

**COUNSELING METHODS IN PROMOTING STUDENT DISCIPLINE IN  
PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA**

**By**

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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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## **DEDICATION**

I wish to dedicate this project to my son Eddy Ngotho, my mother Esther Ngotho, my brothers and sisters, friends and all those involved in making this project a success and for the love, support and encouragement during the entire course.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BoG</b>	Board of Governors
<b>FPE</b>	Free Primary Education
<b>G &amp; C</b>	Guidance and Counseling
<b>KNEC</b>	Kenya National Examination Council
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KESSP</b>	Kenya Education Sector Support Programme
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education Science and Technology
<b>SPSS</b>	Statistical Package for Social Science
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organisation

## **ABSTRACT**

Student indiscipline in secondary schools has continued in the recent times signified by the recent strikes reported over the month of October in local media. Guidance and counseling was introduced in secondary schools as an alternative method of dealing with indiscipline following the abolishment of caning in schools. The study therefore sought to establish the influence of different counseling methods in promoting indiscipline in district public secondary schools in Kikuyu District.

The study was guided by objectives which included; to investigate the cases of indiscipline, to establish the perceptions of students on the role of the school guidance and counselor, to establish the guidance and counseling methods adopted and to investigate on the factors affecting school administrations in the implementation of guidance and counseling programs in public secondary schools.

The study was carried out in four secondary schools in the four Kikuyu educational zones; Kabete, Karai, Thogoto and Muguga which were identified through simple random sampling procedure. The sample of the study was 132 form four students, four headteachers and heads of guidance and counseling corresponding to one in each school. Data collected was analyzed using the Statistical Packages for Social Science (SPSS) in forms of frequency and percentages and were presented in charts and tables.

Study findings indicated that group counseling was the most popular method of guidance and counseling compared to individual counseling and peer counseling. Lack of parent participation in their children's discipline was also identified as a challenge that school headteachers faced in promoting discipline in the schools. Headteachers and teacher guidance and counselors also indicated a lack of resources as a challenge to the implementation of successful and effective school guidance and counseling programme. Lack of ministerial support was the reason of the lack of resources for schools guidance and counseling services.

Based on the study findings the study made the following recommendations; there should be more communication between the different stakeholders in developing and education on the school guidance and counseling objectives. There should be continuous training of teacher counselors in schools facilitated by cooperation among stakeholders given the decentralization of education management which would suit the different guidance and counseling challenges faced in schools and the ministry should allocate each school a head of guidance and counseling department who should have commensurate experience and expertise in children counseling.

## **CHAPTER ONE**

### **INTRODUCTION**

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

The education sector in Kenya has experienced significant development over the last decade the most prominent being the introduction of the Free Primary Education (FPE) policy which has afforded more pupils to a primary level education. This has translated to an increase in primary to secondary school transition rates. The significantly high increase in secondary school enrolments between 2007 and 2008 can in part be attributed to the introduction of the subsidy in secondary school tuition which also made secondary schooling more affordable.

Secondary education in Kenya lasts four years and caters for 14 -17 year olds. At the end of the fourth year of secondary school, students sit an examination administered by the Kenya National Examinations Council (KNEC) leading to the Kenya Certificate of Secondary Education (KCSE) Secondary education among other things, aims at the acquisition of attitudes of national patriotism, self respect, self-reliance, co-operation, adaptability, sense of purpose, integrity and self-discipline, respect and consideration of others, loyalty and service to society and to the world (UNESCO, 2010).

The government and the relevant ministries in the education sector have identified guidance and counseling as an important component of individual development of students in their school. These commitments can be observed in several reports commissioned by the government such as The Ominde Report of 1964, Gachathi Report

of 1976, the Presidential Working Party on Education and Manpower Training for the next decade and beyond of 1988, Kamunge Report of 1986, the Development Plan, 1997-2000 and Koech Report and the KESSP 2005-2010 all of which recommend the need for guidance and counseling of learners.

According to Hall (1956) adolescence is a period of great storm and stress. The issues facing students / adolescents range from HIV/AIDS pandemic, career selection, bullying among peers, relationships among peers, parents, teachers, head teachers, and the clergy are all concerned with this group of people. Education in the 21<sup>st</sup> century is taking a completely new dimension, gone are the days when students would be caned by the school authorities and parents, or made to do manual work punished for their misconduct. This is a point also reflected by Rothney (1976) pointing out that groups which has received guidance have better academic records, are better satisfied with their high school experiences, are progressive in their employment activities and satisfied with their lives.

According to the World Development Report (2007) young people need to acquire the right knowledge and skills to become productive workers, good parents, and responsible citizens. Learning takes place in many environments such as home, school, the workplace—but most investments in learning take place in schools. Baker & Gerler (1994) note students whom participated in a school counseling program had significantly less appropriate behaviors and more positive attitudes toward school, than those students who did not participate in the programme. They also found out that, group counseling provided by school counselors significantly decreases participants aggressive and hostile behaviors.

In order to succeed in today's competitive global economy, the youth therefore must be equipped with advanced skills such as thinking skills (critical analysis and creativity); behavioral skills (perseverance, teamwork, self discipline, ability to negotiate conflict and manage risks), specific knowledge (numeracy and literacy competencies); and vocational skills (a mix of specific knowledge and skills to perform jobs that rely on clearly defined tasks).

While it is mandatory for all public secondary schools to have guidance and counseling programmes to cater for students' social, educational and psychological needs. It is certain that these departments in many public secondary schools are faced with a plethora of problems. For instance, the Wangai Report (2001) on student discipline and unrest in secondary schools makes strong recommendations on the need to strengthen guidance and counseling in schools by equipping teacher counselors with skills and knowledge in this area so that they can perform their duties effectively.

Tobert (1959) defines counseling as comprising face to face relationship between two or more people in which a counselor by means of the relationship and his special competencies provides a learning situation in which a counselee, a normal sort of person is helped to know himself, his present and possible future situation; so that they can make use of their characteristics and potentialities in a way that is both satisfying to him/herself and beneficial to society and further learn how to solve future problems and meet future needs.

Ajowi and Simatwa (2010) define the terms guidance and counseling as having been conceived internationally in different ways. Makinde (1987) however defines them as an

interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment.

The role of guidance and counseling in the administration and management of student discipline in Kenya has been recognized by various government policy documents since independence. The Report of the National Committee on Educational Objectives and Policies of 1976 recommended that guidance and counseling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). The “Report of the Task Force on Student Discipline and Unrest” (Republic of Kenya, 2001) recognized the use of guidance and counseling in the management of student discipline in schools due to its proactive approach.

Despite the Ministry of Education Science and Technology move to curb the destructive tendencies in schools by enacting the Children’s Act in the year 2001, which provides that a child should be entitled to protection from physical and psychological abuse by any person. Youth Alive Kenya (2008) report numerous strikes in secondary schools occur around the country with over 300 strikes reported in June 2008 alone; most of these cases involved destruction of property and loss of lives in one case. Many reasons have been advanced by many stakeholders with some blaming the ban on caning/corporal punishment upon the enactment of the Children Act in 2001 while other blaming it on



drugs, alcoholism, post-election violence and delay in disbursement of Free Secondary education Funds.

This calls for a more culturally sensitive manner in which to deal with indiscipline and poor performance in secondary schools and thereby improving on the wholesome development of students. Guidance and counseling is thus observed as an appropriate approach of dealing with the emerging challenges such as human rights abuse, drug and substance abuse, corruption, violence and social exclusion (MoEST, 2005)

## **1.2 Statement of the Problem**

Student discipline is measured by the frequency of incidences of deviant behaviour, type of deviant behaviour predominant in secondary schools and the extremity of indiscipline cases. The present study will therefore seek to investigate on the various disciplinary cases that public secondary schools are faced with and how they cope through the use of guidance and counseling. The success of any guidance and counseling programme require the participation of both parties which comprise of the counselor and the intended counselee; other stakeholders crucial for this success include parents and religious institutions as envisaged in the KESSP (2005-2010). Student perceptions and attitudes towards the guidance and counseling programmes is an important aspect of the counseling process which the presents an opportunity for the study to investigate as they are the core beneficiaries of such initiatives.

Academic achievement in secondary schools has been associated to the effective monitoring of student discipline as suggested by Lydiah & Nasongo (2009). The education system in Kenya is highly characterized by performance in examinations and

evaluated against the number of students passing the examination based on a particular grade. This has often contributed to high anxiety and unrest among secondary school students and therefore there is a need for effective guidance and counseling methods to be implemented in secondary schools. Moreover since the introduction of Free Primary Education there has been a consistent increase in secondary school enrolment rates thereby increasing pressure on students with the need for academic performance in their new environment.

Despite various recommendations such as The Report of the Task Force on Student Discipline and Unrest (Republic of Kenya, 2001) which recognizes the use of guidance and counseling in the management of student discipline in schools due to its proactive approach; and Sessional Paper No. 1 of 2005 which also provides general guidelines on Guidance & Counseling services in schools. The use of guidance and counseling services in secondary school institutions has been observed to be still weak. Whereas research pertaining school unrest in Kenyan high schools has been widely done, the methods used in carrying out guidance and counseling have not been investigated exhaustively. It is therefore important to investigate determine and establish what methods are used in counseling and thus learn what gaps in knowledge this study will address.

Different guidance and counseling methods are deemed to have different results on the intended counselor and counselee relationship. Despite highly recommended programmes that have been acknowledged to be more effective in guidance and counseling; these methods have not been effectively rolled out in public secondary schools with various reasons given for the lack of their implementation. For instance, whilst handbooks for

Life Skills and Guidance and Counseling exist, the programmes have not been effectively monitored or evaluated in public secondary schools. Therefore the study sought to investigate counseling methods in promoting discipline in district public secondary schools in Kikuyu Division, central Kenya.

### **1.3 Objectives of the study**

#### **1.3.1 General Objective**

The overall objective of the study was to investigate whether there is any relationships between the available counseling methods applied in counseling students in schools have in promotion of discipline.

#### **1.3.2 Specific Objectives**

The study was however be guided by the following specific objectives;

1. Investigate the cases of indiscipline in public secondary schools.
2. Establish the perceptions of students on the role of the school guidance and counselor in public secondary schools.
3. Establish the guidance and counseling methods adopted to reduce indiscipline in public secondary schools.
4. Investigate on the factors affecting school administration in the implementation of guidance and counseling programs in public secondary schools.

#### **1.4 Research Questions**

1. What are the major cases of indiscipline characterized in public secondary schools?
2. What are the perceptions and attitudes of students on role of guidance and counselor?
3. What are the guidance and counseling methods that are being used in public secondary schools?
4. What are the factors affecting school administration in providing guidance and counseling?

#### **1.5 Significance of the study**

The present study comes in the wake of a new political dispensation with the Constitution of Kenya, 2010. In which Articles 10 and 11 contain the national values and principles of governance to be upheld by all Kenyans recognizes culture as the foundation of the nation and as the cumulative civilization of the Kenyan people and nation. The constitution further notes that in order to achieve this, students need guidance and counseling education and training to nurture their behaviour in the best suited medium of inculcating these values. As such the study contributed to the development of knowledge and recommendation to reinforce discipline and performance in public secondary schools.

The importance of this study cannot be overemphasized. The findings will help teacher counselors learn both effective and ineffective methods applicable in contemporary counseling. The recommendations of this study will help stakeholders – (Government,

teachers, parents) adopt more effective ways of counseling while at the same time show obsolete/non effective methods. Adoption of the recommendations of this study will help reduce or alleviate unrest in schools by effectively and efficiently dealing with problems affecting students in public secondary schools.

The present study also generated knowledge and informed on the current situation of guidance and counseling influence on student discipline in public secondary schools. Following recommendations given by various policy documents on public secondary schools such as the Report of the Task Force on Student Discipline and Unrest in Secondary Schools, September, 2001. The present study discussed its findings with relation to recommendations and the status of their implementation in public secondary schools.

### **1.6 Scope of the Study**

The primary focus of the study was in district public secondary school environment where education at this level is premised to prepare individuals to make a positive contribution to development of the society (Republic of Kenya, 1976). Secondary education in Kenya takes place between the ages of 14-17 which has been regarded as the most confusing period of individual development where the adolescent spends 75% of his/her growth time in school (Gitome & Ndung'u, 2008)

The study covered public district level secondary schools as they were the majority poor performers in the 2010 KCSE results compared to other public schools. But whereas those schools would like to link their poor performance to limited resources, emerging evidence indicate poor administrative style, chronic teacher and student absenteeism and

student indiscipline as key to poor performance recorded by these categories of schools (Kigotho, 2011).

The study sought to cover the various counseling methods that secondary schools use in their schools and compare these in regard to their discipline and academic performance. This triggered the researcher to sought on the counselling methods in the district public secondary schools in relations to students discipline and academic performance because discipline and performance in the district level secondary schools posses a big challenge than their counterparts in the district level private secondary schools. The researcher felt that students from private secondary schools came from financially able family backgrounds where they were in the capacity to be provided for private counselling sessions both in their schools, or in rehabilitation facilities. For instance; Strathmore School which has been in existence for more than 50 years but has not had any case of unrest or disturbances. Over the last five years, the private, independent boy's day school with both primary and secondary school has ranked among the top 10 secondary schools in the country. The school was ranked number one in 2001 KCSE. In 2010 KCSE results, Strathmore was ranked number ten nationally and the second best private school nationally (Waweru, 2011).

### **1.7 Limitation of the study**

The availability of reliable and accurate data was dependant on the respondents thus respondents may give socially respectable information hence hampering the accuracy and reliability of the data collected. To mitigate this confidentiality of data given was assured, mainly by not indicating names on the research instruments.

### **1.8 Delimitation of the study**

The study was only focused on public district secondary schools in Kikuyu district, and was confined to the variables in the objectives.

### **1.9 Assumption of the study**

The study was based on the assumptions that all the respondents would have the required knowledge and they were capable enough to give accurate responses to the questions raised through the questionnaires.

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

**Guidance and counseling** – This involves an exercise where there is an interaction in which an individual receives or gives social support to another which is to help them cope with their immediate environment.

**Discipline-** This implies to the behaviour exhibited by students in their immediate environment and the extent to which this is positive to their development.

**Perceptions** – These refer to the views and attitudes of individual on a particular issue, in this case guidance and counseling programs.

**Counseling Programs** – These refer to the guidance and counseling initiatives adopted by school administrations

**School Administration** – This refers to the top management of the particular school which would include the headteacher, deputy head-teachers and heads of guidance and counseling

### **1.11 Organization of the study**

The study is organized into five chapters; Chapter one presents the introduction which consist of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, and the organization of the study. Chapter two gives a review of the literature related to the study of counseling methods promoting student discipline in public secondary schools. Chapter three consists of research methodology to be used. It is divided into the following areas: Research design, target population, sample and sampling procedure, research instrument, and data collection procedure and data analysis technique. Chapter four focuses on data analysis, presentation and interpretation of findings and summary of findings. Lastly chapter five contains summary of the findings, conclusions and recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter presents the existing literature on guidance and counseling in public secondary schools and its influence on the student discipline. The chapter discusses the rationale for guidance and counseling, methods of guidance and counseling and the perceptions of teacher and students on the role of the guidance and counselor and attempts to discuss the factors affecting guidance and counseling programmes in public secondary schools in Kenya. The section also includes a theoretical basis from which the study is based and discusses the psycho-social perspectives of the social-learning theory and the anomie and strain theories on behaviour. The study also presents the conceptual framework.

The study discusses secondary school discipline within the Emile Durkheim Functionalist approach. Functionalists view see education in its manifest role: which involves conveying basic knowledge and skills to the next generation. Durkheim (1973) identified the latent role of education as one of socializing people into society's mainstream. This “moral education,” as he called it, helps form a more-cohesive social structure by bringing together people from diverse backgrounds. The theory is crucial in discussing the role of guidance and counselling in public secondary schools as tasked with the

responsibility of inculcating national values and patriotism among individuals in public secondary schools.

## **2.2 Rationale for Guidance and Counseling**

Discipline remains as an integral part of our everyday living from children in school to adults; infact early discipline in an individual contributes to higher chances of personal achievement. Children spend the most part of their time in the school environment through which they encounter tremendous challenges such as anxiety over exam performance, peer pressure, high expectations from their significant others and strained student-teacher relations. Despite disciplinary measures cases of delinquent behaviour in public secondary schools occur with devastating effects signifying the lack of effective disciplinary measures.

Ajowi and Simatwa (2010) note guidance and counseling services as essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behaviour patterns in the interests of the group. Society itself could not function without the exercise of discipline. Cowley (2001, p. ix) points out that one of the most essential characteristics of a good teacher is the ability to manage students behaviour so as to facilitate their learning. According to Overall and Sangster (2003) discipline is about the ways in which students behave towards each other and to their teachers and the ways those teachers and other adults in school, behave towards students.

Students spend majority of their time in school socializing with people of different backgrounds in an environment based on academic performance which presents opportunities for deviant behaviour. Teachers and schools therefore have the responsibility of ensuring that each pupil matures steadily along his own personal line Hendrikz (1986). This means that they are responsible for planning the learning experiences, activities, attitudes and relationships so that as much as possible, each pupil's basic psychological needs are satisfied through the medium of education.

Studies reveal that schools emphasizing on punishments rather more than rewards, pupils' progress tends to be inhibited; the greater the number of punishments listed, the more negative were the effects. In contrast, whenever the number of rewards exceeded the number of punishments, progress was greater (Duke & Canady, 1991); successful schools have high expectations of discipline, and promote good relationships between children and staff. They know that it is not just about how children behave currently in schools but it is about sound preparation for the later life which requires guidance (Yahaya et al., 2009).

Ndichu (2005) defines counseling is the skilled and principled use of relationships that develop self-knowledge, emotional acceptance and growth. Counseling seeks to address and resolve problems, help one in decision making while also assisting one to cope with crises. Counseling is also concerned with helping individuals to work through feelings and inner conflicts so as to improve relationships with others.

Guidance counselors can play a significant role in helping schools meet their legal requirements and in achieving a safe emotional environment. The role of Guidance and

counseling services is to enhance and promote student learning; designed to provide supports and resources to students at all levels, to their families, and to educators. Webb (1999) argues the case for counseling children in schools and states that such counseling can be preventative and developmental as well as remedial and specialist.

School counseling programs have been found to have significant influence on discipline problems. Research indicates that students who participated in a school-counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program (Baker & Gerler, 2001). Infractions that require guidance and counseling include assault, arson, fighting, theft, and vandalism, destruction of school stores, administration blocks and libraries, harassment, riots, rape and loss of lives. In 1980, recorded cases of schools that experienced these cases of indiscipline were 22 (0.9%). This increased to 187 (7.2%) in 1990 (Simatwa, 2007). Despite government recommendations aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units in all secondary schools (MoEST, 2005); guidance and counseling is rarely resorted to in handling cases of student indiscipline.

School administrators are tasked with the responsibility of implementing guidance and counseling programmes in their respective schools. External and internal constraints have been cited as hurdles to running an effective guidance and counseling programme. Internal challenges may include lack of participation among the different stakeholders in the school environment from teachers, students and parents. External constraints include

lack of funding and lack of capacity of teachers who have not received training in guidance and counseling.

Kenya Education Sector Support Programme (KESSP) 2005-2010, the guidance and counseling unit in the Ministry of Education was created in 1971 and its mandate has expanded over the years in response to challenges in the education sector. These challenges include impact of HIV/AIDS, inadequate career opportunities, drug and substance abuse among students, riots and strikes which have led to destruction of property and loss of lives. Recently, more cases of indiscipline have been more pronounced such as the increase in exam irregularities particularly in the secondary level of education. For instance in the KCSE 2011 results 2,927 were cancelled increasing from 534 in 2010 and 1,711 in 2009 (Muindi, 2011).

Stoops, Raffer and Johnson (1981) maintained that, many student discipline problems that occur in secondary schools might not exist if guidance and counseling services were correctly offered. All these incidents make it necessary to strengthen guidance and counseling services in the management of student discipline in schools

### **2.3 Types Guidance and Counseling programmes**

There are various methods or approaches in rolling out guidance and counseling services in secondary schools found in the literature and are reviewed in this section.

#### **2.3.1 Peer Counseling**

Peer counseling involves students appointed by their colleagues or the school administration in an effort to open greater link between individual students (Ndichu,

2005). It is based on the assumption that individuals as natural helpers provide spontaneous and informal support to peers experientially (Arudo, 2006). It has been noted that school counselors on their own cannot adequately offer SGC services. They need the assistance of peer counselors. These programmes aim to provide support, advice and guidance to students, and are preventative in their approach. Guidance counselors frequently play major roles in the management of these guidance programmes in terms of organization, training, monitoring, evaluation, support and supervision of the students. With the reduction in time allocated to guidance activities in schools, along with teachers undertaking less pastoral care, the guidance counselor may have a major responsibility for these programmes with little support. The peer counselors in the international arena were also seen as saving school counselors' time.

Peer to peer counseling is also referred to as peer counseling where the counselor and counselee are from the same group who share common interests and beliefs and are in an effort to console, appease and befriend those who may have been alienated from the group without any reference to professionals or resulting to discipline measures. However there is less use of peer counseling because of the negative attitude towards young people. Chireshe (2009) study found school counselors viewed peer counselor involvement in attending to withdrawn peers and lessening school counselors' workload substantially more negatively than students. The negative view could be attributed to the view that culturally, young persons are viewed as incompetent and lacking skills to help their peers. Adults believe they know it all.

### **2.3.2 Volunteer /Mentor Counseling**

Volunteer/mentor programmes involve schools using outside providers for the training and selection of mentors. According to the MoE (2012) it involves giving help and guidance in a non-threatening way and in a manner that the mentee will appreciate the value and get empowered towards achieving set goals. Mentoring is a one-to-one relationship in which a mentor supports a mentee to achieve academic, career, social or personal goals. Chireshe (2009) acknowledges that school counselors with successful comprehensive services recruit volunteers for the school, generate support from business and industries who donate money and materials to the service, use student helpers to network with their peers and co-operate with other student team members such as school psychologists and social workers. These mentors can also be persons of high social reputations, life role models or social icons that offer reputable effects to the students.

In some cases, schools have evolved their own learner mentoring programmes with Form One students being paired with older students and with teacher–parents being attached to monitor the progress of the new students until they settle in, but such innovations have not been effectively institutionalized across all primary and secondary schools (MoE, 2012). Schools have often seek services of the church sponsor to offer assistance in guidance and counseling services along with parents. It is in this regard that the researcher sought to establish the assistance that schools receive from parents and the community in promoting discipline through their guidance and counseling programmes.

### **2.3.3 Group Counseling**

Group counseling intervention focuses on helping students develop competence in three skill areas considered crucial for school success: academic, social, and self-management skills. Prout and Prout (1998) conducted a meta-analysis of 17 school-based studies of group counseling and found an average effect of 0.97, which is considered to be a very strong positive impact. Shechtman (2002) reviewed child group psychotherapy in schools and reported strong support for the effectiveness of child group psychotherapy but urged further research to clarify which type of group is most effective for specific presenting problems. Omizo and Omizo (1988) study found that group counseling provided by school counselors significantly decreased participants aggressive and hostile behaviors.

### **2.3.4 Individual counseling**

Individual counseling is face to face or one on one counseling between the teacher counselor and an individual student. Individual student counseling is a skill that has proven to be highly effective in schools. Counselors employ their expertise by identifying student problems as well as resolving these problems using established counseling methods.

According to Borders and Drury (1992) individual and small-group counseling, classroom guidance and consultation activities seem to contribute directly to students' success in the classroom and beyond and school counselors should spend the majority of their time performing these interventions. Coordination activities should be confined to those that improve the program's efficiency and accountability.



## **2.4 Student and Teacher Perceptions of Guidance and Counseling**

Perceptions regarding the guidance and counseling programmes in public secondary schools is an important component in evaluating the effectiveness of the process. Attitudes towards a programme may contribute or inhibit its success and the overall participation of its practitioners and also its beneficiaries. As such it is prudent to review literature on the perceptions of students and teachers. Establishing the perceptions of students, teachers and parents involved in SGC services can provide valuable feedback that can be used to enhance the quality of the services.

Studying the perceptions of student needs will assist in identifying the strengths and weaknesses of current school counseling programs, and may assist with the development of new programs to enhance the overall quality of student development. In this regard the counselor is able to distinguish which counseling methods are preferred and have a relatively higher chance of significant progress to student discipline and development. Feedback for the practicing school counselors, and educators and communication between parents, faculty, students, school counselors and administrators are cited as the primary strengths for studying perceptions (West, Kayser, Overton, and Saltmarsh, 1991)

Since student satisfaction with the quality of services received from their counselor has not been reported frequently, there is limited research on the perceptions of students (Engen 1988). Students often view counselors in a very general perspective that often times place them in an administrative role rather than a counseling role. On occasion, students have perceived the school counselor as the primary source of assistance when

discipline issues exist. Bartoo (unknown) reports individual counseling was perceived by majority of students as the most effective, Confidentiality, trust and sharing emerged as the pillars for individual, peer, and group counseling methods further recommending more emphasis should be put on the use of individual counseling in schools and as such the need to have all teachers trained on the skills of counseling as part of teacher training.

## **2.5 Role of the School counselor**

The school counselor has different roles that they have in their provision of guidance and counseling services. According to Schultz and Mapfumo (1992) the role of the school counselor may be extended in various directions depending on the needs and circumstances in each school. These roles are discussed in this section

### **2.5.1 Educational development role**

The school counselor in effective SGC services conceives of and implements services designed to address the educational needs of students. The Kenyan school counselor has to provide students with study skills so that they can cope with secondary school work. The role of the counselor is to assist students identify and use different study skills in their course work especially in secondary schools where students undergo preps where they are required to undertake their own studies.

### **2.5.2 Career development role**

According to Shumba (1995) the role of school counselors in career development is matching students' abilities in the various subjects with the various occupations available on the job market. Thus, the school counselor provides students with accurate

information about the world of work and existing career opportunities, assesses students' interests and abilities, which help in making appropriate subject and career choices. According to MoE (2012) Career counseling involves helping the student develop the necessary skills to focus on a career path that will be beneficial to both the counselor and the society as a whole. The people with the most experiences effectively pass down knowledge, facilitating faster goal achievement by providing support and innovative strategies. Mentorship has been seen as the most appropriate approach to achieve this objective of guidance and counseling services.

### **2.5.3 Personal-social development role**

The school counselor has a role to assist students in making friends and to sustain friendships and assist adolescent students in understanding themselves. In Kenya, The school counselor has a role to help students overcome the socio-psychological problems caused by the HIV/AIDS pandemic (Madhuku 2005).

### **2.6 Factors affecting Guidance and Counseling**

Guidance and counseling has been in schools in Kenya since 1999, when guidance and counseling departments were established to address academic career and discipline issues. Negative attitudes by parents and students towards guidance and counseling services and incompetence among the heads of departments of guidance and counseling are some of the challenges facing guidance and counseling programmes in secondary schools (Ajowi & Simatwa, 2010).

The role and management of the guidance, counseling and counselor is determined by a number of factors including the school's perception and understanding of guidance, counseling and the guidance counselor role. Many, but not all, schools do show a high degree of understanding and appreciation of the role of the guidance counselor. The role undertaken in the school may also be influenced by the training or lack of training, experience and understanding of the role by the appointed guidance counselor.

Although public secondary schools in Kenya have guidance and counseling units as recommended by the MoEST. Studies attest to the absence of strong guidance and counseling units in their schools although it was considered largely effective in dealing with indiscipline cases as it deals with indiscipline because it addresses the problem and its root cause (Kindiki, 2009). Each school has may face its own unique challenges in the management of a guidance and counseling programme. In this section the present study will review literature on both external and internal factors affecting guidance and counseling in public secondary schools in Kenya.

### **2.6.1 Teachers' curriculum and duty responsibilities Workload**

A key factor that has been found to affect the effectiveness of SGC services is time. School counselors' heavy teaching loads and other responsibilities such as administrative and clerical duties in the school leave little time for them to meet students needing guidance and counseling services. In America, school counselors complain that student-counselor ratios are too high and as such this negatively affect the school guidance and counseling services (Reynolds & Cheek, 2002).

There are also problems of time and workload in developing countries. In Malawi (Maluwa-Banda, 1998) and in South Africa (Bernard et al., 1997) school counselors complain of high counselor - student ratio. For instance, in the recently released 2011 KCPE results schools indicated that completing the syllabus in the first term as a positive strategy for exemplary performance. Teacher's workload hence becomes an obstacle to their participation in guidance and counseling programmes reducing guidance schedules which are equally important. This is also a form of impeding the transformation being undertaken in the education sector such as teacher training be inclusive of guidance and counseling skills as indicated in KESSP 2005-2010. Besley (2002) recommends for the employment of full-time school counselors in schools in order to have effective guidance and counseling services.

### **2.6.2 Guidance and counseling time and resources allocation**

Time allocation and resources within the school towards guidance and counseling programmes are instrumental towards their effectiveness. Headteachers bear the responsibility for these programmes and their contributions are vital. Studies suggest that headteachers perhaps might not be instrumental or giving enough time and resources to the guidance and counseling programs in their schools (Ajowi & Simatwa, 2010) Findings reflect the impact that the reduction of guidance time in secondary schools had on guidance programmes. The key requirements identified to make guidance programmes more effective are very similar to those needed in schools for guidance counselors to be more effective and to carry out their role appropriately; that is, full school commitment

with more time allocation, and a better understanding and valuing of the work the guidance counselor does (Cox, 2002).

Griffin (1994) and Bakhda (2004) note guidance and counseling as a preventive approach to student indiscipline and is therefore appropriate to deal with disturbances experienced in secondary schools. Ajowi and Simatwa (2010) observed that, guidance and counseling was used in schools only after punishments options had been considered. For instance, secondary schools in Kisumu district did not exploit the proactive approach of guidance and counseling but only used it to justify the punishment offered to the students. This creates negative perceptions and attitudes towards guidance and counseling among students and thus programmes tend to lose objectivity to dealing with indiscipline. Ndiritu (1996) observed that lack of serious guidance programs was the major cause of dismal academic performance in learning institutions.

### **2.6.3 Guidance and counseling counselors' training**

The training of school counselors has been found to have an effect on SGC services implementation and effectiveness (Paisley, 2001). Rutondoki (2000) study in South Africa found that in South Africa, lack of training negatively affects the identification of students' problems. In Uganda, many educational planners and heads of institutions are not trained in guidance and counseling methods. Owing to lack of training, they do not care about the importance of guidance and counseling services.

The MoEST through various policy documents have reiterated the need for professionalism to guidance and counseling in schools (Koech, 1999); Wangai, 2001). The National Conference on Education and Training (2003) also recommended that; a

national programme be instituted for professional training of teachers/personnel to handle guidance and counseling services and that the latter services should be offered by professionally trained mature members of staff. MoE (2012) notes that many good ideas have not been implemented in school guidance and counseling programmes. Funding and lack of capacity are the main reasons for lack of progress in this regard. The report further notes that recommendations for guidance and counseling programmes were not provided with necessary support structures. According to Muganda-Onyando and Omondi (2008) report many of the teachers involved in guidance and counseling are often not well trained to offer the specialized services such as dealing with the problem of teenage mothers who are willing to come back to school.

Mobiegi et al (2010) study findings show that school had inadequate guidance and counseling services. This could be due to either a lack of trained counselors in schools posted specifically to handle students' matters or because of uninterested headteachers in the establishment of such essential services in the schools. However, the counselors in schools were found to be locally appointed, untrained, inexperienced, and had inadequate counseling skills.

#### **2.6.4 Stakeholders' attitudes towards guidance and counseling**

Attitudes have been found to affect the implementation and effectiveness of SGC services in China (Hui, 2002). In America, negative attitudes of some school administrators, counselors and students affect the effectiveness of the SGC services (Reynolds & Cheek, 2002). Students perceive school counselor effectiveness to be related to the direct contact of counselors with students and accessibility of counselors to students,

parents and teachers. It has been noted that availability of resources and the necessary training in SGC services positively affect the effectiveness of the services provided. The influence of availability of resources and the necessary training may be affected by the attitudes of students, school counselors and administrators.

## **2.7 Theoretical Framework**

The study used three theories; behavioural change theory, social learning theory and Anomie/strain theories. Behavioural change theories attempts to explain the reasons behind alterations in individuals' behavioural patterns. This theory cite environmental, personal, and behavioural characteristics as the major factors in behavioural determination. In recent years, there has been increased interest in the application of this theory is in the areas of behaviour development with the hope that understanding behavioural change will improve the services offered. The social learning theory explains the various factors that contribute to indiscipline among secondary school students. The anomie and strain theories explain student behaviour according to the norms and values of the society which impact on their socialization. For instance overemphasis on academic achievement more often puts too much pressure on students and this leads to their acting up in the school environment.

### **2.7.1 Behavioural Change theory**

Empirical studies in discipline support behavioural change theory. At the same time, the general theory of behavioural change suggest possible explanations to indiscipline and methods of correcting deviant behaviour. Since deviant behaviour correction entails behavioural change, understanding of behavioural change can facilitate the adoption of



effective correctional methods in policy-making. For example, the understanding that deviant behaviour like malpractice may be learned behaviour resulting from reinforcers like lack of proper preparations leading to panics during examinations.

### **2.7.2 Social Learning theory**

Social learning is a general theory that offers an explanation of the acquisition, maintenance, and change in criminal and deviant behavior that embraces social, nonsocial, and cultural factors operating both to motivate and control criminal behavior and both to promote and undermine conformity. The basic proposition is that the same learning process in a context of social structure, interaction, and situation, produces both conforming and deviant behavior (Akers & Jensen, 2004). The theory was borne out of a blend of two traditions of Psychology and Sociology at the Yale University by Neal E. Miller and John Dollard's publication *Social Learning and Imitation* (1941). Human behavior is learned; precisely that behavior, which is widely felt to characterize man as a rational being, or as a member of a particular nation or social class, is acquired rather than innate (Miller & Dollard, 1941). This implies that individuals will behave in a certain manner owing to the reinforcements that they associate the behaviour to.

Akers proposes four distinct concepts or variables as the central features of social learning processes: 1) differential association, 2) definitions, 3) differential reinforcement, and 4) imitation. Although all these social learning mechanisms relate to the behaviour of an individual the researcher will adopt the Differential association-reinforcement perspective as most appropriate for the study. Akers and Sellers (2004) define it as the balance of anticipated or actual rewards and punishments that follow or

are consequences of the behavior. In its original formulation, differential association-reinforcement theory included both social and non-social reinforcers because some consequences that may reinforce or inhibit further behavior are physiological. However, when incorporated into social learning theory, the emphasis is on rewards and punishments controlled by other people.

Jensen (2000) notes differential social reinforcement refers to the actual responses of one party to another's physical and verbal behavior as distinct from imitation. Such responses may be accompanied by attempts to convey messages about proper attitudes, values, norms, and beliefs, but differential reinforcement is conceptually distinct from such socialization processes. This point highlights the relative importance of guidance and counseling in dealing with occurrences of deviant behaviour. The social interaction between the counselor and counselee could infact have a positive impact to achieve the expected behaviour. Imitation is also a social learning mechanism relevant to the study. When a person copies a behavior because it has yielded rewarding outcomes or prevented negative outcomes for someone else, this type of observational learning can be called vicarious reinforcement, modeling, or imitation.

The rise of incidences of violent behaviour in public secondary schools in Kenya has been related to various factors one of which is the constant exposure of mass media to adolescents. In the recent past mass media content as in television and other forms is one that is characterized by violence and violent behaviour. Research indicates that violence on television can induce mimicking in children shortly after exposure and that under certain circumstances television violence can lead to an increase in aggressive acts (Pearl

et al., 1982; Dorr, 1986). This has been associated to the learning mechanism of vicarious reinforcement. The types of reinforcement that are available for students promote in secondary school may either promote or limit deviant tendencies among secondary school students.

### **2.7.3 Anomie and Strain Theories**

Both Anomie and Strain theories argue that social order, stability, and integration are conducive to conformity, while disorder and malintegration are conducive to crime and deviance. A social system (a society, community, or subsystem within a society) is described as socially organized and integrated if there is an internal consensus on its norms and values, a strong cohesion exists among its members, and social interaction proceeds in an orderly way. This theory leans heavily on the work of Emile Durkheim, one of the founders of sociology. Durkheim (1951) used the term anomie to refer to a state of normlessness or lack of social regulation in modern society as one condition that promotes higher rates of suicide.

Robert Merton (1938; 1957) applied this Durkheimian approach to the condition of modern industrial societies. To Merton, an integrated society maintains a balance between social structure (approved social means) and culture (approved goals). Anomie is the form that societal malintegration takes when there is dissociation between valued cultural ends and legitimate societal means to those ends. In the Kenyan context there is a high emphasis on secondary school performance has necessarily not had a relative emphasis on the provision of resources towards these achievement. Students therefore have increased tension when it comes to final year examination which has often resulted

to violent and destructive behaviour as witnessed during the second term of the secondary school calendar in 2008. Merton (1957) notes everyone is socialized to aspire toward high achievement and success. Competitiveness and success are glorified by public authorities, taught in the schools, glamorized in the media, and encouraged by the values that are passed along from generation to generation.

According to Merton (1957) anomie theory can also be explained by institutions as the units of analysis. For instance within the educational institution, schools are often underfunded and educators underpaid. Public secondary schools in Kenya are often ill equipped to compete for exemplary performance in school rankings compared to private or national schools. According to anomie/strain theory Cohen (1955), the school is an important arena in which lower-class youths are confronted with the failure to live up to the conventional standards for status.

The failure to live up to these expectations has forced students in secondary schools to drop out and also as a motivation to participate in illegal and deviant behaviour. Cohen notes the school experience, therefore, as often filled with failure and a strain toward delinquency. Elliot and Voss (1974) by comparing officially detected crime (up to age 19) for high school graduates with that of youngsters who had dropped out of school. Established that school dropouts had fairly high rates of delinquency while in school, but they reduced their offenses considerably after dropping out. Contemporary anomie / strain theorists such as Messner and Rosenfeld (2001) emphasize that enhancing legitimate opportunities for all is likely to backfire because it simply fuels the desire for greater monetary wealth and ultimately increases the pressure to succeed at any cost. For

example they propose that policy and decision-makers loosening the strong ties between academic performance and future economic prospects, so that even those who cannot achieve in school can count on economic survival.

Agnew (1995) proposes a modification of anomie/strain theory where the concept of strain is encompassed to have several sources of strain; such as failure to achieve goals, removal of positive or desired stimuli from the individual, and exposure to negative stimuli and by including negative emotions as the mechanism by which some types of strain lead to delinquency. Contemporary anomie and strain theorists also argue that there are also promising interventions towards dealing with delinquency in schools which rely heavily on learning and bonding theories. Agnew (1995) writes most promising programs focus on the family and involve parent management training and functional family therapy; they also include in-school, peer, and individual interventions. These sentiments give the impetus for guidance and counseling programs in secondary schools and recommending certain methods and approaches as they may have different results.

## **2.8 Summary**

Reviewed literature presents different views on the available methods for guidance and counseling for students. However, the methods are discussed on the point of view of school administrators and professionals where the voice of the students is not evident. Acceptance of counseling approaches by students would yield significant results as they view themselves as part of the system rather than subjects. The present study takes an approach which will facilitate students' opinion on the methods of guidance and

counseling while establishing the challenges facing school programmes and how these can be remedied by both sides of the continuum.

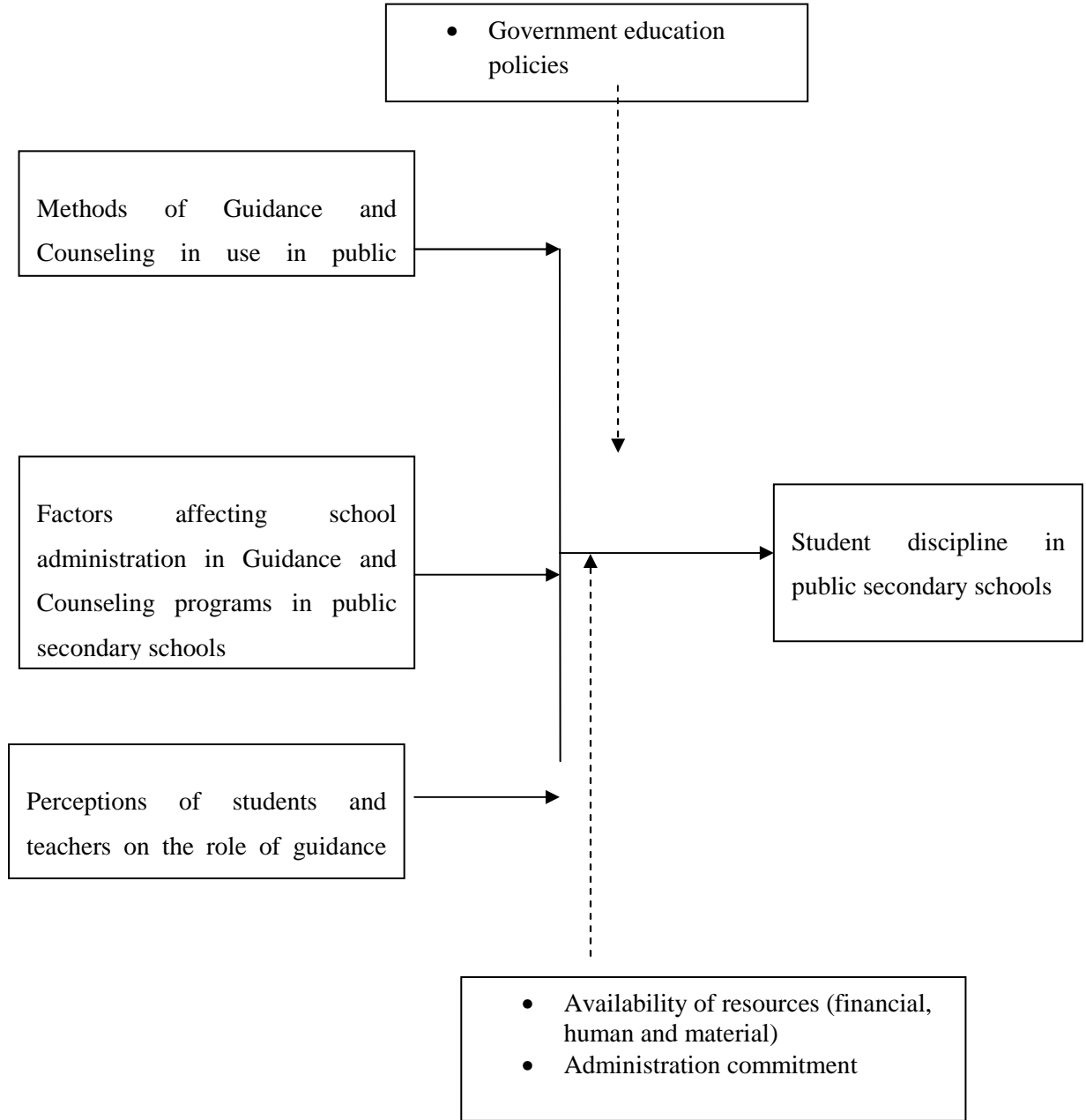
## **2.9 Conceptual Framework**

A conceptual framework is a model of presentation that shows the coherence through variables empirical research of how the independent variables impact upon the dependent variables of the research and illustrates the outcome.

The conceptual framework (Figure 1) was developed from the literature reviewed for the study where the independent variables which include the methods of guidance and counseling used in secondary schools.

**Figure 2.1: Conceptual Framework**

**Moderating Variable**



**Intervening Variables**

Source: Author (2012)

For this study, the conceptual framework is showing that different methods of guidance and counseling have different impacts on promoting discipline among secondary school students. The factors affecting guidance and counseling limit the effectiveness of the schools' guidance and counseling programmes. These factors include the lack of guidance and counseling materials, school facilities inadequacy to promote an environment for guidance and counseling services and lack of trained and professional personnel to provide guidance and counseling services. The perceptions of the school guidance and counseling role was also observed to have an effect on the sufficiency of the school guidance and counseling programme to promote discipline among secondary school students.

Moderating variables refer to those that affect the relationship between the independent and dependent variable where the government education policies have an effect on the relationship between the identified independent variable and the dependent variable. The intervening variables of the study are availability of resources (financial, human and material) and the schools administration commitment to guidance and counseling. Where it is assumed that availability of resources for guidance and counseling implies that the programmes will be more effective in dealing with indiscipline.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the various methodologies and approaches that the study sought to incorporate in order to collect the relevant information to address the study objectives. These included research design, research method, research format, research technique, the population, sampling procedure, sampling type, sampling technique and data analysis which are applicable to the study.

#### **3.2 Research Design**

The study used the descriptive research design surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. In social science research the term quite often used is the Ex post facto research for descriptive research studies. The main characteristic of this method is that the researcher has no control over the variables; she can only report what has happened or what is happening. Ex post facto studies also include attempts by researchers to discover causes even when they cannot control the variables. Fraenkel & Wallen (1993) describe descriptive analysis as that method that involves asking a large group of people questions about a particular issue

This researcher used the descriptive survey method because it was suitable for studying the counseling methods, which have been used in the past. It was also suitable for establishing the role of guidance and counseling in promoting students' discipline in secondary schools as suggested by Kerlinger (1986) and Ajowi & Simatwa (2010). The survey method was also appropriate for the present study as it sought to obtain descriptive and self reported data from school counselors and students of their perceptions of school guidance and counseling programmes as suggested by Chireshe (2006).

### **3.3 Site Description**

The study was undertaken in Kikuyu District of Kiambu County. It is a cosmopolitan constituency in Central Province, Kiambu County. It is situated on the Western side of Nairobi and South East of the Rift Valley Province and covers a total area of 232.7 Km<sup>2</sup> and occupies 18% of Kiambu County. There has been a decline in academic performance in both primary and secondary schools over the years. Some of the factors attributed to this include; lack of community ownership, inadequate number of teachers, lack of role models, Low transition rates, drug abuse and the consumption of cheap illicit brews, inadequate infrastructure and lack of motivation among teachers. Some of the social problems affecting the education sector include Rampant Alcohol and Drug Abuse especially among the boy child thus plummeting his transition to the next level of learning, HIV/AIDS and other health related issues affecting teachers and students.

### **3.4 Target Population**

Target population includes all the members of a real or hypothetical set of people, events or objects to which the researcher wish to generalize the results of their research (Borg and Gall, 1996). The target populations of the study were the 20 district public secondary schools in Kikuyu District. The study targeted the 2,707 form four students who include 1,301 female and 1,406 male students, 20 headteachers and 20 head of guidance and counseling.

### **3.5 Sample and Sampling Procedure**

According to Borg and Gall (1989), sampling refers to the process of selecting members from a defined population with an intention that the sample accurately represents that population. Gay (2006) postulates that for a large population at least 10% of the population is a good representation. The study used the Purposive Sampling procedure so as to identify the geographical area of the study which is Kikuyu District with a total of Twenty (20) public secondary schools (Appendix 5). The study chose the District owing to its poor performance in the Kenya Secondary Certificate Examinations (KCSE) among district level secondary school; high rate of dropouts among boys in public secondary schools and indiscipline among secondary schools as indicated in the Kabete Constituency Strategic Plan 2005-2010 characterized by delinquent behaviour such as drug and substance abuse. Table 2 presents the Sampling Frame comprising of District Public Secondary Schools in Kikuyu District distributed around the four educational zones. These are Kabete, Muguga, Karai and Thogoto Zones.

**Table 3.1: Sampling Frame**

<b>S/No.</b>	<b>Zone</b>	<b>No. of District Schools</b>	<b>Sample</b>
1	Kabete	7	7
2	Muguga	6	6
3	Karai	3	3
4	Thogoto	4	4
	<b>Total</b>	<b>20</b>	<b>20</b>

*Source: Kikuyu District Education Office*

The key informants for the study were the secondary school students representative of each of the schools' in each of the educational zones of Thogoto, Muguga, Karai and Kabete and these comprised a sample of Form 4 students. Stratified random sampling procedure was used to identify which schools will be included in the final sample of students; these strata were based on the four educational zones. Therefore the total sample size of the study was as follows; four Headteachers, four Heads of Guidance and counseling. The researcher sought to randomly select a school in each educational zone; from these schools the study targeted the Form Four students who were assumed to have experience and knowledge of the school guidance and counseling programme and were the key informants of the study.

### **3.6 Methods of Data Collection**

The researcher used various data collection instruments so as to acquire concise and concrete information based on the study objectives. In descriptive surveys the questionnaire is preferred due to its ability to involve the researcher and the respondent. Churchill (1998) describe a questionnaire as a booklet of structured standardized procedure, pre-coded and containing open-ended questions at times that are used to collect information from the respondents who record their own answers. Mugenda and Mugenda (2003) observe that questionnaires are used to obtain important information about the population. According to Mulusa (1998) questionnaire are cheap to administer to respondents scattered over a large area and respondents will feel free to give frank answers to sensitive questions

The questionnaire comprised of both open-ended and closed-ended questions. The questionnaires were self-administered so as to allow the researcher enquire for further information through face-to-face interviews. The questionnaires were developed for the key informants of the study that is the Headteachers and Heads of guidance and counseling department and students. Section 1 of the questionnaire included background information, section 2, counseling methods used; section 3 concerns the challenges and factors affecting guidance and counseling services in schools.

The researcher prepared an interview schedule which was used complementarily with the questionnaire administration process. The guide assessed the researcher by not deviating from the research issues and as such did not adhere to be strict so as not to limit the interviewee in giving their perceptions and ideas as understood. The interview schedule

was used among the Key Informants of the study; these are the Heads of Guidance and Counseling and Headteachers due to the important role they play in the management of students' discipline (Ajowi & Simatwa, 2010). The interviewer also took note of conditions of the interview, probe with additional questions and gathered supplemental information through observation. The use of these three methods enabled the researcher to integrate triangulation into the data collection process thereby improving on the reliability of the research instruments as suggested by Olsen (2003).

Observation as a data collection technique involved the researcher examining the physical environment in order to determine the effectiveness and efficiency of guidance and counseling facilities in secondary schools as suggested by Chireshe (2006).

### **3.7 Validity and Reliability of Research Instruments**

Validity is often defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid. The researcher sought to measure the content validity which refers to whether a research tool appears to others to be measuring what it says it does. This was done by face validity which is a simple form of content validity – where the researcher asked a few people to check if the tool covered all areas. The researcher engaged the university supervisor, peers in the Department of Sociology and Social Work, University of Nairobi in the designing of the research instruments as suggested by (Carter & Porter, 2002)

Reliability refers to the degree with which repeated measurements, or measurements taken under identical circumstances, would yield the same results. This definition

assumes that the act of measuring does not affect the variable or characteristic of interest. So as to ensure reliability and validity the researcher conducted a pilot study among two secondary schools which were not included in the final sampling frame of the study. The questionnaire and interview guide were thus corrected according to the observations made to the study and modified to capture reliable data.

### **3.8 Data Analysis and Interpretation Methods**

Data analysis involves the reduction of accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques. It also includes the interpretation of research findings in the light of the research questions, and determines if the results are consistent with the research objectives and theories (Cooper & Schindler, 2003). The analysis of data requires a number of closely related operations such as organization of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inferences. In case of the structured questions the researcher coded the responses which allowed easier computer processing. In the case of the unstructured responses the researcher carried out content analysis which was used when originally qualitative information is reduced to numerical terms. This involved editing, coding and the processing of data through the use of the Statistical Package for Social Scientists (SPSS) program. The researcher used descriptive statistical analysis of the data which included the summary and presentation of data into tables, percentages and frequencies. The results were translated into meaningful general references and findings which were presented in tables and graphs along with researcher's interpretation and explanations in verbatim.

## **CHAPTER FOUR**

### **DATA, PRESENTATION, INTERPRETATION AND ANALYSIS**

#### **4.1 Introduction**

The following section of the study comprises of the data analysis and interpretation according to the study objectives and research questions. The data is presented in tables and pie charts and interpreted and discussed in relation to the literature reviewed for the study.

#### **4.2 Questionnaire Response Rate**

The researcher administered questionnaires to the respondents so as to collect data from the study area. The respondents were the headteachers, heads of Guidance and counseling and form four students. The researcher expected 4 headteachers, 4 heads of guidance and counseling and 132 form four students' responses in public district secondary schools, Kikuyu division and administered questionnaire. Four questionnaires were returned from the headteachers (100%), four heads of guidance and counseling questionnaires (100.0%) were returned, and all one hundred and thirty two students' questionnaires (100%) were also returned. The overall return rate of the total response for the total target population was therefore 140 questionnaires which comprised 100% of the expected. This was considered appropriate for the research study.



The responses are tabulated in table 4.1

**Table 4.1 Research instrument return rate.**

<b>Respondent</b>	<b>Expected</b>	<b>Actual</b>	
	<b>Response</b>	<b>Response</b>	<b>Percentage</b>
Headteachers	4	4	100%
Heads of Guidance and counseling	4	4	100%
Form four students	132	132	100%
<b>Total</b>	<b>140</b>	<b>140</b>	<b>100%</b>

### **4.3 Socio-Demographic Data of Respondents**

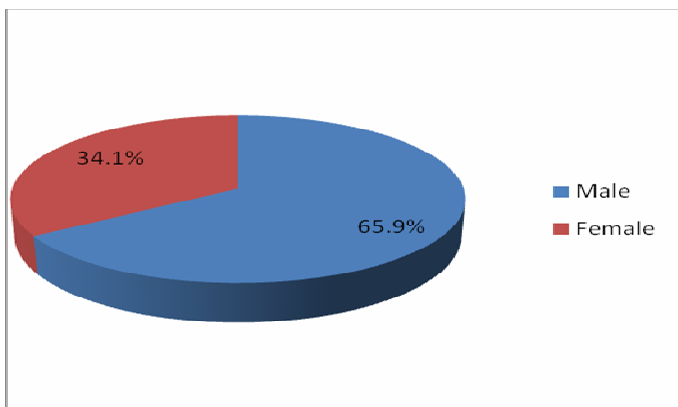
The following section comprises of the socio-demographic data of respondents. These include the age, gender, counseling experience and teaching experience.

#### **4.3.1 Gender of Students' Respondents**

Among the sampled students majority of them were males who represented 65.9 percent compared to their female counterparts who were 34.1 percent as illustrated Figure 1. The higher number of male students in the sample could be attributed to the higher number of male students enrolled in the public secondary schools as observed in Kikuyu district education office statistics. Gender in guidance and counseling uptake has been a concern in recent research where the differences in gender can also be seen to influence seeking

of guidance and counseling services however this has been non – conclusive. For instance Nyambura (2010) found that male students were more involved in seeking guidance and counseling. However, findings related to Van Der and Knoetze’s (2004) view that male students are normally socialized to be strong and cope with their own problems and may not seek guidance and counseling services. Collier (1992) findings suggest that females are more involved in seeking psychological help. Alexitch and Page (1997) found that more female students than males sought for university and career information from their school counselors. Female students were also found to be more positive about the guidance and counseling information received than male students. This finding also agrees with the socio – cultural perception in Kenya and especially rural areas that males should be more tolerant of their situations they face and should be hardened by their experiences given their gender.

**Figure 4.1: Gender Distribution among Students’ Respondents**

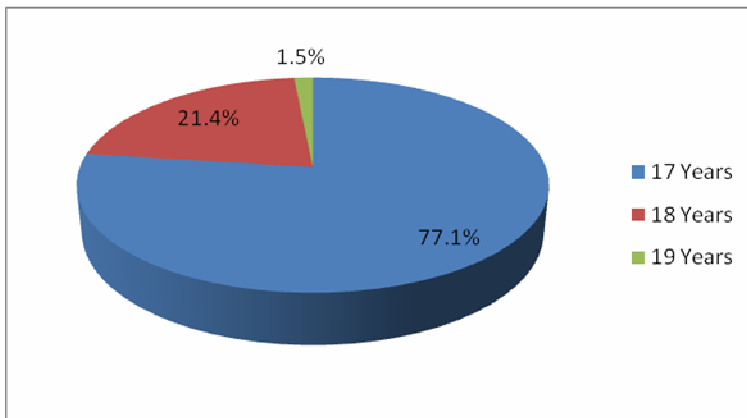


#### **4.3.2 Age of students Respondents**

In regard to the age variable majority of the sampled students were aged 17 years and accounted for 77.1 percent compared to those who were aged 18 who were 21.4 percent

and 1.5 percent who were 19 years. Research findings suggest that junior students in secondary schools are more receptive to guidance and counseling and are more likely to seek these services in their schools' environment compared to older students (Atodo, 2008).

**Figure 4.2: Age Distribution among students Respondents**



In regard to the age variable headteachers in the age group of 46 – 49 accounted for 50.0 percent of the sample and 25.0 percent were in the age group of 41 – 45 and over 50 years. The researcher established that the age of the headteachers had no impact on their involvement in guidance and counseling programmes in their respective schools. These findings are similar to those of Chuma (2010) who found that headteachers' personal qualities like age and administrative experience had no significant effect on their involvement in guidance and counseling programmes. The study also found that there was no significant relationship between the type of school headed by headteacher and their involvement in guidance and counseling.

### **4.3.3 Counseling Experience**

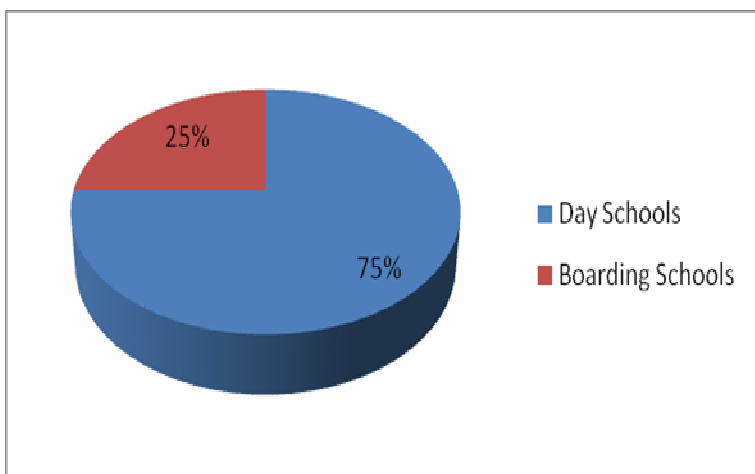
The researcher also sought to establish the experience of teacher – counselors in the sampled secondary schools where it was established that they had experience of 1 – 5 years with two respondents having 2 years experience, one with 3 years and one with 5 years experience. Findings also indicated that none of the teacher – counselors had any further training on guidance and counseling. The implication is that effectiveness of the teacher – counselors may be under achieved due to their inexperience in guidance and counseling. The more experienced counselors may be comfortable with their skill levels and hence the less need for collaboration. According to Lairio & Nissila (2002) school counselors who are qualified teachers and who, above the teaching qualification have received training in guidance and counseling.

### **4.3.4 Teaching Experience**

Teachers experience is also another factor that contributes to the effectiveness of the individual counselor in providing counseling services. Study participants indicated that they had 5 – 7 years experience were 50.0 percent and those above 8 years experience were also 50.0 percent. Quarto (1999) established that teachers perceived school counselors with teaching experience as more effective in carrying out school counseling activities. As such less experienced counselors needed more school guidance and counseling services collaboration with colleagues than more experienced school counselors.

The study also identified the type of schools in the sample where 75 percent were day schools compared to 25 percent which were boarding schools. Although there was an observed difference in type of school Atodo (2008) contends that type of school has no significant influence on the students' perception of the effectiveness of guidance and counseling.

**Figure 4.3: Type of Schools**



#### **4.4 Disciplinary cases in public secondary schools**

The researcher also used interviews with the school administration and observation of school records to identify the various cases of indiscipline (objective 3) and what disciplinary methods were used to deal with this. Table 4.5 highlights the different disciplinary cases handles by the schools' administration. School heads and teacher – counselors indicated that there were still cases of indiscipline although the manner in which they occur and nature was different. For instance, respondents acknowledged that disciplinary cases such as bullying were not reported. Destruction and loss of school

property were common. However, indiscipline cases such as students sneaking in mobile phones and portable radios were observed despite being declared illegal in schools.

**Table 4.2: Disciplinary cases and disciplinary measures observed in schools**

<b>Disciplinary Cases</b>	<b>Disciplinary Methods</b>
Rudeness to teachers	Suspension
Boy / girl relationships	Counseling
Sneaking	Invitation to parents
Fighting among students	Suspension
Smuggling mobile phones to school	Confiscation
Non –attendance of classes	Detention
Destruction / loss of school property	Payment of fines
Cheating in examinations	Counseling
Drug use / taking	Expulsion

As indicated in Table 4.2 there is a limited application of guidance and counseling in the sampled schools. School administrators identified the different challenges they face in implementing guidance and counseling programmes in their schools and as thus resulted to use the above measures. However, it was noted that counseling efforts were made towards dealing with indiscipline cases such as boy – girl relationships and cheating examinations. Key informant interviews revealed that these were sensitive cases that would otherwise have a long term impact on the students’ future. For instance boy – girl relationships which were bound to happen to the mixed schools may lead to early pregnancies for the girl students and also the risk of being infected with HIV/AIDS. The

researcher also noted that there was no evidence of caning / corporal punishment in the sampled schools. This observation could be due to the prominence of the Children Act of 2001 which provides that a child should be entitled to protection from physical and psychological abuse by any person and the ban of the cane in schools contained in Legal Notice No. 56 of Kenya Gazette (Supplement No.25:199 of 30th March, 2001).

The head teachers, and heads of teachers of guidance and counseling therefore, gave the following actions which had to be taken by the Ministry of Education, for effective guidance and counseling to succeed in promoting student discipline in secondary schools. First, the ministry should post trained counselors to schools to head the guidance and counseling department. Second the ministry should organize in-service training for teachers on how guidance and counseling should be used to manage student discipline in schools. Third, the ministry should provide counseling materials like books, audio and videotapes on guidance and counseling for discipline management and the ministry should sensitize school management on approaches of implementing guidance and counseling based on the schools' capacity.

**Table 4.3 Effects of the various disciplinary measures on students**

<b>Disciplinary Methods</b>	<b>Effect</b>
Suspension	unreformed
Expulsion	Transfer
Invitation to parents	Truancy
Confiscation	Replacement
Detention	Negative attitude
Payment of fines	Parent laid
Counseling	Behavioural Change

Table 4.3 indicates that most of the disciplinary measures are taken for various disciplinary cases in public secondary schools have little on no effect in promoting the students discipline. Sometimes the school headteacher and guiding and counseling teachers suspend student from school for a period of time as a disciplinary measure. The students are sent home during suspension and they end up spending most of this time either watching T.V or visiting friends since their parents are busy at work and when the suspension period is over they go back to school unreformed. Inviting parents or guardians to school to discuss indiscipline cases can be used as an alternative disciplinary method but it seems not to succeed in its intended purpose since it leads the students to begin playing truancy since they don't want to go to school and they won't tell their



parents/ guardians they are needed in school. In other cases some students end up bringing other people are not their parents or who will not be harsh on them.

Confiscation of mobile phones and other items that students carry to school against school regulations leads the students to buy other items to replace the confiscated ones this does not change the intention of the disciplinary measure since the trend continues. Payment of fines on destroyed school properties directly affects the parents hence the students don't feel the pinch of their indiscipline. Students given suspension as a disciplinary measure either discontinue with learning or are transferred to other school.

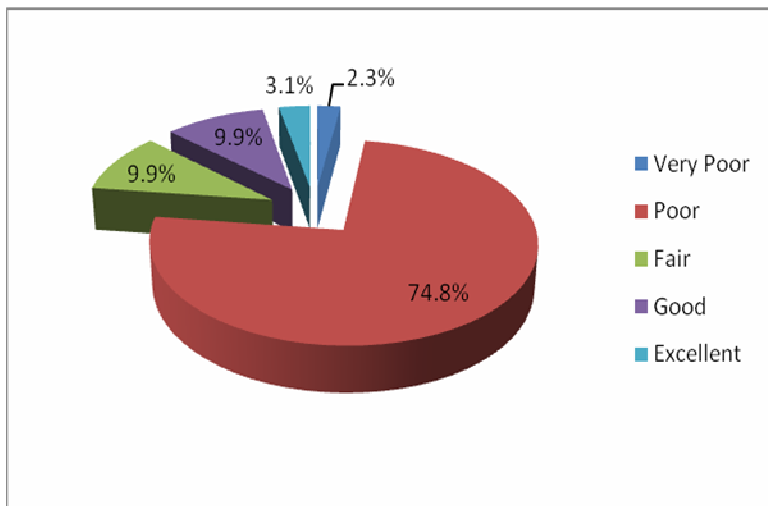
When counseling is used as a disciplinary measure it offers a complete change on the behaviour of the student. The student understands what is expected of him/her and is made to know on the effects of their indiscipline cases. Counseling also helps to improve the students' perception on the school rules and regulations. It also does not cause emotional conflict between the disciplinarian and the students.

#### **4.5 Perception of students' school guidance and counseling services**

The study further sought to establish the role of guidance and counseling in the perception and attitudes of students the researcher requested the student to rate of their school's guidance and counseling services. As shown in Figure 4.4 majority of the responses indicated poor and represented 74.8 percent of the sample, 9.9 percent rated that guidance and counseling services were good and fair respectively. Among the responses only 3.1 percent indicated that guidance and counseling services were excellent. These findings imply that students have a lower perception of the effectiveness

of their schools' guidance and counseling services which would lead to lower uptake of these services.

**Figure 4.4: Rating of Guidance and Counseling among Students**



Headteachers agrees that there was a low perception in their schools due to the lack of resources to fully implement guidance and counseling programmes in their school. Lack of professional training to teachers of guidance and counseling was a major hindrance to the effectiveness of these services. These study findings agree with those of Kiprop (2004) that teachers and headteachers experienced problems in the implementation of these alternative approaches to discipline. The study by Kiprop (2004) further established that teachers lacked the necessary skills to implement guidance and counseling programmes. Teachers felt that the Ministry's emphasis on guidance and counseling failed to take into account the fact that many schools were staffed by ill-prepared teachers and also lacked necessary resources like books and office.

Table 4.4 highlights student's responses in regard to guidance and counseling programme where improved study habits are always and often the content of these services as shown by the responses of 36.6 percent and 35.1 percent respectively. Efficient use of time was also popular as per the responses where 27.5 percent indicated always, 31.3 percent often and 19.1 percent occasionally. This finding suggests the observed trend of focus on academic achievement and performance in examinations as a major pre – occupation of secondary schools in the study. The high scores observed in academic guidance and counseling was attributed to; Academic Guidance and Counseling is in line with the core function of the school being academic; emphasis placed on the performance has made teachers take a keen interest in their subject areas and also the lack of professionalization of guidance and counseling also leads to teacher counselors concentrating on their core subjects.

Knowledge on job applications and career opportunities were poorly integrated into the school's guidance and counseling programmes where 39.8 percent indicated that it was seldom the subject of guidance and counseling as well as 26.0 percent who said never. Positive self image was also relatively poorly represented where 24.4 percent indicated always and 21.4 percent often. There was a larger representation of responses which indicated there was less coverage of the topic in services offered with 16.8 percent and 17.6 percent showing seldom and never respectively.

**Table 4.4 Aims and benefits of school guidance and counseling Programme among students**

<b>Aims and Benefits</b>	<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>	<b>Total</b>
Improved study habits	36.6	35.1	17.6	7.6	3.1	100.0
Efficient use of time	27.5	31.3	19.1	12.2	9.9	100.0
Academic achievement	20.6	25.2	16.8	19.8	17.6	100.0
Improved classroom behaviour	22.1	25.2	25.2	12.2	15.3	100.0
Positive self image	24.4	21.4	19.8	16.8	17.6	100.0
Knowledge on job applications	16.0	16.8	16.0	11.5	39.7	100.0
Knowledge of career opportunities	15.3	9.2	10.7	39.8	26.0	100.0

To identify the perceptions of students in regard to their schools' guidance and counseling program the researcher posed statements to which students were required to indicate to what extent they agreed or disagreed. Table 4.4 highlights student respondents in regard to these statements where 38.2 percent agreed that the school counselor cared for the welfare of students compared to 40.4 percent who disagreed with this notion. This negative feeling of the school counselor would signify that students would not have the desire to seek guidance and counseling services in school. According to Classroom Guidance, 2005) teachers cannot love all students, but they can care genuinely about their behaviour, for the sake of everyone concerned. Teachers should therefore, insist on

decent, responsible behaviour from their students. Students need this type of behaviour, parents want it, the community at large expects it, and the educational process is crippled without it.

**Table 4.5 Extent to which students agree with their school guidance and counselor qualities**

<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
School counselor cares for students	20.6	17.6	21.4	20.6	19.8	100.0
School counselor maintains confidentiality	6.1	16.0	29.8	30.5	17.6	100.0
School counselor respects students	16.0	21.4	26.0	22.1	14.5	100.0
Schools counselor is easily available to students	19.8	11.1	12.2	34.7	22.1	100.0

Confidentiality is also an important component of guidance and counseling which the researcher sought to ascertain the extent to which students were satisfied with this. Responses indicate a poor perception of confidentiality among school counselors where 48.1 percent disagreed that the school counselor maintains confidentiality. Nyambura (2010) found fear of breaking confidentiality was a reason why students indicated as a reason that would keep them from seeking help. Being confidential is one of the qualities

that most students expect of their counselors to have. The study found that maintaining confidentiality and respecting students positively can affect the guidance and counseling services. For instance students indicated they would hesitate to talk freely to counselors fearing that the school counselors would reveal their disclosures to parents or other staff members. According to Besley (2002) the students must believe in the school counselor.

In regard to whether teacher – counselors were respectful to students’ majority of the respondents disagreed with and accounted for 56.8 percent of the respondents compared to 30.9 percent who agreed with this notion. This finding is interpreted to mean that students will not seek guidance and counseling since they feel that their opinion may not be regarded as process. Mapfumo (2001) observes that counselors are expected to be consistently empathic, genuine, accepting and respectful generally. They should be able to develop a more open and trusting relationship with students and facilitate the opportunity for students to develop more open and trusting relationship with each other, which usually results in a climate of collaboration and mutual exchange in the learning process. Nasibi (2003) points out that headteachers and teacher counselors must be aware of the rights of the children and protect them and these would involve treating them with respect and understanding. One should never act aggressively towards a student e.g. abusing, caning, or any form of humiliation especially before the whole school. This lowers the child’s self-concept and esteem;

Availability of the teacher counselor student at any given time is an indicator of the effectiveness of a school guidance and counseling programme. A key factor that has been found to affect the effectiveness of SGC services is time. School counselors’

heavy teaching loads and other responsibilities such as administrative and clerical duties in the school leave little time for them to meet students needing guidance and counseling services. Students were asked to what extent were their school counselor available for them. Those who agreed accounted for 30.9 percent compared to 56.8 percent who disagreed and 12.2 who indicated neutral. This implies that students may not acquire the services of the counselor at any one time when needed. This indicated meaning guidance and counseling programmes were haphazardly conducted depending on the need and availability of time. School counselors had no timetables which the students would use in order to know when they were available for consultations. Teacher counselors also had a huge workload as they had to attend to classes and therefore lacked enough time to attend to counseling needs of students. This also suggests that head teachers perhaps might not have been involved or giving enough time and resources to the guidance and counseling programmes in their schools.

#### **4.6 Perception of schools guidance and counselor role in assisting Children**

The study sought to know the role of the guidance and counselor in relation to student perception. Majority of the respondents acknowledged that assisting students with their personal problems was very important with 29.0 percent and 24.4 percent who indicated important only 8.4 percent indicated not important as indicated in Table 4.8. This shows that students identify that they have personal problems and regard them as important issues that need to be addressed in order to improve in other areas such as academic performance Robinson (1994) identifies that personal problems affect the students work.

**Table 4.6 Student perception of school guidance and counselor role**

<b>Guidance and counselor Role</b>	<b>Very Important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not Important</b>	<b>Total</b>
Student personal problem	29.0	24.4	22.1	16.0	8.4	100.0
Student study skills	27.5	29.0	26.0	11.5	6.1	100.0
Student Discipline	33.6	26.7	21.4	12.2	6.1	100.0

Student study skills also ranked highly to responses where they were identified as very important with 27.5 percent and 29.0 percent as important. However, a considerable number of the responses 26.0 percent were neutral with 11.5 percent and 6.1 percent who indicated unimportant and not important. In secondary schools students are required to have self study sessions where they may as learners are unfamiliar with the self-learning materials and assignments and would require some guidance on study skills, the process of dealing with the assignments, and so on. For instance students indicated the challenges of accessing the Kenya Certificate of Secondary Education (KCSE) examination timetable for 2012 since the teachers went on strike. They indicated they couldn't find an individual copy and had to result to download from the Kenya National Examination Council (KNEC).

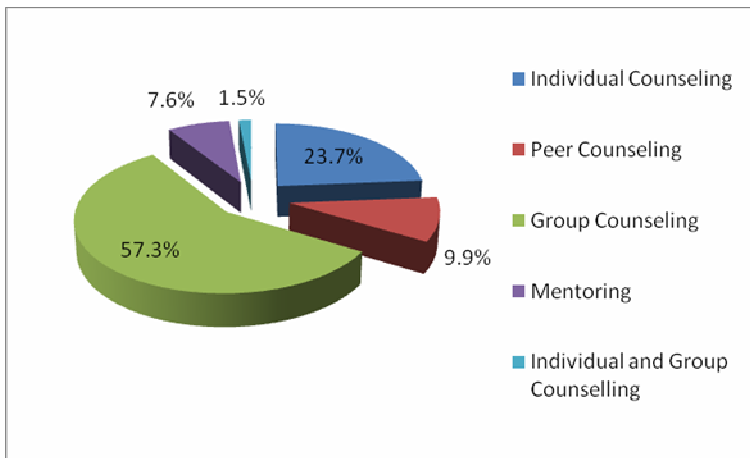


#### **4.7 Guidance and Counseling methods used in secondary schools**

There are different methods of guidance and counseling (objective 1) available for the school guidance and counseling services in Kenya as identified in the literature. Based on this the researcher included the different types of counseling methods available to students in order to establish which methods were more popular than others in the school environment. Figure 4.5 represents the student responses where the most popular method of guidance and counseling used was group counseling with 57.3 percent compared to the least popular method mentoring with 7.6 percent. Individual counseling was represented at 23.7 percent and peer counseling at 9.9 percent whereas 1.5 percent indicated both individual and group counseling methods. Student knowledge of guidance and counseling methods indicates that they are familiar with guidance and counseling services in their respective school.

Interviews with the headteachers and the teacher – indicated that there was a limitation in providing guidance and counseling to students through the various methods that are available. For instance undertaking individual counseling was hampered by the lack of a room for which to undertake the otherwise private affair. The MoEST recommends that the Headteacher has to recognize the importance of privacy and respect for confidentiality of counseling relationships by providing a room or office (Republic of Kenya, 2000).

**Figure 4.5 Guidance and Counseling Methods Used**



Group counseling was identified as being more favorable to guidance on promotion of discipline in the schools compared to individual counseling which was used for more personal issues among individual students. According to Griffin (1994) and Bakhda (2004) maintain that, group counseling is very important for the prevention of student disturbances and to help develop a very free and friendly atmosphere. The study sought to ascertain how these services were rolled out where respondents indicated that group counseling was mostly done during preparations for major exams such as the Mock examinations. Group counseling was also done on such issues such as HIV/AIDS and early pregnancies given that boy- girl relationships may be formed in the school. Individual counseling was only done where a student sought the services themselves from the respective teacher-counselor.

Peer counseling was done through pairing up of students in the school environment, this would involve a senior student paired to a junior students where the former would be required to guide the student through introduction to the school environment through

orientation and to attend to withdrawn peers in the school environment. Key informant interviews established the schools involved in the sample involved volunteer counseling which was offered by the local parishes where the students were members. The study found that individual counseling was also perceived highly by students as effective, although other methods were equally useful in some unique situations, and because of certain strengths. Confidentiality, trust and sharing emerged as the pillars for individual, peer, and group counseling methods.

#### **4.8 Services available in school guidance and counseling programmes**

To investigate on the counseling methods used in providing guidance and counseling the researcher asked respondents to indicate which services were available in their school guidance and counseling programme. As illustrated in Table 4.7 educational study skills were ranked highly as services offered in guidance and counseling with 45.0 percent of respondents indicating always and often with 34.4 percent. This indicates that there is a high regard of academic achievement among secondary schools' management. Provision of personal and social skills among students also ranked poorly where 39.7 percent and 19.1 percent of the sample indicated seldom and never respectively.

Occupational and career guidance is an important component of guidance and counseling efforts among secondary students. This form of training is aimed at improving the chances of students in life after school in the work environment. However, findings indicate that this is not the case as 36.6 percent responded that this service was offered occasionally, response indicating seldom and never were also relatively high with 21.4

percent and 16.8 percent respectively. Introduction of students to the new school environment is important as it helps students gain acceptance and integrate into a new and challenging environment. Guidance and counseling programmes are required to assist students' transition from primary school environment to secondary environment which as identified in the literature presents different challenges since the individual is undergoing major transformations. Study findings suggest that provision of these services was present where 36.6 percent and 26.0 percent responded always and often introduction of students to the school environment were provided compared to 13.0 percent and 7.6 percent who indicated seldom and never respectively.

**Table 4.7 Guidance and counseling services provided to students**

<b>Services Provided</b>	<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>	<b>Total</b>
Education Study Skills	45.0	34.4	16.8	2.3	1.5	100.0
Personal/Social Skills	8.4	4.6	28.2	39.7	19.1	100.0
Occupational/Career	14.5	10.7	36.6	21.4	16.8	100.0
Guidance						
Introducing Teachers to New Students	26.7	29.8	24.4	11.5	7.6	100.0
Introduce students to School Environment	36.6	26.0	16.8	13.0	7.6	100.0

According to the literature Egbochuku (2008) the aims of a school guidance and counseling services are based on a developmental hierarchy, which are to provide students with: Opportunities to develop knowledge and appreciation of themselves and others; Opportunities to develop relationship skills, ethical standards and a sense of responsibility; Opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities and information that would enable them to make decisions about life and career opportunities. The role of school counselors is not limited to discipline but has been found to be very effective in assisting middle school children in the area of career development (Whiston et al. 1998). Verduyn (1990) indicates that school counselors are effective in teaching social skills. Children who are experiencing family problems report being helped by school counselors (Omizo & Omizo, 1988).

#### **4.9 Factors affecting guidance and counseling in public secondary schools**

Guidance and counseling services are an activity which requires resources in order to achieve its intended objectives. It was found that headteachers faced a number of problems during their participation in guidance and counseling programmes. These included: students related problems, parent related problems, uncooperative teachers, untrained personnel, too many administrative duties, high work-load, lack of organization by teacher – counselor and lack of resources including financial, and material. The researcher asked headteacher to indicate to what degree the following factors affect the provision of guidance and counseling service to their students. As Table 4.8 indicates majority of the schools did not have materials for guidance and counseling, career

material as well as college material. Observation in the library also established that there was no presence of reading material on guidance and counseling which was accessible to the students. According to Mutie and Ndambuki (1999) it is necessary to have guidance and Counseling centres stocked with newspapers, magazines, books, films and other relevant materials that can help students.

**Table 4.8 Factors affecting guidance and counseling services in schools**

<b>Factors</b>	<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>	<b>Total</b>
Available referral services	25.0	50.0	25.0	–	–	100.0
Material for Guidance and counseling	68.7	13.9	12.8	4.6	–	100.0
Human resources	75.0	25.0	–	–	–	100.0
Time for guidance and counseling	25.0	25.0	50.0	–	–	100.0
Counselor student ratio	75.0	25.0	–	–	–	100.0
Career material	–	25.0	75.0	–	–	100.0
College material	25.0	50.0	25.0	–	–	100.0
Guidance and counseling handbook	50.0	25.0	25.0	–	–	100.0
Cooperation from ministry	75.0	25.0	–	–	–	100.0
Cooperation from board of governors	25.0	25.0	–	50.0	–	100.0

Counselor training however is an important aspect of guidance and counseling effectiveness where the study established that headteachers had no special training in guidance and counseling. However 25.0 percent had postgraduate level of education whereas 75.0 percent were degree holders. The most popular course was education. Headteachers given their role as custodians of discipline and schools require having further training in guidance and counseling. Chuma (2010) found that there was a significant relationship between training of headteachers in guidance and counseling and their involvement in guidance and counseling programme. Contrary to this headteachers given their role of promoting discipline in schools require some form of basic training in counseling in order to effectively plan and organize guidance and counseling in their schools.

Headteachers indicated they were involved in the school guidance and counseling programme in a number of ways which included planning of guidance and counseling services, staffing of guidance and counseling programmes, involving other people in guidance and counseling programmes, provision of materials and other facilities for guidance and counseling, encouraging students to be guided and counseled. Headteachers supported that guidance and counseling plays a very important role in promoting student discipline, they further indicated their knowledge of the governments' policy and legal framework for provision of guidance and counseling in the administration and management of student discipline in schools but did not receive the needed support to implement guidance and counseling programmes in their schools.

Research findings also show that there was limited time allocation for guidance and counseling activities. Observation around the schools did not reveal any time table set aside for guidance and counseling implying that there was no proactive approach to dealing with indiscipline. Students indicated that Guidance and Counseling takes place when a need arises. This finding agrees with Mabeya et al (2009) on provision of guidance and counseling services the services were given prominence when there was a problem in the school. This reveals that Guidance and Counseling is done haphazardly in most schools. This really affects the effectiveness of the programmes or teacher – counselor as MoEST (1977) noted that lack of specific time set aside for Guidance and Counseling was hampering the success of the programmes. It, therefore, advocates for specific times set aside for school timetable for Guidance and Counseling programmes.

It has been indicated in international literature that the influence of resources and the effectiveness of SGC services may be affected by the attitudes of parents, students and administrators. Guidance and counseling as an activity requires support and collaboration from the different stakeholders involved in the education of learners. Stakeholders include the parents, board of governors, education officers, teachers and learners themselves.

Teacher/ counselors were asked to what extent guidance and counseling activities were affected by stakeholders. As Table 4.9 illustrates parents were indicated as to always affect the guidance and counseling of learners with 75.2 percent responses and 13.8 percent showing often. This could be interpreted as the crucial role they play as guardians also affects the extent to which students would be involved in guidance and counseling



services. However, parents are not always in a position to help and it thus becomes a problem of the school and the school guidance and counseling services. According to UNESCO (2002) parents concentrate on earning money without giving enough guidance to their children. As such, schools are being given the responsibility to address students' problems (Bruce & Cockreham, 2004) by providing guidance and counseling services. Arudo (2008) parents spend less and less time with their children, the young are left on the hands of their peers for advice, those with access to internet get exposed to e-information, others go for electronic and print media. Teacher – counselors indicated that they were dissatisfied with parental support in guidance and counseling.

The headteacher was also identified as a key stakeholder to guidance given their role dealing with disciplinary matters. The dissatisfaction of teacher – counselors can be attributed to the fact that the area is not a priority as compared to academics. This finding agrees with Kasayira et al. (2004) and Chivonivoni (2006) who found that school administrators do not support Guidance and Counseling because it is not an examinable subject.

**Table 4.9 Extent to which guidance and counseling is affected by school stakeholders**

<b>Stakeholders</b>	<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>	<b>Total</b>
Headteacher	75.2	13.8	4.9	2.3	3.8	100.0
Students	65.7	12.9	11.3	4.3	5.8	100.0
Parents	78.6	10.2	5.7	3.3	2.2	100.0
Board of Governors	35.5	17.1	3.6	24.5	19.3	100.0

Students are the major beneficiaries of any guidance and counseling activities as it helps them during their stay at school and prepares them for life outside the school, for the world of work. Teacher – counselors indicated that students always affected guidance and counseling given that their participation in the activities was the only indicator of its effectiveness. The effect of Board of Governors (BoG) was also noted as affecting guidance and counseling where they were involved in the allocation of funds to the activity which would be used in acquiring of materials and resources to facilitate guidance and counseling in their respective schools. However, the researcher observed that some of the teacher – counselors were not aware of the impact of this institution on the management of guidance and counseling in schools.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This section of the study presents the summary of the study, the conclusions of the study based on the study findings and further, recommendations are given also based on the study findings.

#### **5.2 Summary**

The study sought to establish the influence of counseling methods in promoting student discipline in district public secondary schools in Kikuyu District. The study was guided by specific objectives which were to identify the guidance and counseling methods used in public secondary schools; identify challenges facing school administration in implementing guidance and counseling programmes; identify the cases of indiscipline in public secondary schools and establish perceptions of students on the role of the school guidance and counselor. The study adopted the descriptive approach to collect the data from the target population which included form four students, heads of guidance and counseling and headteachers. The study was undertaken during the teachers' strike and therefore there were challenges in gaining access to the study participants. However, the study was able to acquire 132 fully completed questionnaires from students and four questionnaires from headteachers and four from heads of guidance and counseling from each of the four educational zone schools sampled through the stratified random sampling

procedure. The study presented the data in tables and pie charts and the researchers own interpretations.

### **5.2.1 Counseling methods used in secondary schools**

The study revealed that there was use of different counseling methods in the sampled schools however with a differing degree and also to respond to different issues or concerns. Group counseling was identified to be the most popular method of counseling. This method was mostly effective in dealing with broad issues affecting learners such as preparation for examinations and issues such as HIV/AIDS. Individual counseling was also used in the schools where this was prompted by the student to the teacher – counselor for personal problems or dilemmas they may be undergoing. Interviews with teacher – counselor however indicated that the challenges with this method of counseling was lack of sufficient time to undertake its activities given they had other duties and classes to attend to. Ajowi and Simatwa (2010) recommend that guidance and counseling teachers should be given concession of about fourteen periods a week from the normal teaching load to enable them carry out guidance and counseling services by providing individual guidance to students and career information.

### **5.2.2 Perception of the school guidance and counselor role**

Study findings revealed that students highly regarded the guidance and counselor role in assisting students with their personal problems. Students also acknowledged that school guidance and counseling provider were mindful of their interaction in the school environment. Students indicated that they were introduced to the school environment and

also introduced to new teachers. Asikhia (2010) notes healthy interpersonal relationship among the personnel in the school setting will help to promote beneficial environment for teaching-learning situation. The healthy relationships will attract and sustain the academic interest of the learners. Confidentiality was also identified as an important quality of students with regard to guidance and counseling. Confidentiality refers to the end that any information shared with the teacher – counselor may not be divulged to other members of the school fraternity. Students further indicated that the school guidance and counseling programme content covered less on knowledge on job opportunities and career opportunities which signified the focus of counseling towards academic achievement and performance rather than life skills which are important for learners' once outside the secondary level of education.

### **5.2.3 Guidance and counseling programmes challenges**

One of the major findings of the study is that there was not a school among the sample that had a guidance and counseling department in place. This finding was similar to those of Nyambura (2010) where secondary schools in Limuru had no departments of guidance and counseling in place. However, there were teachers – counselors in the schools who were tasked as teachers and also as counselors for the students. These were however not appointed by the Ministry but had volunteered to head the guidance and counseling efforts of the school administration. The headteachers sampled identified various challenges they undergo in an effort to implement the guidance and counseling programmes as outlined by the Ministry of Education. Firstly, the lack of human resources to head and direct the established departments, secondly lack of resources such

as materials related to guidance and counseling such as the guidance and counseling handbook. Lack of support from the ministry and stakeholders was also a major impediment to running successful guidance and counseling programmes.

### **5.3 Conclusion**

Study findings show that there is relative indication to show that there is use of guidance and counseling to deal with discipline problems in Kikuyu district public secondary schools. Evidence suggests that there is a deliberate effort by school administration to use guidance and counseling to counter indiscipline in schools but these efforts are hampered by resource challenges. The use of guidance and counseling was not popular in dealing with the various management cases except for examination preparations, cheating in examinations and girl – boy relationships. The disciplinary methods used in schools were also found to be lacking given there are other methods that can be used such as peer counseling and mentoring which have been identified to have far reaching results in moulding students (Ministry of Education, 2012).

The disciplinary management methods in secondary schools in the sampled secondary schools, Kenya was only leading to suppressed discipline but did not promote the full growth of the individual child's personality. For instance cases of indiscipline are still evident in public secondary schools such as the recent spate of strikes by students in the month of October 2012 term which is against the programme development objective of the guidance and counseling programme of the MoES&T were to reduce the number of institutional disturbances by 50 percent. Students as beneficiaries of guidance and counseling should be well informed on the aims and benefits of these activities. Lack or

poor participation of children in the design and implementation of guidance and counseling programmes or initiatives in the school can also be a hindrance to the effectiveness of these programmes. Parents and other stakeholder should also be informed on their duties and responsibilities as guardians in the process of guidance and counseling.

#### **5.4 Recommendations**

Based on the study findings the researcher makes the following recommendations;

1. There should be more communication between the different stakeholders in developing and education on the school guidance and counseling objectives.
2. There should be continuous training of teacher –counselors in schools facilitated by cooperation among stakeholders given the decentralization of education management which would suit the different guidance and counseling challenges faced in schools.
3. The ministry should allocate each school a head of guidance and counseling department who should have commensurate experience and expertise in children counseling.
4. School administrators and stakeholders should make an effort to integrate different counseling methods other than the predominant one observed i.e. group and individual counseling.
5. Monitoring and evaluation of programmers is an important way to identify the challenges and take corrective measures to improve on their delivery. Schools

should be supported and encouraged to undertake monitoring and evaluation exercises of their school guidance and counseling programme.

6. School administrators should reach out and involve teachers, parents and students interested in guidance and counseling.

### **5.5 Suggestions for Further Study**

The researcher proposes further research in the following areas:

- i. This study needs to be replicated in private secondary school and in other districts in the country in order to compare the results.
- ii. A study should be done on other disciplinary actions that the schools administration use other than guiding and counseling.



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## APPENDICES

### Appendix 1: Questionnaire for Headteachers

I am a Master of Arts student in Sociology counseling cluster at the University of Nairobi undertaking a study on the influence of counseling methods in promoting students discipline and performance in Kikuyu Division. Your institution has been chosen as a case study and you are requested to fill the questionnaire to the best of your ability. Thank you in advance.

#### Section1: Background Information

1. Gender?

1 = Male [ ]

2 = Female [ ]

2. Age group?

1 = 25-30 [ ]

2 = 31-35 [ ]

3 = 36-40 [ ] \

4 = 41-45 [ ]

5 = 46-49 [ ]

6 = Over 50 [ ]

3. What is your level of education?

1 = Diploma [ ]

2 = Degree [ ]

3 = Post-graduate [ ]

4 = Other .....

**Section 2: Guidance and counseling methods**

4. What guidance and counseling approaches best describe your school guidance and counseling programme?

1 = Peer education and counseling [ ]

2 = Group counseling [ ]

3 = Individual counseling [ ]

4 = Mentoring [ ]

5. What are the perceived benefits of using the identified counseling methods?

<b>Counseling method</b>	<b>Benefits</b>
Peer counseling	
Group counseling	
Individual counseling	
Mentoring	

6. What are some of the disciplinary cases do you come across in delegating your duties?

1 = Drugs and substance abuse [ ]

2 = Cheating in exams [ ]

3 = Bullying [ ]

4 = Stealing [ ]

Other (*specify*) .....

7. What are the methods do you employ in dealing with indiscipline cases?

1 = Suspension [ ]

2 = Manual work [ ]

3 = Guidance and Counseling [ ]

4 = Corporal punishment [ ]

Other (*specify*) .....

8. How would you rate your school guidance and counseling services in your school?

1 = excellent [ ]

2 = Good [ ]

3 = Fair [ ]

4 = Poor [ ]

5 = Very poor [ ]

**Section 3: factors affecting guidance and counseling programmes**

9. To what extent do the following factors affect the use of guidance and counseling programmes in your school? (1=always, 2=often, 3=occasionally, 4=seldom, 5=never)

<b>Factors</b>	<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>
Available referral services					
Available material for G&C services					
Available human resources					
Available time for G&C services					
Counselor student ratio					
Available Career material					
University/ college material					
Available Guidance handbook					
Cooperation from ministry officials					
Cooperation from Board of					

governors					
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10. What are some suggestions would you give to improve on your school guidance and counseling programme?

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## **Appendix 2: Questionnaire for Head of Guidance and Counseling**

I am a Master of Arts student in Sociology counseling cluster at the University of Nairobi undertaking a study on the influence of counseling methods in promoting students discipline and performance in Kikuyu Division. Your institution has been chosen as a case study and you are requested to fill the questionnaire to the best of your ability.

Thank you in advance.

### **Section 1: Background information**

1. What is your sex?

1 = Male [ ]

2 = Female [ ]

2. What age group do you belong to?

1 = 20-25 [ ]

2 = 26-30 [ ]

3 = 31-35 [ ]

4 = 36-40 [ ]

5 = Over 40 [ ]

3. What is your highest level of qualifications?

1 = Certificate in education [ ]

2 = Diploma in education [ ]

3 = Bachelor's degree in education [ ]

4 = Master's Degree in education [ ]

5 = Other (*Specify*) .....

4. Have you received any professional training in guidance and counseling?

1 = Yes [ ]

2 = No [ ]

(b) If yes, please elaborate.....

5. How many years of experience have you had as a counselor?

1= 1-5 years [ ]

2 = 6-10 years [ ]

3 = 11 – 15 years [ ]

4 = Over 15 years [ ]

**Section 2: Guidance and counseling methods**

5. (a) What are some of the guidance and counseling methods used in your department?

Individual Counseling [ ] Peer counseling [ ]

Group Counseling [ ] Mentoring [ ]

(b) What are the perceived benefits of using the counseling method identified in 5 (a) above?

<b>Counseling Method</b>	<b>Benefits</b>
Individual counseling	
Peer counseling	
Group counseling	
Mentoring	

6. How often does your school counseling service provide the following information to students? Please indicate as per the given scale of 1-5 (1= always, 2=often, 3=occasionally, 4=seldom, 5=never)

<b>Information</b>	<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>
1.Educational, such as study skills					
2.Personal/social, forming relationships					
3.Occupational/career guidance					



7. What criteria does your department use in evaluating the effectiveness of your school guidance and counseling method? Please indicate as per the given scale of 1-5 (1= Always, 2=often, 3=occasionally, 4=seldom, 5=never)

<b>Criteria</b>	<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>
Academic achievement					
Positive attitudes towards school					
Achieving goals					
Improved reading					
Improved behavioural patterns					
Observation of peer relations					

8. How would you rate your school guidance and counseling services in your school?

<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very poor</b>

### **Section 3: Factors affecting guidance and counseling programs**

1. To which extent do the identified factors influence the effectiveness of your school guidance and counseling services? (1= Always, 2=often, 3=occasionally, 4=seldom, 5=never)

<b>Factors</b>	<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>
Availability of human resources					
Availability of materials e.g. handbooks					
Availability of counseling facilities					
Availability of time for counseling					
Availability of monitoring/evaluation					

2. To what extent is your school guidance and counseling services affected by the following people? (1=always,2=often,3=occasionally,4=seldom,5=never)

<b>People</b>	<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>
Headteacher					
Students					
Parents					
Board of Governors					

3. To which extent are you satisfied with the participation and cooperation from the following people? (1=very satisfied,2=satisfied,3=just satisfied,4=not satisfied,5=strongly dissatisfied)

<b>People</b>	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Just satisfied</b>	<b>Not satisfied</b>	<b>Strongly dissatisfied</b>
Headteacher					
Teachers					
Parents					
Students					
Ministry					

4. What are some suggestion you would recommend for the improvement of your school's guidance and counseling programme?

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.....

### Appendix 3: Questionnaire for form four students

1. Which of the following services are provided in your school guidance and counseling programme? (Please rate 1=always, 2=often,3=occasionally, 4=seldom,5=often)

Services	Always	Often	Occasionally	Seldom	Never
Educational such as study skills					
Personal/social skills					
Occupational / career guidance					
Introducing teachers to new students					
Introduce students to school environment					

2. What do you believe are the aims and benefits of your school guidance and counseling programmes?

Aims / benefits	Always	Often	Occasionally	Seldom	Never
Improved study habits					
Efficient use of time					
Academic achievement					
Improved classroom behaviour					
Positive self image					

Knowledge on job applications					
Knowledge of career opportunities					

3. What is the perception of your schools' guidance and counselor role in assisting students?

<b>Role</b>	<b>Very important</b>	<b>Important</b>	<b>Undecided</b>	<b>Unimportant</b>	<b>Very important</b>
student personal problems					
students in study skills					
Student discipline					

4. Please indicate the extent to which the following statements relate your school guidance and counseling programme? (Strongly agree=1, Agree=2, undecided=3, disagree=4, strongly disagree=5)

<b>Statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
School counselor cares for students					
School counselor maintains confidentiality					

School counselor respects students					
School counselor is easily available to students					

5. Suggest how the school and guidance programme could be improved in your

school.....

.....

.....

#### **Appendix 4: Interview Schedule for Headteachers**

1. What are the channels of communication used by school administration to communicate to students on issues of discipline?
2. How often does the school administration communicate to students on issues of discipline?
3. What are some of the disciplinary cases in your school? How do you deal / manage these indiscipline cases?
4. Does your administration include student participation in the developing school rules and regulations?
5. What areas of guidance and counseling do you think require more emphasis?
6. What are some of the challenges that the school administrations face in undertaking guidance and counseling?
7. How do you overcome these challenges?

### Appendix 5: Kikuyu District Public Secondary Schools

S/No.	Name of school	Zone	Category
1	Alliance Boys H. School	Thogoto	National School
2	Alliance Girls H. School	Thogoto	National School
3	Mary Leakey Girls H. School	Kabete	Provincial School
4	Moi Girls, Kamangu	Karai	Provincial School
5	Uthiru Girls H. School	Kabete	Provincial School
6	Kirangari H. School	Kabete	Provincial School
7	Musa Gitau Sec. School	Thogoto	District School
8	Gathiga Sec. School	Kabete	District School
9	Kikuyu Day Sec. School	Thogoto	District School
10	Rungiri Sec. School	Thogoto	District School
11	St. Kevin's Sec. School	Kabete	District School
12	Kabete Sec. School	Kabete	District School
13	Karai Mixed Sec. School	Karai	District School
14	Gichuru Memorial Sec. School	Muguga	District School
15	Kahuho Uhuru High School	Muguga	District School
16	Muhu Sec. School	Thogoto	District School
17	Kanyariri Sec. School	Kabete	District School
18	Renguti Sec. School	Karai	District School
19	Muguga wa Gatonye Sec. School	Muguga	District School
20	Kerwa Sec. School	Muguga	District School
21	Kanjeru Girls High School	Muguga	District School
22	Kibiciku Girls High School	Kabete	District School
23	Mai-i-Ihii Secondary school	Karai	District School
24	ACK Nyathuna Secondary	Kabete	District School
25	Nderi Secondary	Muguga	District School
26	PCEA Gikuni	Kabete	District School