EFFECTIVENESS OF PEER COUNSELING SERVICES IN ADDRESSING DISCIPLINE PROBLEMS AMONG SECONDARY SCHOOL STUDENTS IN KAPSABET DIVISION, NANDI CENTRAL DISTRICT, KENYA

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LYDIA AMBASA KWEYA

A Research Project Report submitted to Graduate School in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Guidance and Counseling of Egerton University

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Recommendation

This research project has been submitted for examination with my approval as university supervisor.

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DEDICATION

This study is dedicated to all my family members and friends for their understanding, assistance, support, inspiration and encouragement over the years, throughout my study period at Egerton University.

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The completion of this project was not a small task by any means. It required patience, endurance and assistance from many people. First I would like to acknowledge The Teachers Service Commission (T.S.C.) for granting me a six months study leave with pay. This enabled me achieve quite a lot towards the completion of my postgraduate studies. Special thanks go to my project supervisor, Dr, Fr. N. Mbugua of the Department of Psychology, Counselling and Educational Foundations for his critical and professional guidance and comments. I am indebted to Prof. A.M. Sindabi for his scholarly counsel and guidance that enabled me to complete this project report. I am also grateful to all staff members of the Department of Psychology, Counselling and Educational Foundations whose critique made my work perfect. My sincere gratitude goes to the schools management and all the respondents who took time off their busy academic schedules to attend to my research needs. For Mr. Hosea Lagat, who provided type setting services, thank you so much. All friends and family members who encouraged and supported me in one way or another, may God bless you abundantly.

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ABSTRACT

Peer counselling involves age mates assisting each other to face their problems, listen to fellow peers and make peers feel understood, appreciated and respected. It is an enabling process designed to facilitate youth from the same cohort assist one another to achieve better personal adjustment, growth and maturity. Despite the Ministry of Education Policy for all schools to establish guidance and counselling programme and to use peer counselling effectively, schools are still experiencing an increasing number of problems. This study therefore sought to establish the effectiveness of peer counseling services in addressing discipline problems among secondary school students in Kapsabet Division, Nandi Central District, Kenya. The study used descriptive survey that employed the *ex post facto* design. The entire population of the students in the Division in 2010 was 4200. A sample of 6 schools was selected through stratified random sampling, drawn from the schools. Respondents from each stratum were selected by random sampling technique. The sample therefore included 322 students, 6 counsellors and 6 administrators. Data was collected through administration of three sets of questionnaires to students, teacher counselors and head teachers. Cronbach's coefficient alpha was used for establishing reliability of instruments. The alpha coefficient stood at .839. The collected data was then processed and analyzed using descriptive statistics (frequencies, percentages and tables) with the aid of Statistical Package for Social Sciences (SPSS) Version 17 for windows. From the findings the following were established: there were functional peer counseling programs; peer counseling services were however not adequately addressing student discipline problems; Peer counseling had a positive effect on student discipline and challenges were faced by peer counselors that negatively affected student discipline. Based on these findings the study recommends that: The school management under the direct supervision of the guidance and counseling department should introduce more peer counseling programs that create a wholesome peer counseling package. Teachers should go for guidance and counseling training to help them help peer counselors in carrying out effective counseling to curb student indiscipline cases. The guidance and counseling department should create a well-structured curriculum for peer counselors' training.

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LIST OF ABBREVIATIONS AND ACRONYMS

HIV : Human Immune-deficiency Virus

MOEST : Ministry of Science and Technology

PC : Peer Counselling

RH : Reproductive Health

STI : Sexually Transmitted Infections

TIQET : Total Integrated Quality Education and Training

VCT : Voluntary Counselling and Testing.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Ndichu (2005) defines Peer counselling as the encouraging concerted effort to harness the capacity which group members sharing common interests may consult, console, appease, befriend, mediate and reconcile those who are alienated from one another. This may be done informally without resorting to discipline or depending on professionals or those in authority within organizations or institutions.

The current nagging youth problems include: questions asked on adolescent teenage or teenage problems and lack of knowledge on sexuality, parental negligence and sour relationships, poverty and economic pressure, poor methodology in handling subjects by teachers including lack of concentration, which results into poor habits and career choice, incest and or sexual harassment by teachers and natural weakness (Arudo, 2008). The youth are emotionally vulnerable to practically everything around them, failure, criticism, embarrassment, parental attitudes and most of all any form of rejection by their peers.

Education is taking a completely new dimension in Kenya. The demand is rising up day by day. Job scarcity makes failing in academics a sure way to limit chances of success. Schools are competing for high mean grades, while the curriculum is overloaded. Students are made to go for extra tuition, weak students are given remedial teaching, and teachers find themselves under pressure. As parents spend less and less time with their children, the young are left in the hands of their peers for advice. Those with access to internet get exposed to e-information. Others go for electronic and print media (Arudo,2008). The unlucky ones depend on rumours.

These notwithstanding, HIV/AIDS has left a large population of orphaned youth, who depend on grandparents or relatives for survival. This increases dependency ratio heightening the already high levels of poverty. Dropouts, skipping classes due to school fees problems causes more stress to the traumatized young students. The issues presently have been compounded with the spates of violence among a number of schools. In their wake, students have burnt buildings, destroyed properties and even left others maimed or dead. Parents, leaders,

teachers and religious leaders are all asking questions of what has really gone wrong (Atieno, 2006).

With the current socio-technological changes and educational demands, counselling is becoming a major area of concern for in – school youths. The larger number of students in schools, limited number of trained teacher counsellors, heavy work load, social-economic and technological changes all put pressure on the teachers, students, parents and society. No wonder, there is frequent demand for counselling to help address some of these problems. Peer education has been recognized worldwide as an important tool of teaching because young people depend on their age mates for advice and knowledge. Since they hold their peer values as more important, this advice and knowledge will enhance positive interactions in the school. The role of discipline in the process of education cannot be overemphasized.

Ovelil (2002) and Parents Centre (2006) say that discipline among learners is necessary for the functioning of any school. This is because children spend a major part of their formative years in school with discipline being an important factor in school adjustment. Discipline is therefore essential for effective learning, good teacher-learner relationship and peer adjustment. Parents Centre (2006) observes that good discipline is based on an agreement between the school and parents about what is expected of a child. Each school's head teacher is responsible for promoting good behaviour and discipline among learners. He/she must draw up the school's discipline policy, which should be made known within the school and to parents. Atieno (2006) concurs with this view by pointing out that teachers and school authorities, beyond offering knowledge and skills, are in most cases doing their best to check that rate of the unruliness in schools. For instance, most of them have developed rules and regulations guiding the discipline of learners.

Cotton (2001) and Atieno (2006) observe that one of the challenges facing institutions of learning today is indiscipline. Indiscipline cases among learners vary in form from the most insignificant (for example chewing gum in class) to the more serious cases (for example, fighting in school). Harvard Education Letter (1987) adds that indiscipline cases, if not checked, result in countless school and classroom disruptions which interfere with the flow of classroom activities and learning. Atieno notes that indiscipline is caused by many factors which are not easy to deal with, but yet learners need to be shown the right ways of life. This will enable them go out into the world and fit in it as opposed to being misfits.

In Kenya, in spite of the policies and the various sessional papers that the Government has set up to ensure quality guidance and counselling, learning institutions in Kenya have been plagued with cases of students' unrest, indiscipline and fires burning schools. Students have rioted and burnt schools in Machakos High school in Machakos, Shimo la Tewa High school in Mombasa, where two boys died and fire recently razed down Asumbi Girls primary school, where five girls were burnt to death. Just recently, two dormitories were burnt at Maranda High school in Kisumu County due to a power surge.

Ovelil (2002) observes that for a long time, institutions have reacted to increase in indiscipline by using punishment. This is intended to correct the offender, to deter him/her from repeating the offence, and as retribution. Cotton and Savard (1982) and Docking (1982) found the use of punishment as an effective method of remedying individual misbehaviour and improving school order. This is only possible if it is commensurate with the offence committed, perceived by the learner as punishment and delivered with support. However, there has been a lot of controversy over the essence of using unwanted and inconsistent forms of punishments in handling indiscipline. Ovelil emphasizes that studies have shown that schools could achieve high level of discipline if they had a democratic and consistent standard of discipline, than if they were too rigid or inconsistent in their rules of discipline. The punishment given to a learner needs to be according to the age and class, and severity of the misbehaviour. Behaviour modification theory advocates that discipline should be consistent and reasonable. It should neither be too strict nor too lax. Extreme forms of discipline only lead to extreme forms of behaviour. The most effective form of disciplining is that which is authoritative and yet, democratic. It is the form of disciplining wherein the adult and the child forge a common and consistent agreement and understanding of the discipline rules and code of conduct.

Docking (1982); Maurer and Wallerstein (1984) and Doyle (1982) note that the most commonly used form of punishment in schools is corporal. However, studies on the effectiveness of corporal punishment in reducing misbehaviour have found that, in addition to moral and psychological arguments against its use, this disciplinary practice is indefensible on grounds of efficacy. For example, Docking (1982); Doyle (1982); Maurer and Wallerstein (1984) found that the results of corporal punishment are unpredictable. Even when it is successful at inhibiting inappropriate behaviour, it still does not foster appropriate behaviour. It often creates resentment and hostility, making good working relationships harder to create

in future. It is related to undesirable outcomes, such as increased vandalism and dropping out of school. It may increase learner's hostility towards the teachers and the school authorities. This is exemplified by increased cases of learners rising in defiance against authoritarian school administration. Learners' reactions to harsh treatment may explain the causes of widespread indiscipline in schools today.

In realization of the limitations of corporal punishment, the government of Kenya in the year 2003, through the Ministry of Education, banned its use in schools as a disciplinary measure. This was in line with the enactment of the Children's Act 2001 (Cap 586, Laws of Kenya). The Act seeks to promote the wellbeing and rights of children by stipulating legal implications for violation of such rights. Under the Act, corporal punishment is regarded as a physical form of child abuse, and anyone found using it can be charged with assault. Therefore, learning institutions were encouraged to device alternative ways of instilling discipline. One of the alternative disciplinary measures in schools is the use of guidance and counselling. The tenets of guidance and counselling are very important because it is in schools where learners develop and form their attitudes, character and behaviour (Atieno, 2006). Its use is based on the assumption that target misbehaving learners lack insight and understanding regarding their own misbehaviour (Cotton, 2001).

According to Brophy (1983), guidance and counselling entails observing and interviewing learners to determine the awareness of their troublesome behaviour and the meanings that it holds for them, providing information and instruction where necessary, setting needed limits, and insisting that learners take personal responsibility for their behaviour and its consequences. Kariuki (2002) and Atieno (2006) add that guidance and counselling enables a learner to achieve better personal adjustment, growth and maturity. Psychologists attach emotional difficulties among the youth to misbehaviour. It helps boost the ability of learners to take rational control of their feelings, aid them to aim at fulfilling their potentials and achieve an assimilation of past and conflicting parts of themselves. Feelings of inadequacies often lead to withdrawal, unhappiness, annoyance, anger, anxiety and hyper-activity in young people. Counselling helps learners develop a positive attitude, enhance their abilities to recognize area of proficiency and enable them make individual choices that are useful in future after their formal education.

Ayieko (1988) argues that the use of guidance and counselling in solving discipline problems makes learners feel closer to the teacher, thereby establishing a friendly relationship. This enables the teacher to get to the root of the problem. Thus, it has a long lasting effect and the learner has the freedom to talk and realise the consequences of his/her behaviour. Peer counsellors are students appointed by their colleagues or the school administration in an effort to open greater link between individual students. It is based on the assumption that individuals as natural helpers provide spontaneous and informal support to peers experientially.

However, peer influence can also be negative. Children susceptibility to influence by peers is great during adolescence. Conformity rises steadily reaching a peak in pre-adolescence or early adolescence. It is a known fact that most teenagers normally identify with vicious acts, school indiscipline included. Peers see their friends who are indisciplined as heroes and emulate them. Negative traits unfortunately are learnt at this stage in life.

Mutie and Ndambuki (1999) observe that the government of Kenya recognises guidance and counselling as an essential service to be offered to learners in schools. The Ministry of Education has directed all learning institutions to establish guidance and counselling as an alternative disciplinary measure. However, despite the directive, these institutions are still experiencing an increasing number of disciplinary problems including frequent unrests/strikes, bullying, truancy, drug abuse, absenteeism, early pregnancies, etc (Ndirangu, 2002; Nyandika, 2002; Onyango, 2007). This has been blamed on declining discipline standards in institutions. A government taskforce set up to assess student discipline and unrest in secondary schools (2001) confirmed this and blamed it on lack of effective and properly implemented guidance and counselling programme.

While the rise in disciplinary problems may be partly attributed to declining discipline standards, Eggert (1996) and Weaver (2006) argue that a major cause may be associated with the exclusion of the learners in the administrative process of making vital decisions affecting them. Learners need not be included *per se* in the formation of rules and regulations, rather their views on any decisions that would generally affect them should be sought indirectly through organised groups like peer counsellors. They may be called in to contribute views as to how a specific problem may be solved and provide a wide range of problem-solving options. Consequently, Eggert (1996) and Weaver (2006) suggest that the solution may lie in

directly or indirectly involving learners by entrenching peer counselling services in the guidance and counselling programme and administrative processes. Enlisting the support of peer counsellors will enable learners to generate solutions to their own problems. When this happens, students would own up to whatever decisions they make about their problems and defend the idea amongst their peers.

Secondary schools in Kapsabet Division of Nandi Central District have experienced similar increase in disciplinary problems over the years. According to the complaints sheet of the Area Education Officer, levels of strikes, truancy and general indiscipline among secondary schools in Kapsabet division have increased. For instance, cases of arson were witnessed in Kipsigak High School where a dormitory was burnt. Moreover, Terige High School students demonstrated in what they cited as high handedness by the school administration and some students from Kilibwoni High School were caught in exam cheating by means of impersonation in KCSE where five students were charged in court; all this giving further evidence of school indiscipline in secondary schools in Kapsabet Division. The enormous challenges facing adopted alternative disciplinary measures in these schools cast doubt on their involvement and utilization of peer counselling services in addressing discipline problems and if they do, the level of their impact is not known. This has necessitated the need to assess the effectiveness of peer counselling services in addressing discipline problems among students in the Division.

1. 2 Statement of the Problem

Secondary schools in Kenya are experiencing declining discipline standards which, if not addressed, may result in countless school and classroom disruptions. This will in turn affect effective learning and good teacher-learner relationship and peer adjustment (MOEST, 2002). The Ministry of Education has directed all schools to establish guidance and counselling programme as an alternative measure to discipline. However, despite this directive, schools are still experiencing an increasing number of disciplinary problems. The continual evidence of indiscipline cases casts doubt on the involvement and use of peer counselling services in addressing discipline problems. This study will be paramount in assessing the effectiveness of peer counselling services in addressing discipline problems among secondary school students in Kapsabet Division, Nandi Central District, Kenya.

1.3 Purpose of the Study

This study investigated the effectiveness of peer counselling services in addressing discipline problems among secondary school students in Kapsabet Division, Nandi Central District.

1.4 Objectives of the Study

This study was guided by the following specific objectives:

i) To determine whether peer counselling programme had been established in secondary schools.

ii) To determine whether peer counselling services were used in addressing discipline problems among students in secondary schools.

iii) To establish the level of effectiveness of peer counselling services in addressing discipline problems in secondary schools.

iv) To identify the challenges facing peer counselling services in addressing discipline problems in secondary schools.

1.5 Research Questions:

This study sought to address the following research questions:

i) To what extent had peer counselling programme been established in secondary schools?

ii) Were peer counselling services utilized in addressing discipline problems among secondary school students?

iii) What was the level of effectiveness of peer counselling services in addressing discipline problems in secondary?

iv) What challenges faced the peer counselling services in addressing discipline problems in secondary schools?

1.6 Significance of the Study

In order to determine and address the causes of declining standards in learning institutions, comprehensive studies are needed to establish the effectiveness of peer counselling as a component of guidance and counselling programme, in addressing disciplinary problems among students. This is important in determining whether guidance and counselling programme and school administration involve students in making vital decisions and generating solutions to their own disciplinary problems. This will assist in establishing the challenges facing the use of peer counselling services in addressing disciplinary problems in

secondary schools. Such a study will hopefully provide information that can be useful to the concerned stakeholders, who include the Ministry of Education, policy makers, decision makers, school administration, teacher counsellors, parents and learners in assessing the effectiveness of peer counselling in addressing disciplinary problems in secondary schools. This is so as to enable effective learning, good teacher-learner relationship and peer adjustment in secondary schools.

1.7 Scope of the Study

This study focused on assessing the effectiveness of peer counselling services in addressing discipline problems among selected secondary school students in Kapsabet Division in Nandi Central District, Kenya. Kapsabet Division was chosen as a research site because of evidence of the increasing number of indiscipline problems among students in secondary schools, despite the expected implementation of guidance and counselling and utilization of peer counselling services as an alternative measure to discipline. The study area had 12 secondary schools with form three and four population of 1,990 students. Only Form Three and Form Four students were preferred in this study because they had been in the school for a longer period of time and therefore were in a better position of assessing the use of peer counselling services in addressing discipline problems more objectively. The study involved a sample of students, teacher counsellors and head teachers from a sample of 6 schools.

1.8 Limitations of the Study

This study encountered a number of limitations which impeded answering the research questions and objectives. The main limitation in this study was attributed to the sample size and generalization of the findings. There were very many secondary schools in the country and all of them were expected to have implemented guidance and counselling programme as directed by the government through the Ministry of Education. Therefore, adequate assessment of the effectiveness of peer counselling services in addressing discipline problems in secondary schools in the country required a consideration of a large number or if possible, all secondary schools in Kenya.

1.9 Assumptions of the Study

This study was based on the following assumptions:

i) All secondary schools had implemented guidance and counselling policy as directed by the Ministry of Education in the year 2003, and by extension, effective peer counselling services in addressing discipline problems.

ii) Schools value and recognise the important role played by peer counselling services in addressing discipline problems.

iii) Learners were aware of the existence and application of peer counselling services in addressing their discipline problems in schools.

1.10 Definition of Terms

In this section, operational definitions were presented as were used within the context of this study.

Child abuse: Any physical, sexual, psychological or mental injury to a child, and any infringement on the right of the child.

Child's right: Basic needs that a child must have to ensure his/her growth and development for example food, clothing, education and parental care.

Corporal punishment: Refers to any intentional application of force for the purpose of punishment. In this study, it refers to any physical or bodily punishment meted out on learners in secondary schools. It may include slapping, kicking, caning, boxing or hitting.

Counselling: An enabling process designed to help an individual come to terms with his/her life as it is and ultimately grow to greater maturity through learning and to empower him take responsibilities and make decisions for his or her life.

Counselee/client: Refers to the learner in need of guidance and counselling services. In this study, the counselee/client refers to the secondary school student in need of guidance and counselling services to address discipline challenges.

Discipline: Refers to self control, restraint or regulation as a result of observing certain social norms of an organization/society. In this study, discipline refers to self-control, restraint, or regulation of learners as a result of observing certain social norms governing primary schools

Effectiveness: Producing a desired result. In this case, effectiveness refers to the ability /capacity of guidance and counselling and peer counselling programme to offer its required support in a school.

Guidance: A continuous process concerned with determining and providing developmental needs of the learners in order to make appropriate academic decisions and achieving satisfactory adjustment in life.

Guidance and counselling: Includes all services that help a learner to achieve better personal adjustment, growth and maturity. In this study, guidance and counselling refers to all services aimed at assisting secondary school pupils in understanding of him/herself, his/her attitude, interests, abilities, physical, mental and social maturity for optimum development.

Peer: Refers to someone who is the same age or who has the same social status as you, an equal, friend, cohort or colleague. In this study, it refers to students who have passed through the same situation and understand the feelings of their peers and are thus able to offer help.

Peer counselling: Age mates trying to assist each other to, face problems, listen to what peers have to say, make peers feel understood, appreciated and respected. It is an enabling process designed for people from the same cohort to assist one another to achieve better personal adjustment, growth and maturity. In this study, Peer counselling refers to involvement of students in assisting one another in generating solutions to their own problems in schools.

Peer counsellors: Students appointed by their colleagues or the school administration in an effort to open greater link between individual students. It is based on the assumption that individuals as natural helpers provide spontaneous and informal support to peers experientially. When supported and developed, they may become the best group to reach out to the needy students.

Teacher counsellor: A school teacher who is charged with the responsibility of providing professional guidance and counselling services in schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature on discipline, guidance and counselling programme and peer counselling in schools. The review discusses sources of discipline in learning institutions, overview of guidance and counselling programme and the role of guidance and counselling in schools. The chapter also outlines the theoretical and conceptual framework that guided this study.

2.2 Meaning and Rationale of Peer Counselling in Schools

Peer counselling is the process where age mates are trying to assist each other to: Face their problems, listen to what peers have to say, make peers feel understood, appreciated and respected. It is an enabling process designed to help people from the same cohort assist one another to achieve better personal adjustment, growth and maturity.

Peer counselling is also the encouraging concerted effort to harness capacity which group members sharing common interests may consult , console, appease, befriend, mediate and reconcile those who are alienated from one another informally without resorting to discipline or depending on professionals or those in authority within organisation or institution (Ndichu, 2005).

Such natural helpers when provided with counselling skills may be of greatest assistance where authority and professionalism services may be inadequate or not readily available. It is for that reason that in school situation, students are likely to contact fellow students when they are experiencing problems and concerns before they approach their teachers especially on matters they consider embarrassing such as rape or Sexually transmitted diseases. It is easy for them because of their closeness to their colleagues to notice stress symptoms and refer such cases to the counselling department before it is too late. Cases of substance abuse and mental ill health would be apprehended long before they become indiscipline cases if peer counsellors are empowered. Emotional problems and family conflicts disturb students a lot. Students who have issues of concern may be easily identified by a counsellor who mingles with them during co-curricular activities.

The modern society has changed a lot. The social safety nets that existed in traditional societies and ensured a somewhat stable environment for children to grow up in have all but gone. (Arudo, 2008). Therefore, the old approach where teachers were expected to fully handle all guidance and counselling issues in school is no longer the sole solution, making peer counselling a viable alternative. Peer counselling has been found to be an effective solution to many teenage problems the world over.

A case study of Zambia (Arudo 2008) with high HIV prevalence found it difficult to reach young people with HIV and reproductive health information in the schools in order to protect the nation's future. Handling reproductive health (RH)/HIV issues was difficult or was considered embarrassing by the teachers. The only solution that was found to be working was peer educator program. It helped reduce the number of pregnancies in the schools, assisting girl students to be assertive and to understand the consequences of getting pregnant. Those who were sexually active chose safe sex.

In the area of HIV stigma and health seeking behaviour, it made both teachers and students to open up and attend VCTs. The teachers wanted peer education program to continue because they felt that students were more likely to respond positively to messages heard from their peers, and more likely to approach their peers with a question or problem. Literature from Eggert (1996) and Weaver (2006) shows that peer counselling is important for the development of discipline and lack of its proper utilization has caused the rise of school riots. Further, the rationale and meaning of peer counselling needed investigation as it had been touted as one of the main remedies of the escalating indiscipline in schools.

2.3 Overview of Guidance and Counselling Programme

Various scholars have defined guidance and counselling in varied ways. The two concepts are closely interrelated and cannot be separated from one another. They complement one another and none can do without the other. Tolbert (1959) defines guidance as that total programme or all the activities and services engaged in by the school or other institutions or organizations that are primarily aimed at assisting an individual to make and carry out adequate plans and achieve satisfactory adjustment in all aspects of his/her daily life. G.o.K. (2002) defines guidance as that expert direction given to young children and youth through teaching, directing, opinion giving, exemplifying, explaining or instructing. Guidance therefore is the

provision of relevant information by an expert or experienced person to an individual who needs such information.

Hoffman and Spelet (1984) consider guidance in three levels: as a concept; an educational construct; and an educational service. Guidance as a concept means the utilization of a point of view so as to help a person. As an educational construct, guidance stands for the provision of experiences that will help learners to understand themselves. As an educational service, it points to the procedure and processes that are organized to achieve a helping relationship. Patterson (1973) views guidance as a broad area of educational activities aimed at assisting learners in making appropriate academic decisions and achieving satisfactory adjustments in life. Guidance is therefore a lifelong process that is supposed to equip a person with knowledge and techniques that will enable him/her identify and handle problems early enough. As a discipline, guidance involves helping; is personalized; seeks to promote self-understanding; and expand understanding of others. In all, guidance can therefore be looked at as a process of helping learners to develop self-understanding, capabilities for making realistic career decisions, overcome personality deficits and make optimal academic progress.

Consequently, it is difficult to clearly define the term counselling because it is not a single activity and seems to encompass several professional skills. Counselling is a word that everyone seems to understand but lacks a standard definition. Eggert (1996) defines counselling as the process of assisting someone explore and resolve difficulties they encounter, clarify conflicting issues and helping that person discover alternative ways of managing themselves and situations so that they decide what kind of action or behaviour is helpful to them. Patterson (1973) defines counselling as an enabling process designed to keep an individual come to terms with his/her life as it is and ultimately grow to greater maturity through learning to take responsibilities and to make decisions for him/herself. According to MOEST (2002), counselling is a relationship between a helper and a person with a need.

Therefore, counselling can be said to be that process where individuals are helped to reach their self-determined goals by letting individuals make choices from realistic alternatives. It is important to note that, in normal circumstances, the dividing line between the terms "guidance" and "counselling" is very thin and thus cannot be separated. MOEST concurs and notes that while guidance may be said to be the work of the head, counselling is the work of the heart. The ministry further notes that guidance, which is giving advice or directing, does

not adequately promote the personal or individualized development of the young people while counselling helps improve the self-image of the young ones and that positive self-image leads to broadening of educational, occupational, civil and personal ambitions.

In order to cater for the whole child, guidance and counselling focus on areas that cut across growth and development and which must be put in place. Rao (2003), in advocating for counselling in secondary schools, says that it helps boys and girls in dealing with their problems. He further observes that boys and girls tend to be emotionally and highly strung, develop feds and fetishes and if not suitably helped to outlive them, may become emotionally crippled. It is in this regard that peer counselling as a mitigating option was considered in the present study.

2.4 Role of Guidance and Counselling in Schools

The objective of guidance and counselling programme is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Makinde (1984) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars, Otiende and Boisvet (1994) and Mutie and Ndambuki (1999) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Mutie and Ndambuki add that guidance and counselling programme is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic.

According to Gothard and Goodhew (1987), and Sadkar and Sadkar (2000), a school system has two broad and different roles: the traditional role of teaching; and the role of care and concern for the individual learner's personal circumstances, problems and crises. Therefore, a school acts as a tool for social as well as personal change. Kariuki (2002), however, observes that more focus has been placed on academic results than on the emotional, social and psychological welfare of the children. World Bank Report on Kenya (1995) support this by observing that the school curriculum is deficient in areas pertaining to personality development, situational and stress coping mechanisms.

Makinde (1984) and Boit (2003) argue that schools should not only be concerned with development of intellectual skills alone, the affective domain of the learners is also very important. Moreover, there has been a felt need to have a situation whereby the mental abilities and aptitudes of each child can be identified early enough to enable the school give the child the most appropriate education and training so as to develop special talents to the highest maximum. Thus, Mutie and Ndambuki (1999) observe that to have a continuously available, stable, healthy and productive manpower for the nation, guidance and counselling in schools has become a necessary service.

According to Cotton (2001), the use of guidance and counselling in schools is based on the assumption that target misbehaving learners lack insight and understanding regarding their own misbehaviour. Brophy (1983) point out that the programme encourages observing and interviewing learners to determine their awareness of their troublesome behaviour and the meanings that it holds for them, providing information and instruction when necessary, setting needed limits, and insisting that learners assume personal responsibility for their behaviour and its consequences. Macomber (1972) observes that most secondary school students are in the adolescent stage and the need for guidance and counselling is manifested and required more in this period than in the childhood stage of life. Children are assumed to be too young to make personal choices and so they are advised and directed by the older people.

Wortman, Loftus, and Weaver (1999) and Geldard and Geldard (2003) argue that children undergo several challenges and problems during the adolescence stage that need guidance and counselling so as to enable them to cope. Usually, the adolescents will be completing their final examination and the task of providing information can be obtained from established vocational information centres in the guidance and counselling programme. Adolescents on their own accord, do not seek help or counselling unless in extreme need. Counselling as such, cannot be forced on unwilling clients especially those with prejudiced and resenting views. Here, a redeeming factor is the quality of the counsellor. From developmental psychologists we know that adolescents are idealistic, so if they find a counsellor who is genuine, trustworthy and humane, they usually tend to confide in him/her. Therefore, one of the ways of facilitating adolescent counselling is to enhance that refined humanness that is highly valued by adolescents.

The Total Integrated Quality Education and Training Report (TIQET 1999) observed that cases such as those of learners infected or affected by HIV/AIDS require professional guidance and counselling services not only for themselves but also for their families. Ondieki (1988) in his work on curriculum development emphasized there is need to establish guidance and counselling programme in schools to address the needs of the learners so as to enhance their adjustment to the immediate environmental forces that affect their growth and learning.

Patterson and Welfel (2000) observe that children are reactors and not managers of change because they have inadequate power to eliminate or prevent environmental causes of stress in their living situations. Mutie and Ndambuki (1999) support by adding a constructive and properly structured guidance and counselling programme should start as early as in primary schools. This will teach the pupils life skills not only to enable them to fit into changing situations but also to help them take charge of their lives. Sifuna (1975) reckons that learners in schools come from different family backgrounds; like single parent, absentee father, divorced or separated, and poor or rich families and schools are expected to successfully integrate all these family structures. Sadkar and Sadkar (2000) therefore argues that schools can only do this through an established guidance and counselling programme with a broad and comprehensive curriculum that can assist children to adjust to their family situations.

According to Bor, Landy, Gill, and Brace (2002), children like adults also experience crisis in their lives like death of parents, sibling, friend, teacher or fellow pupil either in school, community or at home. Thus, there is need to establish a recovery plan through an effective guidance and counselling programme that will provide social, psychological and emotional support to the victims. The curriculum of such a programme should establish concepts, attitudes, facts and skills, which are necessary and relevant to the children and which each individual client would bring to the counselling session. Tumuti (1985) in a study on the guidance and counselling needs of primary school pupils in Kenya confirmed that pupils had a need for social, educational, and vocational guidance and counselling. However, guidance and counselling is a recent phenomenon in our schools in Kenya. Bor et al (2002) add that in the past children who manifested behaviour and social problems were referred to children rehabilitation and correctional centres. However, this situation has changed and schools are now being considered as the primary and essential context for supporting, nurturing and facilitating the educational and moral development of young people.

As earlier said, guidance and counselling is meant to develop learners' intellectual, social and moral capabilities and further care for learners' problems and crises. This study looked at these roles bearing in mind that the roles if not effectively done increases indiscipline among students.

2.5 Peer Counselling in Schools

According to Eggert (1996), guidance and counselling programme in a school combine a variety of services directed toward helping the students overcome personal problems. The success of the programme depends on the involvement and inclusion of students in addressing and generation of solutions to their own problems. Eggert suggests that the programme should frequently make use of Para-professionals who are often recruited from the same student body. This means that the peer counsellors, as they are called, be trained from the students body so that they form part of the social support for needy students. The students will help the counsellor understand their needs better and provide services in a more acceptable manner.

According to Weaver (2006), the purpose of peer counselling programme in a school is to promote the health, well-being and safety of young people through peer education and referral. Kenyatta University Family Welfare and Counsellor's Guide(2006) observes that peer counselling aims at helping students assist one another in addressing their day-to-day challenges and acquiring knowledge and skills that contribute to healthy lives and responsible behaviour. Weaver (2006) adds that peer counselling program trains a select cross-section of students to act as helpers and active listeners for their fellow students. The core of the programme is a strong academic school curriculum which addresses skill building in communication, problem solving and decision making. It also addresses a multitude of social, individual, school and family concerns. Through careful selection and training, peer counsellors increase the likelihood that appropriate help can be received by requesting persons. A variety of intervention strategies are employed, however, to educate and motivate students or to involve trained professionals, when needed. The results can be a more positive and safer school climate, healthier students and motivated staff, with lower stress levels, and a better utilization of school and community resources (Onyango, 2007).

Coleman and Hendry (1990) observes that as the individual adolescent begin to grow more independent of his or her family, peer group becomes an important point of reference. Peer

group support independence, meet needs for identity and recognition, present opportunities for achievement, and afford the opportunity of playing a variety of quasi-adult roles. Coleman and Hendry (1990) and Frankel (2006) argue that the power of peer group must therefore not be underestimated. Adolescents may acquire negative and positive habits from the peer group. Peer groups are likely to give the members the much needed recognition (social acceptance), sense of identity and belonging, and the feeling of significance and hence improve their self-worth and self-esteem. According to Bishop (2003), Kamanja (2006), and Pathfinder International (2006), peer activities need to be encouraged and guided by acceptable codes of conduct. These activities should be left to students to run with minimum adult intrusion. Of course the amount of adult involvement will depend on the age of the students involved.

Slater and McKeown (2004) and Frankel (2006) view that role of peer counselling in secondary schools to include adequate school adjustment and ease transition between primary and secondary schools. Peer support radically reduces bullying, improves classroom behaviour and lowers teacher stress levels. Weaver (2006) observes that through classroom instruction, role-playing and skill building activities, peer counsellors are trained to help their fellow students in addressing their needs. In addition to working with students individually and in groups, the peer counsellors provide a variety of other services. They act as conflict mediators and peer tutors, assist special groups or classes within the school and the zone, provide classroom presentations, welcome new students and promote special projects in schools. Dennis (2005) points out that peer counselling programmes have been developed in some secondary schools to combat bullying and violent behaviour among students. Anderson and Prawat (1983) add that peer counselling help students to learn to check their own behaviour and judge its appropriateness; talk themselves through a task, using detailed and step-by-step instructions; and learn and apply problem-solving steps when confronting academic and other school issues. Bishop (2003) sums up by arguing there is a heightened awareness today of the need for schools to provide a safe environment in which children can learn. Peer support is one such strategy that is becoming increasingly prevalent as schools attempt to create a safer and supportive environment for their students.

According to Melgosa (2002) young people will let themselves be guided and influenced by someone who understands them, who listens to them and who to some extent is their friend. Pandey (2005) contends that as children make self-assessment and receive feedback from

significant others, they form educational aspirations, which in turn are a primary influence on discipline. Hence, education achievement and establishing a balanced relationship based on friendship without giving up the objectives of the education programme, is therefore a great challenge to the teachers.

Administrators on their part can contribute to the success of guidance and counselling (hence peer counselling) programme by providing the necessary support, films, videos and audio tapes, magazines, newspaper audio tapes, magazines, newspaper cuttings, radio and television (Sindabi 2006).

2.5.1. The Generation Gap

The generation gap is widening as time goes by. The youth accuse their teachers of being old fashioned and not able to accommodate them within their thoughts, lifestyles and environment. The parents too blame the youth for copying their peers blindly and not listening to the "wise counsel" of their teachers. Students sometimes shun counselling services because they feel the teachers are too old to identify with. Teacher counsellors are also not left behind in the generation conflict as some feel that the counsellors are too old fashioned to handle matters affecting them. This calls for peer counselling to become an integral part of counselling in schools so that students may be able to share the problems freely with their colleagues. Peer groups may have different values from those of society as a whole. This causes conflict at school, which leads to violent protest and general indiscipline.

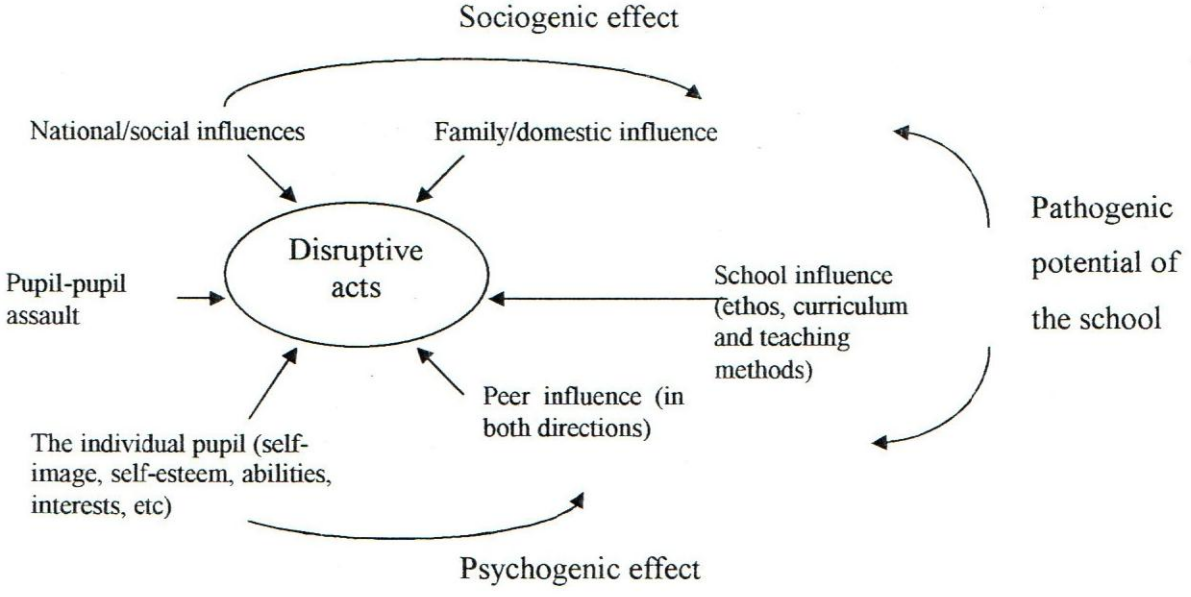
Hamblin D(1978) support this idea that a peer counsellor is not seen as contaminated by authority or separated by age and social position, therefore the barriers which impede counselling with some pupils. These are intelligent adolescents who are deeply suspicious of the adult motives and this prevents those using counselling services. Their attitudes to adults and their powers of communication may be so deficit that they may feel threatened and unable to cope with the adult-adolescent counselling. In these cases, peer counselling provides a source of support which may eventually lead to the development of trust and interactions with an adult counsellor.

2.6 Sources of Indiscipline in Learning Institutions

McGuinness (1993) argues that the interaction of sociogenic effects, psychogenic effects and pathogenic potential of the school cause any disruptive acts of a learner. Sociogenic effects entails national/social influences, family/domestic influences, and peer influence.

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Psychogenic effects comprise the individual learner's self-image, self-esteem, abilities, interests, among other traits, and peer influence. Pathogenic potential of the school is embedded in school ethos, curriculum and teaching methods. Learner's behaviour needs to be investigated in light of the on-going national, individual, school and domestic circumstances. Figure 1 summarizes the interaction of these factors influencing learners' behaviour.



Adapted from McGuinness (1993:7)

Figure 1: Interacting factors influencing learners' behaviour

According to Onyango (2007), in Kenya, national social disasters such as HIV/AIDS that have increased the number of orphans and child-headed households may as well be sociogenic effects contributing to learners' violent behaviours. This is especially true if the learners encounter stressors and frustrations as they grapple with unmet daily needs and their role conflict. Economic hardships including unemployment and low income-earning have also contributed to lack of basic needs, which again spurs a cycle of frustrations. Webb (1998) adds that most learners are usually in their adolescent stage and therefore exposed to all dangers of emotional and social immaturity. The adolescent are vulnerable to premarital sex and negative peer influence. Coleman and Hendry (1990) and Webb (1998) observe that in addition, the psychogenic effects may be depicted in the widespread domestic violence that contributes to some extent, to the violent nature of learners. If a child grows up in a hostile environment, as adolescents they are likely to have negative self-image and generally a low self-esteem. They are also more likely to be aggressive.

If the school administration handles the learners' problems and their accompanying frustrations insensitively, the learners are bound to vent their frustrations on their colleagues as objects of anger. Worse still, they may project any bottled anger on personal or institutional property. Chances that these learners are operating with the consequences of societal problems are high (McGuinness, 1993). Kamanja (2006) and Onyango (2007) observe that it is therefore wrong for the institutional administrators to point out, without looking over their shoulders, the student's discipline problem as the cause of violence. According to Government of Kenya – G.o.K. (2001) and Kariuki (1999), ordinarily, this is the case in many educational institutions in Kenya. This is evident from the number of suspensions and expulsions that follow such episodes. These same students will still find their way into other educational institutions and carry their underlying problems with them. Most educational institutions prefer to suppress and repress any conflict encountered, usually by threats or severe punishment on the victimized few. Mining'uh (1999) and Onyango indicated that this is a pathogenic (child-damaging) influence of the school. This only serves to implant a desire for vengeance and at the slightest opportunity, maximum damage may be executed.

According to Stewart (1995), Mining'uh (1999), Pathfinder International (2006) and Onyango (2007), a better way of handling such conflicts would be to trace the background of the student to rule out sociogenic, psychogenic or child-damaging influence and be sure the one explanation given for the misbehaviour of the student is justified. Admittedly, negative peer influence is a strong pull to conform to the standards of the peers and this manifests itself in practices like drug use and abuse or plain rebellion, which contribute to aggressive behaviour. Nonetheless, administrators need to exercise patience in establishing this fact. In this case, peers would be a better resource since they share a lot of time together and understand the slang they would ordinarily coin for such outlawed practices. Onyango adds that more often than not, institutional administration point out growing indiscipline among learners as the single-most important cause of conflict in educational institutions. Occasionally, parents may be blamed for poor upbringing. However, in Stewart and Pathfinder International's view, exclusion of the learners in the decision-making and administrative process is a major contributing factor. Learners need not to be included *per se* in the formulation of rules and regulations. Rather, their views on any decisions that would generally affect them should be sought indirectly through organized groups like peer

counselling. They may be called in to contribute views as to how a specific problem may be tackled. Their ideas may just provide a wide range of problem-solving options for the administration and in the process induct them with higher cognitive skills like problem-solving and critical thinking. When this happens, students would own up whatever decisions that may be taken about their problems and defend the idea amongst their peers. Wayson and Lasley (1984) sums up by observing that in a well-disciplined school, rules, sanctions, and procedures developed with input from students, are clearly specified, and are made known to everyone in the school. Student participation in developing and reviewing school discipline programmes creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures, moreover, assures that all students and staff understand what is and is not acceptable.

Interacting factors affecting learner's behaviour is an important aspect needful of investigation because such behaviour has been found to be leaning towards indiscipline which needs to be addressed by the wider guidance and counselling program and the now particular peer counselling programs and services. The presence and effectiveness of peer counselling is what this study investigated.

2.7 Theoretical Framework

This study utilized behavioural theory of counselling and the social learning theory in illustrating how behaviour is acquired and the effective means of encouraging positive behaviour change and addressing deviant behaviour in schools.

The researcher has explained the major theories that exist in tackling the problem of assessing the effectiveness of peer counselling services in addressing discipline problems. Both the out-dated and modern theories have been discussed revealing the merits, demerits and limitations of each. This section is important because it relates and coordinates the literature review, the problem, the significance of the study and the objectives to the next major topic, the methodology.

2.7.1 Behavioural Theory of Counselling

Krumboltz and Thoresen (1966), postulate that behaviour, whether adaptive or maladaptive, is learnt, shaped and maintained through stimulus responses. Krumboltz and Thoresen characterized behaviour counselling as: most human behaviour which is learnt and is

therefore subject to change; specific changes in the individual's environment can assist in altering relevant behaviours thus counselling procedures seek to bring out relevant changes in student or client behaviour by altering the environment; social learning principles can also be used to develop counselling procedures; counselling effectiveness and the outcome of counselling are assessed by changes in specific student behaviours outside the counselling interview; and counselling procedures are not static, fixed or predetermined but can be specifically designed to assist the student or client in solving a particular problem.

Krumboltz and Thoresen (1966) observe that behaviourists are concerned with development, maintenance and alteration of behaviour. They see abnormal behaviour as a failure to profit from various learning experiences. Maladjusted behaviour occurs due to faulty learning from the environment. It calls for behaviour modification strategies to rectify it. Hence, techniques such as stimuli associations, token economy, and modelling, among others, promote adaptive and pro-social behaviour in the realm of classical. Whenever there is reinforcement, positive behaviour is likely to be strengthened but when there is punishment, negative behaviour will be reinforced. With behavioural approaches, counsellors help students define their goals in behavioural terms. According to Ovelil (2002), behaviour modification theories advocate that discipline should be consistent and reasonable. It should neither be too strict nor too lax. Extreme forms of discipline only lead to extreme forms of behaviour. The most effective form of disciplining is that which is authoritative and yet, democratic. It is the form of disciplining wherein the adult and the child forge a common and consistent agreement and understanding of the discipline rules and code of conduct.

Brophy (1989) points out that another behaviour modification technique supported by research is teaching self-control skills (modelling plus teaching self-instruction, self-monitoring, and self-reinforcement) to improve the conduct of misbehaving students. Brophy (1989) writes: contemporary behaviour modification approaches involve students more actively in planning and shaping their own behaviour through participation in the negotiation of contracts with their teachers and through exposure to training designed to help them to monitor and evaluate their behaviour more actively, to learn techniques of self-control and problem solving, and to set goals and reinforce themselves for meeting these goals. Brophy (1983, 1986); Luke (1989) suggests that this can be done through group contingencies where the use of structures in which rewards and punishments are meted out to groups based on the

behaviour of individuals within those groups have been found effective in remediating misbehaviour.

There are also pro-social skills training involving training in self-awareness, values clarification, cooperation, and the development of helping skills that have been successfully used to improve the behaviour of misbehaving students. Greenwood, Carta, and Hall (1988) talk of peer tutoring which they have claimed lower the incidence of misbehaviour in classrooms. Depending on the situation, students with behaviour problems may serve as either tutors or tutees. Peer counsellors are exemplary students who assist fellow peers deal with their problems in school.

These theories are very important for peer counselling, and general guidance and counselling programme in schools which are entrusted with the responsibility of addressing disciplinary and behavioural challenges facing students and enabling them to adjust and cope with school life. Peer counsellors and teacher counsellors should have knowledge on how to strengthen the positive behaviour and weaken negative behaviour among students. Indiscipline among students in public secondary schools can therefore be modified through the incorporation of peer counselling in guidance and counselling and administrative processes of schools.

2.7.2 Social Learning Theory

The theory asserts that behaviour is learned through the same mechanisms and the same principles of learning. Sears (1950) was the first to describe social behaviour within the learning theory framework. His basic thesis was that personality development in a person is determined by the ways in which the person is raised, a tenet clearly taken from Freudian theory (Fagot & Leinbach, 1989). Hence according to Sear, socialization is a two-way process in which the behaviour of the individual depends on the behaviour of the other people and in which the individual's behaviour acts to elicit specific behaviours from other people. Behaviour is also influenced by reinforcement from others. By being reinforced for some behaviour and not reinforced or perhaps even punished for other behaviour, a student learns socially-approved behaviour (Dusek, 1996). Consequently, peer counsellors and teacher counsellors are able to encourage good behaviour, while discouraging undesirable ones among students. In addition, social behaviours are also learned through the process of

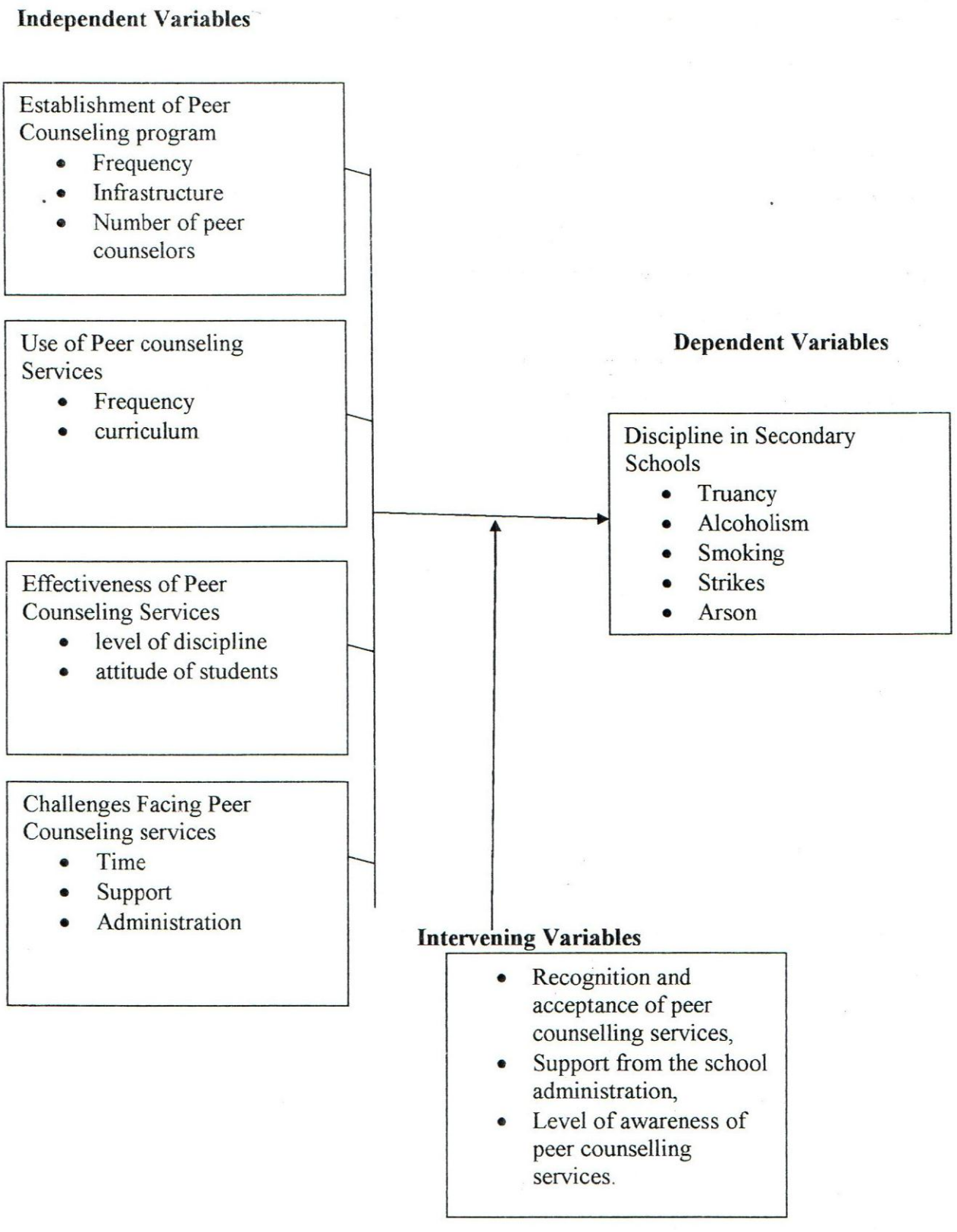
imitation. Imitative learning occurs when people match their behaviour to the behaviour of some other person (model).

Bandura (1969) states that observational modelling has four concepts in learning behaviour: attention, which requires one to be attentive in order to learn; retention, which is influenced by what is learned, the individual must recall the activities; reproduction, which involves converting symbolic representation into appropriate activities; and motivation which refers to the incentive to initiate behaviour. Therefore, a person's personality interacts with environment and his or her psychological processes to emit an action. Students are able to address the challenges they face in school through a self-regulation process that involves self-observation, judgment and self-response. The relevance of this theory to the study is that peer counsellors and teacher counsellors through social interaction with students showing deviant behaviours have a strong influence on the overall discipline of a student in the school.

Behavioural Theory of Counselling postulate that behaviour, whether adaptive or maladaptive, is learnt, shaped and maintained through stimulus responses. in this case peer counselling works as a possible workable stimuli to enact proper discipline among students. While Social Learning Theory asserts that behaviour is learned through the same mechanisms and the same principles of learning. Personality development in a person is determined by the ways in which the person is raised, a tenet clearly taken from Freudian theory (Fagot & Leinbach, 1989). As a result, when you consider that students behave depending on how they were raised but that they can change when proper stimuli is used, the two theories can interplay in understanding effectiveness of peer counselling in addressing discipline problems.

2.8 Conceptual Framework

The above theoretical framework based on the behavioural theory of counselling and social learning theory assisted in developing the conceptual framework of this study to evaluate the effectiveness of peer counselling as an alternative disciplinary measure in a secondary school situation. It shows the relationship between independent variables, intervening variables and dependent variables as summarized in Figure 2.



Source: Author (2012)

Figure 2: Effectiveness of peer counselling services in addressing discipline

For peer counselling services to be implemented and be effective as a disciplinary measure in the school, there must be an existing and active peer counselling programme in place, which should be recognised and accepted by the school fraternity. The administration should recognise the existence of the peer counselling services through support in various ways. These may include buying materials like charts, textbooks, films, audio tapes, magazines, newspaper cuttings, radio and television. It is expected that if there is high level of recognition and awareness of the peer counselling services, and programs and a mitigating strategy to challenges facing peer counselling there will be high level of discipline and vice versa if the level of awareness is low. However, low level of discipline could also be as a result of biasness in the mode of selection of peer counsellors. Thus there ought to be a clear and acceptable mode of selection of peer counsellors. Students should be actively involved during selection of peer counsellors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodological procedures that were used in data collection and analysis. The discussion includes the research design; location of the study; population of the study; sampling procedure and sample size; instrumentation; data collection procedure and data analysis.

3.2 Research Design

This study adopted an *ex post facto* research design. This is because the study required a description of what had already happened. The characteristics of the design were non-experimental and dealt with variables in a natural setting. Kerlinger (1973) defines *ex-post facto* research as a system of empirical enquiry in which the scientists do not have direct control of independent variables because their manifestations have already occurred or because theory is inherently manipulative. This design was adopted in this study because the cause, i.e. the independent variable (peer counselling), which is expected to have been implemented by guidance and counselling programme in schools, was studied after it had exerted effect on the dependent variable (discipline).

3.3 Location of the Study

The study was conducted in Kapsabet Division in Nandi Central District in Rift Valley province of Kenya. The division is one of the six administrative divisions forming Nandi Central district. The division had a total of 12 secondary schools of six different categories. These included two girls' boarding schools, two boys' boarding schools, one boys' day school, two mixed day schools, two mixed boarding schools and three mixed day/ boarding schools.

3.4 Population of the Study

The population of the study consisted of form three and form four students, teachers – counsellors and administrators in Kapsabet Division, Nandi Central District. The entire population of the students in the district was 4,200. The teacher counsellors numbered 12 and administrators were also 12. The study targeted form three and four students whose

population was 1,990. Table 1 shows the population of form three and four students in Nandi Central District secondary schools (2010).

Table 1: Form three and four student population in Kapsabet Division, Nandi Central District Secondary Schools.

School	Category	Boys	Girls	Total
Baraton Adventist	Mixed Day/Boarding	23	22	45
Chemundu	Mixed Day Boarding	84	92	177
Elgon View	Boys Day	22	-	22
Kabikwen	Mixed Day Boarding	35	58	91
Kamobo	Mixed Day	70	129	199
Kapsabet Girls'	Girls' Boarding	-	414	414
Kapsabet High	Boys' Boarding	521	-	521
Kaptildil	Mixed Boarding	32	30	62
Kipsigak	Mixed Boarding	171	64	235
St. Barnabas, Tegat	Mixed Day	66	47	113
St. Marys Nandi	Girls' Boarding	-	74	74
St. Peters Catholic	Boys' Boarding	40	-	40
Total		**1060**	**930**	**1990**

Source: Nandi Central District Education Office (2010)

3.5 Sampling Procedure and Sample Size

The researcher drew the sample by stratified random sampling method. According to Kathuri and Pals (1993), stratified random sampling method is appropriate because it ensures selection of a representative sample. Subjects were selected from the six existing different categories of schools in Kapsabet Division in Nandi Central District. These included: Mixed day school, mixed boarding, Boys Boarding, Girls boarding, boys day and Mixed Day/boarding. It was assumed that each of the above categories of schools had unique discipline challenges. For example, a mixed school had rampant cases of boy-girl relationships, as opposed to untidiness in a Boys' school.

Form three and four students were preferred because the students had been in school for a longer period of time and were therefore in a better position of assessing the effectiveness of peer counselling services in addressing discipline problems more objectively as compared to form ones and twos.

The student sample per school ranged between 20-60 respondents who were stratified randomly and selected according to both gender and the number of streams per school. This was a more representative sample, which was expected to be free from bias. There was a sample of 322 students, 6 teacher counsellors and 6 administrators hence a total of 334 respondents. This figure was arrived at using Kathuri and Pals (1993) table on the required size for randomly selected sample. According to them, a finite population of 1990 would require a sample size of 322 respondents (see appendix D).

Table 2 shows the distribution of the students by gender.

Table 2: Distribution of Sample by Gender

Category	**School**	**Boys**	**Girls**	**Total**
Girls Boarding	A	-	60	60
Boys Boarding	B	60	-	60
Mixed day/Boarding	C	30	30	60
Mixed Boarding	D	30	30	60
Mixed day	E	30	30	60
Boys day	F	22	-	22
Total		**172**	**150**	**322**

3.6 Instrumentation

Data was collected using three sets of structured Likert scale type questionnaires (students, teacher counsellors and head teachers) administered to the selected respondents. A structured questionnaire was preferred for collecting data.. According to Mugenda and Mugenda (1999), a structured Likert scale questionnaire has the advantage of obtaining standard responses to items in the questionnaire, making it possible to compare between sets of data. The students' questionnaire elicited information on discipline in the schools and the use of peer counselling services in addressing discipline problems in the schools. The teacher counsellor questionnaire sought information on discipline in the schools, measures used in addressing discipline, use of peer counselling services in addressing disciplinary problems in the school, and the challenges facing the use of peer counselling services as an alternative measure to discipline. The head teacher's questionnaire sought information on discipline in the schools, measures used in addressing discipline, use of peer counselling services in addressing

disciplinary problems in the school, and the challenges facing the use of peer counselling services as an alternative measure to discipline.

3.6.1. Validity of the Research Instruments

According to Paton (2002), validity refers to the extent to which an instrument can measure what ought to be measured. It is the extent to which an instrument asks the right questions in terms of accuracy and meaningfulness which are based on research results (Mugenda and Mugenda, 1999). In designing an instrument that yielded content valid data, the researcher first specified the domain of indicators which were relevant to the concept being measured, to ensure that they contained all possible items that could be used in measuring the concept.

3.6.2 Reliability of the Research Instruments

According to Mugenda and Mugenda (1999), the reliability of the instrument is the measure of the degree to which a research yields consistent results of data after repeated trials. In order to test the reliability of the instrument to be used in this study, split half method was preferred because it has a major advantage of eliminating chance error caused due to differing test conditions. Scores on the odd numbered items were correlated with the scores on the even numbered items.

Data with a high split-half reliability had a high correlation coefficient. The researcher correlated half of the test scores with the other half; the coefficient so computed did not reflect the reliability of the whole instrument. A correction factor was therefore applied on the computed coefficient. The adjusted coefficient represented the reliability of the whole test. This correction was done using the Cronbach's coefficient alpha. The higher the number of items in the instrument, the higher the chances of obtaining a consistent estimate of the reliability of the data (Mugenda and Mugenda, 1999).For this study the alpha coefficient stood at .839. The formula used was the standard alpha coefficient formula.

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Where N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance.

3.7 Data Collection Procedure

The researcher proceeded to collect data from the selected respondents after receiving permission from the Department of Psychology, Counselling and Educational Foundations, Egerton University. Permission from the District Education Office in Nandi Central District and from the head teachers of the 6 selected schools in the study area was also obtained. The researcher then visited the selected schools before hand for familiarization and acquaintance with targeted respondents, especially the head teachers and teacher counsellors. During this visit, the researcher informed the head teachers and teacher counsellors about the purpose of the intended study and booked appointments for data collection. After familiarization, data was then collected from the respondents using the three mentioned instruments. The teacher counsellor in each school was requested to assist in the distribution and collection of the questionnaires from the learner respondents. The researcher visited the schools, administered the questionnaires then gave time for the respondents to fill it in, and obtain the responses after about two hours. Thus the researcher left the station with the required information.

3.8 Data Analysis

The researcher analysed data using descriptive analysis. The data collected was systematically organized to facilitate analysis. The responses in the questionnaire had been assigned numerical value to aid in processing. Numbers were then assigned to the close ended questionnaires. For open ended questionnaire, the researcher categorised all the responses given and assigned numbers to them.

Data was converted to numerical codes representing attributes of variables. Code categories were exhaustive and mutually exclusive. For example, one code was assigned to each response category. Data was then described quantitatively using descriptive statistics which included frequencies, means, and percentages through tables, histograms and bar charts. This was done with the aid of a computer programme-Statistical Package for Social Sciences (SPSS) version 17 for windows.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, presentation, interpretation and discussion of the findings of this study.

The purpose of this study was to investigate the effectiveness of peer counselling services in addressing discipline problems among secondary school students. The objectives of the study were: To determine whether peer counselling programme had been established in secondary schools in Kapsabet Division, Nandi Central District; whether peer counselling services were used in addressing discipline problems among students; establish the level of effectiveness of peer counselling services in addressing discipline problems; and identify the challenges facing peer counselling services in addressing discipline problems in this secondary schools. In addition, information on the general characteristics of the respondents was also collected. Descriptive statistics were used in the analysis of the data with the help Statistical Package for Social Scientists (SPSS).

This chapter includes findings of the study on effectiveness of peer counselling services in addressing discipline problems among secondary school students: A survey of Kapsabet Division, Nandi Central District. It is divided into the following sections: General characteristics of the respondents; establishment of peer counseling program; usage of peer counseling services in addressing discipline cases among secondary students; level of effectiveness of peer counseling in addressing student discipline and challenges faced by peer counseling services when addressing student discipline..

4.2 General Characteristics of the Respondents

The study was informed by key peer counseling initiators and providers who are critical in the implementation of peer counseling in secondary schools. There were 334 respondents comprising of 6 guidance and counseling teachers, 6 principals and 322 form three and form four students. Respondents were drawn from 6 types of schools in Kapsabet Division, Nandi Central District. Respondents were asked to give general information regarding their background.

4.2.1 Gender and Age Distribution of Teachers and Principals

The respondents were asked to give their responses regarding their gender and age. Table 4.1 gives the responses as presented below.

Table 3: Gender of Respondents and Age of Respondents Cross tabulation

			Age of Respondents			
			20-29 years	30-39 years	40-49 years	Total
Gender of Respondents	Male	Count	3	3	1	7
		% within Age of Respondents	100.0%	37.5%	100.0%	58.3%
		% of Total	25.0%	25.0%	8.3%	58.3%
	Female	Count	0	5	0	5
		% within Age of Respondents	.0%	62.5%	.0%	41.7%
		% of Total	.0%	41.7%	.0%	41.7%
Total		Count	3	8	1	12
		% within Age of Respondents	100.0%	100.0%	100.0%	100.0%
		% of Total	25.0%	66.7%	8.3%	100.0%

From table 3, it is evident that 58.3% of the respondents were male while 41.7% were female. This is an indication that the management of counseling for students is headed almost equally by both teachers and principals of both genders. This is a far cry from what Eshiwani (2004) had said about headship and most school management positions, guidance and counseling included, being headed by male teachers. Further, the results show that majority of the respondents; at 66.7% were aged between 30-39 years, 25% between 20-29 years and 8.3% between 40-49 years. This result implies a mature age group that would therefore give more reliable and credible responses relevant for the study.

4.2.2 Gender and Age of Student Respondents

The students were asked to give their gender and age characteristics. Table 4 presents the results.

Table 4: Gender of Respondents and Age of Respondents Cross tabulation

			Age of Respondents			
			14-16 years	17-19 years	over 20 years	Total
Gender of Respondents	Male	Count	119	42	0	161
		% within Age of Respondents	76.8%	26.9%	.0%	50.0%
		% of Total	37.0%	13.0%	.0%	50.0%
	Female	Count	36	114	11	161
		% within Age of Respondents	23.2%	73.1%	100.0%	50.0%
		% of Total	11.2%	35.4%	3.4%	50.0%
Total		Count	155	156	11	322
		% within Age of Respondents	100.0%	100.0%	100.0%	100.0%
		% of Total	48.1%	48.4%	3.4%	100.0%

From table 4, it is clear that on gender, the respondents were equally divided at 50% each. This is a good indicator as it reflects the gender parity that was relevant for credible and balanced response on peer counseling. Further, the result indicates that a balanced gender situation experiences the effectiveness of peer counseling in discipline in their schools. On age, 48.4% were of ages between 17-19, 48.1% between 14-16 years and only 3.4% over 20 years. Being that the majority of the students are at teenage years and are at the prime adolescent age, they suffer more from indiscipline cases thus making their involvement in the study precisely important. Ndichu (2005) proposes that to get relevant information regarding student discipline, it is prudent to actively engage the students who are more affected.

4.2.3 Experience of Respondents

The principals and teachers in-charge of Guidance and counseling were asked about the length of time they had worked as teachers and school heads. Figure 3 shows the results.

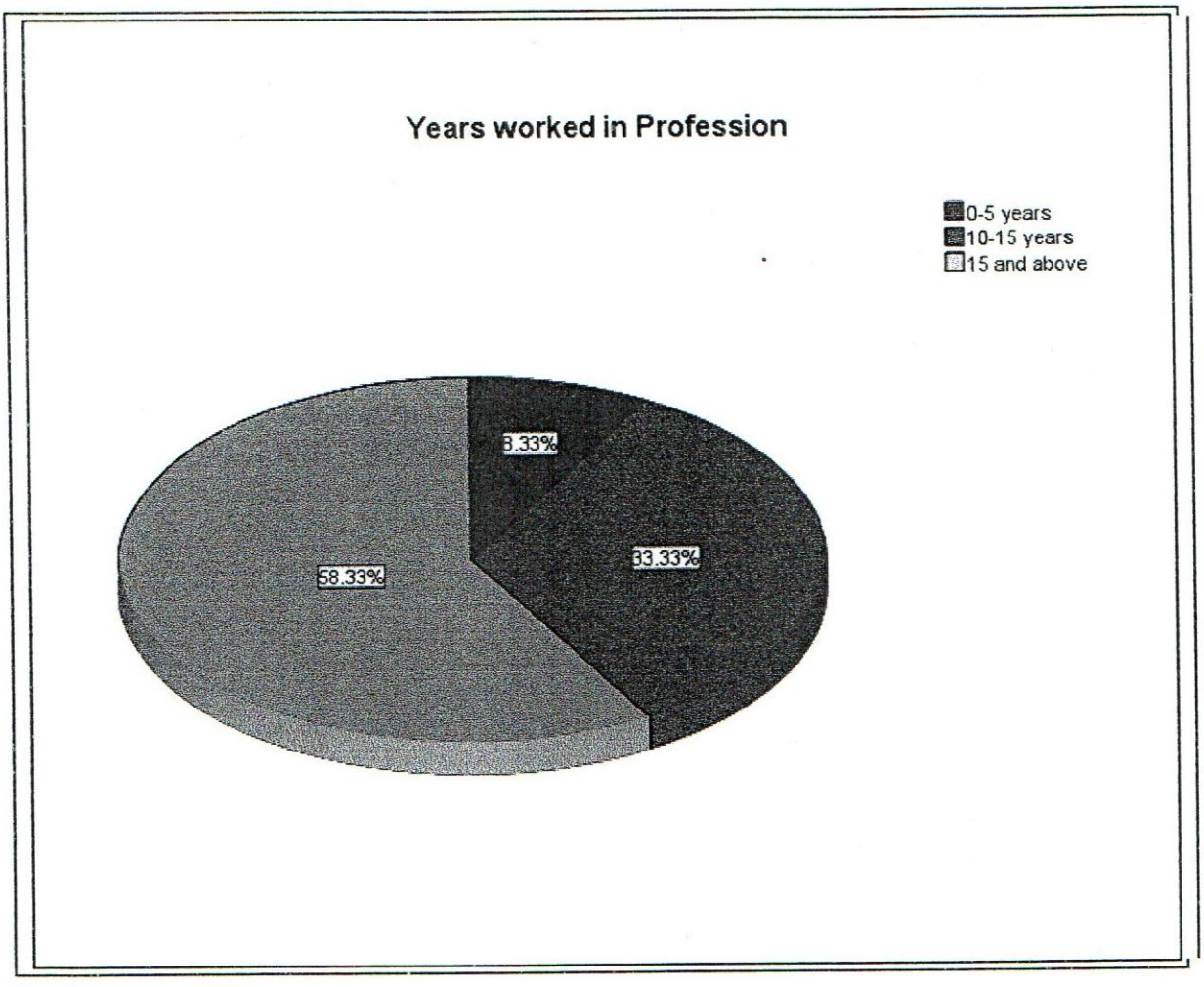


Figure 3 : Level of Experience of Respondents

The figure shows clearly that 58.33% had worked for more than 15 years at their current station. 33.33% had worked for 10-15 years and only 8.33% had worked for less than 5 years. This is an indication of the wealth of experience which translates to credibility and reliability the respondents have. It reflects on an experience that has been substantially involved in peer counseling and are therefore well placed to answer the questions on peer counseling and its effectiveness on student discipline.

4.2.4 Class of Student Respondents

The students were asked to give their class details. Figure 4 shows the results.

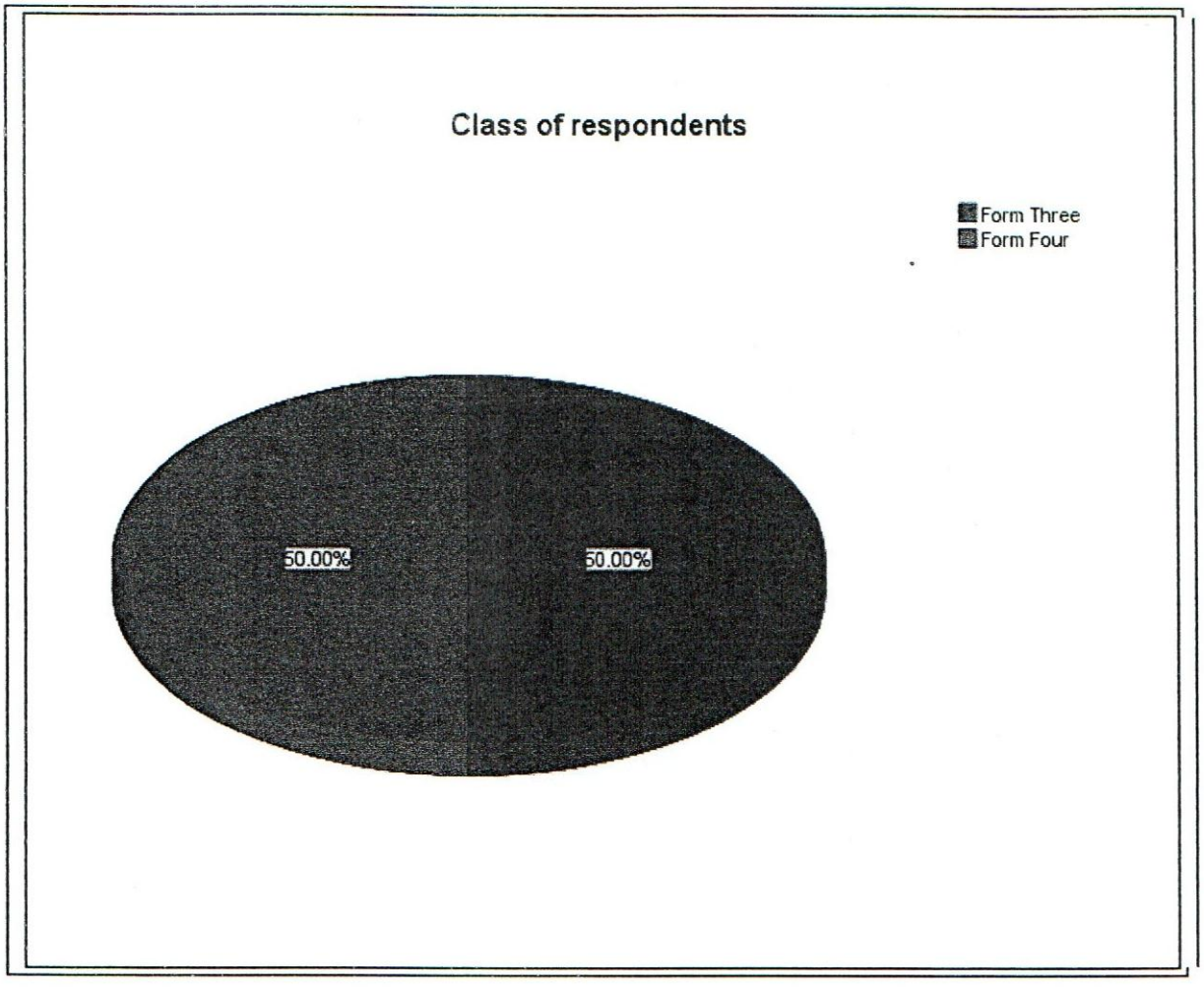


Figure 4: Class of Respondents

From figure 4, it is evident that form three students stood at 50% and Form fours stood at 50% too. This is a reflection of the class parity in determining issues with peer counseling. Moreover, this result is important because both form threes and form fours were more exposed to Peer counseling and would give judgmental information relevant for the study.

4.2.5 Type of School of Respondents

The respondents were asked about the type of schools they came from. The answer to that is found in Figure 5.

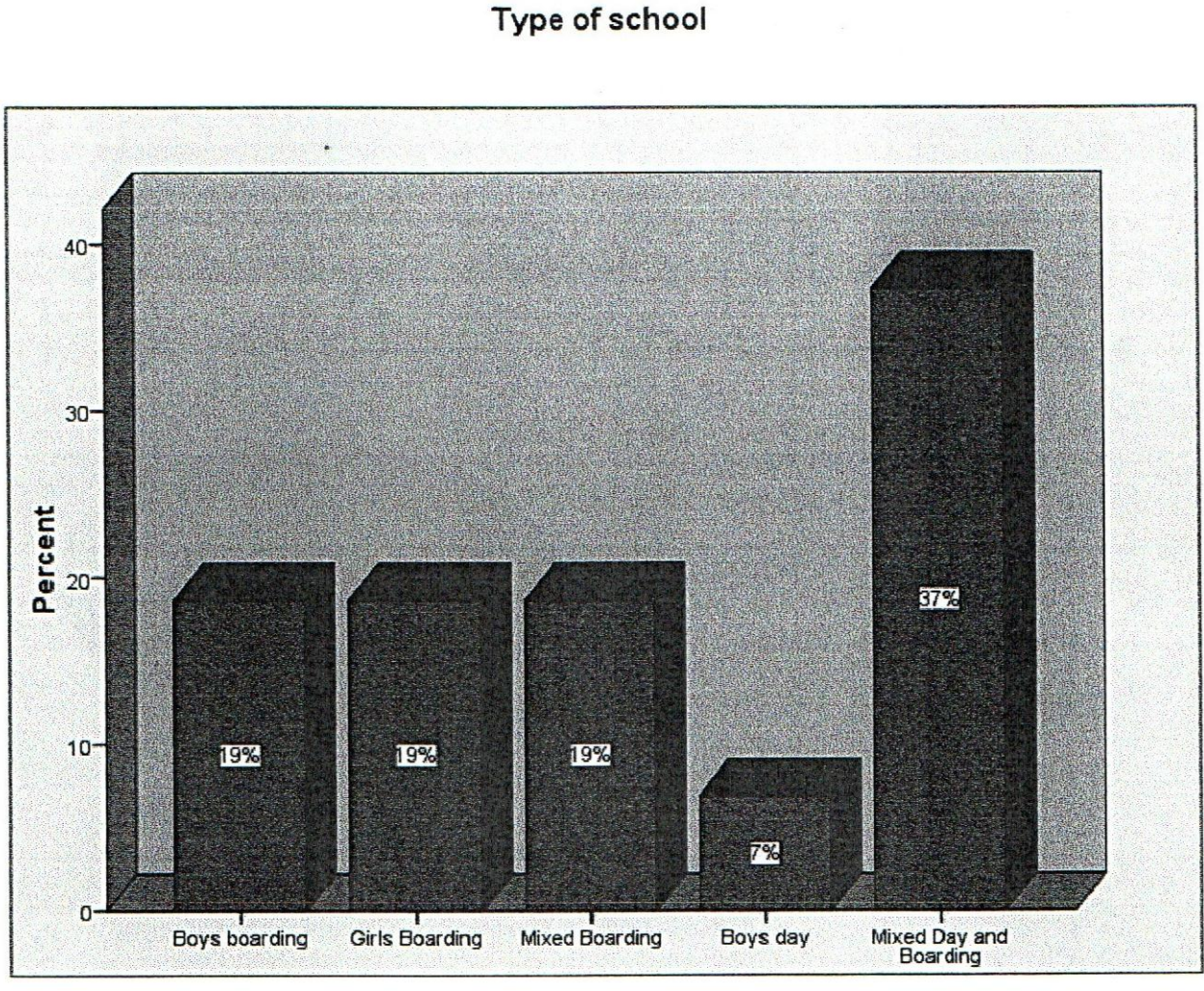


Figure 5: Type of School of Respondents

From the figure, 37% of the respondents were from mixed day and boarding school which is a high percentage because of a combination of day and boarding schools. Boys boarding, girls boarding and purely mixed boarding stand at 19% each while only 7% are from boys' day. This result indicates that through stratification, the study was successful in getting responses from all quarters, eventually allowing to show that peer counseling and its effectiveness on student discipline covered all school environments.

4.3 Establishment of Peer Counseling Program in Secondary Schools

The study sought to determine whether peer counselling programme had been established in secondary schools in Kapsabet Division, Nandi Central District. The findings present the existence of guidance and counselling and Peer counselling department, training and training

levels of teachers and peer counsellors, presence of peer counselling rooms and activities of peer counselling.

4.3.1 Existence of Guidance and Counselling Department

The respondents were asked if a guidance and counseling department existed in their schools. Figure 6 shows the results.

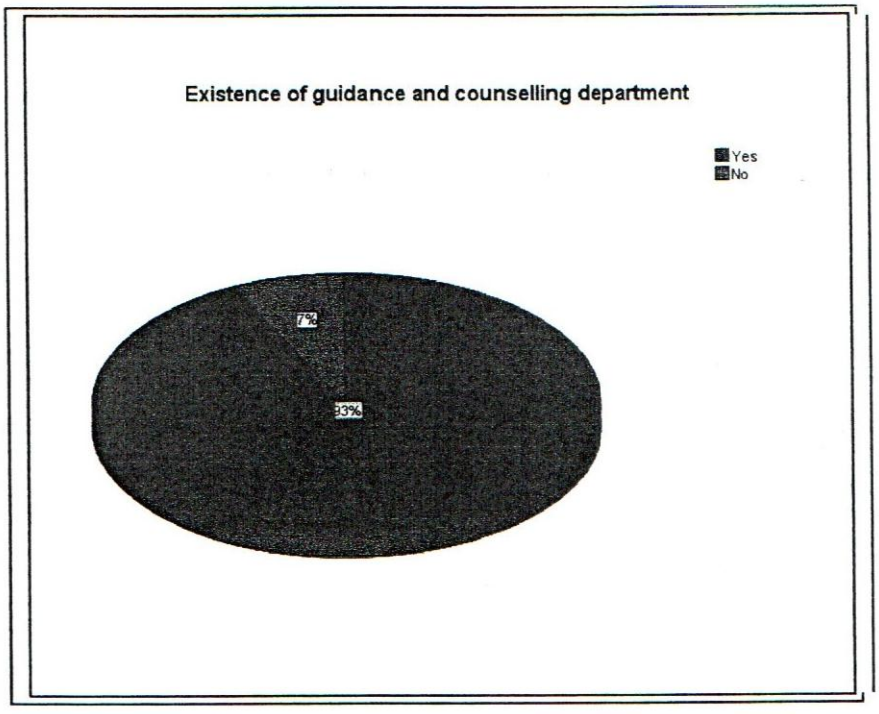


Figure 6: Existence of Guidance and Counseling Department

From the figure, it is shown that 93% of the respondents said that yes, there was a guidance and counseling department while only 7% said no. This is a clear indication of the presence or establishment of the primary department under which peer counseling falls. Without the guidance and counseling department, there would in actual sense be a problem of setting up the peer counseling department. Hoffman and Spelet (1984) consider guidance in three levels: as a concept; an educational construct; and an education service. As a result therefore, it also spearheads all other forms of guidance and counselling in the education sector of which peer counselling is a part.

4.3.2 Existence of Peer Counseling Programme

The respondents were then asked if there was existence of peer counselling programme in their schools. Figure 7 shows the results from the respondents.

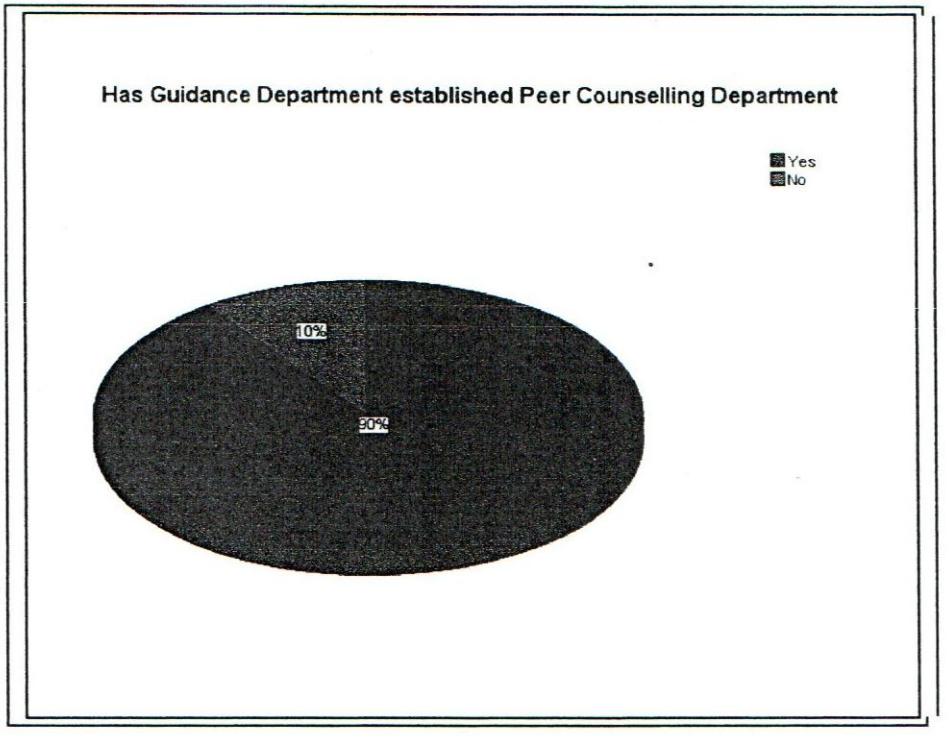


Figure 7: Existence of Peer Counseling Programme

From figure 7, it is clear that 90% said that there was an established peer counseling programme under the care of the guidance and counseling department. Only 10% said there was no peer counseling in their schools. A peer counseling department indicates that there is the foundational infrastructure for peer counseling programs in secondary schools. Ndichu (2005) seems to agree with the assertion when he says that a well-structured peer counseling programme is a major step towards realization of peer engagement in secondary schools that consequently helps to curb student discipline.

4.3.3 Training of Teachers in Guidance and Counseling

The teachers were asked to respond to training in guidance and counseling. Figure 8 shows the results.

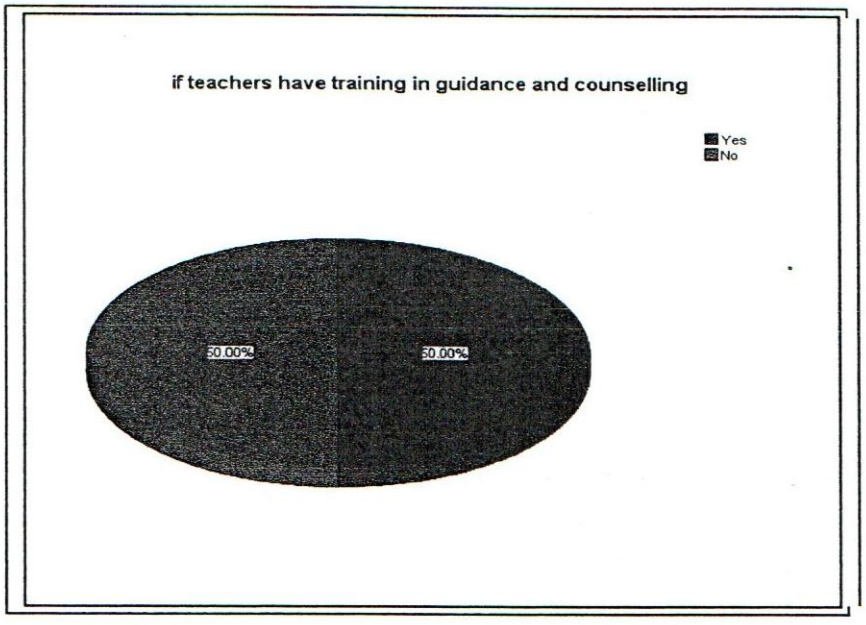


Figure 8: Training of Teachers in Guidance and Counseling

From figure 8, 50% of teachers said they were trained in guidance and counseling while the other half at 50% said they were not trained. Training is a prerequisite among teachers in charge of guidance and counseling, school leaders and the entire teaching population. This is so because peer counselors need supervision, albeit subtle, from the teaching fraternity and as a result they need training (Rao, 2003). The peer counseling program is mainly set up by the guidance and counseling department with the help from peer counselors and their training is important.

4.3.4 Level of Training of Counselors

The respondents were asked about the level of training in guidance and counseling. The results are shown in figure 9.

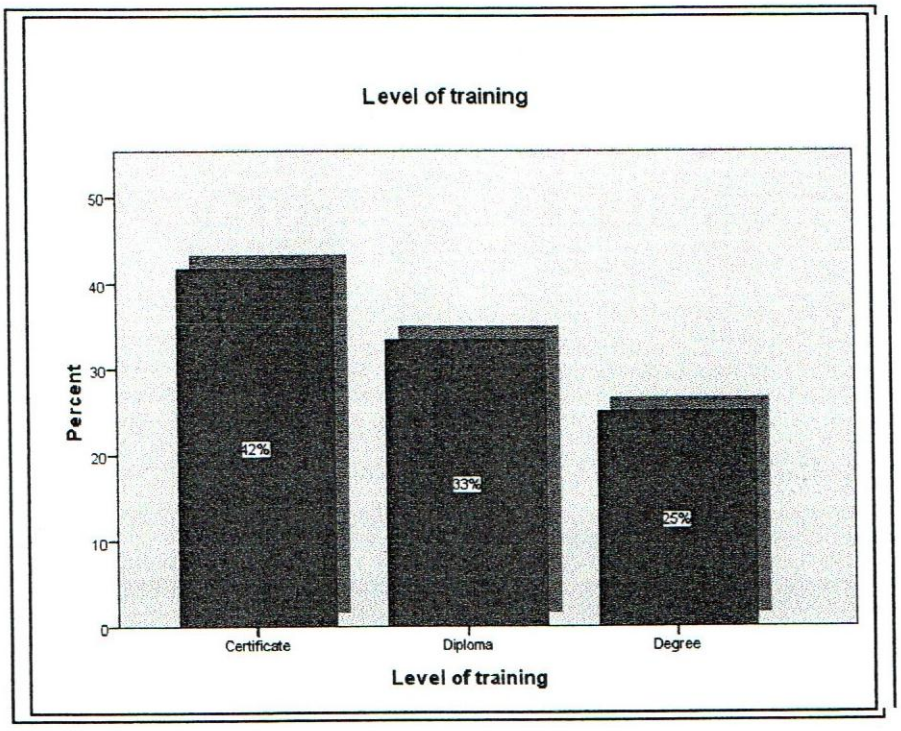


Figure 9: Level of Training of Counselors

From figure 9, a majority of the respondents at 42% had certificate in guidance and counseling, 33% had diplomas and only 25% had Bachelors degrees. This is an indication that both the principals and guidance and counseling teachers had a fairly basic training in guidance and counseling. Arudo (2002) says that an advanced training in guidance and counseling is important for a proper influence on any form of counseling program.

4.3.5 Factors Considered by Schools in Selecting Peer Counselors

The respondents were asked about what the school administration considered when selecting peer Counselors. Figure 10 presents the results.

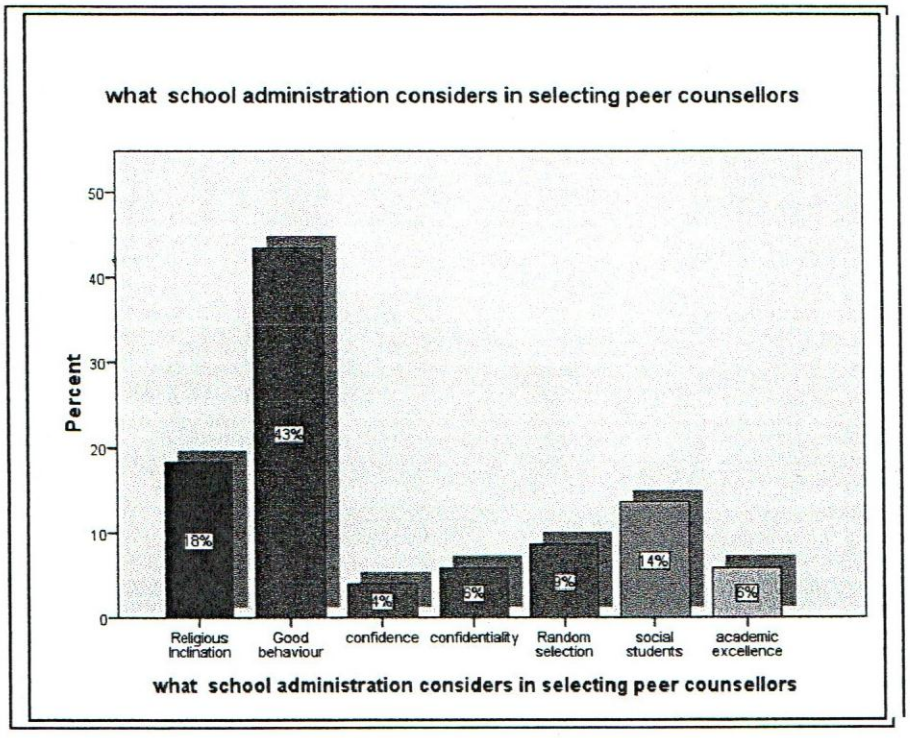


Figure 10: Selection of Peer Counselors by Schools

From the figure 10, it is evident that 43% thought the selection was based on good behavior of the would be peer counselors, while 18% were based on religious inclination, 14% on social nature of student, 9% was just random selection, 6% based on confidentiality, 6% on academic excellence and 4% on confidence. While good behavior is important in selecting peer counselors, the inclusion of students themselves in selecting peer counselors whom they think will relate with is important. Rao (2003) says that for peer counseling program to work effectively, the selection must be peer oriented as opposed to purely school management, guidance and counseling department oriented. It is important to also note that from the results, religious inclination had a significant percentage. This is an indication of bias towards one religion which Hepp et al (2007) said is unwarranted when considering any counseling personnel.

4.2.6 Training of Peer Counselors

The respondents were asked if training of peer counselors was done under the auspices of the guidance and counseling department. Figure 11 presents the results.

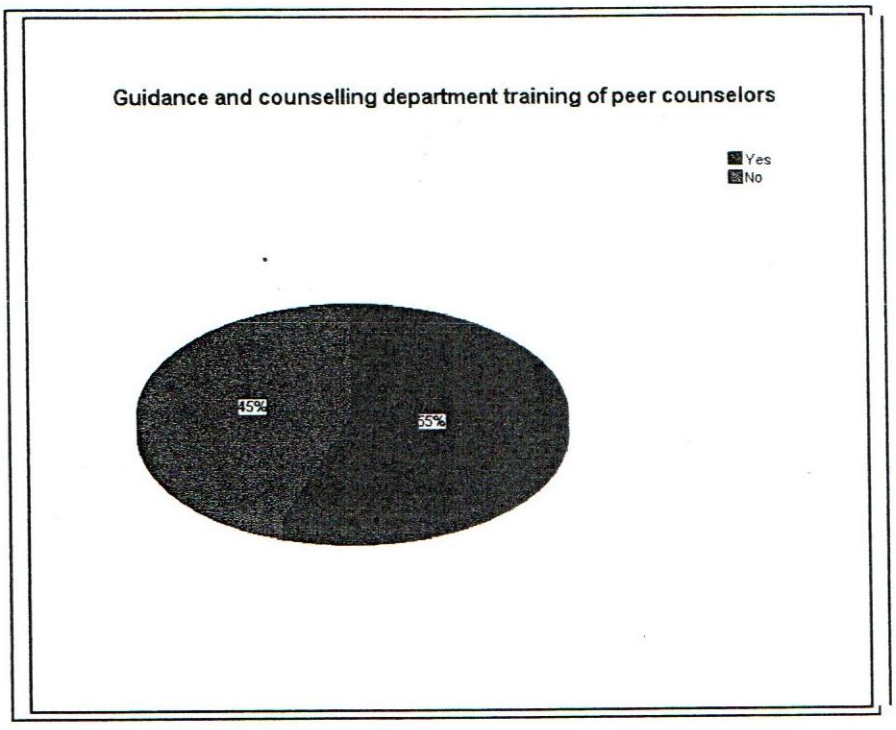


Figure 11: Training of Peer Counselors

As shown in figure 11, it is evident that 55% were of the opinion that training for peer counselors was done while 45% were of a contrary opinion. While majority accepted the existence of training by peer counselors, it is worrying to note that a significant percentage thought otherwise. If there is no substantive training of peer counselors then the peer counseling program is under severe threat (Ndichu, 2005).

4.3.7 Availability of Peer Counseling Room

The respondents were asked if there was an established room or office for peer counselors. The result is shown by figure 12.

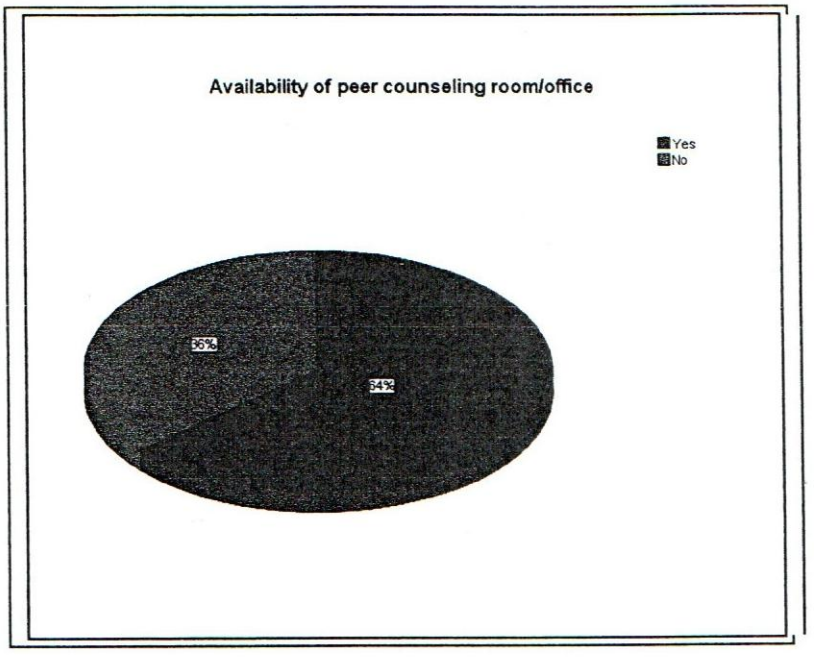


Figure 12: Availability of Peer Counseling Room/Office

The results show that 64% agreed that there was a room or office earmarked for peer counseling department while 36% disagreed. The availability of rooms is an indication that schools are serious about peer counseling and they want it to work for the success of students discipline problems.

4.2.8 Other Areas where Peer Counselors Work

Of those who did not have rooms or offices, a question of where the peer counselors worked was asked. Figure 13 shows the result.

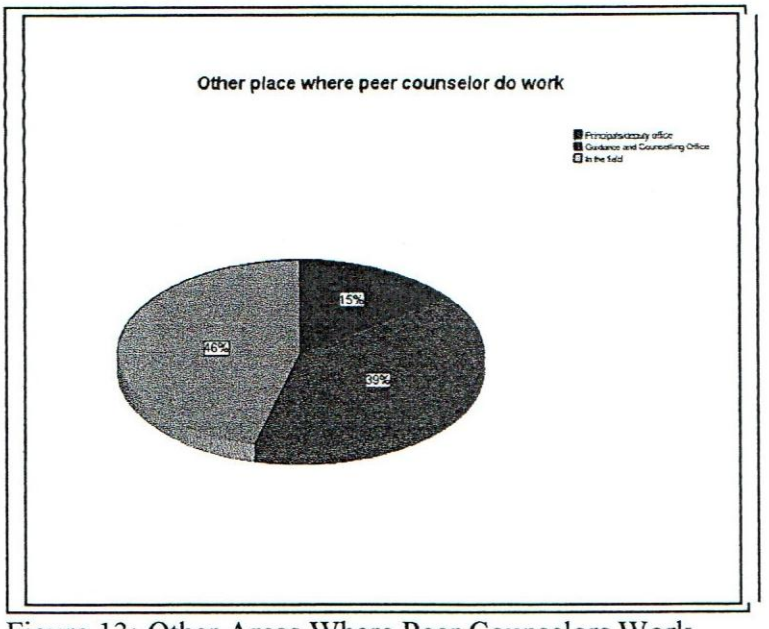


Figure 13: Other Areas Where Peer Counselors Work

As indicated in Figure 13, 46% said the peer counselors worked on the fields, 39% said they worked in the guidance and counseling department and 15% said they worked in the principal or deputy principal's office. This result is an indication of a failure on the guidance and counseling department and the school management to effectively lead in proper establishment of peer counseling program in their schools. Geldard and Geldard (2003) argue that the self-esteem of peer counselors in schools, which reflects on their work, is built by how the school management relates to their office. The unavailability of room or office is demeaning to Peer counselors, thus negatively affecting their work which then is detrimental to student discipline.

4.3.9 Main Peer Counseling Activities

The respondents were asked about the main peer counseling activities. Figure 14 shows the results.

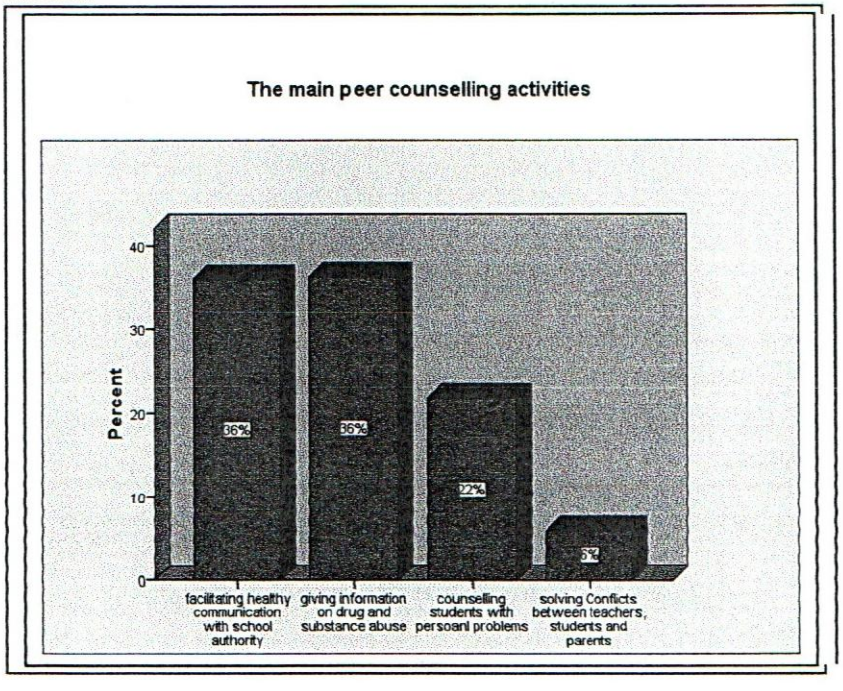


Figure 14: The Main Peer Counseling Activities

From figure 14, facilitating healthy communication with school authority and giving information on drug and substance abuse both stood at 36%. On the other hand, 22% was counseling students with personal problems and at 6% was solving problems between students and teachers, students and fellow students and students and parents. The result is indicative of what the peer counseling program entails in secondary schools. A healthy communication and reporting substance abuse however does not constitute the whole scope

of ought to be peer counseling program; much is still needed to be done, for instance, peer education on wrongful substance abuse and effects of HIV/AIDS on students (Cotton, 2001).

4.4 Usage of Peer Counselling Services in Addressing Discipline Problems Among Students in Secondary Schools

The study sought to determine whether peer counselling services were used in addressing discipline problems among students in secondary schools. The findings are here presented and they include the main discipline issues and how peer counselling addresses them.

4.4.1 The common Discipline Problems by Students

The respondents were asked to respond to what they saw as the common discipline problems by students. Figure 15 shows the result.

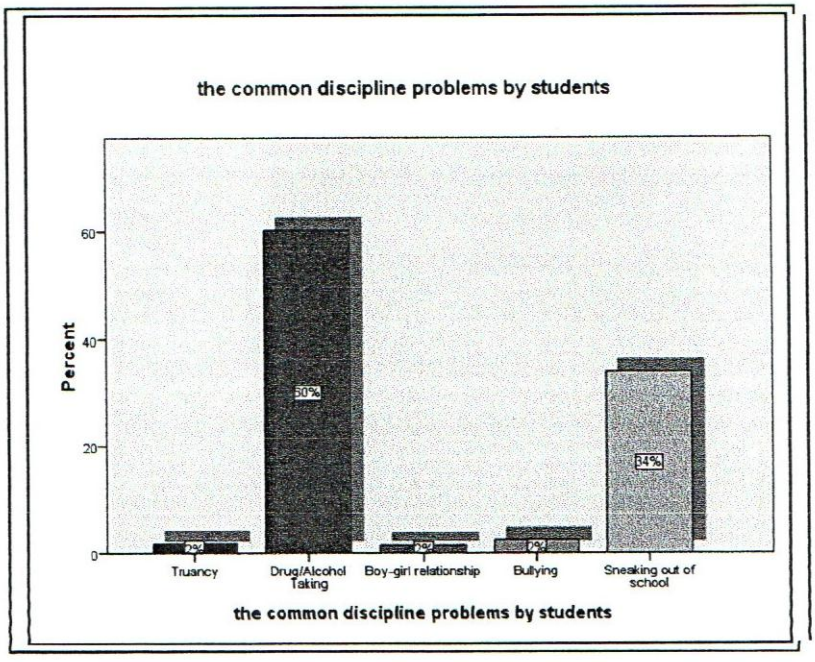


Figure 15: The Common Discipline Problems by Students

From figure 15, Drug and alcohol taking stood at 60%.Sneaking out of school stood at 34%.Truancy, boy-girl relationship and bullying stood at 2% each. It should be noted that most of these discipline problems are interrelated. Drug and alcohol taking is a serious discipline problem which further strengthens the point by Cotton (2001) and Weaver (2006) that peer counselors need to be well trained and the peer counseling program needs a strong and effective structure to help curb the indiscipline.

4.4.2 The Use of Peer Counselors to Address Discipline Problems

The respondents were asked whether peer counselors were used to address the discipline problems among students. Figure 16 shows the result.

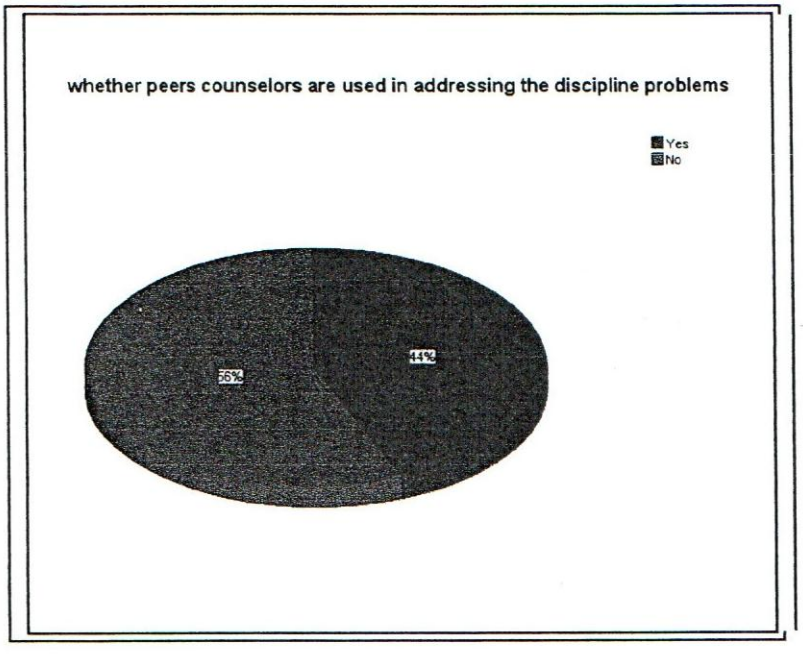


Figure 16: Extend of Using Peer Counseling in Addressing Discipline Problems

From figure16, 56% said that peer counseling was not used to address discipline problems. Only 44% agreed. This is an indication that peer counseling seemingly is used to address only those discipline problems that the school administration considers minor and not major ones like drug and alcohol taking. This is in agreement with weaver (2006) who said that peer counseling, in as much as it exists in schools, is a means of the school management to please counseling stakeholders and create a blanket environment for student involvement in student discipline when that involvement is not there. He further says that this is done by the matters that come before peer counselors with only small matter appearing before them and the main discipline issues taken to school managers either for immediate suspension or expulsion (Weaver, 2006).

4.4.3 The Frequency Students Seek Peer Counseling Services

The respondents were asked the duration per term they have sought peer counseling services. Table 5 shows the results.

Table 5: Frequency Students Have Sought Peer Counseling Services

		Frequency	Percent
Valid	1-4 times	188	58.4
	5-10	102	31.7
	11-15 times	18	5.6
	16-20 times	14	4.3
	Total	322	100.0

From table 5, it is evident that 58.4% had sought the peer counselors 1-4 times, 31.7% 5-10 times, 5.6% 11-15 times and 4.3% 16-20 times. This is an indication that it is not often that peer counselors are used and yet student discipline according to Kaura (2007) is rampant in secondary schools.

4.4.4 Adequacy of Peer Counselors in Solving Discipline Problems

The respondents were asked if in their opinion the peer counselors had solved their discipline problems adequately. Figure 17 shows the results.

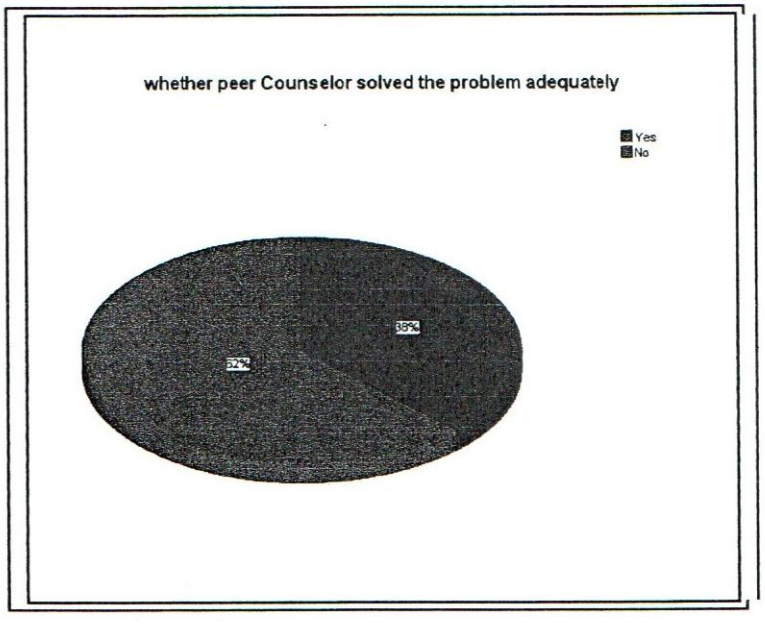


Figure 17: Adequacy of Peer Counselors in Solving Discipline Problems

From Figure 17, 62% of the respondents said that peer counselors did not solve their problems adequately. Only 38% said they did. While most education stakeholders agree that peer counselors are important, this result indicates that there is inadequacy in addressing discipline problems among students. Judging from earlier discussions (Ndichu, 2005; Rao

2003; Weaver, 2006) it seems that training and the mistake by school management to choose peer counselors for students create the problem of inadequacy.

4.5 The Level of Effectiveness of Peer Counseling Services in Addressing Student Discipline

The study sought to establish the level of effectiveness of peer counseling services in addressing student Discipline in secondary schools. The findings below present the issues of this effectiveness. Table 6 shows the results of the Likert scale questions.

Table 6: Effectiveness of Peer counseling on student Discipline

	Agree		Neutral		Disagree	
	Count	Percent	Count	Percent	Count	Percent
Peer counselling has improved teacher-student relationship and friendliness in the school.	151	46.9%	22	6.8%	149	46.3%
Peer counselling has enabled students in developing positive attitude towards themselves.	159	49.4%	26	8.1%	137	42.5%
Peer counselling has improved the level of discipline among students in the school.	164	51.7%	28	8.2%	130	40.1%
Ban of corporal punishment should be lifted to cater for the limitations of peer counselling.	91	28.3%	22	6.8%	209	64.9%
Peer counselling has made students more responsible about their work.	151	46.9%	22	6.8%	149	46.3%
Students are aware of, appreciate and utilize peer counselling in school.	139	43.2%	34	10.6%	149	46.3%
Teachers are willing to use peer counselling in addressing discipline problems among students.	125	38.8%	22	6.8%	175	54.3%
Peer counselling is an invasion into students' privacy	192	59.6%	24	7.0%	106	32.4%
Peer counselling has assisted in cultivating positive interpersonal relationships among students.	209	64.9%	8	2.5%	105	32.6%
Peer counselling is designed for students with serious discipline problems only.	105	32.6%	14	2.0%	203	65.4
Peer counselling has enhanced the image of the school in the community	125	38.8%	22	6.8%	175	54.3%
Students value and appreciate the role of peer counselling in addressing their discipline problems.	137	42.5%	26	8.1%	159	49.4%

From table 6, it is shown that 46.9% agreed that Peer counselling has improved teacher-student relationship and friendliness in the school. Those who disagreed stood at 46.3% disagreed while 6.8% were neutral. This is an indication of the positive attitude students have on peer counselling as a way to help them curb student indiscipline. Kenyatta University Family Welfare and Counsellor's Guide(2006) observes that peer counselling aims at helping

students assist one another in addressing their day-to-day challenges and acquiring knowledge and skills that contribute to healthy lives and responsible behaviour.

On whether Peer counselling has enabled students in developing positive attitude towards themselves, 49.4% agreed, 42.5% disagreed while 8.1% were neutral. The core of the peer counselling programme is a strong academic school curriculum which addresses skill building in communication, problem solving and decision making. It also addresses a multitude of social, individual, school and family concerns which then elevates positive attitude towards the students themselves (weaver, 2006).

The result also shows that when asked if peer counselling has improved the level of discipline among students in the school, 51.7% agreed with the statement while 40.1% disagreed. Of these, only 8.2% were neutral. Part of the main reason why peer counselling was introduced was to reduce student indiscipline in schools. Adolescents may acquire negative and positive habits from the peer group. Peer groups are likely to give the members the much needed recognition (social acceptance), sense of identity and belonging, and the feeling of significance and hence improve their self-worth and self-esteem. All these in turn improve the discipline of students (Bishop, 2003).

On whether a ban of corporal punishment should be lifted to cater for the limitations of peer counselling, 64.9% disagreed, 28.3% agreed and only 6.8% were neutral. This indicates the feeling that corporal punishment cannot again replace peer counselling and other forms of counselling as it was known not to work. The ban on corporal punishment was put into effect after a cry from educational stakeholders that it was more of a problem than a solution. Peer counselling has been known in recent times to be a solution.

Peer counselling has made students more responsible about their work. On this statement, 46.9% agreed with the assertion, 46.3% disagreed and 6.8% were undecided. Weaver (2006) observes that through classroom instruction, role-playing and skill building activities, peer counsellors are trained to help their fellow students in addressing their needs and make them more responsible in their tasks. This result therefore indicates that peer counselling seems to be yielding positive results on this front.

From the table, 46.3% of the respondents disagreed that students are aware of, appreciate and utilize peer counselling in school. Only 43.2% agreed and 10.6% were undecided. Although peer counselling is important, many students are yet to appreciate its importance in helping.

On whether teachers are willing to use peer counselling in addressing discipline problems among students, 54.3% disagreed, 38.8% agreed and 6.8% were undecided. Anderson and Prawat (1983) indicated that peer counselling helps students to learn to check their own behaviour and judge its appropriateness; talk themselves through a task, using detailed and step-by-step instructions; and learn and apply problem-solving steps when confronting academic and other school issues. However, teachers are unable to accept that their students can solve many issues of bullying or drugs and alcohol abuse on their own. As a result, they keep intruding in a bid to ensure appropriate behaviour and hence, the negative attitude among many respondents about teachers' willingness in directing them.

Most respondents, at 59.6% thought that Peer counselling is an invasion into students' privacy. Only 32.4% disagreed and 7.0% were undecided. Bishop (2003) sums up by arguing there is a heightened awareness today of the need for schools to provide a safe environment in which children can learn. However, Howard (2005) says that many students say that peer counselling invades into students' safe zones that they call privacy.

On whether peer counselling has assisted in cultivating positive interpersonal relationships among students, 64.9% agreed with the assertion, 32.6% disagreed and 2.5% were neutral. This is in support of Coleman and Hendry (1990) who observe that as the individual adolescent begin to grow more independent of his or her family, peer group becomes an important point of reference. Peer group support independence, meet needs for identity and recognition, present opportunities for achievement, and afford the opportunity of playing a variety of quasi-adult roles in a group of peers.

When the respondents were asked whether peer counselling is designed for students with serious discipline problems only, 65.4% disagreed, 32.6% agreed and only 2% were undecided. The result indicates that they agree with Weaver (2006), who says that the purpose of peer counselling programme in a school is to promote the health, well-being and safety of young people through peer education and referral. These encompass more than just issues to do with discipline problems.

On whether peer counselling has enhanced the image of the school in the community, 54.3% agreed, 38.8% disagreed and 6.8% were neutral. This indicates that since the introduction of peer counselling and the ban of caning and other forms of corporal punishment, student discipline has been improving, warranting an improved image in the community.

The respondents were asked if students value and appreciate the role of peer counselling in addressing their discipline problems. On this, 42.5% agreed, 8.1 were neutral and 49.4% disagreed. Again, although peer counselling is important, many students were yet to appreciate its importance in helping them.

4.6 Challenges of Peer counselling in Addressing Student Discipline

The study sought to find out the challenges of peer counselling in addressing student Discipline in secondary schools. Issues that deal with time, school administration and training were handled. Table 4.7 shows the results.

Table 7: Challenges of Peer Counseling in Addressing Student Discipline

Challenges	Agree		Neutral		Disagree	
	Count	Percent	Count	Percent	Count	Percent
There is no time for effective peer counseling	203	63.0%	32	9.9%	87	27.0%
There is no support from the school administration for better peer counseling	198	61.5%	31	9.6%	93	28.9%
Lack of peer counselors training is a challenge	217	67.4%	31	9.6%	74	23.0%

From table 7, it should be noted that 63% agreed that there is no time for effective peer counseling. 27% disagreed and 9.9% were neutral. Time is a major challenge as there are no specified time schedules for peer counseling. Even when there is need for peer counseling, teachers and school managers tend to frown at the Peer counselors (Weaver, 2006).

On whether there was support from the school administration for better Peer counseling, 61.5% agreed that there was no such support, 28.9% disagreed while only 9.6% were undecided. The school administration has been known to be unsupportive to peer counselling even as they encourage the setup of peer counselling programs, albeit, to make peer counselling have some grounding and that's all.

Finally, 67.4% agreed to lack of peer counselors training being a challenge, 23% disagreed and 9.6 were undecided. This is an indication of an understanding by respondents of the strong challenge of lack of training. Through careful selection and training, peer counsellors increase the likelihood that appropriate help can be received by requesting persons. A variety of intervention strategies are employed, however, to educate and motivate students or to involve trained professionals, when needed. The results can translate into a more positive and safer school climate, healthier students and motivated staff, with lower stress levels, and a better utilization of school and community resources (Onyango, 2007)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to investigate the effectiveness of peer counselling services in addressing discipline problems among secondary school students. It specifically examined whether peer counselling programme had been established in secondary schools in Kapsabet Division, Nandi Central District; whether peer counselling services were used in addressing discipline problems among students; establishing the level of effectiveness of peer counselling services in addressing discipline problems; and identifying the challenges facing peer counselling services in addressing discipline problems in these secondary schools. This chapter therefore presents a summary of findings, the conclusions drawn and the recommendations made thereof.

5.2 Summary of Findings

5.2.1 Based on the first objective, 93% of the respondents reported that there was a guidance and counseling department; 90% said that there was an established peer counseling department under the care of the guidance and counseling department. Further, 50% of teachers said they were trained in guidance and counseling while the other half at 50% said they were not trained. A majority of the respondents at 42% had certificate in guidance and counseling and 43% thought the selection was based on good behavior of the would be peer counselors. A figure of 55% was of the opinion that training for peer counselors was done while 45% were of a contrary opinion. Moreover, 64% agreed that there was a room or office earmarked for peer counseling department, 46% said the peer counselors worked on the fields, 39% said they worked in the guidance and counseling department and 15% said they worked in the principal or deputy principal's office. Facilitating healthy communication with school authority and giving information on drug and substance abuse both stood at 36%.

5.2.2 Based on second objective, it was reported that peer counseling was not used to address the discipline problem. Thus, 58.4% had sought the peer counselors 1-4 times in a term and 57.5% met the peer counselors alone, 38.2% met peer counselors with one or more other students and only 4.3% were sought after by the peer counselors themselves. Finally, 62% of the respondents said that peer counselors did not solve their problems adequately.

5.2.3 On third objective, 46.9% agreed that Peer counselling had improved teacher-student relationship and friendliness in the school. On whether Peer counselling had enabled students in developing positive attitude towards themselves, 49.4% agreed. The result also shows that when asked if Peer counselling had improved the level of discipline among students in the school, 51.7% agreed. On whether a ban of corporal punishment should be lifted to cater for the limitations of peer counselling, 64.9% disagreed. Peer counselling had made students more responsible about their work. On this statement, 46.9% agreed with the assertion. Further, 46.3% of the respondents disagreed that students were aware of, appreciate and utilize peer counselling in school. On whether teachers were willing to use peer counselling in addressing discipline problems among students, 54.3% disagreed.

5.2.4 Based on the fourth objective, 63% agreed that there was no time for effective peer counseling. On whether there was support from the school administration for better peer counseling, 61.5% agreed that there was no such support. Finally, 67.4% agreed to lack of peer counselors training being a challenge.

5.3 Conclusions

From the Study the following conclusions were derived

5.3.1- Based on the first objective that sought to determine the establishment of peer counselling programs, there was a guidance and counseling department and peer counseling programme. Teachers had basic guidance and counseling training. Peer counselors were barely trained for their work and Facilitating healthy communication with school authority and giving information on drug and substance abuse were the main activities done by peer counselors. It can therefore be concluded that there was an established peer counseling program in secondary schools although not completely supported.

5.3.2- Based on the second objective, Drug and alcohol taking was the commonest student discipline problem. Not so many students had sought help from their peer counselors. Peer counselors did not solve the students discipline problems adequately. It can therefore be concluded that peer counseling was not used to address the discipline problem in secondary schools.

5.3.3- Based on the third objective, Peer counselling had improved teacher-student relationship and friendliness in the school. Peer counselling had enabled students in developing positive attitude towards themselves. Peer counselling had improved the level of discipline among students in the school. A ban of corporal punishment should not be lifted to cater for the limitations of peer counselling. Peer counselling had made students more responsible about their work. Students were not aware of, appreciate and utilize peer counselling in school. Teachers were unwilling to use peer counselling in addressing discipline problems among students. Peer counselling had assisted in cultivating positive interpersonal relationships among students. It can therefore be concluded that peer counselling had a positive effect on student discipline in secondary schools.

5.3.4- On the fourth objective, there was no time for effective peer counseling. There was no support from the school administration for better peer counseling. Moreover, there was a lack of peer counselors training being a challenge. It can therefore be concluded that there were substantial challenges that negatively affected peer counseling services in addressing student discipline in secondary schools.

5.4 Recommendations

Based on the findings and conclusions of this study, the following are therefore recommended as the steps of action:

1. The school management under the supervision of the guidance and counseling HODs should introduce more peer counseling programs that create a wholesome peer counseling package.

2. Teachers should go for guidance and counseling training to facilitate them help peer counselors in doing effective counseling to curb student indiscipline cases

3. The guidance and counseling department through the HOD should create a well-structured programme that will enable it to address issues of discipline among students

4. Peer counselors should learn better ways of adequately addressing discipline problems among students

5. Seminars and workshops should be organized by school principals to sensitize teachers and students on the importance and effects of peer counseling in student discipline.

6. The government through the Ministry of Education should review policy to help improve peer counseling in secondary schools.

5.5 Suggestions for Further Research

This study proposes that further research should be done on the following:

1. Influence of peer counselors on students' self-esteem.

2. The relationship between peer counseling and acquisition of values in secondary schools.

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APPENDICES

APPENDIX A: TEACHER COUNSELLOR'S QUESTIONNAIRE

My name is Kweya Lydia Ambasa, a student at Egerton University undertaking a Masters degree in Guidance and Counselling. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is on effectiveness of peer counselling services in addressing discipline problems among secondary school students in Nandi Central District, Kenya. You have been selected as one of my respondents in this project. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

Section A: Background Information (tick appropriately)

1. Name of the school _____
2. Type of school: Public ☐ private ☐
3. Age (in complete years) _____
4. Gender Male ☐ Female ☐
5. Number of years served as a teacher _____

Section B: Guidance and Counselling Programme and Peer counselling

1. Number of years served as a teacher counsellor / Deputy principal _____

   _____
2. (a) Do you have any professional training in guidance and counselling?

   Yes ☐ No ☐

   (b) If yes, state the level of professional training in guidance and counselling?

   Certificate course ☐ Diploma certificate ☐ Bachelors' degree ☐

   Masters ☐
3. (a) Have you ever attended any seminar(s)/workshops in guidance and counselling?

   Yes ☐ No ☐

(b) If yes, how many seminars/workshops in guidance and counselling have you attended in the last two years? (Give approximation if not sure)_____

____

One ☐ Between 2 and 5 ☐ over 5 ☐ more than 10 ☐

4. Has your school established guidance and counselling department?

Yes ☐ No ☐

5. (a) Has guidance and counselling department in the school established peer counselling services?

Yes ☐ **(If Yes continue from 5(b))**

No ☐ **(If NO go to Section C)**

(b) If Yes in 5(a), what are the roles/functions of peer counselling services in the school[Tick as many as applicable]

Halting indiscipline ☐

Providing G & C materials (tapes, books) ☐

Offering G & C services ☐

Facilitating healthy communication between

administration and students

☐

Induction of new students ☐

Solving students' problems ☐

Outreach programmes

☐

Offering information (eg on drugs) ☐

Others (specify)

_____

_____

(c)What is the selection criteria for peer counsellors in the school? [Tick as many as applicable]

Religious inclination ☐

Well behaved student ☐

Social open & honest students ☐

Intelligent students ☐

One with confidence ☐

One who can observe confidentiality ☐

Random selection ☐

Others (Specify)

_____

_____

Does the department train peer counsellors before they take up their duties?

Yes ☐ No ☐

(d)If Yes in 5 (d), what do you train the peer counsellors on? [Tick as many as applicable]

Psychodynamics of counselling ☐

Communication skills ☐

Drug and substance abuse ☐

Decision making skills ☐

Life skills (eg conflict resolution) ☐

Reproductive health ☐

Others (specify)

_____

_____

(d) Is there a room/office for peer counselling services in the school?

Yes ☐ No ☐

(e) If No, from where else do you conduct peer counselling services?

Staffroom ☐ principal's office ☐ classroom ☐ under a tree ☐

In the field ☐

Others (specify)..... .....

6. What are the main peer counselling activities in the school? (Tick all correct alternatives)

Talking to candidates ☐ Individual student ☐ Group Lectures ☐ maintaining PC records ☐

Recite poems on assembly □ Participate in HIV/AIDS programme □ Running small business □ tending to flowers □ publishing PC magazine □

Others (Specify)

_____

_____

_____

Section C: Peer Counselling and Discipline

Kindly tick the appropriate response. (s)

1. What are the common discipline problems committed by students in your school? Tick all relevant choices)

Truancy. □ Drug/alcohol taking □

Sneaking out of school. □ Boy – Girl relationship □

Lying to get financial favours □ Bullying. □

Noise making in class. □ Untidiness in dressing. □

Destruction of school property (vandalism) □ Theft □

Others (Specify)_____

2. What are the effects of these discipline problems in your school?[Tick as many as applicable]

Disruption of learning. □ Academic wastage □ Strikes and riots □

Low self esteem □ unwanted pregnancies □ STIs/ HIV/AIDS infections □

Loss of individual/school property □

Others (specify)

.....

.....

3. (a) Does the school utilize guidance and counselling programme in addressing these discipline problems? Yes ☐ No ☐

(b)If yes, has the programme been accepted as an alternative measure to discipline in the school? Yes ☐ No ☐

i. Explain your response.....

.....

ii. If Yes in 3(a), does the guidance and counselling programme and school administration involve and utilize peer counselling services in addressing discipline problems in the school?

Yes ☐ **(If Yes continue from 3(d)**

No ☐ **(If NO continue from 8a)**

(d) If Yes in 3(c), when and under which conditions does the school utilize peer counselling services in addressing discipline problems?[Tick as many as appropriate]

Facilitating healthy communication with school authority ☐

Giving information on drug and substance abuse ☐

Counselling students with personal problems ☐

Solving conflicts between:

i) Teachers and students ☐

ii) Students and parents ☐

iii) Students and friends ☐

Any other area(s) state briefly

_____

_____

(f)Are students in this school aware of the use of peer counselling services in addressing their discipline problems? Yes ☐ No ☐

(g) Explain your response in 3(f)? _____

_____

4. (a) If yes in 3 (f), do they ever seek for assistance of peer counselling in addressing their discipline problems? Yes ☐ No ☐

(b) If yes in 4 (a), what common disciplinary problems does the school guidance and counselling programme prefer to be addressed by peer counsellors?[Tick as many as applicable]

Truancy.	☐	Drug/alcohol taking	☐
Sneaking out of school.	☐	Boy – Girl relationship	☐
Lying to get financial favours	☐	Bullying.	☐
Noise making in class.	☐	Untidiness in dressing.	☐

Others (Specify)_____

1.0 Rate the level of frequency at which students in your school seek peer counselling services in addressing their discipline problems in a term?

Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Very often ☐

2.0 In your opinion, do you think that peer counselling services have adequately addressed these problems? Yes ☐ No ☐

3.0 What counselling techniques are used by peer counsellors in addressing discipline problems among students in this school?

Individual counselling ☐ group counselling ☐

Both individual and group counselling ☐

4.0 (a) Apart from peer counselling, are there any other alternative discipline measures used in this school? Yes ☐ No ☐

(b) If yes, what are these measures [Tick all correct alternatives].

Caning ☐ cleaning ☐ digging ☐ kneeling ☐ loss of privileges ☐ suspension ☐

Exclusion/Expulsion ☐

Any other (state).....

Section C: Effectiveness of peer counselling services as an alternative measure to discipline

1. Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about the use of peer counselling services as an alternative discipline measure in this school. **Tick only one answer for each question**.

Statement	SA	A	U	D	SD
Peer counselling has improved teacher-student relationship and friendliness in the school.					
Peer counselling has enabled students in developing positive attitude towards themselves					
Peer counselling has improved the level of discipline among students in the school					
Ban of corporal punishment should be lifted to cater for the limitations of peer counselling					
Peer counselling has made students more responsible about their work					
Students are aware of, appreciate and utilize peer counselling in school					
Teachers are willing to use peer counselling in addressing discipline problems among students					
Peer counselling is an invasion into students' privacy					
Peer counselling has assisted in cultivating positive interpersonal relationships among students					
Peer counselling is designed for students with serious discipline problems only					
Peer counselling has enhanced the image of the school in the community					
Students value and appreciate the role of peer counselling in addressing their discipline problems					

2. What are the challenges facing the use and effectiveness of peer counselling as an alternative measure to discipline in your school?[Tick as many as appropriate].

   Lack of time by students ☐ lack of time by the teacher ☐ lack of support from administration ☐ lack of support from other teachers ☐ Incredibility of the group ☐ other (state)

   _____

   _____

3. How does guidance and counselling department and the school deal with these challenges?

   _____

   _____

4. Suggest ways in which peer counselling in your school can be improved and be made more effective as an alternative measure to discipline ?

   _____

   _____

Thank you

APPENDIX B: HEAD TEACHER'S QUESTIONNAIRE

My name is Kweya Lydia Ambasa, a student at Egerton University undertaking a Masters degree in Guidance and Counselling. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is on effectiveness of peer counselling services in addressing discipline problems among secondary school students in Nandi Central District, Kenya. You have been selected as one of my respondents in this project. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

Section A: Background Information

1. Name of the school _____
2. Age (in complete years) _____

   25-35 ☐ 35 – 45 ☐ 45 – 55 ☐ Over 55 ☐

3. Gender Male ☐ Female ☐
4. Number of years served as a teacher _____

   Number of years served as a head teacher? _____

1. (a) Has your school established guidance and counselling department?

   Yes ☐ No ☐

   (b) If Yes in 1 (a), does the school have a trained teacher counsellor?

Section B: Guidance and Counselling Programme and Peer counselling

   Yes ☐ No ☐

   (c) If yes in 1 (b), who appointed the teacher counsellor?

   Teacher service commission (TSC) ☐ Head teacher ☐

2. (a) Do you have any training in guidance and counselling?

   Yes ☐ No ☐

   (b) If yes in 2 (a), state the level of training in guidance and counselling?

   Certificate course ☐ Diploma certificate ☐ Bachelors degree ☐
   Masters degree ☐

3. (a) Have you ever attended any seminar(s)/workshops in guidance and counselling?

   Yes ☐ No ☐

(b) If yes, how many seminars/workshops in guidance and counselling have you attended in the last two years? (approximate if not sure) _____

_____

4. (a) Has guidance and counselling department in the school established peer counselling services?

Yes ☐ **(If Yes continue from 4(b))**

No ☐ **(If NO go to Section C)**

(b)If Yes in 4(a), what are the roles/functions of peer counselling services in the school? [Tick as many as appropriate]

Facilitating healthy communication with school authority ☐

Giving information on drug and substance abuse ☐

Counselling students with personal problems ☐

Solving conflicts between:

iv) Teachers and students ☐

ϖ) Students and parents ☐

ϖι) Students and friends ☐

Any other area(s) state briefly

_____

_____

(b) What is the selection criteria for peer counsellors in the school? [Tick as many as appropriate]

Religious inclination ☐

Well behaved student ☐

Social open & honest students ☐

Intelligent students ☐

One with confidence ☐

One who can observe confidentiality ☐

Random selection ☐

Others (Specify)_____

_____

5. (a) Is there a room/office for peer counselling services in the school?

Yes ☐ No ☐

(b) If No, where else do you conduct counselling services from?

Staffroom ☐ Principal's/ deputy's office ☐ departmental office ☐ in the field ☐

under a tree ☐ other (specify)

_____

_____

6. In what way(s) do you support peer guidance and counselling programme in your school? [Tick as many as appropriate]

Financial support ☐

Outreach programmes ☐

Seminars ☐

Workshops ☐

Invitation of counselling experts ☐

Purchase of relevant literature ☐

Section C: Peer Counselling and Discipline

1. What are the common discipline problems committed by students in your school? [Tick as many as appropriate].

Truancy	☐	Boy- Girl relationship	☐
Absenteeism	☐	Fighting	☐
Lying to gain financial favours	☐	Bullying	☐
Alcohol/drug taking	☐	vandalism	☐
Noise making in class.	☐	Untidiness in dressing.	☐
Stealing other's property	☐		

Others (specify)

_____

_____

2. What are the effects of these discipline problems in your school?[Tick as many as applicable]

Disruption of learning. ☐ Academic wastage ☐ Strikes and riots ☐

Low self esteem ☐ unwanted pregnancies ☐ STIs/ HIV/AIDS infections ☐

Loss of individual/school property ☐

Others (specify)

_____

_____

3 (a) Does the school utilize guidance and counselling services in addressing these discipline problems? Yes ☐ No ☐

(β) If yes, have the services been accepted as an alternative to discipline in the school? Yes ☐ No ☐

(c) Explain your response

_____

_____

(d) If Yes in 3(a), does the guidance and counselling programme and school administration involve and utilize peer counselling services in addressing discipline problems in the school?

Yes ☐ **(If Yes continue from 3(e))**

No ☐ **(If NO continue from 7a)**

(e) Yes in 3(d), when and under which conditions does the school utilize peer counselling services in addressing discipline problems? [Tick as many as appropriate]

Facilitating healthy communication with school authority ☐

Giving information on drug and substance abuse ☐

Counselling students with personal problems ☐

Solving conflicts between :

(i)Teachers and students ☐

(ii)Students and parents ☐

(iii)Students and friends ☐

Any other area(s) state briefly

_____

_____

(f). Are students in this school aware of the use of peer counselling services in addressing their discipline problems? Yes ☐ No ☐

(g)Explain your response in 3 (f)

_____

_____

4 (a) If yes in 3 (f), do they ever seek for assistance of peer counselling in addressing their discipline problems? Yes☐ No ☐

(b) If yes in 4 (a), what common discipline problems does the school guidance and counselling services prefer to be addressed by peer counselling? (tick as many as appropriate)

Truancy. ☐ Drug/alcohol taking ☐

Sneaking out of school. ☐ Boy – Girl relationship ☐

Lying to get financial favours ☐ Bullying. ☐

Noise making in class. ☐ Untidiness in dressing. ☐

Stealing other's property ☐ Homosexuality/Lesbianism ☐

Devil worshipping ☐ Sexual reproductive health/STDs/ HIV ☐

Personality / self esteem ☐ Strikes & riots ☐

Others (Specify)_____

_____

5. Rate the level of frequency at which students in your school seek for peer counselling services in addressing their discipline problems in a term?

Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Very often ☐

6 In your opinion, do you think that peer counselling services have adequately addressed these problems? Yes ☐ No ☐

7. (a) Apart from peer counselling, are there any other discipline measures used in this school? Yes ☐ No ☐

(b) If yes, what are these measures?[Tick all correct alternatives].

Caning ☐ cleaning ☐ digging ☐ kneeling ☐ loss of privileges ☐ suspension ☐ Expulsion ☐

Any other (state).....

Section C: Effectiveness of peer counselling as an alternative measure to discipline

1. Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about the use of peer counselling as an alternative measure to discipline in this school .**Tick only one answer for each question**.

Statement	SA	A	U	D	SD
Peer counselling has improved teacher-student relationship and friendliness in the school					
Peer counselling has enabled students in developing positive attitude towards themselves					
Peer counselling has improved the level of discipline among students in the school					
Ban of corporal punishment should be lifted to cater for the limitations of peer counselling					
Peer counselling has made students more responsible about their work.					
Students are aware of, appreciate and utilize peer counselling in school.					
Teachers are willing to use peer counselling in addressing discipline problems among students					
Peer counselling is an invasion into students' privacy					
Peer counselling has assisted in cultivating positive interpersonal relationships among students					
Peer counselling is designed for students with serious discipline problems only					
Peer counselling has enhanced the image of the school in the community					
Students value and appreciate the role of peer counselling in addressing their discipline problems					

2. What are the challenges facing the use and effectiveness of peer counselling as an alternative measure to discipline in your school?[Tick all appropriate alternatives]

Lack of time by students ☐ lack of time by the teacher ☐ lack of support from administration ☐ lack of support from other teachers ☐

Incredibility of the group ☐ other (state)

_____

_____

3. How does guidance and counselling department and the school deal with these challenges? _____

_____

4. Suggest ways in which peer counselling in your school can be improved and be made more effective as an alternative measure to discipline ?

_____

_____

Thank you

APPENDIX C: STUDENT'S QUESTIONNAIRE

Section A: Background Information

1. Name of the school _____
2. Age _____
3. Gender Male ☐ Female ☐
4. Class Form Three ☐ Form Four ☐

Section B: Guidance and Counselling and Peer counselling

1. (a) Are you aware of the existence of guidance and counselling in your school?

   Yes ☐ No ☐

   (b) If yes, do you know the school teacher counsellor? Yes ☐ No ☐

2. (a) Has guidance and counselling department in the school established peer counselling programme/services? Yes ☐ No ☐

   (b) What does the school administration consider in selecting peer counsellors in the school?[Tick as many as appropriate]

   Religious inclination ☐

   Well behaved student ☐

   Social open and honest students ☐

   Intelligent students ☐

   One with confidence ☐

   One who can observe confidentiality ☐

   Random selection ☐

   Others (Specify)_____

   _____

   (c) Does school and guidance and counselling department train peer counsellors before they take up their duties? Yes ☐ No ☐

3. (a) Is there a room/office for peer counselling services in the school? Yes ☐ No ☐

   (b) If No, where else do they conduct counselling services from?

   Staffroom ☐ Principal's/ deputy's office ☐ departmental office ☐ in the field ☐ under a tree ☐ other (specify)

   _____

   _____

4. What are the main peer counselling activities in the school? [Tick as many as appropriate]

Facilitating healthy communication with school authority ☐

Giving information on drug and substance abuse ☐

Counselling students with personal problems ☐

Solving conflicts between :

i) Teachers and students ☐

ii) Students and parents ☐

iii) Students and friends ☐

Any other area(s) state briefly

_____

_____

Section C: Peer Counselling and Discipline

1. What are the common discipline problems committed by students in your school? [Tick all correct alternatives]

Truancy.	☐	Drug/alcohol taking	☐
Sneaking out of school.	☐	Boy – Girl relationship	☐
Lying to get financial favours	☐	Bullying.	☐
Noise making in class.	☐	Untidiness in dressing.	☐
Stealing other's property	☐	Homosexuality/Lesbianism	☐
Devil worshipping	☐	Sexual reproductive health/STDs/ HIV	☐
Personality / self esteem	☐	Strikes and riots	☐

Others (Specify)_____

_____

2. (a) Does the school ever use guidance and counselling in addressing these discipline problems? Yes ☐ No ☐

(b) If Yes in 2(a), does the guidance and counselling programme and school administration involve and use peer counsellors in addressing some of these discipline problems in the school? Yes ☐ No ☐

(c) If Yes in 2(b), what are the common discipline problems that are addressed by peer counsellors in the school? [Tick as many as appropriate]

Truancy.	☐	Drug/alcohol taking	☐
Sneaking out of school.	☐	Boy – Girl relationship	☐
Lying to get financial favours	☐	Bullying.	☐
Noise making in class.	☐	Untidiness in dressing.	☐
Stealing other's property	☐	Homosexuality/Lesbianism	☐
Devil worshipping	☐	Sexual reproductive health/STDs/ HIV	☐
Personality / self esteem	☐	Strikes & riots	☐

Others (Specify)_____

_____

3a) If yes in 2 (b), have you ever sought for the assistance of peer counselling to address any of your discipline problems in the school? Yes ☐ No ☐

(b) If yes in 3 (a), what was the discipline problem(s) that made you seek for assistance of the peer counsellor[Tick as many as appropriate].

Truancy.	☐	Drug/alcohol taking	☐
Sneaking out of school.	☐	Boy – Girl relationship	☐
Lying to get financial favours	☐	Bullying.	☐
Noise making in class.	☐	Untidiness in dressing.	☐
Stealing other's property	☐	Homosexuality/Lesbianism	☐
Devil worshipping	☐	Sexual reproductive health/STDs/ HIV	☐
Personality / self esteem	☐	Strikes & riots	☐

Others (Specify)_____

_____

(c) Approximately, how many times have you sought assistance from the peer counselling department this term?_ 1-4 ☐ 5-10 ☐ 11-15 ☐ 16-20 ☐ more than 20 ☐

(d) Did the peer counsellor adequately solve your problem? Yes ☐ No ☐

(e) How did you meet the peer counsellor when seeking for assistance?

Alone ☐

With other pupils ☐

Alone and with other pupils ☐

The peer counsellor looked for me ☐

Other means (specify)

_____

_____

_____

4. Rate the level of frequency at which students in your school seek for peer counselling services in addressing their discipline problems in a term?

   Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Very often ☐

5. In your opinion, do you think that peer counselling services have adequately addressed students' discipline problems in your school? Yes ☐ No ☐

6. (a) Apart from peer counselling, are there any other discipline measures used in this school? Yes ☐ No ☐

7. If yes, what are these measures? _____

   _____

8. Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about career awareness among learners in the school.

Tick only one answer for each statement.

Statement	SA	A	U	D	SD
Peer counselling has improved the relationship between students and teachers in the school					
Peer counselling has improved the level of discipline among students s in the school					
Caning is the best way of solving discipline problems in the school					
Students use peer counselling in solving their discipline problems in school					
Peer counselling has made students more responsible about their work.					
Teachers are willing to use peer counselling in solving discipline problems in the school					
Peer counsellors are role models and students with integrity in the school					
Peer counselling is a better method of solving discipline problems in the school than caning					
Peer counselling is designed for students with serious discipline problems only					
Peer counselling has enhanced the image of the school in the community					

Thank You

APPENDIX D: REQUIRED SIZE FOR RANDOMLY CHOSEN SAMPLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

N = Population size; S = sample size

APPENDIX E: EGERTON UNIVERSITY RESEARCH PERMIT

EGERTON
Tel: 051-
62276//9/62280/-4
Fax: 051- 62213

UNIVERSITY

P.O. Box 536
Egerton, Kenya

DEPARTMENT OF PSYCHOLOGY, COUNSELLING AND EDUCATIONAL FOUNDATIONS

TO WHOM IT MAY CONCERN

RE: GUIDANCE AND COUNSELLING STUDENT RESEARCH

It is a requirement for our Master of Education students to carry out a field research in preparation for actual research for their project/thesis report. The field research can be carried out in institutions of learning or other institutions that the student may be interested in.

I therefore wish to introduce to you **Kweya Lydia Ambasa** Registration number EM16/1247/04 for your kind assistance in her study entitled: ***Effectiveness of Peer Counselling in Addressing Disciplinary problems among Secondary School Students in Kapsabet Division, Nandi Central District Kenya.*** Please, accord her the help she may need in order to achieve this objective. While she is carrying out the research, she is familiar and bound by the ethical standards of collecting information and safeguarding the same.

On behalf of the University, I wish you well and thank you for your partnership in the training of our students.

Sincerely,

CHAIRMAN
DEPT. OF PSYCHOLOGY, COUNSELLING & EDUCATION FOUNDATIONS
EGERTON

Dr. M. C. Chepchieng
CHAIRMAN, DEPARTMENT OF, PSYCHOLOGY, COUNSELLING AND EDUCATIONAL FOUNDATIONS.

For: Vice-Chancellor- Egerton University

APPENDIX F: MINISTRY OF EDUCATION RESEARCH PERMIT

MINISTRY OF EDUCATION

Telephone: Kapsabet (053) - 5 - 2084
When replying, please quote

REPUBLIC OF KENYA

District Education Office,
Nandi Central District,
P. O. Box 36,
KAPSABET.

REF: NDI/TSC/322011/13.

21 October, 2010.

The principals,
Secondary schools,
NANDI CENTRAL.

RE: KWEYA LYDIA AMBASA TSC NO.322011.

The above mention teacher is persuing Masters Degree in Guidance and Counselling at Egerton University.

She is carrying out research project in institutions of learning in Nandi Central.

Please accord her the necessary assistance to fulfil the requirements of the project.

Thank you,

JAMES K.MONGO,
For: DISTRICT EDUCATION OFFICER,
NANDI CENTRAL DISTRICT.

DISTRICT EDUCATION OFFICER NANDI CENTRAL DISTRICT

JKM/mcs

EGERTON UNIVERSITY LIBRARY