

**PERCEPTIONS OF TEACHER COUNSELLORS AND STUDENTS ON THE
EFFECTIVENESS OF PEER COUNSELLING SERVICES IN THE MANAGEMENT
OF DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAKURU EAST SUB-
COUNTY, KENYA.**

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**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements
for the Degree of Master of Education in Guidance and Counselling of Egerton
University**


EGERTON UNIVERSITY

OCTOBER 2024

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented in this university or any other for the award of a degree.

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DEDICATION

I dedicate this thesis to the Sovereign God who has graciously provided for my academic needs, my late parents, Njoroge Muigai and Esther Nyambura, my beloved children, Faith, Eli, Grace, Michael, and Shalom, as well as my dear husband, Prof. Enos Barasa Mukadi, for their support and encouragement in helping me complete this scholarly work.

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May God bless you all.

ABSTRACT

Teacher counsellors and other education experts have developed discipline management strategies. In addition to promoting acceptable behaviour and coping mechanisms, preventive measures are one strategy for addressing student indiscipline. The purpose of this study was to establish the perceptions of the teacher counsellors and students by gender on the effectiveness of peer counselling services in the management of discipline in public secondary schools in Nakuru East sub-county, Kenya. The study was guided by the following objectives: to determine perceptions of teacher counsellors, students and whether there was significant gender differences in perceptions of teacher counsellors students by gender on the effectiveness of peer counselling services in the management of discipline in public secondary schools in Nakuru east sub-county. The study was guided by the Social Cognitive Theory (SCT), which holds that behaviour, environment, and person interact dynamically and reciprocally in social contexts to facilitate learning. The study adopted descriptive survey research design. The study's total population of 3040 consisted of 19 teacher counsellors and 3021 form four students from 19 public secondary schools in the Nakuru East Sub-county. A sample size of 346 students was selected from the 19 schools. In addition, 19 teacher counsellors were selected from each of the schools giving a total of 365 participants. The research instruments were pilot tested in one public secondary school using 30 form four students and two teacher counsellors to establish the reliability of the instruments. The scale measuring teacher counsellors' perception had a Cronbach alpha of 0.907 while that of the students' perception had 0.972. Based on these results, the two scales were adjudged to be reliable after yielding a reliability coefficient of 0.70 and above. The validity of the study instruments was established through expert opinion in the School of Education. Descriptive and inferential statistics, such as frequencies, percentages, and t-tests, were used to analyse the data. The statistical analysis was done using the Statistical Package for Social Sciences (SPSS) version 22.0 for windows. Students gave peer counselling services a higher aggregate effectiveness rating (mean= 2.81) than teacher counsellors (mean= 2.56). Further results indicated that teacher counsellors' perceptions of peer counselling's efficacy in managing discipline did not statistically differ based on gender ($t = -3.617$, $df = 344$, $P < .001$). The study concluded that peer counselling services had a moderate impact on discipline management in public secondary schools in Nakuru East. The study recommended improving peer counsellors' training and the relationship between teacher counsellors and peer counsellors in order to increase the efficacy of peer counselling.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASCA	American School Counsellors Association
BOM	Board of Management
CDRC	Civil Rights Data Collection
G&C	Guidance and Counselling
GoK	Government of Kenya
HIV	Human Immuno Deficiency Virus
MOEST	Ministry of Education, Science and Technology
NACADA	National Authority for the Campaign Against Alcohol and Drug Abuse
NACOSTI	National Commission of Science, Technology and Innovation
NGOs	Non-Governmental Organizations
NHPC	National Housing and Population Census
PACT	Peer Approach Counselling by Teens
PCs	Peer Counsellors
PECC	Peer Education and Counselling Clubs
SCT	Social Cognitive Theory
TSC	Teacher Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Discipline is a willingness to behave in a way that satisfies societal expectations for an individual as well as the readiness to accept guidelines in the form of rules and regulations (Temitayo et al., 2013). According to Madziyire (2010), academic achievement in school requires discipline since it promotes efficient teaching and learning. High standards of discipline are necessary for achieving academic performance. Because of this, maintaining order is essential to fostering a safe and polite learning atmosphere because everyone is focused on the teaching and learning process. For children to develop emotionally, socially, and morally, effective discipline is crucial (Dufresne et al., 2010).

Effective teaching is hampered by a lack of discipline in the classroom. The objectives of education cannot be met in a classroom without effective instruction. There is little time dedicated to education and a lot of time spent on incidents of indiscipline. According to Nakpodia (2010), Alemayehu (2012), and Oluremi (2012), this indicates that the materials are incomplete, which results in students' deficient learning and examination preparation. Classroom misconduct by students is seen to be a precursor to eventual school dropout and associated social repercussions since it disrupts education. Many nations, including Republic of Korea, India, Swaziland, and the United States of America, have reported cases of indiscipline. Not turning in homework, arriving late, writing in a textbook, making noise in class, and skipping school are a few of them, according to the United Nations Children's Fund (UNICEF, 2017).

In addition to more general structural and contextual elements like wealth disparity, deprivation, marginalization, and conflict, the core causes of indiscipline are gender and societal norms. An estimated 246 million kids and teenagers encounter school indiscipline in one way or another each year. The United Nations Educational, Scientific, and Cultural Organisation (UNESCO, 2017) claims that bullying is the most prevalent type of school indiscipline, using data from Europe, North America, and Australia. About half of public middle and high schools reported at least one instance of physical attacks, fights (without the use of weapons), theft, larceny, or vandalism, according to the data on indiscipline that is currently available. Even though fewer students are carrying guns, 8% of students in grades 9 through 12 still report having been threatened or hurt by a weapon while on school grounds.

In the United States of America (USA), there have been instances of indiscipline when students have been either suspended or arrested, according to Civil Rights Data Collection (CRDC, 2015). In contrast to 31% and 39% of students who were arrested for school-related offenses, the report states that between 27% and 41% of student enrolment were referred to law enforcement. Students who received suspensions or expulsions ranged from 31% to 42%. Apart from the Philippines, Brazil, China, Jamaica, Korea, Finland, Sweden, Canada, Chile, and Mexico, these countries also experience indiscipline. UNESCO (2015) has identified unmistakable indicators of student indiscipline, insecurity, and rivalry and conflict amongst schools. These issues are often caused by dysfunctional parenting.

Studies have indicated that the successful execution of peer counselling services has a major impact on students' behavioural issues (Arudo, 2008). Students who have been carefully chosen from among the students and taught to help others handle their problems are known as peer counsellors (Wango & Mungai, 2007). Osodo et al. (2016) conducted a study in Ugunja and found that peer counselling programs have significantly enhanced discipline in public secondary schools. Peer counsellors in the United States of America helped and actively listened to other students who were having issues, according to reports from the Office of Prevention Programmes (2007). Furthermore, they frequently employed individual and group counselling to deal with a variety of social, psychological, academic, and family issues (Coleman, 2008).

Peer counselling programs were implemented globally to supplement the guidance and counselling provided by teacher counsellors. Peer counselling services are used globally to oversee behaviour; they accomplish this by providing students with guidance and instruction. In addition to problem-solving and decision-making approaches, they are taught basic listening skills (Bett, 2013; Borders & Drury, 1992; Lapan, 2001; Myrick, 1989). In 1990, Netta Cartwright, a school counsellor at a Midlands Secondary School in the United Kingdom (UK), initiated the practice as a crucial component of the school's anti-bullying approach. She instructed students in basic co-counselling and listening skills (Zubinet *et al.*, 2006). Students seek counselling services to assist them deal with the various problems they face in today's global society. It is used in a number of African nations. Peer counselling services were launched in Botswana in 2003, and the outcomes have been positive. The foundation of peer counselling services is the knowledge that students are more likely to relate to their comfortable classmates (UNESCO, 2002). Chireshe (2006) states that peer counsellors help

identify pupils who are having problems and direct them to school counsellors. The circumstances in Uganda are comparable to those in Botswana. According to Rutondoki (2000), peer counselling services for teenagers are crucial in Uganda because they allow them to openly discuss and express personal issues that they may have with their parents, the government, or even with themselves in a way that adults would typically find awkward.

The Republic of Kenya (1999) suggested that peer counselling services be installed in all educational and training institutions across the nation when it was discovered that the Peer Approach Counselling by Teens (PACT) program was successful in other nations. The job of teaching peers in the community and at school the abilities, information, and attitudes that they have gained can fall to peer counsellors (UNESCO, 2015). The Republic of Kenya (2001) states that peer counsellors should be equipped with the skills and information needed to support other students who might need advice and counselling, and that peer counselling programs ought to be established in every school. The 1997–2000 growth plan also recommended that counselling services in educational institutions be enhanced. Peer Education and Counselling Clubs (PECC) have been established by educational institutions and training centres as a result (Bett, 2013).

According to Maithya (2009), peer counselling services are crucial to the operation of schools, particularly when addressing drug abuse and other issues that students face. Nyaegah (2011) notes that there is enough data to suggest that counselling can be successful even when dealing with challenging students. Students' discipline management has produced favourable results (Kirui *et al.*, 2011). Additionally, Nyaegah (2011) notes that counselling has evolved into a sort of cure for disruptive behaviour in schools. According to Cowie and Hutson (2005), in a mixed-sex setting, boys are generally less inclined to volunteer for peer support programs. Peer support is seen as a feminine domain, and they stand up for their gender limits. Gender boundaries become more diffuse in single-sex schools since there are no peers of the other sex to compare with.

According to a study by Osodo *et al.* (2016) peer counselling supports student discipline in public secondary schools. Peer counsellors' ability to quickly recognise the needs of their fellow students has been connected to their willingness to listen to peers who are suffering difficulties, as demonstrated by the 87.33% of respondents who reaffirmed this. They contend that peer counsellors have greater sway over their peers, are more likely to consistently

approach them, and respond well to messages from their peers. According to Ndichu (2005), students are more inclined to approach their peers with questions or concerns and to react more favourably to messages from their peers, which supports this claim.

In Kenyan schools, there had been a rise in occurrences of indiscipline. Among the examples of indiscipline that schools have recorded include those involving arson, sexual assault, theft, fighting, truancy, tardiness, drug usage, vandalism, stealing, sneaking out of school, bullying, using vulgar language, and making noise. According to reports, some students in Nyeri County passed away after consuming poisoned beer (Lagat *et al.*, 2014).

Most of the schools in the Nakuru East sub-county have established peer counselling programs. The peer counsellors are elected by the teacher counsellors who oversee guidance and counselling. Peer counsellors are typically students who have demonstrated a strong moral code and exert influence over other pupils. In order to guarantee a student body that is morally pure, emotionally and psychologically healthy, and that academic brilliance is their ultimate aim in school life, teacher counsellors collaborate closely with them. Peer counsellors watch other pupils and report to the teaching counsellor which ones need assistance. Teachers who serve as counsellors maintain accurate and confidential records on the students they assist, which is beneficial for the exercise that follows. Professional counsellors train peer counsellors and the school administration facilitates the process of peer training (Kituyi *et al.* 2015).

Despite the availability of peer counselling services in Nakuru East sub-county schools, the number of incidences of indiscipline continues to rise. As per the findings of a 2017 report by the County Education Task Force, student indiscipline charges included drug misuse, theft, violence, exam cheating, and truancy even after peer counselling was introduced in schools. The Nakuru East sub-county pupils' performance and, in turn, their future, could be significantly impacted by this, which alarmed the task group. Students that participate in indiscipline may find it difficult to learn and may not be useful members of society in the future. Therefore, the purpose of the study is to ascertain how students and teacher counsellors in Nakuru East sub-county, Kenya, perceive significance of peer counselling services in maintaining discipline.

1.2 Statement of the Problem

Students at secondary schools have long been known for their lack of discipline; while many cases go unreported, reports of it in the media have continued over time. It is evident that the absence of discipline makes learning more difficult, which emphasizes the need for educational institutions to uphold discipline and order. Peer counselling is a very successful intervention when it comes to disciplinary management techniques. Student social isolation, teenage pregnancy, drug misuse, and sexual abuse are among the concerns that peer counselling is important in resolving. According to data from the County Education Task Force (2017), there has been a worrying rise in indiscipline incidents in Nakuru East Sub-County among secondary school students. These offenses include drug abuse, theft, exam cheating, violence, and truancy. The Ministry of Education became concerned about this trend and recommended a number of discipline management strategies, including the use of peer counselling services. Gender refers to the ways in which individuals see their roles as male or female, as well as the behaviours that have come to be associated with masculinity and femininity. As a result, gender has an effect to how people perceive themselves, with the result that most people of the same sex identify specific traits with themselves. Despite the widespread adoption of peer counselling services, instances of indiscipline persist, indicating the need for a comprehensive understanding of their effectiveness from the perspectives of stakeholders. This study aimed at filling this gap by exploring the perceptions of teacher counsellors and students, disaggregated by gender, to inform strategies for improving discipline management in public secondary schools.

1.3 Purpose of the Study

The purpose of this study was to establish perceptions of teacher counsellors and students by gender on the effectiveness of peer counselling services in the management of discipline in public secondary schools in Nauru east sub-county, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To determine perceptions of teacher counsellors by gender on the effectiveness of peer counselling services in the management of discipline in public secondary schools in Nakuru east sub-county, Kenya.

ii. To determine the perceptions of students by gender on the effectiveness of peer counselling services in the management of discipline in public secondary schools in Nakuru east sub-county, Kenya.

iii. To determine whether there was significant gender differences in perceptions of teacher counsellors on the effectiveness of peer counselling services in the management of discipline in public secondary schools in Nakuru east sub-county, Kenya.

iv. To determine whether there was significant gender differences in perceptions of students by gender on the effectiveness of peer counselling services in the management of discipline in public secondary schools in Nakuru east sub-county, Kenya.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the perception of teacher counsellors by gender on the effectiveness of peer counselling services in the management of discipline in public secondary school students in Nakuru East sub-county?
- ii. What is the perceptions students by gender on the effectiveness of peer counselling services in the management of discipline in public secondary school students in Nakuru East sub-county?

1.5.1 Hypotheses of the Study

The study was guided by the following research hypotheses:

H₀₁ There is no significant gender difference in the perception teacher counsellors on the effectiveness of peer counselling services in the management of students' discipline among public secondary schools in Nakuru East sub-county.

H₀₂ There is no significant gender difference in the perception of students on the effectiveness of peer counselling in the management of discipline among public secondary schools students in Nakuru East sub-county.

1.6 Significance of the Study

Peer counselling services are crucial since secondary public school students often struggle with a range of social and academic difficulties. The study's findings will help the youngsters as they settle into their new neighbourhoods and schools. Educators, conversely, stand to benefit from the research as it is their duty to oversee and shape students' conduct in

compliance with the regulations and code of conduct set forth by the school administration. This study will help parents recognize the many approaches to enforcing discipline on their children.

The research may help teachers more broadly by making it possible for secondary schools in the Nakuru East sub-county to effectively use peer counselling services. In addition, it is expected that the application of enhanced ineffectiveness and peer counselling services will improve how instructors and students view them, promote order, and create a positive learning atmosphere in the relevant secondary schools. In addition, teachers and students will develop favourable perceptions of student peer counselling services as a means of lowering indiscipline and promoting a healthy learning environment. By increasing their knowledge and skills on the best approaches to offer guidance and counselling services, the study's conclusions can help teacher counsellors advance professionally. This also helps to create positive perceptions of peer counselling services among teachers and students. The study's findings may also be useful to other staff members and organisations who make choices, develop policies, and implement peer counselling programs for kids in secondary schools. The study's findings will support guidance and counselling with regard to resources, staffing, education, and acquiring essential school infrastructure. This could support the Ministry of Education's efforts to manage student behaviour in secondary schools, the perceptions of peer counselling services by students, and teacher counsellors.

1.7 Scope of the Study

The Nakuru East sub-county's public secondary schools were the study's primary focus because there hasn't been much research done there and because the majority of the students there had disciplinary issues that kept them from completing their secondary education. The target group in Kenya's Nakuru East Sub-County consisted of peer counsellors and heads of guidance and counselling departments at public secondary schools. The owners or administration of private secondary schools believed that their more advanced disciplinary management procedures were the reason the private schools were left out of the research.

1.8 Assumptions of the Study

The study was guided by the following assumptions:

- i. Peer counselling services' implementation in all public secondary schools in the Nakuru East Sub-County may be positively or negatively impacted by how well teachers, counsellors, and students feel they work in handling student misbehaviour.
- ii. Peer counselling services' effectiveness in preserving discipline in public secondary schools in the Nakuru East Sub-County was accurately measured by the data gathered from questionnaires filled out by students and teacher counsellors.

1.9 Limitations of the Study

- (i) Some of the participants might give false information or omit facts out of concern that doing so would reveal shortcomings in the way the high school peer counselling program was implemented. The researcher gave the responders the assurance that all of the data would be kept private.
- (ii) It is important to exercise caution when applying the study's findings to private schools and other sub-counties because it was restricted to public secondary schools in one sub-county.
- (iii) The research was susceptible to bias due to its reliance on self-reported data. But the researcher reduced this risk by telling the participants that all information would be maintained private and used exclusively for study. It was explained to participants that they could choose not to participate in the study.

1.10 Operational Definition of the Terms

The following terms were operationalized in the study:

Assessment: It alludes to closely comparing the peer counselling program's elements to the requirements set forth by the Ministry of Education. The phrase was used in this study to describe the process of closely analysing the impact on students' behaviour management of peer counsellors' training, mentorship, and personal therapy, as well as the school's support for the peer counselling program.

Behaviour: The way a person acts or behaves, particularly with others, is the behaviour that the students exhibit.

Behaviour management: It holds true for altering one's behaviour as well. It's an attempt to persuade and motivate people to change how they act or interact in certain circumstances. The term "behaviour management" in this study refers to peer counsellors' attempts to mentor and inspire other students to alter their behaviour in order to help students exhibit behaviours that support learning and teach social behaviours that are suitable for both home and school settings.

Discipline: Discipline is the capacity to behave in a way that satisfies societal expectations for an individual as well as the readiness to accept guidelines in the form of rules and regulations (Temitayo, 2013). In this study it referred to the practice of behaving in acceptable manner among secondary school students.

Effectiveness: Effectiveness is how well a process actually accomplishes its intended purpose (Roberts, 1994). In this study, effectiveness was used to refer to the degree to which peer counselling services has been successful in management of secondary school student's discipline. Peer counselling enhances discipline of the students as indicated by improved academic performance.

Heads of Guidance and Counselling Department: refers to a teacher counsellor who serves as the department's supervisor and who provides access to a school counselling program for all students, helping them with social emotional development, career and academic preparation, and college admission. The advice and counselling department heads in this instance are the guidance and counselling teachers who oversee the guidance and counselling departments at their individual schools.

Management: The art of management involves working with and through members of formally organised organisations to accomplish goals Koontz (2012). This study uses it as a means of improving discipline.

Perception: People's perceptions of the world shape their personalities and attitudes. All emotions, including love, hate, and kindness, stem from a person's perceptions of certain things Vishal (2017). In this study, it referred to

teacher counsellors and students views about effectiveness of peer counselling services in the management of discipline among secondary school students.

Peer: According to Shiner (2000), a peer is a person who is on an equal footing with another and who is a member of a particular societal group, sharing unique features with this group. Students in forms one through four were referred to as peers in this study.

Peer counsellors' Training: refers to a program where pupils are taught particular skills. The word was used in this study to describe a part of the peer counselling program wherein student peer counsellors receive training in particular behavioural skills and techniques to help them function effectively in their capacity as student peer counsellors.

Peer counselling services: Peer counselling services are services of helping each other by listening, sharing common experiences, exploring options and giving support. It is based on communication, empathy and understanding. Peer counselling services can provide peer counselling services in a variety of settings including one to one or in a group Sugarman (1998). This study will use it to refer to services such as, conflict resolution, individual and group counselling.

Peer Counsellor: A peer counsellor is that individual who has attained related experiences, knowledge, and coping skills, to assist others with their related experiences (Sisco, 1992). In this study peer counsellor referred to a student who has been selected and trained to counsel fellow students with discipline issues.

Teacher counsellor: A teacher counsellor is a qualified or licensed educator with training in school counselling. They have the unique skills and traits to satisfy each student's needs in the areas of academics, personal/social development, and professional advancement. Paine (2018). In this study, a certified teacher overseeing peer counselling services at a public secondary school was called a "teacher counsellor."

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents scholarly research on peer counselling standards and school discipline. The opinions of educators and students about how well peer counselling programs work to uphold discipline are also examined. It looks at the gender inequalities between students and teachers as well as the efficacy of peer counselling in order to address student discipline. Finally, the theoretical framework of the study is illustrated through the use of Social Cognitive Theory (SCT), and the conceptual framework is then presented and explained.

2.2 Indiscipline in Public Secondary Schools Globally

Teachers, legislatures, and the public at large are expressing concern about school indiscipline due to the rise in peer aggression, violence in the relationships between teacher counsellors and students, and vandalism. Due to this, issues with student dropout rates, deviant behaviour, cheating on exams, tardiness, and subpar academic performance have persisted (Dada *et al.*, 2012).

Teacher counsellors face a problem when they witness instances of indiscipline in schools across the world. Students in the UK are often raucous, disorganized, and rude to professors, according to Maphosa and Mammen (2011). In the US and the Caribbean, there have also been reports of profanity and contempt for teacher counsellors. As a result, all administrators of schools require that their institution maintain a rigorous code of behaviour. Certain areas of the United Kingdom exhibit higher than usual levels of delinquency, vandalism, and absenteeism. "No-go areas" in Britain are defined as areas with a high prevalence of drug-related felonies and heavy drug usage (Reid, 2000). Students in Chicago, New York, Detroit, and Washington commit violent crimes against high school students, including robberies, vandalism, and extortion.

Nigerian schools are among the places in Africa where indiscipline is practiced. Okoson (2010) reports that truancy hooliganism, disobedience to school authorities, exam cheating, and intoxication are among the indiscipline-related behaviours that are becoming more common. In local schools, 2013 was marked by a general lack of peace, rowdiness, and indiscipline. According to a research by Modisaotsile (2012), high school students in South

Africa had a high rate of truancy. Danso (2010) criticized the high levels of lawlessness and indiscipline in Ghanaian schools. He noticed that scarcely a day went by without someone reporting that adolescent students in elementary and secondary schools had committed an act of disobedience. He bemoaned the reasons behind drug addiction, sexual assault, armed robberies, abortions, and even killings that occur in schools. If teachers, counsellors, and students lack discipline, then meaningful teaching and learning that is focused on achieving school objectives cannot be accomplished.

There is also indiscipline in secondary schools in Kenya. According to Kiprop and Chepkilot's (2011) research, there are different types of indiscipline in public secondary schools. Bullying was listed as one of the most prevalent forms of indiscipline in public secondary schools, according to the Ministry of Education, Science, and Technology (MOEST) 2000/2001 study. Booing is another way that indiscipline shows up. When students consistently jeer at staff workers, it's a clear sign of indiscipline. Strange behaviours such as deliberate loud sneezing and throat clearing, as well as offensive comments and writing on walls and boards, are further signs of indifference. Another indication of indiscipline in students is when they pretend to be sick or miss class frequently without good cause. Drug addiction is another common manifestation of indiscipline in Kenyan schools. Additionally, it was discovered that major behavioural issues in Kenya's public secondary schools included absenteeism, disobedience, dishonesty, disorganization, laziness, and a lack of commitment in academic work (Kigotho, 2011).

Kenya has a school code of conduct, just like every other nation in the world (The Education Act, 1980). A manual created for Kenyan public secondary school heads has further improved this guideline (Ministry of Education, 1979). The administration must make sure that the rules are followed for the good of the student, parent, teacher, counsellor, and the government as a whole. Nonetheless, instances of head teachers and teacher counsellors violating this code of conduct to the point that it resulted in student fatalities were still documented. In Nyeri, a standard six students was severely punished (January 22, 2016; Daily Nation). Protests, rallies, strikes, and riots were indicators of indiscipline in schools (Dada *et al.*, 2021). This could extend beyond this to include flagrant misbehaviour and disobedience of school policies. Even while the problem among students may not be severe at first, when it does, it manifests itself as violence. There had been more disturbances and indiscipline in spite of everything.

According to Kiprop (2012), indiscipline has multiple manifestations, causes, meanings, and roles in the social, psychological, and educational domains. The primary goals of school discipline are to protect children and staff from harm and to foster a learning environment (Gaustard, 2005; Madziyire, 2012). Effective discipline in the classroom and throughout the school is essential for high academic achievement because it promotes efficient teaching and learning. Instances of indiscipline were not uncommon in Kenyan secondary schools; they included things like smoking, being late, abusing drugs, fighting in the school grounds, not finishing assignments, disobeying rules, and not disciplining students.

A number of uprisings in public secondary schools had tragically ended, such as the 1991 incident at Saint Kizito Mixed Secondary School, when 19 girls perished after the guys went on a rampage, raping and maiming them (Kenya Times, June 16, 1991). In 1997, 57 students died in the dormitory at Bombolulu Girls Secondary after other students attacked the school with an arson weapon. In an effort to put pressure on the administration to stop classes earlier than scheduled, other students in the school sparked an inferno in 2001 that claimed the lives of 67 students. A wave of unrest that impacted more than 117 public secondary schools occurred in 2016. Due to school fires, students at these schools disrupted classes and destroyed property worth millions of shillings (Ng'ok, 2013).

According to Chemweno (2016), from 2013 to 2015, exam cheating increased in Kenya. Cheating increased from 3,812 applications in 2013 to 5,101 applications in 2015. As a result, the Kenya Certificate of Secondary Education (KCSE) exam results of the students who were suspected of cheating were revoked. About 120 schools caught fire in July and August of 2016, with the majority affecting the dormitories and causing the destruction of property worth millions of shillings. The stated explanations included students' lack of values, indiscipline, modifications made to the second term due to its extension, and the anticipated stringent oversight of the national exam. Children from dysfunctional households, impoverished children, children born to adolescent parents, and children with special needs are all represented in schools nowadays. A lack of adequate parental supervision and control over their children has resulted in a negative attitude toward authority in general, including that of school staff, among many pupils. In several Kenyan secondary schools, there have been reports of violence and sexual molestation. In another instance, some students physically attacked their female teacher after she accused them of mistreating her. In July 2017, while

returning from a trip, a group of students were arrested in a bar while consuming alcohol. All of these were unmistakable signs of indiscipline in Kenyan secondary schools.

Schools use a variety of strategies to control behaviour. One tactic to lower the number and severity of misbehaviour is to employ therapy and coaching along with positive reinforcement approaches (Human Rights Watch, 1999). Teacher counsellors can provide kids with rewards in a number of low-tech ways, according to Human Rights Watch (1999). Teachers have various ways to include their pupils in the classroom: they might give special certificates to children who perform well, assign chores, have students write essays, and applaud students in front of other students. Professional counsellors have the option to put their names on bulletin boards or to publicly commend a student in front of their peers or other counsellors. Positive remarks can be made in a child's exercise book by a teacher or counsellor. Pupils could be asked to compose a statement outlining the detrimental consequences of their actions or to publicly repent to their peers for any mistakes they made. Expulsion, verbal rebuke, suspension, fines, detention, manual labour, self-commitment to uphold good behaviour, and coaching and counselling are methods used to manage discipline (Simatwa *et al.*, 2012).

Indiscipline is a behavioural problem that is indicative of delinquent behaviour. Similar to engaging in behaviours like lying, stealing, playing truant, or running away from home, it typically results in severe emotional, mental, and bodily suffering (MacDaniel, 2005). Numerous social vices and acts of indiscipline, such as shoplifting, rioting, drug misuse, cultism, tardiness, thievery, and verbal or physical assault, are listed by Zubaida (2009) among secondary school students. Kounin (2008) asserts that the main signs of a lack of discipline among students are a range of disruptive behaviours that happen both inside and outside of the classroom, including violence, hooliganism, street fights, skipping class, dressing inappropriately even when they are wearing their uniforms, moral failings, gambling, and other immoral activities.

Parents who have disregarded their children's at-home discipline are to blame for the lack of discipline in schools (Madziyire, 2010). Students display moral laxity because parents don't spend enough time with their children and don't carry out their obligation to raise them appropriately. Furthermore, as to Kiprop (2012), we cannot fully blame our civilization for indiscipline since it is a social issue brought on by our society's distorted and corrupted ideals in the current day. The many instances of indiscipline that take place in our culture have an

impact on our students (Paul, 2009). A kid who enjoys gambling in class, according to McManus (2009), has realized that hard work is not appreciated in society and that there. Ndakwa (2013) states that certain students have the ability to incite chaos in others by meeting with other students who exhibit dissimilar behaviours that negatively affect them. It is clear that there has been a rise in school indiscipline throughout time. With the Kenyan government's 2001 prohibition on corporal punishment, the tendency may perhaps reach greater levels than they do now (Government of Kenya, 2001). This lack of self-control will eventually affect society as a whole. This will show up in many sorts of indiscipline, including smuggling, robbery, corruption, and assassinations.

2.3 Management of Discipline in Public Secondary Schools

Many techniques are used to control discipline. Following the 19-person shooting at Columbine High School that resulted in 23 injuries and 19 fatalities, American schools are currently putting a number of safety measures into place. These include the usage of metal detectors, the presence of security guards on campus, rules about student conduct and dress, the identification of students who might be violent, anti-bullying educational programs, peer counselling services, and mediation. Comparable to the American scenario are Asia and Europe (Nobuko, 2012).

Africa regulates discipline in a number of ways. According to Temitayo (2014), some of the tactics employed by Nigerian schools include the use of rewards, praise or blame, detention, suspension, expulsion, denial of privilege, moral punishment, and positive approach. Policies and regulations are yet another instrument for maintaining discipline. The school handbook is the foundation for appropriate behaviour. Kids need to understand exactly what behaviour is acceptable in the classroom. Children not only get to participate in decision-making, but they are also guided and instructed to make deliberate, well-informed decisions. Zimbabwe and Botswana use guidance and counselling, particularly peer counselling programs, to deal with discipline (Chireshe, 2013).

Simatwa (2012) claims that schools in Kenya still employ both legal and illicit forms of discipline to maintain control over their student body. There are still some schools that use physical punishment. Physical punishment is being meted out by parents. The majority of teacher counsellors employ physical punishment techniques like hitting, slapping, and pinching, which are all prohibited by Kenya's constitution (Republic of Kenya, 2010) and

legal notice No. 56, which forbade corporal punishment. The vast majority of schools employ the legal techniques, which include expulsion, verbal reprimands, suspension, fines, guidance and counselling, rewards, and always dressing in school uniforms. Other schools enforce excellent behaviour and the kneeling approach through detention, manual labour, and self-commitment. Peer counselling services are another tool used to control discipline, and they are accomplished by mentoring and instructing pupils. They receive instruction in fundamental listening techniques as well as decision-making and problem-solving techniques (Bett, 2013). Student coaching and training are the means by which peer counselling services are accomplished. They receive instruction in fundamental listening skills as well as decision-making and problem-solving techniques (Bett, 2013; Borders & Drury, 1992; Lapan, 2001; Myrick, 1989).

Using advice and counselling approaches is one method of handling discipline. Peer counselling services are included under guidance and counselling, which can be applied as a congenial method of handling discipline. The head teacher is supposed to call the parents or guardians and ask for their help in resolving major issues. Boards of Management (BOM) can help resolve challenging discipline issues. The District Education Officer (DEO) or the County Director of Education (CDE) should be consulted in exceptional circumstances that warrant suspension. They will provide the head teacher with advice on the best course of action (Simatwa, 2012).

2.4 The Concept of Peer Counselling Services

According to Marangu (2012), peer counselling services are both a philosophy and a practice built on the idea that most people can solve their own problems given enough time. Peer counselling services are therefore a sharing process in which a relationship between a counsellor and a counselee allows for the effective listening to clarify a problem, issue, or circumstance at hand. Students face several difficulties in school, including those related to their finances, social lives, biological development, family backgrounds, and academics. Many children who struggle with these issues may benefit greatly from the assistance of a peer counsellor who is skilled at listening. In other nations, peer counselling services are also used. It is well-established in universities in Botswana, according to Simatwa (2012). Peer counselling services were first offered in the UK in 1990 by Netta Cartwright, and today they are available in Massachusetts and California. Their results showed that on measures of social skills and coping, kids who got peer counselling services performed noticeably better.

According to Odirile (2012), peer counselling services are a technique that involves two people or a group of people that share a lot of traits. It is a way of being present, responding, and providing support with the intention of exploring feelings, concepts, issues, and concerns in order to get a clear understanding and make informed decisions. "A learning situation in which students listen to and help facilitate the growth and development of other students," is how Odirile describes it. In this procedure, students who have received training and supervision provide listening assistance and problem-solving techniques without providing much or any guidance. They give others the confidence to deal with or overcome their problems and worries. Peer counselling services are accessible and informal, enabling counsellors to meet clients where they feel most comfortable. Peer counsellors are people who have been trained to assist others in thinking through and reflecting on the difficulties they may be facing; they are neither therapists nor professional counsellors. They can be especially helpful because teacher counsellors have a lot on their plates, which makes it difficult for them to provide effective counselling.

According to Chireshe (2013), peer counsellors are part of the broader category of paraprofessionals. These individuals, who lack extensive professional experience, are chosen from the group to receive training and ongoing supervision to enable them to carry out specific essential tasks typically handled by a licensed professional counsellor. Peer counsellors are trained and carefully chosen kids who provide positive and distinctive support to both teacher counsellors and other students. They act as role models, debunking the stereotype that all young people engage in risky behaviour. Peer counsellors are students who have been selected by their classmates or the school administration in an effort to fortify the relationships between individual pupils. Selected from the community to be served, they get training in competencies pertinent to delivering immediate support. Peer counsellors who have been carefully selected are individuals with the greatest levels of moral integrity and intellectual achievement. The idea is for children to understand that their peers would respect and value them if they were in need.

According to Agil (2014), peer counselling services are an excellent resource that give peer counsellors the tools they need to help their peers and themselves by providing them with life skills and counselling abilities. Because adolescents at this point of their development often rely on their peers for social and emotional support and enjoy opportunities to function

independently of their parents and teacher counsellors, peer counselling programs are especially ideal for secondary schools. Secondary school students are also more adept at seeing issues from their peers' points of view. It has been demonstrated that peer counselling services improve school safety perceptions and climate, lessen violent confrontation, and significantly cut down on the amount of office referrals and school sanctions for misbehaviour. Oxford University (2012) found that students typically turn to one another first for emotional support and assistance in problem-solving. Peer counselling services are therefore a suitable method for behaviour management in public secondary schools.

Peer counselling is the acknowledged means by which students support one another, according to Bett (2013). Numerous research have found that young people prefer to ask their peers for assistance (Buhrmester & Prager, 1995; Carr, 1984; Gibson-Cline, 1996; Kathryne, 2005). Turner (1999) asserts that it is doubtful that they will go for adult therapy options first. According to Rolsyn and Rachel (1993), peer counselling services involve students who have received training and supervision providing alternatives, support, listening, and other verbal and nonverbal interactions. According to Arudo (2006), the foundation of peer counselling services is the understanding that young people are more accepting of individuals who are similar to them in terms of age, race, gender, and financial position. Additionally, their growth standards. Peer counselling services, according to Wango and Mungai (2007), are intentional attempts to make use of peers' capacity to soothe, appease, and form friendships as well as to mediate in times of conflict and mend rifts between them. In peer counselling services, peers relate to and assist one another in times of need. Care and concern are given to a friend who is struggling in an attempt to facilitate the friend's growth and constructive metamorphosis through self-awareness.

Peers are individuals who share the same age, ability, or standing in society. They learn, converse, exchange ideas, and carry out activities as friends or age-mates in this instance. A peer is someone with whom one is roughly on an equal footing, a fellow or companion. Adolescents with similar ages or levels of maturity are known as peers, and they often share similar perspectives on education, academic performance, and future goals. Peers adjust their own behaviours and attitudes to the point where they accept and imitate the academic striving of their new peers in learning environments where peers value learning, respect education, and take academic performance seriously. Peer counselling services are an invaluable resource for peer counsellors as they not only assist in the development of life skills but also equip them

with counselling techniques and skills that facilitate their interactions with other peers. According to Mutie and Ndambuki (1999), Santrock (2005), and Monsignor (2013), peer counselling services are predicated on the idea that individuals with similar traits and age ranges have a strong tendency to affect each other's behaviour.

Bett (2013) asserts that individuals will only be receptive to and mindful of one another's ideas and perspectives inside the formal and informal groups they select. People are more prone to confide in their peers during adolescence than in their parents or other romantic partners. Peer groups are created when students band together to exchange ideas and take an active learning stance, resulting in participatory education. This makes peer counselling services an acceptable option for behaviour adjustment. Peer group learning is more affordable, fosters a more relaxed environment for the free flow of ideas, and increases group expertise. According to the Commonwealth Secretariat (1997), it also helps to modify attitudes by providing team member feedback and enhancing learning. An additional function of peer counselling services is that, given the high enrolment in schools and the dearth of teacher counsellors in Kenya, it has been recognized as a useful tactic for assisting kids in need of counselling (GoK, 2009). At this point in their development, children usually go to their peers for social and emotional support and embrace the chance to operate without the guidance of their parents and teacher counsellors, which makes peer counselling services especially ideal for secondary schools. Secondary school pupils can also see issues more effectively from their peers' points of view.

2.5 Peer Counselling Services in Kenya

Peer approach counselling by teens (PACT) has been successful in other countries, thus the GoK suggested in 2009 that peer counselling services be made available in all educational and training institutions in the nation. One of the possible responsibilities of peer counsellors is to assist their peers in the community and at school in using the knowledge, abilities, and attitudes they have gained (UNESCO, 2000). According to GoK (2001), peer counsellors should be armed with the information and resources needed to support other students who might need assistance and counselling. Peer counselling services should be implemented in every school. It was also suggested in the development strategy for 1997–2000 that educational institutions improve their counselling services. In response, schools and training centres created Peer Education and Counselling Clubs (PECC) (Jemutai, 2013). Despite the installation of peer counselling services in schools, significant incidences of indiscipline were

still reported, raising questions about whether these services are provided and how best to employ them (Choge *et al.*, 2011).

Wango (2006) discovered that peer counsellors were present in every class in 74% of secondary schools nationwide. These counsellors could provide guidance and support to other students as needed. The Koech study (1999) states that peer counselling programs were widely used in Kenyan public secondary schools. They functioned in tandem with instruction to provide peer support (Wango & Mungai, 2007). In order to promote positive transformation, peer counselling is viewed as an engaging exchange between individuals from various age groups (Bett, 2013). Since they discussed their problems in a civil manner and abstained from acting out, the peers were able to regulate their conduct. An effective peer counselling program in Meru, Kenya was found to depend heavily on selecting peer counsellors who were also excellent role models in order to achieve positive behaviour change (Kamore & Tiego, 2015).

Marchetta (2011) reports that peer counsellors are viewed as being of great assistance by teacher counsellors in regards to teen pregnancy, drug abuse, sexual abuse, and the reintegration of socially separated kids. Peer counselling programs were believed to be lowering the incidence of drug addiction and unplanned pregnancies among Kenyan students, per a prior study by Kiarie (2010). According to Bett and Sigilai (2013), peer counsellors allow teacher counsellors to spend more time with children who are having serious issues (Lapan 2001). According to Tiego and Kamore (2015), the majority of teacher counsellors are untrained in peer counsellor monitoring and do not receive supervision services. According to the study's findings, peer mentors and teacher counsellors in high schools should be professionally trained in counselling and peer counsellor supervision. Peer counselling in high school settings continues to be unproductive in part because it is rarely examined.

Despite teacher counsellors' low opinion of their ability to uphold discipline, Bett and Sigilai's (2013) research reveals that many public secondary schools in Kenya provide peer counselling services. Peer counselling programs, on the other hand, have been used to help students manage their free time and lower the number of children who are dropping out of school. The goal was to enhance peer-to-peer mentoring and counselling by establishing peer counselling services groups in every school and providing peer counsellors with the required resources and training (Kiprop *et al.*, 2015).

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2.6 Effectiveness of Peer Counselling Services

Peer counselling is more successful, especially during adolescence, according to research. Peer counsellors assist students in interacting with one another through peer counselling services, fostering an environment of acceptance and sharing. Peer contacts, according to Gladding (2004), help students and peer counsellors feel more confident in themselves and have better coping mechanisms for issues associated to puberty. In an effort to address the growing number of social issues affecting kids and teenagers, educators have created a variety of intervention programs. Peer counselling services are one of these successful intervention programs (Bett & Sigilai 2013). The program's objective is to help at-risk children and adolescents modify in their behaviour, social interactions, and academic performance so they may get the most out of their school experiences.

According to Maithya (2009), peer counselling services are crucial to the operation of schools, particularly when addressing drug abuse and other issues that students face. Nyaegah (2011) notes that there is enough data to suggest that counselling can be successful even when dealing with challenging students. Students' discipline management has produced favourable results, according to Kirui, Mbugua, and Sang (2011). Additionally, Nyaegah (2011) notes that counselling has evolved into a sort of cure for disruptive behaviour in schools. Boys are typically less likely to volunteer for peer support programs in mixed-sex settings, according to Cowie and Hutson (2005). They defend their gender standards and think peer support is a woman's purview. Since there are no peers of the other sex to compare with, gender boundaries become increasingly blurry in single-sex schools.

According to Chireshe (2013), peers support parents in their efforts to manage discipline in order to draw attention to and publicize the services they provide. Teachers who are worried

that their classmates are ignoring them or are lonely may designate them as "buddies" to other students. In order to complement the teacher counsellor, peer counsellors are assigned to classes at predetermined intervals. In others, they will assist kids who appear to have low self-esteem or who struggle with studying. According to Kigotho (2011), peer counsellors assist in establishing a support system for their fellow peers who are struggling with emotional and behavioural issues. Peer counselling services provide a safe space for young people who have gone through similar experiences to discuss sensitive topics like loneliness and peer rejection. They can also help young people disclose sentiments like guilt or rage.

Peer counsellors are crucial for mentoring students, exchanging information, taking charge of assignments, and helping students succeed in school (Marangu *et al.*, 2012). Peer counsellors serve as mentors to pupils by modelling positive behaviour. They can handle matters pertaining to youth sexuality, growing up, and health. They have the ability to facilitate conversations that encourage children to voice their worries. Peer counsellors are an effective tool for improving student conduct, according to Kute (2015). Kute made the observation that students are more open to meeting with peer counsellors than they were with teacher counsellors in the past.

According to Onyango (2004), children disliked meeting with teacher counsellors because they didn't trust them and were afraid of being made fun of by their peers. Furthermore, the teacher counsellors shared their opinions on the efficiency of peer counsellors in managing student disciplinary matters in the classroom. According to the study, all teacher counsellors—100% of them—noted that peer counsellors maintained in touch with students, and that this helped the students modify their attitude toward learning. Peer counsellors have improved student attendance at school and significantly reduced the number of student drug misuse cases, according to 100% of instructor counsellors. According to the study, peer counsellors are beneficial because adolescents acknowledge them as belonging to them, and instructor counsellors concurred. Onyango (2004), however, pointed out that peer counsellors would perform better if they received training, according to teacher counsellors' recommendations. Nonetheless, obtaining a 100% success rate is uncommon unless the sample size and sampling process have been altered. The purpose of this study was to determine if this was the case in the Nakuru East Sub-county schools.

Peer counselling services have been shown to lessen the degree of student disturbances and indiscipline in the classroom. Another significant finding has been the decrease in the victimization of certain students by their classmates (Baker & Gerler, 2001; Harnish & Guerra, 2000; Lapan *et al.*, 1997; Mullis & Ottwell, 1997; Watts & Thomas, 1997). In secondary school settings, students are frequently more observant and understanding of behaviour change than the teacher counsellor. They are the first to pick up on worries or depression in their own classmates, and they frequently confide in one another about pressing worries, anxieties, and upsetting topics. They respond with instant approval, empathy, comfort, and a cozy (Bett & Sigilai, 2013).

According to Nyamwaka *et al.* (2013), the majority of secondary school teacher counsellors in Kenya have demanding teaching schedules and not enough time to provide each student with the comprehensive care they require. In order to assist school counsellors in addressing the various counselling needs of children, peer counselling programs have been introduced in schools (Marangu *et al.*, 2012). Students' behaviour is likely to improve as a result of the peer counsellors' relationship, which radiates kindness, empathy, and a shared experience. This is due to the fact that clients are likely to readily absorb the peer counsellors' purportedly helpful coping mechanisms and problem-solving techniques. Therefore, the purpose of this study was to determine the value of peer counselling services in secondary school discipline management as perceived by both teacher counsellors and students.

Though clearly influenced by biological reasons, gender is a socio-cultural construct. Men are rough, competitive, and aggressive, whereas women are emotional and more interested in people and ideas. This is an example of sexual stereotyping at action. According to Santrock (2006), men are seen to have aggressive tendencies, whilst women are thought to have caring ones. Female instructors' appointment to guidance and counselling positions in schools appears to reflect gender norms based on the division of labour in society. Sex (gender) and experience have an impact on the counselling process, according to Kariuki (1990), who also suggests that female counsellors are more qualified since they are inherently nurturing. According to Santrock (2006), the large band of fibres that connects the hemispheres of the brain, the corpus callosum, differs in males and females. Females have a larger corpus callosum, which could explain why they are more adept at identifying their own emotions as well as those of others—a skill that is highly valued in guidance and counselling. It has been observed that women are more adept at rapport speak, which is conversational language used

to build rapport and negotiate relationships. Men, on the other hand, are better at report talk, which is a formal, detached method of informing an audience.

According to Matlin (2004), when it comes to offering assistance and emotional support, people tend to think of women as being more generous and helpful. It has been observed that "helping professions" such as counselling and advising employ more women than men. It is apparent that in secondary schools, there are more female teacher counsellors than male ones (Kimathi & Mungai, 2004). According to their research, 65% of teacher counsellors were female. This suggests that more female instructors than male teachers are given counselling responsibilities, supporting the widely held notion that women make superior nurturers and caregivers. It has been noted that a person's attitude regarding asking for aid is significantly influenced by their gender. Two-thirds of customers seeking psychological therapy are female, suggesting that there may be clear disparities in help-seeking inclinations between the sexes, according to Good and Dell (1989). They postulated that this could be one factor contributing to men's greater gender roles. Getting psychological assistance would be interpreted as giving in to weakness, defeat, and failure.

2.7 Gender Differences in Perception towards Peer Counselling

Gender is a socio-cultural construct that assign specific role and characteristics to males and females (Berggren & Gottzen, 2022). Males are often viewed as aggressive, tough, independent, and competitive while females are associated with emotions, affection, nurturance, empathy, and interpersonal relationship. These gender roles may have an impact of teachers and students perceptions towards peer counselling. This position was confirmed in the study by Logothan and Foo (2019), who found that power and competition, which are traits associated to men, were negatively linked to tendency to seek psychological help. The results implied that individuals who are highly competitive and have desire for power are less likely to seek for psychological help. The finding has implication on the current study as it suggest that male and female students may have difference tendencies to seek assistance from peer counsellors.

The study by Jenchura *et al.* (2017) also found gender differences in response to rejection by peers in a sample of 749 seventh grade Mexican American students. Results showed that female students were more sensitive and highly affected by rejection by peer. The explanation given is that girls have a great affinity to social

connection making their rejection by peers a lot more stressful. The study by Jenchura demonstrates that there are variations in how boys and girls react to peer relationships, even though it does not demonstrate gender differences in perceptions of peer counselling. Their utilization of peer counselling services may be impacted by this. In addition, a sample of 635 teens in the USA participated in the Yoon *et al.* (2023) study, which discovered significant gender disparities in terms of intimacy and peer satisfaction. The findings indicated both females and boys experienced more intimacy and peer pleasure. The quality of connections between young peers varies by gender, as this study also demonstrates.

The results of Leonard's (2022) study also showed a substantial difference in how male and female university students responded to various challenges, including societal expectations, body image, weight issues, and finding their life's purpose. Girls were more likely to be affected by these stressors, according to the research. According to the results, girls were also more likely to ask for help from a peer or professional counsellor. Additionally, based on the results, the student choose a professional counsellor over a peer counsellor. In Kenya, female university students seek out peer counselling services at a higher rate than male students, according to Kamunyu *et al.* (2020). According to the study, the majority of students (54%) preferred a female counsellor, while 27% of students indicated they would prefer a male counsellor. Female counsellors are associated with higher levels of nurturing, understanding, and sensitivity. The academic setting of the study limits the applicability of its findings to a secondary school context.

According to Wafula and Bota's (2017) research, male and female teachers had different perspectives regarding guidance and counselling programs in schools. This was observed from the perspective of the professors. Thirty-one instructors from thirty-three Kakamega North Sub-County public secondary schools participated in the study. The results indicated that female professors had a more favourable attitude than male professors, even though all of the instructors had an overall good attitude toward counselling and help. However, Wafula and Bota's study placed more emphasis on the guidance and counselling provided by teacher counsellors than it did on peer counselling. This study looked into potential disparities in instructors' perceptions of peer counselling based on gender.

2.8 Theoretical Framework

The study was guided by Albert Bandura's Social Cognitive Theory (SCT), which was developed in the 1960s. Originally called Social Learning Theory (SLT), Social Cognitive Theory (SCT) was established. It developed into the SCT in 1986 and proposes that behaviour, environment, and individual all interact dynamically and reciprocally in a social context during the learning process. The focus that SCT places on social impact and internal as well as external social reinforcement is what makes it unique. SCT takes into account both the particular way that each person acquires and maintains the behaviour as well as the social context in which it is practiced. The concept considers how an individual's past experiences impact the likelihood of a behavioural reaction. A person's likelihood of exhibiting a particular action as well as its reasons depend on the reinforcement, expectations, and expectancies that are molded by past experiences.

Social cognition theory (SCT) aims to clarify how people learn goal-directed behaviour that is sustained over time through reinforcement and control. With the development of the theory into SCT, the self-efficacy component was included; nevertheless, the other five components were developed as part of SLT. Reciprocal determinism is the main idea in SCT. This is the dynamic and reciprocal relationship that occurs between the environment—the outside social context—behaviour—the way a person reacts to stimuli in order to attain goals—and the individual—a person with a set of learning experiences. The term "behavioural capability" describes a person's genuine capacity to carry out activities using fundamental abilities and knowledge. An individual needs to know what to do and how to do it in order to carry out an action successfully. People pick up lessons from the effects of their actions on the surroundings.

According to the theory of observational learning, people are able to watch and study other people's behaviour before replicating it. Frequently, this is demonstrated by "modelling" behaviours. When people witness a behaviour being demonstrated successfully, they can likewise carry out the behaviour successfully. The term "reinforcements" describes how someone's behaviour is interpreted by others or by oneself, and how this influences the behaviour's propensity to continue or stop. Positive or negative reinforcements can be self-initiated or found in the surroundings. The reciprocal interaction between behaviour and environment is most strongly associated with this SCT component.

Expectations are the results that an individual anticipates from their actions. Results expectations may or may not be connected to health. Individuals consider the effects of their activities before taking them, and these anticipations can affect how well the activity is executed. A lot of expectations are derived from previous experiences. Although influenced by prior experiences as well, expectations are subjective and depend on the value placed on the result. Self-efficacy is the level of assurance an individual has in their ability to finish a task successfully. Self-efficacy is unique to SCT, even though other theories—like the Theory of Planned Behaviour—have since incorporated this element. Self-efficacy is influenced by a variety of environmental elements, including facilitators and barriers, as well as by an individual's special attributes and other factors.

This idea was pertinent since pupils pick up knowledge from watching their role models. If the pupils remembered good lessons, they would behave appropriately; if they remembered negative ones, they would behave inappropriately. The fundamental ideas of this theory were utilized to explain how students and teacher counsellors perceived the value of peer counselling services in maintaining discipline in public secondary schools. According to the Social Cognitive Theory (SCT), learning takes place in a social setting where people interact dynamically and reciprocally with one another, their surroundings, and their behaviour. The focus on social impact, or both internal and outward social reinforcement, is what sets SCT apart. In addition to taking into account the social context in which people engage in particular behaviours, SCT takes into account the distinct ways in which people learn and retain particular behaviours.

According to Bandura (1986), the theory takes into account an individual's prior experiences that impact the probability of a behavioural action. These earlier encounters influence expectations, expectancies, and reinforcement, which influence an individual's propensity to engage in a specific behaviour and the reasons for doing so. Peer counsellors comprise the community context in which students interact with teacher counsellors. Their perception of peer counselling services as an effective tool for enhancing student discipline is shaped by these interactions. This will affect how they plan and execute the peer counselling programs that assist students in upholding self-control and fostering a supportive learning environment.

The social cognitive theory holds that behaviour and environment are closely related ways in which an individual learns. Human conduct, cognition, and other personal characteristics, as

well as environmental events, are all seen as interactive determinants of each other in a model of triadic reciprocity. Interactions take place between peer counsellors and teacher counsellors; teacher counsellors have their own viewpoints and cognitive capacities in addition to other personal traits like education and the school environment. Teacher counsellors and students themselves have an impact on how peer counselling services are planned and carried out in order to help students behave better. Teacher counsellors observe the behaviour of peer counsellors and use the reality of peer counselling services to develop a positive attitude of the use of peer counselling services in the management of student discipline (Betz, 2007, Green & Peil, 2009).

2.9 Conceptual Framework

Figure 1 presents the conceptual framework that details the key variables of the study and the presumed relationship between them.

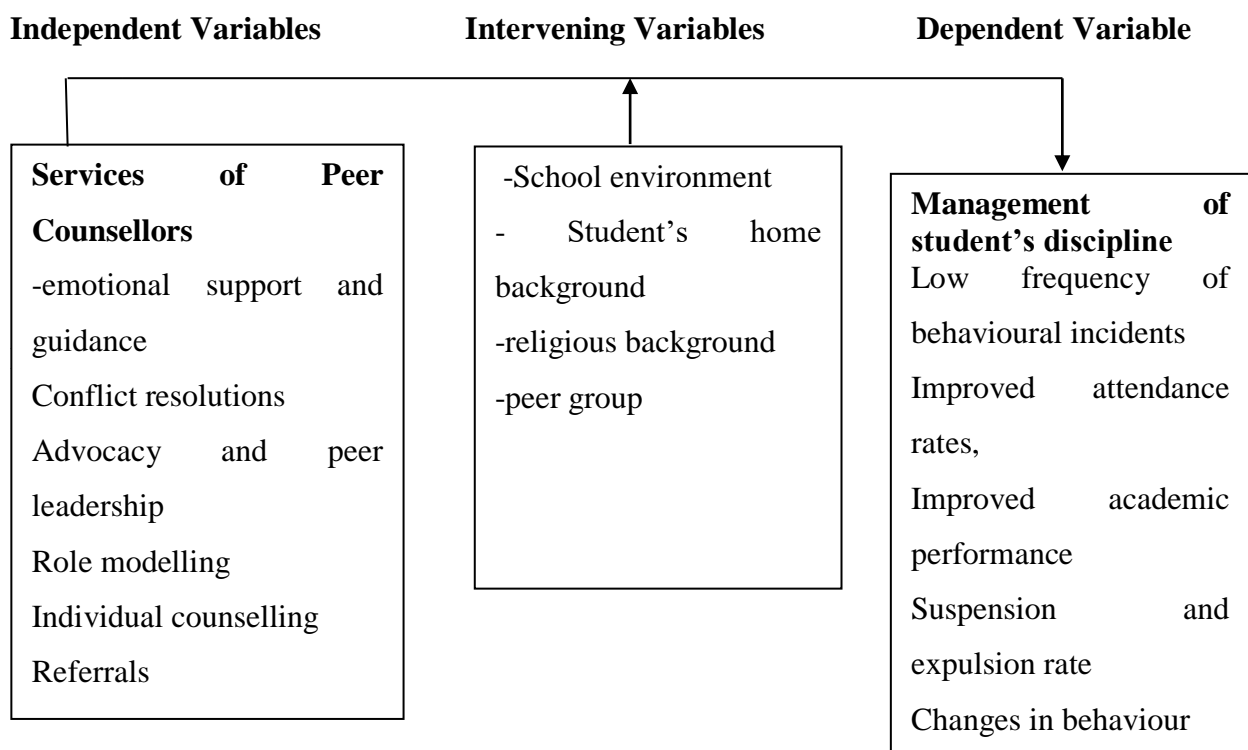


Figure 1: Relationship between Peer Counselling Services and student's discipline

Peer counselling programs help students maintain their discipline. The needs of the pupils can be determined when the services are offered. A well-adjusted person with better discipline may result from the home setting, the school environment, and parental expectations. The

student's needs might not be properly determined if the services are not provided. A maladjusted person with discipline problems may result from the school setting's inability to communicate with the home environment and parental expectations.

A student's surroundings allow them to modify their discipline when they are offered peer counselling. This is heavily influenced by one's religion, peer group, school, and home environment. A well-behaved student is the outcome when all these factors work in favor of counselling, and the opposite is also true. Hence, the goal of peer counselling is to stop the unneeded factors in order to establish the appropriate discipline.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

An overview of the study's methodological techniques is given in this chapter. It explains the instrumentation, data collection methods, data analysis, sampling technique, study population, study location, sample size, and research design that were used.

3.2 Research Design

According to the social cognitive theory, this study used a descriptive survey research design in order to identify, describe, and provide an explanation for the existing situation. Descriptive surveys are defined by Mugenda and Mugenda (2013) as an effort to gather information from population members in order to determine the population's current situation in relation to one or more factors. This design can be used to analyze and explain the current state of two or more variables. Environment and how a person learns are strongly related concepts. In a model of triadic reciprocity, human behaviour, cognition, and other personal traits, together with environmental events, are all considered as interactive determinants of one another. This is due to the fact that throughout the study, the researcher did not utilize peer counselling services to influence the opinions of students or teacher counsellors regarding their efficacy in managing the behaviour of secondary school students. Because it looked at how teacher counsellors and students perceived the value of peer counselling services in maintaining discipline, the design was pertinent. Peer counselling services have been shown to be successful in managing behaviour difficulties among secondary school students, as indicated by the opinions of teachers and students.

3.3 Location of the Study

The study was conducted in the Nakuru East sub-county of Kenya's Nakuru County. Visitors from both the agricultural and business sectors frequent the county, which is home to a diverse array of socioeconomic, cultural, and educational backgrounds. This group consists of the wards of Biashara, Flamingo, Kivumbini, Menengai, and Nakuru East. For a greater proportion of students, public schools are frequently more accessible than private ones. Public secondary schools have a similar discipline culture from the ministry of education as compared to private schools which relies on the interest of the sponsors. The Nakuru East sub-county in Kenya is located roughly at these coordinates: Latitude: 0.3031° S Position: East 36.0716°

3.4 Population of the Study

Demographic data was crucial since it offered information about the participants in a study and helped evaluate whether the participants are a representative sample of the target population for the purposes of generalization. Form four pupils and teacher counsellors made up the study's target population. 3,021 form four students and 19 teacher counsellors from 19 public secondary schools in 2022 made up the accessible population. The schools were divided into 15 coeducational schools and 3 single-sex schools (one for boys and one for girls). Participating in the study were the 19 teacher counsellors from the 19 public secondary schools. Table 1 shows the study's population.

Table 1

The Distribution of Students in Nakuru East Sub-county

School type	No. of schools	Teachers	Students	Boys	Total
			Girls		
Girl's schools	3	3	540	-	543
Boys schools	1	1	-	266	267
Co-educational Schools	15	15	1311	999	2325
Total 19		19	1851	1265	3135

Sources: Sub-county office Nakuru East Sub-county (2021)

3.5 Sampling Procedures and Sample Size

The researcher employed all 19 teacher counsellors at secondary schools. Krejcie and Morgan (1970), as shown in Appendix C, were used to choose a sample size of 346 pupils from 346 form four students in Nakuru East Sub-county. Two types of school classifications were used: coeducational and single-sex schools. Structural sampling was utilized in coeducational schools based on gender, whereas simple random sample was used in single-sex schools. The small number of teacher counsellors made the census method the method of choice. There were 365 respondents in the sample total because 19 teacher counsellors were chosen from each of the schools. Fourth-form students were selected because of their long attendance, deep understanding of school operations, and access to peer counselling resources. The boys and girls representing the form fours were divided into groups. A total of 346 students—181 males

and 165 females—were chosen through proportionate sampling. Students from the selected schools were then chosen by simple random sampling.

Table 2
Sample Size of Teachers and Students in School in Nakuru sub-county

School Category	No. of Schools	Teacher		Student		Total
		counsellors		Male	Female	
		Male	Female			
Girls school	3	2	4	-	30	34
Boys school	1	1	2	30	-	32
Co-educational school	15	3	7	151	135	286
Total	19	6	13	181	165	355

3.6 Instrumentation

The fourth-form students were chosen due to their extended attendance, extensive knowledge of school operations, and availability of peer counselling resources. Boys and girls who represented the form fours as responses were divided into groups of students. A total of 346 students—181 males and 165 girls—were chosen by proportionate sampling using Krejcie and Morgan formula. Students from the chosen schools were chosen by simple random sampling. Likert-type of items was used to measure perception. These five scales were used to measure levels of agreement or disagreement on a continuum from Very Effective (VE); Effective (E); Moderately Effective (ME) Effective (SE); Ineffective (I) and self-scoring questions. The response carried 5, 4, 3, 2 and 1 scores for a favourable statement and the reverse for unfavourable statements.

3.7 Validity and Reliability of Research Instrument

Christensen *et al.* (2015) define reliability as the degree to which your measurement tool produces consistent or stable data. Validity concerns how well your measurement process measured what you expected it to measure and whether or not psychology experts from the Department of Psychology, Counselling, and Educational Foundations at Egerton University carefully examined the questionnaires to ascertain their face and content validity, making sure

that the items aligned with the objectives. An instrument's level of internal consistency or stability is referred to as its reliability (Mugenda & Mugenda, 2013). A pilot study was conducted, and the results proved useful in assessing the instrument's dependability, enhancing it, and making any necessary adjustments. In order to determine whether there were any unforeseen challenges, the piloting approach comprised gathering information from a limited number of participants (Breakwell *et al.*, 2012). Thirty pupils from one public secondary school participated in a pilot project that was carried out in the Naivasha Sub-County. This was done in order to get the necessary data and determine how long it took to administer the instruments and make the essential changes and adjustments to the questionnaires prior to data collection in the field. The reliability coefficient was estimated by using Cronbach Alpha Coefficient which was suitable because the study had a multiple Likert questions in the two questionnaires so as to determine their reliability. Cronbach's alpha is preferred over other tests for assessing internal consistency reliability due to its simplicity, comprehensiveness, and widespread acceptance in the research community. Table 3 presents the results:

Table 3

Reliability Analysis Results

Scale	Number of Items	Cronbach Alpha	Decision
Teacher counsellors' perception	23	0.907	Reliable
Students perception	23	0.972	Reliable

Results in Table 3 shows that the scale measuring teacher counsellors' perception had an alpha of $\alpha= 0.907$ while that measuring students perception had an alpha of $\alpha= 0.972$. Consequently, the two scales were considered reliable because the both had alphas that are greater than 0.7, which is often used as the rule of the thumb threshold in most studies (Mugenda & Mugenda, 2003).

3.8 Data Collection Procedure

The National Commission of Science, Technology and Innovations (NACOSTI) within the Ministry of Education, Science and Technology, granted the researcher a research permit through the Egerton University Graduate School. This permission guarantees that study will adhere to ethical and legal standards. During visits to the offices of the Sub-county and County Directors of Education, the researcher was able to get permission to conduct research

in secondary schools in Nakuru East Sub-county. By taking this action, local education laws and procedures are complied with. For permission to conduct the research on their property, the principals of several secondary schools in Nakuru East Sub-county were consulted. By taking this action, the schools are guaranteed to participate and cooperate. In order to provide the chosen students and teacher counsellors questionnaires, the researcher set up appointments. Teacher counsellors convened in a separate area, while students were arranged in various classes under the direction of their respective class teachers.

The teacher counsellors and students in attendance received instructions from the researcher on how to complete the questionnaires. To guarantee that the survey instruments were completed accurately, clear instructions were provided. The participants were then given questionnaires. The participants have a time limit within which to finish the surveys. In this instance, data collection was made efficient and consistent by giving students 20 minutes to complete the questionnaires. The researcher and the class teachers kept an eye on the participants as they completed the questionnaire to make sure they followed the directions and to answer any queries or issues that might have come up.

A total of three weeks were allocated to the data collection process. With this amount of time, it was possible to visit all the schools that were chosen, give questionnaires to teachers and students, and gather the required data. The investigator arranged and oversaw the data gathering process after it was finished in order to prepare it for examination. In order to prepare the dataset for statistical analysis, this required data entry, coding, and cleanup. Aware permission, voluntary participation, confidentiality, and other ethical guidelines were all upheld by the researcher during the data gathering process. Respect was always shown for the rights and privacy of the participants.

3.9 Data Analysis

An analysis of the collected data was conducted using both descriptive and inferential statistics. To use descriptive statistics to summarize the data, the t-test, means, frequencies, and percentages were employed. The statistical software package, SPSS version 22.0, was utilized to analyze the data.

Table 4

Summary of Data Analysis

Research questions	Independent Variable	Dependent Variable	Statistical Methods
1. What are teacher counsellors perception on the effectiveness of peer counselling services in management of discipline in secondary school students in Nakuru East sub-county	Effective peer counselling services	Management of student's discipline	Frequencies Percentages
2. What are students' perceptions on the effectiveness of peer counselling services in management of discipline in secondary school students in Nakuru East sub-county?	Effective peer counselling services	Management of student's discipline	Frequencies Percentages
3. There is no significant gender difference in teacher counsellors' perception on the effectiveness of peer counselling services in the management of students discipline among public secondary schools students in Nakuru East sub-county?	Effective peer counselling services	Management of student's discipline	Means Standard deviation t-test
4. There is no significant gender difference in student perception on the effectiveness of peer counselling in the management of students discipline among public secondary schools students in Nakuru East sub-county?	Effective peer counselling services	Management of student's discipline	Means Standard deviation t-test

3.10 Ethical Considerations

According to Gakuru (2010), deciding on ethical matters is an essential step in planning and conducting research. Ethics in research refers to a set of rules or expected societal norms of action. The methodology, encompassing the collection, examination, and documentation of

data, was directed by the researcher's ethical standards. The respondents' consent was sought before the questionnaires were distributed.

Before beginning the study, the respondents received information stating that any private information obtained would not be shared with unwelcome parties and that the researcher would only use the data acquired using research instruments for academic purposes. The researcher made sure that respondents did not put their names on the surveys and that confidentiality was guaranteed. The study participants provided their informed consent before to participation following their complete disclosure of the procedures. This was one of the researcher's additional duties.

Participants in the study were given the freedom to decline participation, and the researchers gathered consent from secondary school administration prior to starting data collection. Participants were also prohibited from adding their names to the study instrument in order to maintain confidentiality. Before any data was gathered, the researcher received approval from the National Council for Science, Technology, and Innovation.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

Results of the data analysis conducted during the study are presented in this chapter along with a discussion of the findings. This chapter, in particular, presents and discusses findings regarding a number of topics, such as the return rate of questionnaires, respondents' background information, teacher counsellors' opinions regarding the efficiency of peer counselling services in maintaining discipline, and students' opinions regarding the efficiency of peer counselling services in maintaining discipline in public secondary schools. Additionally, results on how differently students and teacher counsellors see the significance of peer counselling services in maintaining discipline in public secondary schools are presented and discussed.

4.2 Questionnaires Return Rate

All the 365 questionnaires that were administered were duly completed and returned to the researcher. This marks a response rate of a 100%. Table 4 present a breakdown of the response rate for the two categories of respondents.

Table 5

Questionnaires Return Rate

Respondent Category	No. Administered	No. Returned	Return Rate
Teacher counsellors	19	19	100%
Students	346	346	100%
Total	365	365	100%

The methodology employed in the distribution of the questionnaire is responsible for the complete response rate of 100%. In order to establish a rapport with the school administration, teachers, and students, the researcher gave the surveys in person (Rada, 2019). On the same day, the researcher delivered the questionnaires, gave the respondents a little time to complete them, and collected them. All of the respondents were encouraged to complete and submit their surveys thanks to this manner of doing the survey.

4.3 Respondents' Background Information

The study examined the background information of respondents including their teachers' gender, students' gender, school type, and students encounter with peer counselling services. Demographic data is required for research projects in order to properly describe the sample, guarantee representativeness, spot patterns and trends, take confounding variables into consideration, customize interventions, make comparison analysis easier, and respect ethical guidelines. Researchers in the social sciences and education can improve the validity, reliability, and application of their findings by gathering demographic data. Table 6 presents the results.

Table 6
Respondents' Background Information

Variable	Categories	Frequency	Percent
Teacher Counsellors' Gender	Male	10	52.6
	Female	9	47.4
Students Gender	Male	69	19.9
	Female	277	80.1
School Type	Boys only	10	2.9
	Girls only	219	63.3
	Mixed schools	117	33.8

Results in Table 6 shows that 10 teachers representing 52.6% of the sample of teacher counsellors were male while remaining 9 representing 47.4% of the sample was female. According to the findings, there are nearly as many male teacher counsellors in Nakuru East's secondary schools as there are female ones. In contrast, Kanga's (2017) study discovered that most teacher counsellors in Nairobi, Kitu's public boarding secondary schools—even those attended by boys—were female. Table 6's results further indicate that, of the student sample, 80.1% consisted of female students and the remaining 19.9% consisted of male students. This distribution makes sense given that 63.3% of the examined schools were exclusively for girls, 33.8% were for mixed students, and 2.9% were exclusively for boys. Furthermore, the researcher aimed to ascertain how every student learned about peer counselling services. This information is summarized in Table 7.

Table 7

Source of Students' Knowledge of Peer Counselling

Categories	Frequency	Percent
Peer/ friends	38	11.0
Poster	29	8.4
Referral by Teacher	160	46.2
School assembly	69	19.9
Peer counsellors	50	14.5

About 46% of the sampled students reported that they learnt about peer counselling after being referred by teachers. This result implies that teachers play a central role in promoting peer counselling services across public secondary schools in Nakuru East. About 20% of the students learnt about peer counselling services through announcement at the assembly, 14.5% learnt from the peer counsellors themselves, 11% knew about the services through friends while 8.4% became aware of the services after reading posters. Further, the study sought to determine the proportion of students who have utilized peer counselling services at some point during their school life. Their responses are summarized in Table 8.

Table 8

Whether students have ever sought peer counselling services

Category	Frequency	Percent
Yes	211	39.0
No	135	61.0
Total	346	100

Table 8 shows that the majority of the student (61%) reported that they had sought peer counselling services as compared to (39%) who had not sought peer counselling in public secondary schools. This finding would suggest that peer counselling was becoming more and more common among students in Nakuru East's public secondary schools. This point of view is consistent with the findings of the study conducted by Munyasya *et al.* (2020), which found that peer counselling services were progressively gaining popularity in public secondary schools located in the Matungulu Sub-County of Machakos County. The majority of students may have encountered problems that necessitated their seeking out peer counselling services,

according to the current study's findings. The regularity with which students were requesting peer counselling services was another goal of the study. This data is shown in Table 9.

Table 9
Frequency of Seeking Peer Counselling Services

Categories	Frequency	Percent
Daily	9	2.6
Weekly	70	20.2
Fortnight	56	16.2
Never	211	61.0
Total	346	100

Among those who reported to have sought peer counselling services at some points, 20.2% reported that they sought those services on a weekly basis. This result is consistent with the study by Ruttoh (2015), where 30% of the respondents reported attending peer counselling once per week. This frequency could be explained by the fact that most schools scheduled peer counselling services once per week. About 16% said that they sought these services once in fortnight while 2.6% said that they went for peer counselling on daily basis.

4.4 Teacher Counsellors Perception on Effectiveness of Peer Counselling Services

The first objective of the study was to determine teacher counsellors' perception on the effectiveness of peer counselling services in management of discipline in public secondary schools. To address this objective, the sample of teachers was presented with a set of 23 statements related to peer counselling and were asked to rate the effectiveness of each on five point scale: 5= Very Effective 4= Effective, 3= Moderately Effective, 2= Barely Effective, and 1= Ineffective. This method allows for gathering quantitative data on how teachers perceive the effectiveness of peer counselling based on the provided statements. Table 10 presents the results.

Table 10

Teacher Counsellors Perception on Effectiveness of Peer Counselling Services

SN	Statement	N	1	2	3	4	5	Mean	S.D
B1	I would rate the rapport between me and the peer counsellor as	19	21.1	47.4	15.8	15.8	0.0	2.26	.991
B2	I would rate peer counsellors' willingness to confer with me regarding students in my class as	19	26.3	36.8	21.1	15.0	0.0	2.26	1.046
B3	I would rate the selection of peer counsellors in my school as	19	26.3	36.8	15.8	15.8	5.3	2.37	1.212
B4	I would rate the support of peer counselling services by school administration as	19	42.1	26.3	15.8	15.8	0.0	2.05	1.129
B5	I would rate peer counsellors training in my school as	19	21.1	31.6	36.8	10.5	0.0	2.37	.955
B6	Time allocated for peer counsellors' sessions in my can be rated as	19	21.1	15.8	36.8	15.8	10.5	2.79	1.273
B7	I would rate the financial support by the school management towards peer counselling services as	19	0.0	42.1	36.8	15.8	5.3	2.84	.898
B8	I would rate the availability of peer counselling services in my school as	19	10.5	31.6	47.4	5.3	5.3	2.63	.955
B9	Group and individual peer counselling services provided to students in my school can be rated as	19	15.8	31.6	31.6	15.8	5.3	2.63	1.116
B10	I would rate the selection of peer counsellors in my school as	19	15.8	31.6	42.1	5.3	5.3	2.53	1.020
B11	I would rate the resources in form of books on peer counselling services in my school as	19	15.8	15.8	47.4	15.8	5.3	2.79	1.084

SN	Statement	N	1	2	3	4	5	Mean	S.D
B12	Peer counselling services interactions in my school to reduce indiscipline cases can be rated as	19	5.3	31.6	42.1	15.8	5.3	2.84	.958
B13	I would rate confidentiality during peer counselling services sessions as	19	21.1	36.8	21.1	10.5	10.5	2.53	1.264
B14	Peer counselling services' efforts to reduce frequent occurrence of students unrest can be rated as	19	10.5	47.4	31.6	10.5	0.0	2.42	.838
B15	Trained personnel who are normally invited to train peer counsellors in my school can be rated as	19	26.3	21.1	26.3	10.5	15.8	2.68	1.416
B16	Peer counselling services in behaviour change can be rated as	19	5.3	57.9	15.8	15.8	5.3	2.58	1.017
B17	I would rate peer counselling services' effort to reduce students anxiety as	19	0.0	57.9	21.1	15.8	5.3	2.68	.946
B18	The facilities utilized during peer counselling services sessions are	19	5.3	52.6	26.3	10.5	5.3	2.58	.961
B19	I would rate the effort by peer counsellors to reduce illicit boy/girl relationship as	19	26.3	15.8	31.6	21.1	5.3	2.63	1.257
B20	I would rate the effort by peer counsellors to reduce drug and substance abuse among students as	19	21.1	31.6	31.6	15.8	0.0	2.42	1.017
B21	Peer counsellors ability to impart time management skills onto other students can be rated as	19	15.8	36.8	31.6	10.5	5.3	2.53	1.073
B22	Students active participation during peer counselling services can be rated as	19	21.1	15.8	31.6	15.8	15.8	2.89	1.370

SN	Statement	N	1	2	3	4	5	Mean	S.D
B23	I would rate the accessibility of peer counselling services rooms in my school as	19	31.6	15.8	21.1	21.1	10.5	2.63	1.422
	Aggregate Teacher Counsellor Perception Score	19						2.56	.776

Table 10 indicate that on average, teacher counsellors perceive the rapport between them and peer counsellors to be barely effective (B1, mean= 2.26). The standard deviation is less than 1 (SD= 0.991) suggesting that there were no major dispersion in respondents views from the average position. These results imply that teacher counsellor perceive the rapport between them and peer counsellors to be inadequate. The efficacy of peer counselling services may be adversely affected by this view. Santrock (2006) states that a positive working relationship between peer counsellors and educators can enhance the effects of peer counselling services on students' behaviour. In a similar way, teacher counsellors considered peer counsellors' willingness to consult with them about students in their class to be very ineffective (B2, mean= 2.26, SD= 1.046). On the other hand, the standard deviation suggests that the respondents' opinions on this matter differed.

Regarding school input, the sampled teacher counsellors rated the selection of peer counsellors in their school as barely effective (B3, mean= 2.37, SD= 1.212). These results implies that most teacher counsellors in public secondary schools are not impressed by the process used to select peer counsellors. This finding concurs with the research conducted by Munyasya *et al.* (2020), which discovered that unpopular and subpar selection criteria for students assigned to peer counselling roles are among the obstacles impeding the effectiveness of peer counselling programs in public secondary schools in Matungulu Sub-County. The support of peer counselling services provided by the school administration was likewise regarded as effective by the teacher counsellors (B4, mean= 2.05, SD= 1.129). In addition, the teacher counsellors rated peer counselling training in their school as effective (B5, mean= 2.37, SD=.955). These results implies that most of the teacher counsellors perceived the process of selecting peer counsellors, support provided to peer counsellors, and the training of peer counselling within their schools to be below par. If this is the case, the situation is likely to diminish the impact of peer counselling services on students' discipline.

On the other hand, the teacher counsellors rated the time allocated to peer counselling (B6, mean= 2.79, SD= 1.273) and the financial support towards peer counselling by the school management (B7, mean= 2.84, SD= .898) as barely effective. In addition, respondents expressed that trained personnel who are normally invited to train peer counsellors in their school (B15, mean= 2.68, SD= 1.416) are effective. Furthermore, respondents felt that the facilities utilized during peer counselling services sessions (B18, mean= 2.58, SD= 0.961), active participation during peer counselling services (B22, mean= 2.89, SD= 1.370) and the accessibility of peer counselling services rooms in their school (B23, mean= 2.63, SD= 1.422) are moderately effective. These findings imply that teacher counsellors believe the time and resources spent on peer counselling services are appropriate. The efficiency of peer counselling services in addressing children's behavioural issues is probably going to benefit from this. The findings, however, contradict the research of Ambayo and Ngumi (2016), who discovered that a lack of funding hampered peer counselling programs in secondary schools within the Nakuru Municipality.

Regarding the structure of peer counselling services, the teacher counsellors rated the availability of peer counselling services (B8, mean= 2.63, SD= .955), provision of group and individual peer counselling services in their school (B9, mean= 2.63, SD= 1.116), and confidentiality during peer counselling services sessions (B13, mean= 2.53, SD= 1.264) as moderately effective. The findings are consistent with those of Wanjiku (2020), who discovered that peer counselling services were provided in private settings that guaranteed anonymity and privacy at public secondary schools located in the Rongai Sub-County. Additionally, the teacher counsellors believed that the contacts between peer counselling services and their school to lower cases of indiscipline are fairly effective (B12, mean= 2.84, SD=.958), as well as the resources provided in the form of books on peer counselling services in their school (B11, mean= 2.79, SD= 1.084). Wanjiku's (2020) study also discovered that peer counselling was provided with sufficient pedagogical and material resources in Rongai's public secondary schools. These findings demonstrate that the majority of teachers believe that peer counselling programs in their schools are well-organized. Peer counselling services' ability to effectively manage school discipline is anticipated to benefit from this.

Teacher counsellors rated peer counselling services in behaviour change (B16, mean= 2.58, SD= 1.017), peer counselling services' effort to reduce students anxiety (B17, mean= 2.68,

SD=.946), effort by peer counsellors to reduce illicit boy/girl relationship (B19, mean= 2.63, SD= 1.257) as moderately effective. Moreover, the teacher counsellors rated the peer counsellors ability to impart time management skills onto other students (B21, mean= 2.53, SD= 1.073). These findings imply that the majority of teacher counsellors believe peer counselling to be only mediocresly successful in handling various factors, like anxiety and coupling that affect student discipline. These findings are consistent with a study conducted in 2015 by Kute, who discovered that peer counselling effectively decreased truancy and absenteeism at Kisumu City's public secondary schools. Nonetheless, the teacher counsellors assessed the peer counsellors' attempts to lessen drug and substance misuse among students as ineffective (B=20, mean=2.42, SD= 1.017). This finding suggests that the majority of teachers had doubts about peer counselling's ability to control pupils' drug and substance addiction behaviours.

The mean score for all teacher counsellor perceptions was 2.56, indicating that teacher counsellors generally considered peer counselling to be successful in controlling discipline in their schools. According to this statistic, instructors feel that there is still space for improvement even though they think that peer counselling programs have had some influence on how punishment is handled in their classrooms. If specific components of peer counselling services are improved, more influence can be made. One open-ended question on the teacher questionnaire asked about the ways in which peer counselling helps with student discipline management. Table 11 summarizes themes that emerged from the responses:

Table 11:

Teachers view on how Peer Counselling contributes to Discipline Management

Theme	Quotation
Positive peer influence	<p>“Peer counsellors serve as role models who positively influence their peers’ behaviours and decisions.”</p> <p>“Peer counsellors have been trained to promote positive values and behaviours which help to create a culture of responsibility within the school.”</p>
Early intervention	<p>“Because peer counsellors are close to students, they recognize early signs of disciplinary issues and provide support before problems escalate.”</p>

	“Peer counsellors are able to know students who have disciplinary problem early enough making it easy to address these issues.”
Peer support	<p>“Peer counsellors provide support to students encountering challenges like stress, anxiety and conflicts with other students. This prevents the use of counterproductive methods of resolving these challenges such as fights.”</p> <p>“Peer counselling creates a support system that students who are in trouble can turn to and get advice on how to resolve their issues.”</p>
Student empowerment	<p>“Selecting students to serve as counsellors creates a sense of community and belonging among the other students.”</p> <p>“Appointing students to serve as counsellors make students feel empowered and that their input is valued by the school administration.”</p>
Skill development	“Peer counsellors have been trained on how to assist other students to develop critical skills like time management and problem solving.”

Table 11 shows that according to the teachers, one way in which peer counselling can influence discipline management is by influencing other students positively. The peer counsellors shape the behaviours of other students by serving as good examples and role models. They are also trained to impart positive values that create a responsible culture within the school. Other ways in which peer counselling affects discipline management is through ensuring early intervention in disciplinary issues, providing support system for students, empowering students, and developing critical life skills.

4.5 Students Perception on Effectiveness of Peer Counselling Services

The second objective of the study was to determine the student’s perception on the effectiveness of peer counselling services in the management of discipline in public secondary schools. To address this objective, the sample of students was presented with a set of 23 statements related to peer counselling and were asked to rate the effectiveness of each on five

point scale: 5= Very Effective 4= Effective, 3= Moderately Effective, 2= Barely Effective, and 1= Ineffective. Table 12 presents the results.

Table 12

Students Perception on Effectiveness of Peer Counselling Services

SN	Statement	N	1	2	3	4	5	Mean	S.D.
B1	The rapport between me and the peer counsellor is	346	18.5	19.4	18.5	12.7	30.9	3.18	1.507
B2	I would rate the willingness of students in my class to confer the challenges with peer counsellors as	346	26.9	25.4	21.4	11.3	15.0	2.62	1.380
B3	I would rate the selection of peer counsellors in my school as	346	27.7	29.2	19.4	8.7	15.0	2.54	1.373
B4	I would rate the support of peer counselling services by school administration as	346	29.8	22.0	23.4	12.4	12.4	2.56	1.357
B5	Peer counsellors training in my school is	346	22.8	23.7	21.1	15.9	16.5	2.79	1.390
B6	Time allocated for peer counsellors' sessions in my is	346	16.2	16.8	19.9	17.6	29.5	3.27	1.450
B7	I would rate the financial support by the school management towards peer counselling services as	346	21.1	18.8	17.6	17.1	25.4	3.07	1.490
B8	I would rate the availability of peer counselling services in my school as	346	27.2	21.7	16.2	16.8	18.2	2.77	1.467
B9	Group and individual peer counselling services provided to students in my school	346	22.5	23.7	22.8	12.4	18.5	2.81	1.404
B10	I feel the way peer counsellors are	346	17.1	25.7	19.7	11.8	25.7	3.03	1.446

SN	Statement	N	1	2	3	4	5	Mean	S.D.
	selected in my school is								
B11	I feel the resources in form of books on peer counselling services in my school is	346	14.2	15.9	23.4	14.5	32.1	3.34	1.429
B12	I feel that peer counselling services interactions in my school to reduce indiscipline cases is	346	32.7	23.1	19.7	11.3	13.3	2.49	1.390
B13	I would rate confidentiality during peer counselling services sessions as	346	30.1	21.7	18.2	12.7	17.3	2.66	1.459
B14	I feel peer counselling services' efforts to reduce frequent occurrence of students unrest is	346	31.8	20.8	19.9	11.6	15.9	2.59	1.438
B15	I feel trained personnel who are normally invited to train peer counsellors in my school are	346	34.4	24.6	18.5	8.4	14.2	2.43	1.399
B16	I would rate peer counselling services in behaviour change as	346	26.6	21.7	22.8	12.4	16.5	2.71	1.408
B17	I would rate peer counselling services' effort to reduce students anxiety as	346	23.7	27.5	22.0	12.7	14.2	2.66	1.344
B18	I feel that the facilities utilized during peer counselling services sessions are	345	18.8	24.0	22.5	13.3	21.1	2.94	1.406
B19	I would rate the effort by peer counsellors to reduce illicit boy/girl relationship as	346	25.4	23.4	19.1	13.6	18.5	2.76	1.441
B20	I would rate the effort by peer counsellors to reduce drug and	346	31.8	19.1	15.6	14.7	18.8	2.70	1.509

SN	Statement	N	1	2	3	4	5	Mean	S.D.
	substance abuse among students as								
B21	I feel that peer counsellors ability to impart time management skills onto other students is	346	23.1	23.1	22.8	16.2	14.7	2.76	1.363
B22	I feel students active participation during peer counselling services is	346	29.5	15.3	19.7	17.9	17.6	2.79	1.476
B23	I would rate the accessibility of peer counselling services rooms in my school as	346	17.3	16.2	20.5	15.9	30.1	3.25	1.470
	Aggregate students perception score	346						2.81	.770

According to Table 12's results, the sampled students generally thought that their relationship with their peer counsellor was effective (B1, mean= 3.18, SD= 1.507).The findings are consistent with Simao's (2020) study, which discovered that 55% of Dagoretti Constituency students enrolled in public secondary schools had a favourable attitude toward peer counselling. Additionally, the students' willingness to discuss their difficulties with student counsellors (B2, mean=2.62, SD=1.380), the method used to choose peer counsellors (B3, mean=2.54, SD=1.373), and the moderately effective support that the school administration provides to peer counsellors (B4, mean= 2.56, SD= 1.357) are all mentioned by the students. These findings align with Kamina's (2018) study, which discovered that 48% of students view peer counselling as their first port of call in times of need. The results suggest that the majority of students in Nakuru East's public secondary schools believe these aspects of their school's peer counselling program to be of average efficacy. It implies that even though these components have reached the students' acceptable levels, they still have space for development.

In addition, the students rated peer counsellors training in their school (B5, mean= 2.79, SD= 1.390), time allocated for peer counsellors' sessions (B6, mean= 3.27, SD= 1.450), the financial support by the school management towards peer counselling services (B7, mean=3.07, SD= 1.490), the availability of peer counselling services in their school (B8,

mean= 2.77, SD= 1.467), and provision of group and individual peer counselling services to students (B9, mean= 2.81, SD= 1.404) as effective. These statements relate to support that school provides towards peer counselling services and the availability of these services. The results suggest that most students in public secondary schools feel that the support provided to peer counselling services in their school is average and that the availability of these services is also average. These results are congruent with the study by Simao (2020), where 53% of the students in secondary schools in Dagoretti Constituency rated the time allocated to peer counselling as adequate, 48% reported existence of physical facilities for peer counselling and over 50% mention that peer counselling was including in school timetable. However, students rated trained personnel who are normally invited to train peer counsellors in their school (B15, mean= 2.43, SD= 1.399) as ineffective. This implies that most students in public secondary school feel that the training of peer counsellors is below par mainly due to lack of highly qualified trainers.

Similarly, students felt that the resources in form of books on peer counselling services in their school (B11, mean = 3.34, SD= 1.429), and the confidentiality during peer counselling services sessions (B13, mean= 2.66, SD= 1.459) are effective. Moreover, the students felt that peer counselling services' efforts to reduce frequent occurrence of students unrest (B14, mean= 2.59, SD= 1.438), peer counselling services in behaviour change (B16, mean=2.71, SD= 1.408), and peer counselling services' effort to reduce students anxiety (B17, mean= 2.66, SD= 1.344) are effective. These statements mostly evaluated how well students thought peer counselling worked in addressing a range of problems that affect their discipline. The majority of students in public secondary schools in Nakuru East, according to the results, believe that peer counselling services have been helpful in resolving these problems. These findings are consistent with a study conducted in 2007 by Muriithi, who discovered that students were more likely to accept and feel at ease receiving counselling advice from their peers that had been disciplined and validated than from trained professionals who they felt were out of touch with the needs of the younger generation and who supported the use of peer counselling.

Equally, the sample students on average rated the facilities utilized during peer counselling services sessions (B18, mean= 2.94, SD= 1.406), the effort by peer counsellors to reduce illicit boy/girl relationship (B19, mean= 2.76, SD= 1.441), the effort by peer counsellors to reduce drug and substance abuse among students (B20, mean= 2.70, SD= 1.509), and peer

counsellors ability to impart time management skills onto other students (B21, mean= 2.76, SD= 1.363) as effective. The efficacy of peer counselling in addressing numerous elements that affect student discipline was also evaluated by the students through these statements. The findings are consistent with Simao's (2020) study, which discovered that peer counselling decreased instances of indiscipline in the Dagoretti Constituency. Finally, the average rating of students for effective peer counselling services was 2.79 (SD = 1.476) for active engagement and 3.25 (SD = 1.470) for accessibility of the rooms. Simao's (2020) survey also revealed that most Dagoretti Constituency secondary school students were open to attending peer counselling sessions in order to work through their issues. The student questionnaire also had an open ended question prompting students to indicate ways in which peer counselling has affected students' discipline. Table 13 summarizes the main themes that emerged from students responses:

Table 13:

Students' views on how Peer Counselling affects Students Disciplines

Theme	Quotation
Advice	“The peer counsellors give advice to students who have issues that are stressing them.”
	“Peer counsellors advice use on many issues including how to solve conflicts and manage stress.”
Sensitization	“Peer counsellors usually talk us regarding the dangers of drugs and sex.”
	“They hold talks on various issues including drugs, relationships, and academics.”
Motivation	“They encourage us to focus on our study and work hard towards our goals.”
	“They encourage us to believe in our abilities to create a good future.”
Student advocacy	“We go to them when we have issues that we would like teachers and principal to know.”
	“They communicate our grievances to the administration.”
Problem solving	“They help students to solve their problems.”
	“They give solutions to students' problems”

Table 13 highlights that from the perspective of students, peer counselling improves students' discipline by providing advice to students, sensitizing students on various issues such drug abuse, motivating students to remain focused, advocating for students issues to the school administration, and helping students to solve problems.

4.6 Gender Differences in Teacher Counsellors' Perception

The third objective of the study was to determine whether there are significant gender differences in teacher counsellors' perception on the effectiveness of peer counselling services in public secondary schools. To realize this objective, the aggregate teacher perception mean score of male teachers was compared with that of female teachers using the independent sample t-test. Table 14 presents the results.

Table 14

Gender Difference in Teacher Counsellors' Perception

Gender	N	Mean	S.D	Mean Difference	t	Df	Sig.	Decision
Male	10	2.29	.727	-.583	-1.721	17	.103	Fail to Reject
Female	9	2.89	.748					H ₀₁

Results in Table 14 shows that female teacher counsellors had higher perception mean score (mean= 2.89) than male teacher counsellors (mean=2.29). This suggests that compared to male teachers, female teachers had more favourable opinions about how well peer counselling worked to maintain discipline. The mean perception score of male and female teacher counsellors differed by -0.583. The independent sample t-test, however, shows that there is no statistically significant difference in this. The results of the t-test imply that the observed variations in the mean perception of male and female teachers may be the consequence of chance, and that using a different sample may provide different findings. As a result, the first null hypothesis—that there is no discernible gender difference in teacher counsellors' assessments of the usefulness of peer counselling services in maintaining student discipline among students in public secondary schools—is not rejected by the study.

The study by Bett and Sigilai (2013), which discovered that cultural and contextual factors have a major influence on gender disparities in the perception of the efficacy of peer counselling, is supported by these data. Gender variations in the assessment of the success of peer counselling are likely to be more evident in schools located in environments and cultures where gender roles and features are particularly pronounced. The culture and organization of Nakuru East Sub-County can thus be used to explain why there was no discernible difference in the perceptions of male and female teacher counsellors in the current study. Owing to its predominantly urban sub-county status, Nakuru East is probably home to a modern society that upholds gender equality.

4.7 Gender Differences in Students Perception

The fourth objective of the study was to determine whether there are significant gender differences in students' perception on the effectiveness of peer counselling services in the management of students discipline in public secondary schools. The aggregate student perception mean score of male students was compared to that of female students using the independent sample t-test. Table 15 presents the findings.

Table 15

Gender Differences in Students' Perception

Gender	N	Mean	S.D	Mean Difference	T	df	Sig.	Decision
Male	69	2.52	.637	-.368	-3.617	344	.000	Reject
Female	277	2.89	.783					H ₀₂

Results in Table 15 show that female students had a higher mean perception score of 2.89 than male students who had a mean perception score of 2.52. According to this data, female students in Nakuru East appear to view peer counselling as a more effective discipline management tool than do male students on average. There was a -0.368 variation in the mean perception score between male and female students. This difference is statistically significant at the 0.01 level of significance, according to the independent sample t-test ($t=3.617$, $df=344$, $p<.001$). As a result, the second null hypothesis—which proposed that there is no discernible gender difference in students' opinions regarding the efficiency of peer counselling in maintaining student discipline in public secondary schools in the Nakuru East sub-county—is rejected by the study.

According to Cowie and Hutson (2005), boys are often less inclined to volunteer for peer support programs in mixed-sex environments. These findings are in line with their findings. Peer support is seen as a feminine domain, and they stand up for their gender limits. Based on their perception of peer counselling as a sphere dominated by women, male students are less likely to feel optimistic about its efficacy, according to the findings. As a means of upholding their gender boundaries, male students frequently refuse peer counselling services. As a result, compared to female students, male students are less likely to use peer counselling services. Cowie and Hutson's study also indicates that mixed-race people are more likely to have a negative opinion of peer counselling.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers a summary of the main findings of the study in line with the research objectives, conclusions derived from the study findings, and recommendations to different stakeholders. The chapter also encompasses suggestions for further research.

5.2 Summary of the Findings

The focus of the study was to determine how well peer counselling services, as seen by students and teacher counsellors, managed discipline in public secondary schools in the Nakuru East sub-county. The study's key findings are as follows:

5.2.1 Teacher Counsellors Perception on Effectiveness of Peer Counselling Services

The mean score of 2.56 for overall teacher counsellor perception indicates that, on average, teacher counsellors considered peer counselling to be moderately helpful in regulating discipline in public secondary schools. These results implies that while the most teacher counsellors perceive that the peer counselling services have had some impact on managing discipline in their schools, more can still be done. The teachers gave certain aspects of peer counselling high effectiveness rating including students' active participation during peer counselling services (B22, mean= 2.89), peer counselling services interactions to reduce indiscipline cases (B12, mean= 2.84) and the financial support by the school management towards peer counselling services (B7, mean= 2.84). Aspects that received lowest ratings include the rapport between teacher counsellors and the peer counsellor (B1, mean=2.26) and peer counsellors' willingness to confer with teacher counsellors (B2, mean= 2.26). The lowest rated statements mainly related to the relationship between peer counsellors and teacher counsellors. Current finding suggest that there is a need to improve this relationship.

5.2.2 Students Perceptions on Effectiveness of Peer Counselling Services

The effectiveness of peer counselling in public secondary schools was similarly generally assessed by students as modest, although their overall perception mean score was 2.81, slightly higher than that of teacher counsellors. This suggests that students view peer counselling services as having a more positive impact on discipline management than do teacher counsellors. Aspects that were rated highly by students include availability of peer counselling resources such as books (B11, mean= 3.34), accessibility of peer counselling

services rooms (B23, mean= 3.34), and rapport between teacher counsellors and the peer counsellor (B1, mean= 3.18). It is notable that item BI was among the items that received the lowest ratings from the teacher counsellors. These findings suggest that teacher counsellors and students have different perception regarding the relationship between teacher counsellors and peer counsellors. Items that received lowest rating from students include the qualification of trained personnel who are normally invited to train peer counsellors (B15, mean = 2.43) and peer counselling services interactions to reduce indiscipline cases (B12, mean= 2.49). These finding imply that from the students point of view, there is a need get qualified trainers and enhance the instructiveness of peer counselling services.

5.2.3 Gender Differences in Teacher Counsellors' Perception

Results showed that female teacher counsellors gave peer counselling services a higher mean effectiveness rating (mean rating= 2.89) than their male counterparts (mean rating= 2.29). This suggests that compared to male teachers, female teachers had a more optimistic view on the efficiency of peer counselling services in maintaining discipline. The difference in the mean perception score between male and female teacher counsellors was not statistically significant, according to the independent sample t-test ($t=-1.721$, $df= 17$, $P=.103$).

5.2.4 Gender Differences in Students' Perception

Results showed that female students also gave peer counselling services a higher mean effectiveness rating (mean rating= 2.89) than their male counterparts (mean rating= 2.52). It can be inferred from this that female students were likewise more optimistic than male students about the efficiency of peer counselling services in maintaining discipline. The difference in the mean perception scores of male and female teacher counsellors was found to be statistically significant at the 0.01 level of significance, according to the independent sample t-test ($t= -3.617$, $df= 344$, $P <.001$).

5.3 Conclusions of the Study

From the findings, the study arrived at the following conclusions:

- i. The effectiveness of peer counselling in maintaining discipline in public secondary schools in Nakuru East is considered moderate by teacher counsellors. From the teachers' point of view, the schools have excelled in terms of enhancing participation of students in peer counselling, enhancing the interactiveness of peer counselling services, and providing financial support towards peer counselling. Areas that the teachers felt had major deficiency

and needs major improvement include rapport between teacher counsellors and peer counsellors and engagement of teacher counsellors by the peer counsellors.

ii. Peer counselling's effectiveness in maintaining discipline in public secondary schools in Nakuru East is also viewed by students as modest. From the perspective of the kids, the schools have done a good job of providing resources for peer counselling, like books, and creating accessible counselling service rooms. Areas that the students felt that schools need to improve include inviting qualified trainers to train the peer counsellors and enhancing the interactiveness of peer counselling services.

iii. The effectiveness of peer counselling services in managing discipline is perceived more favourably by female teacher counsellors than by their male counterparts. Nonetheless, there is no statistically significant difference in the opinions of male and female teacher counsellors.

iv. Compared to male students, female students believe that peer counselling services are more beneficial at maintaining discipline. There is a statistically significant difference in the perceptions of male and female students. The belief held by male students that peer counselling is a female-only activity is primarily responsible for the gender discrepancies. As a result, male students are less inclined to accept peer counselling services when it comes to protecting their gender norms.

5.4 Recommendations

Based on the findings and the conclusions, the study makes the following recommendations:

i. The counselling departments within the public secondary schools should cultivate a close working relationship between the teacher counsellors and peer counsellors. One area the deficiency perceived by the teacher counsellors was that there was lack of rapport between them and peer counsellors (Table 10, item B1). To address this challenge peer counsellors should be trained on how they can engage teacher counsellors in resolving students' challenges without compromising the confidentiality of students who seek help from them. Peer counsellors should be trained on how they can deliberate on cases with teacher counsellors without compromising the trust of students who confide in them.

iii. Increased funding for peer counsellor training should be provided by the public secondary school administration. In the school's peer counselling services, the majority of students felt

that professional training was lacking (Table 11, item B15). For this reason, in order to enhance the calibre of training that peer counsellors get, schools ought to designate trained peer counsellor trainers.

iv. Gender-specific interventions are not necessary to improve teacher counsellors' perceptions of peer counselling services' efficacy in handling students' behaviour. The findings of the third objective suggested that there is no significant distinction in the opinions of male and female teacher counsellors about the value of peer counselling services.

v. The counselling departments should educate and enlighten male students particularly in mixed secondary schools regarding the value and benefits of peer counselling. Findings on the fourth objective have shown that male students more reserved perceptions regarding the effectiveness of peer counselling services in managing discipline. Awareness campaign should be conducted to eliminate the perception that peer counselling services are female domain and encourage male students to also volunteer for these services.

5.5 Suggestions for Further Research

The study recommended the following areas for further research:

i. A similar study should be replicated in private secondary schools in Nakuru East to assess the perception of students and teacher counsellors within the schools. This will enhance the generalization of current findings in all school types.

ii. The current study should also be replicated in other sub-counties in order to enhance the generalization of current findings across all schools in the country.

iii. Future studies should also compare the gender differences in students' perceptions towards the effectiveness of peer counselling in managing discipline across different categories of school (mixed gender versus boys only versus girls only).

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APPENDICES

Appendix A: Teacher Counsellor Perceptions Questionnaire

Dear Respondents,

I am **LOICE NJERI BARASA** a student at Egerton University pursuing a Master's Degree in Guidance and Counselling. I am in the process of conducting research on the topic "*Teacher counsellors and Students Perceptions of the Effectiveness of Peer counselling services in the Management of Discipline in Public secondary schools in Nakuru East sub-county*". You have been selected as one of the respondents. Your responses will be treated as confidential. Therefore do not write your name. Please tick in the brackets provided and give responses in the spaces provided. Thank you for your participation.

SECTION A: Background Information

1. Indicate your gender

Male

Female

SECTION B: Teacher Counsellors Perceptions on the Effectiveness of Peer Counselling Services on Management of Discipline

The following are statements on the delivery of peer counselling services in your school.

Indicate the extent to which you agree by putting a tick (√)

Very Effective (VE); Effective (E); Moderately Effective (ME) Effective (SE); Ineffective (I);

No	Statements	VE	E	ME	SE	I
1	The rapport between me and the peer counsellor is					
2	I would rate peer counsellors' willingness to confer with me regarding students in my class as					
3	I would rate the selection of peer counsellors in my school as					
4	I would rate the support of peer counselling services by school administration as					
5	Peer counsellors training in my school is					
6	Time allocated for peer counsellors' sessions in my school is					

7	I would rate the financial support by the school management towards peer counselling services as					
8	I would rate the availability of peer counselling services in my school as					
9	Group and individual peer counselling services provided to students in my school					
10	I feel the way peer counsellors are selected in my school is					
11	I feel the resources in form of books on peer counselling services in my school is					
12	I feel that peer counselling services interactions in my school to reduce indiscipline cases is					
13	I would rate confidentiality during peer counselling services sessions as					
14	I feel peer counselling services' efforts to reduce frequent occurrence of students unrest is					
15	I feel trained personnel who are normally invited to train peer counsellors in my school are					
16	I would rate peer counselling services in behaviour change as					
17	I would rate peer counselling services's effort to reduce students anxiety as					
18	I feel that the facilities utilized during peer counselling services sessions are					
19	I would rate the effort by peer counsellors to reduce illicit boy/girl relationship as					
20	I would rate the effort by peer counsellors to reduce drug and substance abuse among students as					
21	I feel that peer counsellors ability to impart time management skills onto other students is					
22	I feel students active participation during peer counselling services is					
23	I would rate the accessibility of peer counselling					

	services rooms in my school as					
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24. How has peer counselling services contributed to discipline management?

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Appendix B: Student Perceptions Questionnaires

Dear Respondent,

I am **LOICE NJERI BARASA** a student at Egerton University pursuing a Master’s Degree in Guidance and Counselling. I am in the process of conducting research on the topic *“Teacher counsellors and Students Perceptions on the Effectiveness of Peer counselling services on the Management of Discipline in Public secondary schools in Nakuru East sub-county”*. You have been selected as one of the respondents. Your responses will be treated as confidential. Therefore do not write your name. Please tick (✓) in the brackets provided and gives responses in the spaces provided. Thank you for your participation.

SECTION A: Background Information

1. Indicate your gender Male [] Female []
2. What is the category of your school?
Boys only [] Girls only [] Mixed school []
3. How did you come to know about peer counselling services in this school?
Peer friends [] Read a poster [] Referral by teacher counsellor [] school assembly []
Peer counsellors []
4. Do you seek peer counselling services in your school?
Yes [] No []
5. How often do you seek peer counselling services?
Daily [] Weekly [] Fortnightly [] Never []

SECTION B: Students Perception on Effectiveness of Peer counselling services on Management of Discipline

No	Statements	VE	E	ME	SE	I
1	The rapport(relationship) between me and the peer counsellor is					
2	I would rate the willingness of students in my class to confer the challenges with peer counsellors as					
3	I would rate the selection of peer counsellors in my school as					
4	I would rate the support of peer counselling services					

	by school administration as					
5	Peer counsellors training in my school is					
6	Time allocated for peer counsellors' sessions in my school is					
7	I would rate the financial support by the school management towards peer counselling services as					
8	I would rate the availability of peer counselling services in my school as					
9	Group and individual peer counselling services provided to students in my school are					
10	I feel the way peer counsellors are selected in my school is					
11	I feel the resources in form of books on peer counselling services in my school is					
12	I feel that peer counselling services interactions in my school to reduce indiscipline cases is					
13	I would rate confidentiality(keeping secret) during peer counselling services sessions as					
14	I feel peer counselling services' efforts to reduce frequent occurrence of students unrest is					
15	I feel trained personnel who are normally invited to train peer counsellors in my school are					
16	I would rate peer counselling services in behaviour change as					
17	I would rate peer counselling services' effort to reduce students anxiety as					
18	I feel that the facilities utilized during peer counselling services sessions are					
19	I would rate the effort by peer counsellors to reduce illicit boy/girl relationship as					
20	I would rate the effort by peer counsellors to reduce drug and substance abuse among students as					
21	I feel that peer counsellors ability to impart time					

	management skills onto other students is					
22	I feel students active participation during peer counselling services is					
23	I would rate the accessibility of peer counselling services rooms in my school as					

25. In which ways has peer counselling services affected students discipline in the school?

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.....

.....

Appendix C. Sampling Table

Required Size for Randomly Chosen Sample

Table for determining needed size of a randomly chosen sample from a given finite population of N cases such that the sample proportion P will be within plus or minus .05 of the population proportion P with a 95 percent level of confidence.

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	242	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

Note.— N is population size. S is sample size.

Source: Krejcie & Morgan, 1970

Appendix D: Egerton University Institutional Scientific And Ethics Review Committee

EGERTON

TEL: (051) 2217808
FAX: 051-2217942



UNIVERSITY

P. O. BOX 536
EGERTON

EGERTON UNIVERSITY INSTITUTIONAL SCIENTIFIC AND ETHICS REVIEW COMMITTEE

EU/RE/DVC/009

Approval No. *EUISERC/APP/196/2022*

6th September, 2022

Loice Njeri Barasa
P.O. Box 577
Nakuru
Telephone 0723155677
E-mail loicenjeribarasa@yahoo.com

Dear Loice,

RE: ETHICAL APPROVAL: TEACHER COUNSELLORS AND STUDENTS' PERCEPTIONS ON THE EFFECTIVENESS OF PEER COUNSELLING SERVICES IN THE MANAGEMENT OF DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAKURU EAST SUB-COUNTY OF KENYA

This is to inform you that *Egerton University Institutional Scientific and Ethics Review Committee* has reviewed and approved your above research proposal. Your application approval number is *EUISERC/APP/196/2022*. The approval period is *6th September, 2022 – 7th September, 2023*.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Egerton University Institutional Scientific and Ethics Review Committee*.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Egerton University Institutional Scientific and Ethics Review Committee* within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Egerton University Institutional Scientific and Ethics Review Committee* within 72 hours.
- v. Clearance for Material Transfer of biological specimens must be obtained from relevant institutions.

"Transforming Lives through Quality Education"

- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to *Egerton University Institutional Scientific and Ethics Review Committee*.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



Prof. R. Ngure

**CHAIRMAN, EGERTON UNIVERSITY INSTITUTIONAL SCIENTIFIC AND ETHICS
REVIEW CTTEE**

RMN/BK/



Appendix E: Graduate School Research Permit

EGERTON

Tel: *Pilot:* 254-51-2217620
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www.egerton.ac.ke

OFFICE OF THE DIRECTOR GRADUATE SCHOOL

EM16/3201/12

Ref:.....

21st April, 2022

Date:.....

The Director General
National Commission for Science Technology and Innovation,
P. O. Box 30623-00100
NAIROBI

Dear Sir,

RE: REQUEST FOR RESEARCH PERMIT- MS. LOICE NJERI BARASA
REG. NO. EM16/3201/12

This is to introduce and confirm to you that the above named student is in the Department of Psychology, Counselling and Educational Foundations, Faculty of Education and Community Studies, Egerton University.

She is a bona-fide registered M.Ed. student in this University. Her research topic is **“Teacher Counsellors and Students Perceptions on the Effectiveness of Peer Counselling Services in the Management of Discipline in Public Secondary Schools in Nakuru East Sub-County, Kenya.”**

She is at the stage of collecting field data. Please issue her with a research permit to enable her undertake the studies.

Your kind assistance to her will be highly appreciated.

Yours faithfully,


Prof. Nzula Kitaka


DIRECTOR, BOARD OF POSTGRADUATE STUDIES

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“Transforming Lives Through Quality Education”

Appendix F: Nacosti Research Permit




REPUBLIC OF KENYA



**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**


Ref No: **722710** Date of Issue: **22/September/2022**

RESEARCH LICENSE




This is to Certify that Ms.. Loice NJERI Barasa of Egerton University, has been licensed to conduct research in Nakuru on the topic: TEACHER COUNSELLORS AND STUDENTS PERCEPTIONS ON THE EFFECTIVENESS OF PEER COUNSELLING SERVICES IN THE MANAGEMENT OF DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAKURU EAST SUB-COUNTY OF KENYA for the period ending : 22/September/2023.

License No: **NACOSTI/P/22/20457**

722710 

Applicant Identification Number Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

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Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke



Appendix G: Nakuru County Research Permit

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING OF BASIC EDUCATION

Telegrams: "EDUCATION",
Telephone: 051-2216917
When replying please quote
Email: cdenakurucounty@gmail.com



COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

Ref. CDE/NKU/GEN/4/1/21 VOL.IV/76

23rd September, 2022


TO WHOM IT MAY CONCERN

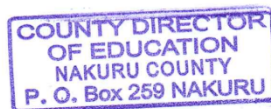
RE: RESEARCH AUTHORIZATION – MS. LOISE NJERI BARASA
PERMIT NO. NACOSTI/P/22/20457

Reference is made to letter NACOSTI/P/22/20457 dated 22nd September, 2022

Authority is hereby granted to the above named person to carry out research in Nakuru County, Kenya on the topic: ***“TEACHER COUNSELLORS AND STUDENTS PERCEPTIONS ON THE EFFECTIVENESS OF PEER COUNSELLING SERVICES IN THE MANAGEMENT OF DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAKURU EAST SUB-COUNTY OF KENYA”*** for the period ending 22nd September, 2023

Kindly accord her the necessary assistance.

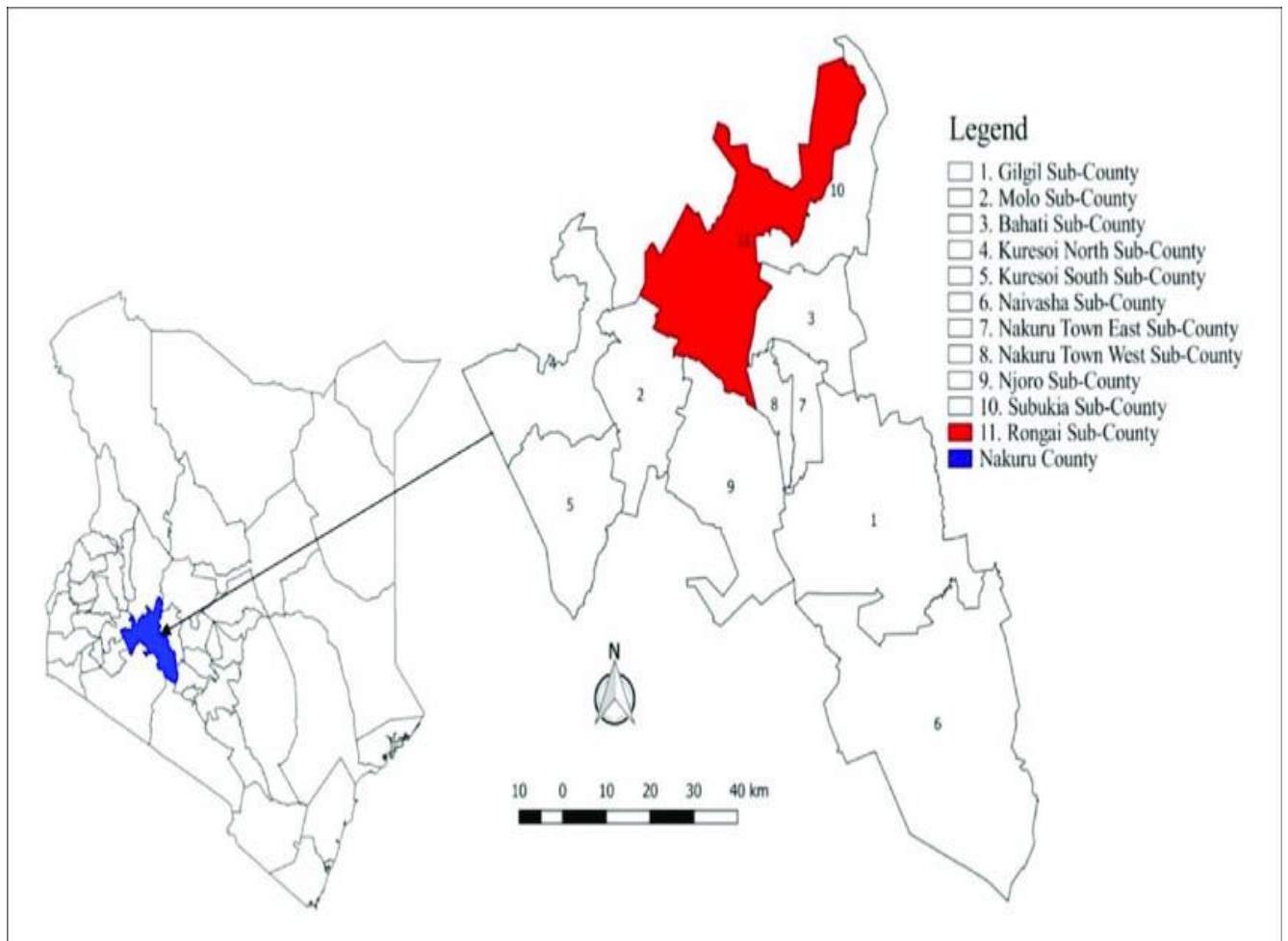

LILIAN ANODE
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU



Copy to:

- Egerton University

Appendix H: Map of Nakuru Town East Sub-county, Nakuru County





TEACHER COUNSELLORS' PERCEPTION ON THE EFFECTIVENESS OF PEER COUNSELLING SERVICES IN THE MANAGEMENT OF DISCIPLINE AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN NAKURU EAST SUB-COUNTY, KENYA

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Catherine Mumiukha,
Thomas Ronoh

Psychology Counseling and Education Foundations,
Egerton University,
Kenya

Abstract:

Teacher counsellors and other educationists have come up with ways of managing discipline. Some of the ways of dealing with student indiscipline are by preventing it as well as teaching appropriate behaviour and coping skills. Peer counselling has been adopted as one of the methods of behaviour management. The purpose of this study was to establish the perceptions of the teacher counsellors on the effectiveness of peer counselling services in the management of discipline in public secondary schools in Nakuru East sub-county, Kenya. The study was guided by the Social Cognitive Theory (SCT) that posits that learning occurs in a social context within a dynamic and reciprocal interaction of the person, environment and behaviour. The study used a descriptive survey research design. The population under the study comprised 19 teacher counsellors from 19 public secondary schools in Nakuru East Sub-county. The 19 secondary schools were stratified as follows: single-sex (boys and girls) and co-educational schools then simple random sampling was used. The census method was used in selecting the teacher counsellors. Teacher Counsellor Questionnaires (TCQ) were used to collect data. The instruments were pilot-tested in one public secondary school using two teacher counsellors to establish the validity and reliability of the instruments. The scale measuring teacher counsellors' perception had a Cronbach's alpha of 0.907. The questionnaire items were considered to be reliable after yielding a reliability coefficient of 0.70 and above. The data was analyzed using descriptive statistics that included frequencies and percentages. The Statistical Package for Social Sciences (SPSS) version 22 was used in the analysis. Teacher counsellors gave an aggregate effectiveness rating (mean = 2.56). Based on these findings, the study concludes that peer counselling services have a moderate effect in the management of discipline in public secondary schools in

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