

**EFFECTIVENESS OF GUIDANCE AND COUNSELLING IN MAINTAINING
DISCIPLINE IN SECONDARY SCHOOLS: A CASE OF MUKURU SLUM,
MAKADARA DIVISION, NAIROBI**

BY

NYAMAI CYTRAS KASINA

**A Research Project Submitted to Graduate School in Partial Fulfilment of the
Requirements for the Award of Master of Education Degree in Guidance and
Counselling of Egerton University, Njoro**

EGERTON UNIVERSITY

JULY, 2008

DECLARATION

This research project is my original work and has not been presented for an award of a degree, diploma or certificate in any university.

Signature: _____

Date: _____

Nyamai Cytras Kasina

REG. NO.: EM16/1369/05

RECOMMENDATIONS

This research project has been submitted for examination with my approval as University Supervisor.

Signature: _____

Date _____

Dr. Mrs. Esther Chelule

COPY RIGHT

© 2007

Nyamai Cytras Kasina

All rights are reserved. No part of this work may be reproduced or utilized, in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage or retrieval system without prior written permission of the author or Egerton University.

DEDICATION

To my dear wife and my children for their support and encouragement

ACKNOWLEDGEMENT

I take this opportunity to acknowledge the contribution of numerous people who in one way or another contributed greatly to my education and research project in Egerton University. First, I acknowledge the Teachers Service Commission (TSC) for granting me a study leave with pay. The study leave enabled me to successfully undertake and complete my studies. Secondly, I am indebted to my project supervisor: Dr. Mrs. Esther Chelule of the Department of Psychology, Counselling and Educational Foundations for her tireless assistance, guidance, criticisms and thoughtful comments, which always challenged me and moved my work in fruitful directions. I am also grateful for the efforts of all the staff members of the Department of Psychology, Counselling and Educational Foundations, whose incisive observations shaped my work. Thirdly, I would like to acknowledge all the respondents who took time off their busy academic schedules to attend to my research needs. Last but not least, special tribute goes to my family members for their support, moral encouragement and patience during the entire study period. May the almighty God bless all abundantly.

ABSTRACT

Secondary schools in Kenya, especially those located in slum areas, are experiencing declining discipline standards which, if not checked, may interfere with effective learning. Despite the implementation of guidance and counselling as an alternative disciplinary measure, disciplinary problems are still increasing. The continual evidence of indiscipline cases cast doubts on the effectiveness of guidance and counselling in maintaining discipline in schools in slum areas. This study sought to investigate the effectiveness of guidance and counselling in maintaining discipline in secondary schools in slum areas of Mukuru in Makadara Division, Nairobi. The study adopted an *ex post facto* research design. The targeted population included all the 642 students, four teacher counsellors and four head teachers in the four secondary schools. A random sample of 238 students, 4 teacher counsellors and 4 head teachers were selected from four schools. Data was collected through administration of three sets of questionnaires to the selected respondents. The collected data were processed and analyzed using descriptive statistics with the aid of Statistical Package for Social Science (SPSS) version 11.5 for windows. The study findings indicate that guidance and counselling was not effective in secondary schools. There was a discordant between implementation of guidance and counselling and qualifications of teacher counsellors and head teachers. The socio-economic lifestyle of the slum areas influenced the discipline among secondary school students in slum areas. The unique counselling needs of students in secondary schools in slum areas and the general limitations from the schools posed a great challenge to teacher counsellors in executing their responsibilities. Guidance and counselling programme in secondary schools in slum areas can only succeed in maintaining discipline with cooperation of the teacher counsellor, school, community around the school and the Ministry of Education. The study recommends that there is need for adequate sensitization and awareness of students about the role of guidance and counselling. Addressing disciplinary problems among students in slum areas should start from the community which seems to enhance deviant behaviours. As a result of the unique counselling needs/problems in schools in slum area, there is need to pay great attention and assist guidance and counselling for it to be an effective alternative disciplinary measure.

TABLE OF CONTENTS

DECLARATION	ii
RECOMMENDATIONS	ii
COPY RIGHT	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES.....	x
LIST OF ABBREVIATIONS AND ACRONYMS.....	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background Information	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	4
1.4 Objectives of the Study	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Assumptions of the Study	6
1.8 Scope of the Study.....	6
1.9 Limitation of the Study	7
1.10 Definition of Terms for the Study.....	8
CHAPTER TWO: LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Factors Contributing to Indiscipline.....	10
2.3 Indiscipline in Slum Area Schools	15
2.4 Effects of Indiscipline	17
2.5 Measures of Curbing Indiscipline	18
2.6 Theoretical Framework	21
2.6.1 Anomie/Strain Theories	21
2.6.2 Theories of Collective Behaviour	22
2.6.3 Social Learning Theory by Albert Bandura	24
2.7 Conceptual Framework	26
2.8 Summary of Literature Review	28

CHAPTER THREE: RESEARCH METHODOLOGY.....	30
3.1 Introduction	30
3.2 Research Design.....	30
3.3 Target Population	30
3.4 Sample Size and Sampling Procedure.....	30
3.5 Instrumentation.....	32
3.5.1 Validity of the Instrument	33
3.5.2 Reliability of the Instrument	33
3.6 Data Collection Procedure	34
3.7 Data Analysis	34
CHAPTER FOUR: RESULTS AND DISCUSSION	35
4.1 Introduction	35
4.2 Demographic Characteristics of the Respondents.....	35
4.3 Effectiveness of Guidance and Counselling in Schools in Slum Areas.....	38
4.3.1 Awareness and Use of Guidance and Counselling by Students.....	38
4.3.2 Staffing Level and Facilities for Guidance and Counselling	46
4.3.3 Frequency of Counselling and Workload of the Teacher Counsellor.....	48
4.4 Competence of Teacher Counsellors.....	49
4.5 Causes of Indiscipline in Secondary Schools in Slums Areas	52
4.6 Challenges Facing Guidance and Counselling in Schools in Slums Areas	60
4.7 Strengthening Guidance and Counselling in Schools in Slums Areas.....	63
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	69
5.1 Introduction	69
5.2 Summary of the Findings	69
5.3 Conclusion.....	70
5.4 Recommendations	70
5.5 Suggestions for Further Research	71
REFERENCES.....	72
APPENDICES.....	78
APPENDIX ONE: INTRODUCTION LETTER.....	78
APPENDIX TWO: STUDENT QUESTIONNAIRE	79
APPENDIX THREE: TEACHER-COUNSELLORS INTERVIEW SCHEDULE	83
APPENDIX FOUR: PRINCIPALS INTERVIEW SCHEDULE	85
APPENDIX FIVE: MAP OF KENYA SHOWING NAIROBI PROVINCE.....	87
APPENDIX SIX: MAP OF NAIROBI SHOWING MAKADARA DIVISION.....	88
APPENDIX SEVEN: RESEARCH PERMIT.....	89

LIST OF TABLES

Table 1: Breakdown of the Target Population by Gender	31
Table 2: Distribution of the Sample Size in the selected Schools.....	32
Table 3: Age categories of the students	36
Table 4: Distribution of the Students by School Categories	37
Table 5: Students' awareness of the role of a teacher counsellor	40
Table 6: Role of the teacher counsellor.....	41
Table 7: Reasons for lack of awareness of the role of the teacher counsellor	42
Table 8: Reasons for visiting the teacher counsellor.....	44
Table 9: Reasons for not visiting the teacher counsellor	44
Table 10: Staff members in the guidance and counselling department.....	46
Table 11: Facilities available in guidance room.....	48
Table 12: Frequency of guidance and counselling sessions in school	48
Table 13: Level of training of the teacher counsellors in guidance and counselling	50
Table 14: Major types of indiscipline cases in schools in slum areas.....	54
Table 15: Measures of handling cases of indiscipline in school	56
Table 16: Role of head teacher in maintaining discipline.....	59
Table 17: Unique counselling needs of students in slum areas.....	61
Table 18: Problems facing guidance and counselling in the school	62
Table 19: Role of the school in strengthening guidance and counselling.....	63
Table 20: Role of the community in strengthening guidance and counselling	65
Table 21: Role of the Ministry of Education in strengthening guidance and counselling	66
Table 22: Students' recommendations for the teacher counsellor on discipline.....	67

LIST OF FIGURES

Figure 1: Guidance and Counselling and discipline in school	27
Figure 2: Gender of the students	37
Figure 3: Students aware of a teacher counsellor in school	39
Figure 4: Visit teacher counsellor for guidance and counselling	43
Figure 5: Rating of the of effectiveness of guidance and counseling by students	45
Figure 6: Students rating of the incidences of indiscipline in their school	52
Figure 7: Rate of change in incidences of indiscipline cases in schools.....	53

LIST OF ABBREVIATIONS AND ACRONYMS

ADDOK	-	Anti-Dangerous Drugs Organization of Kenya
GoK	-	Government of Kenya
KNA	-	Kenya News Agency
MoE	-	Ministry of Education
NCEOP	-	National Commission on Education Objectives and Policies
NGO	-	Non-Governmental Organizations
SPSS	-	Statistics Package for Social Studies
TV	-	Television
UNESCO	-	United Nations Education, Scientific and Cultural Organizations
UNICEF	-	United Nations Children's Education Fund

CHAPTER ONE: INTRODUCTION

1.1 Background Information

Discipline remains the single most common and pernicious problem that educators face in their day-to-day teaching (Gachigua, 2005). In Kenyan schools, strikes and riots are some of the common features of indiscipline. The consequences of such behaviour include incidences of rape, violence, disobedience to school authority, drug addiction and damage of school property (Kinyanjui, 1975; Getui, 1994). An example of deviant behaviour is the St. Kizito tragedy in Meru District in 1991. This was an incident in which boys of St. Kizito secondary school invaded their female colleagues and raped them, leading to death of nineteen female students (GoK, 2001). This was also accompanied by excessive property destruction.

There are also other tragedies that occurred after the one of St. Kizito. For instance there was the killing of a headmaster of Kibirigo Secondary School by six of his students (GoK, 2001). There was also the case of Kyanguli School where 67 boys were burnt to death by two of their colleagues, who had been suspended from school due to indiscipline and thus were undertaking revenge against the school (GoK, 2001). This grim picture painted by the students contradicts the spirit of the Report of the Presidential Working Party on Education and Manpower Training (GoK, 1988), which stresses that students should be trained to be responsible members of society.

According to Theuri (2004), schools in slum areas are characterized by high rates of indiscipline. This is so because students whose schools are located in areas high in crime, drug use among other manifestations of indiscipline tend to display the same behaviours in school. Kusienya (2004), writing about Mathare Slum in Nairobi, observes that slum areas are characterized by high incidences of social instability (crimes and burglary, high school dropout rates, unstable families and teenage pregnancies).

The sources of school discipline problems are many and varied; home, society, and school, all play a role. Educators often contend that problems in schools stem from

children's experiences at home or in society at large; however schools must take responsibility for some of these problems (Gachigua, 2005). Creating an appropriate learning environment is critical for schools. Learning is what schools are about (Gachigua, 2005). He continues to state that teachers can work with administrators and counsellors in an attempt to alter school practices and procedures that impede effective discipline. They can do little however to change influences outside the school that cause children's misbehaviours. Understanding these outside influences who can be better prepared to manage the discipline problems that result (Ongubo, 1987).

Discipline is very essential for the effective management of any organization (Jones, 1989; Griffins, 1994). It is an important component of human behaviour, which not only helps to regulate people's reactions to various situations, but also their relations with others. Jones (1989) points out that sound discipline allows an organization to function as a harmonious and humane community, and consequently leads to its efficiency and effectiveness.

In school, discipline is central to developing an environment that is conducive to serious learning (Docking', 1989). He views discipline as a significant aspect in establishing an orderly system that creates the conditions in which learning takes place and that allows the aims and objectives of the school to be achieved. However, most secondary schools in Kenyan slums have not been able to maintain proper discipline among students, which has consequently led to mass failure in national examinations (Siringi, 1999). Many of them have been experiencing student disaffection expressed in form of riots whose causes range from alleged authoritarian administration, shortage of school facilities, strict and rigid rules, drug influence, poor parental guidance, peer influence, and mass media influence, among others.

Studies have indicated that indiscipline in schools correlates with the many problems faced by students (Kibui, 2005). In practically all schools in Kenya, there are students who need help in the areas of sociological, psychological, educational, and vocational guidance (Ministry of Education, 1977). While the exact number of students with mental

health problems in Kenya remains unknown, clinical reports strongly indicate that the problem may be a very significant one (Acuda, 1983). In a study carried out in secondary schools in Machakos District, it was reported that 12% of the students included in the study were mentally ill and that 3.9% of them were overtly psychotic and required immediate treatment. The commonest types of mental disorders, according to this study, were anxiety states and depression. Irrespective of severity, mental ill health has now been recognized as a major cause of school dropouts, failure to progress at school and school waste, and hence it is a problem that should no longer be ignored (Sindandi & Acuda, 1979).

In recognition of dangers posed by students' problems, the Ministry of Education created guidance and counselling unit in the 1970's and staffed it with a team of professionally qualified officers. The unit was providing very effective services to secondary schools and teacher training colleges. The unit, in addition, developed a useful career guidance booklet for use by secondary school students when filling in career application forms (G.o.K., 2001; Mutie & Ndambuki, 1999). A Report of the Education Commission of Inquiry into the Education System of Kenya, notes, "this once vibrant unit is no longer as effective as it used to be" (p.61). Some schools still lack professionally trained guidance-counsellors in Kenyan schools. This is despite the fact that each school has at least one teacher appointed to function as a teacher-counsellor, and, through experience all teachers are potential help providers who have proved to be effective in dealing with most of the mild problems (G.o.K., 1999). Guidance and counselling in schools aims at helping all learners to grow in self-understanding and develop capabilities for making realistic career decisions, overcome personality deficits and make optimal academic progress. One of the key roles played by guidance and counselling is that of discipline maintenance (Kilonzo, 1980).

Secondary schools in Mukuru slums in Makadara division, Nairobi, have experienced similar increase in disciplinary problems over the years due to their location and surrounding. The continual evidence of these disciplinary problems and the surrounding environment of the schools cast doubts on its effectiveness of guidance and counselling

in addressing these challenges. This has necessitated the need to investigate the effectiveness of guidance and counselling in maintaining discipline in secondary schools in Mukuru slum areas in Makadara Division, Nairobi.

1.2 Statement of the Problem

It is the role of all concerned to seek ways of dealing with the problem of indiscipline in Kenyan schools and slums in particular. Most researchers have identified lack of effective communication between students and administrators; poor management skills by the administrators and teachers; poor parenting and peer and mass media influence, as the major causes of indiscipline in our schools (Were, 2003). The schools in slum area are characterized by drugs, insecurity, loitering of young people, obscene video shows and high immorality. Though there are informal and formal schools, very few students attend regularly. The main objective this study was to investigate and establish the effectiveness of guidance and counselling in maintaining discipline in secondary schools in Mukuru slum area, Makadara division in Nairobi.

1.3 Purpose of the Study

This study sought to investigate the effectiveness of guidance and counselling in maintaining discipline in secondary schools in Mukuru slum areas in Makadara Division, Nairobi.

1.4 Objectives of the Study

The specific objectives of the study included:

- (i) To investigate the effectiveness of guidance and counselling in secondary schools in Mukuru slum, Makadara Division in Nairobi.
- (ii) To establish the competence of the teacher counsellors in implementing guidance and counselling programme in secondary schools in Mukuru slum, Makadara Division in Nairobi.
- (iii) To find out the causes of indiscipline in secondary schools in Mukuru slum, Makadara Division in Nairobi.

- (iv) To identify the challenges facing effectiveness of guidance and counseling in Mukuru slum, Makadara Division in Nairobi.
- (v) To suggest possible solutions to strengthen guidance and counselling in secondary schools in Mukuru slum, Makadara Division in Nairobi.

1.5 Research Questions

The study sought to address the following research questions:

- (i) Is guidance and counselling effective in secondary schools in Mukuru slum, Makadara Division in Nairobi?
- (ii) How competent are the teacher counsellors in implementing guidance and counselling programme in secondary schools in Mukuru slum, Makadara Division in Nairobi?
- (iii) What are the causes of indiscipline in secondary schools in Mukuru slum, Makadara Division in Nairobi?
- (iv) What are the challenges facing effectiveness of guidance and counseling in Mukuru slum, Makadara Division in Nairobi?
- (v) What are the possible solutions to strengthen guidance and counselling in secondary schools in Mukuru slum, Makadara Division in Nairobi?

1.6 Significance of the Study

The study findings are expected to benefit head teachers, the Ministry Of Education, policy makers, Non-Governmental Organizations (NGOs), people working in the slums, United Nations (Habitat), United Nations Children's Education Fund (UNICEF), school counsellors and teacher-trainers, among others. The study provide information on the effectiveness of guidance and counselling departments in slum-area schools and how guidance and counselling could be strengthened and maintain discipline in secondary schools in slum areas. The study came at a time when efforts are being made by various stakeholders through Millennium Development Goals to improve lives of slum dwellers. One of the goal in the Millennium Development Goals is to achieve a significant improvement in the lives of at least 100 million slum dwellers by the year 2020 (United

Nations, 2000), and the issue of eradication of indiscipline will contribute greatly to the achievement of this goal.

1.7 Assumptions of the Study

This study was based on the following assumptions:

- (i) There existed in each secondary school, teachers appointed to serve as teacher-counsellors.
- (ii) The students were aware of the existence of the various teacher-counsellors in the school.
- (iii) Effective guidance and counselling played an important role in maintenance of discipline in the slum area of Mukuru, Makadara division, Nairobi.
- (iv) The students in secondary schools in the slum area of Mukuru, Makadara division, Nairobi, faced more or less the same challenges.

1.8 Scope of the Study

This study focused on investigating the effectiveness of guidance and counselling in maintaining discipline in secondary schools in Mukuru slum areas in Makadara Division, Nairobi. The study covered secondary schools in slum areas of Mukuru, Makadara Division in Nairobi (see Appendix Four and Five). Mukuru slum area extends from Mater Hospital to Kwa Njenga slums. One of the major characteristics of this place was unplanned structures of houses, inadequate clean water, inadequate amenities like toilets, hospitals, roads, among others. Neighboring this area are industries that also contribute to air pollution. There are so many informal schools that are run by community, church organization and individuals. Crime is very common like mugging, stealing, selling of drugs and immorality. Secondary schools in Mukuru slum areas were chosen as a research site because of evidence of indiscipline cases among students and the donor interest in sponsoring and supporting some of the schools despite their location in slum area.

1.9 Limitation of the Study

The study encountered a number of limitations which could have impeded answering the research questions and objectives. These limitations included:

- (i) The implementation and effectiveness of guidance and counselling programme in a school involves three key players including the counsellor, client (student), and school head teacher. The three key players are more likely to differ in their perception and attitudes toward the same aspects of guidance and counselling programme in the school. Therefore, in order to harmonize and get a complete view of the programme in the schools, all the three players were targeted on various aspects of guidance and counselling.
- (ii) Mukuru slums was just but one of the many slum areas in Nairobi and the country in general. All these slum areas have secondary schools. All of them were also expected to have implemented guidance and counselling programme as an alternative disciplinary measure. Therefore, adequate evaluation of the effectiveness of guidance and counselling in maintaining discipline in slum areas in the country required a consideration of all the slum areas, if not a large number of them. Thus, the four secondary schools in Mukuru slums of Makadara division in Nairobi which were a very small fraction of the total number of schools in slum areas in the country were involved in this study. The findings of this study are therefore confined to the sampled schools and students in Mukuru and will be cautiously generalized to all secondary schools in slum areas in the country.

1.10 Definition of Terms for the Study

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

Counselling: Involves helping an individual to deal with or remove frustrations and obstacles that interfere with their lives and develop his/her most acceptable self by thinking through the situation him/herself in an accepting atmosphere.

Guidance: A process of helping learners to develop self understanding, capabilities for making realistic career decisions and overcome personality deficits for optimal academic progress.

Guidance and counselling: Includes all services that help an individual in understanding of him/herself, his/her attitude, interests, abilities, physical, mental and social maturity for optimum development.

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

Deviance amplification – A spiraling sequence of interaction between deviants and those reacting to their behaviour (most typically agents of control such as the police) which generates further deviance, which generates further punitive response and so on.

Dissipate: Refers to dispel, disappear or disperse

Effectiveness: Successful or achieving the results that were intended. In the study, it refers to the success of guidance and counselling programme in achieving its objectives in schools

Hypnotic: Refers to inducing, strong influence/pressure due to crowd

Intervening variables: Refers to factors that confound the relationship between one variable with another.

Normal student behaviour Refers to the standard conduct expected of a student within school rules and regulations

Ostracize: Refers to exclusion from the society.

Peer group pressure: Refers to constraining influence exerted upon an individual by others of same age.

Psychotic: Refers to severe mental disorder with loss of contact with reality

Remedial resources: These are resources aimed at assisting students to correct their behaviour and socialize them.

Slum: A neighborhood near a city or town that has unplanned and un-serviced settlements. The structures have no basic facilities such as water, electricity, security, adequate sewage disposal system, etc.

Squalid: Refers to filthy, dirty or poor in appearance

Zombies: Refers to a person who acts helplessly.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents an overview of the relevant literature on the topic under study. The review discusses factors contributing to indiscipline, indiscipline in slum areas, effects of indiscipline, and measures of curbing indiscipline. The chapter also outlines the theoretical and conceptual framework used in guiding this study.

2.2 Factors Contributing to Indiscipline

Indiscipline has got a number of causes. According to Durkheim (1951), normlessness (anomie) is caused by breakdown of the traditional social order. He sees a situation where people are no longer governed by rules or norms as they were in traditional society. He argues that the traditional agrarian social structure, which preceded industrialization, was a close knit one, in which people knew their neighbours and were aware of what was expected of them. Deviance was clearly defined as the breaking of traditional norms (Durkheim, 1951).

Normlessness, Durkheim (1951) believed, occurred when individuals were separated from social restraints. He further argues that deviance is caused by limitless escalation of aspirations and ambitions in contemporary urban society. For Durkheim (1951), what he calls 'boundlessness' - another dimension of normlessness - results from breakdown of traditional rules and restraints. He emphasizes that in traditional society, people "knew their place" and did not aspire to greater wealth and status.

Merton (1938) believed, too, that certain groups in society, such as the children of the poor and of racial and ethnic minorities, were barred from gaining wealth through legitimate social channels of education and occupations. They therefore turned to deviance as an alternative illegitimate means. O'Brien (1969) says that the causes of deviance are mostly social, not physical, and they involve complex feedback relationships between social and personal systems. He says that deviance has its highest incidence among people who are confronted by discrepant social norms, who occupy

inconsistent positions in a variety of disassociated groups, or who are lacking in social affiliations and socializing experiences

Merton (1938) argues that anomie could be the normal state of affairs for persons in certain segments of society when cultural goals (e.g. financial success) are over emphasized and legitimate opportunities to achieve those goals are blocked. Merton theorized that this disjunction between legitimate means and cultural goals produces four types of deviance, namely: innovation, ritualism, retreatism and rebellion.

Burgess (1996) argues that deviance is caused by inappropriate socialization, for instance, when the learning of deviant ways is not out-weighed by the learning of non-deviant behaviour. This socialization is viewed as taking place within the context of primary group relations. He further argues that restricted opportunities for learning so-called conventional ways, restricted opportunities for achieving legitimate goals, a feeling of stress and access to a deviant mode of relief are all important background conditions for the evolution of deviant patterns of behaviour. Hilton (1973) notes that those who fail to conform to the norms of the wider group may find themselves labeled as immoral, abnormal, criminal or sick, depending upon the context. One is socialized and acquires a self – fulfilling prophecy and acts and behaves as per the characteristics of the labeled behaviour.

It has been reported that where a child's family life is marked by frequent marital conflict and sometimes violence between husband and wife, where parents spend as little time in the home, the child's performance at school is likely to be poor and may have poor social relations skills. Such a child feels demoralized and out of place. He is prone to truancy, hopelessness, regular conflicts with others etc (McNeill, 1982). Giller (1983) further says that divorce is another cause of deviance. Children reared in single-parent household show increased problems in educational attainment, behaviour and social adjustment. Juvenile delinquency is associated with family discord and disharmony, and it might be supposed that the rising divorce rate reflects increased marital conflict and hence might be associated with an increase in youngsters predisposed to delinquent activities. It

should be noted that single-parenthood can result from other factors such as death of one parent or teenage parenting.

Mass media is also to blame for encouraging deviant behaviour. According to Giller (1983) the television (TV) has more share of blame as far as affecting behaviour negatively is concerned. Giller (1983) says that, those with TV sets, the weekly hours of viewing have gone up steadily. Concerns have been expressed about its inhibiting effect of family conversation. Maccoby (cited in Kombo 1998) found that most families had no conversation while the TV was on and that the TV set tended to dominate and determine family life while it was in operation. As Bonfenbrenner (in Giller 1983:12,) puts it:

“The primary damage of the TV screen lies not so much in the behaviour it produces as the behaviour it prevents - the talks, the games, the family festivities, and the arguments through which much of the child’s learning takes place and his character is formed”.

Giller (1983) further argues that a further concern is that the increasing portrayal of violence on the TV screen may have increased the likelihood of violent behaviour by the adolescents who view the programmes. Kombo (1998) identifies a number of causes of deviant behaviour among students in secondary schools. He says materialism is one of them, adding that it has resulted in some students particularly from high socio-economic backgrounds looking down on teachers. He says that this in the long run may lead to deviant behaviour. Kombo (1998) adds that some deviant behaviour carried out by students such as sneaking out of the school compound and sexual promiscuity among teenagers has at times been traced to the desire by these students to acquire money.

Kombo (1998) continues to say that prejudices and biases against some students help reinforce deviance. A student who wears the label ‘problematic’ has a harder time providing his innocence among teachers and administrators even if he is actually innocent. Kombo concludes by saying that;

Deviant behaviour is a symptom of the disassociation between culturally defined aspiration and the socially structured means. It is frustration and

the wanted aspirations that lead to deviance as individuals search for avenues to attain their goals (Kombo, 1998; 144).

According to Wachira (2001) the very nature of the school organization especially the authoritarian type, is conducive to conflicts, which may lead to deviant behaviour. He says that because school authority is constantly threatened by students he is supposed to be taking care of. The school therefore uses its authority to ensure students comply with its rules and regulations. The result, according to labeling theorists, is the likelihood of further involvement in criminal activities, subcultures and conformity of the negative label which has been applied. This includes strategies of social control which generate process of deviance amplification and the realization of a self-fulfilling prophecy (Bilton, Bonnet, Jones, Skinner, Stanworth, & Webster, 1981).

Wachira (2001) sees discipline as the ability of a school to impress upon its students the need to behave in particular and appropriate, socially and ethically sound ways. Accordingly, he contends that discipline is not coercion into following school rules and regulations. He further argues that, all around them, students see contradictory messages of what is right and wrong. Undesirable behaviour among students' significant other in and out of school impact negatively on the students view of what constitutes desirable social behaviour. They question the need for sacrificing for desirable social behaviour if the society does not reward it.

When undesirable social behaviour seems to pay off and especially if there is a possibility of getting away with it, then the attraction to engage in undesirable behaviour increases (Wachira, 2001). Mutie and Ndambuki (1999) states that, parents who provide little emotional warmth, little supervision or control of the child's activities, exercise erratic and punitive discipline and who provide a model of lawless behaviour in the home are most likely to have delinquent children. According to the Report of the Task Force on Student Discipline and Unrest in Secondary Schools (GoK, 2001), it is observed that adolescence is a volatile stage and a period characterized by identity crisis. It is a stage in life when those in it rebel against authority and identify with and respond positively to

the peer group. They (adolescents) view their parents as outdated “historical people” (GoK, 2001:43).

G.o.K. (2001) further notes that some students with discipline problems are transferred to other institutions instead of being handled conclusively at their institutions. Such students are transferred without their records so that the other institution does not have any background information about their new student, hence perpetuating the tendency in other schools. This is a failure of school administration of both the releasing and receiving schools to communicate on the conduct of the student.

Other cases that the Report highlights are: students being given poorly cooked or inadequate food, peer pressure, discrimination of minorities on grounds of religion, changing parenting norms, visiting days being turned into occasions where the rich and the affluent show off resulting to ill-feelings from the poor. Students being given too much pocket money by their parents, which end up being used for anti-social behaviour like drug and alcohol abuse, have also been cited. Other causes of indiscipline include weak guidance and counselling in schools, inadequate pastoral care, immoral teachers, school administration, lack of proper preparation of teachers in the universities and teachers training colleges to handle disciplinary problems in schools, incitement by teachers and outsiders, some teachers dressing indecently etc (GoK, 2001).

The Report further attributes the problem of deviance to private academies, which it says have negative impact on discipline and the culture of schools. It is said that when the pupils from private primary schools join public secondary schools their expectations in terms of quality of service are not met. When this happens, they are likely to get frustrated and incite others to demand for what public schools cannot afford. To compensate for the shortfall parents tend to give more pocket money to their children and at times put pressure on the school administration to raise fees, thereby excluding children from disadvantaged homes. From these emerges dichotomy of culture especially that of ‘haves’ and ‘have nots’, which leads to disruptions (GoK, 2001).

Lastly, the report blames the admission criterion, saying that admission of some pupils who are academically weak in an institution that selects high achievers has the potential to make these pupils resort to disruptive behaviours and truancy. Drugs are blamed for the abnormal behaviour like strikes in educational institutions (Kinyanjui, 1975). Misuse of school property by teachers and in particular the head teacher is another cause of deviant behaviour in secondary schools (Provincial Students Discipline Committee, 2001).

2.3 Indiscipline in Slum Area Schools

Slum areas are generally characterized by, among other things, high incidences of instability, including crimes and burglary, high school dropout rates, unstable families and teenage pregnancies (Kusienya, 2004). While writing on school dropout in developed countries, Tanner (1972) noted that an overwhelming majority of dropouts have the intellectual capacity for high school graduation. However, lack of adequate counselling that leads to deviant behaviour is a factor that contributes to dropout. This view is expressed by Lindley, Lloyd, and Roy, (1962) who, in addressing the issue of retention of learners in school until graduation, point out at indiscipline and unfavorable conditions as challenges to this end. An observation has been made that while there are increased incidences of crime and delinquency among the youth at all age levels and classes of society, the greatest problem is experienced among adolescents in the slum and crowded sections of cities (Theuri, 2004). This results in many secondary school dropouts (Douglas 1962).

Smelser (1973) observed that deviant behaviours are highest in urban centers where the wholesome influences of city life namely exposure to pornography, radio, television, movies and people of all walks of life greatly affect the students behaviours. In support of this view, UNESCO (1984) pointed out that the geographical location of a school is a strong determinant of its internal efficiency. Hence a school located in a slum area is bound to encourage deviant behaviours, since the children's immediate environments continually influence them (UNESCO, 1984). In the low social economic slum areas that are characterized by high crime rates, insecurity, among other squalid conditions that are

not conducive for learning, it is expected that this influence is grave and that it aggravates the deviant behaviours of the students (G.o.K, 2002).

Deviant behaviour has been outlined as one of the factors leading to school dropout among the youth. In Kenya, the Task Force (2001) on indiscipline that was headed by the Director of Education indicated that drug abuse was rampant in secondary schools. It often led to deviant behaviour that manifests itself in irregular school attendance, rudeness and fighting, school strikes and riots. Getui (1994) asserts that the result of deviance is the disregard of teachers as the symbols of authority in schools. Consequently, students are expelled, suspended and ultimately drop out of the education system.

Ngau (1991), in her comparative study of causes of school dropout in Nairobi and Machakos, found that the drug problem was a factor leading to dropout and was more prevalent in schools near or in low-income residential areas in the city. The schools in slum areas fall in this category. Drug users experience other discipline problems and they end up either getting expelled or pull out because they cannot tolerate the constant punishment that goes with school discipline. Pupils using drugs have little interest in school, leading to poor performance and ultimate drop out (Jay & Edward, 1977).

It is important, however, to note that of these studies only Ngau's was conducted in Nairobi, but it was too general and not specific to slum areas. Douglas's (1962) observations though based in America captured the magnitude of indiscipline in slum areas best. Given the environment and conditions in these areas in Kenya, it is expected that the problem is rampant in the slum community and consequently among the youth. The researcher did not come across any study carried out to find out the extent to which indiscipline manifests itself in slum areas at the second level. The present study attempts to fill this gap in knowledge.

2.4 Effects of Indiscipline

Deviant behaviour has far reaching effects, which need to be examined and understood so as to control them in the society and secondary schools in particular. Giller (1983) conducted follow-up studies into adult life of children and showed that anti-social behaviour in childhood is followed by a substantially increased risk, not only of adult criminality, but also of marital problems and breakdown, difficulties in parenting, poor job record and unemployment, financial dependency, social isolation of alcohol problems and mental disorder.

O'Brien (1969) says that, functioning of a social system may be impaired if disrupted by wars, crimes, mass migration, economic depressions, and other numerous changes in the environment. He further avers that the system may be hampered or impaired by deviant behaviour of its members that the members may have inaccurate perceptions of their role requirements, or they may engage in deliberate non-conformity.

Deviants disturb the harmonious view of the world of those who accept the norms. For this reason, deviants may be treated with resentment and hostility, ostracized, imprisoned, or even shot. They may be unable to find jobs, claims Hilton (1973). Giller (1983) argues that deviants among students lead to low commitment to scholastic achievement. Those who live with certain deviants find them as liability as well as a curse. Mayoyo (2005) says that drug addiction is like a curse:

“It changes your child from what you used to know to a devil who torments you throughout life... Their drug addiction has condemned them to a life of misery and crime. It has turned them into liabilities. Hundreds of youths in the country are now being turned into zombies as drug barons get down into the lucrative business aggressively; (Page 6).

The consequences of indiscipline can be costly to the society. After the Kyanguli Secondary School fire tragedy where sixty-seven boys were burnt to death and many others hospitalized, a local bank had to raise over Kshs. 15 million for the fire victims (KNA 2001). Destruction of property is yet another cost incurred because of deviant acts.

Tabaka High School in Kisii destroyed school property plus their headmaster's Peugeot 504 Saloon car (Hirsch, 1992).

2.5 Measures of Curbing Indiscipline

According to Ndirangu (2000) counselling is one of the possible solutions to indiscipline among students. Ndirangu says that the work of a teacher- counsellor in present education system needs to be enhanced. He emphasizes that counselling is an urgently needed service in the existing problems.

Ndirangu (2000) continues to say that such a counsellor should be well educated to handle the challenges he finds in his work adequately and that more resources should be spent on guidance and counselling manuals which suit Kenyan conditions. Counselling also involves enabling the affected person to have a realistic view of life, have a sense of continuity, see causes and consequences of his actions, set achievable goals for himself, realize the need for suitable means to achieve his goals, recognize that the same social rules apply to him, and to make acceptable choices and be objective (Otiende, 1988).

However, studies by Kibui (2005); Mwangi (1991); Ongubo (1987) have shown that most students are reluctant to seek help from teacher-counsellors when faced with problems. In his study carried out in Thika District to establish the attitudes of secondary school students toward seeking counselling help, Kibui (2005) reported that while students had positive attitudes toward seeking help, they rarely visited the teacher counsellors for assistance. Mwangi (1991) argues that this is happening despite the fact that students are faced by many problems while in school. In his recommendations, Kibui (2005) suggested that peer counselling and group counselling approaches should be emphasized in schools, adding that this would not only help to reach more students but also improve their perception of the role of counselling and as a result transform their attitudes towards seeking help to overt help-seeking behaviours.

Kombo (1998) recommends establishing of a strong and functioning counselling unit capable of monitoring students. Another view is expulsion of deviant students found

peddling or taking drugs within or outside the school compounds. Otiende (1988) add that seeking medical help in cases of severe deviant behaviour is another way of solving deviancy in schools and society. This involves psychotherapy, which is a process of helping people who have mental problems. Psychotherapy aims at relieving the patient from anxiety symptoms and conflicts; establishing personal maturity, adequacy and a clear self-concept; improving relations with others; and adjusting to his culture and society.

O'Brien (1969) calls for rehabilitation which implies the use of therapy, training, or other reform measures in an attempt to change the deviant person while maintaining his involvement in his group or community. In Kenya there are such rehabilitation programmes organized by Anti Dangerous Drugs of Kenya (ADDOK).

Resocialization is also a noteworthy solution to deviant behaviour. According to Weinberg (1975:130) the best way to resocialize is to increase meaningful primary group contact with legitimate patterns of behaviour and reduce meaningful primary group contact with illegitimate patterns of behaviour. He observes that, the opportunity structure must be opened in order to alleviate the strains that motivate people to behave in unacceptable ways. Kegan (1973) recommends change in the way people perceive deviants.

According to O'Brien (1969), people are becoming less willing to assign deviants absolute responsibility for their actions. He further suggests that there should be an inclination to see deviants as 'sick' rather than 'sinful' and to give them 'help' rather than punishing them or to recommending deviants exclusion from the society through capital punishment, banishment, imprisonment, ostracism and all other methods by which a society prevents its deviant individuals from participation in certain activities. He adds that there should be systems of probation and for those in prison they should be given counselling and some counselling should be given to the ex-prisoners (O'Brien 1969:364). Students need to be advised to be patient and follow proper channels when

forwarding their grievances. Most cases of student's unrest could be avoided if adequate communication avenues between students and school administration were created.

The way the problem of violence is dealt with varies from one school to another. Bosire (1998) notes that, some schools have resorted to expulsion, sought police help, while others have co-opted students into looking for solutions to their problems. He observes that, at Alliance and Loreto Girls' Schools, a new culture which holds senior students responsible for new comers' well being has been put in place. Kombo (1998) observe that the practice makes the school assume the role of a family with senior students acting as juniors' elder sisters. This is the school's effort to combat violence, bullying and harassment of new students.

Another recommended solution is the school administration creating open fora between teachers and students through which grievances could be addressed without intimidation. It is further noted that listening to the students' grievances and avoiding authoritarian administration can avert chaos in learning institutions. Ododa (1999) in Wachira (2001); feels that the church should help children grow morally upright. He adds that social education should be made more practical in schools and the government should fight poverty tirelessly because domestic violence arise in some cases due to financial constraints. Kombo (1998) supported the role of the parents and the community in minimizing deviance in schools and that teachers must play a vital role in the moral aspects of students. They should be role models.

Kombo (1998) has suggested a number of solutions to deviant behaviour in schools. He says that schooling must lead to relevant social rewards, considered to be fair and satisfying. Making the school experience pleasurable and rewarding can control deviance. He goes on to say that efficient school administration and good class control where there is firm and fair treatment of all learners may help to minimize deviant behaviours. Teachers should portray trust of their students. Kombo (1998) also observed a readiness on the part of the school administration to negotiate with students not only in situations of

conflicts but also in a pre-emptive manner. This can be done by including them in the decision making and press on some issues as means of helping dissipate tension that leads to deviant behaviour in secondary schools among students. Wachira (2001: 40) says that having clear and open communication channels is crucial in creating and maintaining an atmosphere where desirable social behaviour can take root and prosper. He sees school counsellors and scheduling meeting times with administration to discuss issues relevant to the school as a useful way of containing deviant behaviour.

2.6 Theoretical Framework

The study was guided by the Anomie/Strain theories of Merton (1957) and the theories of collective behaviour and social learning theory of behaviour.

2.6.1 Anomie/Strain Theories

Merton (1957) sought to explain criminal behaviour in the contemporary society. He bases his argument of deviant behaviour on the ideas of Durkheim (1951). According to these theorists, delinquent behaviour is the result of socially induced pressures and in particular, that it results from the 'strain' caused by the gap, or anomic disjuncture, between cultural goals and the means available to the achievement of these goals.

Merton (1957) also goes on to say that young people experience frustrations from the lack of opportunity to participate in the rewards of economic success, or from the lack of ability to acquire social status and prestige. Merton (1957) noted that a person might react to this strain by rejecting the cultural goals or the legitimate means ('ritualism' or 'retreatism') by using illegitimate means to reach the goals (innovation), or by substituting a new set of goals and means ('rebellion'). The two conditions in society thought to create an anomie are: one, greater emphasis on certain success goals than on the means to reach them; and two, restriction in certain groups of the legitimate means of achieving success.

This theory was relevant to the study because it views deviant behaviour from a sociological stand of view. That deviance was a socially induced phenomenon and the

study intended to look at those social forces, which led to it (deviance). In this case the society had to take a share of blame because of creating a conducive environment for deviance. This was especially so in slum areas, where as Kusienya (2004) notes, crime and burglary is the order of the day.

The school being part of the society has also contributed to deviance by setting high standards of expectations in examinations performance, whereby those students who feel that they cannot achieve the targeted goals may revert to the use of unfair means like cheating to attain the expected grades. Others intend to destabilize the school in order not to be assessed and then justify the failure to unstable learning environment due to strikes and other forms chaos (Kombo, 1998).

The theory was also relevant to this study because it recognized the fact that no society is free from conflict or deviance. The theory attributes this to the fact that the society is structured into classes and resources, rewards, opportunities among other things, which are unequally distributed among the various social classes. The privileged classes tend to maintain the status quo or their dominant position while the lower class want to turn the tables and get a share of the good things enjoyed by the others. Schools in a slum area, students from poor backgrounds may feel uncomfortable their counterparts in affluent parts of the city can afford a better life than what they (slum dwellers) can afford. This encourages use of antisocial means, for example theft, to acquire wealth.

This study thus intended to find out what really causes deviant behaviour among students in slum area secondary schools. It also dwelt on the effects of deviant behaviour and the possible solution to this problem.

2.6.2 Theories of Collective Behaviour

Collective behaviour is a branch of Social Psychology. Ordinary people typically can gain direct power by acting collectively. Historically, large groups of people have been able to effect dramatic and sudden social change, in a manner that bypasses established due process, which provoked controversy. Social scientists have developed several

different theories for explaining collective behaviour, and the ways in which the psychology of the crowd differs significantly from the psychology of those individuals within it. Three of these theories of behaviour are reviewed: contagion theory, convergence theory, and emergent norm theory.

The Contagion Theory: An early explanation of collective behaviour was formulated by French sociologist Gabriel Tarde (1890), who relied on two main concepts: "imitation" and "innovation". Tarde initiated the "group mind" concept, taken up by social psychologist Gustave Le Bon. According to Le Bon's (1895) contagion theory, crowds exert a hypnotic influence over their members through collective suggestibility. Shielded by the anonymity of a crowd, people abandon personal responsibility and surrender to the contagious emotions of the crowd. A crowd thus assumes a life of its own, stirring up emotions and driving people toward irrational, perhaps violent, action (Turner and Killian, 1993). However, according to Tarde's sociology, leaders exerted a fundamental influence in the organization of spontaneous crowds into "corporations" (the Church, the State, the Army, the University, the Party, etc). Thus, whether spontaneous or organized, crowds are related through a special bond (hypnotism or imitation) with charismatic figures. Tarde would also think about public opinion, considering modern crowds to be organized through mass media (Turner & Killian, 1993). This study was carried out in a slum population. One characteristic of slums is overcrowding, and as a result the hypnotic crowd influence may result. The public opinion notion may manifest in a slum environment through the desire by the youth to win approval of peers.

Convergence theory Convergence theory holds that crowd behaviour is not a product of the crowd itself, but is carried into the crowd by particular individuals. Thus, crowds amount to a convergence of like-minded individuals (Turner & Killian, 1993). In other words, while contagion theory states that crowds cause people to act in a certain way, convergence theory says the opposite: that people who wish to act in a certain way come together to form crowds (Turner & Killian, 1993). Convergence theory claims that crowd behaviour is not irrational; rather, people in crowds express existing beliefs and values so that the mob reaction is the rational product of widespread popular feeling. Students from

slum areas, who are prone to crime, might be influenced by the crime wave to indulge themselves into indiscipline practice, e.g. drug abuse and mugging.

Emergent-norm theory - Turner and Killian (1993) developed the emergent-norm theory of crowd dynamics. These researchers concede that social behaviour is never entirely predictable, but neither are crowds as irrational. If similar interests may draw people together, distinctive patterns of behaviour may emerge in the crowd itself. Crowds begin as collectivities, acting, and protest crowds – norms may be vague and changing as when, say, one person at a rock concert holds up a lit cigarette lighter to signal praise for the performers, and others follow suit. In short, people in crowds make their own rules as they go along (Turner & Killian, 1993). Decision-making, then, plays a major role in crowd behaviour, although casual observers of a crowd may not realize it. Crowd behaviour reflects the desires of participants, but it is also guided by norms that emerge as the situation unfolds. Emergent-norm theory points out that people in a crowd take on different roles, for instance, some step forward as leaders, others become lieutenants, rank-and-file followers, inactive bystanders or even opponents. This may be seen in slum areas through groups such as terror gangs and insecurity found in such areas.

The three theories discussed here have various implications for slum schools. First, it is generally agreed that peer influence, together with mass media influence, are among the highest causes of indiscipline among adolescents (Gachigua, 2005). This agrees with Le Bon's concept of 'imitation' in his contagion theory. Most of the students in slum schools come from catchment areas where crime, violence, immorality and all sorts of social challenges are common. These impacts on the students' school life. It is common in slum schools for students to gang together based on unique behaviours, for example convergence of students who smoke together.

2.6.3 Social Learning Theory by Albert Bandura

Bandura found out that children learn by what they observe through modeling. He believes "that mind, behaviour and the environment all play an important role in the learning process" (Huitt & Hummel, 1997). Children model parents, peers, siblings,

authority figures, teachers and others whom they admire and trust. There are several steps that are involved in the modeling process. They include: attention-the individual notices something in the environment; retention-the individual remembers what was noticed; reproduction-the individual produces an action that is a copy of what was noticed; and motivation-the individual has a reason for doing the action that was copied (Boeree, 1998).

Bandura sees reinforcements as motivators to imitate, although he believed that it was not necessary for the individual to actually be rewarded or punished. He observed that, in addition to learning through direct reinforcement and punishment, individuals also learn from seeing someone else rewarded or punished for a particular behaviour. In other words, we can learn vicariously by observing and thinking about what we have seen and then making decisions based on those vicarious experiences. The various types of reinforcement and punishment that potentially influence behaviour include: Past reinforcement things that we remember we received, promised reinforcement incentives we can imagine, vicarious reinforcement seeing and recalling the model being reinforced; past punishment, promised punishment (threats), and vicarious punishment. As was the case with other behaviourists, Bandura believes that punishment in whatever form does not work as well as reinforcement and may backfire (Boeree, 1998).

This theory is very relevant to understanding child development. It is very clear from this study and our own observations of children that children learn through observation. Children can be motivated to model both positive and negative behaviours. This is why children model desired behaviours for those they want to please, and in the next instance, they will model negative behaviour in order to get the attention they are seeking. This helps us, understand a child's motivation behind certain behaviours in the classroom and outside of the classroom in slum areas.

2.7 Conceptual Framework

Masolo (1998) pointed out that other people and events that together form the environment of behaviour and personality formation influence an individual's behaviour. He further says that every individual's person assimilates into the self cultural norms as well as much of the social system in which he lives in; be it the family, village or school he is in, and thus gain a stability in behaving, perceiving and relating according to these norms. This means that if a person is having a positive self-perception and was also brought up in a favorable social environment, he is likely to have good behaviour.

Chelule (2002:12-13) states that, if a child lives with:

Criticism, he learns to condemn; hostility, he learns to fight; fear, he learns to be apprehensive (i.e. fearful especially about the future); pity, he learns to feel sorry for himself; encouragement, he learns to be confident; tolerance, he learns to be patient; praise, he learns to be appreciative; acceptance, he learns to love; approval, he learns to like himself; recognition, he learns to have a goal; fairness, he learns to value justice; honesty, he learns to value truth; security, he learns to have faith in himself and others; and friendliness, he learns that the world is a good place in which to live.

On the other hand if one is brought up in a negative environment and has a negative self-perception, there are high chances of portraying deviant behaviour of a kind in reflection of whatever he feels of himself and how his environment has exposed him to viewing issues. In other words our social institution, be it in the family, school, churches etc, play a role in formation of our behaviours.

A child brought up in a carefree home may extend the same attributes of behaviour he has acquired to school. Such a child may become a negative influence to others especially if the school has got a lax administration, which does not enforce discipline. The same child will leave the school and take his negative behaviour back to the society; creating a vicious circle of deviance. In short those exposed to bad peers and a family background which are negative are likely to be deviants in school and more so if the school does not offer means of social control like guidance and counselling. Those from positive backgrounds will develop approved behaviour and end up being law-abiding citizens. Figure 1 shows the interplay of the individual student and the environment he/she lives in

and the likelihood of acquiring deviant behaviour from it and the possible ways out of the bad behaviour.

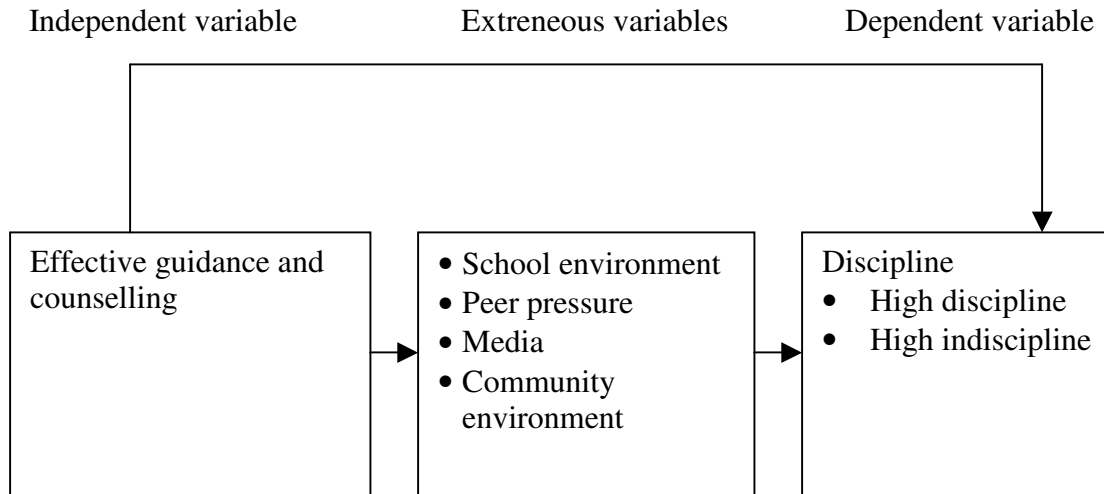


Figure 1: Guidance and Counselling and discipline in school

As shown in Figure 1 above, a student’s behaviour can either be deviant or not depending on the prevailing environmental factors: the school environment, that is, School Administration leadership style, whether democratic, dictatorship or Laissez faire; and the home background. Peer group will also determine the student behaviour. A student is likely to be deviant if the peer group has negative influences like taking drugs, forming criminal gangs etc. The community outside the school, which the student interacts with, can make him deviant, for example if they are against the school, they can incite the students to go on strike.

Mass media may have positive or negative influence on a student. Negative influence from television programmes can lead to violence. The last box is on remedies to deviance. This shows that some measures can be taken to control deviance like guidance and counselling and re-socialization among others. Finally, the outcome of the measures of controlling deviant behaviour is indicated as normal behaviour among students. This

conceptualizes the situation in schools located in slum areas and how guidance and counselling programme could be utilized in addressing disciplinary cases.

2.8 Summary of Literature Review

The literature review and consequently theoretical framework presented here has shown that indiscipline, or deviance, is rampant in secondary schools in Kenya. It has emerged that indiscipline has far-reaching effects including loss of life and property, and poor academic performance among others. Moreover, deviant behaviour indirectly touches the lives of all of us, either through the personal contact we may have with a troubled young person or indirectly, through the increased taxes for community services or heightened anxiety about the safety of our schools and neighborhoods.

The review has also shown that there are various ways through which discipline could be maintained in schools, including guidance and counselling. The government initiative to establish formal guidance and counselling in Kenyan education system dates back to 1963 immediately after independence. The year that followed saw the formation of a commission to review the education system. The commission under the chairmanship of Ominde published the Ominde Commission Report (G.o.K, 1964). The report recommended, among other things, that the schools should provide some guidance to students. The report on the National Commission on Education Objectives and Policies (NCEOP, 1976), called the Gachathi Report, was published in 1976. The Report observed that students had psychological problems, which were largely ignored by the guidance services (Republic of Kenya, 1976). The report recommended that the teachers undergoing training take a compulsory course in guidance and counselling in order to be able to handle some of these psychological issues.

More recently, the Koech Report of 1999 (G.o.K., 1999) made the following recommendations: that the positive cultural practices such as guidance and counselling that go on during initiation ceremonies be encouraged and moderated to enhance the social development of the youth. Guidance and counselling in schools and colleges be strengthened to become an active and available service on a day-to-day basis to all the

students. Above all these, the effectiveness of guidance and counselling in maintaining discipline in secondary schools in slums has not been enlightened hence the need to investigate it. This study embarks on investigation of effectiveness of guidance and counselling in maintaining discipline in secondary schools in Mukuru slum, of Makadara division, Nairobi.

While many researchers have studied the causes and effects of indiscipline in secondary schools, few studies have been carried out to find out the role being played by guidance and counselling, in controlling indiscipline in slum-area schools. This is despite the fact that the basic duty of guidance and counselling is to act as the general agent of social control in the schools (Ozigi, 1983). This study sought to investigate the role played by guidance and counselling in maintaining discipline in secondary schools in Mukuru slum area in Makadara Division in Nairobi Province.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodological procedures to be used in data collection and analysis. The discussion covers the location of the study, population of the study, research design, sampling procedure and sample size, instrumentation, data collection, and data analysis.

3.2 Research Design

The study adopted an *ex-post facto* research design because no treatment is given to the respondents. The design was considered appropriate for the study because according to Kothari (1985) survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Kerlinger (1973) argues that survey method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions.

3.3 Target Population

The target population for this study was four secondary schools out of the five secondary schools in Mukuru slums, Makadara, Nairobi. The researcher also incorporated one teacher-counsellor who is the head of counselling department from each school. The four secondary schools had a population of 642 students (i.e. 308 boys and 334 girls). Two were mixed secondary schools, one boys' school and one girls' school. All the schools studied were day schools.

3.4 Sample Size and Sampling Procedure

Purposive, stratified and simple random sampling procedures were used in selecting the required sample for the study. Purposive sampling was used in selecting four secondary schools out of five secondary schools, that is, two mixed schools, one girls' school and one boys' school. This ensured the three categories of schools were adequately involved in the study. Only Form Twos and Threes were purposively and randomly selected. Form ones were left out because having stayed for less than a year in the school, they may not

have had adequate information of effectiveness of guidance and counselling in maintaining discipline. Form Fours were excluded because of their busy academic schedule because they are preparing for national examinations. In the school, the students were stratified, girls and boys. To get the required number of students in each stratum, proportionate stratified sampling was used to select students based on their gender. Note that because of confidentiality, the actual school names were not used in this study but coded (Table 1). School A was a girls' school, school D was a boys' school, while schools B and C were mixed schools.

Table 1
Breakdown of the Target Population by Gender

Name of school	Number of students			Total
	Form	Boys	Girls	
A	2	0	86	86
	3	0	90	90
B	2	70	56	126
	3	42	50	92
C	2	16	24	40
	3	14	28	42
D	2	86	0	86
	3	80	0	80
Total		308	334	642

Source: Provincial Director of Education's Office, Nyayo House, Nairobi

In order to determine the sample size of students to be drawn from the 642 a formula by Kathuri and Parl (1993) was adapted for estimating a sample size, hence n, from a known population size of N.

$$n = \frac{\chi^2 NP (1-P)}{d^2 (N - 1) + \chi^2 P (1 - P)}$$

Where:

n = required sample size

N = the given population size of form four students, 642 in this case

P = Population proportion, assumed to be 0.50

d² = the degree of accuracy whose value is 0.05

χ^2 = Table value of chi-square for one degree of freedom, which is 3.841

Substituting these values in the equation, estimated sample size (n) was:

$$n = \frac{3.841 \times 642 \times 0.50 (1 - 0.5)}{(0.05)^2 (642 - 1) + 3.841 \times 0.5 \times (1 - 0.5)}$$
$$n = 241$$

Proportionate stratified sampling was used in selecting 241 students from the four purposively selected schools (Table 2).

Table 2

Distribution of the Sample Size in the selected Schools

<i>Name of school</i>	<i>Form</i>	<i>Sample size allocated to schools</i>
A	2	32
	3	34
B	2	47
	3	35
C	2	15
	3	16
D	2	32
	3	30
Total		241

Purposive sampling was also used to select one teacher counsellor and the head teacher from each of the four selected schools. From the above sampling procedures, the 238 students, 4 teacher counsellors and 4 head teachers formed the sample size for this study. However, only 238 students managed to correctly complete the questionnaires. The remaining 3 returned incomplete and incorrectly filled questionnaires which were not used in the analysis.

3.5 Instrumentation

The study employed a structured questionnaire and an interview schedule as the research instruments for data collection. Questionnaires were administered by the researcher to the students, while an interview schedule were administered to the heads of guidance and counselling department and the head teacher in each school.

The researcher personally administered the student questionnaires to the students and held interviews with teacher-counsellors who were the heads of counselling departments. The questionnaire was used for data collection because as Kiess and Bloomquist (1985) observe, it offered considerable advantage in administration; it presented an even stimulus potentiality to large numbers of people simultaneously and provide the investigation with an easy accumulation of data. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestion. On the other hand, an interview schedule was considered appropriate when the sample is small since a researcher is able to get more information from respondents that would not be possible using questionnaire (Kiess & Bloomquist, 1985).

3.5.1 Validity of the Instrument

According to Gay (1976) validity is established by expert judgement. The research instrument will be validated into two ways. First, the researcher went through the instrument in relationship with the set objectives to make sure that it contained all the necessary information and to meet the set objectives. Secondly, the researcher sought views as well as consulting the supervisor and other experts from the department of psychology, counselling and educational foundations.

Then the instruments were taken for piloting on a population similar to the target population, one of the secondary schools in Mukuru slum, Makadara, Nairobi, which was not among the sample. The piloting size was ten percent of the sample size, which is twenty-four students (Orodho, 2000). In addition to the students, the teachers in charge of counselling department also participated in the piloting process. The objective of the piloting was to allow modification of various questions, bring out clarity in the tools as well as checking the rephrasing and spacing.

3.5.2 Reliability of the Instrument

The reliability of the instrument was established through piloting, where twenty-four students and one teacher were given the measuring instruments, and then the answered

questions were scored manually. The same measuring tools were administered to the same group after two weeks and the responses were scored manually. A comparison was made. Through the use of Cronbach's alpha, a reliability coefficient of 0.70 was obtained for the student questionnaire. Such reliability coefficients were considered to be sufficient enough to confirm and reflect the internal consistency of the instruments according to Selltiz, Wrightsman and Cook (1976).

3.6 Data Collection Procedure

The researcher proceeded to collect data from the selected respondents after receiving permission from Department of Psychology, Counselling and Education Foundations; and Divisional Education Office in Makadara division. Permission was also sought from the head teachers of the selected schools. The researcher visited the selected schools before hand for acquaintance with targeted respondents, especially the administration. During this visit, the researcher informed the head teachers and teacher counsellors about the purpose of the intended study and booked appointments for the data collection. After familiarization, data was then collected from the respondents using the above mentioned instruments. The teacher counsellor in each school was requested to assist in the distribution and collection of the questionnaires from the sampled students. The completed instruments were verified and collected from the teacher counsellors within a period of one week.

3.7 Data Analysis

Data collected was processed, coded and analyzed using descriptive statistics to facilitate answering of the research questions. The descriptive analyses (frequencies and percentages) and presented in tables, pie charts and bar graphs were used to meaningfully describe distribution of scores or measurements using a few indices or statistics. Descriptive statistics were used the findings were not demanding generalization or inference to be made. This was done using Statistical Package for Social Sciences (SPSS) version 11.5 for windows.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a discussion of the research results. The discussion addresses the research objectives of the study which included:

- (i) To investigate the effectiveness of guidance and counselling in secondary schools.
- (ii) To establish the competence of the teacher counsellors in implementing guidance and counselling programme in secondary schools.
- (iii) To find out the causes of indiscipline in secondary schools.
- (iv) To identify the challenges facing effectiveness of guidance and counselling.
- (v) To suggest possible solutions to strengthen guidance and counselling in secondary schools.

The data collected on each of the study objectives were analyzed using descriptive statistics using Statistical Package for Social Sciences (SPSS) version 11.5 for windows.

4.2 Demographic Characteristics of the Respondents

This section presents a brief description of the demographic characteristics of the sampled respondents in the study. Such a description is considered to be very important in providing a better understanding of the respondents and provide a good foundation for a detailed discussion of the results based on the stipulated objectives of the study. The demographic characteristics included age, gender and school type.

Out of the 238 sampled students, 119 were from Form Two, while 119 were in Form Three. The students varied in their ages as categorizes as indicated in Table 3.

Table 3

Age categories of the students

<i>Age category</i>	<i>Frequency</i>	<i>Percent</i>
Below 15	20	8.4
16-18	188	79.0
19-21	28	11.8
Above 22	2	.8
Total	238	100.0

Table 3 indicates that 79.0 % of the students were aged between 16 and 18 years. This shows that majority of the secondary school students in Form Two and Form Three were in their adolescent stage. In general, it is in this stage that majority of the students are learning to develop a sense of independence and identity. This is supported by Erik Erikson's psychosocial theory which postulates that during the adolescence stage, the adolescents face the dilemma of identity versus role-confusion. The adolescents at this stage are learning to develop a sense of independence and identity. Failure to do this leads to role confusion. This in turn influences their development of self-concept (Erikson, 1950). This was therefore a very critical stage of development where the adolescents need constant guidance and counselling in order for them to develop their full potentials, especially given the location of their schools. The sample included both female and male students. Figure 2 summarizes the distribution of the gender of students.

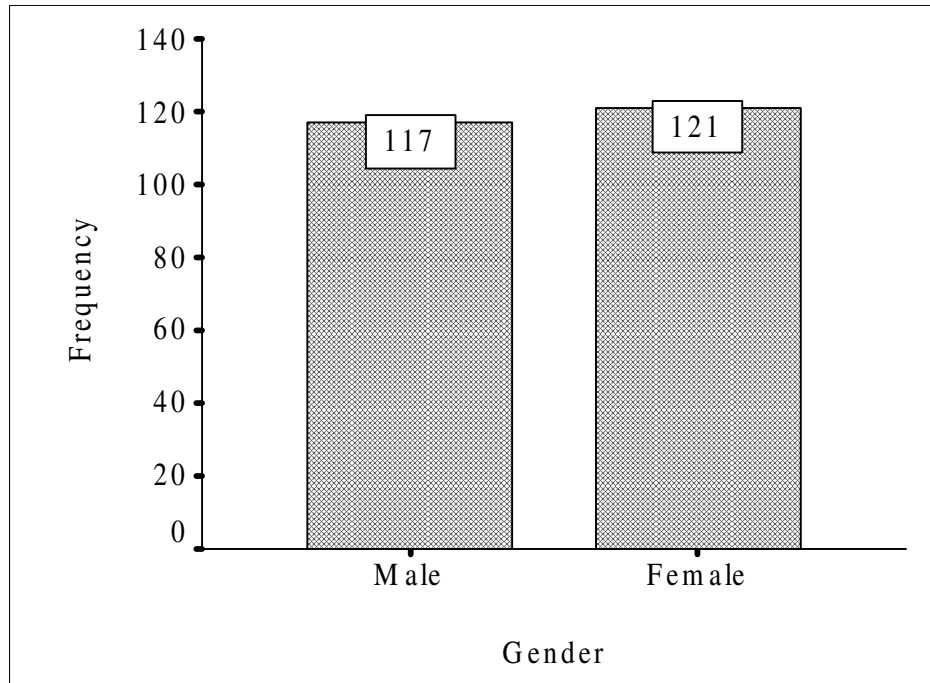


Figure 2: Gender of the students

From Figure 2, 117 (49.2 %) of the students were male, while 121 (50.8 %) were female. The selected schools had almost equal female and male student enrolment. This was important in understanding the effects of life in slum areas on both female and male students. These students were distributed in the three school categories as summarized in Table 4.

Table 4

Distribution of the Students by School Categories

<i>School categories</i>	<i>Frequency</i>	<i>Percentage</i>
Girls school	67	28.2
Boys' school	59	24.8
Mixed school	112	47.1
Total	238	100.0

As observed in Table 4, 47.1 % of the sample was drawn from mixed schools, 24.8 % from boys' schools and 28.2 % from girls' schools. The variation in the sample population drawn from schools was proportionate to the distribution of the sample. The

category of school was expected to have an influence on the level of discipline among the sampled students.

4.3 Effectiveness of Guidance and Counselling in Schools in Slum Areas

The first objective of this study sought to investigate the effectiveness of guidance and counselling in secondary schools in Mukuru slum areas. The objective was based on premise that the socio-economic characteristics of the slum areas present a great challenge to the behaviour and attitude of students. This therefore requires an effective guidance and counselling programme in order to assist students in addressing these challenges. In addressing this objective, the study assessed the level of awareness and utilization of the programme by students; the frequency of guidance and counselling sessions and workload of the teacher counsellor; and staffing level and facilities in guidance and counselling department.

4.3.1 Awareness and Use of Guidance and Counselling by Students

For guidance and counselling programme to have an impact in a school, the students as clients are expected to be aware of the teacher counsellor and the services offered; and utilize these services. The study started by enquiring from students whether they were aware of a teacher counsellor in their school. Figure 3 illustrates their responses.

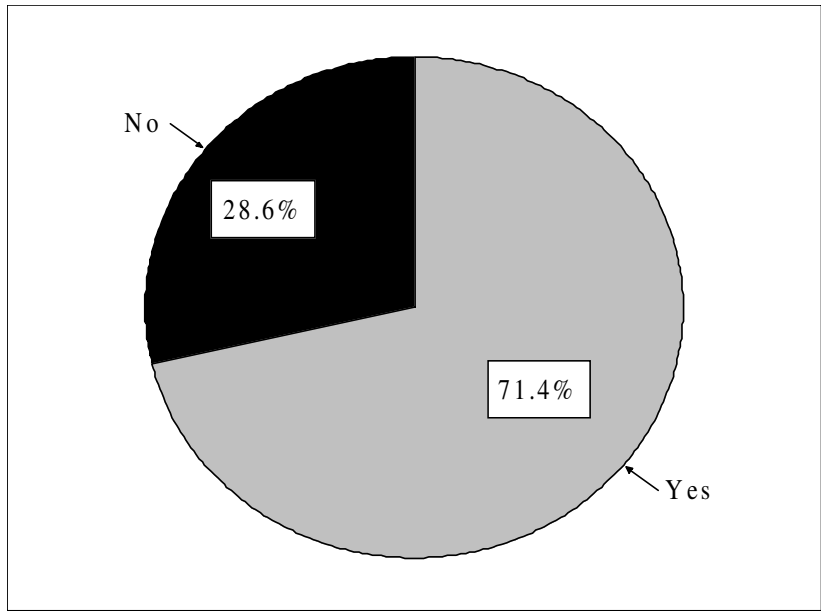


Figure 3: Students aware of a teacher counsellor in school

Figure 3 indicates that 71.4 % (170) of the respondents were aware of the teacher counsellor in their school, while 28.6 % (68) did not. This suggests that majority of the students were aware of the presence of a teacher counsellor in their schools. The schools could have informed the students about the teacher counsellor and his/her roles or the teacher counsellor himself/herself could have done it. Such students were also more likely to be aware of the role of the teacher counsellor in the school and whether to seek for the services offered by the guidance and counselling programme when confronted with challenges. Therefore in schools where students knew their teacher counsellor, guidance and counselling services were expected to be effective. Those who were not aware of the existence of the teacher counsellor in their schools were not likely to know about the role of guidance and counselling programme in a school.

Awareness of the role of the teacher counsellor is the first step toward seeking and utilization of guidance and counselling services by students. However, the 170 students differed in their awareness of the role of the teacher counsellor in their school. Table 5 summarizes the distribution of students' awareness of the role of the teacher counsellor.

Table 5

Students' awareness of the role of a teacher counsellor

<i>Awareness</i>	<i>Frequency</i>	<i>Percent</i>
Yes	124	72.9
No	46	27.1
Total	170	100.0

As observed in Table 5, 72.9 % of the respondents were aware of the role of the teacher counsellor in their schools, while 27.1 % were not. This suggests that majority of the students knew the teacher counsellor and their roles in school. This may be attributed to publicity of the guidance and counselling services in the school by the teacher counsellors themselves and/or the school. The school administration which actively participates in the selection of the teacher counsellors may have informed the students about the person appointed for the department. This supports Wanjohi (1990) who observed that in a school setting, guidance and counselling is part of a larger organizational system which has many other components namely the administration and the teaching components. Therefore the school has to inform the students of the teachers appointed to spearhead the various departments in the school. The head teacher is the chief executive officer in a school and therefore is responsible for the planning, execution, appraisal, interpretation and informing the students of the various activities in the school. According to the Ministry of Education and Human Resource Development School Management Guide (1999), it is the responsibility of the head teacher to ensure that guidance and counselling services are offered to the students.

The 124 respondents aware of the roles of the teacher counsellor in their school were then asked to highlight them. The study revealed that they knew the exact role of the teacher counsellor as captured in Table 6.

Table 6

Role of the teacher counsellor

<i>Role</i>	<i>Frequency</i>	<i>Percent</i>
Guidance and counselling students about challenges they face	98	79.0
Behaviour change	12	9.7
Addressing students disciplinary problems	10	8.1
Solving students personal problems	3	2.4
Enlightening students on their sexuality and reproduction	1	.8
Total	124	100.0

Table 6 indicates that generally the respondents were aware of the main and actual role of the teacher counsellors in their schools. This involved guidance and counselling of students to address and resolve the social, psychological and academic challenges they face while in school. This suggests that the guidance and counselling department had created adequate awareness about the expected roles of the teacher counsellor. These findings were in line with George and Christian (1995) who observed that teacher counsellors must inform their clients (students) of their role in school. Wanjohi (1990) contends that it is essential that teacher counsellors define their roles and communicate their objectives and functions to the administrators and students. In this way, students will also be able to understand the duties and roles of the teacher counsellor in school and hence benefit from them effectively. Mutie and Ndambuki (1999) and Durojaiye (1980) sums up that once the teacher counsellor has created the necessary awareness, his/her main concern is to help the student develop as a self-confident and self-directed person. Each student will need to be helped to strengthen his own abilities, make wise choices and to face problems encountered in society. The teacher counsellor assists students in harmonizing their abilities, interests and values and enables them to develop their full potential. For instance, the teacher counsellor directs students on appropriate career and subject choices; solving discipline, education, social and psychological problems; and general adjustment to school life.

The 46 respondents not aware of the roles of the teacher counsellor in their school highlighted reasons as summarized in Table 7.

Table 7

Reasons for lack of awareness of the role of the teacher counsellor

<i>Reason</i>	<i>Frequency</i>	<i>Percent</i>
No knowledge about guidance and counselling	39	84.8
Never visited guidance and counselling	7	15.2
Total	46	100.0

From Table 7, it was observed that 84.8 % of the 46 respondents were aware of the teacher counsellor in their schools but unaware of their role. This may be attributed to due to their lack of knowledge about guidance and counselling programme in school. The remaining 15.2 % had never visited guidance and counselling department and thus lacked knowledge of the roles of the teacher counsellor. This suggests that even though the 46 respondents were aware of the teacher counsellors in their schools, they did not know their roles. This suggests that a part from appointing a teacher counsellor and informing the students about him/her, the schools had never publicized and explained the roles. This contradicts what George and Christian (1995) and Wanjohi (1990) had observed that teacher counsellors should publicize their role of guidance and counselling as indicated earlier.

Students who are aware of the role of the teacher counsellor are more likely to understand the importance of guidance and counselling programme in a school and seek assistance whenever they have a problem. The 124 respondents who were aware of the role of the teacher were asked whether they had ever visited their teacher counsellor for guidance and counselling. Figure 4 shows the distribution of those who had visited the teacher counsellor or not.

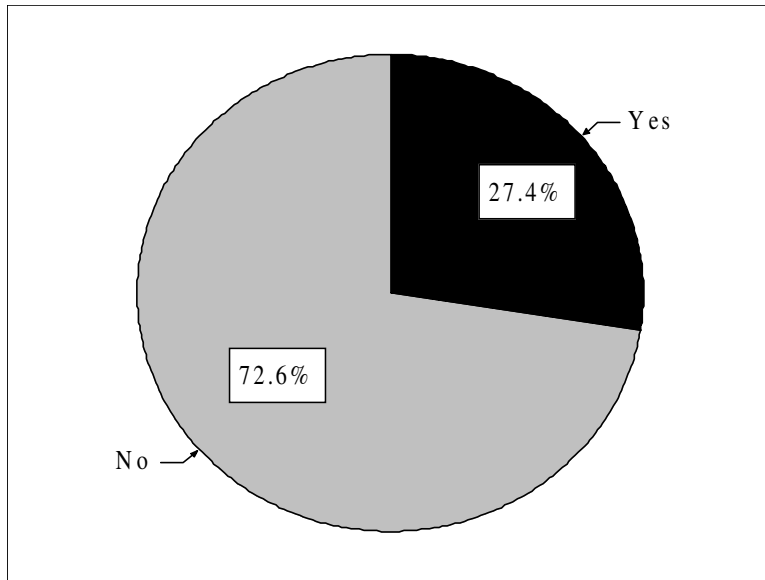


Figure 4: Visit teacher counsellor for guidance and counselling

From Figure 4, 72.6 % (90) of the 124 respondents who were aware of the role of the teacher counsellor had never visited the counsellor for guidance and counselling and only 27.4 % (34) had done so. This suggests that even among students who understood the role of the teacher counsellor in a school, few sought for the services of the programme while majority did not. It also indicates that awareness of the role of the teacher counsellor alone did not translate into demand for his/her services. This means that seeking help from the teacher counsellor arises from the clients' need for counselling. Table 8 summarizes the counselling needs of the 34 respondents who visited the teacher counsellor.

Table 8

Reasons for visiting the teacher counsellor

<i>Reasons</i>	<i>Frequency</i>	<i>Percent</i>
To desist from negative peer pressure	17	50.0
Behaviour change	8	23.5
Assist address academic problems	6	17.6
Adjust and cope with school life	2	5.9
Resolve school stress	1	2.9
Total	34	100.0

As observed from Table 8, the 34 respondents had varied reasons for visiting the teacher counsellor. The main reasons include to desist from negative peer pressure (50.0 %), behaviour change (23.5), academic problems (17.6 %), adjust and cope with school life (5.9 %), and resolve school stress (2.9 %). This suggests that students faced a number of challenges in schools that required the intervention of the teacher counsellor.

The 90 respondents aware of the role of the teacher counsellor but had never visited one for guidance and counselling had the following reasons as depicted in Table 9.

Table 9

Reasons for not visiting the teacher counsellor

<i>Reason</i>	<i>Frequency</i>	<i>Percent</i>
No problem for guidance and counselling	69	76.7
Teacher counsellor rare to be traced	9	10.0
Lack of confidentiality	5	5.6
Fear and lack of trust	4	4.4
Unfriendly and non-understanding teacher counsellor	3	3.3
Total	90	100.0

Table 9 shows that 69 (76.7 %) of the 90 respondents aware of their teacher counsellors but had never visited them because they did not consider themselves to have a problem worthy seeking assistance of guidance and counselling. The respondents reported that they had not encountered a big problem or need to warrant visiting a teacher counsellor. This indicates a serious misconception among the students that guidance and counselling programme was meant for students with serious problems only. They therefore associated

the programme with problem-solving only. The other minor reasons included the teacher counsellor being rare, lack of confidentiality, fear and lack of trust, and unfriendly and non-understanding teacher counsellor.

The 34 students who had ever visited their teacher counsellor were also asked to rate the effectiveness of the guidance and counselling programme in their school in discharging their duties and responsibilities. Figure 5 illustrates the level of effectiveness of guidance and counselling.

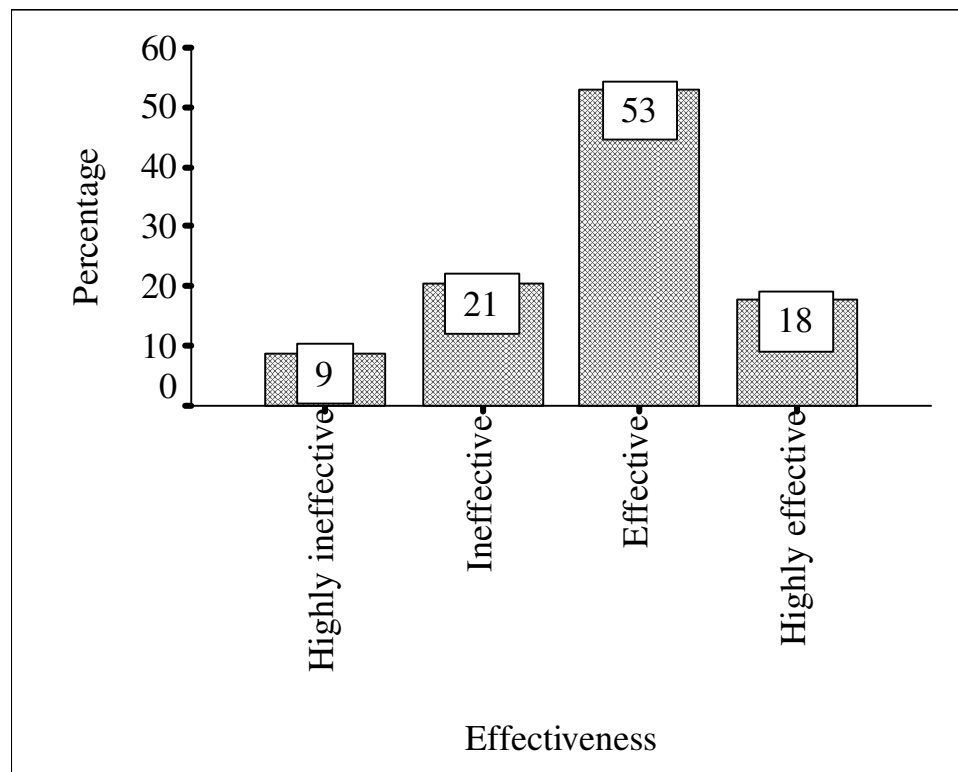


Figure 5: Rating of the effectiveness of guidance and counseling by students

Figure 5 indicates that 53 % and 18 % of the students rated guidance and counselling programme as effective and highly effective, respectively. Therefore, 71.0 % (53 % and 18 %) of the 34 students who had visited their teacher counsellors were satisfied with guidance and counselling programme in their school with 53.0 % (18) of them rating it as effective while 18.0 % (6) considered it to be highly effective. The respondents reported that despite its numerous shortcomings, guidance and counselling had succeeded in

addressing problems/counselling needs of those students who managed to seeking for its services. The remaining 21 % and 9 % rated guidance and counselling programme as ineffective and highly in effective, respectively. Therefore, 30.0 % (21 % and 9 %) were not satisfied with guidance and counselling programme in discharging the expected duties and responsibilities in the school.

4.3.2 Staffing Level and Facilities for Guidance and Counselling

An effective guidance and counselling programme also depends on the number of staff members employed in the department. The number of staff members determines the level of efficiency in handling students' demand for guidance and counselling services. Adequate staff level complements the strengths and weaknesses of the members for optimal results. The four sampled teacher counsellors varied in the number of staff members in their guidance and counselling department as depicted in Table 10.

Table 10

Staff members in the guidance and counselling department

<i>Schools</i>	<i>Staff members</i>	<i>Frequency</i>	<i>Percent</i>
A	1	1	25.0
B	2	1	25.0
C	6	1	25.0
D	8	1	25.0
Total	17	4	100.0

Table 10 shows that the number of staff members varied from 1 to 8 in the four schools. The more number of teacher counsellors in a school, the greater the level of efficiency as the staff is able to handle their responsibilities faster and cater for a large number of clients. Therefore the two schools with one and two teacher counsellors could be regarded as having low staff level that may at times be overwhelmed by students demand for services. They may also not be able to offer a variety of services needed in the school. The other two schools could be considered to have had sufficient staffing level which if well utilized was likely to improve service delivery. While recommending a sufficient number of staff member in guidance and counselling department, Engelkes and Vandergoot (1982) observes that that they should be selected according to speciality

skills and assigned responsibilities. This allows variety in the services offered and thus improves service delivery. Antony (1996) adds that sufficient level of staff provide a strong source of support for helping counsellors meet their professional obligations.

In addition to adequate staffing level, a good guidance and counselling department does not appear suddenly, but develops gradually through planned stages, on the basis of needs and most importantly on facilities available in the school. The implementation of guidance and counselling services in a school will, to a large extent, depend on the facilities available and allocated to the department in undertaking its responsibilities. The sample teacher counsellors were asked about the facilities that their schools had provided for guidance and counselling department. One of the four teacher counsellors reported that their school had not provided any facilities (for example, a room, chairs, reading materials, etc) for the department. The teacher counsellor reported that the school conducted guidance and counselling services from any vacant classroom available when needed. The remaining three teacher counsellors reported that they had a distinct room/office for guidance and counselling services. This is the foremost important resource from where the guidance and counselling activities operate. This was in line with Indira (2000) who observed that the effectiveness of the guidance and counselling depends largely on the systematic organization, proper maintenance and regular use of the guidance room/centre. Kochhar (2002) adds that a good guidance room/centre should be distinct and prominently noticeable, however, if a separate room cannot be spared, a portion of a room or even a verandah may be utilized for the purpose.

A good guidance and counselling room/centre should be well equipped to effectively handle the number of clients and their needs. The three teacher counsellors with a guidance room/centre reported that it was equipped with other facilities and resources. Table 11 highlights the facilities available in the guidance room.

Table 11

Facilities available in guidance room

<i>Facilities</i>	<i>Frequency</i>	<i>Percentage of 3</i>
Furniture	3	100.0
Reference materials	3	100.0

From Table 11, all the guidance room/centre had furniture including chairs, shelf and tables; and reference materials like text books, magazines and videos. The availability of these facilities in a guidance room/centre was likely to go along way in enhancing guidance and counselling services in the schools. Kochhar (2002) and Eggert (1996), in recommending a guidance room, observed that it should be equipped with filing cabinets, display racks, bulletin board, tables and chairs where the materials can be maintained and displayed.

4.3.3 Frequency of Counselling and Workload of the Teacher Counsellor

The success of guidance and counselling programme in a school is also dependent on the availability of a regular timetable for conducting its sessions. Regular timetable makes the programme predictable and thus both the client and the counsellor can plan on when and how to meet. It ensures that sessions are therefore not conducted haphazardly. Table 12 summarizes the frequency of conducting guidance and counselling sessions in schools.

Table 12

Frequency of guidance and counselling sessions in school

<i>Frequency</i>	<i>Frequency</i>	<i>Percent</i>
Once in two weeks	2	50.0
Once in a week	1	25.0
Twice a week and any other time when needed	1	25.0
Total	4	100.0

Table 12 shows that two teacher counsellors conducted their guidance and counselling sessions once in two weeks (50.0 %), one did it once a week (25.0 %), while the other had them twice a week and when needed (25.0 %). Time tabling and determining specific time for guidance and counselling programme indicates regularity in conducting the

sessions and thus if communicated to students it could enable them to easily know when and where to meet the counsellor. The teacher counsellors reported that their timetabling of the sessions depended on their busy schedule in their schools owing to other commitments and responsibilities. It was in this regard that the study also sought to establish whether the teacher counsellors were full-time counsellors. All the teacher counsellors reported that they had full-time teaching responsibilities and that was why they had allocated limited time for guidance and counselling duties. They noted that this had hampered effective management of guidance and counselling department. Guidance and counselling sessions were therefore sandwiched in-between class work and co-curricular activities. This concurs with the observations of G.O.K (1976) and Mutie and Ndambuki (1999) that guidance and counselling programme had not been effective in schools in the country because the teacher providers have a heavy workload. Mutie and Ndambuki (1999) add that because of the busy teaching schedule, many students regard and perceive the teacher counsellor as a teacher first then a counsellor. Their perception about the teacher counsellor and guidance and counselling services is very much influenced greatly by how they perceive him/her as a teacher first. Therefore students demand for guidance and counselling services will depend on how well/bad they perceive their teacher counsellor as a teacher. Smith, et al., (1995) sums up that majority of the teacher counsellors in most secondary schools therefore conduct guidance and counselling less frequent and uses more of group counselling than individual counselling in order to meet the increasing demand. However, even with the heavy workload and less frequency of guidance and counselling, 75.0 % (3) of the teacher counsellor still rated the programme as having been effective in addressing challenges of those students who managed to seek for their services.

4.4 Competence of Teacher Counsellors

The second objective sought to establish the competence of the teacher counsellors in implementing guidance and counselling programme in secondary schools in Mukuru slum areas. The objective was triggered by the fact that the level of success and effectiveness of guidance and counselling programme in any school will depend on the availability of trained and qualified personnel. The role of a teacher counsellor in a

school requires one to have adequate training in both theory and practical aspects for effective implementation of the expected services. According to Bor, Landy, Gill, and Brace (2002), an adequately trained teacher counsellor is able to provide a healthy environment for assisting pupils in their personal, social and academic struggles, and implementation of the programme in a school. In this study, one of the four teacher counsellors had a Diploma in Education, two had a Bachelor's degree in Education while the fourth one had a Masters' degree in Education. This suggests that the teacher counsellors had sufficient qualifications to undertake their teaching responsibilities and meet the educational needs of students in secondary schools. The four had also taught in secondary schools for a period of between 5 and 29 years. Such a wide working experience suggests that the respondents are able to adequately understand the academic needs and challenges of their responsibilities and how to effectively handle them.

In addition to the academic qualifications and working experience, 75.0 percent (3) of the teacher counsellors also reported that they had training in guidance and counselling, while 25.0 % (1) had not. The three trained teacher counsellors stated their level of training in guidance and counselling as summarized in Table 13.

Table 13: Level of training of the teacher counsellors in guidance and counselling

<i>Level of training</i>	<i>Frequency</i>	<i>Percent</i>
Certificate	2	66.7
Bachelors degree	1	33.3
Total	3	100.0

Table 13 indicates that 66.7 % (2) of the three teacher counsellors had a certificate level of training in guidance and counselling, while 33.3 percent had a Bachelor's degree level of training. This suggests that majority of the teacher counsellors were able to sufficiently handle both the educational and counselling needs of the students in secondary schools. This concurs with Durojaiye (1980) and Hoffman and Spelet (1984) who argued that training in guidance and counselling equips teacher counsellors with appropriate skills and professional knowledge necessary to enable them assist their clients. One needs training in the use of counselling theory and techniques to assist

students change their behaviour. This knowledge helps the counsellors to appropriately understand the counselling needs of the students and use appropriate techniques in solving them. A teacher counsellor who is not trained may have difficulties in detecting and reading different types of student behaviours, their causes and how to handle them. Makinde (1984) adds that training of teacher counsellors increases their competence, ethical skills and attitude towards their work and clients. Gibson and Mitchell (2003) conclude by arguing that of all the guidance and counselling resources, the quality human resource is by far the most important. Adequately qualified and trained counsellor is able to meaningfully harness and mobilize all other resources required for effective management and operations of the programme.

Head teachers play an important role in guidance and counselling programme in a school. Therefore the success of the programme will depend on the support that the head teacher gives and his level of training and knowledge in guidance and counselling. Adequately trained head teachers are more likely to appreciate the role of guidance and counselling in a school. In the study, 75.0 % (3) of the four sampled head teachers had received training related to guidance and counselling, while 25.0 % (1) had not. This suggests that majority of the head teachers were aware of the role of guidance and counselling programme in their schools. For the head teacher who had no training in guidance and counselling, one may not be able to fully understand the role and demands of guidance and counselling programme in the school and thus be less supportive.

While appreciating the training of head teachers in guidance and counselling, Gothard and Goodhew (1987) and Muro and Kottman (1995) argue that a head teacher who is trained in the principles of guidance and counselling is able to effectively assess the needs of the students and understand the importance of guidance and counselling programme and establish it in the school. Lotomia and Sikolia (2002) conclude by observing that being in contact with students most of the time, head teachers should be trained in guidance and counselling so as to be able to guide those students with problems and/or refer them to the teacher counsellor for assistance. In such cases, Sindabi (1992) noted that head teachers with no formal training may end up messing the programme by

even appointing teachers who have no formal training in guidance and counselling to run the department. Sindabi (*ibid*) and Diane (1992) therefore recommended that there is need for every school to have a trained head teacher who is able to appoint appropriately trained staff that has the resources to meet the educational, emotional and psychological needs of the students to guidance and counseling programme.

4.5 Causes of Indiscipline in Secondary Schools in Slums Areas

The third objective sought to find out the causes of indiscipline in secondary schools in Mukuru slum areas. The objective was based on the fact slum areas have different form of characteristics that exposes adolescents and students in the locality to deviant behaviours that causes indiscipline in schools. All the sampled students reported that there were incidences of indiscipline in their schools. They attributed indiscipline cases to poverty, peer influence, mass media influence, drug abuse, lack of proper guidance and counselling, and influence from the neighbouring community. The students rate these incidences of indiscipline in their school as illustrated in Figure 6.

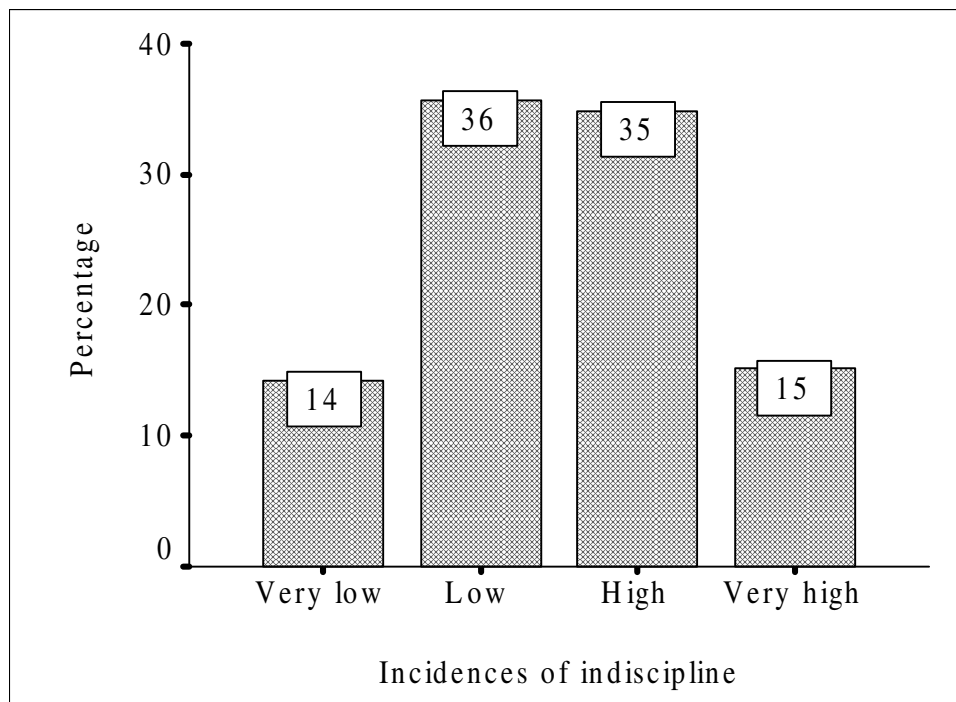


Figure 6: Students rating of the incidences of indiscipline in their school

From Figure 6, students varied in their rating of incidences of indiscipline in their schools with a half of them (119) considering them to be high (35.0 %) and very high (15.0 %), while the other half saw them to be very low (14.0 %) and low (36.0 %). This suggests that although incidences of indiscipline were present in the schools, students were equally divided in rating them as low and high. With incidences of indiscipline in schools, students were then asked whether these cases were increasing or decreasing. Figure 7 depicts their responses.

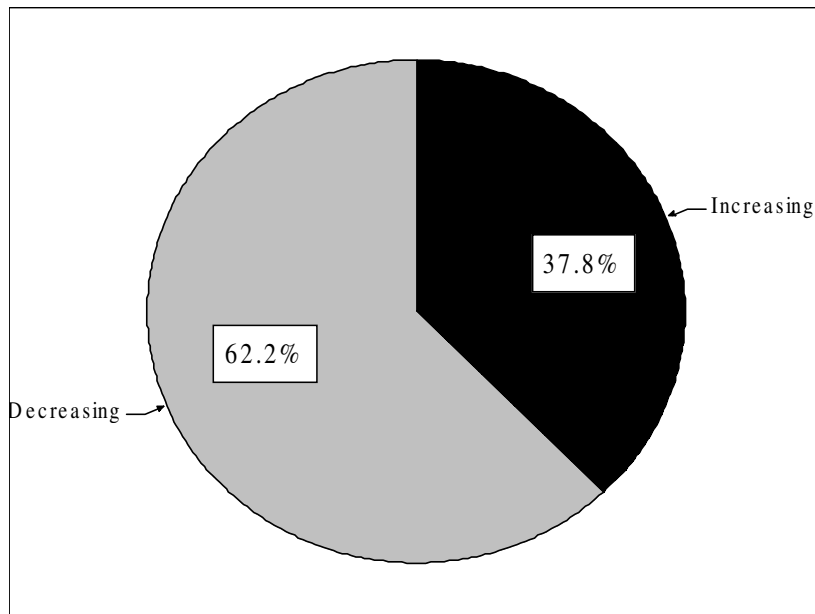


Figure 7: Rate of change in incidences of indiscipline cases in schools

As observed for Figure 7, 62.2 percent (148) of the students rated cases of indiscipline in their schools to have been decreasing, while 37.8 percent (90) considered them to be increasing. This provides a further proof that indiscipline cases were present in the sampled schools. However, the students also reported that the number of indiscipline cases reported per week varied. The students who indicated increasing cases of indiscipline were supported by all their four head teachers who reported that there were increasing incidences of indiscipline in their schools. The head teachers and students stated the major types of indiscipline cases reported in their schools as summarized in Table 14.

Table 14

Major types of indiscipline cases in schools in slum areas

<i>Indiscipline case</i>	<i>Head teachers</i>		<i>Students</i>	
	Frequency	% of 4	Frequency	% of 238
Noisemaking	2	50.0	202	84.9
Coming to school late	2	50.0	167	70.2
Disobedience	3	75.0	144	60.5
Drug abuse	3	75.0	76	31.9
Absenteeism and truancy	2	50.0	45	18.9
Bullying	3	75.0	44	18.5
Pregnancy and sexual immorality	2	50.0	36	15.1

Table 14 indicates that the major types of indiscipline cases in schools as highlighted by the head teachers and students in slum areas included drug abuse, disobedience, bullying, noise making, absenteeism and truancy, coming late to school and pregnancy. However, an examination of the table reveals that students and head teachers varied in their ranking of the most common indiscipline cases. The head teacher considered them to include drug abuse (75.0 %), disobedience (75.0 %) and bullying (75.0 %), while students had noise making (84.9 %), coming to school late (70.2 %) and disobedience (60.5 %) as the most common cases. The variations in ranking may be attributed to differences in perception of what constitute an indiscipline case. Students easily mentioned lesser indisciplined cases as the most common so as not to portray themselves as indisciplined, while head teachers based their ranking on the most commonly reported and severe cases in the school. These cases were reported to be more prevalent as a result of the location of the schools in slum areas. Regardless of the ranking, the table highlights the common indiscipline cases in schools, especially those located in slum and low socio-economic areas. This concurs with Kusienya (2004) who observed that slum areas are generally characterized by, among other things, high incidences of instability, including crimes and burglary, high school dropout rates, unstable families and teenage pregnancies. UNESCO (1984) pointed out that the geographical location of a school is a strong determinant of its internal efficiency. Hence a school located in a slum area is bound to encourage deviant behaviours, since the children's immediate environments continually influence them.

The head teachers reported that easily access and availability of drugs in the slum areas had led to drug abuse among their students. Drug peddlers in the area targeted the vulnerable and innocent youth and students both as consumers and market channels for their drugs. Majority of the students were therefore either taking drugs or selling drugs to others. This was in line with Ngau (1991) who in her comparative study of causes of school dropout in Nairobi and Machakos, found that the drug problem was a factor leading to dropout and was more prevalent in schools near or in low-income residential areas in the city. The slum schools fall in this category of schools affected by drug problems. Jay and Edward (1977) observe that drug users experience other discipline problems and they end up either getting expelled or pull out because they cannot tolerate the constant punishment that goes with school discipline. Drug using students have little interest in school, leading to poor performance and ultimate drop out.

The violence, lawlessness and general defiance that characterize slum areas spillover to schools and students do not believe in following rules and orders. Thus most of them are disobedient to the school administration, teachers and prefects. Lawlessness and lack of order in the slum areas had made some students to bully others in the quest of stumping authority or just being deviant. The rowdiness of the slum areas made students not to be quiet and calm in school and thus many like shouting and making a lot of noise in the school. This concurs Smelser (1973) who observed that deviant behaviours are highest in urban centers where the wholesome influences of city life namely exposure to pornography, radio, television, movies and people of all walks of life greatly affect the students behaviours. Getui (1994) adds that the result of deviance is the disregard of teachers as the symbols of authority in schools. Consequently, students are expelled, suspended and ultimately drop out of the education system.

The head teachers attributed absenteeism and truancy among students in slum areas to poverty, dysfunctional families and general lack of responsibility and order in the slum areas. This encouraged some students to be absent from school while others are just truant and stay away from school as there was little supervision and control by parents.

Negative peer pressure in the slums encouraged truancy and eventual school drop out. Two head teachers (50.0 %) observed that some female students from the slum areas were more vulnerable to pregnancy as a result of poverty, negative peer pressure or drug abuse. While writing on school dropout, Tanner (1972) had noted that an overwhelming majority of dropouts in slum areas have the intellectual capacity for high school graduation. However, lack of adequate counselling that leads to deviant behaviour is a factor that contributes to truancy and dropout. Lindley, Lloyd, and Roy (1962) observe that indiscipline and general unfavourable living conditions is a major challenge to retention of learners in school until graduation. Theuri (2004) and Douglas (1962) argued that while there are increased incidences of crime and delinquency among the youth at all age levels and classes of society, the greatest problem is experienced among adolescents in the slum and crowded sections of cities. This results in many secondary school dropouts.

Given the above indiscipline cases in the sampled secondary schools in the study area, the head teachers and school administration were expected to adopt effective disciplinary measures. This was so as to minimize the effects of indiscipline on academic performance and general school management. The head teachers were therefore asked about how they handled indiscipline cases in their schools. Table 15 presents the most common measures used to handle indiscipline cases.

Table 15

Measures of handling cases of indiscipline in school

<i>Measure</i>	<i>Frequency</i>	<i>Percent</i>
Seeking parental intervention	1	25.0
Use of corporal punishment	1	25.0
Use of guidance and counselling	1	25.0
Suspension and expulsion	1	25.0
Total	4	100.0

Table 15 shows that each sampled school had its own most common measure of handling indiscipline cases. They included seeking parental intervention, using corporal punishment, using guidance and counselling, and suspension and expulsion. Each of

these measures had its own strengths and weaknesses. Seeking parental intervention was meant to assist the school in understanding the family and home environment of the indiscipline students and how it could have contributed to the deviant behaviour. It also allowed the parent to actively participate in changing the behaviour of the student in and out of the school. In such cases, both the parent and school could agree on the most appropriate way of addressing the behaviour of the student. Parental intervention was also used to show the student that both the school and the parent are concerned about his/her behaviour.

One school used corporal punishment to handle indiscipline cases. The students also confirmed the use of corporal punishment in punishing indiscipline students in their schools. When students were asked about the various corporal punishments given to indiscipline students in their schools, 75.2 percent (179) of the 238 students mentioned manual punishment while 29.4 percent (70) of the 238 students noted caning. The head teachers reported that they applied corporal punishment in severe disciplinary cases. This was intended to correct the offenders, to deter them from repeating the offence, and as retribution. However, this was regardless of the fact that corporal punishment was banned in schools in the country. While supporting the use of punishment in handling indiscipline cases, Cotton and Savard (1982) and Docking (1982) found it to be an effective method of remediating individual misbehaviour and improving school order. This was only possible if it is: commensurate with the offence committed, perceived by the student as punishment and delivered with support. However, there has been a lot of controversy over the essence of using draconian, rigid and inconsistent punishments in handling indiscipline. Studies on the effectiveness of corporal punishment in reducing misbehaviour have found that, in addition to the moral and psychological arguments against its use, this disciplinary practice is indefensible on grounds of efficacy. For example, Docking (1982); Maurer and Wallerstein (1984); Doyle (1989) found that the results of corporal punishment are unpredictable. Even when it is successful at inhibiting inappropriate behaviour, it still doesn't foster appropriate behaviour. It often creates resentment and hostility, making good working relationships harder to create in future. It is related to undesirable outcomes, such as increased vandalism and dropping out of

school. It may increase student's hostility towards the teachers and the school authorities. This is exemplified by increased cases of students rising in defiance against authoritarian school administration. Students reactions to harsh treatment may explain the causes of wide spread indiscipline in schools today.

In realization of the limitations of corporal punishment, one school had adopted the use of guidance and counselling in handling indiscipline cases among their students. This allowed the affected students to recognize their misbehaviour, its effects and why they should not repeat it. The head teacher reported that the tenets of guidance and counselling were very important because it was in schools where students develop and form their attitudes, characters and behaviour. Its use was based on the assumption that targeted indisciplined students lacked insight and understanding regarding their own misbehaviour. However, while highlighting measures used in handling indiscipline in their schools, only 21.4 percent (51) of the 238 students reported that guidance and counselling programme was used. But when asked about the most effective disciplinary measure that could ensure high level of discipline in their schools, 53.8 percent (128) recommended guidance and counselling. In support of guidance and counselling as a disciplinary measure, Brophy (1983) observes that it encourages observing and interviewing students to determine their awareness of their troublesome behaviour and the meanings that it holds for them, providing information and instruction when necessary, setting needed limits, and insisting that learners assume personal responsibility for their behaviour and its consequences. Kariuki (2002) add that guidance and counselling enables an indiscipline student to achieve better personal adjustment, growth, and maturity. Ayieko (1988) argues that the use of guidance and counselling in solving discipline problems make affected students feel closer to the teachers, thereby establishing a friendly relationship. This enables the teacher to get to the root of the problem. Thus, it has a long lasting effect and the student has the freedom to talk and to realize the consequences of his/her behaviour.

Lastly, one school used suspension and expulsion as disciplinary measures in handling indiscipline cases. This was confirmed by 61.3 percent (146) and 19.3 percent (46) of the

students who had witnessed suspension and expulsion, respectively, being used in their schools. The suspended students were required to report back to school accompanied by the parent or guardian. Suspension was meant to make students realize the serious consequences of their misbehaviour by making them stay at home wasting valuable time that could have otherwise been used on academics. The idea of being accompanied by the parent/guardian was aimed at calling for the assistance and intervention of the family members in handling the discipline problem of their son/daughter. Expulsion was reported to be preferred when all other alternative disciplinary measures had been exhausted and the school feared that student may negatively influence others. This was to show misbehaving students that they had no place in the school. However, there have been doubts about the effectiveness of suspension and expulsion of students from school. For example, according to G.o.K. (2001) and Kariuki (1999), suspension and expulsion does not allow schools to exhaustively resolve the causes of the discipline problem in the school. In most cases, the same students still find their way into other schools and carry their underlying disciplinary problems with them. Therefore school just suppress and repress the problem but do not resolve it. To Mining'uh (1999), this only serves to implant a desire for vengeance and at the slightest opportunity, maximum damage may be executed.

The head teachers as the chief authority of the school play a significant role in the discipline of students. They coordinate and sanction all disciplinary measures adopted in the school. With the above disciplinary measures applicable in the sampled schools, the study therefore sought to know the role that the teachers played in maintaining discipline. Table 16 highlights the role played by the head teachers.

Table 16

Role of head teacher in maintaining discipline

<i>Role of head teacher</i>	<i>Frequency</i>	<i>Percent</i>
Support deputy head teacher and teacher on duty	3	75.0
Support prefects, teacher counsellors and peer counsellors	1	25.0
Total	4	100.0

Table 16 shows that 75.0 percent of the head teacher supported their deputy head teachers and teachers on duty in maintaining discipline in the school. They reported that deputy head teachers were the head of disciplinary committees in their schools and thus responsible for overseeing discipline standards. The deputies worked closely with the day-to-day teacher on duty who micromanages disciplinary issues of students. Any disciplinary measures used by the deputy and teacher on duty were sanctioned by the head teacher. This was supported by majority (66.4 %) of the students who reported that deputy head teachers, discipline masters and teachers on duty were the persons responsible for maintaining discipline in their schools. The remaining 25.0 percent reported that they supported the school prefects, teacher counsellors and peer counsellors in their various endeavours to address disciplinary problems among the students. The support to the teacher counsellor and peer counsellors were in recognition of the significant role of guidance and counselling programme in the school. The four sampled teacher counsellors supported their head teachers by reporting that they counselled indisciplined students to get to the root cause of the problems and how to handle them. The prefects were the immediate school agents responsible to report and articulate school disciplinary standards in their various assignments.

4.6 Challenges Facing Guidance and Counselling in Schools in Slums Areas

From objectives one and three, study revealed that although guidance and counselling was highly valued and regarded by head teachers, teacher counsellors and students to address the myriad challenges facing students in schools, especially discipline, its effectiveness and application had been compromised. Therefore the fourth objective of this study sought to identify the challenges facing effectiveness of guidance and counselling in Mukuru slum areas. The objective was based on the fact slum areas presented unique counselling needs/problems attributed more to their surrounding environment that required a very effective guidance and counselling programme. The teacher counsellors and head teachers mentioned the common unique counselling needs/problems among students in schools in slum area as illustrated in Table 17.

Table 17

Unique counselling needs of students in slum areas

<i>Counselling need</i>	<i>Teacher counsellors</i>		<i>Head teachers</i>	
	Frequency	% of 4	Frequency	% of 4
Drug abuse	3	75.0	3	75.0
Poverty	3	75.0	3	75.0
Dysfunctional families	3	75.0	3	75.0
Lack of concern by parents	2	50.0	1	25.0
Low morals in the society	2	50.0	3	75.0

Table 17 shows that the most unique counselling needs/problems among students in schools in slum areas included drug abuse, lack of concern by parents, low morals in the society, poverty and dysfunctional families. Three teacher counsellors and three head teachers reported that there were cases of drug abuse in the surrounding society and among the students as a result of easy access and availability. Parents of the students were also not very much concerned about the behaviour and even academic progress of their children and thus majority of them left the burden of counselling to the schools. Some of the students were even reported to be living alone in the slum areas without parental control of their behaviour. The society in the slum areas was also characterized by low morals as a result of lawlessness and violence. This had exposed and encouraged students to engage in immoral behaviours without adequate checks and control. The low socio-economic status, poverty and dysfunctional families that epitomize slum areas had triggered deviant behaviours among students including stealing and sexual immorality, among others.

The above unique counselling needs/problems facing students in schools located in slum areas poses a great challenge to guidance and counselling programme. The teacher counsellors were therefore asked about the problems they faced in executing their guidance and counselling responsibilities and duties in the school. Table 18 summarizes these problems.

Table 18

Problems facing guidance and counselling in the school

<i>Problem</i>	<i>Frequency</i>	<i>Percent</i>
Limited time allocation and heavy workload	2	50.0
Students not volunteering for counselling	1	25.0
No room and support from administration	1	25.0
Total	4	100.0

Table 18 indicates that the major problems that faced teacher counsellors in executing their guidance and counselling responsibilities include limited time allocation and heavy workload (50.0 %); students not willingly volunteering for guidance and counselling services (25.0 %) and lack of a distinct office for the exercise (25.0 %). Two teacher counsellors complained of lack of specific time allocated for guidance and counselling activities in the school and heavy workload. They reported that they worked full-time as teachers in addition to performing their guidance and counselling duties and responsibilities in the school. They therefore performed their guidance and counselling responsibilities on haphazard part-time basis with no time table for guidance and counselling activities. This made them not to exhaustively address the counselling needs/problems of their students. The students therefore perceived their teacher counsellors to be more of class teachers than counsellors. This had influenced and confused the attitude of students toward guidance and counselling services in their schools. This concurred with earlier observations which had indicated that heavy workload of the teacher counsellors as class teachers compromised their ability to effectively organize and deliver guidance and counselling services in many secondary schools in the country (G.O.K., 1976; Smith, et al., 1995; Mutie & Ndambuki, 1999).

The teacher counsellors reported that students did not willingly volunteer for guidance and counselling services. This was attributed to the students' misconception about the role of guidance and counselling department in school. Some thought that the programme is meant for those students with serious problems only; others doubted the confidentiality, as reported earlier, of their information with the counsellor while others were ignorant of the purpose and services of the programme. In one of the schools, there

was no office/room and support by the administration for guidance and counselling which hindered organization, operation and services delivery of the department. Lack of a room had also made students doubt the trust and confidentiality of their information with the teacher counsellor.

4.7 Strengthening Guidance and Counselling in Schools in Slums Areas

The problems cited in objective four as a hindrance to effective execution of the responsibilities of teacher counsellor, if not well handled, were likely to affect guidance and counselling programme in secondary schools in the slum areas. The fifth objective of this study aimed at suggesting possible solutions to strengthen guidance and counselling in secondary schools in Mukuru slum areas. This was so as to overcome the challenges facing the programme and instead enable it to be effective in handling and addressing students' problems including discipline. The study assessed expected role of three key players in strengthening guidance and counselling to maintain discipline in school. The key players included the school, the community and the ministry of education. The teacher counsellors and head teachers made the following suggestions that schools could undertake in strengthening guidance and counselling as illustrated in Table 19.

Table 19

Role of the school in strengthening guidance and counselling

<i>Role of the school</i>	<i>Teacher counsellors</i>		<i>Head teachers</i>	
	Frequency	% of 4	Frequency	% of 4
Establish guidance and counselling department, recognize the role of the teacher counsellor and reduce workload	4	100.0	3	75.0
Provide facilities for guidance and counselling department	3	75.0	3	50.0
Involve parents in guidance and counselling	2	50.0	3	50.0
Appoint qualified teacher counsellors	1	25.0	2	25.0

From Table 19, the teacher counsellors and head teachers made a number of suggestions that schools could do to ensure that guidance and counselling was effective in handling

discipline. All teacher counsellors and three head teachers suggested that schools should establish a specific and functional guidance and counselling department; recognize the role of the teacher counsellor and reduce the workload. The respondents reported that all schools should appreciate the role of guidance and counselling in addressing challenges facing students and the role of the teacher counsellor in the department. After implementation of the programme in the schools and recognition of the role teacher counsellors, the schools should reduce the teaching load of the teacher counsellors so as to enable them to effectively plan and address the counselling needs of the students. A teacher counsellor with less teaching load was capable of time tabling guidance and counselling sessions and thus making the programme predictable among the students. Less teaching load was also to enable teacher counsellors to adopt individual counselling methods as opposed to group counselling because of availability of sufficient time for the programme.

In addition to the establishment of guidance and counselling department in the schools, the respondent reported that the schools were also supposed to ensure adequate provision of facilities. Facilities in the department augment the professional capabilities of the teacher counsellor to bring out maximum service delivery. An establishment of a distinct guidance room equipped with filing cabinets, display racks, bulletin board, tables and chairs will enhance and complement the professional work of the teacher counsellor. Lotomia & Sikolia (2002) emphasized that the main role of the head teacher and the school administration is to be supportive of the guidance and counselling programme by providing the needed materials and facilities and becoming an active participant in some stages of the programme.

Two teacher counsellors and three head teachers suggested that the schools should enlist the support and cooperation of the parents in guidance and counselling. Enlisting and cooperation of the parents of the students in guidance and counselling programme aims at assisting teacher counsellor to understand the family background of the student and solicit for parental intervention. Engelkes and Vandergoot (1982) and Antony (1996) observes that cooperation between teacher counsellor and school administration, other

teachers and parents provide a strong source of support for the teacher counsellors in meeting their professional obligations. Mutie and Ndambuki (1999) add that the head teachers and school administration should mobilize and encourage the teachers and parents to support the guidance and counselling programme by allocating time for guidance and counselling programme in the school routine.

The unique counselling needs among students and the challenges facing guidance and counselling programme in secondary schools in slum areas required adequate and professional training of teacher counsellors so as to meaningfully harness and mobilize all other resources required for effective management and operations of the programme. Such a trained and qualified teacher counsellor was likely to be able to detect and read different types of student behaviours, their causes and how to handle them. The teacher counsellors and head teachers also made the following suggestions that the community around the school could use to strengthen guidance and counselling as highlighted in Table 20.

Table 20

Role of the community in strengthening guidance and counselling

<i>Role</i>	<i>Teacher counsellors</i>		<i>Head teachers</i>	
	Freq.	%	Freq.	%
Support the school in addressing indiscipline	3	75.0	2	50.0
Be responsible for students outside school	1	25.0	2	50.0
Total	4	100.0	4	100.0

Table 20 indicates that 75.0 percent of the teacher counsellors and 50.0 percent of the head teachers suggested that the community surrounding the schools in slum areas should actively support the school in addressing cases of indiscipline. The community should work hand in hand in identifying causes of indiscipline that are caused by both the school and the society in coming up with a lasting solution. For example, the community should be able to reveal the sources of drugs and alcohol to students and assist the schools in apprehending and charging the drug peddlers. The remaining 25.0 percent of the teacher counsellors and 50.0 percent of the head teachers suggested that the community should

take responsibility of the students outside the school. This may involve the community addressing causes of deviant behaviours among the youth so as to avoid possibilities of negative peer pressure. The parents are also expected to take great care and control of their children outside the school compound so as to make sure that they do not indulge in any misbehaviour that might compromise their academics and discipline in school.

Lastly, the teacher counsellors and head teachers had suggestions for the Ministry of Education to boost guidance and counselling programme in addressing students' problems (Table 21).

Table 21

Role of the Ministry of Education in strengthening guidance and counselling

<i>Role</i>	<i>Teacher counsellors</i>		<i>Head teachers</i>	
	Freq.	%	Freq.	%
Train and employ more teacher counsellors	3	75.0	2	50.0
Provide guidance and counselling training for all head teachers and their deputies	1	25.0	2	50.0
Total	4	100.0	4	100.0

Table 21 shows that 75.0 percent of the teacher counsellors and 50.0 percent of the head teachers suggested that the Ministry of Education should train and employ more teacher counsellors so as to boost the competency. This could be done through giving paid study leave to teachers willing to go for further studies in guidance and counselling. The ministry could also instruct head teachers to reduce the teaching load of the teacher counsellors so as to give them enough time to provide guidance and counselling services in the school. Because of the added responsibility of guidance and counselling, the ministry could also think of awarding special allowances to teacher counsellors to boost and encourage them in their work. One teacher counsellor and two head teachers also suggested that because of the crucial that the head teacher and deputy play in maintaining discipline in schools; they should undergo a mandatory guidance and counselling training. This was so at to equip them with professional skills that could enable

complement and assist the teacher counsellor in addressing discipline cases through guidance and counselling.

In appreciating the potential role of guidance and counselling programme, 181 (76.1 %) of the 238 sampled students also made a number of recommendations that their teacher counsellors could use in addressing their disciplinary problems. Their recommendations are summarized in Table 22.

Table 22

Students' recommendations for the teacher counsellor on discipline

<i>Recommendations</i>	<i>Frequency</i>	<i>Percent</i>
Be free, friendly and understanding to students	78	43.1
Understand causes and take charge of discipline problems	35	19.3
Strengthen and create awareness about guidance and counselling	26	14.4
Increase frequency and allocate more time for counselling	22	12.2
Maintain confidentiality	9	5.0
Address drug abuse among students	3	1.7
Incorporate peer counselling	3	1.7
Involve parents in handling discipline cases	3	1.7
Establish a guidance and counselling room	2	1.1
Total	181	100.0

Table 22 shows that majority of the students recommended that teacher counsellors should be free, friendly and understanding to students; understand the causes and take charge of discipline problems; strengthen and create more awareness about their activities; and increase the frequency and allocate more time for guidance and counselling. They observed that teacher counsellors were supposed to increase the frequency of their guidance counselling sessions and if possible allocate more specific timeframe for the programme. They should also create adequate awareness among the students fraternity about their activities so as to enlighten them about the role of the programme in school. The students added that some of their teacher counsellors were unfriendly and not free with the students whom they want to counsel and thus make it impossible for the client to open up. This contradicts Smith, et al. (1995) who recommends that teacher counsellors should be friendly and understanding to their

clients. This is because while in the process of counselling, some counsellors hurt their clients unintentionally by building unhealthy dependence. This is usually a result of one not being friendly and understanding while dealing with the clients. There has been concern for a long time that helpers end up doing some harm than good. This at times compounds the problem rather than solving it.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study based on the research objectives, conclusions from the findings and recommendations derived from the conclusions. It also covers suggestions for further research.

5.2 Summary of the Findings

Based on the objectives, the following findings were established:

- (i) Majority of the students were aware of the role of guidance and counselling programme and the teacher counsellor in their school. However, only 27.4 percent (34) of them had visited their teacher counsellors for assistance. In addition, although the teacher counsellors had allocated time for guidance and counselling, albeit less frequently, they had heavy workload that affected their guidance and counselling responsibilities.
- (ii) Majority of the teacher counsellors and head teachers had training in guidance and counselling to enable them to effectively undertake their responsibilities.
- (iii) The major causes of indiscipline were poverty, peer influence, mass media influence, drug abuse, lack of proper guidance and counselling, and influence from the neighbouring community. There were incidences of indiscipline among students from the sampled schools caused by the deviant and violent behaviour and indiscipline that emanated from the socio-economic lifestyle of the slum areas.
- (iv) Slum area surrounding schools presented some unique counselling needs/problems among students in schools including drug abuse, lack of concern by parents, low morals in the society and poverty and dysfunctional families. This had compromised the ability teacher counsellors in executing their guidance and counselling responsibilities due to limited time allocation and heavy workload; students not willingly volunteering for guidance and counselling services and lack of a distinct office for the exercise.
- (v) The effectiveness of guidance and counselling programme in addressing disciplinary problems among students in secondary schools in slum area

depends on the cooperation and assistance from the school, surrounding community and the Ministry of Education.

5.3 Conclusion

Based on the summary findings, the study makes the following conclusions:

- (i) Guidance and counselling programme was not effective in secondary schools in slum areas.
- (ii) There was a discordant between implementation of guidance and counselling and qualifications of teacher counsellors and head teachers. Most of the teacher counsellors were competent enough with training in guidance and counselling to fully implement guidance and counselling services in schools, yet disciplinary problems were still present.
- (iii) The socio-economic lifestyle of the slum areas influenced the discipline among secondary school students in slum areas.
- (iv) The unique counselling needs of students in secondary schools in slum areas and the general limitations from the schools posed a great challenge to teacher counsellors in executing their responsibilities.
- (v) Guidance and counselling programme in secondary schools in slum areas can only succeed in maintaining discipline with cooperation of the teacher counsellor, school, community around the school and the Ministry of Education.

5.4 Recommendations

In the view of the above conclusions, this study makes the following recommendations:

- (i) There is need for adequate sensitization and awareness of students about the role of guidance and counselling so as to enable them seek assistance of the teacher counsellor when they have problems.
- (ii) Addressing disciplinary problems among students in secondary schools in slum areas should start from the community which seems to enhance deviant behaviours among the youth and students. there is need for

research on how community can help reduce deviant behaviour in slum areas.

- (iii) As a result of the unique counselling needs/problems in schools in slum area, there is need for the schools, the community and Ministry of Education to pay great attention and assist to guidance and counselling programme for it to be an effective alternative disciplinary measure.

5.5 Suggestions for Further Research

The study suggests the following areas for further research:

- (i) The influence of students' social interaction and relationships on discipline and academic performance in secondary schools in slum area.
- (ii) The role of the parent in enhancing discipline among secondary school students in slum area.
- (iii) The role of peer counselling in addressing disciplinary problems of secondary schools in slum areas.
- (iv) The influence of discipline on students' academic self-concept of secondary school students in slum areas.

REFERENCES

- Acuda, S. W. (1983): Mental Health and Student Wastage. *East African Medical Journal*, 60, 737 – 738.
- Antony, D. J., (1996). *Types of Counselling, a life Span, Developmental and Situational Approach*. Pampanuilai Nagercoil: Anugraha publications.
- Bilton, T., Bonnet, K., Jones, P., Skinner, D., Stanworth, M. and Webster, A. (1981): *Introductory Sociology* (3rd Edition). London, Macmillan Press.
- Boeree, C. G. (1998). *Personality theories: Albert Bandura*. Retrieved September 6, 2006, from Shippensburg University, Psychology Department Web site: <http://www.ship.edu/~cgboeree/bandura.html>.
- Bor, R., Landy J. E, Gill, S., and Brace, C (2002). *Counselling in Schools*. London: Sage Publications Ltd.
- Brophy, J. E. (1983). Classroom Organization and Management. *The Elementary School Journal* 83/4 (1983): 265-285.
- Burgess, T. (1996): *Sociology Explained*, Cambridge University Press, New York.
- Chelule, F. K. (2002): *Parenting Enrichment Talks*. A Biblical Approach. Unpublished Paper.
- Cotton, K., and Savard, W. G. (1982). Student Discipline and Motivation: Research Synthesis. Portland, OR: Northwest Regional Educational Laboratory.
- Docking, J. (1982). The impact of control and management styles on young children in the early years of schooling. *Early Childhood Development and Care*, 8: 239-252.
- Docking, J. (1989): Elton Four Questions: Some General Consideration. In Jones. N. (Ed). *School Management and Pupil Behaviours*. Falmer Press, London
- Douglass, H. R. (1962): *Trends and Issues in Secondary Education*. The Center for Applied Research in Education; Inc, New York.
- Doyle, W. (1989). Classroom Management Techniques." In Strategies to Reduce Student Misbehaviour, edited by Oliver C. Moles. Washington, DC: Office of Educational Research and Improvement, 1989, 11-31. (Online).
- Durkheim (1951) in Agnew, Robert and Nikos Passas (Eds.). *The future of anomie theory*. Boston: Northeastern University Press. pp. 27-51.

- Durojaiye, M.O.A (1980). *A New Introduction to Educational Psychology*. Lagos: Evans Brothers.
- Eggert, M., (1996). *Perfect Counselling*. London: Random House Business books.
- Engelekes, S. R., and Vandergoot, D., (1982). *Introduction to Counselling*. Boston: Houghton Mifflin Company
- Erikson, E. W. (1950). *Childhood and Society*. New York: W. W. Norton.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in Education*. London, U.K: McGraw Hill
- Gachathi (1976) Kenya National Committee on Education Objectives and Policies Nairobi, Government Printers, Nairobi.
- Gachigua, E. (2005): Parental Role in Students Discipline: A Comparative Study Between Disciplined and Less Disciplined Secondary School Students in Mathira Division, Nyeri District, Unpublished MED Thesis, Kenyatta University, Nairobi
- Gay, L. R; (1976): *Educational Research, Competences for Analysis and Application*, Ohio: Charles E. Merrill Publishing, Co.
- Getui, M. N. (1994). “The Family, the Church and the Development of Youth”, In Kombo (1998) *Correlates of Deviant Behaviour in Selected Secondary Schools in Nairobi*, Unpublished PhD Thesis, Kenyatta University, Kenya.
- Gibson, R. L., and Mitchell, H. M., (2003). *Introduction to guidance and Counselling*. New Jersey: Person education upper saddle, River.
- Giller, H. (1983); *Juvenile Delinquency: Trends and perspectives*, Penguin Books Ltd, Middle sex, England.
- Gothard W. P and Goodhew E. (1987) *Guidance and the changing Curriculum*. New York: Croom Helm.
- Government of Kenya (2003). *Report of the Task Force on Implementation of Free Primary Education*. Nairobi: Government printer.
- Government of Kenya (2002): *National Development Plan, 2002 – 2008*. Nairobi: Government printer.
- Government of Kenya (2001): *Report of the Task Force on Students Discipline and Unrest in Secondary schools*. Nairobi: Government printer.

- Government of Kenya (2001): *Report of the Task Force on Student Discipline and Unrest in Secondary Schools*. Nairobi: Government printer.
- Government of Kenya (1999). *Report of the Commission of Inquiry into the Education System of Kenya*. Nairobi: Government printer.
- Government of Kenya (1988): *Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond*. Nairobi: Government printer.
- Government of Kenya (1976). *Report of the national Committee on educational objectives and policies*. Nairobi: Government printer.
- Griffins, G. (1994): *School Mastery*. Nairobi: Lectern Publications.
- Hilton, I. (1973); *Individual Development and Social Experience*. London: Trans-World Publishers.
- Hirsch, F. S. (26th July 1992). Night of Madness, *Kenya Times*, Nairobi, Nairobi
- Hoffman, P. J. and Spelet H. (1984). Basic introduction to counselling, New York: McGraw Hill Book Company.
- Huitt W. & Hummel J. (1997). *Educational Psychology Interactive: Observational (Social) Learning*. Retrieved September 6, 2006, from Valdosta State University, Psychology Department.
- Indira, M., (2000). *Guidance and Counselling*. New Delhi: Author press.
- Jay, K. & Edward, L. (1977). *The Dropout Phenomenon as a Social problem*. The Education Forum Nov. 1977.
- Jones, A. (1989): *Counselling Adolescents' Schools and After*. Kogan Page Limited, London
- Kariuki, M. W. (2002). *Perceptions of Teachers on the impact of Early Childhood Education Programme on the Social – Emotional readiness of Pre-school Children in selected three Provinces of Kenya*. Unpublished Med. Thesis, Egerton University, Kenya.
- Kariuki, D. (23rd Nov.1999). Ex-student says he heard of arson plan. *East African Standard*, p12.
- Kathuri, N. J. & Parl, D. A. (1993). *Introduction to Educational Research*. Egerton University, Educational Media Centre.

- Kegan P. (1973): *Human Societies: An Introduction to Sociology*. London: Cambridge University press.
- Kerlinger, F. N. (1973): *Foundation of Behavioural Research*, (2nd Edition). Holt Rinalt and Winston Inc., New York.
- Kibui F. N. (2005): Attitudes Of Secondary School Students toward Seeking Counselling Help: The Case Of Thika District, Kenya. Unpublished MEd Thesis, Kenyatta University.
- Kiess, H. O. and Bloomquist, D. W. (1985): *Psychological Research Methods: A Conceptual Approach*. Boston: Allyn and Bacon.
- Kilonzo, G. K. (1980): Guidance and Counselling in Kenya. Seminar Paper, 2046, Kenyatta University, Nairobi.
- Kinyanjui, K., (1975); *Secondary School Strikes: The Art of Blaming the Victim*, IDS, University of Nairobi.
- Kenya Times (20th May, 2001). Kyanguli Tragedy. *Kenya Times*
- Kochhar, S. K., (2002). *Guidance and Counselling in Colleges and Universities*. New Delhi: Starling Publishers Put Ltd.
- Kombo D. K. (1998): “Correlates of students Deviant Behaviour in selected schools in Nairobi”, Unpublished PhD Thesis, Kenyatta University, Kenya.
- Kothari, C. R. (1985), *Research Methodology; Methods and Techniques*, New Delhi: Willey Eastern Ltd.
- Kusienya, C. M. (2004). *The Perpetuating Challenge of Informal Settlements*. Workshop Paper presented at the University of Witwatersrand, Johannesburg, South Africa
- Lindley, J. S., Lloyd, E. M. and Roy, C. T. (1962): *Secondary Education in the United States*. Harcourt, Brace and World Inc.
- Lutomia, G. A and Sikolia, L. W (2002). *Guidance and counselling in Schools and Colleges*. Nairobi: Uzima Press.
- Makinde, O (1984). *Fundamentals of Guidance and counselling*. London: McMillan Publishers.
- Masolo, D. A. (1987). *Handbook for Sociology Teachers*. London: Heinemann Education Books.

- Mayoyo, P. (1st May, 2005). The Devil that is Drug Abuse in Kenya. *Sunday Nation*, May 2005.
- McNeill, P. (1982): Handbook for Sociology Teachers. London: Heinemann, Educational Books.
- Merton, R. K. (1938). Social structure and anomie. *American Psychological Review*, 3: 672-82.
- Ministry of Education, (1977): A Manual for Heads of Secondary Schools in Kenya, Nairobi, Government Press.
- Mining'uh, E. (21st June, 1999). Students' despair rising - NCKK. East African Standard, p5.
- Mugenda O. M. & Mugenda G. A (1999) Research methods, Quantitative and Qualitative Approaches, Nairobi Acts Press.
- Muro, J. J and Kottman, T (1995). Guidance and Counselling in Elementary and Middle Schools; A Practical Approach. Wisconsin, U.S.A: Brown and Benchmark Publishers.
- Mutie, K. and Ndambuki, P. (1999): Guidance and Counselling for Schools and Colleges; Nairobi, Oxford University Press.
- Mwangi, J. M. (1991): University Students Problems Awareness and Preferences of Counselling Resources and Attitudes Towards Seeking Help: A Case Study of Kenyatta University. Unpublished M. ed. Project: Kenyatta University.
- Ndirangu, J. M. (2000): *Youth in Danger*, Uzima Press, Nairobi.
- Ngau, M. M. (1991): *Grade retention and school dropouts in Kenyan Primary Schools: A critical analysis and equity issues in education*. Unpublished PhD Dissertation, Stanford University.
- O'Brien, R. W; (1969); *Reading in General Sociology*. New York: Houghton Mifflin Co.
- Ongubo, K. S. (1987): *High School Students' Perception of Their Problems and Their Help Seeking Preferences*, Unpublished M.A. Thesis, Kenyatta University, Nairobi.
- Orodho, J. A. (2000): *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Nairobi: Masola Publishers.
- Otiende, J. E. (1988). *Social Education and Ethics for Secondary Schools*. Nairobi: Longman

- Ozigi, O. A. (1983): *A Handbook of School Administration and Management*. Lagos: Macmillan.
- Provincial Students Discipline Committee, (2001) "Report on Causes, Effects and Remedies of Indiscipline in Secondary Schools in Central Province" Unpublished, Nyeri.
- Sindandi, P.C. and Acuda, S.W. (1979): Psychiatric Morbidity among Secondary School Students. *Journal of Medicine*, 10, 36.
- Siringi D. (31st May, 1999). Indiscipline a Major Cause of Exam Failure. *The Daily Nation Newspaper*.
- Smelser (1973): *Sociology: An Introduction*. 2nd Edition, John Wiley, New York.
- Smith, E. G. et al. (1995). *Organization and Administration of Guidance Services*. New York: McGraw Hill Book Co. Inc.
- Tanner, D. (1972): *Secondary Education: Perspectives and prospects*. New York: Macmillan Company.
- Theuri, A. W. (2004): An Analysis of Internal Efficiency in Second Level Learning Institutions in Slum Areas of Nairobi Province, Kenya Unpublished MEd Thesis, Kenyatta University, Nairobi.
- Turner, R. & Killian, L. (1993): *Collective Behaviour*. (4th Ed.). Englewood Cliffs, NJ: Prentice Hall.
- UNESCO (1984): *The Dropout Problem in Primary Education; Some Case Studies*. Bangkok: UNESCO.
- United Nations (2000). *United Nations Millennium Declaration*. UN Department of Information, New York.
- Wachira, P. K. (2001); *Factors leading to the influence of Undesirable Social Behaviour among Students in selected Nairobi Secondary schools*. Unpublished M.Ed. Project Report, Kenyatta University, Kenya.
- Wanjohi, K (1990). *A Study to Investigate Perceptions of the Role of the Counsellors in Secondary Schools in Nyeri, Kenya Nairobi*, Unpublished M.Ed Thesis, Kenyatta University, Kenya
- Weinberg, S. M. (1975): *The Study of Social Problems Seven Perspectives*. New York: Oxford University Press.
- Were, N. M. W. (2003): *Discipline, Guidance and Counselling in Schools*. Nairobi: Strong Wall Africa.

APPENDICES

APPENDIX ONE: INTRODUCTION LETTER

Egerton University,
Department of Counselling Psychology
P. O. Box ,
NAKURU

Dear Sir/Madam

RE: INVOLVEMENT OF YOUR SCHOOL IN RESEARCH

I am a postgraduate student at Egerton University. I am currently undertaking educational research aimed at finding out the effectiveness of guidance and counselling in maintaining discipline in secondary schools in Mukuru slum area, Makadara division, Nairobi. Your school has been identified to participate in this study.

There is a questionnaire for students and an interview schedule for head of guidance and counselling department to fill. Your assistance will enable this study to come up with accurate findings. The responses will be treated with utmost confidentiality and for academic purposes only.

Thank you in advance.

Yours faithfully,

NYAMAI CYTRAS KASINA

EM16/1369/05

APPENDIX TWO: STUDENT QUESTIONNAIRE

Introduction

This questionnaire is an attempt to establish the effectiveness of guidance and counselling in maintaining discipline in secondary schools. Kindly answer the questions honestly and diligently following the instructions given. Please do not write your name anywhere in this questionnaire. The answers you give will be treated with utmost confidentiality.

Gender: Male Female Form

School gender Girls Boys Mixed

Age: Below 15yrs 16 – 18yrs

 19 - 21 Above 22yrs

1. Does your school have incidences of Indiscipline? (Please tick one response)
Yes No
2. How do you rate the incidences of indiscipline among students in your school?
(Please tick one response)
 Very High High
 Low Very Low
3. How many indiscipline cases are reported per week?.....
4. Would you say that cases of indiscipline in your school have been increasing or decreasing
 Increasing Decreasing
5. What do you think are the causes of indiscipline in your school? (Tick all that apply)
 Poverty Peer influence Mass media Influence
 Drug abuse Devil worship Lack of proper guidance
 Influence from neighboring community Stress
Others (**specify**).....

6. Given below is a list of various types of indiscipline. Please tick against each that you have witnessed among students in your school

- | | |
|---|---|
| <input type="checkbox"/> Stealing | <input type="checkbox"/> Sneaking out of school |
| <input type="checkbox"/> Smoking Cigarettes | <input type="checkbox"/> Noise Making |
| <input type="checkbox"/> Drug abuse | <input type="checkbox"/> Destruction of Property |
| <input type="checkbox"/> Alcohol Consumption | <input type="checkbox"/> Inciting others to defy teachers |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Failure to complete assignments |
| <input type="checkbox"/> Truancy | <input type="checkbox"/> Cheating in Exams |
| <input type="checkbox"/> Disobedience to teachers | <input type="checkbox"/> Sexual Immorality |
| <input type="checkbox"/> Others (Specify)..... | |

7. a) Is there a guidance and counselling teacher in your school?

- Yes No

8. Are you aware of the role played by a teacher-counsellor?

- Yes No

Briefly explain

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

9. Have you ever visited the teacher-counsellor for Guidance and counselling?

- Yes No

Briefly explain

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

Who is responsible for maintaining discipline in your school (tick all that apply)

- Headteacher
- Deputy headteacher
- Discipline master
- Teacher-counsellor
- Others (**Specify**).....

10. How are the students caught in the wrong punished in your school?

- Caning
- Suspension
- Expulsion
- Manual punishment
- Guidance and counselling
- Others (**specify**).....

11. According to you, which would be the most effective way of ensuring high level of discipline in your school?

- Caning
- Suspension
- Expulsion
- Manual punishment
- Guidance and counselling
- Others (specify).....

12. What recommendations would you give as a student to the guidance and counselling teacher in relation to control of indiscipline?

.....

.....

.....

.....

13. What would you say about guidance and counselling in this school?

- | | | | |
|------------------|--------------------------|--------------------|--------------------------|
| Highly effective | <input type="checkbox"/> | Effective | <input type="checkbox"/> |
| Ineffective | <input type="checkbox"/> | Highly ineffective | <input type="checkbox"/> |

14. What recommendation would you give to strengthen guidance and counselling in relation to maintaining discipline?

- | | | | |
|--------------------|--------------------------|------------------------|--------------------------|
| Rooms | <input type="checkbox"/> | Books | <input type="checkbox"/> |
| Computer | <input type="checkbox"/> | Administration support | <input type="checkbox"/> |
| Seminars/workshops | <input type="checkbox"/> | | |

Any other (**specify**)

15. What recommendations would you give as a student to the headteacher and the school administration in relation to strengthening guidance and counselling?

.....

.....

.....

.....

.....

Thank You for Your Participation

APPENDIX THREE: TEACHER-COUNSELLORS INTERVIEW SCHEDULE

School type..... Age

Years in the teaching profession.....

Academic qualification

Gender of Teacher Counsellor Male Female

Interview Items

1. Have you received any training related to guidance and counselling?

Yes [] No []

2. State your level of qualification in Guidance and counselling

Certificate [] Diploma [] Degree []

Any other (**Specify**)

3. For how many years have you served as a teacher counsellor in this school?.....

4. List the major types of indiscipline in your school? _____

5. What are the causes of indiscipline in this school?

School environment Mass media

Administration attitude Drugs

Any other (**specify**)

6. How effective would you say guidance and counselling has been in this school?

Very effective [] Effective []

Ineffective [] Very ineffective []

7. Briefly explain how you have handled cases of indiscipline in your school. _____

8. What role do you play as the teacher-counsellor in discipline maintenance? _____

9. How often do you have guidance and counselling sessions in your school? _____

10. Do you also teach or are you a full time counsellor?

Yes [] No []

11. How many staff members are part of the guidance and counselling team?

12. What facilities has the school provided to enhance guidance and counselling department? _____

What unique counselling cases/problems do you face in the slum area school which may not be found in other schools? _____

13. What problems do you face in executing your guidance and counselling duties? _____

14. What do you suggest that the following could do to make guidance and counselling in this school more vibrant and effective in discipline maintenance?

i. The school _____

ii. The community around the school – Parents, church, NGOs, etc _____

iii. The Ministry of Education _____

APPENDIX FOUR: PRINCIPALS INTERVIEW SCHEDULE

School type..... Age

Years in the teaching profession.....

Academic qualification

Gender Male Female

Interview Items

1. Have you received any training related to guidance and counselling?

Yes [] No []

2. For how many years have you served as a principal counsellor in this school?

3. List the major types of indiscipline in your school? _____

4. What are the causes of indiscipline in this school? _____

5. How effective would you say guidance and counselling has been in this school?

Very effective [] Effective []

Ineffective [] Very ineffective []

6. Briefly explain how you have handled cases of indiscipline in your school _____

7. What role do you play as the principal in discipline maintenance? _____

8. What facilities has the school provided to enhance guidance and counselling department? _____

9. What unique counselling cases/problems do you face in the slum area school which may not be found in other schools? _____

10. What do you suggest that the following could do to make guidance and counselling in this school more vibrant and effective in discipline maintenance?

i. The school _____

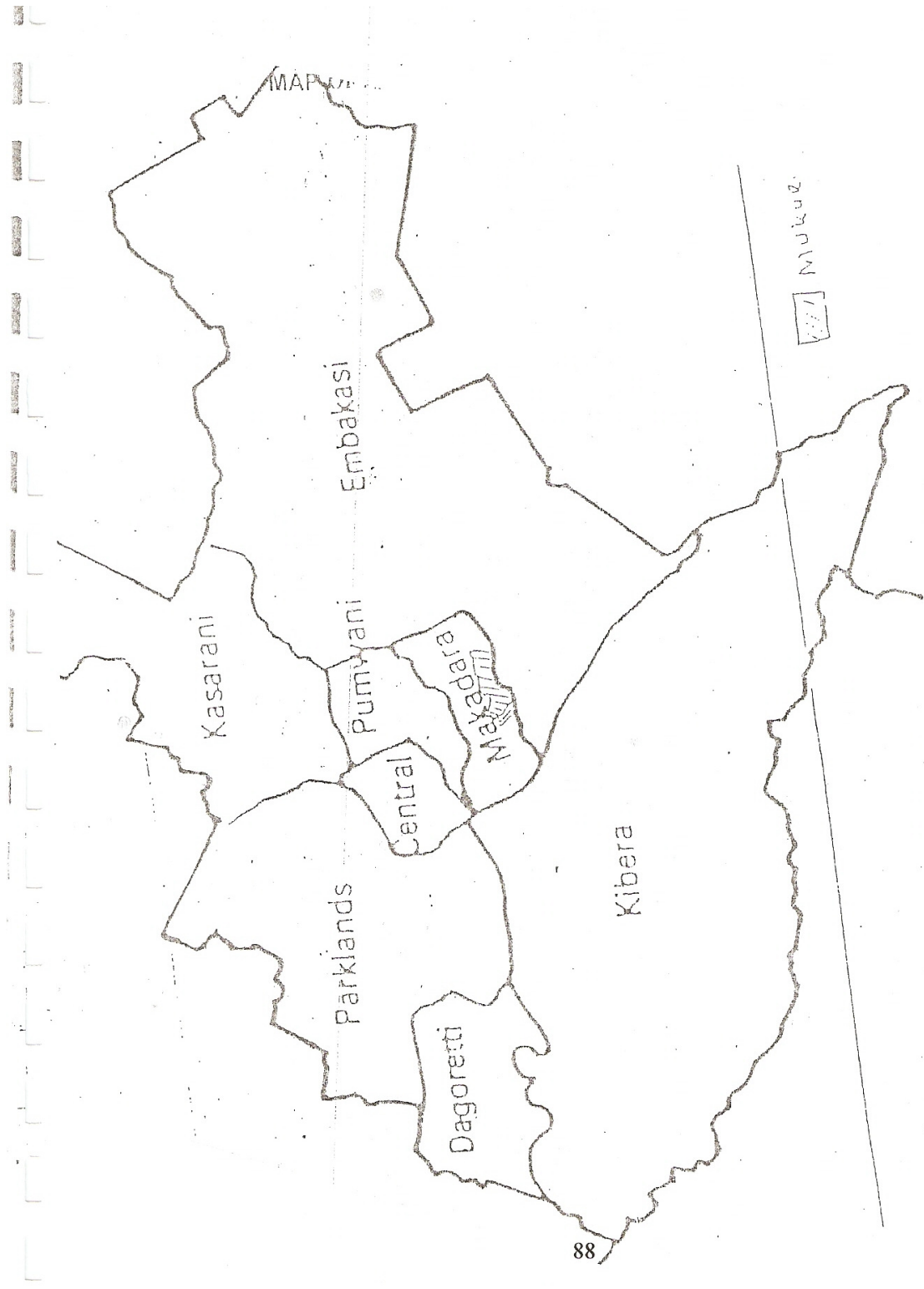
ii. The community around the school – Parents, church, NGOs, etc _____

iii. The Ministry of Education _____

APPENDIX FIVE: MAP OF KENYA SHOWING NAIROBI PROVINCE



APPENDIX SIX: MAP OF NAIROBI SHOWING MAKADARA DIVISION



APPENDIX SEVEN: RESEARCH PERMIT

MINISTRY OF SCIENCE AND TECHNOLOGY

Telegram: SCIENCE TECH", Nairobi
Telephone: Nairobi 318581
Email: ps@science andtechnology..go.ke
When replying please quote



JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. BOX 9583-00200
NAIROBI

MOST 13/001/37C/131B/2

14TH MARCH 2007

Nyamai Cytras Kasina
Egerton University
P.O. Box 536
NJORO

Dear Sir,

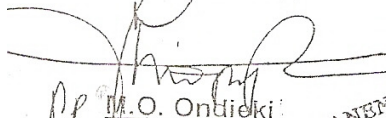
RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct research on effectiveness of Guidance and Counselling in maintaining discipline in secondary schools in slum areas. The case of secondary schools in Mukuru slum, Makadara Division Nairobi, this is to inform you that you have been authorized to conduct research in Makadara in Nairobi for a period ending 31st Dec, 2007.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education Nairobi before embarking on your research project.

On completion of your research, you are expected to deposit two copies of your research results to this office.

Yours faithfully,


M.O. Ontiki
For: Permanent Secretary
MINISTRY OF SCIENCE AND
TECHNOLOGY

The Provincial Commissioner
NAIROBI

The Provincial Education Officer
NAIROBI

EGERTON

Tel: 051-
62276/19/62280/-4
Fax: 051- 62213



UNIVERSITY

P.O. Box 536
Njoro, Kenya

EMAIL: regadmin@egerton.ac.ke

**DEPARTMENT OF PSYCHOLOGY, COUNSELLING AND
EDUCATIONAL FOUNDATIONS.**

30th March 2007

TO WHOM IT MAY CONCERN

RE: GUIDANCE AND COUNSELLING STUDENT RESEARCH

The above programme is offered in our University at Master's level. In order to complete the programme a student has to carry out a field research.

I wish to introduce to you ... Nyamai Cytras Kasina..... registration number.....EM16/1369/05..... for your kind assistance in his field research work.

Please, accord him the help he may need in order to achieve this objective. While he is carrying out a research, he is familiar and bound by the ethical standards of collecting information, safeguard of the same, and using the findings pro-actively.

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

Sincerely,

Dr. M. Chepchieng

**CHAIRMAN
EGERTON UNIV.
EDUC. PSY & COUN.
P.O. BOX 536 NJORO**

CHAIRMAN, DEPARTMENT OF, PSYCHOLOGY, COUNSELLING AND
EDUCATIONAL FOUNDATIONS.

For: Vice-Chancellor- Egerton University