

**The Influence Of Guidance And Counselling On Pupils' Discipline
In Mujeria Primary School in Mijumbiri Zone
Kakuzi Thika District**

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Declaration

I Kamau Emily Njoki, hereby declare that to the best of my knowledge this report is original and has never been published in this university nor any institution of higher learning.

Signed... 

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DATE... 30 June 2008

SUPERVISOR



Mr. Mulegi Tom

Date... 15/7/2008

Dedication

I dedicate this research to my children and husband for the tireless effort in prompting me to move on in life with all tasks at hand

Acknowledgement

I would like to thank the following people for their help making this research. First, I thank my supervisor Mr. Mulegi Tom, then my husband who financed me through the hurdles of making this research, and lastly all those persons who in any way helped me to get meaning out of so much complex work before me.

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Abstract

The purpose of the study was to determine the relationship between guidance and counseling on pupil discipline in Kipsaos primary school

The specific objectives of the study was to determine the relationship between guidance and counseling pupils discipline, to find out the various types of guidance and counseling and their levels, to investigate the causes and types of indiscipline in schools

To obtain data from the field, the researcher used questionnaires with both open ended and close ended

The findings from the study indicated that there's a significant relationship between guidance and counseling on pupils' discipline .findings further revealed that indiscipline cases are very high in school and it's only through introducing guidance and counseling services in schools and enforcing punishments as a form of uplifting moral discipline /standards among others.

The study recommended that the school should set guidance committees which should consist of counseling officers, head teachers, and teachers to check on pupils'discipline.

Chapter One

1.0 Introduction

In the past when schools were still in the hands of the missionaries, the first law of the school was order, the task of the teacher was to compel order and the first duty of the pupil was to obey and behave. Discipline was based on fear and its main aim was to keep order.

Today things have changed, pupils are given complete freedom. They are taught that there is a time for activity and a time to relax. Teachers do not teach by coercing but they have realized the good will of the pupils. Teachers instead of working as hard task masters, they work as a guide and a friend to pupils.

Pupils are given that freedom to move about the new classroom at will, to form natural groups, to choose subjects of their choices to mention but a few.

This modern discipline satisfies the need of pupils, empowers them to make decisions and assumes responsibility for pupil's' action. Because of these children's rights in school, many pupils have developed deviant behaviors in schools, the pupils 'indiscipline has resulted into behaviors of non conformity such as strikes, fighting within and outside the school, stealing pupils and school property, sex offences including; abortion, pregnancy, pupils having sex with in and outside the school. and disobeying school rules and regulations such as not wearing school uniform.

Discipline is very essential for helping the children in the growth of individual personality, for giving them the feeling of security, a sense of confidence. Discipline is something which the teacher helps the pupilsto attain. Therefore, in order for the school to over come behaviors of non conformity, a good guidance and counseling program is one of the solutions. Provision of guidance

programmes must be made in the school time table as well as in the school budget. Arranging of career talks, educational talks and orientation talks and providing individual guidance topupils.

Every individual is faced with problems in his / her life. These problems have become very difficult for pupils to achieve satisfactory results without any assistance. Some times everyone needs assistance in his / her life.

Guidance means the help and assistance as well as the experience given to pupilss to understand them selves. Counseling is a series of direct contact between the counselor and the client. The counselor helps the client to solve problems independently. It is a service designed to help an individual understand himself better. Counseling is concerned with feelings, attitudes and emotions of an individual.

Guidance and counseling helps in molding and shaping the moral behaviors of learners. The process of guidance and counseling will also help to develop pan insight into one self acceptance with an individual, it helps a learner to cope up with the learning environment, it will also help to develop self control measure among the learner, guidance and counseling aims at handling school adolescents through their developmental tasks.

The researcher being a career teacher master in one of the schools in Keiyo district in Kenya felt this problem. Pupils are too much indiscipline and this may be due to lack of guidance and counseling programmes in the school time tables.

With guidance and counseling, I believe that school indiscipline can be greatly reduced and pupils can lead to a permanent positive change in their behaviors and conform to the existing school rules and regulations.

1.1 Statement of the problem

There has been an upsurge on indiscipline cases in primary schools of Keiyo district especially in Kipsaos primary school which is our case study. Indiscipline cases such as drug abuse, early pregnancy, violence, strikes, stealing school properties among others are so alarming.

Although the school has made a considerable effort to reduce on indiscipline cases by introducing punishment such as suspension and expulsion, moral standards are still very low. Therefore, schools should have a fully functional guidance and counseling department, guidance and counseling committees to address the problem of high indiscipline among pupils. This study therefore seeks to investigate the influence of guidance and counseling on discipline in Kipsaos primary school and ways of minimizing unrest and indiscipline cases.

1.2 Purpose of the study

The study was taken to address the level and determine the relationship between guidance and counseling of pupils of Kipsaos primary school on their discipline.

The study will contribute much to the body of knowledge about the influence of guidance and counseling services on pupils' discipline in the area of study and Kenya in general.

1.3 Objectives

The study was guided by the following objectives.

General ;

To determine the influence of guidance and counseling on pupil's discipline in primary schools.

Specific;

1. To examine the causes and types of pupils indiscipline in schools.
2. To investigate the available types and the level of guidance and counseling in Kipsaos primary school.

1.4 Significance of the study

The findings of the study may benefit the following;

1. Student. The findings of the study will be of great importance to the pupils as it may lead to introduction of guidance and counseling programmes in the school. It will help pupils go through their puberty and adolescent challenges successfully.
2. Teachers and administrators. The findings will also assist teachers and school administrations in seeing the gravity of the problem and on how best they can handle guidance and counseling thus improving learner's characters. The findings will make teachers and administrations to be aware of their strength and deficiencies in handling counseling especially as it relates with discipline issues.
3. The future researcher. People interested in doing further research will gain a deeper knowledge on guidance and counseling and discipline of pupils and an insight on the possible causes of poor or excellent performance.

1.5 Limitations of the study

Kipsaos primary school is found in Keiyo district in Kenya. The region is a narrow strip with three geographical features, valleys, hanging valley and highlands. These geographical areas make travel very difficult.

Access to vital information was a big challenge to the researcher, the school administrators and teachers were very hesitant in giving the necessary information which the researcher required.

Chapter Two

Review of Related Literature

2.0 Introduction

This chapter review literature related to the study a number of studies related to guidance and counseling and its effect on discipline have been considered for purpose of getting further insight into the issues in order questions.

The review has been handled under the following sub-titles.

1. Definition of guidance and counseling.
2. Causes and types of pupils' indiscipline.
3. Types of guidance and counseling.

2.1 Definition of guidance and counselling

Edward Ntale (1999), defines guidance is the process of helping an individual understand himself better and his world.

Counseling is also defined as a dynamic and purposeful relationship between two people who approach mutually defined problems with mutual cooperation of one another.

James Micheal Lee and Nathaviel J. Pattam say counseling is the relationship between two persons in which one of them attempts to assist the other in so organizing himself so as to attain a certain form of happiness.

Counseling according to Arbuck (1965), counseling is helping a person to come to see who he really is, what he has and does not have, what he can do easily, what he can do with difficulty and what he probably cannot do at all.

Basing on the above, we can therefore conclude that counseling is a generic service of pupils personnel work. It is a body of techniques which help young individuals to grow up normally through guided learning.

When guidance is used as an educational construct, it refers to the provision of experience which assists pupils to understand themselves better.

Guidance and counseling is an all inclusive programme aiding pupils to achieve their optimum growth wherever they are.

According to S.K Kochhar (2002), guidance and counseling is an assistance given to the individual for his optimum development. It is a service meant for all.

Conclusively, guidance and counseling are closely related to one another but in reality each standards for a different meaning as shown above guidance is a term which is broader than counseling. It only includes counseling as its service.

2.1.1 Types of counseling and guidance services in schools

People often seek help and assistance in many areas such as educational, personal, social, etc when they try out other approaches to solving a particular problem. For example people who are depressed, anxious, or having drugs or alcohol problems may find that talking to a friend or a family member is not enough to resolve their problems. They may feel uncomfortable discussing with friends or family such as being sexually abused as a child. SO according to Gladdings (2000), pupils need guidance in various types to over come their problems.

In his book, guidance and counseling, Asha Bhananager (2000), mentions that educational counseling and guidance is one of the means of helping an individual in planning a suitable educational programme and making progress in it.

Educational counseling involves all the problems which may cause a student to under achieve academically for example the poor and ineffective methods of studying poor reading techniques, poor time management and so on.

He further mentions that vocational counseling is a type of counseling which lays emphasis on the world of work and essential human needs. It prepares for participation in occupation of economic and social values.

Personal counseling in this type of guidance service it is the duty of the guidance counselors to provide counseling to the person who shows signs of personal arrangement, unstable emotions excessive frustrations, lack of knowledge or total failure in work and life in general.

Pastoral counseling involves stressing morals among pupils and looking after them with protective love and affection.

Biblical counseling. This is Christian counseling. It emphasizes counseling by encouragement. It tries to touch the nerves of human need with important issues of daily living and it is a good to client with great faith.

Edward Ntare (2000) adds that educational guidance and counseling is that process which enables educational programmes and to make progress in it. This programme should make the individual improve academically.

He further asserts that through educational guidance an individual is guided to solve problems to perform a task or move towards some objectives, should be guided to acquire knowledge experience and wisdom, should be guided sympathetically, in a friendly manner and with understanding, becomes better able to guide himself in future and is enabled to explore activities and actions in a wide range of educational dynamics. Ntare Edward (2000) concludes that academic counseling or educational guidance is closely linked to vocational

counseling because academic counseling may be regarded as prevocational guidance especially if choices of subjects for a future career has to be borne in mind.

According to Jeanne Ellis (2003), there are three types of guidance. There is the circular guidance which is called educational and this helps pupils to select the right type of courses according to ability and interest.

Personal guidance includes social guidance, helping the pupils to adjust to himself and so his social environment.

Lastly, vocational guidance. This helps pupils to obtain information about various jobs to plan for work accordingly all this is intended to prepare an individual for the kind of job which would give him maximum satisfaction.

2.1.2 Guidance services

In his book, Educational psychology, K.K. Bhatia mentions that ,there are five basic guidance services to provide for these types of guidance and counseling.

Individual inventory services this calls for the collection of detailed information about the individual in ascertain whether he needs help to make a choice of suitable courses or make adjustments in the school environment or outside it.

Information service. This is the mere collection of information about a student is not enough in its self individual need guidance for making proper choices of subjects as well as of jobs and hence the need of all pupils should be kept in view. Teachers should be made responsible for collecting all the information for the progress of the pupils. All relevant information should be properly organized.

Counseling services. Counsel to the individual to identify, understand and solve his problems should be the key objective of this service. This service is the core of guidance programme. In this service, cooperation and teachers will is very essential. A teacher can spot a student who needs help, collect the relevant information about him and refer him to the counselor.

Placement service. The placement service is designed to facilitate student's entrance into a specific job or educational programme by furnishing him with information concerning job-hunting techniques, vacancies, scholarships and competition.

Follow-up service. This service is aimed at monitoring progress of pupils while in school and after they leave school.

2.2 Causes and types of pupils'/pupils' indiscipline

Kochhar (2002), mentions that educational institutions are usually faced with two major types of indiscipline. One is individual discipline and the other is collective or mass indiscipline.

Mass indiscipline involves all the people, the whole school in their unruly acts.

Individual indiscipline, on the other hand consists of individual indiscipline acts such as fighting pupils, stealing, sex offence,truantism,dodging school activities. Most of these are as a result of Frustrations among pupils which can be listed as follows; failure to achieve a desired goal, personal limitations and inadequacies, other pupil's actions, conflicts with oneself, and teachers' action.

Biryahwaho Agness (2004), family neglect is a major cause of pupils indiscipline. She explains that families do forget their roles and therefore children feel neglected and they have chosen friends of their choices who can love them and

guide them. The youth have looked for love elsewhere apart from their families. These young people end up in bad groups thus destroying themselves.

Talcott person (1990), Band wagon effect leads to undesirable behaviors in schools. Pupils misbehave as a result of the behaviors of their peers they act the way they do because of the influence of their friends they feel that they should be identified as members of a particular group and conform to their behaviors.

According to Koberi and Donn Byrue (1997), they say that human aggression centers on the view that human beings are somehow "programmed". Violence is by their basic nature. People aggress because it is part of their essential human nature to do so. The hostile impulses generated increase over time and if not realized, soon reach high level, capable of generating dangerous acts of violence.

Children today face an extremely challenging social environment. They experienced growing economic disparity increasing acceptance of violence and abuse. Fred Shultz (2000), due to increasing acceptance of violence and abuse. Too many young people feel hopeless and helpless and such feelings and experiences undermine children's ability to help others, trust and see meaningful possibilities for their future growth.

Jeanne Tillis (2003) some pupils may face exceptional challenges in their lives for example farming problem, violence during addition that may affect their personal social and moral development. Pupils cultural and ethnic backgrounds also affects their moral development.

S.K. Kochhar (2002), pupils Join primary schools Owing to lack of proper educational guidance they make wrong choices, they fumble and flounder. Feel



frustrated they pin their faith in their ring leaders these ring leaders at times, not achieving their personal interest, drug the fellow pupils into indiscipline acts.

More, certain demoralizing and corrupt practices have also report into almost every educational institution. Methods of marking, attendance, mal practices in examination influence the examination in do many undesirable indiscipline ways thus resulting into mass failures.

Kochhar adds that teachers do not speak the "language of the pupils". The teacher verbalizes too much. He does not reach the pupils, that education cannot satisfies the pupils for long which provides no guidance to conduct no spur to action no inspiration to high endeavour. Bored with futile and barren teaching, pupils break up into undesirable forms of action. A teacher can cause pupil or student frustration by; humiliating the pupil, ignores a pupil's response or contribution, communicates poorly and is ill-prepared to teach, is late for class, fails to mark pupils' books, uses homework as a punishment, shuts out a pupil out of class even when there is a good reason for coming late, refuses a pupil permission to go to the toilets to answer call of nature, fails to meet a pupils' learning needs, and fails to show sympathy.

Lack of teacher-parent cooperation, Parents have aggravated in their own way student indiscipline. Parents do not frequently cooperate with leaders and management in enforcing disciplinary measures. Some parents side with errant children and ridicule the teacher trying to bring the children to book.

According to Kulbin Sigh (2000), elimination of corporal punishment is a major cause of indiscipline among learners. Today pupils tends to misbehave because they know that teachers cannot inflict physical harm on them.

Indiscipline in school is caused by social influence of peer pressure. Many learners come from well disciplined homes but only misbehave when they join groups of indiscipline pupils.

According to Glenn Myers (1990), indiscipline is caused by poor school administration. Strict appointment of capable administrators and the study of school administration management would help to remedy this situation.

He further asserts that lack of professionalism on the part of the teachers can also contribute to failure in timely recognition of potential errant behaviour and therefore nip it in the bud. Some teachers have not had the professional training that would enable them deal with psychological aspects of learner's misbehaviors. Knowledge of growth and development phases prepares a teacher so well in handling pupils and pupils. Most anti-social behaviour occur at adolescence 13-18 years .At the same time this a time of social adjustment.This is a time when most children tend to deviate from socially agreeable norms and fight for their independence. Proper handling is called for at this stage.

Chapter Three

Methodology

3.0 Research design

The study employed a descriptive survey method to determine the level of guidance and counseling on pupils discipline in Kipsaos primary school in Kenya.

3.1 Research environment

This study was conducted in Kipsaos primary school. The researcher opted for this area because he is a practicing teacher in the division there fore he is concerned with moral decay and in disciplinary acts of the school children.

3.2 Research respondents

pupils of Kipsaos primary school were the research respondents of the study. A total of 120 respondents reviewed the prepared questionnaire and only 90 respondents answered the questionnaires respectively. The researcher decided to use all classes that is from form one to form four, in order to determine the influence of guidance and counseling on pupils discipline.

3.3 Research instrument

A standardized questionnaire was used in the study. The researcher used a predetermined multiple answers with the corresponding rating scale excellent 5, very good 4, good 3, fair 2 and poor 1.

The respondents were required to circle on the best option using the above rating.

The researcher also used open ended questions to solicit respondents feeling opinion and view points about the research point.

3.4 Data collection procedures

The standardized questionnaire was duplicated and then distributed to all the pupils of Kipsaos primary school. After a week, questionnaires were retrieved ensuring that hundred percent was collected back. Responses were taken as the frequency for data analysis and interpretation.

3.5 Statistical treatment of data

After gathering data the researcher interpreted and analyzed data using bar graphs and pie charts. The researcher calculated the percentage of each item by using the following formula:

$$\text{Percentage (\%)} = \frac{n}{N} \times 100$$

Where n = number of respondents

N = total population

Chapter Four

Data Presentation and Analysis

4.0 Introduction

In this section, the researcher presents the data collected from the field through the questionnaires. Data is also analyzed and discussed here.

4.1 Respondents

The study used pupils were 120 and were from Primary Schools in Thika District. The table below shows the data;

Table 1: Profile of the respondents

Category		Frequency	Percentage
Gender	Male	52	43
	Female	68	57
Age	09- 10	10	8
	12-14	90	75
	15-18	20	17
	19-20	0	-
	20 and above	0	-

Source: Primary data

From table 1 above, a total of 120 pupils were given the questionnaires of which 52 (43%) were boys and 68 were girls (57%). Most pupils were 12– 14 (75). Ten (10) pupils were between 9-10, 20 pupils were between 15-18years.

The pupils were from forms 5,6,7,8. 90 forms were returned and this made it 75% which was good for analysis.

4.2 Causes of indiscipline in schools

Discipline means a mode of life in accordance with certain rules and regulations. It means a state of being orderly in conduct by an individual and it includes obedience and observing the required norms, values and cultures of a given society (Dr. K. S. Sidhu, 2000, page 194 – 195).

In a school setting, discipline, in addition to the above, includes student's conformity to school rules and regulations, obeying all the school authorities. A disciplined individual can voluntarily control his instincts positively and should not be forced to practice good morals. However, in schools, discipline is forced through enforcing school rules and regulations.

Indiscipline is the opposite of discipline and it refers to; disobedience, lack of respect, breaking the societal cultures, norms and values and failure to follow the school rules and regulations. Indiscipline can be in group or individual. There are several causes of indiscipline in primary schools like poor administration, neglect of morals and religious education, lack of teacher parent cooperation, indiscipline from house, promotion of children rights, adolescence, drug trafficking, poor education system, lack of proper guidance from teachers and other authorities.

In this study, the pupils were asked to show the extent of indiscipline cases at their respective schools, and their responses are summarized in table 2 below.

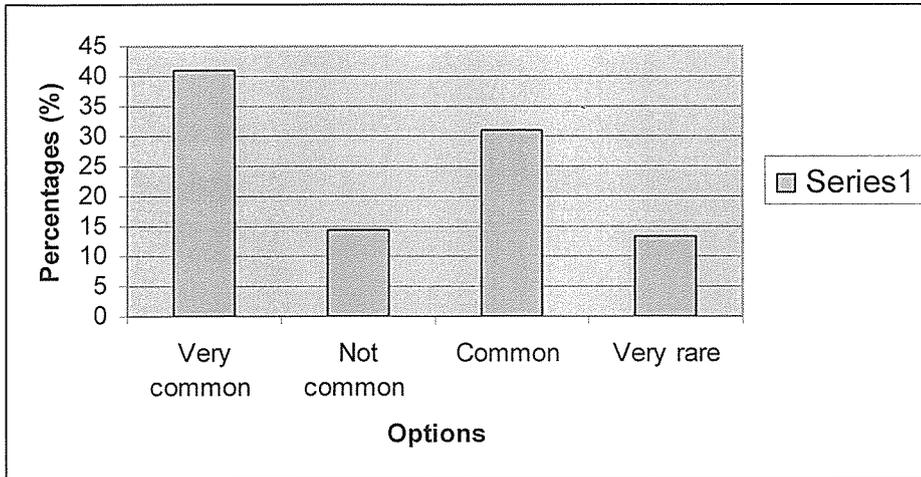
Table 2: Extent of indiscipline in schools

Category	Frequency	Percentage
Very common	37	41.11
Not common	13	14.44
Common	28	31.11
Very rare	12	13.33
Total	90	100

Source: Primary data

The data in table 2 above shows that the level of indiscipline in this school was very high (41%). In this study those who responded very common and common were taken to have the positive answer and so were added in the analysis giving a high percentage of 72%. Those who said not common and very rare, were taken to have a negative answer and they made a percentage of 28. This shows that the level of indiscipline in this school is very high. This may be due to inadequate counseling services in the school, inadequate moral education, teacher parent cooperation, low self-esteem, and poor sense of direction on the part of pupils. If pupils themselves can admit that there is high indiscipline in school that is enough evidence to confirm the existence of this problem.

Graph 1: A graph showing the extent of indiscipline in schools



Source: Primary data

4.3 Common types of indiscipline in schools

Indiscipline remains bad whether in schools or outside the school setting. But in a school setting, there are other case of indiscipline which are not considered indiscipline outside the school setting. Some of the indiscipline cases in schools include; pupils stealing school property and those of fellow pupils in dormitories, cheating in tests and examination, possibly because the curriculum is so loaded and pupils cannot internalize most of the materials taught so they end up cheating to get the required pass marks.

Other forms of indiscipline are early initiation into sexual relations, poor teacher-pupils relationships, disobeying of teachers and other authorities by the pupils, drug abuse which also include; wine drinking, smoking and inhalation. These are not allowed in schools. Strikes and damaging of school property, fighting and abusing each other by pupils and failure to conform to school programmes lead to serious damage and set back in school programmes. Both the school and the pupils fail to achieve their goals and objectives. In most cases ,schools break off for long and pupils end up not having qualifications.

According to this study, the most common types of indiscipline cases in Keiyo s schools are as summarized in table 3 below.

Table 3: Common types of indiscipline in Kipsaos Schools

Stealing school and pupils property	07	8
Cheating exams	30	33
Girl-boy sexual offenses	12	13
Disobeying teachers	10	11
Strikes	20	22
Fighting at school	05	6
Late coming	04	5.44
Others (damage to school books)	03	2

Source: primary data

Results from table 3 above indicate that cheating exams is the most common indiscipline in this school with a percentage of 33; this is followed by strikes and destroying school property (22%), followed by girl boy sexual offenses (13%) and then disobeying teachers (11%). Stealing of pupils and school property, fighting at school, late coming and other causes then followed with a percentage of 8, 6, 5 and 2 respectively. Cheating examination in schools both tests and end of term exams is very common partly due to too much loaded and theoretical curriculum which cannot allow pupils to master every thing taught in a term. They therefore struggle to copy to raise the pass mark. However, some pupils are just lazy or reluctant to read and concentrate on their books. Since most of them are teenagers, they tend to spend most of their time taking about sports and thinking about their lovers, plus off course other things of interest to the youths. Few have the interest in books.

4.4 How to reduce indiscipline in schools

Several remedies have been proposed by various scholars and researchers on how to reduce indiscipline cases in schools and their effects. Such remedies may include providing enough guidance and counseling services at school so that learners are guided on various issues, punishing the indisciplined pupils and giving good rewards to the best disciplined ones, setting up independent but guided pupils' disciplinary committees, encouraging co-curricular activities, good administration that cares about student's activities, encouraging moral and religious education, suspension and expulsions to the unbearable pupils.

In 1966, a conference of educationists suggested the following remedies to indiscipline in schools (Sidhu, 2000, page 224); providing a form to discuss pupils' grievances, so that an action can be taken before the situation gets out of control, improving pupils welfare so that pupils get a feeling that authorities are deeply concerned and interested in their welfare, making education more practical and linked to life realities through field works, social services, etc.

Authorities like teachers should maintain their integrity so as to be role models and pupils to have confidence in them. Making admission merit and improving teacher's status through giving reasonable pay and giving full respect to the teaching profession by the government.

Besides the above remedies, good and qualified teachers can be employed, who can guide and direct student teachers must be well disciplined, patients, lovely, sympathetic, just and keen. Parents must also guide and discipline their children with any problem, they need to contact the teachers and work together as it is said that "discipline begins at home".

In this study, most pupils admit the existence of rampant indiscipline cases at their respective schools. They also admit that they suffer as a result of such indiscipline, asked to give the possible remedies, they posited the following views summarized in table 4 below.

Table 4: How to reduce indiscipline in schools.

Solution	Frequency	Percentage
- Provision of guidance and counseling services	40	44
- Punishing indiscipline pupils	06	7
- Giving prizes to well disciplined pupils	07	8
- Self up disciplinary committees	15	17
- Encourage extra- curriculum activities	01	1
- Good administration	08	9
- Moral and religious education	11	12
- Supervision and expulsion	02	2
- Others	-	-

Table 4 above shows that guidance and counseling contributes 44% to improving pupils' discipline. This shows that it is important for all schools of today to employ specialized counselors to reduce indiscipline and improve on discipline of pupils. Historical punishments like caning (7%) may not be easy to apply in modern schools where some pupils can even snick guns into the class. Setting up pupil's disciplinary committees was also found significant in reducing indiscipline (17%) followed by moral or religious education (12%) and administration (9%) and so on.

4.5 Types and level of guidance and counseling services in schools

Guidance and counseling is a modern way of solving many problems in organizations like schools. Guidance has become a profession where persons are trained in skills. Group guidance and counseling services in diverse fields like medical, schools, industrial and institutional are now offered. A teacher is expected to be a good counselor because most primary pupils are in their puberty stage, experience a lot of problems most of which are a result of their stage. It is at this stage that they need a lot of guidance and counseling to help them not to go a stray. Schools must produce good citizens of tomorrow; therefore, they are the first to provide guidance and counseling services.

Many schools today neglect this important part of guidance and counseling and over concentrate on academics but find themselves with a lot of indiscipline cases not knowing the cause. In the schools visited during this study, the researcher wanted to know whether guidance and counseling services exist and how often pupils responses were collected and are presented in table 5 below.

Table 5: The level and effectiveness of guidance and counseling services in schools.

Responses	Frequency	Percentage
Guidance and counseling services are common	08	9
Guidance and counseling services are very rare	46	51
Guidance and counseling services are not common	29	32
Guidance and counseling services do not exist all	07	8
Total	90	100

Source: Primary Data

Table 5 above shows that guidance and counseling are neglected in schools at a level of 83% (those who answered very rare and not common were added). This

explains the high rate of indiscipline as was indicated in table 2 (55%). The guidance and counseling teachers give during lessons is not enough and it could be having a little impact (9%).

Table 6: Common types of guidance and counseling in schools

Type of guidance and counseling	Most common %	Common %	Not common %	Total	Percentage
Education counseling	60 67	30 33	0 0	90	100
Personality counseling	- -	24 27	66 73	90	100
Career counseling	30 33	38 42	22 24	90	100
Vocational counseling	10 11	27 30	53 59	90	100
Moral, growth, and development counseling	14 16	28 31	48 53	90	100
Total					

Source: Primary Data

From table 6 above, the most common type of guidance and counseling given in schools is education counseling (90%). This is given by teachers in classrooms, about education and its importance. At least every student admitted that they do receive this type of guidance from teachers, personal counseling showed that it is not common (73%) but careers counseling is common (75%). Moral, growth and development counseling is not common (53%). This is counseling to make informed decisions about the consequences of certain behaviours, with options and avoid life-threatening lifestyles and indiscipline. If this is not common in school, then indiscipline case were likely to be common as this study shows. This kind of counselling constitutes what today is known as life-Planning Skills. Or Education for life or Behaviour Change Communication.

4.6 Counseling pupils on school rules and regulations

School rules and regulations refer to a set of laws and guidelines that pupils must follow while at school. Some of them require thorough preparations from home for example putting on uniforms, paying fees, etc. If any student breaks any law within this set, that is an indiscipline case, no matter whether the act is not taken to be an indiscipline act outside school example putting on a non uniform dress, speaking vernacular, late-coming, truantism and not participating in school activities.

In most schools, every pupil admitted is given a circular outlining these rules and regulations and must sign them to indicate that she / he is ready to adhere to them. But most of the rules remain on paper as all people concentrate on academics. When one of the rules is broken, it may not be noticed, but increased breach of such results into indiscipline cases. But the cause of the problem could be that such rules are not taught to pupils and many of them may not understand them. It is a responsibility of the school authorities to counsel and guide pupils as far as schools and regulations are concerned, to reduce on the cases of breach. In the schools visited, majority of pupils showed that they rarely receive such guidance, known as orientation. Table 7 below shows this.

Table 7: guidance and counseling on school rules and regulations.

Response	Frequency	Percentage
Many times	23	26
Rarely	67	74
Not at all	-	-

Source: Primary data

Table 7 shows that teachers rarely counsel their pupils about school rules and regulations. It is probably due to this that indiscipline may increase.

Chart 1: A pie chart showing guidance and counseling on school rules and regulations

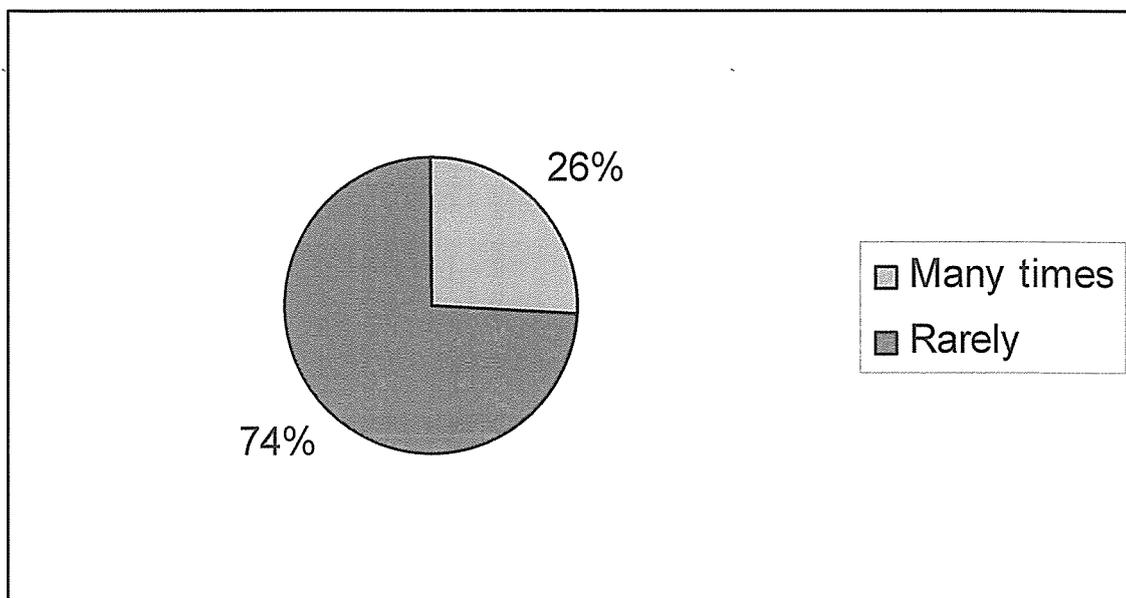


Table 8: The adequacy guidance and counseling at schools

Response	Frequency	Percentage
Enough	07	08
Fairly enough	20	22
Not enough	63	70

Source: Primary data

Most pupils (70) responded that guidance and counseling is not enough at their school. It is expected that guidance and counseling can improve pupils discipline and the above presented data can satisfy this argument. Pupils were also asked to give their views concerning the influence of guidance and counseling on discipline and they gave the following views;

Table 9: Influence of guidance and counseling on pupils' discipline.

Guidance and counseling strongly improve discipline	70	78
Guidance and counseling fairly improve discipline	15	17
Guidance and counseling does not improve discipline	05	06
No idea		

Guidance and counseling and pupils discipline ;

When all results are integrated to analyze the impact of guidance and counseling on pupil's discipline, the real picture can be seen in the tale below;

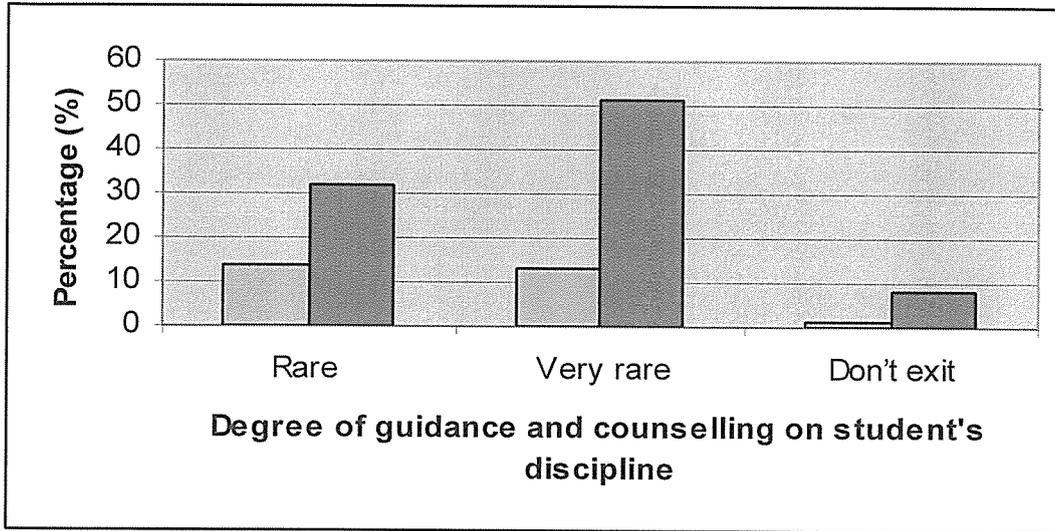
Table 10: Guidance and counseling and pupils' discipline.

Responses	Indiscipline cases (%)	Level of G & C (%)
Very common	41	9
Common	31	-
Rare	14	32
Very rare	13	51
Don't exit	1	8

Table 10 above, can describe the relationship between guidance and counseling and pupils discipline. When the level of guidance and counseling is low at 9%, indiscipline cases are very many (41%), where the level of guidance is high,(51%), indiscipline cases are very low and rare (13%).

This indicates that although guidance and counseling is not the only cure to indiscipline in schools, it is significant and there fore it should be emphasized. As shown in the graph below.

Graph II: A graph showing the extent of indiscipline in schools



Key



Indiscipline



Guidance and counseling

Chapter Five

Summary of Findings, Conclusion and Recommendations

5.0 Introduction

This section presents the summary of major findings, conclusion and the recommendations. The area for further research is also indicated here. All the findings are summarized in respect to the objectives and as analyzed from chapter four of this study.

5.1 Summary of findings

It was discovered that the level of indiscipline in this school was very high, with 72% of the pupils showing that indiscipline cases were very common. Only 28% of the respondents showed that indiscipline cases are not common or very rare.

The study also showed that the most common type of indiscipline in this school is cheating examinations and it accounted for 33%. Strikes account for 22%, sexual offense 13% and disobeying teachers 11%. Stealing of school and pupils' property, fighting at school, late coming and other indiscipline cases accounted for 8%, 6%, 5% and 2% respectively.

According to this study, there are many ways of reducing indiscipline in schools and the best way to reduce indiscipline in schools is through use of guidance and counseling services in schools. So guidance and counseling can reduce indiscipline cases in schools by 44%. Setting up pupils' disciplinary committees can also reduce indiscipline by 17%, oral and religious education by 12%, good administration by 9% and others.

The study also discovered that the level of guidance and counseling services in the school is very low and it was estimated to be at only 9%. It was indicated by 83% of the respondents that guidance and counseling services in their school are very rare or not common. This explains the high indiscipline rate accounted for 55%. The common type of guidance and counseling in this school is education counseling. It accounts for 90% of the guidance and counseling services. The pupils get other types of guidance and counseling services like personal counseling, was common by only 27%, careers counseling is also received at a rate of 75%, vocation counseling is received at a rate of 41% and Moral ,growth, development counseling is given at a rate of 47%. Counseling pupils to have good morals is expected to be the most important type of guidance and counseling in reducing indiscipline, but as the study indicate (table 6) it is given at a low rate. This explains why indiscipline cases in this school are still very common. This type of counselling is also known as Life-planning Skills Counselling, Behaviour Change Communication, or Education for life.

Guiding pupils about schools rules and regulations is another form of guidance and counseling. According to this study such a form of guidance and counseling is very rarely. It is only at a rate of 26%. About 74% of the pupils indicate that they rarely receive guidance and counseling on school rules and regulations.

The findings also indicate that 70% of the respondents agreed that the guidance and counseling received in their school is not enough. Only 8% showed that it is enough and 22% showed that it is fairly enough, which indicate that guidance and counseling is not enough, especially Behaviour Change Communication, Life planning skills, and Education for Life Counselling and guidance. That is why indiscipline cases are very common in the school.

The study also indicates that guidance and counseling services improve discipline by 78%. Only 17% of the pupils showed that guidance and counseling can fairly

improve discipline in a school while 05% showed that it does not improve discipline.

5.2 Conclusion

Basing on the above findings the research concludes that guidance and counseling plays a significant role in improving pupils discipline. As indicated in above findings, due to absence of enough guidance and counseling services in schools, (accounted at 9% level) the level of indiscipline is very high (accounted at a level of 72%). The most important type of guidance and counseling in a school that can help improve discipline is Behaviour Change Counselling, Life Planning Skills or Education for Life counseling but in the school of the study it is given at a low rate. However, there are other forms of guidance and counseling like education counseling, personal counseling, careers counseling, vocation counseling, school rules and regulations counseling. All these are very important in improving pupils discipline at school, so they should be integrated.

5.3 Recommendations

The findings discussed in the problems chapter leads to the following recommendations.

It is recommended that guidance and counseling services should be introduced in the school. Counseling committees should be formed to serve in as advisory boards. The committee should consist of the head teachers, counseling officers, career masters and teachers to represent pupil academic performance and discipline. At the student level there should be Peer-Education Clubs which promote follow-up, and support for members in the clubs and also act as eyes and ears on potential crisis. These also give feed-back to Staff.

Discipline is essential for helping the child in the growth of individual personality, for giving him the feeling of security therefore in order to develop pupils' personal character and behaviour, schools and teachers should help pupils control their impulses, follow directions and help them to acquire social skills.

I finally recommend that schools should use punishment as a last resort to support discipline. Punishments in form of blame, fines, suspension, expulsion, moral punishment and corporal punishments should be tried according to the nature of the offence. Punishment as a deterrent reduces the chances of recurrence of that form of misbehavior. Equally, schools should promote rewarding occasions for best performance, exemplary behaviour and consistent application in good life preserving practices.

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Appendix: A

Questionnaires

Teachers' Questionnaire

Dear respondent, I am a student from Kampala International University carrying out a research on the influence of guidance and counseling on pupil discipline in primary schools. You are kindly requested to assist me in answering a few questions whose confidentiality will be ensured. The results of this research will in no way reflect on you as an individual.

Status of respondents

1. (i) Gender

Male

Female

(ii) Age

12 – 17

18 – 23

24 – 29

30 and above Or any other (write).....

2. Causes and types of indiscipline in schools.

(i) Does your school experience indiscipline cases?"

Indiscipline cases are common

Indiscipline cases are not common

Indiscipline cases are very rare

(ii) What do you think are the common causes of indiscipline in your school?

Rate

Lack of Guidance and Counseling at school

Neglect of religion

Lack of teacher parent cooperation

Family discipline

Lack of disciplinary committees in schools

Poor administration at school

Children rights

(iii) What are the most common types of indiscipline in your school?

Stealing property

Cheating in tests and exams

Girl-boy sexual offences

Drug abuse

Strikes and damaging school property

Fighting at school

Others types mention

(iv) How can your school reduce the indiscipline cases mentioned above? Rate

Providing enough Guidance and Counseling services

Punishing undisciplined pupils

Giving prizes to disciplined pupils

Setting up disciplinary committees at school

Encourage co-curricular activities at school

Good administration in school

Introducing moral religious education

Giving supervisions and expulsions to undisciplined pupils

Others (specify).....

3. Types and the level of Guidance and Counseling services in your school

(i) Do you have guidance and counseling services in your school?

Guidance and counseling services are very common

Guidance and counseling services are not common

Guidance and counseling services are very rare

Guidance and counseling services do not exist at all

(ii) Mention the most common types

Education counseling

Personal counseling

Career G and C

A vocational counseling (counseling on how to use your free time)

Emphasizing good morals among pupils

(iii) Do your pupils always visit your Guidance and Counseling leader?

Yes

No

(iv) Do your pupils always get guidance and counseling on school rules and regulation?

Yes

No

(v) How do your pupils learn about school rules and regulations?

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

(vi) Is the guidance and counseling given to the pupils at your school enough?

Enough

Fairly enough

Not enough

(vii) In your opinion, can guidance and counseling improve discipline?

.....
.....

Pupils' Questionnaire

Status of respondents

1. (i) Gender

Male

Female

(ii) Age

10-13

14- 19

30 and above

(iii) Class

Form 5

Form 6

Form 7

Form8

2. Causes and types of indiscipline in schools.

(i) Does your school experience indiscipline cases"

Indiscipline cases are common

Indiscipline cases are not common

Indiscipline cases are very rare

(ii) What do you think are the common causes of indiscipline in your school?

Rate

Lack of G and C at school

Neglect of religion

Lack of teacher parent cooperation

Family discipline

Lack of disciplinary committees in schools

Poor administration at school

Children rights

(iii) What are the most common types of indiscipline in your school?

Stealing property

Cheating in tests and exams

Girl-boy sexual offences

Drug abuse

Strikes and damaging school property

Fighting at school

Others types mention

(iv) How can your school reduce the indiscipline cases mentioned above? Rate

Providing enough G and C services

Punishing undisciplined pupils

Giving prizes to disciplined pupils

Setting up disciplinary committees at school

Encourage co-curricular activities at school

Good administration in school

Introducing moral religious education

Giving supervisions and expulsions to undisciplined pupils

Others(specify).....

3. Types and the level of G and C services in your school

(i) Do you have guidance and counseling services in your school?

Guidance and counseling services are very common

Guidance and counseling services are not common

Guidance and counseling services are very rare

Guidance and counseling services do not exist at all

(ii) Mention the most common types

Education counseling

Personal counseling

Career G and C

A vocational counseling (counseling on how to use your free time)

Emphasizing good morals among pupils

(iii) Do you always visit your G and C leader?

Yes

No

(iv) Do you always get guidance and counseling on school rules and regulation?

Yes

No

(v) How do you learn about school rules and regulations?

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

(vi) Is the guidance and counseling you receive at your school regular?

Enough

Fairly enough

Not enough

(vii) In your opinion, can guidance and counseling improve discipline?

.....
.....

Appendix: B

Interview Guides

Pupils' questionnaire

Status of respondents

1. (i) Gender

Male

Female

(ii) Age

10 – 13

14 – 19

20 – 24

30 and above

(iii) Class

Form 5

Form 6

Form 7

Form 8

2. Causes and types of indiscipline in schools.

(i) Does your school experience indiscipline cases?"

Indiscipline cases are common

Indiscipline cases are not common

Indiscipline cases are very rare

(ii) What do you think are the common causes of indiscipline in your school?

Rate

Lack of G and C at school

Neglect of religion

Lack of teacher parent cooperation

- Family discipline
- Lack of disciplinary committees in schools
- Poor administration at school
- Children rights

(iii) What are the most common types of indiscipline in your school?

- Stealing property
- Cheating in tests and exams
- Girl-boy sexual offences
- Drug abuse
- Strikes and damaging school property
- Fighting at school
- Others types mention

(iv) How can your school reduce the indiscipline cases mentioned above? Rate

- Providing enough G and C services
- Punishing undisciplined pupils
- Giving prizes to disciplined pupils
- Setting up disciplinary committees at school
- Encourage co-curricular activities at school
- Good administration in school
- Introducing moral religious education
- Giving supervisions and expulsions to undisciplined pupils
- Others(specify)

.....

3. Types and the level of G and C services in your school

(i) Do you have guidance and counseling services in your school?

Guidance and counseling services are very common

- Guidance and counseling services are not common
- Guidance and counseling services are very rare
- Guidance and counseling services do not exist at all

(ii) Mention the most common types

Education counseling

Personal counseling

Career G and C

A vocational counseling (counseling on how to use your free time)

Emphasizing good morals among pupils

(iii) Do you always visit your G and C leader?

Yes

No

(iv) Do you always get guidance and counseling on school rules and regulation?

Yes

No

(v) How do you learn about school rules and regulations?

.....

.....

.....

(vi) Is the guidance and counseling you receive at your school regular?

Enough

Fairly enough

Not enough

(vii) In your opinion, can guidance and counseling improve discipline?

.....

.....

Interview Guide For Teachers

Teacher's questionnaire

Status of respondents

1. (i) Gender

Male

Female

(ii) Age

12 – 17

18 – 23

24 – 29

30 and above

2. Causes and types of indiscipline in schools.

(i) Does your school experience indiscipline cases"

Indiscipline cases are common

Indiscipline cases are not common

Indiscipline cases are very rare

(ii) What do you think are the common causes of indiscipline in your school?

Rate

Lack of G and C at school

Neglect of religion

Lack of teacher parent cooperation

Family discipline

Lack of disciplinary committees in schools

Poor administration at school

Children rights

(iii) What are the most common types of indiscipline in your school?

Stealing property

Cheating in tests and exams

Girl-boy sexual offences

Drug abuse

Strikes and damaging school property

Fighting at school

Others types mention

(iv) How can your school reduce the indiscipline cases mentioned above? Rate

Providing enough G and C services

Punishing undisciplined pupils

Giving prizes to disciplined pupils

Setting up disciplinary committees at school

Encourage co-curricular activities at school

Good administration in school

Introducing moral religious education

Giving supervisions and expulsions to undisciplined pupils

Others(specify)

3. Types and the level of G and C services in your school

(i) Do you have guidance and counseling services in your school?

Guidance and counseling services are very common

Guidance and counseling services are not common

Guidance and counseling services are very rare

Guidance and counseling services do not exist at all

(ii) Mention the most common types

Education counseling

Personal counseling

Career G and C

A vocational counseling (counseling on how to use your free time)

Emphasizing good morals among pupils

(iii) Do you always visit your G and C leader?

Yes

No

(iv) Do you always get guidance and counseling on school rules and regulation?

Yes

No

(v) How do you learn about school rules and regulations?

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

(vi) Is the guidance and counseling you receive at your school regular?

Enough

Fairly enough

Not enough

(vii) In your opinion, can guidance and counseling improve discipline?

.....
.....

