THE ROLE OF GUIDANCE AND COUNSELLING IN PROMOTING STUDENTS DISCIPLINE IN SECONDARY SCHOOLS IN KISUMU DISTRICT KENYA.

BY

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A research report presented to the Institute of Open and Distance Learning, Kampala International University (KIU) Uganda. In partial fulfillment of the Requirement for the award of Bachelor of Education G.C. Arts of Kampala International University.

AUGUST 2009
DECLARATION

I Dominic Oyugi Oganga do hereby declare that the Role of Guidance and Counseling in promoting students discipline in Kisumu District is entirely my own original work except where acknowledged and that it has not been submitted in any other University & Institution of higher learning for the award of a degree.

Signed...........................................

DOMINIC OYUGI OGANGA

Date............................................
APPROVAL

This research report has been submitted for examination, with my approval as the candidates University Supervisor(s)

Sign: [Signature]

Name: [TINDI SESE]

Date: 3rd Sept. 2009
DEDICATION

This research is dedicated to my parents Casmir Oganga (the late) and Angeline Oganga for their unrelenting spiritual and financial support during my schooling days.

My beloved wife Betty Oyugi for her patience, psychological support during the research time and my loving children Kennedy, Diana & Emmanuel for their understanding of my absence during the research.
ACKNOWLEDGEMENT

My gratitude goes to my parents for their financial support during my studies and the institute of open and distance learning (IODL) of Kampala International University for offering me a chance to pursue my studies.
ABSTRACT

Despite the efforts by the ministry of Education in Kenya to democratize the management of students discipline in schools through the banning of corporal punishment in legal notice No 56 of the Kenya Gazetteer, management of student discipline still remains one of the major challenges in learning institutions, incidents of violence, disruption of school activities are on the increase. New emphasis have now been placed on guidance and counseling as a preventive approach to the increasing cases of school strikes. It is therefore necessary to find out the role and practice of Guidance and counseling in promoting students discipline in secondary schools.

The purpose of this study is to examine the role of Guidance and Counseling service in the management and administration of students discipline in secondary schools. The study intends to employ descriptive survey research design in order to get the perception of Head teacher, Heads of Department of Guidance & Counseling and the students for analysis. A study of related Literature reveals that Guidance and counseling services allows students to vent out anger that otherwise could have been let loose on fellow students or school property. The study area will be in KISUMU DISTRICT, Nyanza province Kenya: The study population will consists of 25 secondary schools, Head teacher, 25 heads of departments of Guidance and counseling and 9,600 students.

Stratified random sampling will be done to get samples for the study. The sample for the study will be 15 Head teachers of secondary schools, 15 Heads of Departments of Guidance and counseling and 240 students from the sampled schools will be stratified according to class and sex incase for mixed schools. In order to get their opinions, in depth
interview schedule and questionnaires will be used as tools of data collection. The data collected by the use of questionnaire will be analyzed using descriptive statistics (frequencies and percentages) while the data collected by use of in depth interview schedule will be audio taped and transcribed.

The instrument will be piloted in three schools that are not randomly to establish reliability. The expected results of the study will be useful to education stakeholders, to enrich the Guidance and counseling departments in schools as an important management strategy for instilling discipline. The results will also be useful for future research on the administration and management of students discipline.
DEFINITION OF TERMS

B.O.G - Board of Governors.

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

Discipline - Refers to a state of order and control gained as a result of training which is intended to provide obedience.

Eclectic- refers to the utilization of the procedures, techniques and concepts from many sources to serve best the needs of the client.

Guidance- Refers to the assisting of students in order to arrive at a positive path to follow in life

Management of student discipline - refers to the establishment and maintenance of an expected code of behaviour amongst students.

M.O.E – ministry of Education

Student discipline- refers to the behaviour of students.

T.S.C- Teachers Service Commission
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CHAPTER ONE

Introduction

1.1 Background to the study

Cases of student’s unrest in Kenya have been in existence as far back as the beginning of the 20th century when the first case was reported in Maseno School in 1908. (Republic of Kenya 2001).

In the recent past there has been escalating destructive tendencies in schools which are a reflection of maladjustment and have been reported as an indication that education system is not producing socially responsible persons. (Republic of Kenya 1999)

To date such tendencies have been recorded in worst incidents for example in 1999, 17 girls at St. Kizito secondary school was killed and 70 raped.

In 1999 at Nyeri boys High school, 4 prefects were burnt to death in their cubes and in 2001, 67 boys at Kyanguli secondary school were burnt to death by their colleagues. (East African standard 23rd April 2008)

The ministry of education has made a move to curb destructive tendencies in schools by enacting the children Act as per the legal notice no 56 of 2001 which provides that the child should be entitled to protection from physical and psychological abuse by any person. The unrest in schools is still being reported in large numbers (Ramani 2002).

This move created the need for a new approach to education to be formulated and a new management strategy of how fair order is to be created in our schools.
It's this need together with the escalating destructive tendencies that 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 the incidences above form a strong basis for strengthening guidance and counseling services in the management of student discipline in schools.

According to the words of Olivia (1989) what is lacking is type of discipline which empowers individual to take responsibility for their actions in a socially acceptable way.

Guidance and counseling in secondary schools in Kenya are aimed at advising students on academic, social and practical aspects of life.

School counseling should be undertaken by teachers trained in guidance and counseling. The teacher should work closely with the school administrators, other teachers, parents and religious bodies where necessary.

Guidance services in schools should be used consistently to counsel students against the use of violence as a solution to problems encountered (Republic of Kenya 1999). This is one of the measures that the government has put in place with regard to management of students discipline.

Consequently guidance and counseling services in schools should be strengthened in order to promote students discipline.
1.2 Statement of the problem

Despite the efforts made by the ministry of Education to democratize the schools administrative system as evidence by the ban imposed on the use of the cane in schools through legal notice No. 56 of Kenya Gazette (Supplement No 25: 1999 of 30\textsuperscript{th} March [2001].

There seems to be a vacuum brought about by lack of alternative strategy to contain students discipline as realized from the following remarks by stakeholders. Buteyo (2002) argues that the 2001 enactment has complicated the role of teachers in instilling discipline amongst students at the same time Kimotho 2001 reported that a head teacher in Nairobi lamented that the abrupt removal of the cane had usurped the Head teachers powers in discipline management leaving a vacuum in its place.

Unrest has continue to be witnessed in secondary schools with a new dimension that is not only violent and destructive but planned to cause maximum harm to human life as was witnessed in the case of Kyanguli. Statistics indicate that in July 2003 alone 42 schools were closed country wide after experiencing disturbances characterized by violence and destruction of school property. (Wanina and Lumumba 2003).

As a result of the above comments from the stakeholders, guidance and counseling services in the management of students discipline remains to be one of the alternatives due to its proactive approach as recommended by the report of the task force on student Discipline and unrest (Republic of Kenya 2001).

It is therefore essential to investigate the role and practice of guidance and counseling in promoting discipline in Secondary schools.
1.3 The purpose of the study

The purpose of this study is to examine the role of Guidance and counseling services in promoting student discipline in secondary schools in Kisumu District, Nyanza province in Kenya.

1.4 Specific objectives of the study

1. To investigate the causes of indiscipline of students in secondary schools.
2. To establish the views of Heads of Guidance and counseling towards the role of Guidance and counseling services in school administration and management of students discipline.
3. To train out ways of managing student's indiscipline cases in secondary schools.

1.5 Scope and limitation of the study

i) Despite the fact that Guidance and Counseling services may be applied to all levels of educational systems, the study to be undertaken will only cover the role of Guidance and counseling services in administering and managing students discipline in 15 secondary schools in Kisumu District.

ii) The head teacher, Head of Department of Guidance and Counseling and students in the 15 schools in Kisumu District will supply the data for the study and the results will be generalized to the population of the study.

iii) The study will focus on the role of Guidance and counseling in promoting students discipline and not other forms of management and administration.
1.6 Significance of the study

i) The findings of this study will assist policy makers in the ministry of Education to take necessary measures that would promote discipline in the schools with a view of reducing cases of unrest in secondary schools.

ii) The study will ascertain the competency of the teacher’s providing Guidance and counseling services in secondary schools.

iii) The study will make school managers and administrators e.g Board of Governors to assess the adequacy of resources in Guidance and counseling department.

iv) The study will generate knowledge that will assist in making sound decision in the management of schools discipline.

1.7 The conceptual framework

The study will be based on a conceptual framework which indicates how Guidance and counseling should be employed by school administration on various variables that is school factors, societal factors and peer group factors that affect students discipline in schools.

By employing Guidance and Counseling the administration will help resolve the student crisis successfully enhance their potential and help them realize healthier development.

The table below illustrates the role of Guidance and Counseling in the administration and management of student discipline in secondary schools.
The conceptual framework illustrates factors that surround the provision of guidance of guidance and counseling in promoting student discipline in schools, adopted from the
The above conceptual illustration shows there is need to employ guidance and counseling in the administrative and management styles in order to promote students' discipline in schools.

The society needs to guide the students to cope with the school factors, societal factors and student factors if discipline is to be achieved. The students need psychological guideline in order to cope up with the challenges passed by the societal factors such as peer influence in order to help promote discipline in schools (Republic of Kenya 2001).

The framework also attempts to show how children are influence by attitudes habits and the relations of their teachers society, colleagues at school who occasionally undermine the authority of the schools heads and teachers. (Republic of Kenya 1976).

The framework also emphasize that parental influence is not the only factor responsible for lack of discipline in schools. A great deal of discipline in schools is basically a reflection of social problems of an open and increasingly affluent society in which lack of insistence on strict discipline and upholding of valued social constraints exists.

Through this conceptual illustration the study will be concerned with the three main variables indicated in the diagram namely social factors, school factors and student factors. The study will therefore use psychoanalytic theory to show how the variables in the framework influence student discipline in schools and how guidance and counseling services is employed by school administration.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE.

2.1 Introduction.

This section addresses four main areas. The first section deals with the concept of guidance and counseling, second deals with the concept of discipline. The third deals with the role of guidance and counseling in schools. The fourth section deals with the practice and trends of management of discipline in secondary schools.

2.2 The concept of Guidance and Counseling.

The words guidance and counseling have been conceived internationally in different ways. These words have been considered severally as synonymous for guiding, directing steering, piloting and helping. Conceptually guidance involves the utilization of a point of view to assist an individual, it's understood as the provision of experiences which assist students to understand themselves, and as a service it’s viewed as organization procedures and processes to achieve a helping relationship (Makinde 1987).

It’s conceived as consultation, discussion, deliberation and exchange of ideas, advice, or process of decision making. Counseling is an interaction process involving the counselee who is vulnerable and who needs assistance, and the counselor who is trained and educated to give, assistance, the goal of which is to help the counselee to learn to deal more effectively with himself or the reality of his environment (Makinde 1987).

Guidance and counseling in Kenya is considered as developmental and preventive as opposed to the intervention only at a critical moment of ones life. (Republic of Kenya,
2002). In view of the above, the present study seeks to ascertain and acknowledge the proactive approach of the guidance and counseling in promoting students discipline in secondary schools in Kenya.

2.3 The concept of discipline

The term discipline has been defined in various ways. According to Mbiti (1989) and Pead, Gaoderner and Mahler, (1993) discipline is a system of guiding an individual by adults or those in authority, to make responsible decisions. This means that for one to be disciplined he has to be influenced with an aim to instill self discipline which prevails even in the absence of threat of punishment Griffin (1994), agrees with the motion that while discipline is influenced. It should encourage establishment of self respect and pride in self integrity without compulsion or supervision which goes beyond school life to adulthood. He explains further that discipline amongst students is achieved by establishing a positive and powerful school spirit. The present study agrees that discipline can best be attained through the provision of guidance and counseling services in schools which will make individuals to internalize positive values without compulsion, threats, as fear of punishment. It’s important to note that guidance and counseling services are important throughout ones life i.e. childhood to old age and can be provided by adult or those in authorities or by younger people.

Wilson (1981) looks at discipline as obeying established authority and acceptance of rules however he stresses that the rules must be clear and consistent and he also says that the authority to give direction must be relevant to the social and established set up. According to (Griffin 2002) discipline is consistent and strong when those who obey rules have a unity of purpose to the expectation of the institution. The present study on
the role of guidance and counseling in instilling discipline in secondary schools is based on the understanding that guidance and counseling will enhance understanding and obedience to authority amongst the student. The present study seeks to clarify the role guidance and counseling plays in enhancing discipline.

Guidance counseling services assist students to understand, interpret School rules, so that they become disciplined rather than obeying rules for the sake of it.

2.4. Situations and factors that call for guidance in secondary schools

According to the education Act (1968, revised 1980), school head teacher and Boards of Governors maintain and enforce discipline in schools on behalf of education secretary ministry of education (M.O.E). The education Act spells out methods of managing students discipline in schools which should be applied consistently and fairly.

School rules from an important backdrop against which adherence to school expectation is measured. Recent government reports; (Republic of Kenya 2007 and 2008) have revealed that cases of indiscipline are on the increase in Public secondary school due to inadequate guidance and counseling services, poor system of choosing school prefects, pressure to excel in national examination amongst other things.

The Gachathi Report (1976) noted the failure of educational system to address the issue of student’s discipline. The report recommended that religion, social education and ethics be incorporated in the curriculum to make students develop positive attitude in life.
The report however failed to explain how students would actively be involved in the management of their affairs so as to improve their discipline. The Report on the presidential working party, on Education. Manpower Training for the next decade and beyond (Republic Of Kenya 1988) recommended social education and ethics to be taught in school but the report failed to highlight the role of counseling in improving discipline to public schools.

The 1999 Kenya education system report stressed the need to have guidance and counseling departments set up in schools to sensitize the students on the dangers of undesirable behaviour however the report failed to address the fact that teacher counselors need to acquire the right pedagogical skills to enable them do counseling professionally. The study attempts to bridge the gap.

Although the Minister of Education in Kenya in 2002 established guiding and counseling units, they did not spell out how counseling was to be used in the administration and management of student discipline in school.

Although related studies on guidance and counseling have been done in Kenya not much have been done to do with the role of guidance and counseling in promoting students discipline, study by Wangai (1986) Discipline problems affecting secondary schools in Thika District. Underscored the important role of guidance and counseling in the administration and management of student discipline when she advised that teacher needs to understand socio psychological basis of indiscipline among students to be able to effectively manage discipline of students.
The findings of Migiro (1996) "An investigation into the state of guidance and counseling in secondary schools of Awendo Division in Migori District acknowledged the important role of guidance and counseling in the management of students discipline when he maintained that counseling is not given weight as a tool for enhancing discipline. He went a head and noted that 70% of guidance and counseling services in schools are on the hands of teachers without professional training. His findings revealed that teachers lack time to do counseling work to students in most of the schools and the worst hit is day schools.

Owiti (2001) while addressing the causes of strikes noted that students with low levels of academic drive are the one who more often than not lead strikes. He noted that students with low levels of academic drive are the one who move often than not lead strikes, an indication that guidance and counseling to motivate them is either virtually missing or misplaced.

Ndiriti (1996) from his study "An investigation into the provision of guidance and counseling service in Kenyan secondary schools noted that "The lack of guidance and counselling programmes is the major cause of dismal academic performance and discipline cases in learning instructions.

Nderitu did not consider how guidance and counseling can be used to promote Student discipline which is the focus of the present study. Ndiruti only explained how guidance and counseling service is offered in schools.

Owiti on the other hand only focuses on the causes of school strikes and says nothing about the role and practice of guidance and counseling in promoting students discipline
which is the major concern of the present study. Group counseling has been supported by Griffin (1994) He maintained that group counseling “Baraza” assist in prevention of students disturbance and help them develop a free and friendly atmosphere.

Mkangi (2001) argues that group counseling allows students to vent out any an spent anger that would otherwise been let loose on fellow students or school property. Although the above studies support the role of guidance and counseling in management of student discipline their argument was not supported by research findings but were merely personal opinions.

This study will therefore differ with the above literature in that it will carry out an investigation in order to confirm the support of the above arguments. Stoops et al (1981) advised the school administration that those basic standards of discipline should be agreed upon by teachers, administration, parents, and students.

The above views were supported by the constitution of Kenya Review commission. (C.K.R.C 2002), which maintained that the government should ensure that guidance and counseling in school are operational with a person who will always be available if the management of discipline, is to succeed in schools.

On the same note Saitoti (2003) cautioned secondary school students against settling academic and other disputes through stone throwing and other crude ways. He urged the Ministry of Education Officers to be ready to liaise with stakeholders whenever they are called upon for assistance.
All those arguments agrees with the focus of the study but differ slightly on the ground that their focus were not clear or specific neither were they supported with any research study hence not easy to compare the variable that led to the recommendation.
CHAPTER THREE

METHODOLOGY

3.1 Introduction
This section covered research design, description of the area of study, the study population, sample, and sampling techniques, and the data collection instruments, data collection procedures and the methods of data analysis.

3.2 Research Design.

The design used descriptive survey method because it’s suitable for studying the counseling methods which have been used in the past. It’s also suitable for establishing the role of guidance and counseling in promoting students discipline in secondary school.

The methods involved collection of data from a sample drawn from the population believed to represent sub-groups of a population at one point (Gay, 1987). The design was be suitable for the study as it gave responses from a sample drawn from a predetermined population consisting of head teachers, H.O.D’S Guidance and counseling department and students.

The design enabled the researcher to collect data within a short time (Fraenkel & Wallen, 2000). The data collection was easy with high response rate.
3.3. The area of Study.
The study was conducted in public secondary schools in Kisumu District Nyanza Province Kenya which lies within Latitude $0^\circ 20'S$ and $0^\circ 60'S$ and Longitude $33^\circ 20'E$ and $35^\circ 25'E$

The main economic activity in the Kisumu District was subsistence farming mainly maize and Animals keeping. The area had a high population density and rugged terrain.

3.4. Sampling procedure
The study population consisted of 25 Head teachers of public secondary schools in Kisumu District and 25 Heads of department of guidance and counseling and 9,600 students in public secondary schools within Kisumu District.

In order to sample 15 secondary schools out of 25 the researcher employed stratified random sampling the procedure which was used in sampling schools according to single sex schools.

Students were also be sampled according to classes and sex incase of mixed schools. This procedure was relevant for the study because it helped reduce chance variation between a sample and the population. It represented (Grinnel 1993), purposive sampling which was used on the other hand to select 15 Head teachers and 15 heads of department for guidance and counseling. This was due to the important role head teachers and heads of guidance and counseling play in the students discipline in schools.
3.5. Sample/Study population.
The study population consisted of 15 secondary schools in Kisumu District. These were 3 Boys schools, 1 Girls secondary schools and 11 mixed Secondary schools (District Education Office Statistics).

Table 1: Shows the population of schools and students in Kisumu District.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Total No of Schools</th>
<th>Total No of Students</th>
<th>Sampled schools</th>
<th>No of Sampled students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>5</td>
<td>2,710</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Girls</td>
<td>2</td>
<td>1,620</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Mixed</td>
<td>18</td>
<td>5,270</td>
<td>11</td>
<td>176</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>9,600</td>
<td>15</td>
<td>240</td>
</tr>
</tbody>
</table>

3.6 Instruments of Data Collection

The instruments that the researcher used to collect data were questionnaire, interview schedule and Focused Group Discussion for Students.

The questionnaire will comprise both open ended and close ended questions and a Likert type of scale which will be used to measure attitudes three different questionnaires will be used namely Head teacher’s questionnaires (H.T.Q), Head of guidance and counseling questionnaires (H.G.C.Q), and students questionnaire (S.Q).
3.6.1 Head Teachers Questionnaire

The questionnaire was used to collect data on the details of the guidance and counseling department in the school, the ministry of Education’s policy on guidance and counseling, the coordination of school administrations with the department, the views of the head teacher on the role of the guidance and counseling department in promoting students discipline in school, the approaches used to offer Guidance and counseling services and their relevance in the management of discipline, the problems facing the school administration on its efforts to use guidance and counseling service in promoting discipline.

3.6.2 Head of Guidance and counseling Questionnaire (H.G.C.Q)

This questionnaire was used to collect data on the views of the Head of Guidance and counseling service in schools. The nature of cases referred for Guidance and counseling departments. The attitude of teachers towards guidance and counseling services the methods that could be used to improve guidance and counseling services in order to promote discipline in schools.

3.6.3 Students Questionnaires

The questionnaire were used to collect data on the student’s attitude towards the role of guidance and counseling in promoting discipline in schools. The approaches used by counselors’ to offer guidance counseling services to students, how students may want guidance and counseling services improved, the impact that has been created by guidance and counseling services on student’s discipline.
3.6.4 Interview schedules.

The instrument were administered to Head teachers and Heads of Guidance and counseling departments in the sampled schools. The interview were used to get clarification on issues which may needed probing, the accuracy or genuiness of the responses (Fraenkel and Wallen, 2000). The interview focused on how guidance and counseling is being practiced to assist in the management of students' discipline, the difficulties experienced by the school managers when using guidance and counseling to manage discipline and how guidance and counseling can be used to promote students discipline in schools.

The researcher during such interview took note of the comments from the head teachers and H.O.D of guidance and counseling.

The in depth interviews encouraged respondents to give more complete responses in a free and friendly atmosphere. The findings on the interview supplemented information from the questionnaire.

The head teachers and H.O.D of Guidance and counseling were better placed to give detailed information on the study schedule.

Data from the interview were presented in a descriptive form.

3.7 Reliability and validity of instruments

The Test-Retest method were used to estimate the reliability of the instrument. The instruments were administered twice within an interval of at least 2 weeks. To check
their reliability, the response of the items were analyzed accordingly. The responses to the items on the questionnaires were assigned numerical scores. The responses ranged from "strongly agree" to "strongly disagree" and were scored from 5 to 1.

The scores of the responses from the questionnaires that were administered on the two occasions will be used to calculate the reliability coefficients. A pilot survey will be conducted in three schools that were not part of the sampled schools to identify the vague and ambiguous parts of the questionnaires (Gay, 1987).

The instruments were presented to the lecturers in the dept of educational management who are the authorities in the area for experts' judgment on the content. The advice of the lecturers were used to revise the questionnaire and interview schedule before preparing the final copies.

3.8 The Data Collection Procedure.

The researcher obtained permission to visit public schools in Kisumu District from the ministry of education through Kampala international university (K.I.U) institute of open and distance learning (in-service department). The researcher made initial visit to make appointments with the respondents before the actual date of data collection. Such appointments were confirmed prior to the day of the study. The researcher delivered and administered the questionnaires to the respondents as well as conducted the interview. The interview conducted with the head teacher and H.O.D guidance and counseling were audio taped.
3.9 Data Analysis

Analyzed data came from the completed questionnaires, taped interviews and focused Group Discussion. Data collected using questionnaires was analyzed through descriptive statistics. The responses were presented by frequency tables, graphs and percentages to determine frequencies of each response. The number of respondents giving a similar answer was converted to percentages to illustrate related levels of opinion. The response from interviews and Focused Group Discussion were organized according to themes, categories as they emerge during the study. Judgment was then made from the responses given, data obtained will be grouped and result interpreted respectively.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION & DISCUSSION

4.1 Introduction

The chapter presents the results, analysis and discussion of the data collected during the study.

The purpose of the study was to examine the role of Guidance and Counseling in promoting students discipline in secondary schools. To do this it was necessary to establish the student disciplinary problems experienced in selected Secondary schools. It was necessary to investigate causes of indiscipline of students in secondary schools.

Secondary, it was important to establish the views of Heads of Guidance and counseling towards the role of Guidance and Counseling in the management and administration of students’ discipline.

Finally, it was necessary to find out ways of managing indiscipline in secondary schools. It was also important to get the views of Headteachers, and Head of Departments of Guidance and Counseling and students towards the use of Guidance and Counseling in school administration and management of student discipline.

While discussing the results reference were made to the Literature review in chapter two and any other literature used in the course of the research, which has not cited in the literature review.
The core of the discussion was the data collected through questionnaire and in depth interview during the study. The study findings were presented under the following themes.

1. The student disciplinary problems experienced in schools.

2. Disciplinary methods used in schools

3. Contribution of school administration and teachers in the promotion of Guidance and Counseling in schools.

4. Views of Heads of Guidance and Counseling and students towards the role of Guidance and Counseling in school administration and management of student's discipline.

5. Ways of managing indiscipline cases in secondary schools.

4.2 Disciplinary Problems Experienced in Schools

The presentation on this section shows that disciplinary problems experience in schools as revealed through interview sessions and by punishment and counseling records. The explanations that follow are responses that emerged from questionnaires and in-depth interview with Head Teacher's and Head of Guidance and Counseling departments over the forms of disciplinary problems experienced in schools. The findings and responses have been presented according to the categories of schools.
Table 2: Disciplinary problems experienced in Boys schools as given by Heads of Guidance and Counseling and Head Teachers.

<table>
<thead>
<tr>
<th>Problems Experienced</th>
<th>Head of G &amp;C (n=3)</th>
<th>Head of H/T (n = 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f (%)</td>
<td>f (%)</td>
</tr>
<tr>
<td>Drug taking</td>
<td>3 100</td>
<td>3 100</td>
</tr>
<tr>
<td>Laziness</td>
<td>3 100</td>
<td>3 100</td>
</tr>
<tr>
<td>Bullying new comers</td>
<td>3 100</td>
<td>3 100</td>
</tr>
<tr>
<td>Rudeness to teachers</td>
<td>2 67</td>
<td>3 100</td>
</tr>
<tr>
<td>Fighting among students</td>
<td>2 67</td>
<td>2 67</td>
</tr>
<tr>
<td>Homosexuality amongst student</td>
<td>1 33</td>
<td>1 33</td>
</tr>
<tr>
<td>Having cell phones in school</td>
<td>3 100</td>
<td>3 100</td>
</tr>
<tr>
<td>Sneaking out of school</td>
<td>1 33</td>
<td>2 67</td>
</tr>
</tbody>
</table>

*f*=frequency

It's clear from the data in table 2 that boy’s schools experienced student’s disciplinary problems.

During in-depth interview with the Heads of Guidance and Counseling in boys school, drug abuse featured prominently as a major problems in all (100%) boys school and this was attributed to urban influence.
In-depth interview of the Head Teacher's and Head of Guidance and Counseling revealed that majority of students in boys schools are tempted to carry cell phones to school to assist them in getting examination leakages in the final examination administered by Kenya National Examination Council (KNEC).

Laxity of parents, and bad examples from teachers were cited in all the (100%) boys schools as one of the contributing factors for the growing vice in schools.

The findings agreed with the observations made by Mwiriria (2004) that school largely mirror the practice of the wider society drug-abuse HIV-AIDS and related social ills are a problem in our schools because they are common outside schools. Drugs and alcohol are easily available and relevant, laws are no effectively enforced as they should (p.8).

The research also established in all (100%) boys schools that laziness among boys was a major problem experienced mostly in boys from affluent families as they did not do manual work at home and as a result they find it difficult to do things on their own in school. The above observation was supported by a remark by Mwirki (2004).

Laziness and indiscipline in schools are a problem partly because outside school there is a strong evidence of success not backed by hard work or merit this therefore calls for serious guidance and counseling in schools in order to avert such influence (p.8)
Bullying of new students was also experienced from all (100%) boys, schools. This was established during the interview schedule in all (100%) schools that it was developed by students following the upbringing e.g. when children are left with maids who harass them they develop tendencies of hostility.

Rudeness on the other hand was reported during the interview to have been common with day schools. The above scenario was attributed to poor role models from adults and peer influence by bad company by school hours.

Rudeness was attributed by most of the 67% schools to be as a result of various kinds of violence and influence of the media which has taken it as a modern way of life.

All the (100%) attributed fighting to media influence, where students learnt various styles of fighting, further probing during interview established that fighting was due to the aggressiveness of students who postponed poorly but seek for recognition.

All the (100%) Heads of department from boys schools attributed sneaking out of school to poor parenting, they claimed some parents are too harsh. While others promote lazier fair lifestyle at home. Students therefore find it difficult to cope with school life.

33% of Head of Department Guidance & Counseling from boys schools noted during the interview that bad examples from the mass media made boys to resort to homosexuality, mass particularly access to the internet.
From the above findings, it emerged that students' disciplinary issues in boy's schools originated from the schools, outside the schools (Society) as presented in the conceptual framework of this study.

In conclusion therefore if Guidance and Counseling were properly offered to boy's disciplinary issue it worked successfully in promoting the students' discipline.

4.3 Disciplinary problems experienced in Girls schools as given by Head of Guidance and HeadTeacher

The headteachers and Head of Department Guidance observed that disciplinary problems originated from the school factors, societal factors, and student factors.

During the interview with Head Teachers and Heads of Guidance and Counseling they cited drug taking, fighting amongst students, sneaking out of school, laziness, rudeness to teachers and bullying of new students as some of the disciplinary issues experienced.

They attributed drug taking to poor parenting, and influence of the mass media. They noted the habit is common with girls from urban set ups.

Fighting between students was noted to be a problem more particularly with students from affluent backgrounds possibly due to the influence of the mass media which tend to glorify violence. All (100%) H.O.Ds attributed sneaking out of school to poor parenting by parents who have no time for their daughters.
The Head teachers observed that at times, girls sneak out due to insufficient personal effects being provided by parents hence they sneak to get them from sugar daddies.

The study established during the interview with Head teachers and Head of Department Guidance that rudeness to teachers was common with students who took drugs and were academically weak. At times students projected their weak academic performance on teacher whom they accused of punishing their during classes.

Lesbianism was too observed in 2 Girl’s school and this was mainly attributed to poor parenting and permissive lifestyle. In inclusion the findings showed that most disciplinary issues experienced in girls schools required Guidance and Counseling services.
Table 3: Disciplinary problems experienced in mixed schools as given by Headteachers and Head of Guidance and Counseling Teachers.

<table>
<thead>
<tr>
<th>Problems experienced</th>
<th>Heads Guidance &amp; Counseling</th>
<th>Head/Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n = 15)</td>
<td>(n = 15)</td>
</tr>
<tr>
<td>Drug taking</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Cases of boys and girls</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Sexual relations</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Fighting amongst students</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Laziness</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Students who are rude to teachers</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Theft among students</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Bullying of new students</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Possessing cell phone</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>
The disciplinary problems in Table 3 was given by Headteacher and Head of Guidance and Counseling. Teachers on their response to questionnaire and also by in-depth interview.

The data was presented according to the frequency of response from Heads of Guidance and Counseling and the Headteachers.

During the interview with 15 headteachers and Heads of the departments of Guidance and Counseling, the researcher established that drugs taking was common among the students who come from urban set up. All the (100%) Head teachers and Head of Guidance and Counseling attributed drug taking to bad example from adults and more so teachers who go class while drunk; one Head of department remarked during the interview that

"Some parents risked discipline in schools by sending their children to buy drugs for them of drinking alcohol in the presence of their children during weekend and holidays".

Interviews with all the (100%) Headteacher and Heads of department Guidance and Counseling revealed that boy/girl relations resulted from urban influence, and according to the Headteachers at a time this is due to poverty, girls from poor families are lured to pre-marital sex by boys who promise to buy them personal effects.

Rampant fighting amongst students in mixed schools was reported (100%) by the Headteachers and at times this is due to poverty, girls from poor families are lured to pre-marital sex by boys who promise to buy them personal effects.
Rampant fighting amongst students in mixed schools was reported (100%) by the Headteachers and Head of Department of Guidance and Counseling and this was attributed to rivalry amongst students in their attempt to maintain boy girl friendship. It was also attributed to media, influence that tends to glorify violence. The recent violence experienced in Kenya following the disputed presidential election results made the youth adopt the culture of violence as a way of resolving conflicts.

Theft was common amongst students and the Headteacher attributed this to poverty i.e. students from poor families steal personal effects of other students. It's important to note that all the issues listed in three categories of secondary schools can be avoided if Guidance and Counseling Services are effectively carried out in the school.

The study thus pointed very clearly that the society should not always point accusing finger at the teacher for the students' indiscipline. Furthermore parents ought to realize that just like charity, discipline too begins at home.

4.4 How Guidance and Counseling is used to manage various disciplinary cases amongst students

This section examined the methods used to manage various disciplinary cases amongst students.

The researcher was able to show the extent to which Guidance and Counseling was used in schools to manage various disciplinary cases among students.
The Ministry Of Education recommended increased use of Guidance and Counseling to solve disciplinary problems in schools. The Education Act Cap 211 (1980) on the other hand recommends the use of suspension, and expulsion, although it’s the Director of Education who has the final word on the fate of expulsion of students. Concerning the methods of handling student disciplinary problem, children and young persons Act Cap: 141. (1972) states that.

... If any person who has custody charge or case of any child or juvenile willfully assaults, ill-treats, neglects, abandons or exposes him, or permits him to be assaulted. Ill treated, neglected, abandoned and exposed to any manner likely to cause him unnecessary suffering or injury to health (including injury to loss of sight), hearing Limbs and organ of the body or any act of omission, knowingly or willingly causes any child to becoming or contribute to becoming indiscipline should be guilty of an offence and a fine not exceeding five thousand shillings to imprisonment for a term need exceeding six months of to both fine and such imprisonment (p.15).

This law cautioned the teachers, parents with lawful charge against punishment as a way of managing discipline and this give room for the use of Guidance and Counseling in schools.

4.3.1 Disciplinary methods used in Boys schools

Table 4. Shows the methods used in Boys schools to address various disciplinary cases amongst the students. They appear in codes of the frequency of their usage in schools.
Table 4: Disciplinary methods used in Boys school

<table>
<thead>
<tr>
<th>Method used</th>
<th>Students</th>
<th>Guidance &amp; Counseling Teachers</th>
<th>Head/Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(f)</td>
<td>(%)</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>(f)</td>
<td>(%)</td>
<td>(%)</td>
</tr>
<tr>
<td>Manual Labour</td>
<td>86</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Physical punishment</td>
<td>82</td>
<td>93</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>73</td>
<td>83</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Suspension</td>
<td>42</td>
<td>47</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Excluding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students from class</td>
<td>12</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>42</td>
<td>47</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>670</td>
</tr>
<tr>
<td>Imposing fine</td>
<td>9</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Detention</td>
<td>12</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>Expulsion</td>
<td>56</td>
<td>63</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
</tbody>
</table>

All (100%) Head Teachers and Head of Guidance and Counseling Teachers. In boys schools responded to the questionnaires and they were interviewed and their responses
were confirmed from the findings from the punishment book and Guidance and Counseling record book.

From table 4 it merged that boys used manual labor mostly errant students however the Head of Department advocated for the use of Guidance and Counseling services as opposed to corporal punishment. The human rights watch dog (2004) had this to say.

> While teachers and parents may feel it necessary for a child to experience pain in order to learn, it is contrary that the use of punitive punishment may hinder learning, encourage, or lead students to drop out of school, and generally undermine the purpose of education as articulated in article 29 of the convention on the Rights of the child which states that education should be directed towards the development of respect for human rights and fundamental freedom and preparation of the child for responsible Life in a free society, in the spirit of understanding peace and tolerance (p.7).

The use of punitive punishment on students undermines the very purpose of education as articulated in the convention.

The study established that boys schools used minimal Guidance and Counseling as compared to punishment in the administration of students discipline as observed in the rank of Guidance and Counseling in table 4.

The Head of Guidance and Counseling (100%) indicated in their responses that it was rarely used in student discipline and one Guidance and Counseling teacher in this school believe that an African child can only be disciplined by the use of the cane” which is contrary to the report of the human watch dog (2004), that teachers could
oversee classrooms and develop their students, knowledge skills, and aptitudes through other means other compared punishment.

It was noted too that the methods applied in schools depended on the blessing of Head Teacher who is responsible for setting and maintaining the tone and all round standards in the school and therefore his or her position determined what the teacher did.

The use of fine was noted in two schools however during interview sessions the study established that schools were doubling the cost of the items to be paid for fine.

The above method although used. It did not better indiscipline since it’s the parents who suffered the burden.

4.4.2 Methods of managing students discipline in Girl schools

The study findings through interview and questionnaire indicated that girl’s schools used physical punishment more than other ways of managing student discipline. The other methods used were, putting, misbehaving students out of class, withdrawing students from popular activity, summoning parents, using manual labor, other methods used included Guidance and Counseling, ignoring students, suspension, and imposing fine.

Teachers did not observe the Ministry of Education of school discipline management evidenced in their continued used of corporal punishment. Corporal punishment was noted to be popular with Head Teachers and their deputies however the Guidance and Counseling teachers advocated for Guidance and Counseling Services.

In one girl school the researcher observed that Head Teacher summoned the parents quietly and demanded that they pass a written resolution that the school would continue
using corporal punishment on the students and this was contrary to the Human Right Watch Resolution of (2004) which states that.

Teacher should impose non-physical disciplinary measures such as requiring students to write a statement describing the negative effects of their behavior or to apologise for the mistake in front of their classmates.

The teacher can require the misbehaving child to sit on a chair at the back of classroom and to think about the mistakes and ways to improve the behavior.

(P.15)

The methods used in girls schools according to the present study tended to inflict pain on the students rather than giving them an opportunity to reflect on their mistakes and decide on how to make the positive changes.

4.4.3 Students Discipline Management in Mixed School

Table 5: shows the methods used in mixed schools to manage various disciplinary cases among students. The Ranking According to the frequency response from students Head of Guidance and Counseling records revealed the extent of use of each disciplinary method.
Table 5: Disciplinary methods used in mixed schools

<table>
<thead>
<tr>
<th>Method used</th>
<th>Students (n=240)</th>
<th>Guidance &amp; Counseling (n=15)</th>
<th>Head Teachers (n=15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual Labour</td>
<td>240 100</td>
<td>17 100</td>
<td>15 100</td>
</tr>
<tr>
<td>Suspension</td>
<td>240 100</td>
<td>12 100</td>
<td>15 100</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>240 100</td>
<td>13 87</td>
<td>15 100</td>
</tr>
<tr>
<td>Calling parent</td>
<td>240 100</td>
<td>13 89</td>
<td>15 100</td>
</tr>
<tr>
<td>Withdrawal from popular activity</td>
<td>97 41</td>
<td>15 100</td>
<td>4 27</td>
</tr>
<tr>
<td>Imposing fine</td>
<td>352 41</td>
<td>15 100</td>
<td>4 27</td>
</tr>
<tr>
<td>Detention</td>
<td>72 30</td>
<td>13 87</td>
<td>4 27</td>
</tr>
<tr>
<td>Expulsion</td>
<td>38 15</td>
<td>13 87</td>
<td>4 27</td>
</tr>
</tbody>
</table>

F = frequency

It was observed as indicated in table 5 that mixed schools used. Suspension, manual work, corporal punishment to address disciplinary issues among the students. The response of (87%). Indicated that the teachers used many forms of physical punishment.
on the students. The study confirmed through in depth interviews with the Head of Guidance and Counseling that punishment given to the students were at times so heavy that students either submit or deny and get suspended immediately. The study revealed that, corporal punishment featured as the most used method, suspension, and invitation of parents featured prominently however discipline cases were still on the increase.

The study established by 15(100%) of the Head Teachers revealed that Guidance and Counseling was not highly used in handling disciplinary cases, further interview, with HeadTeachers revealed that Guidance and Counseling was used in schools only after punishment has been administered, and in this case schools were not using proactive approach of Guidance and Counseling, but used it to justify the punishment offered to students.

From table 5: It’s noted that Guidance and Counseling was used mainly by the Heads of Guidance and counseling than by Headteachers (100%) and (27%) respectively.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
This chapter gives an overview of the study, conclusion based on the findings and recommendations.

5.2 Summary
This study set to examine how Guidance and Counseling was used in schools to promote students discipline.

The purpose of the study was to examine the role of guidance and counseling services in promoting student discipline in secondary schools. The study focused on the following specific objectives.

i. To investigate the causes of students’ indiscipline in secondary schools
ii. To establish the views of Heads of Guidance and counseling on the of Guidance and counseling in management of students’ discipline
iii. To find out ways of managing indiscipline cases in secondary schools.

The study confirmed through in depth interviews with the Head of Guidance and counseling that punishment given to the students were at times so heavy that students either submit or deny and get suspended immediately. The study revealed that, corporal punishment featured as the most used method, suspension, and invitation of parents featured prominently however discipline cases were still on the increase.
The study established by 15 (100%) of the Head Teachers revealed that Guidance and counseling was not highly used in handling disciplinary cases, further interview, with Head Teachers revealed that Guidance and counseling was used in schools only after punishment has been administered, and in this case schools were not using proactive approach of Guidance and counseling, but used it to justify the punishment offered to students.

From table 5: it’s noted that Guidance and counseling was used mainly by the Heads of Guidance and counseling than by Head Teachers (100%) and (27%) respectively.

In order to achieve the above objectives the study answered the following questions.

i. What are some of the student disciplinary issues experienced in secondary school?

ii. What are the contribution of school administration and teacher in the promotion of Guidance and counseling service to students?

iii. How are students disciplinary problems handled in secondary schools?

iv. What are the students attitude towards the role of guidance and counseling in promoting students discipline in school.

v. Ways of managing student disciplinary issues in secondary schools.

Secondary schools in Kisumu District had been offering Guidance and Counseling services to students and the study findings revealed that schools minimally used Guidance and Counseling to solve students disciplinary issues and this implied that
students were not self disciplined but the increased use of suspension, sending students home to call their parents, manual labour, physical punishment made students conform to school rules.

The school used these coercive methods with threats at the assemblies that overshadowed the role of Guidance and counseling in promoting students disciplines.

The students had not introduced the virtues of self discipline and only obeyed the school rules out of fear and consequently what prevailed in schools was largely sheer conformity to school rules and not true-self discipline of the students.

5.3 Disciplinary cases experienced in schools as given by Head Teachers & Heads of Guidance and Counseling.

This section gives a summary of disciplinary cases experienced in secondary schools.

The presentation is done according to school categories and according to the frequency of each case.

The following disciplinary cases were found to be common in secondary schools in Kisumu district.

i. Taking of drugs due to peer influence, rudeness to teachers, bullying of newly admitted students, sneeking out of school compound, theft amongst students, were found in all categories of school.
ii. Cases of boy and girl sexual relationships which use common in mixed schools.

iii. Lesbianism featured in one girl’s school and homosexuality in two boy’s schools.

The study therefore revealed that secondary schools in Kisumu District experience disciplinary problems thereby creating a need to strengthen Guidance and Counselling services in schools.

5.4 Methods used to manage various Disciplinary cases among students in secondary schools.

The study categorized the disciplinary methods used according to categories of schools. This helped to establish the magnitude of each method. The order in which the disciplinary methods appeared reflected the frequency and intensity of their use in schools.

i. The study found that schools used manual labour, and corporal punishment more often than other methods to address student disciplinary problems.

ii. Suspension and summoning of parents, withdrawal of misbehaving students from popular activities were found as common methods of addressing students disciplinary problems in schools.

iii. Guidance and Counseling used less frequently to address student disciplinary problems.
iv. Expulsion, detention, and imposing of fine were found to be other methods used by schools to address students disciplinary problems, although they were used rarely.

5.1.1 Contribution of Headteachers in the promotion of Guidance and Counseling Programmes in Secondary Schools.

The study established that HeadTeacher's appointed Head of Guidance and Counseling since, Teacher service commission had not posted any to the secondary schools. The HeadTeacher's invited parents to offer Guidance and Counseling services during parent day meetings. The Headteachers also provided funding to Guidance and Counseling departments to carry out their programmes smoothly. The Headteacher invited members of the school management committee to talk to the students on the importance of education and school policies.

He headteachers too invited external speaker to offer career Guidance, suggestion boxes were also made available to the students for passing pressing issues that affected them.

Headteacher's introduced Barazas' a joint meeting of the headteacher with all students where they aired all their difficulties in a free atmosphere devoid of victimization.

Head teacher's in liaison with the Dean of studies came up with a yearly motto to keep students on their toes as they strive to improve their academic results e.g. one school motto for the year 2009 was to perfect our achievements.
5.5.2 Contribution of Head of Department Guidance and Counseling Teachers in the promotion of Guidance and Counseling programmes in secondary schools.

Head of Department Guidance and Counseling in girls' schools organized programmed Guidance and Counseling services, where by a group of students were put under a teacher called Foster Parent.

The Head of Department also introduced virtue of the week which were obtained from the Bible, and virtues guided the behavior of the students in the course of the week. The heads of department liaised with Headteachers to invite speakers, were picked from outstanding professionals that could be student mentors came to give speeches of inspiration to the students, the speaker are picked from outstanding professional that could be students mentors.

The Head of Departments also constantly referred students to Guidance and Counselling department for the counseling services anytime the need arose.

5.6 Views of the Headteacher, Head of Departments Guidance and Counseling and Students towards the roles of Guidance and Counseling in school administration and management of students discipline.

All the 15(100%) Headteachers noted that Guidance and Counseling services were not effectively being offered due to lack of a clear policy guideline from the Ministry of Education on the other hand all the 15(100%) Head of Departments agreed that Guidance and Counseling services use were vital in the administration and management of students discipline.
The study also established that all the 300 (100%) observed that Guidance and Counseling was the best way for promoting discipline in schools and wanted teachers to embrace the delivery of Guidance and Counseling services and stop using punishment to manage discipline.

5.7 Factors that Hinder Guidance and Counseling in Schools

This section summarizes the factors that hinder guidance and counseling in schools as was established in this study.

5.7.1 School related factors

There was no policy from the Ministry of Education, no time was set aside in the timetable for Guidance and Counseling services in school.

Funds for supporting Guidance and Counseling services in schools are not adequate. Other hindrances included lack of office space, books, file and other Aids to effective Guidance and Counseling services in schools.
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APPENDICES

APPENDIX A

THE HEAD TEACHERS QUESTIONNAIRE

Please read the instructions carefully before giving the responses required. It’s important that you give true and accurate responses to this questionnaire. The information given would be strictly confidential and used only for research purposes.

SECTION A

1. Sex
   (a) Male -
   (b) Female -

2. Age
   (a) 24 – 30 years -
   (b) 30 – 34 years -
   (c) 35 -39 -
   (d) 40 years and above -

3. Please indicate by ticking the type of your school
   Girls Boarding
   Girls Day
Boys Boarding ( )
Boys Day ( )
Mixed Boarding ( )
Mixed Day ( )

4. Please indicate the number of years you have served as a teacher.

Between 0 - 5 years - ( )
6- 10 years - ( )
Above 10 years - ( )

5. How many years have you served as a Head teacher? State number of years?

In this years ( )
In other Schools ( )

6. Indicate the number of teachers in the department of guidance and Counseling

Male - ( )
Female - ( )

7. The head of the Guidance and Counseling in your Schools is appointed by.

(Please tick).
T. S. C. ( )
B.O.G. ( )
CHURCH ( )

51
8. Does the guidance and counseling Department have peer counselors? If so then indicate the number
   Male ( )
   Female ( )

9. For how long has the Head of guidance and counseling been offering counseling services in
   In the School ( )
   Other Schools ( )

SECTION B

10. What is the Ministry of Education policy on guidance and counseling services?

11. What are the objectives of guidance and counseling Policy in your school?

12. What is the school policy on guidance or counseling
13 Please tick the opinion that best suits your perception of affective Counseling.

Counseling should be offered by

Peer counselors    SA.  A.  U.  D. A  S D.

The head of the dept  SA.  A.  U.  D. A  S D.

Counseling Can only

Succeed with the use

Of external speakers  SA.  A.  U.  D. A  S D.

Counseling can be

Effective when videos

Are used    SA.  A.  U.  D. A  S D.

Counseling is not

Possible with the    SA.  A.  U.  D. A  S D.

Use of books

Counseling cannot

be effective when

Done in a group    SA.  A.  U.  D. A  S D.

Counseling improves

Student's discipline  SA.  A.  U.  D. A  S D.
14 In your opinion what contribution has guidance and counseling played in school management?

15 How has Guidance and Counseling promoted discipline in your school? Please give reasons for your answer.
What problem does your school face while offering guidance Services to students with disciplinary issues?

How can the above stated problems be solved?

Please tick the opinion that corresponds with your view in the statements below.

While offering guidance and Counseling Services to promote student discipline, the following factors are considered.

The mistake done by the learner: SA. A. U. D A S D.
The learners past mistakes: SA. A. U. D A S D.
The learner’s home background: SA. A. U. D A S D.
Personality of the learners: SA. A. U. D. A S D.
Academic records of the learners: SA. A. U. D. A S D.
Peer group of the learner: SA. A. U. D. A S D.
The student’s relationship with the staff: SA. A. U. D. A S D.
NB/

SA - Strongly Agree

U - Undecided

SD - Strongly Disagree

A - Agreed

DA - Disagreed

Suggest what should be done to improve guidance and counseling services in the schools discipline management

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

END

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.
APPENDIX B

HEAD OF GUIDANCE AND COUNSELING TEACHERS

QUESTIONNAIRE

Please read the instructions carefully before giving the responses required. It’s important that you give true and accurate responses to this questionnaire.

The information given would be strictly confidential and used only for research purposes

SECTION A

1. Please tick or fill as required.

Age: ____________________ Sex: ____________________

2. Academic Qualification

Diploma ( )

Approved Teacher Status. ( )

Graduate ( )

3. Have you attended any guidance course

Yes ( )

No ( )

If yes state qualification: .................................................................

4. Are you appointed as Head of Guidance and Counseling by..............

T. S. C. ( )

B.O.G. ( )
5. How long have you been offering guidance and counseling services in the

Current school

In other Schools

6. How many members are there in your department?

Trained

Untrained

7. State the types of counseling your department offers, starting with the one offered frequently i.e. Career guidance, psychological and personal guidance.

8. Give reasons to support the order in the answer above.

9. In your opinion how have guidance and counseling helped promote discipline amongst students in secondary schools (give reasons.)
10. What support does the department get from the school administration

11. How does your department help the school administration in the management of student discipline?

12. Identify ways of managing indiscipline cases in secondary schools

13. Please tick the opinion that suits your perception on the corresponding statements

   SA - Strongly Agreed.
   U - Agreed
   SD - Undecided
   A - Disagreed
   DA - Strongly disagreed
Student's attitude towards guidance and counseling can be improved by.

Keeping confidentially - SA. A. U. D. A S.D.

Ignoring petty cases - SA. A. U. D. A S.D.

Sympathizing and empathizing - SA. A. U. D. A S.D.

Understanding them - SA. A. U. D. A S.D.

Being a role model - SA. A. U. D. A S.D.

Recommending cases for punishment - SA. A. U. D. A S.D.

Others Specify ..........................................................

...........................................................................

...........................................................................

14. A part from the school administration give other stakeholder whom the guidance department should liaise with and state why such relations should exist

...........................................................................

...........................................................................

...........................................................................

15. How often does the department of guidance or counseling offer counseling to students. Give reasons for and areas of such guidance

...........................................................................

60
16. Why is it necessary to have Guidance and counseling services in schools.

17. What problems does your department face in attempt to offer effective guidance and counseling.

18. Suggest what should be done in order to promote guidance and counseling services in schools.

19. State the strategies that the school has put in place to promote guidance and counseling service.

20. Please tick the opinion that the corresponds with your new in the statement below.

While offering guidance and counseling services to promote student discipline the following factors are considered.
<table>
<thead>
<tr>
<th>The mistake done by the learner</th>
<th>SA.</th>
<th>A.</th>
<th>U.</th>
<th>D. A</th>
<th>S D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learners have background</td>
<td>SA.</td>
<td>A.</td>
<td>U.</td>
<td>D. A</td>
<td>S D.</td>
</tr>
<tr>
<td>Personality of the learner</td>
<td>SA.</td>
<td>A.</td>
<td>U.</td>
<td>D. A</td>
<td>S D.</td>
</tr>
<tr>
<td>Academic records of the learner</td>
<td>SA.</td>
<td>A.</td>
<td>U.</td>
<td>D. A</td>
<td>S D.</td>
</tr>
<tr>
<td>The students relationship with the staff</td>
<td>SA.</td>
<td>A.</td>
<td>U.</td>
<td>D. A</td>
<td>S D.</td>
</tr>
<tr>
<td>Others specify.</td>
<td>SA.</td>
<td>A.</td>
<td>U.</td>
<td>D. A</td>
<td>S D.</td>
</tr>
</tbody>
</table>

21. State the indicators of success of guidance and counseling programmes in your school on the area of student discipline.

END

THANK YOU FOR COMPLETING AND RETURNING THIS QUESTIONNAIRE
APPENDIX C

STUDENT QUESTIONNAIRE

(Please tick inside the Brackets where necessary.)

1. Age ...................... Form ...................... Sex
   Male [ ]
   Female [ ]

2. Where do you live?
   Urban [ ]
   Rural [ ]

3. What economic activities does your parents/guardians engage in?
   Father ...............................................................
   Mother .............................................................
   Guardian ..........................................................

4. Does your school of Guidance and Counseling service in your school assist students to be more disciplined?
   Yes ( )
   No ( )

Support your answer in the question above. .................................................
..............................................................................................................
..............................................................................................................
..............................................................................................................
5. Do you have a case in mind of a student who have changed in behaviour after going through guidance and counseling.
   Yes ( )
   No ( )

Give reasons for your answer in the question above.

6. How often are guidance and counseling services offered in your school?
   Tick one Always ( ), Rare ( ), None ( ) Others Specify

7. Give some of the reasons that make students to be guided or counseled

8. Give the general students attitude towards guidance and counseling
9. What makes students have the above mentioned attitude?

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How is guidance and counseling services offered in your school? (Example at )

Assembly, individually, etc........................................................................................................

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10. Have you ever failed to get Guidance and counseling at a time of need?

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11. How can guidance and counseling services be improved in your school?

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12. What is the contribution of Guidance and Counseling department towards students discipline?


APPENDIX D

INTERVIEW SCHEDULE FOR, HEAD TEACHERS AND HEADS OF GUIDANCE AND COUNSELING.

1. What is the Ministry of Education Policy on guidance and counseling Services in public schools?
2. What are the objectives of guidance and counseling in schools
3. What is the school policy on guidance and counseling?
4. What issues may make one go for Guidance and Counseling?
5. What are the causes of indiscipline in secondary schools
6. Identify ways of managing indiscipline cases in secondary schools
7. How often does your department offer services to student.
8. How well has guidance and counseling services promoted student discipline in your school?
9. How does your department coordinate with the school administration to promote student discipline in the school?
10. Give the problems you face while offering guidance and Counseling services to student?
11. How can guidance and counseling be improved to promote student discipline in schools?

END

THANK YOU FOR YOUR CO-OPERATION