field.

There is need for administrative support, financially and materially for guidance and counseling. The schools should have specific rooms where individual and collective guidance and counseling can be done.

Guidance and counseling training should be made uniform for all guidance and counseling teachers. In service courses should be organized to equate guidance and counseling teachers and to update them on current needs of pupils to make guidance and counseling relevant. These in-service courses and clinics for teacher counselors should be organized at different levels, like national county, district and zonal by the ministry of education to keep

the teacher counselor abreast with skills and techniques to deal with the emerging issues among the pupils.

### **5.5 Suggestions for Further Research**

The researcher proposes further research in the following areas.

A study to be carried out on other factors other than guidance and counseling that could be effective in maintaining pupils discipline in primary schools in Nyandarua South District.

Further research need to be carried out on why there are more female guidance and counseling teachers than males in primary schools in Nyandarua South District.

More research Need to be carried out on methods of guidance and counseling used by teachers in public and private schools in Nyandarua South District. Such methods could be individual and group counseling.

I would also suggest that a thorough investigation be done on corporal punishment as an alternative to guidance and counseling and the effects of corporal punishment on pupils in Nyandarua South District public and private primary schools.

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Retrieved 15 may,2009  
(department of educational psychology, Kenyatta university , Kenya)

**APPENDIX I**  
**INTRODUCTION LETTER**

**Mwaura J Karie,**  
**P.O.Box,117-20318**  
**North Kinangop**

The Headteacher/Guidance and Counseling Teachers,

The respondent pupils.

.

**REF: REQUEST FOR FILLING RESEARCH QUESTIONNAIRES**

I am a student at Nairobi University doing a Masters Degree in Educational Planning and Administration. I am carrying out an academic research on Guidance and Counseling as a measure to ensure Discipline in public primary schools in Nyandarua South District. You have been chosen because you are better placed to advice on the effectiveness of guidance and counseling in your school. All the information you give will be for purpose of academics only and identity of respondents will not be disclosed.

Your assistance and cooperation will be greatly appreciated.

Thank you in advance for your assistance.

Yours faithfully,

**Mwaura James Kiarie.**



**APPENDIX II**

**HEADTEACHERS' QUESTIONNAIRE**

Tick the information most applicable to you.

**Part 1. Personal information and counselor training.**

1. Please indicate your gender Male ( ) Female ( )

2. Which of the following best describes your professional status?

Post graduate level Graduate level ( ) Diploma level ( )

Certificate level-P1 ( ) P2 ( ) P3 ( ) other.....

3. How many years have you served as a school head teacher?

Less than 5 years ( ) 6-10 years ( ) 11-15years ( ) over 15 years ( )

4. Do you have a guidance and counseling programmer in this school?

Yes ( ) No ( )

If yes how effective is it.....

5. In your opinion, do you think it is necessary to train teachers in guidance and counseling programme? Yes ( ) No ( )

**Part 2 :Head teachers opinion on guidance and counseling.**

Choose between S. A –strongly Agree, A-Agree, U- Uncertain, D- Disagree and S.D-Strongly Disagree

Statement	S.A	A	U	D.	S.D.
1.Guidance and counseling is part of the teacher's responsibilities					
2. Guidance and counseling will help to shape					

pupils- behavior as a disciplinary measure.					
3 Guidance and counseling can only be handled properly by trained teachers in school.					
4 The school Guidance and counselor assist pupils in dealing with personal problems which reduces the cases of indiscipline.					
5. The school Guidance and counselor consult with teacher and the head teacher regarding pupil academic and behavioral problems.					

**Part 3: Guidance and counselors’ role in relation to discipline**

1. The majority of pupils in this school utilize the guidance and counselor services?

Yes ( ) No ( ) If yes how often.....

2. Have you appointed one of your teachers to be the teacher guidance and counselor?

Yes ( ) No ( )

3. At school when your pupils have a personal social problem and they need advice or help; whom do they go to?

Class teacher ( ) D/ Head teacher ( ) counselor ( )

Head teacher ( ) other specify.....

**PART 4: Administration and Organization support**

Tick the answer most applicable.

Does the guidance and counseling programme in this school get adequate administrative support, financial and material resources? Yes ( ) No ( )

1. What is the teaching load of teacher guidance and counselor compared to other teachers?

Guidance and counselor.....periods a per week

Teachers ..... Periods per week

2. Do teachers in this school support and work with the teacher guidance and counselor in solving pupil's problem? Yes ( ) No( )

3. Who handles indiscipline cases in this school?

Head teacher ( ) Deputy H/teacher ( )

Senior Teacher ( ) class teacher ( )

School guidance and counselor ( ) Teacher on duty ( )

Other.....

**Part 5: pupils perception of guidance and counseling**

In your views how do your pupils perceive guidance and counseling?

Positively.....Negatively.....

**Thank you so much for your co-operation**

**APPENDIX III**

**TEACHERS QUESTIONNAIRE**

**PART 1: personal information and Teacher training.**

1. Please indicate your gender? Male ( ) Female ( )
2. Have you ever taken any professional guidance and counseling?  
Yes ( ) No ( ) If yes for how long.....
3. Did you take any course in guidance and counseling in your teacher – training programme?  
Yes ( ) No ( ) If yes how long was it .....
4. Do you have a room where you do guidance and counseling?  
Yes ( ) No ( )

**Part 2: Teacher opinion on guidance and counseling**

Choose between S. A –strongly Agree, A-Agree, U- Uncertain, D- Disagree and S.D-Strongly Disagree

<b>Statement</b>	<b>S.A</b>	<b>A</b>	<b>U</b>	<b>D.</b>	<b>S.D.</b>
1.Guidance and counseling is part of your responsibilities					
2. Guidance and counseling will help to shape pupils- behavior and hence reduces indiscipline.					
3. Guidance and counseling can only be handled properly by trained teachers in the field.					
4. Pupils perception of guidance and counseling is positive.					

**PART 3: Importance of Guidance and counseling to the pupils.**

1. Do you have guidance and counseling program in this school?

Yes ( ) No ( )

If yes does it reduce indiscipline.....

2. Do you think guidance and counseling is helpful in controlling pupils

discipline yes ( ) No ( )

3. Do teachers in this school support and work with the teacher guidance and

counselor in solving pupil problems? Yes ( ) No ( )

4. What problems do you encounter in your school in connection with

guidance and counseling programme? .....

**Thank you so much for your cooperation**

## APPENDIX IV

### PUPILS QUESTIONNAIRE.

Please answer the questions to the best of your knowledge.

#### Section A. Background information

1. Gender? Male ( ) Female ( )
2. Your age? 10- 13 ( ) 14-17 ( ) 18 and above ( )

#### Section B: Please tick one response

1. Does your school have incidences of indiscipline?  
Yes ( ) No ( )
2. How do you rate the incidences of indiscipline among pupils in your school? Very high ( ) high ( ) low ( ) very low ( )
3. Does your school have a guidance and counselor teacher?  
Yes ( ) No ( )

#### Section C.

1. Do you have a guidance and counseling programme in your school?  
Yes( ) No( )
2. Who guides and counsels children A\_ Headteacher( ) B. Guidance and counseling teacher ( ) Any teacher ( )
3. Does the school have a room where guidance and counseling is done?  
Yes( ) No( )
4. What do you think about guidance and counseling?  
A it is good ( ) B-Its not good ( ) C-It does not work ( )

**Thank you so much for your co-operation**

**APPENDIX V  
RESEARCH AUTHORIZATION**

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/714**

Date: **13<sup>th</sup> May, 2013**

James Kiarie Mwaura  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application dated **3<sup>rd</sup> May, 2013** for authority to carry out research on "*Guidance and Counselling as a measure to maintain discipline in Public primary schools in Nyandarua South District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Nyandarua South District for a period ending **30<sup>th</sup> June, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Nyandarua South District** before embarking on the research project.

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

  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**

Copy to:


The District Commissioner,  
The District Education Officer,  
Nyandarua South District



*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*

**APPENDIX VI  
RESEARCH AUTHORIZATION FROM DISTRICT EDUCATION  
OFFICER.**

**MINISTRY OF EDUCATION**

  
REPUBLIC OF KENYA

Telegram:  
Telephone: 05050234  
FAX: 05050234  
E - Mail: [nyasoueduc@gmail.com](mailto:nyasoueduc@gmail.com)

District Education Office  
Nyandarua South  
P.O. BOX 18  
North Kinangop

When replying please quote;

---

**NYA/S/ED/GEN/64/23** Date: 16<sup>th</sup> May 2013

ALL HEADTEACHERS  
PUBLIC PRIMARY SCHOOLS  
NYANDARUA SOUTH DISTRICT


**RE: AUTHORITY TO CONDUCT RESEARCH**

The bearer of this note **Mr. James Kiarie Mwaura (E55/ 65543/2011) TSC No. 9811726** is a Masters of Education student at the University of Nairobi. He has the authority to conduct research in our public primary schools during the month of May/ June.

Title of the study: Guidance and Counseling as a measure to maintain discipline in Public Primary Schools in Nyandarua South District, Kenya.

Kindly accord him any necessary support that will enable him to go through this undertaking successfully.

Thank you.

  
**Ngonjo J.G**  
District Education Officer  
Nyandarua South.

**DISTRICT EDUCATION OFFICER  
NYANDARUA SOUTH  
P. O. Box 18, N. KINANGOP**

CC.  
CHAIRMAN – MASTERS IN EDUCATION, ADMINISTRATION AND PLANNING  
UNIVERSITY OF NAIROBI




**APPENDIX VII**

**RESEARCH AUTHORIZATION FROM DISTRICT COMMISSIONER**

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

Telegram: "District," NYANDARUA SOUTH  
Telephone: 020 8053654  
Fax: 020 2146359  
E-Mail: [denyandaruasouth@yahoo.com](mailto:denyandaruasouth@yahoo.com)



DEPUTY COUNTY COMMISSIONER,  
NYANDARUA SOUTH SUB-COUNTY,  
P.O. BOX 14 - 20318,  
NORTH KINANGOP,

*When replying please quote:*  
Ref: NSD/ED.12/10/20

Date: 19<sup>TH</sup> JUNE, 2013


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**TO WHOM IT MAY CONCERN**

**RE: RESEARCH AUTHORIZATION JAMES KIARIE MWAURA**

The above named has been authorized to carry out research on "Guidance and counselling as a measure to maintain discipline in public primary schools in Nyandarua South District" for a period ending **30<sup>th</sup> June, 2013**.

Any assistance accorded to him will be highly appreciated.

  
D. KIETI  
FOR: DEPUTY COUNTY COMMISSIONER  
**NYANDARUA SOUTH**




APPENDIX VIII

RESEARCH PERMIT

PAGE 2 PAGE 3

**Research Permit No. NCST/RCD/14/013/714**  
**Date of issue 13<sup>th</sup> May, 2013**  
**Fee received KSH. 1,000**

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**James Kiaria Mwaura**  
**of (Address) University of Nairobi**  
**P.O.Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**  
**Location**  
**Nyandarua South District**  
**Central Province**  
**on the topic: Guidance and Counselling**  
**as a measure to maintain discipline in**  
**Public primary schools in Nyandarua**  
**South District, Kenya.**  
**Applicant's Signature**  **For: Secretary**  
**National Council for Science & Technology**  
**for a period ending: 30<sup>th</sup> June, 2013.**



**REPUBLIC OF KENYA**  
**RESEARCH CLEARANCE PERMIT**

**CONDITIONS**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

**GPK60553mt10/2011** **(CONDITIONS—see back page)**