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**GUIDANCE AND COUNSELING IN ENHANCING STUDENT
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KOIBATEK
SUB-COUNTY, BARINGO COUNTY,
KENYA**

VICTOR KIPKEMBOI SALGONG

**A Thesis Submitted to the Graduate School in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Education in
Guidance and Counseling of Egerton University.**

EGERTON UNIVERSITY

OCTOBER, 2015

ION AND RECOMMENDATION

Declaration

I declare that this thesis is my original work and has not been previously presented for the award of a degree in any other university.

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DEDICATION

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

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The completion of this Thesis was not a small task by any means. It required patience, endurance and assistance from many people. First I would like to acknowledge my thesis supervisor, Dr. Owen Ngumi of the Department of Psychology, Counseling and Educational Foundations for his critical and professional guidance comments. I am indebted to Dr. Kimani Chege for his scholarly counsel and guidance that enabled me to complete this thesis. My sincere gratitude goes to the Department of Psychology, Counseling and Educational Foundations who took time of their busy academic schedules to attend to my research needs. To Ecla Kipsang, who provided typesetting services, thank you so much. All friends and family members who encouraged and supported me in one way or another, may God bless you abundantly.

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ABSTRACT

Secondary schools in Koibatek Sub-County have become a matter of concern in recent years to all players in the education sector. Discipline has an adverse effect on academic performance. Despite the Ministry of Education Policy for all schools to establish guidance and counseling programme as an alternative disciplinary measure, schools are still experiencing an increasing number of discipline problems. The study therefore sought to establish the role of guidance and counseling in enhancing students discipline in public secondary schools in Koibatek Sub-County, Baringo County in Kenya. The study adopted a descriptive survey research design. Population of the study was 2624 students in 23 public secondary schools 23 principals, 23 counselors and 227 teachers. Purposive sampling was used to get the accessible population, 8 principals, 8 counselors, 79 teachers and 912 students were involved. Stratified random sampling was used to sample 23 teachers and 262 students. Data was collected through administration of three sets of questionnaires for students, teachers, counselors and interview schedule for principals. Validity of the instruments was determined by experts from the Department of Psychology, Counseling and Educational Foundations of Egerton University. Reliability of instruments was verified through a pilot study in three public secondary schools not included in the study. 3 principals 3 counselors 9 teachers and 24 students were involved in pilot study Cronbach's coefficient alpha was used. The alpha coefficient of 0.81 was obtained. The collected data was analyzed using descriptive statistics with aid of Statistical Package for Social Science (SPSS) version 17.00. From the findings it was discovered that guidance and counseling was not a widely used method in addressing students discipline problems. Students cause havoc just before Kenya Certificate of Secondary Education Mock Examination so that they can find an excuse as to why they had performed poorly. The study recommends that teacher counselors should go for guidance and counseling training to facilitate effective counseling to enhance students discipline. The government through ministry of education should come with clear policy to improve guidance and counseling services in secondary schools.

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Counseling Services and Student Discipline in Public

Secondary Schools22



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ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
BOM	-	Board of Management
DEO	-	Sub-County Education Officer
GOK	-	Government of Kenya
KIE	-	Kenya Institute of Education
MOE	-	Ministry of Education
SPSS	-	Statistical Package of Social Science

CHAPTER ONE

Introduction

1.1 Background of the Study

Guidance and counseling are essential elements in discipline management of people in all societies. Even the most primitive societies grew out of the necessity of guiding individual's behavior patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to enhance discipline must be continuously practiced if people are to work harmoniously for the achievement of common purpose as stated by (Hendrikz, 2006). The current nagging youth problems (Orodo, 2008) include questions asked on teenage problems and lack of knowledge on sexuality, parental negligence, sour relationships, poverty and economic pressure. The youth are emotionally vulnerable to practically everything around them, failure, critics, embarrassment and parental attitudes.

Hendrikz (2006), stresses that, teachers and school administration have the responsibility of ensuring that a student matures steadily along his or her own personal line and exhibit acceptable attitude and behaviour within and outside the school. Meyer (1991), states that discipline problems in schools are perhaps the single greatest cause of concern for educators globally. Meyer states that discipline problems in schools have been identified as serious school problems in the United States of America. Agenga and Simatwa (2011), gave an example of Colobine high school in Colorado USA where two heavily armed students killed twelve students, one teacher and seriously wounded nearly two dozen others before killing themselves.

The rapid expansion of student enrolment in most African states, since the attainment of political independence, coupled with inadequate resource to cope with ever increasing demand for educational provision had made school management a much more complex and difficult enterprise as stated by Agenga and Simatwa (2011).

disciplinary problems until soldiers were deployed to student behaviour, (Nakipodia, 2010). In Kenya the discipline problems were on the rise between 2004 ó 2012 ranging from school unrest, drug abuse, sexual abuse, pregnancy, bullying, aggressive behaviour among others (GOK, 2002). Macomber (1992), observes that most secondary school students are in the adolescent stage and the need for effective guidance and counseling is manifested and required more is this period. Geldard and Geldard (2003), argue that students undergo several challenges and problems during the adolescent stage that need guidance and counseling so as to enable them cope with the school life.

Government of Kenya in the year 2003 through the Ministry of Education banned corporal punishment in schools as a disciplinary measure. This was in line with the enactment of the children Act 2001 (cap 586, laws of Kenya). Under the act, corporal punishment is regarded as a physical form of child abuse and anyone found using it can be charged with assault. Therefore learning institutions were encouraged to device alternative ways of instilling discipline. The enhancement of guidance and counseling in secondary schools can minimize disciplinary problems. The tenet of guidance and counseling are very important because it is in schools where students develop and form their attitudes.

According to Brophy (2003), guidance and counseling entails observing and interviewing students to determine the awareness of their troublesome behaviour and the meaning that it holds for them. Providing information and instruction where necessary, setting needed limits and encouraging students to take personal responsibility for their behaviour and its consequences. Kariuki (2002) and Atieno (2006), add that guidance and counseling enables students to achieve better personal adjustment growth and maturity, of which psychologists attach emotional difficulties among the youth to misbehavior. Guidance and counseling boost the ability of students to take rational control of their feelings, and then aim at fulfilling their potential and achieve an assimilation of past and conflicting parts of themselves; unhappiness, annoyance, anger, anxiety and hyper-activity in young people.



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to a positive attitude; enhance their abilities to recognize them make individual choices that are useful in future after their formal education.

Ayeko (1998), argues that the use of guidance and counseling in enhancing discipline make students feel closer to the teacher thereby establishing a friendly relationship. This enables the teacher to get to the root of the problem. Mutie and Ndambuki (2002), observe that the government of Kenya recognizes guidance and counseling as an essential service to be offered to students in schools. The Ministry of Education has directed all learning institutions to establish guidance and counseling as an alternative disciplinary measure. However, despite the directive, these institutions are still experiencing an increased number of disciplinary problems including frequent unrest, bullying, truancy, drug abuse, absenteeism, early pregnancies (Ndirangu, 2002). This has been blamed on declining discipline standards in institutions of learning.

Sources from DEO's Office (2012) indicated that Baringo High school and Poror High school in 2009, almost at the same time went on rampage and destroyed property worth millions of shillings. In 2010, Mumberes Girls Secondary school twice staged a peaceful demonstration. They had to walk at night for 40km through bushy and dangerous places to the DEOs office to present their grievances. Timboroa secondary school was the latest to strike on 12th July, 2012. Police officers were called immediately and students were dispersed and suspended for two weeks. Sources from Sub-County Office (2012) indicate that from 2009-2012 over ten schools had disciplinary problems. A meeting was called on 20th July 2012 for all the principals and Boards of Management by the sub-county education officer to find the solution for that trend. The meeting ended with the suggestion that guidance and counseling be used among other alternatives in containing disciplinary problems. It is upon that background that the researcher intended to find out the role of guidance and counseling in enhancing students discipline in Koibatek Sub-County.

Koibatek Sub-County are experiencing decline of discipline standards which, if not addressed, may result in countless school and classroom disruptions. This in turn affects effective learning and good teacher-learner relationship (MOEST, 2002). The Ministry of Education has directed all schools to establish guidance and counseling programme as an alternative measure to discipline. However, despite this directive, schools are still experiencing an increasing number of disciplinary problems. The frequent evidence of discipline problems cases cast doubt on the involvement and the use of guidance and counseling service in enhancing discipline. Therefore there was need to assess the role of guidance and counseling service in addressing discipline problems among the public secondary school students in Koibatek Sub-county, Baringo County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to establish the role of guidance and counseling in enhancing student discipline in all public secondary schools in Koibatek Sub-County, Baringo County in Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- (i) To identify student disciplinary problems experienced in public secondary schools in Koibatek Sub-County.
- (ii) To determine the role of guidance and counseling service in enhancing discipline in public secondary schools in Koibatek Sub-County.
- (iii) Establish the methods used in guidance and counseling in enhancing students disciplinary problems in Koibatek Sub-County.
- (iv) To determine factors that hinder effective guidance and counseling service in enhancing student discipline in public secondary schools in Koibatek Sub-County.

Following research questions

- (i) What disciplinary problems are experienced in public secondary schools in Koibatek Sub-County?
- (ii) What is the role of guidance and counseling in enhancing discipline in public secondary schools in Koibatek Sub-County?
- (iii) What were the methods used in guidance and counseling in enhancing student disciplinary problems?
- (iv) What are the factors that hinder effective guidance and counseling services in the management of student discipline in public secondary schools in Koibatek Sub-County?

1.6 Significance of the Study

The findings and recommendation of this study may help the policy makers in formulation of proper policies related to the effective strategies of managing students discipline in public secondary schools, especially putting more strategies on enhancing guidance and counseling to manage students discipline. It may sensitise the secondary school principals and teachers about the need for effective management of students discipline through guidance and counseling. It may also help teachers on the need for formal training not only on teaching subjects matter but also on student discipline management.

1.7 Scope of the Study

This study focused on assessing the role of guidance and counseling services in enhancing students discipline in public secondary schools in Koibatek Sub-County, Baringo County, Kenya. Koibatek sub-county was chosen as a research site because of evident increasing number of disciplinary problems among students in public secondary schools,

of limitations:

- (i) Teachers and students had little background knowledge on role of guidance and counseling in enhancing students' discipline.
- (ii) The study was limited to Koibatek Sub-County.

1.9 Assumption of the Study

This study was based on the following assumptions

- (i) All sampled secondary schools had implemented guidance and counseling policy as directed by the Ministry of Education in the year 2003 and by extension effective guidance and counseling service in addressing discipline problems.
- (ii) Students were aware of the existence of guidance and counseling services in addressing their discipline problems in schools.
- (iii) Schools value and recognize the important role played by guidance and counseling services in addressing discipline problems.

meaning for the terms used.

Counseling ó an enabled process designed to help individual come to terms with his/her life as it and ultimately grow to greater maturity through learning and enable him/her take responsibilities and make decision for his or her life. In this study it refers to a process of helping a student or group of students faced with discipline problems.

Corporal Punishment ó refers to any intentional application of force for the purpose of punishment. In this study, it refers to any physical or bodily punishment noted out on students in secondary schools. It may include slapping, kicking, canning or boxing.

Child Rights ó in this study it refers to the basic needs that a child must have to ensure his/her growth and development e.g. food, clothing, education and parental care.

Discipline ó refers to the self control, restrain or regulations of students as a result of observing certain social norms. In this study, discipline refers to self control/restrain or regulation of students as a result of observing certain social norms governing secondary schools.

Effectiveness ó producing a desired result. In this study effectiveness refers to the ability of guidance and counseling to enhance studentsødiscipline.

Expulsion – in this study it refers to the method of disciplining student by sending the student away from the school with no hope of coming back to the school.

Guidance ó in this study it is a continuous process concerned with determining and providing developmental needs of the learners in order to make appropriate academic decision and achieving satisfactory adjustment in life.



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cludes all services that help learners to achieve better maturity. In this study, guidance and counseling referred to all services aimed at assisting secondary school students in understanding of their attitude, interest, abilities, physical, mental and social maturity of optimum development.

Teacher Counselor ó is a school teacher who is in charge of the responsibilities of providing professional guidance and counseling services in schools.

2.1 Introduction

The chapter presents a review of related literature which includes role of guidance and counseling in public secondary schools, student's disciplinary problems in secondary schools, factors that hinder effective guidance and counseling in secondary schools, establish methods used in guidance and counseling in enhancing students cases of indiscipline and determining role of guidance and counseling services in enhancing student discipline in public secondary schools in Koibatek Sub-County.

2.2 The Concept of Guidance and Counseling

Guidance and counseling according to Birichi and Rukunga (2009), is a practice that has been in existence for a long time and has been passed on from one generation to another. The concept of guidance and counseling carry different but overlapping meaning. They are closely interrelated and cannot be overly separated from one another. Furthermore Mutie and Ndambuki (2002), observed that, there is a belief that human beings are basically self- determining creatures. That means that they have an innate desire for independence and autonomy as well as for self- destruction which implied that human beings have the ability, to control their own destiny and to be fully responsible for their actions.

The main goal of guidance and counseling according to (Birichi and Rukunga, 2009), is to help people understand themselves in order to deal with life experiences in a healthy manner, by being able to recognize the factors that cause problems and look for appropriate methods of resolving or avoiding the situations that may lead to unhealthy lifestyles. Guidance and Counseling service, (Ajowi and Simatwa, 2010), noted that, they are essential elements in discipline management of people in all societies.

Counseling Programme

The counseling profession began as a vocational guidance movement at the beginning of the twentieth century. Although a case can be made for tracing the foundations of counseling and guidance principles to ancient Greece and Rome with the philosophical teaching of (Plato & Aristotle, Schellenberg, 2007); there is also evidence to argue that some of the techniques and skills of modern ó day guidance and counseling were practiced by catholic priest in the middle ages, as can be seen by the dedication to the concept of confidentiality within the confessional. One of the first text about career option appeared. The universal plaza of all the profession of the world (1626) written by Tomaso Garzoni quoted in Schellenberg, (2007).

In several literatures and sources, guidance and counseling in education sector in Tanzania and some other African countries is regarded as the youngest discipline. This is evidenced by First International Conference on Guidance, Counseling and Youth Development in Africa held in Nairobi, Kenya from 22nd to 26th April, 2002 which pointed out that the Guidance, counseling and Youth Development programme was initiated in Africa in April, 1994 (Biswalo, 1996). The aim of the conference was to establish system criteria for secondary school studentø guidance and counseling services.

Guidance and counseling in Kenya is a relatively new profession in search of an identity. The current practice of guidance and counseling is what (Gysters & Henderson, 2001), referred to as a -positionø model where a majority of school counselors are teachers appointed to the position of guidance and counseling, with no relief from their teaching duties and with no additional pay. In addition, counseling services are conducted without any formal organizational structure (Gysbers & Henderson, 2000). Lack of professional identity has further complicated the role of the school counselor, Kenya schools counselors are struggling with the role of definition.

Various schools have guidance and counseling in various ways, (Tolbert, 2006), defines guidance as the total programme or all the activities and services engaged in by the school or other institutions that are primarily aimed at assessing an individual to make and carry out adequate plans and achieve satisfactory adjustment in all aspect of his/her daily life.

...s that expert of direction to young children and youth opinion giving, exemplifying, explaining or instructing guidance. Therefore in the provision of relevant information by an expert to an individual who needs such information. Hoftman and Spelet (1994), consider guidance as a lifelong process that will enable a person to identify and handle problems early enough. As a discipline, guidance involves helping; it is personalised seeks to promote self understanding; therefore be looked at as a process of helping learners to develop self understanding, capabilities for making realistic careers decision overcome personality deficit and make optimal academic progress.

Consequently, it is difficult to clearly define the term counseling because it is not a single activity and seems to encompass several professional skills. Eggert (1996), defines counseling as the processes of assisting someone explore and resolve difficulties they encounter. The study intended to clarify conflicting issues and helping that person discover alternative ways of managing themselves and situations so that they decide what kind of action or behavior is helpful to them. Patterson (1973), defines counseling as an enabling process designed to keep an individual come to terms with his/her life as it is ultimately grow to greater maturity through learning to take responsibilities and make decisions.

2.5 Disciplinary Problems in Secondary Schools

The increase wave of misconduct and resultant effect showed that discipline had become a major problem of educational management (Nakipodia, 2010). It is observed that students resort to unconstitutional measure in channeling their grievances and it is not unusual that schools have been blamed for the awkward and uncivilized behavior demonstrated by the students. As stated in the Sub-County Education Office Koibatek report (2012), drug abuse is common among students (Birichi & Rukungu, 2009), state that most commonly used drug being bhang. This is because it was cheap and easily available. This poses a major health problem.

Many student take drugs as an escape from their existing problems in school and home as observed by (Mutie & Ndambuki, 2002), aggressive behavior; depression and anxiety are features of drug abuse among the students.

em according to (Ajowi & Simatwa, 2010), noted that, students' perception for a poor-self-concept. Students hide fear and feelings of inadequacy behind an act of bullying. Bullying could be attempting to strike back at unfriendly world or seek attention due to feelings of insecurity, poor socialisation as stated by (Birichi & Rukungu, 2009). Laziness is a key disciplinary problem, students seem not ready to sit for mock examinations and other examinations, and as they feel unprepared. Ajowi and Simatwa, (2010), stated that strict supervision of this examination resort in inciting other students to cause havoc so that they will have excuses when they fail to perform.

Inept parenting is the kind of model the parent provide, as a role models for children. They may provoke their children's effective conduct by being harsh and punitive more than necessary. According to Verkey (1997), delinquent children in different parts of the world have confirmed the fact that they are the product of the broken or drunken families. Lack of guidance and Counseling to the student may lead to bad peerage. This in turn may lead to disciplinary problems.

Non-participatory decision making where students are not involved or represented and failure by administration to take note of students' opinion and failure to respond promptly to the student complaints. This made the students to revolt or cause destruction in the school. Disciplinary problems in schools according to Ajowi and Simatwa (2010), originate from the school factors societal factors and student factors. The same factors were evident in most of the schools in Koibatek Sub-County.

The administrators of schools in Koibatek might not have been effectively using guidance and counseling which would have proactively deter the occurrence of the disciplinary problems in secondary schools. Worse still was that most head of guidance and counseling were not trained and were not effective in discharging their role. Disciplinary problem between the students and administration according to Musembi and Siele (2004), arise when administration seek to impose things to students instead of dialogue. Favourism is a source of indiscipline when administration dismisses some students while favoring others. Expulsion or suspension is perceived by students to be unjustified since they are not given a chance to be heard.

Disciplinary problem arise when application of harsh punishment is subjected to students.

2.6 Role of Guidance and Counseling in Enhancing Discipline

Overall aim of school counseling programme is to support the intellectual development, human, social development and career development of each student so that they may become responsible productive citizen. Komoitz (1965), adds that, the central reason for the existence of guidance and counseling is that people have problems that they are unable to resolve by themselves. Students come to a school counselor to be assisted in resolving these problems. Guidance and counseling is self-understanding, helps one to make realistic decision and overcome personality deficit. It is a process of helping individual to learn to deal with difficulties and to think critically about themselves, their lives and their future. The objective of this guidance and counseling is to bring about the maximum development and self realization of human potential for the benefit of the individual and society, as stated by (Mutie and Ndambuki, 2002).

Makinde (1987), argued that the programme is suppose to develop the student's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. It help them to develop personal discipline, proper use and management of time, work, leisure and self-reliance, Mutie and Ndambuki (2002), adds that guidance and counseling is therefore aimed at assisting student to harmonize their abilities interest and values thereby enabling them to develop their potentials fully.

Self-knowledge helps one to formulate life goals and plans which are realistic. The basic role of guidance and counseling, Mutie and Ndambuki (2002), include helping student gain insight into origin and the development of emotional difficulties, leading to an increased capacity to take rational control over their feelings and actions hence increasing the holding (retention) power in school and making realistic plan and goals. Individual students are assisted to make proper choice and improve their problem solving skills, (Mutie & Ndambuki, 2002).

students as stated by Birichi and Rikunga (2009), in loose, prepare for, enter and progress in career in tandem with their ambitions. Equip students with knowledge and influences attitude that heads to success in life. Students are also empowered to fully participate in and benefit from the economic and social development of the nation. This help to check on wastage and stagnation. Mutie and Ndambuki (2002), there are many difficulties which students may express through any of the following ways: Withdrawal, unhappiness, annoyance, anger, and inability to meet needs, lack of knowledge, partial or total failure, inability to turn aspirations into fruition, anxiety and hyper-activity. Added to these difficulties is the problem of HIV/AIDS for which boys and girls require a great deal of psychological support. Those who are already orphans, affected or infected require special care. It therefore make strategic sense to offer them guidance and counseling. Counseling is important at this stage because if well handled, they develop positive attitude hence become disciplined. If not well handled they develop negative attitude hence the school experience a lot of disciplinary cases. The ever-growing complexity of the society, Mutie and Ndambuki (2002), coupled with social problems such as unemployment, poverty, use of drugs and alcoholism, and the rapid development of science and technology, places a heavy demand for counseling in a situation.

According to Ajowi and Simatwa (2010), the Ministry of Education should organise in-service training for administrators, teachers and teacher counselors because most of them are involved in counseling and yet they are well trained. Once trained in guidance and counseling they should be able to manage students discipline in schools and overcome the challenges faced by these students. It is important to note that a school counselor is well trained in order to offer counseling services with the capacity to help the students to identify their source of conflict and endeavor to overcome the prevailing challenges. The counselor should be able to understand a problem, use variety of counseling technique, respectful, good listener, accommodative knowledgeable, maintain healthy boundaries, confidential and have a sense of humor. The success of guidance and counseling depends on the role they play and how the counselor co-ordinates the department and their communication skills and how they relate with school administration, fellow teachers and students.

and Counseling in Enhancing Students Discipline

Effective management of the school, if the goals of the school are to be accomplished. It is an element of managerial tasks that involves the measurement and correction of the performance of the subordinates to make sure that the objectives of the academic industry and plans desired to attain them are accomplished. Some of the methods include punishment of the students. The administration of punishment cannot be ruled out in the control of discipline of students. Rules and regulation were enhanced in education act and code of regulation and ethics. However punishment must be reasonable and properly meted out to the student on the account of the offence committed, it should be moderate (Mutie and Ndambuki, 2009).

According to Okumbe (1995), collective discipline is the administrative actions, which follow an infraction of a role. The action is intended to discourage further violation of rules and regulations put in place. Kagendo (2009), suggested the following methods. Reprimands; the most common device, the most frequent resorted to, if administered calmly and without anger can be very effective, detention, staying after school for some hours as punishment. Manual work should be selected appropriately and should be useful to the school. Fine, carelessly damage school property should be compensated or replaced. Loss of privilege; a student may be removed from class for hours or days or be demoted from being a prefect. Suspension and expulsion are in the education Act Cap. 211 (2001) under the law of Kenya regulation 19, referred to a School Discipline Regulation. Students may be suspended or expelled at school by the principal of the school if his/her behavior is habitually or continually endangering other students.

Nakipodia (2010), recommend that parents should be invited to the disciplinary committee hearing if the sanction of expulsion is contemplated. There should be a right to appeal to the higher person or body. The principal is at liberty to inform the all the students the reason for the suspension or expulsion. If the students are informed it will have deterrent effect on them Ministry of Education guideline according to Ajowi and Simatwa (2010), stated that most of Kenyan secondary schools suppress discipline but do not promote the full growth of an individual, gave the following purposes, reform of the offender, the correction of his conduct and prevention of the repetition of behaviour that interferes with the welfare of others.

ention after school, corporal punishment and expulsion, their negative and complicated nature. Teachers should also avoid as much as possible undesirable punishment as sarcasm, ridicule, nagging, scolding and satire. They are teacher destructive weapons of the tongue Nakipodia (2010).

Punishment which touches on personal dignities such as pulling and twisting the student's hair, pulling the ear, slapping, shaking, kicking should be discouraged. Derogatory and humiliating words such as idiot, fool, cow, sheep, and thick head should be avoided as stated by (Mutie & Ndambuki, 2009). Behavioral approach relied on the use of external variable to promote acceptable behavior in school (Mutie & Ndambuki, 2002), in this approach, teachers manipulate and process that shape and extinction behavior of students (Jones & George, 1995). Token reinforcement system or token economic; combine into one coherent school management plan. In this procedure, the teacher decides on behaviour. A whole school approach to discipline based on behavioral techniques was developed by Canter (1976), on how to set clear limit, establish consequences, follow through consistently and reward appropriate behavior.

2.7 Factors that Hinder Effective Guidance and Counseling

Schools in Koibatek Sub-County have a lot of hindrances that could not allow effective usage of guidance and counseling in the administration of student discipline. Ajowi and Simatwa (2010) gave the following factor as hindrance; inadequate trained personnel. Teachers Service Commission should post trained counselors to head the guidance and counseling department. Birichi and Rukungu (2009), observed that with numerous task forces investigating series of discipline problems in schools, realised that more often than not, the students involved in disciplinary problem have unresolved emotional or psychological problems. This necessitated the ministry to come up with a functional guidance and counseling department which encourage teachers at all level to be trained and get equipped with guidance and counseling skills. Lack of legal and policy framework in Ministry of Education is a factor that hinders effective guidance and counseling service in secondary school (Ajowi and Simatwa, 2010), stated that unless this measure is put in place guidance and counseling will not succeed in promoting student's discipline.

Other parts of the country lack guidance and counseling books, video tapes, policy and counseling in the administration and management of students discipline in schools. Nakipodia (2010), explains that most students and teachers do not take correction seriously from guidance and counseling hence even after termination of the counseling session students will repeat the same mistake. Too much workload for teachers is another hindrance to effective guidance and counseling (Brinchi and Rukunga, 2009). With the coming of free primary and affordable secondary education there have been high enrolment of students and the government has not employed enough teachers hence the few teachers have no time or enough time for counseling.

Effective implementation of guidance and counseling programmes has become a challenge in Eastern and Southern Africa countries. According to (Mapp and Robinson, 2010), observes that such challenges include the imposition of western model which do not reflect African culture, ignorance and conservatism which lead to the failure to implement guidance and counseling service, lack of trust and skepticism regarding guidance and counseling. No legislation to protect guidance and counseling service and lack of support from senior management in government and limited resource for implementation. It is not a secret that guidance and counseling teachers lack private rooms for guidance and counseling in Koibatek Sub-County and many other parts of the country privacy is part of ethical issues of guidance and counseling without private room no meaningful counseling takes place.

2.8 Theoretical Framework

The study utilized theories of counseling and the social learning theory in illustrating how behavior is acquired and the effective means of encouraging positive behavior and addressing disciplinary problems in schools. The research explained the major theories that exist in tackling the problem of assessing the role of guidance and counseling service in addressing discipline problems. This section was important because it relates and coordinates the literature review, the problem, the significance of the study objectives and methodology.

ounseling

6), postulates that behaviour, whether adaptive or maladaptive behavior is learnt, shaped and maintained through stimulus responses. Krumboltz and Thoresen characterised behavior counseling as: most human behavior which is learnt and is therefore subject to change; specific changes in the individuals environment can assist in altering the environment, social learning principal can also be used to develop counseling procedures. Counseling effectiveness and the outcome of counseling are assessed by changes in specific students behaviours outside the counseling interview and counseling procedure are not static, fixed or predetermined but can be specifically designed to assist the student in solving a particular problem.

Krumboltz and Theresen (1966), observe that behaviourists are concerned with development, maintenance and alteration of behaviour. They see abnormal behaviour as a failure to benefit from various learning experience. Maladjusted behavior occurs due to faulty learning from the environment, it calls for behaviour modification strategies to rectify it. Hence, techniques such as stimuli associations, token economy and molding, among others promote adaptive and pre-social behaviour in the realm of classical conditioning. Whenever there is reinforcement, positive behavior is likely to be strengthened but when there is punishment negative behavior will be reinforced with behavioural approaches, counselors help students define their goals in behavioural terms.

According to Ovelil (2002), behavior modification theories advocate that discipline should be consistent and reasonable. It should neither be too strict nor too lenient. Extreme forms of discipline only lead to extreme forms of behaviour. The most effective form of disciplining is that which is authoritative and yet, democratic. It is the form of disciplining where in the adult and the child forge a common and consistent agreement and understanding of the discipline rules and code of conduct. Brophy (1989), points out that another behaviour modification technique supported by research is teaching self-control skills (modeling plus self instruction, self monitoring and self ó reinforcement) to improve the conduct of misbehaving students.

Secondary behaviour modification approaches involve students shaping their own behaviour through participation in the recognition of contracts with their teacher and through exposure to training, designed to help them to monitor and evaluate their behaviour more actively, to learn techniques of self control and problem solving, and to set goals and reinforce themselves for meeting their goals. Brophy (1989); Luke (1989), suggest that this can be done through group contingences where the use of structures in which rewards and punishments are meted out to group based on the behaviour of individuals within these groups have been found effective in remediating discipline.

There are also pro-social skills training involving training in self awareness, values clarification, cooperation and the development of helping skills that have been successfully used to improve the behaviour of discipline students. Greenwood, Carta and hall (1988), talk of guidance and counseling which they have claimed lower the incidence of misbehavior in classroom. Depending on the situation, students with behaviour problems may serve as either tutor or tutees. These theories are very important for guidance and counseling programme in schools which are entrusted with the responsibility of addressing disciplinary programme in school. Teacher counselor should have knowledge on how to strengthen the positive and weaken negative among students. The discipline problems among students in public secondary schools can therefore be modified through the incorporation of guidance and counseling and administrative process of schools.

2.8.2 Social Learning Theory

The theory asserts that behaviour is learned through the same mechanism and the same principles of learning; Sears (1950), was the first to describe social behaviour within the learning theory framework. His basic thesis was that personality development in a person is determined by the ways in which the person is reared, a tenet clearly taken from Freudian theory (Fogot & Leinbach, 1989). Hence according to Sear (1950), socialization is a two way process in which the behaviour of the individual depends on the behaviour of the other people and in which the individual's behaviour acts to elicit specific behaviour from other people.

reinforcement from others. By being reinforced for some behaviours and perhaps even punished for other people, a student learns socially-approved behaviour (Dusek, 1996). Consequently, peer counselors and teacher counselor are able to encourage good behaviour while discouraging undesirable ones among students. In addition, social behaviours are also learned through the process of imitation.

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

2.9 Conceptual Framework

The model used in this study focus on the variables involved in determining the role of guidance and counseling in public secondary schools in enhancing student discipline. The role of guidance and counseling service in secondary schools from the independent variables which comprises of attitudes, methods, challenges and importance. Student discipline forms the dependent variables. The provision of effective guidance and counseling service to the student is expected that there will be high level of discipline hence the outcome will be good performance, effective use of time and resources, school management will have humble time. However if the independent variable are not implemented then the outcome will be low level of discipline hence the outcome will be opposite of effective implementation. Poor performance, a lot of time will be wasted and instructional resources schools management will have difficult time in their management among others.



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include: school management strategies, government
therefore provision of effective guidance and counseling
service may help the student discipline hence the optimum student academic achievement
and proper adjustment in the secondary school setting and other various life situations.

Conceptual Framework

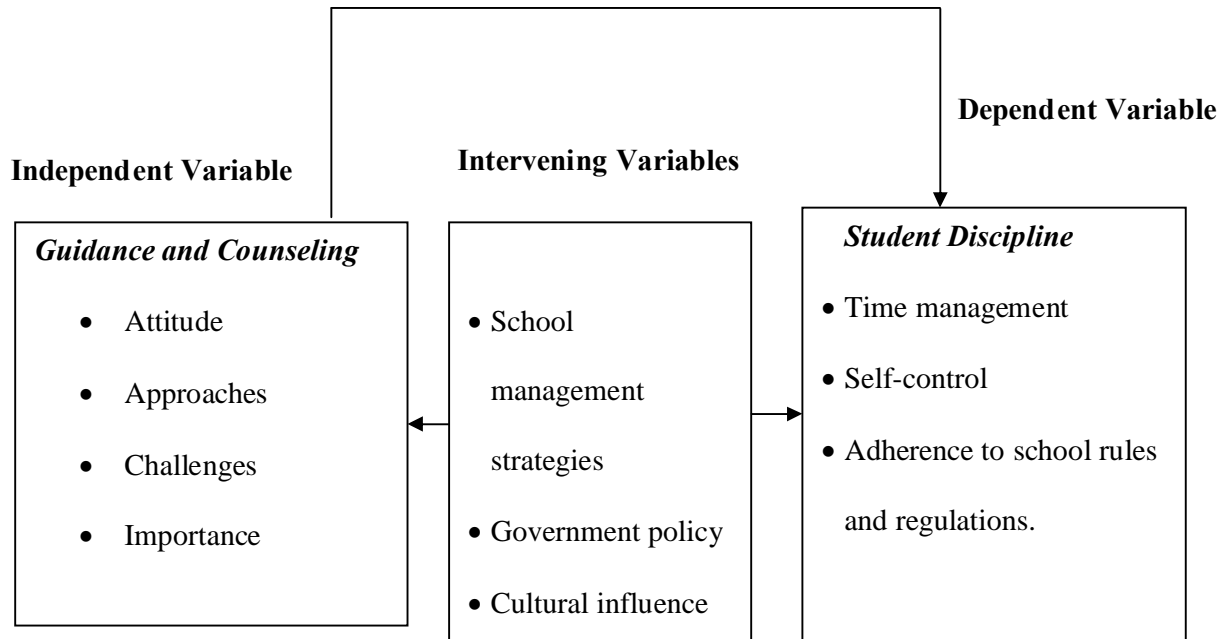


Figure 1: Role of Guidance and Counseling Services in Student Discipline in Public Secondary Schools.

3.1 Introduction

This chapter gives a description of the study area, research design, population, sample and sampling technique. It also includes a description of the research instruments, their validity and reliability, data collection procedure and data analysis method.

3.2 Research Design

The study adopted a descriptive survey-design. This is because the study involves the selection of sample of respondent administering questionnaires and conducting interview to gather information on role of guidance and counseling in enhancing student discipline in public secondary schools. According to Kothari (2003), the researcher collected information from respondent about their experience and opinion in order to generalize the findings to the population that the sample was intended to. The study found descriptive survey design appropriate for obtaining both factual and attitudinal information.

3.3 Location of the Study

The study was conducted in Koibatek sub-county in Baringo county of Kenya. The sub-county is one of the six sub-counties of Baringo. The sub-county had a total 23 public secondary school of four categories. These include 6 girls boarding, 4 boys boarding, ten mixed day and three mixed boarding secondary schools. The research intended to establish the role of guidance and counseling in enhancing study discipline in public secondary schools.

3.4 Population

Mugenda and Mugenda (1999) defined population as entire group of individuals or objects having observable characteristics. The target population of the study was all 23 secondary schools, 23 principals, 23 school counselor, all 227 teachers and 2624 form three and form four students. The accessible population of the study was 912 students, 79 teachers, 8 principals and 8 counselors. Principals were selected in the study since they are educational managers in their institutions and were involved in provision of guidance and counseling service to students. School counselors were selected because they are incharge of guidance and counseling services in school.

in many different ways. Form III and form IV students were the subjects of the study because of their period of stay in school and their knowledge of various administrative structures.

Table 1: Distribution of Teachers, School Counselors and Form 3 And 4 Students Accessible Population in Koibatek Sub-County.

Type of School	No of Schools	No of Counselors		No of Teachers		No of Students	
		M	F	M	F	M	F
Boys Boarding	4	3	1	51	20	720	-
Girls Boarding	6	4	2	22	52	-	860
Mixed Boarding	3	1	2	10	9	190	196
Mixed Day	10	4	6	23	32	320	338
Total	23	12	11	106	121	1230	1394

Source: DEOs office Koibatek (2013).

3.5 Sampling Procedure and Sampling Size

The research drew the sample by stratified random sampling method. According to Mugenda and Mugenda (1999), stratified random sampling method is appropriate because it is representative. Subjects were select from the four existing different categories of schools in four divisions in Koibatek sub-county. These include mixed day, mixed boarding, boys boarding and girls boarding. It was assumed that each of the following categories of schools had unique discipline challenges.

Form Three and Four students were preferred because the students had been in school for a longer period of time and were therefore in a better position of assessing the role of guidance and counseling service in addressing discipline problems more objectively.

The student and the teachers were sampled through stratified randomly selected according to both gender and the number of streams per school. This was more representative sample, which was expected to be free from bias.

, suggested that 30 cases or more are required for the accessible population is enough. The researcher used 10% of the accessible population as the sample size of the study. The respondents were allocated within the four categories of schools in a number proportional to the total population of respondents in each category.

Two schools were sampled from every division using purposive sampling. 8 schools were sampled which means each principals and teacher counselor automatically qualified and participate in the study. Finally there was sampled of 262 students 23 teachers, 8 principals and 8 teachers counselors hence a total of 307 respondents.

Table 2: Distribution of Sample Schools, Students, Teachers and School Counselors in Koibatek Sub-County

Type of School	No of schools	No of Counselors	No. of Teachers	No. of Principals	No. of students
Boys Boarding	1	1	7	1	72
Girls Boarding	2	2	7	1	86
Mixed Boarding	1	1	3	1	39
Mixed Day	4	4	6	4	66
Total	8	8	23	8	262

3.6 Instrumentation

Data was collected using sets of structured Likert scale type ó questionnaires (students, teacher and teacher counselor) administered to the selected respondents. A structured questionnaire was preferred for collecting data. According to Mugenda and Mugenda (1999), a structured Likert scale questionnaires has the advantage of obtaining standard response to items in the questionnaires, making it possible to compare between sets of data. The questionnaires of students, teachers and counselors elicited information of methods used in studentsø disciplinary problems in guidance and counseling in enhancing discipline.

ed by students, role of guidance and counseling and
ance and counseling in enhancing discipline. Interview
schedule for principals was developed to provide further insight information on the area
of study.

Validity

According to Hayes (2002), validity refer to the extent to which an instrument can measure what ought to be measured. It is the extent to which an instrument asks the right question in terms of accuracy and meaningfulness which are based on research results (Mugenda & Mugenda, 1999). The instrument was reviewed by the researchers, supervisors and other research experts from Egerton University. In designing an instrument that yielded content valid data, the research first specified the domain indicators which were to the concept being measured, to ensure that they contained all possible items that could be used in the concept.

3.7. Pilot study

Reliability

According to Mugenda and Mugenda (1999), the reliability of the instrument is the measure of the degree to which researchers yield consistent results of data after repeated trials. In order to test reliability of the instruments to be used in this study, split half method was preferred because it has a major advantage of eliminating chance error caused due to differing test condition scores on the odd numbered items were correlated with the scores on the even numbered items. Data with a high split-half reliability had a high correlation coefficient. The research correlated half of the last score with the other half the coefficient so computed did not reflect the reliability of the whole instrument. Correction factor was therefore applied on the computed coefficient. The adjusted coefficient represented the reliability of the whole test. This correction was done using the Cronbach's coefficient alpha. The higher the number of items in the instrument, the higher the chances of obtaining a consistent estimate of the reliability of the data (Mugenda and Mugenda, 1999), for this study the alpha coefficient stood at 0.81.

letter of introduction to conduct research by Egerton University after the proposals had been approved. A researcher permit was obtained from National Commission for Science, Technology and Innovation (NACOSTI). The Sub-County education officer Koibatek Sub-County was contacted to allow the researcher proceeds to collect data. At the school, principal's permission was sought. Once permission had been given, the researcher took the questionnaires to the sample schools in person, a date was set and appointments booked with the school authorities as well as the respondents in the study.

On the material day the researcher met with the teachers and other respondents, where the questionnaires were administered and explanations given to ensure that they had understood the items. The participants were given time to respond to all the items, then the completed questionnaires were collected at the end of the response time. This was necessary in order to prevent any alterations on responses by participants.

3.9 Data Analysis

The researcher analyzed data using descriptive analysis. The data collected was systematically organised to facilitate analysis. The responses in the questionnaires had been assigned numerical value to aid in processing. Numbers were then assigned to the close ended questionnaires. For open ended questionnaire, the researcher categorized all the responses given and assigned number to them. Data was converted to numerical codes representing attributes of variables.

Code categories were exhaustive and mutually exclusive. For example, one code was assigned to each response category. Data was then described quantitatively using descriptive statistics which included frequencies, mean and percentages through tables. This was done with the aid of a computer programme Statistical Package for Social Science (SPSS) version 17 for windows.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data collected and discusses them accordingly and in relation to the research questions stated with the aim of achieving the stated objectives. This chapter aimed to establish the role of guidance and counseling in enhancing student discipline in public secondary schools in Koibatek Sub-County. Data was collected by use of questionnaires and interview schedules. The collected data was analysed. Results were presented for each of the theme drawn from the objectives and were interpreted and discussed. The data was presented under the following themes and sub-themes.

4.2 Demographic Information of Students in Koibatek Sub-County

Demographic information lays a basic foundation on which interpretations of the study are based. Also, background information enables the researcher and the readers to have confidence in the study. Demographic information also form bases under which interpretation were made. As a result, the researcher found it necessary to establish the demographic information of the respondents paying close attention to age, gender, form, frequency guidance and counseling is sought, family system and occupation of parents. This would enable the study to determine the connection between the demographic information and the role of guidance in enhancing student discipline. The results regarding the demographic information of students are illustrated in Table 3.

ion of Students in Koibatek Sub-County

		Frequency	Percent
Age	14-15	17	(6.5)
	16-17	117	(44.6)
	18-19	128	(48.9)
	Total	262	(100)
Gender	Male	114	(43.5)
	Female	148	(56.5)
	Total	262	(100)
Classes	Three	125	(47.8)
	Four	120	(45.7)
	Two	17	(6.5)
	Total	262	(100)

From Table 3, out of the 237 respondents, 128 (48.9%) of the respondents are between 18-19 years, 114 (44.6%) of the respondents are between 16-17 years and 17 (6.5%) of the respondents are between 14-15 years. From the results, majority of the students are at the prime adolescent age, they suffer more from discipline cases thus making their involvement in the study precisely important. Ndichu (2005), proposes that to get relevant information regarding student discipline, it is prudent to actively engage the students who are more affected.

In relation to gender, majority 148 (56.5%) of the respondents are female whereas 114 (43.5%) are male. Further, 125 (47.8%) of the students were form three students, 108 (45.7%) were form four students and 17 (6.5%) were form two students. In regards to the frequency guidance and counseling is sought, majority 183 (77.2%) of the respondents always seek guidance and counseling, 31 (13%) of the respondents sometimes seek guidance and counseling whereas 23 (9.8%) of the respondents never seek guidance and counseling.

ents
family background of students. This section was deemed important by the researcher as it showed whether there was link between the family background of students and the role of guidance in enhancing student discipline.

Table 4 Family Background of Students in Koibatek Sub-County

		Frequency	Percent
Family System	Both parents	162	(62)
	Single Parents	40	(15)
	Divorced/Separated	24	(9)
	Staying with relatives	31	(12)
	Lost one parent	5	(2)
	Total	262	(100)
Occupation of both			
Parents	Formally employed	85	(32.6)
	Informally employed	131	(50)
	Others	46	(17.4)
	Total	262	(100)

From Table 4, majority 162 (62%) of the respondents were from both parenthood, 40 (15%) of the respondents had single parents, 24 (9%) of the respondents were from divorced families while 12% (28) of the respondents were staying with relatives and 5 (2%) of the respondents had lost one parent. Parentsø plays crucial role in shaping the character of their children hence the family system is critical in the role of guidance and counseling in enhancing student discipline. In relation to the occupation of parents, 131 (50%) of the respondents noted that their parents are in informal employment, 85 (32.6%) of the respondents affirmed that their parents are in formal employment whereas 46 (17.4%) of the respondents reported that their parents were involved in farming and business.

of Teachers

necessary to establish the demographic information of teachers. This would ensure the identification of demographic related gaps within the study and how they determine the realisation of the objectives of the study. The findings are shown in Table 5.

Table 5: Demographic Information of Teachers in Koibatek Sub-County

		Frequency	Percent
Gender	Male	10	(43.48)
	Female	13	(56.52)
	Total	23	(100)
Teaching experience	1-10 years	2	(8)
	11-15 years	3	(12)
	16-20 years	18	(80)
	Over 20 years	0	0
	Total	23	(100)
Training in Guidance and Counseling	Seminar/Workshop	4	(17.5)
	Certificate	1	(5)
	Diploma	0	(0)
	Degree	0	(0)
	Not trained	18	(77.5)
	Total	23	(100)

Out of the 23 respondents, 13 (56.52%) were female and 10 (43.48%) were male. This is an indication that the management of counseling students is headed mostly by female. A lot is needed to ensure that male teachers are equally represented in guidance and counseling. In terms of teaching experience, majority 18 (80%) of the respondents have in the teaching profession for 16-20 years and 3 (12%) 11-15 years and 2 (8%) of the respondents have in the teaching profession 1-10 years. This is an indication that the respondents have received little training in guidance and counseling. According to Arodho (2002), advanced training in guidance and counseling is important for proper influence on any form of counseling program.



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Problems Experienced by Teachers in Public Secondary

y.

Guidance and counseling is essential for students since they are advised on how to cope with different situations facing them in their school life, for instance, on how to relate with their peers. It also helps to shape a student's behavior and instill discipline in students. Students who are guided and counseled in a right way tend to know what to do and how to do such things. Consequently, the researcher found it necessary to establish student disciplinary problems experienced.

Disciplinary Problems Experienced By Teachers in Koibatek Sub-County.

	Freq	%	A	%	U	%	D	%	SD	%
	Freq		Freq		Freq		Freq		Freq	
Drugs/alcohol taking	10	(43)	8	(35)	3	(12)	2	(10)	0	(0)
Cheating in examination	12	(50)	5	(22)	2	(10)	2	(10)	2	(8)
Rude to teachers	5	(20)	5	(25)	8	(35)	3	(15)	2	(8)
Sneaking out of school	13	(57)	5	(23)	3	(12)	1	(6)	1	(4)
Theft among students	7	(31)	9	(37)	5	(22)	2	(10)	0	(0)
Laziness	9	(41)	8	(32)	3	(15)	2	(10)	1	(2)
Fighting among the students	5	(22)	6	(25)	6	(23)	3	(15)	3	(5)
Homosexuality and lesbianism	3	(15)	5	(18)	2	(10)	10	(43)	13	(4)
Truancy	7	(20)	6	(25)	6	(23)	2	(12)	2	(10)
Bullying	12	(48)	4	(18)	4	(18)	2	(10)	1	(6)
Boy girl friend relationship	8	(35)	6	(27)	4	(15)	2	(12)	2	(10)

Key: Freq- Frequency, %- Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree, SA=strongly agree

From the table, sneaking out of school stood at 57%, cheating in examination 50%, Bullying at 48%, drug/alcohol taking , truancy stood at 30%, fighting at 30% and homosexuality and lesbianism at 15%. It should be noted that most of these discipline problems are interrelated. Sneaking out of school, cheating in examination, bullying and drug and alcohol taking are among serious discipline problems which further strengthens the points by Weaver (2006), that counselor need to be well trained and be effective also. This agreed with the findings of Simatwa (2007), who maintained that lack of serious guidance and counseling programme in school is the major course of dismal academic performance and discipline problems in learning institutions. This implies that the management of school in Koibatek sub-county might not have been effectively using guidance and counseling which might have proactively prevent occurrence of disciplinary problems in schools.

Guidance and Counseling in Enhancing Student Discipline in

role of guidance and counseling services in addressing student discipline in secondary schools. The findings below present issues of this effectiveness.

Table 7: Role of Guidance and Counseling in promoting Discipline in Public Secondary School in Koibatek Sub-County

	SA		A		U		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Improve in discipline and academic performance	15	(5.5)	129	(49.4)	47	(19.8)	47	(18.1)	19	(7.2)
Know when to seek help and information from peer counselor and teachers counselors	72	(27.3)	119	(45.5)	19	(7.3)	19	(7.3)	33	(12.7)
Balance leisure time with sports, games, clubs, societies and academics	100	(38.2)	157	(60)	5	(1.8)	0	(0)	0	(0)
Reduces students disciplinary problems	62	(23.6)	162	(61.8)	14	(5.5)	24	(9.1)	0	(0)
Behave according to the school expectation of school family and society	38	(14.6)	167	(12.7)	5	(1.8)	19	(7.3)	33	(63.6)
Plays a key role in enhancing student discipline	41	(15.6)	114	(43.4)	31	(11.8)	57	(21.9)	19	(7.3)
Can handles challenges, hardships and difficulties successfully	53	(20.3)	91	(34.5)	0	(0)	33	(34.5)	85	(32.5)
Methods used has enhances student discipline	0	(0)	48	(18.2)	48	(18.2)	71	(27.3)	95	(36.3)
Understand and respect self and others	89	(33.8)	137	(52.3)	0	(0)	20	(7.7)	16	(6.2)
Avoid self-harming habits and practice	77	(29.2)	77	(29.2)	81	(30.8)	0	(0)	27	(10.8)

Key: Freq- Frequency, %- Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree, SA=strongly agree.

From table 7, 63.6% agreed that guidance and counseling services assist student to behave according to the school expectation of school, family and society. 61.8% of the student agreed that guidance and counseling services reduces students disciplinary problem.

Positive attitude students have on guidance and counseling as a disciplinary problems. Kenyatta university family welfare and counselor's guidance (2006) observes that guidance and counseling aims at helping students balance leisure time with sports, clubs, societies and academic, 60% agreed. 49.9% agreed that guidance and counseling service improve discipline and academic performance, 52.3% of the respondent agreed that guidance and counseling service help in understanding and respecting self and others. The core of the guidance and counseling programme is a strong academic school curriculum which addresses skill building in communication, problem solving and decision making. It also address a multitude of social, individual, school and family concerns which then elevate positive attitude towards the student themselves (Weaver, 2006). The results also shows that when asked if guidance and counseling service help students to handle challenges, hardships and difficulties successfully 34.5% agreed with the statement while 32.5% strongly disagree. Part of the main reason why guidance and counseling was introduced was to reduce disciplinary problems in school. Guidance and counseling are likely give students much needed recognition, sense of identity and belonging, and the feeling of significance and hence improve their self worth and self-esteem. All these in turn improve the discipline of students (Bishop, 2003).

4.7 Methods Used in Guidance and Counseling Enhancing Discipline

This section focused on the methods used in guidance and counseling. Through guidance and counseling, students are given solutions on how to deal with psychological problems which might affect their studies. Through this, the students are able to develop problem solving skills which to an extent help them deal with particular issues surrounding their lives. As a result, it was important to establish the methods used in guidance and counseling in secondary schools in Koibatek. Development, as the central point of guidance and counseling purposes is optimal development and strategy efforts primarily is to provide convenience for the individual development through engineering development environment. Outreach, because the target populations guidance and counseling services are not limited to individuals in trouble and done individually but many dimensions (problem, intervention targets, setting, method, long service time) in a fairly wide range. The technique used in the development of guidance and counseling is learning, exchange of information, role play, tutorial and counseling.

Guidance and Counseling in Enhancing Students' Public Secondary Schools in Koibatek Sub-County

		SA	A	U	D	SD
Suspension	Freq.	7	9	2	5	0
	%	30.3	39	8.7	22	0
Putting a students out of class	Freq.	4	8	2	9	0
	%	17.3	35	8.7	39	0
Manual work	Freq.	5	9	0	8	1
	%	22	39	0	35	4
Guidance and counseling	Freq.	5	8	2	1	7
	%	22	35	8.7	4	30.3
Imposing fine	Freq.	3	5	10	4	1
	%	13	22	43.7	17.3	4
Corporal punishment	Freq.	3	7	1	11	1
	%	13	30.3	4	48.7	4
Expulsion	Freq.	4	6	2	7	4
	%	17.3	26.4	8.7	30.3	17.3
Calling of parent to school	Freq.	13	5	3	2	0
	%	56.3	22	13	8.7	0
Detention	Freq.	3	5	9	3	3
	%	13	22	39	13	13

Key: Freq- Frequency, %- Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree, SA=strongly agree

From Table 8, It is evident that the most common disciplinary method used was calling parent to come to school 13(56.3%) followed by suspension of student for sometime 7(30.3%) manual work 8(35%), guidance and counseling 5(22%), expulsion 4(17.3%), putting student out of class 4(17.3%) corporal punishment 3(13%), imposing fine 3(13%) and lastly detention 3(13%).

As indicated by the findings on the disciplinary management methods used in secondary schools in Koibatek Sub-County. From all respondents calling of a parent, suspension and manual work were widely used methods.

is not a widely used method in schools in handling discipline. These findings are consistent with Owiti (2001), who maintained that unrest in schools could be a spontaneous response to deeply rooted frustrations feelings of powerlessness that need strong guidance and counseling. Ovelil (2002), also pointed out that what is lacking is a type of discipline method which empowered individual to take responsibility for his/her action in a socially acceptable way. The guidance and counseling did not promote the individual students discipline. Therefore schools in Koibatek Sub-County did not use the methods of guidance and counseling but only used it to justify the punishment offered to the student.

Effective Guidance and Counseling in Public Secondary Schools in Koibatek Sub-County

The researcher sought to establish the factors that hinder effective guidance and counseling. To achieve this objective the participants were requested to indicate their level of agreement/ disagreement on the same. The results are presented in Table 10.

Table 9: Factors that Hinder Effective Guidance and Counseling in Public Secondary Schools in Koibatek Sub-County Experience by Counselors.

	SA Freq.	%	A Freq.	%	U Freq.	%	D Freq.	%	Sd Freq.	%
Lack of policy framework for implementation	2	(25)	3	(37.5)	1	(12.5)	1	(12.5)	1	(12.5)
Lack of trained teacher counselors to head the department	3	(37.5)	2	(25)	1	(12.5)	1	(12.5)	1	(12.5)
Lack of resource materials to be used during counseling sessions	3	(37.5)	1	(12.5)	1	(12.5)	1	(12.5)	2	(25)
No support from school administration better guidance and counseling	4	(50)	2	(25)	1	(12.5)	1	(12.5)	0	(6)
Too much workload for teachers hence no time for counseling	1	(12.5)	3	(37.5)	2	(25)	1	(12.5)	1	(12.5)
No time for effective guidance and counseling	4	(50)	2	(25)	1	(12.5)	1	(12.5)	0	0
The students do not take guidance and counseling sessions seriously	1	(12.5)	3	(37.5)	1	(12.5)	2	(25)	1	(12.5)
Lack of private rooms for guidance and counseling	2	(25)	3	(37.5)	1	(12.5)	1	(12.4)	1	(12.5)

Key: Freq- Frequency, %- Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree, SA=strongly agree

With regards to the factors that hinder effective guidance and counseling, 3 (37.5%) of the respondents agreed that there is lack of policy framework for implementation. Likewise, 3 (37.5%) of the respondents strongly agreed that there is lack of trained teacher counselors to head the department.

respondents disagreed that there is lack of resource materials sessions. Also, 3 (37.5%) of the respondents agreed that there is too much workload for teachers hence no time for counseling. Additionally, 3 (37.5%) of the respondents agreed that students do not take guidance and counseling sessions seriously. Finally, 3 (37.5%) of the respondents agreed that there is lack of private rooms for guidance and counseling. In line with study findings, Mapp and Robinson (1989), observe that lack of seriousness in regards to guidance and counseling services has been a hindrance to effective guidance and counseling. Further, lack of private rooms for guidance and counseling has been a hindrance since privacy is part of ethical issues to be considered.

From the table it should be noted that 50% strongly agreed that there is no time for effective guidance and counseling, 12.5% disagree and 12.5% were undecided, the challenges of time is major challenge as there is need for guidance and counseling teachers and school managers are frowned upon (Weaver, 2006). On whether there is support from the school administration for better guidance and counseling, 50% strongly agreed that there is no such support, 0% strongly disagree, while 12.5% were undecided. The school administration has been known to be unsupportive to guidance and counseling even as they encourage the set up of guidance and counseling programme, albeit, to make guidance and counseling have some grounding and that is all.

37.5% strongly agree to lack of guidance and counseling trained counselors being a challenge. This is an indication of an understanding by respondent of the strong challenge of lack of training. Through training of counselors there is increase in the likelihood that appropriate help can be received by requesting person. The result can be a positive and safer school climate, healthier students and motivated staff, with lower stress level, and a better utilization of school and community resource (Onyango, 2007).

The findings concerning hindrance to the use of guidance and counseling programme in the management of student discipline revealed a number of draw backs in the sub-county. These ranges from lack of policy framework from the ministry of education, too much work load for the teacher hence no time for counseling and student do not take guidance and counseling service seriously.

ents a greed that guidance and counseling plays an
gement. According to recommendations of the report of
Task Force (Republic of Kenya, 1991) recommendation 8(a) guidance and counseling in
schools should be strengthened at the teacher level. The findings also indicate that
students do not take guidance and counseling seriously. This implies that they also fail to
seek counseling help from teacher counselor. This was in agreement with the findings of
Ovelil (2002), that, students have been reported to fail to seek counseling help from
teacher counselor. Unless all measures were put in place, guidance and counseling might
not be effective in the management of student's discipline.

Therefore school should strive to establish strong functioning programme capable of
monitoring students and addressing all their needs. The principals should also provide
private rooms where counseling can be done and the work load should be reduced to
allow enough time for teachers to attend to their clients.

5.1 Summary

The study sought to establish the role of guidance and counseling in enhancing student discipline in public secondary schools in Koibatek Sub-County. It specifically looked at the methods used in guidance and counseling in enhancing student disciplinary problems. It also investigated student disciplinary problems experienced in secondary schools. The study also determined the role of guidance and counseling in promoting discipline in public secondary school and study also determined the factors that hinder effective guidance and counseling in public secondary school. This chapter therefore contains a summary of this study, the conclusions drawn and the recommendations made.

5.2 Summary of Findings

The main purpose of this study was to establish the role of guidance and counseling in enhancing student discipline in public secondary schools in Koibatek Sub-County. The study was guided by research objectives. Data was collected by use of questionnaires and interview schedule and analysed using descriptive statistics and it revealed the following;

- (i) The first objective of the study was to investigate student disciplinary problem experienced by teachers in secondary schools. Basing on findings 57% of respondent agreed that sneaking out of the school. 50% of respondent agreed that cheating in examination as one of the disciplinary problems. 48% of respondent agreed that bullying is among the student disciplinary problem while 10% of the respondent disagreed. 43% of respondent strongly agreed that drugs alcohol taking is one of the student disciplinary problems while 41% of respondent strongly agreed that laziness is student disciplinary problem 10% of respondents disagreed on the same. 35% of respondent agreed on boy-girl relationship as student disciplinary problem while 12% respondent disagreed.

Objective 61.8% of respondent agreed that guidance and counseling service assist students to behave according to the school expectation of school family and society on whether guidance and counseling service reduces student disciplinary problem 60% of respondent agreed. The results also shows that guidance and counseling service improve discipline and academic performance, 49% agreed while 7.2% disagreed. Guidance and counseling had made students to balance leisure time with sports, clubs, society and academic, on this statement 52.3% of respondents agreed with the assertion. 0% of respondent were undecided on whether guidance and counseling can handle challenges, hardship and difficulties successfully 34.5% of respondents agreed.

- (iii) The third objective of the study was on methods used in guidance and counseling in enhancing students discipline. Evident from the findings 56.3% of the respondent agreed that calling of parents to come to school as a method used in managing discipline 39% of responded agreed that suspension is a method used in managing discipline. 39% respondent agreed using manual work in enhancing student disciplinary problem while 35% of the respondent agreed using guidance and counseling in enhancing student discipline. The results also shows that 26.4% of respondents agreed on the use expulsion in enhancing discipline 22% of respondent agreed imposing fine.
- (iv) The fourth objective of the study was to determine the factors that hinder effective guidance and counseling. According to the findings 50% of the respondents agreed that there was no time for effective guidance and counseling. On whether there was support from the school administration for better guidance and counseling 50% of respondents agreed that there was no such support, 37.5% agreed to lack of trained teacher counselor to head the department, 37.5% of respondents also agreed to lack of resource materials used and lack of policy framework from ministry of education for the implementation of guidance and counseling while 12.5% of respondents disagreed. 37.5% of the respondents agreed that there is too much workload for teachers hence no time for counseling.

ts agreed that students do not take guidance and
riously. 37.5% of respondent agreed to lack of private
rooms for guidance and counseling.

5.3 Conclusions

- (i). Based on the first objective that sought to determine the disciplinary problems experienced by teachers in secondary schools. Sneaking out of school, cheating in examination, bullying and drugs and alcohol taking were the commonest students discipline problems. Not so many students had sought the guidance and counseling services. Counselors/teacher administration did not solve the student discipline problems adequately. It can therefore be concluded that guidance and counseling was not used to address the discipline problem in public secondary schools.
- (ii). Based on the second objective that sought to evaluate the role of guidance and counseling in promoting discipline. The findings have shown that guidance and counseling service can assist students to behave according to the school expectation. The findings shows also that guidance and counseling service can reduce studentsØdisciplinary problem that guidance and counseling had a positive effects on student discipline in secondary school.
- (iii). Based on the third objective that sought to determine methods used in guidance and counseling in enhancing students discipline. Guidance and counseling is minimally used to enhance student discipline, calling of parent to come to school, suspension and manual work. Thus there is need to strengthen guidance and counseling in secondary schools in Koibatek sub-county. This suggests that, it might take some time for the achievement of the objectives of observing, the child right as contained in the children act of 2001, which provides that a child should be entitled to protection from physical, emotional and psychological abuse by any person.

that sought to determine factors that hinder effective counseling. It is evident that there was no time for effective counseling. Moreover there was lack of trained counselors to head guidance and counseling department. There was no support from the school administration for better guidance and counseling. There was no policy framework from ministry of education provision of guidance and counseling resource materials and private rooms for guidance and counseling service which are critical facilities in effective guidance and counseling. It can therefore be concluded that there were substantial challenges that negatively affected guidance and counseling services in addressing student discipline in secondary schools.

5.4 Recommendations

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

- (i) Counselors should learn better ways of adequately addressing discipline problems among students.
- (ii) Schools should sensitize the students on the importance of guidance and counseling in the management of students' discipline.
- (iii) The government through ministry of education should come with clear policy to improve guidance and counseling services in secondary school.
- (iv) Teachers and teacher counselors should go for guidance and counseling training to facilitate effective counseling to enhance student discipline.

Research should be done on the:-

- (i) Influence of Peer Counselor on students self esteem. Self esteem is a factor that has been seen as relevant in students growth in secondary schools.
- (ii) The role of peer counseling and guidance in secondary schools. This is in a bid to help understand the specific role of each department.

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A: STUDENT QUESTIONNAIRE

I am victor K. Saigong a student at Egerton University a master degree in guidance and counseling. During course work I am required to undertake a research thesis in my area of study my research topic is on "Role of Guidance and Counseling in Enhancing Student Discipline in Public Secondary Schools in Koibatek Sub-County" you have been selected as one of the respondent in this research. Your sincere and correct answer will be important in attaining this goal. All information will be treated with at most confidentiality.

Thank You.

Section A: Demographic Information

Instructions: Tick the appropriate answer

1. How old are you? [14-15] [16-17] [18-19]
2. What is your gender? [Male] [Female]
3. Indicate your form [III] [IV]
4. How frequent do you seek for guidance and Counseling?
[] Always [] Sometimes [] Never
5. What is your family system?
[] Single [] Both parents [] Divorced/Separated [] Staying with
relatives [] Lost one parent
6. Indicate the occupation of your both parent.
[] Formal Employed [] In formal Employed [] Others

Guidance and Counseling

you strongly agree (SA) Agree (A) Undecided (U)

Disagree (D) Strongly Disagree (SD) to the statement below. Put a tick in the box that corresponds to your answer

	State to what extent you agree guidance and Counseling program in your school has helped you in the stated ways below	SA	A	U	D	SD
1	Improve indiscipline and academic performance					
2	Develop better study skills and habits					
3	Know when to seek help and information from your peer counselor and your teachers counselor					
4	Reduces students disciplinary problems					
5	Behave according to the school expectation of school family and society					
6	Plays a key role in enhancing student discipline					
7	Handles challenges, hardships and difficulties successfully					
8	Methods used has enhances student discipline					
9	Understand and respect self and others					
10	Avoid self-harming habits and practice					

Problems facing Guidance and Counseling

Following questions

1. Suggest the person whom students prefer to seek help when they have a problem

2. Mention some of disciplinary problems.

3. Do you believe that guidance and counseling service in your school is playing a key role in enhancing students' discipline?

4. Are you satisfied with the methods used by guidance and counseling in dealing with students' discipline?

5. Mention in order of importance three factors that in your view may hinder students from seeking counseling from the school's counselor.

6. What are some of the challenges the guidance and counseling department faces?

Thank you very much for your cooperation in this study

TEACHERS QUESTIONNAIRE

I am Victor K. Saigong a student at Egerton University doing a master degree in guidance and counseling. During course work I am required to undertake a research thesis in my area of study my research topic is on "Role of Guidance and Counseling in Enhancing Student Discipline in Public Secondary Schools in Koibatek Sub-County" you have been selected as one of the respondent in this research. Your sincere and correct answer will be important in attaining this goal. All information will be treated with utmost confidentiality.

Thank You.

Section A: Demographic Information

Instruction: Tick the Correct Choice

1. Indicate your gender

Male Female

2. Indicate your years of teaching experience

1-10yrs 1-15 yrs. 16-20 yrs. over 20
yrs.

3. Indicate your training in guidance and Counseling

Seminar/Workshop Certificate Diploma Degree
 Masters Not Trained

n Guidance and Counseling

you strongly agree (SA) Agree (A) Undecided (U) Disagree (D) Strongly Disagree (SD) to the statement below. Put a tick in the box that corresponds to your answer.

The Methods used in Guidance and Counseling	SA	A	U	D	SD
Suspension					
Putting a student out of class					
Guidance and counseling					
Imposing fine					
Manual work					
Detention					
Expulsion					
Corporal punishment					

Section C: Disciplinary problems experienced by Teachers in Public secondary school.

Indicate whether you strongly agree (SA) Agree (A) Undecided (U) Disagree (D) Strongly Disagree (SD) to the statement below. Put a tick in the box that corresponds to your answer.

Student Disciplinary Problems Experienced	SA	A	U	D	SD
Drug taking					
Cheating during examination					
Laziness					
Rudeness to the teacher					
Fighting among students					
Theft among students					
Sneaking out of school					
Homosexuality/lesbianism					
Bullying					

counseling in promoting discipline

	SA	A	U	D	SD
Improve in discipline and academic performance					
Know when to seek help and information from peer counselor and teachers counselors					
Reduces students disciplinary problems					
Can handles challenges, hardships and difficulties successfully					
Understand and respect self and others					
Avoid self-harming habits and practice					

Section E: Factors That Hinder Effective Use of Guidance and Counseling

Indicate whether you strongly agree (SA) Agree (A) Undecided (U) Disagree (D) Strongly Disagree (SD) to the statement below. Put a tick in the box that corresponds to your answer.

Factors that hinder effective use of guidance and counseling	SA	A	U	D	SD
Lack of policy framework for implementation					
Lack of trained teacher counselor					
Lack of resource materials to be used during counseling session					
Lack of time allocation in the block time table					
Too much workload for teacher hence no time for counseling					
Students do not counseling seriously					
Lack of private room for guidance and counseling					

COUNSELOR QUESTIONNAIRE

I am a student at Egerton University a master degree in guidance and counseling. During course work I am required to undertake a research thesis in my area of study my research topic is on "Role of Guidance and Counseling in Enhancing Student Discipline in Public Secondary Schools in Koibatek Sub-County" you have been selected as one of the respondent in this research. Your sincere and correct answer will be important in attaining this goal. All information will be treated with at most confidentiality.

Thank You.

Section A: Demographic Information

Instruction: Tick the Correct Choice

1. Indicate your gender
 Male Female
2. Indicate your years of teaching experience
 1-10yrs 1-15 yrs. 16-20 yrs. over 20 yrs.
3. Indicate your professional training.
 diploma degree Masters
4. Indicate the level of training in guidance and Counseling training
 Seminar/Workshop Certificate Diploma Degree
 Masters Not Trained

Guidance and Counseling

You strongly agree (SA), Agree (A) Undecided (U), Disagree (D), and Strongly Disagree (SD) to the statement below. Put a tick in the box that corresponds to your answer.

	State to what extent you agree guidance and counseling program in your school has helped you in the stated ways below	SA	A	U	D	SD
1	Improve in discipline and academic performance					
2	Know when to seek help and information from peer counselors and teacher counselors.					
3	Balance leisure time with sports, games, clubs, societies and academics					
4	Reduces students disciplinary problems					
5	Behave according to the school expectation of school family and society					
6	Plays a key role in enhancing student discipline					
7	Can handle challenges, hardships and difficulties successfully					
8	Methods used have enhances student discipline					
9	Understand and respect self and others					
10	Avoid self-harming habits and practice					

Challenges of Guidance and Counseling

Following Statements

1. Suggest the person whom students prefer to seek help from when they have a problem

2. Do you believe that guidance and counseling service in your school is playing a key in enhancing students discipline?

3. Are you satisfied with the methods used in guidance and counseling in dealing with students discipline?

4. Mention in order of importance three factors that in your view may hinder students from seeking counseling from the school counselors.

5. What are some of the challenges guidance and counseling department face?

6. Mention some of the student disciplinary problems

Thank you very much for your cooperation in this study

INTERVIEW SCHEDULE FOR PRINCIPALS

opinion on the following questionnaire.

1. What level of training have you received in guidance and counseling?

2. Give your view on whether guidance and counseling plays a key role in enhancing student discipline

3. What are some of the common disciplinary problems students have?

4. Comment on any benefits guidance and counseling program in your school has brought to the students

5. Give your remarks on the methods used in guidance and counseling department in containing disciplinary problems

6. Comment on any other view you have concerning the guidance and counseling programme in your school

7. According to your opinion what are some factors that hinders effective guidance and Counseling in public secondary school in Koibatek Sub-County

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OFFICE OF THE DIRECTOR, GRADUATE SCHOOL

EM16/0004/10
The Secretary,
National Council of Science and Technology,
P. O. Box 30623-00100
NAIROBI.

Date: 24th September, 2013

Dear Sir/Madam,

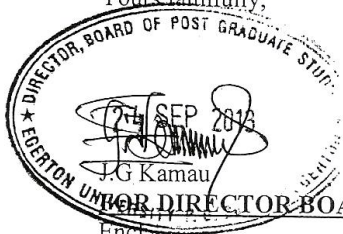
RE: REQUEST FOR RESEARCH PERMIT- VICTOR KIPKEMBOI SALGONG
REG. NO. EM16/0004/10

This is to introduce and confirm to you that the above named student is in the Department of Psychology in the Faculty of Education and Community Studies; Egerton University. He is a bonafide registered Masters student. His research topic is: *The Role of Guidance and Counseling in Enhancing Student Discipline in Secondary School in Koibatek District.*

He is at the stage of collecting data. Please issue him with a research permit to enable him undertake the studies.

We have enclosed all the necessary documentation for your necessary action.

Yours faithfully,



DIRECTOR, BOARD OF POST GRADUATE STUDIES

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JGK

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Date:

When replying please quote

Our Ref: **NACOSTI/RCD/14/013/1717**

10th October, 2013

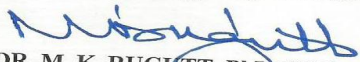
Victor Kipkemboi Salgong
Egerton University
P.O.Box 536
Egerton.

RE: RESEARCH AUTHORIZATION

Following your application dated *26th September, 2013* for authority to carry out research on *"The role of guidance and counselling in enhancing student discipline in secondary schools in Koibatek District,"* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for a period ending **31st December, 2013**.

You are advised to report to **the County Commissioner and the County Director of Education, Baringo County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Baringo County.



OF EDUCATION RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION



Telephone: 051- 752013

SUB-COUNTY EDUCATION OFFICE
P.O BOX 162
ELDAMA RAVINE

REF: KBK/ED/UM/19/VOL I/123

DATE: 1st November 2013

TO ALL PRINCIPALS
SECONDARY SCHOOLS
KOIBATEK SUB - COUNTY

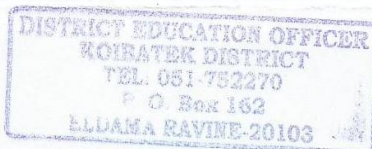
RE: **RESEARCH AUTHORIZATION**
VICTOR KIPKEMBOI SALGONG

The above stated is a student at Egerton University and has been given authority to carry out research on "The role of guidance and counseling in enhancing student discipline in secondary schools in Koibatek Sub-County". He will undertake his research for a period ending 31st December, 2013.

You are kindly asked to accord him the necessary assistance.



RICHARD OBONYO
KOIBATEK SUB – COUNTY DIRECTOR OF EDUCATION
KOIBATEK SUB – COUNTY.



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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Victor Kipkemboi Salgong
of (Address) Egerton University
P.O. Box 536, Egerton.
has been permitted to conduct research in


Location
District
County
Baringo

On the topic: The role of guidance and counselling in enhancing student discipline in secondary Schools in Koibatek District.


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Research Permit No. NACOSTI/RCD/14/013/1717
Date of issue **10th October, 2013**
Fee received **KSH. 1000.**

Applicant's
Signature




For: Secretary




National Commission for Science, Technology and Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A00321

CONDITIONS: see back page