

**INFLUENCE OF GUIDANCE AND COUNSELING ON STUDENTS'
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MATUNGULU
SUB-COUNTY, MACHAKOS COUNTY**


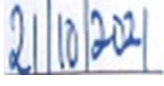
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**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Award of Degree of Master of Education in Educational Administration of South
Eastern Kenya University**

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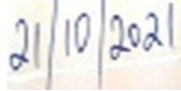
DECLARATION

I understand that plagiarism is an offence and I therefore declare that this project is my original work and has not been presented to any other institution for any other award.

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DEDICATION

I dedicate this project to my late father Mr. Gedion Mbithi Nthakyo who made great effort to take me to school at a time when educating girl child was not a priority in my maiden home area.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

ANOVA	:	Analysis of Variance
ASCA	:	American School Counselors Association
BOM	:	Board of Management
G&C	:	Guidance and Counseling
GOK	:	Government of Kenya
HCU	:	Heads of Counseling Units
HIV& AIDS	:	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
KEMI	:	Kenya Education Management Institute
MOE	:	Ministry of Education
NACOST	:	National Commission for Science and Technology Innovation
NCRC	:	National Crime Research Center
PC	:	Peer Counseling
PEs	:	Peer Educators
PICF	:	Participants' Informed Consent Form
SPSS	:	Statistical Package for Social Sciences
SQASO	:	Sub-county Quality Assurance and Standards Office
TSC	:	Teachers' Service Commission
UNESCO	:	United Nation Educational, Scientific and Cultural Organization
USA	:	United States of America

ABSTRACT

The current study was motivated by the need to investigate the extent to which guidance and counseling influences students' discipline in public secondary schools in Matungulu Sub-county. The study was guided by four research objectives: i) to determine the extent to which peer counselling influences students' discipline in public secondary schools in Matungulu Sub-county; ii) to establish the extent to which teachers' professional training in guidance and counseling influences students' discipline in public secondary schools in Matungulu Sub-county; iii) to determine the extent to which guidance and counseling resources influence students' discipline in public secondary schools in Matungulu Sub-county; and iv) to assess the influence of students' attitude towards guidance and counselling on students' discipline in public secondary schools in Matungulu Sub-county. The study employed descriptive survey research design. It targeted all (35) public secondary schools in Matungulu Sub-county, all (35) school heads, all (35) heads of counseling units and all (2,864) form three students. Simple random sampling technique was used to sample 11(10.0%) schools and 286 (10.0%) form three students. All the (11) school heads and all (11) heads of the participating schools were purposively sampled. In total, 308 participants were included. Data collection instruments included questionnaires for school heads, heads of counseling units and students. Additionally, observation checklists were used. Validity of the instruments was achieved through piloting and expert validation. Reliability was achieved through test re-test method where the instruments were piloted in schools at a time interval of two weeks and the two results were correlated using Pearson's Product Moment Correlation method. Data was entered into Statistical Package for Social Sciences (version 23) for analysis. Quantitative data was first analysed through descriptive statistics which involved generating frequencies percentages, means and standard deviations. Data was further analysed inferentially where Spearman's Rank Correlation was run at 0.05 level of significance. Qualitative data on the other hand was analysed thematically through content analysis and presented in narratives. The study results established that: there was weak positive correlation ($r = .081, p < .05$) between peer counseling and students' discipline; there was weak positive correlation ($r = .206, p < .05$) between professional qualification of teacher counselors and students' discipline; there was weak positive correlation ($r = .023, p < .05$) between guidance and counseling resources and students' discipline; and there was weak positive correlation ($r = .230, p < .05$) between attitude of students' towards guidance and counseling and students' discipline. The study recommends: peer counseling interventions to be strengthened through selection, training and supervision of peer counselors; training of teacher counselors to be improved; critical guidance and counseling resources to be availed; and awareness of the value of guidance and counseling to be enhanced so as to ensure students continue developing positive attitude towards guidance and counseling.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

Chapter one lays the foundation for the study and presents: a detailed background to the study; statement of the problem; general objective; specific objectives; research questions; significance of the study; limitations of the study; delimitations of the study; assumptions of the study; operational definition of terms; and the organization of the study.

1.2 Background to the Study

Education has been identified as an important tool of human progress. Indeed, it has been advanced that educated people are more civilized and disciplined (Rafiq, Fatima, Sohail, Saleem & Khan, 2013). Success in education is however dependent on students' discipline. In this regard, Erhunse and Adaobi (2019) highlight that disciplinary problems disrupt learning and contribute to teacher burn out. This clearly demonstrates that teachers are also required to solve students' behavior problems. However, Temitayo, Nayaya and Lukman (2013) reveal that students' indiscipline is a global problem. In light of banning of corporal punishment, guidance and counselling remains the legally accepted alternative behavior modification strategy but it is challenged by a number of factors and thus there was need for this study to assess its effectiveness.

Guidance and counselling began as a movement that started in America at the beginning of the 20th century as a reaction to industrial revolution (Toto, 2014). At the time, the purpose of guidance and counselling in schools was to prevent problematic behaviour, develop character and relate vocational interests to curriculum subjects. According to Munyasya, Cheloti and Maithya (2020a), school counselors did not exist, rather, teachers used a few minutes of their day to day to provide students with vocational guidance. In its contemporary state, guidance has grown to include counselling. Erhunse and Adaobi (2019) assert that the main goal of guidance and counselling is to help people to understand themselves in order to be able to deal with life experiences in a healthy manner.

The concepts of guidance and counselling carry different but overlapping meaning and are also interrelated with discipline. Guidance is defined by Narayana (2002) as the assistance given to an individual in making intelligent choices and adjustment. Ajowi and Simatwa (2010) define counselling as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance. On the other hand, Simatwa (2012) states that discipline is training, not only of the mind, but also in self-control and confidence, to produce an orderly behavior or character in an individual. This study defines discipline as display of behavior that is socially agreed upon as appropriate. From the foregoing, guidance and counselling services emerge as an approach that trains individuals to be disciplined.

Ajowi and Simatwa (2010) concur that society itself cannot function without the exercise of discipline. They observe that using guidance and counselling to promote discipline must continually be practised if people are to work harmoniously for the achievement of common purpose. On the same note, Salgong, Ngumi and Chege (2016) stress that teachers and schools have the responsibility of ensuring that each pupil matures steadily along his own personal line. The rationale behind offering guidance and counselling services in schools is informed by the belief that it can help students to resolve their physical, emotional and social difficulties and hence improve their discipline.

Use of guidance and counselling to manage students' indiscipline is widespread in many countries. In the United States of America (USA), guidance and counselling has been used to remedy students' indiscipline and has made a significant progress. To further this argument, a study done in America by Deidra (2013) established that comprehensive school guidance and counseling interventions offered in schools are effective in modifying students' behavior. This could be connected to the fact that school counselling in the country has evolved into a serious discipline regulated by the American School Counselor Association (ASCA) that ensures only highly trained certified school counselors are allowed to practice (Shi, 2018). This situation however compares unfavorably with other contexts where classroom teachers are picked to offer guidance

and counselling without any formal training.

Due to China's One Child policy, Chinese children are under pressure from their parents to pass their examinations. As a consequence, Davey and Zhao (2015) report that children suffer from social and education-related problems, such as test anxiety and loneliness. A study done in China by Shi (2018) confirmed this when it found out that 10% of Chinese youths experienced behavioral problems leading to indiscipline issues which included anxiety, depression, alcoholism, suicidal and criminal activity. Although there are mental health consultation rooms in every school, stigma associated with counselling and school counselors' lack of skills are some of the identified challenges (Cook, Lei, & Chiang, 2010). It is clear from the discussion that school guidance and counselling in China is challenged to address students' indiscipline.

Uzoamaka (2013) reports that schools in Nigeria use guidance and counselling services to address students' truant behavior which is a major discipline challenge cutting across every stratum of the educational system. The report observes that guidance and counselling services are inadequate to address escalating indiscipline. The report further notes that guidance and counselling services are faced with numerous challenges ranging from inadequate facilities, negative student attitudes to insufficient budgets. This implies that guidance and counselling has not successfully solved indiscipline in Nigeria. This study set out to establish the level of adequacy of guidance and counselling services on students' discipline.

The need for formal guidance and counselling in Uganda schools was realized in the 1960s, when the Ministry of Education then established the office of Career Guidance at its headquarters in Kampala. Nyan (2014) reports that school guidance and counselling in Uganda is used to address a vast array of student problems ranging from personal, discipline, academic, social to career issues. Guidance and counselling services in Ugandan schools have also been strengthened to help students with emotional needs; particularly those infected and affected by HIV/AIDS. However, according to the Ministry of Health estimates for 2015, HIV incidences among adolescents remains high

(Uganda AIDS Commission, 2017). It is evident from the discussion that the effectiveness of guidance and counselling to address indiscipline is challenged by a number of factors.

Although countries seem to be embracing guidance and counselling to address students' discipline, it is emerging from the discussion that the effectiveness of such services is constrained by several factors some of which aroused the interest of this study. These factors are: issues surrounding peer counselling interventions; professional training of teacher-counselors; guidance and counselling resources; and students' attitudes towards guidance and counselling. This study aimed at exposing how these factors influence the effectiveness of guidance and counselling in managing students' indiscipline.

An effective school guidance and counselling program should include peer counselling. Kelly, Odongo, Mobegi, Aloka and Nyareki (2016) stated that young people are more likely to change their behavior if peers they like and trust advocate change of social norms. Peer counselling interventions aim at tapping the power of group socialization. In this line of argument, Ambayo and Ngumi (2016) assert that group socialization in adolescents is shaped by peers when they try to behave according to group norms. Peer counselling addresses positive behavior change by attempting to modify a person's knowledge, attitudes, beliefs and behavior. Mulwa (2014) highlights that peer counselors also assist in identifying students with problems and making referrals to the school counselors. However, there are concerns that peer counselors are not selected competitively by students, trained and supervised as it should be (Kamore & Tiego, 2015a). This study was undertaken to assess the effectiveness of peer counselling in addressing indiscipline.

Professional school counselors with skills in behavior management and discipline can assist teachers to modify challenging students' behavior. School counselors require training in practical strategies as part of effective systematic approach to enhancing students' discipline (Kamore & Tiego, 2015b; Shi, 2018). In most cases, students result to indiscipline when they lack a professional who can listen to their issues and give them appropriate direction. Related to this, Mboya (2015) asserts that adolescents seek

assistance from a counselor who shows them warmth understanding and friendliness by which their confidence and trust is won. However, Nyingi (2014) laments that lack of training in guidance and counselling has been noted as a major factor causing ineffectiveness of guidance and counselling services. When teacher counselors are not trained, they lack the skills required to handle students' indiscipline. This study investigated how training of teacher counselor's influences students' discipline.

For guidance and counselling to actually take place in school, related resources must be provided at bare minimum. To Nyan (2014), guidance and counselling services require financial and non-financial resources. A study done in Nigeria by Iyabo (2016) concludes that unavailability of guidance and counselling resources challenges teacher counselors to offer effective services and as a consequence, students' disciplinary problems are not addressed. While maintaining counselling is a private and confidential service, the study explains that lack of or inappropriate location of guidance and counselling office may compromise students' confidentiality and thus affect their attitude towards seeking these services. Wambu and Fisher (2015) on their part add that lack of or limited resources in the form of financial budgets, computer facilities, guidebook, career booklets, handbook for different occupations, books on social psychology, films and videos among others hinder effective service delivery. With ineffective guidance and counselling services, it follows that students' problems will remain unresolved leading to escalation of indiscipline. This study was designed to take stock of available resources and make a determination on how they influence discipline.

The attitude of students towards guidance and counselling services is another factor which can influence utilization of these services. According to Eyo, Joshua and Esuong (2010), attitude is a condition of readiness for a certain type of activity. Auni, Songok, Ong'unya and Nabwire (2014) maintain that the attitude held by students towards seeking help determines how effectively guidance and counselling services may be used. On this note, Nyan (2014) argued that students with positive attitude towards seeking help are more likely to seek guidance and counselling services than those with negative one. This argument was validated by a study done in Kwale County by Mutua, Kaaria and

Wamalwa (2018) which reported a significant positive relationship between the two variables suggesting that an increase in positive attitude would increase utilization of these services. While negative attitude may hinder students from accessing help, positive attitude may on the other hand motivate them to seek help. For this reason, more students should be able to access guidance and counselling services voluntarily if guidance and counselling is to have meaningful impact on their discipline. This study was tailored to investigate how students' attitude towards guidance and counselling influences their discipline.

Indiscipline is a wide spread phenomenon. A US national survey on indicators of school crime and safety prepared by Rober, Kemp, Rathbun and Morgan (2014) for National Center for Education Statistics (NCES) showed that there were about 1,364,900 non-fatal victimizations in schools including 615,600 thefts and 749,200 violent victimizations, 89,000 of which were serious violent victimizations. On the same note, Mwaura and Thinguri (2015) report that in American schools, about 45% of the teachers leave teaching profession annually citing students' indiscipline as the main cause.

In Nigeria, Miriti (2012) reported that the government ordered the closure of all colleges of technology after the students decided to boycott classes. A recent study done by Erhunse and Adaobi (2019) on counselling strategies for resolving disciplinary problems conducted in public secondary schools reported that there had been unprecedented increase in students' misconduct reaching to a point where schools were blamed for student's indiscipline. Schools in Tanzania are also grappling with indiscipline challenges which include: truancy, sexual harassment and bullying (Sima, 2010). Perhaps, it is clear that alternative disciplinary strategies are not effective in addressing students' indiscipline.

Guidance and Counselling in Kenya has grown out of the need to address discipline problems in schools (Ajowi & Simatwa, 2010). The Ominde Report noted that every Kenyan child has a right to guidance and counselling services (Republic of Kenya, 1964). Additionally, the Gachathi Report stressed the need for all teachers to be trained to

provide guidance and counselling services (Republic of Kenya, 1976). The report further recommended that guidance and counselling be taught through subjects like Religious Education as well as Social Education and Ethics to enable the schools promote the growth of self-discipline among students.

Despite these recommendations, guidance and counselling services have failed to meet the needs of students (Wambu & Fisher, 2015). A special audit committee appointed by the Ministry of Education (MOE) to probe cases of school fires in public secondary schools during the second term of 2016 established that disciplinary processes did not conform to the Basic Education Act 2013 provisions and that some schools were still administering corporal punishment instead of guidance and counselling which is recommended by the Act. It can be therefore concluded that guidance and counselling services in Kenya have not been used successfully to address students' indiscipline and therefore, there was need for this study.

Cheloti and Mungai (2016) reported that drug and substance abuse, peer pressure, youth rebellion, and lack of proper guidance are the main challenges facing schools in Kenya. Another national study done by National Crime Research Centre (2017) conducted in 16 counties in Kenya showed that proliferation of indiscipline across schools and lack of effective guidance and counselling support services in schools were responsible for recurrence of student unrests and violence in the second term of 2016. On the same note, Wanzala (2018) reports that there were 483 and 416 incidences of schools' unrests in 2016 and 2017 respectively in Kenya which led to the closure of schools and disrupted learning. Students' indiscipline has serious implications to the economy and security of a country. This study sought to assess the influence of guidance and counselling services in managing students' indiscipline.

1.3 Statement of the Problem

Guidance and counselling was introduced in Kenyan schools in 1976 following recommendations of the Gachathi education commission. Its main aim was to provide emotional support to learners and help them cope and relate well with others, cope with

the school environment and hence mitigate discipline issues in schools. Basic Education Act 2013 stipulates that schools should use guidance and counselling to address discipline issues. The government further banned the use of corporal punishment through the children Acts (2001) and emphasized the use of guidance and counselling to ensure lifelong positive behavior change.

However, schools in Matungulu Sub-county have experienced different forms of indiscipline. According to a report from Matungulu Sub-County Quality Assurance and Standards Office (2020), cases of truancy, laxity and negative influence, sneaking away from school, arson attempts, bullying and sneaking electronic communication devices into schools are prevalent in the Sub-county. Similarly, more often than not, students are seen in uniform loitering around shopping centers during school hours. Some students indulge in drugs especially when going on mid-term or when schools close. Some schools have had to close temporary when students burn school property or stage mass walkouts. This raises questions as to whether school guidance and counselling is achieving its objectives in secondary schools in Matungulu sub- county and hence the need for this study.

1.4 General Objective

The general objective of the study was to investigate the extent to which guidance and counseling influences students' discipline in public secondary schools in Matungulu Sub-county, Machakos County.

1.4.1 Specific Objectives

The specific objectives of the study were to:

- i. Determine the extent to which peer counselling influences students' discipline in public secondary schools in Matungulu Sub-county.
- ii. Establish the extent to which teacher professional training in guidance and counseling influences students' discipline in public secondary schools in Matungulu Sub-county.
- iii. Determine the extent to which guidance and counseling resources influence students' discipline in public secondary schools in Matungulu Sub-county.

- iv. Assess the influence of students' attitudes towards guidance and counselling on students' discipline in public secondary schools in Matungulu Sub-county.

1.5 Research Questions

The study was guided by the following questions:

- i. To what extent does peer counseling influence students' discipline in public secondary schools in Matungulu Sub-county?
- ii. How does professional training of teacher counselors influence students' discipline in public secondary schools in Matungulu Sub-county?
- iii. To what extent do guidance and counseling resources influence students' discipline in public secondary schools in Matungulu Sub-county?
- iv. How does attitude of students towards guidance and counselling influence students' discipline in public secondary schools in Matungulu Sub-county?

1.6 Significance of the Study

The findings of the current study may help the Ministry of Education, Science and Technology (MOE) in the formulation of policies relevant to the management of students' behaviour in public secondary schools. School heads can use the study findings to assess the effectiveness of strategies used to curb students' indiscipline by use of guidance and counselling with a view of improving them. School Boards of Managements (BOM) can use the findings to understand the challenges facing implementation of guidance and counselling services and may be ensure that there are facilities for guidance and counselling in schools. Similarly, the findings of the study may be useful to Teachers' Service Commission (TSC) in establishing the adequacy of teacher counselors in schools and post some to schools that lack the service. Also, the Kenya Education Management Institute (KEMI) may use the findings to understand the training need of teachers and probably in-service them in guidance and counselling services. The findings will also make special contribution to the existing body of knowledge and address existing research gaps. For instance, researchers in this field of educational administration might utilize the results of this study as part of secondary data in enhancing future empirical studies.

1.7 Limitations of the Study

The study was limited by some factors beyond the control of the researcher. The study had anticipated that School Heads would withhold information on implementation of guidance and counselling services in their schools for fear of reprimand from MOE. To overcome this challenge, the study triangulated and asked the same questions to the heads of counselling units. High teacher's workload affected the availability of heads of counselling units to participate in the study. The researcher left questionnaires with the school heads and heads of counselling units to fill when they were free and further sent reminder messages over their phone. Although the study had anticipated that form three students would be available, in some schools they were unavailable and the researcher made repeat visits to ensure that they were sampled when they were available.

1.8 Delimitations of the Study

The study was delimited to public secondary schools in Matungulu Sub-county although there were other private schools in the Sub-county. The study was delimited to investigating only four variables that influence the effectiveness of guidance and counselling in managing students' discipline which include: peer counselling, teacher professional training in guidance and counselling, availability of guidance and counselling resources, and students' attitudes towards guidance and counselling. Finally, the study was delimited to responses from school heads, teachers and students.

1.9 Assumptions of the Study

It was assumed that all schools had guidance and counselling departments irrespective of the size of the school and that respondents were willing to answer the questions correctly and truthfully.

1.10 Operational Definition of Terms

Attitude; refers to positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation.

Counseling; refers to helping process that uses the safety of a special relationship between the counselor and the counselee-who together explore the thoughts, feelings and counselor attitudes of the counselee with the objective of tapping the resources within the counselee to effect healing and change.

Discipline; refers to display of behavior that is socially agreed upon as appropriate.

Guidance; refers to all the activities rendered by educational institutions, which are primarily concerned with assisting individual students understand themselves, thus their needs, interests abilities and potentials. Guidance also refers to advise given to the students to show them the right direction to take in their academic and social life.

Guidance and Counseling Resources; refer to financial and non-financial resources available to guidance and counseling departments so as to implement effective guidance and counseling services. For the purposes of this study, they include financial budgets, counseling office, computer facilities, students and teacher guidance and counseling reference materials.

Teacher counselor; refers to a professional teacher with additional skills of helping students to deal with challenges in their lives by creating a relationship with them.

Peer counseling; refers to a process in which trained and supervised students offer listening, support, alternatives and other verbal and non-verbal interaction but little or no advice to students who refer themselves.

Professional training; for the purpose of this study, professional training refers to the additional training in guidance and counseling acquired on top of their ordinary training as teachers so as to be able to offer effective guidance and counseling services.

1.11 Organization of the study

This study is organized into six chapters. Chapter one contains background to the study, statement of the problem, objectives of the study, research questions, significance of the

study, limitations, delimitations of the study, assumptions of the study, operational definition of terms and organization of the study. Chapter two presents the literature review organized according to the study themes and a summary of literature review. Client centered theory on which the study is anchored has been discussed and also a conceptual framework that shows the interrelationship between the study variables has been presented and discussed. Chapter three describes in detail the methods used to implement the study. Chapter four presents the study results. Chapter five discusses and interprets study results in relation to reviewed literature. Chapter six presents conclusions and recommendations for further action and research.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter presents reviewed literature on the study variables arranged as follows: the concept of discipline and behavior modification through guidance and counselling; peer counselling and students' discipline; professional training of teacher counselors and students' discipline; influence of guidance and counselling resources on students' discipline as well as influence of students' attitudes towards guidance and counselling services on students' discipline; summary of literature review; theoretical framework and conceptual framework.

2.2 The Concept of Guidance and Counseling and Students' Discipline

The concept of discipline has been given different definitions by different scholars. Egwunyenga (2009) defined discipline as training that ensures that an individual develops orderly conduct, self-control as well as self-direction. According to Simatwa (2012), discipline is training, not only of the mind, but also in self-control and confidence, to produce an orderly behavior or character in an individual. To Eke (2013) cited by Erhunse and Adaobi (2019), discipline is teaching students to observe school rules and regulations and to respect authorities. Indiscipline on the other hand can be seen as display of a behavior that is socially inappropriate.

Use of guidance and counselling to modify students' behavior is informed by the conception that students' indiscipline is caused by unattended psychological needs. For instance, Egbochukwu (2012) explains that students might result to deviant behavior to ventilate their anger when they experience psychological imbalance caused by other factors beyond their control. Okeke (1989) cited by Uzoechina, Oguegbu, Akachukwu and Nwaso (2015) recommended guidance and counselling strategies for modifying behavior in schools to include: systematic desensitization of classical conditioning

models, rational emotive behavior therapy, modeling, vicarious reinforcement programmes and peer reinforcement.

Egbochukwu (2012) emphasized that guidance and counselling should employ behavior therapy and aim at: identifying problematic behavior; creating new learning opportunities and expansion of behavior responses available to student counselee. Uzoechina, Oguegbu, Akachukwu and Nwaso (2015) still cite Egbochukwu (2012) who advise teacher counselors to employ cognitive behavior therapy technique that involves recognizing and changing negative and maladaptive patterns of thought in students' minds. The assumption is that once cognitive change is achieved, the behavioral change would naturally follow as individuals act out of what they think.

Uzoechina, Oguegbu, Akachukwu and Nwaso (2015) claim that all these guidance and counselling strategies suggested by Okeke (1989) and Egbochukwu (2012) are adequate to address serious maladaptive behavior such as truancy, conflict, absenteeism, lateness, anxiety, stress and depression. Of interest to this study is the suggestion that peer reinforcement can be used in the framework of comprehensive school guidance and counselling program to modify undesirable behavior. The outlined counselling models and techniques require the person administering guidance and counselling to have not only covered adequate content but to have also gained practical skills in counselling. Resources such as office, counselor and students aids are also required. Further, the counselee should be willing to be helped and open up during counselling sessions and therefore, attitude towards guidance and counselling services remains paramount. These factors will be outlined in the next sections.

2.3 Peer Counseling and Students' Discipline

Bett (2013) defines peer counselling as guidance and counselling services offered by students to their peers. Kamore and Tiego (2015a) defined peer counselling as a process in which trained and supervised students offer listening, support, alternatives and other verbal and non-verbal interaction, but little or no advice to students who refer themselves to them. Munyasya, Cheloti and Maithya (2020a) aver that students are more comfortable

to seek help from their peers than from trained counselors. For this reason, Bururia, Marangu and Nyaga (2014) recommend peer counselors to be trained so as to develop communication and problem solving skills. Most schools however are not able to identify the right students who can act as role models to the other students and be trained as peer counselors.

Kamore and Tiego (2015a) assert that students peer counsellors can help students to develop positive behaviours. Bett (2013) indeed concurs that students who share similar characteristics and age tend to influence one another's behavior significantly. Munyasya, Cheloti and Maithya (2020a) while citing Mulwa (2014) maintain that peer counselors help in identifying students who require counseling and refer them to teacher counselors. From the discussion, it emerges that peer counseling strengthens guidance and counseling services.

For peer counseling to be effective, emphasis needs to be placed on selection, training and supervision. In this regard, Bett (2013) points out that peer counselors should be selected with care to ensure only students with good character and academic background are selected. Kamore and Tiego (2015a) citing a Kenya Institute of Education (2004) report conclude that young people tend to respect, trust and support peer counselors whom they have selected. This suggests that students' should be allowed to select their peer counselors. On training, Chireshe (2013) argues that peer counselors should be trained on helping as well as life skills. Kamore and Tiego (2015a) still emphasize that peer counselors should be supervised by counseling departments so as to enhance their effectiveness in discharging their duties. This study aimed at assessing the selection, training and supervision of peer counselors in schools.

Munyasya, Cheloti and Maithya (2020a) citing Lapan (2001) reveal that peer counselors in America schools are trained and selected competitively by students. Munyasya, Cheloti and Maithya (2020a) further confirm that peer counselors are effective in orienting new students to school; identifying students who have issues and referring them to school counselors for specialized counseling. It can be seen that peer counselors serve

their roles effectively.

A study done in Iran by Hatami, Kazemi and Mehrabi (2015) which sought to investigate the influence of peer education on sexual health knowledge found out that training of improved sexual health knowledge. This was an intervention study which involved a group that was trained and another control group that was not given any training. This study confirms that training improves the effectiveness of peer counselors.

A study done in Zimbabwe by Chireshe (2013) to establish the status of peer counselling showed that most of the peer counselors were not trained hence they lacked counselling skills. The study further found out that peer counselors were not competitively selected by students. As a result, the study reported that peer counselors experienced underrating and resistance other students. The findings of this study emphasize the importance of selection and training of peer counselors. There was need for this current study to investigate selection and training of peer counselors in Matungulu Sub-county schools and make a determination on such pillars of effective peer counseling influence students' discipline.

Peer counseling is also in place in Uganda although there is evidence to show it is not effective. For instance, Aloka, Atieno, Mobegi, Odongo and Ongoro (2016) citing a study done in Uganda reported that peer counselors are not trained. As a consequence, the authors lamented that peer counselors are not able to address students' problems. This study probed whether peer counselors in Matungulu Sub-county schools were equipped with skills required to address students' discipline.

According to Munyasya, Cheloti and Maithya (2020a), peer counselling was introduced in Kenyan schools following recommendations of Kamunge and Koech reports. Kamunge and Koech reports recommended peer counselling services to be established in all educational institutions to motivate the youth to express their desire to protect themselves against HIV/AIDS and other social and psychological problems (Republic of Kenya, 1988; 1999 respectively). Peer counseling was introduced so as to strengthen

guidance and counseling services.

Aloka, Mito, Osodo, Osodo, Raburu (2016) carried out a study on the role of peer counselors in the promotion of students' discipline in Ugunja Sub-county. The study adopted descriptive survey design. The study results showed that peer counselling had helped students to improve on various aspects of discipline as follows: understand themselves and their fellow students; improve on time management and classroom behavior; establish secure school environment; and develop their self-image. This study provides evidence that peer counselling has been successful in Ugunja Sub-county in managing students' discipline. This study explored the influence of peer counselling in managing students' discipline in schools in Matungulu Sub-county.

Kelly, Odongo, Mobegi, Aloka and Nyareki (2016) carried out a study on the influence of peer counselors training on their effectiveness in addressing risky sexual behaviors among students in public secondary schools in Kisii Central Sub-County. The study adopted ex-post facto research design and sampled 322 students, 317 peer counselors and 6 secondary schools using stratified and purposive sampling techniques. Questionnaires were used to collect data. The study results showed that peer counselling has positive impact on students' social adjustment in the schools where it existed. Further, the study findings revealed that there is a positive relationship between peer counselors' training and their effectiveness on counselling. However, the present study sampled 286 form three students, 11 Heads of Counselling Units and schools heads and therefore did not take responses from peer counselors.

A study done in public secondary schools in Kitui county by Mulwa (2020) on influence of principals' use of peer counselling as an alternative disciplinary method on students' discipline in Kitui County, Kenya showed that peer counselling had a significance ($R = 0.518$; $p < 0.05$) influence on students' discipline. The study employed a sample of 101 respondents and used questionnaires to collect data. This study was significant to the current study in that it employed inferential statistics to establish whether a relationship exists between peer counselling and students' discipline like the current study. However,

the study differs with the current study because it adopted the ex-post-facto research design while the present study adopted descriptive research design.

2.4 Professional Training of Teacher Counselors and Students' Discipline

According to Shi (2018), there are basic counselling skills that a teacher counselor needs to have in order to be able to conduct an effective guidance and counselling session. For example, a teacher counselor needs to have good attention skills to what the student is saying and also possess good paraphrasing skills in order to be able to listen and pick out the most important details. Mboya (2015) asserts that the teacher counselor should have good self-disclosure skills to enable him/her to constructively share some of his or her own experience and feelings with the client. Teacher counselors therefore need to be trained in guidance and counselling so as to acquire technical skills which are prerequisite to administering effective guidance and counselling services that can enable students to resolve their issues, and thus reduce cases of students' indiscipline such as unrests in schools.

In the United States, only professionally qualified counselors are allowed to practice. The American School of Counselling Association (ASCA) recommends only certified and licensed school counselors who have at least a master's degree in school counseling to practice (ASCA, 2016). As it can be seen, school counselors have the required professional competency required to address students' issues. Stone and Dahir (2006) reveal that such competent counselors are employed across all levels of educational institutions. It can be seen that school counselling in the US has evolved into a serious professional discipline.

In the African continent, there is evidence which suggests that guidance and counselling interventions offered in schools are weak and unregulated. In Nigeria, for instance, a study done by Iyabo (2016) concluded that lack of trained school counselors was responsible for weak guidance and counseling services. Lack of training could have negative consequences on delivery of guidance and counselling services to students.

By sampling 49 school counselors from 18 schools and adopting a descriptive survey

research design, Frank, Haihambo, Mushaandja and Vergnani (2013) who investigated challenges facing teacher counselors in schools in Namibia found out that teacher-counselors lacked skills to effectively address learners' psychosocial needs. Data was collected mainly through documentary analysis, interviews and focus group discussions while the present study employed questionnaires and observation checklists. The findings of this study builds on Iyabo (2016) which also established that school counselors were not trained in guidance and counseling.

The same situation seems to be replicated in Kenya with evidence showing that majority of teacher counselors are not trained. For instance, a study done in Kenya by Wambu and Fisher (2015) concluded that majority of teacher counselors had not been trained and in most cases, they had only attended training seminars and workshops which were inadequate. This study noted that teacher counselors were either hand-picked by the principal or appointed by the Teachers' Service Commission to fill the position of school counselor without any consideration on training. The study further concluded that lack of training of teacher counselors has militated against delivery of effective guidance and counseling services.

In their research, Owino and Odera (2014) who sampled 756 respondents to investigate constraints affecting attitude of teachers towards practicing guidance and counselling teachers in Kisumu West Sub-county primary schools established that schools lacked trained teacher counselors. However, this study was done at primary school level while the present study was implemented in secondary school level. Therefore, there was need to conduct a study at secondary school level so as to ascertain whether the situation was the same.

By employing a descriptive survey research design and drawing a sample of 200 students and 18 teacher counselors using a mix of stratified random and simple random techniques, Ruto, Munduku and Kosgey (2017) in their study on determinants of effective guidance and counselling programmes conducted in public secondary schools in Kericho Sub-county of Kenya established that majority of teacher counselors had not

trained. The study further found out that there were only few teacher counselors who had attended training seminars. It is clear from the findings of studies reviewed in this section that majority of school do not have trained teacher counselors. A study to explore on the situation in public secondary schools in Matungulu Sub-county had not been done and hence there was need for this study.

2.5 Guidance and Counselling Resources and Students' Discipline

Confidentiality remains a cardinal rule of guidance and counselling (Shi, 2018). It is only when students are assured that what transpires during their counselling sessions will not be exposed to third parties that they gain confidence to access such counselling services (Egbochukwu, 2012). Therefore, availability and location of guidance and counselling offices remain critical in enhancing access of utilization of guidance and counselling services. In many societies, seeking counselling is associated with an individual having problems and they are therefore stigmatized (Shi, 2018). For this matter, students do not want to be seen seeking guidance and counselling services. When students access guidance and counselling services more often, there is a high potential for their behavior to be modified (Egbochukwu, 2012). In this sense, availability of guidance and counselling resources such as office and storage facilities which guarantees confidentiality can be seen to influence students' discipline.

Owino and Odera (2014) cite a study done in America which reports that American schools have adequate resources, equipment and confidential offices suitable for counselling. With qualified school counselors as reported by Stone and Dahir (2006), and adequate resources, it can be inferred that guidance and counselling services are strengthened to address students' disciplinary problems. Effective guidance and counselling services in schools create a safe school environment. It can therefore be concluded that enough guidance and counselling resources have enabled schools to offer effective guidance and counselling services.

Other countries like Sri Lanka do not have adequate guidance and counseling resources. To further this claim, a descriptive study which employed questionnaires and interview

guides done in four schools in Anuradhapura District of Sri Lanka by Chaturika (2015) to investigate students' perception on school counselling services established that schools were lacking counselling rooms. However this study included a smaller sample of schools while the present study included a larger proportion to fill that gap.

Iyabo (2016) study done in Nigeria still arrives at the same conclusion – schools lack adequate resources. For instance, this study found out schools lack sufficient financial budgets and lack counselling offices. The study also reports that the location of the office is inappropriate in few schools that have them considering that guidance and counselling is a private and confidential service. The study concludes that guidance and counselling services are weak to address students' problems perhaps due to lack of critical resources.

A similar situation is prevalent in Zambian schools. This situation was revealed by a study done by Mweemba (2016) who investigated students' perceptions of guidance and counselling services offered in selected secondary schools which showed that lack of or poor location of counselling office was demotivating students' from seeking guidance and counselling services. This study was carried out in 4 schools where it included the four school heads, the 4 heads of counseling units and 363 students. Compared to the present study, this study included more methods of collecting data which included questionnaires, interview guides and focus group discussion. However, the study was undertaken in fewer number of schools compared to the present study.

The situation is not any different from Kenya. Wambu and Fisher (2015) in their study have noted that majority of schools do not have adequate resources which include offices equipped with DVD's, books, office supplies. The authors lament that the situation is so bad that in some schools, teacher counselors are forced to share offices with other teachers and thus compromising students' confidentiality. They also report that in some other schools, the offices, where available, are poorly located. The study recommends schools to set sufficient budgets for guidance and counseling departments.

Other scholars like Salgong, Ngumi, and Chege (2016) have also explored the situation

when they investigated the role played by guidance and counselling in enhancing students' discipline in secondary schools in Koibatek Sub-county. Through adopting a descriptive survey research design, this study found out that schools lacked resources such computer facilities and storage facilities. A storage facility is a critical resource that is needed to preserve the confidentiality of students' counselling records.

2.6 Students' Attitudes towards Guidance and Counseling Services and Students' Discipline

Attitude towards guidance and counselling has significance influence on how students access counseling services. Munyasya, Cheloti and Maithya (2020b) quoting Eyo, Joshua and Esuong (2010) define attitude as a predisposition which develops through a long and complex process. To Auni, Songok and Nabwire (2014), attitude towards guidance and counselling influence access. To further this claim, Munyasya, Cheloti and Maithya (2020b) point out that students with positive attitude toward seeking help are more likely to seek counselling than those with negative ones. When students access guidance and counseling, they are helped to overcome their personal difficulties. It can be seen from the foregoing that attitude towards guidance and counseling is a significant variance that can predict students' discipline.

Although China has many mental consultation offices in schools to assist students with problems, Shi (2018) reports that many students do not seek the services. Many students are afraid of being regarded as abnormal or mentally ill if they are seen seeking help from these offices suggesting that students have negative attitudes towards guidance and counselling. As a result of students possessing negative attitudes towards guidance and counselling that hinders them from seeking help, some students develop serious psychological disorders (Davey & Zhao, 2015). It is therefore necessary that a study was carried out to establish students' attitudes towards guidance and counselling so as to understand how it affects delivery of guidance and counselling services in improving students' discipline.

Similarly, it has been noted that negative attitude towards guidance and counselling hinders students from seeking guidance and counselling services in Malaysia. Masoumeh,

Seyed, Seyedeh, and Mohd (2014) carried out a study on international students' mental health and attitude toward counselling centers in Malaysia. The study targeted a population of 412 students and simple random sampling technique was used to sample 150 students. The study results showed that negative attitude towards guidance and counselling hindered students from non-western countries from seeking help although they were found to be experiencing mental challenges due to their diverse cultural backgrounds. It can therefore be concluded that negative attitudes towards guidance and counselling leads to low seeking help behavior.

Some studies in Nigeria report that students' attitudes towards guidance and counselling are negative while others show that they are positive. Eyo, Joshua and Esuong (2010) carried a study on attitude of secondary school students towards guidance and counselling services in Cross River State of Nigeria. The study employed descriptive survey research design and stratified random sampling technique to select 400 students. The study results revealed that students' attitude towards guidance and counselling services were significantly positive. As a result, the study found out that a significant proportion of students were seeking guidance and counselling services suggesting guidance and counselling services were effective in addressing students' discipline issues.

However, this study contradicted another by Agi (2014) on students' perception of school counselling and their attitudes toward its programmes conducted in secondary schools in Cross River State that showed that 71.8% of students had low perception of counselling while 28.2% had high perception. Further, the study findings revealed that 72.5% of respondent had negative attitudes towards counselling while 27.5% had positive attitudes. The study employed a descriptive survey design and stratified random sampling technique to select 640 senior secondary students from 8 schools. Eyo, Joshua and Esuong (2010) study findings also disagreed with Ubana (2008) study on the attitude of secondary school students towards guidance and counselling conducted in secondary schools in Cross River State that found out that students' attitude towards guidance and counselling service

Nyan (2014) investigated students' and teachers' perception of counselling services in Pallisa District in Eastern Uganda. The study was purely quantitative guided by a cross-sectional survey design involving 30 teachers and 255 students selected from 10 schools. Data was collected using a self-administered questionnaire for both teachers and students. The study results showed that there is a moderate positive significant relationship between teacher student perceptions and counselling services. Positive attitudes towards guidance and counselling could suggest that more students were seeking guidance and counselling services whenever they faced personal problems.

In Kenya, students' attitudes towards guidance and counselling have remained largely negative. Opondo, Alokaand Raburu (2017) carried out a study on the relationship between attitude towards guidance and counselling programme and adjustment of re-admitted teenage mothers in Ugenya Sub-county. The study results showed that the relationship between readmitted teenage mothers attitude towards guidance and counselling and adjustment was positive and moderate but statistically significant ($r = .550, n=166, p<.05$). The results implied that increase in attitudes towards guidance and counselling resulted to improvement in adjustment. The results of this study provide evidence that attitude is very important in changing the thinking, behaviors and reshaping of students' social behavior thus was the concern for the current study.

A study by Mutua, Kaaria and Wamalwa (2018) on the influence of students' attitude and readiness to seek guidance and counselling on the performance of guidance and counselling in secondary schools conducted in Kwale County found that majority of the students (58.72%) had a negative attitude towards guidance and counselling programme in their schools. Further, a chi-square test showed that there is a significant relationship between students' attitude towards guidance and counselling services and the performance of guidance and counselling programme in public secondary schools in Kwale County. The study adopted a descriptive survey design and randomly selected 710 students.

A qualitative study done in Baringo County by Kiptala and Kipruto (2021) on students'

perception of the influence of guidance and counselling services and academic performance concluded that students had positive attitudes towards guidance and counselling services. However this study investigated how guidance and counselling would help in improving academic performance while the current study was interested with how guidance and counselling could improve students' discipline. The study included a sample of 12 secondary schools, 130 students, 12 teachers. Data collection was purely qualitative involving Focus Group Discussion (FDG) and interview while the present study employed questionnaire so as to collect quantitative data. There was need therefore to conduct a study to explore students' attitudes towards guidance and counseling in Matungulu Sub-county.

2.7 Summary of Literature Review

Literature review in this study presents guidance and counselling as a holistic approach in managing students' discipline. Functional guidance and counselling services have been shown to resolve students' problems and therefore lower indiscipline cases. On the contrary, the review has also emphasized that non-effective guidance and counselling interventions are ineffective in addressing students' discipline. Literature review has focused on four variables which include: peer counselling; professional qualification of teacher counselors; guidance and counselling resources; and students' attitudes towards guidance and counselling services.

Literature presented has demonstrated that peer counselling modifies students' behavior through peer reinforcement. It has been argued that peer counselors are more likely to be accepted by their peers. They help teacher counselors to identify students who require counselling and make referrals. However, for peer counselors to be approved by the rest of the student body, literature has asserted that they ought to be selected by the students. It has also emerged that peer counselors, once selected, should be trained and supervised by counselling departments. Empirical literature has identified gaps in selection, training and supervision.

On professional qualification of teacher counselor, training of teacher counselors in guidance and counselling has been presented as a key component of effective guidance and counselling. In the best case scenario, it has been argued that school counselors should be exposed to rigorous training and supervised by highly qualified practicing counselors in their clinical training. However, empirical evidence has shown that school guidance and counselling, as a discipline, is still young in many countries including Kenya where any teacher without any formal training is assigned additional duties of guidance and counselling. It emerged that there are serious gaps in teacher counselor professional training.

While emphasizing that the best environment where guidance and counselling can thrive is where counselor-counselee relationship is guaranteed confidentiality, resources such as suitably located office and storage facilities for students' files have been identified to play this role. Still, other resources such as teacher counselling reference materials and related infrastructure have been shown to build the capacity of counselling departments. However, empirical literature review reveals a sorry state of affairs in most of the guidance and counselling departments where the departments lack offices or they are poorly located and almost all other critical resources including sufficient budgets are lacking.

The review has established that attitude hinders or enhances access to guidance and counselling services. It has been revealed that negative attitude towards guidance and counselling discourages students from seeking counselling services while on the other hand, positive attitude towards the services motivates students to seek these services. An increase in positive attitude towards guidance and counselling was found to be positively correlated with access. Empirical evidence regarding the nature of students' attitude towards guidance and counselling is mixed – with some studies reporting negative attitude while other positive. This study sought to establish the nature of students' attitude towards guidance and counselling and conduct further inferential test to determine how attitude influences students' discipline.

2.8 Theoretical Framework

This study was premised on Client Centered Theory advanced by Carl Rogers (1940). The theory states that people are capable of self-healing and personal growth which leads to self-actualization. Rogers (1940) believes that the counselor creates an atmosphere which enables the client to understand him/herself. The theory proposes a counselling approach that is non-directive implying that the teacher counselor should allow the student to lead discussions and should not try to steer the student in a particular direction.

According to Carl Rogers, teacher-counselors should possess three key qualities: Genuineness – ability to share his/her feeling honestly so as to help teach the student develop this important skill; Unconditional positive regard – to be able to accept the students for who they are and display support and care no matter what the student is facing or experiencing; and empathetic understanding – the counselor needs to be reflective, acting as the mirror of the student’s feelings and thoughts so as to allow the student to gain a clearer understanding of their own inner thoughts, perceptions, and emotions. The teacher counselor can apply this theory by creating an enabling environment for students to express themselves, open up, realize their potential and hence meet their goals.

The theory has several strengths. For example, it aids in helping the client’s problems by increasing the client’s sense of well-being. This therapy makes the client to explore their true self by being honest and empowers them to be able to solve their own problems. Another stronghold of the client centered approach is that it makes the therapist accept the client the way they are without judging them. It also gives the client a chance to reflect on their previous behavior and identify areas that they need to develop on.

However, the theory has been criticized by Prochaska and Norcross (2007) for relying on one self-report measures which are so open to demands to please the therapist. The client is not challenged by anyone or able to engage in a contest in order to find or show their ability. It therefore deprives the counselor the opportunity to give opinion or suggestions that might be useful.

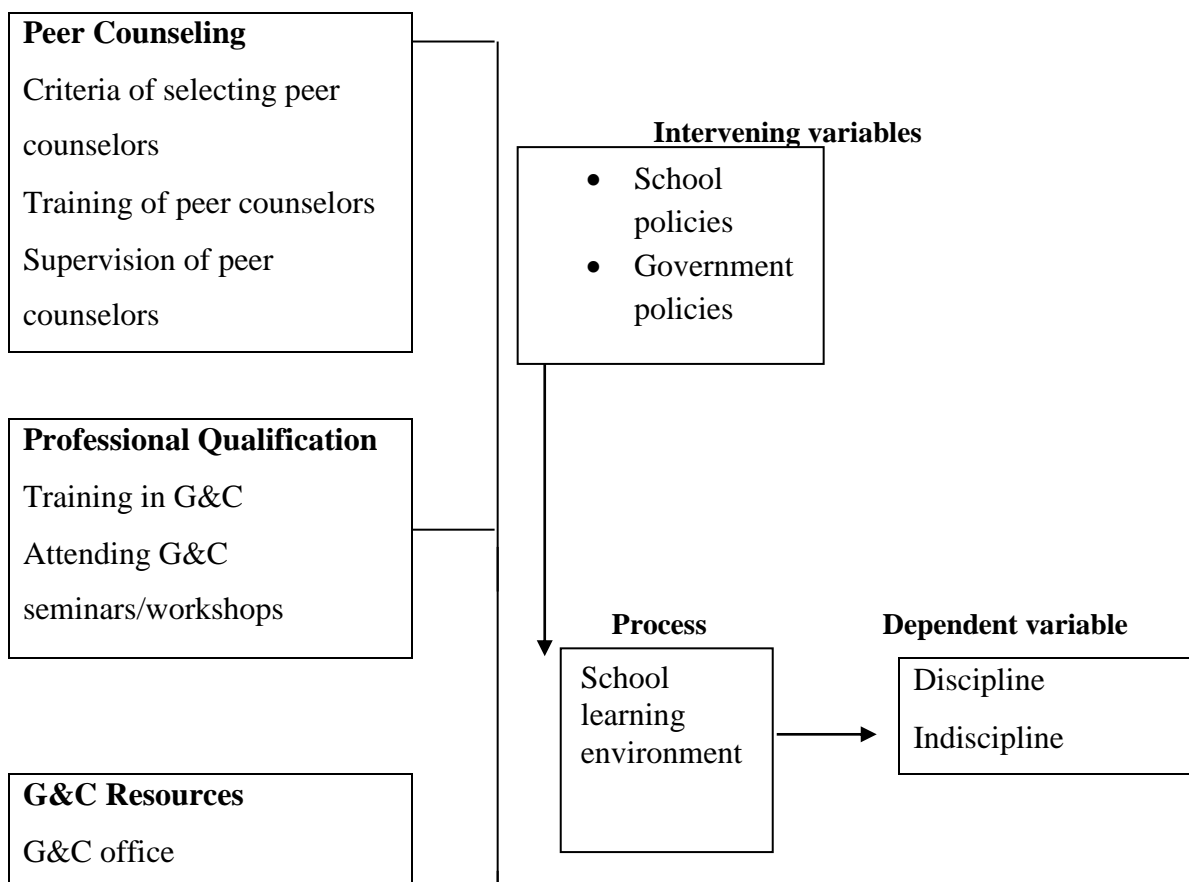
From the perspective of educational administration which this study is based on, this theory proposes that school administrators should ensure guidance and counselling is only offered by uniquely qualified and competent teachers so as to be able to administer effective guidance and counselling services. The theory proposes that the teacher counselor should provide good environment that can prompt the student to open up. Put differently, this theory urges school administrators to provide counselling departments with resources which can guarantee students of their confidentiality. The requirement that students are to lead counselling sessions demands school administrations to create awareness on the value of guidance and counselling so as to help students to overcome negative attitudes towards guidance and counselling.

Although this theory is old, it is still relevant in modern large scale studies (Shi, 2018). Again, it addresses how school administrations can strengthen guidance and counselling so as to address disciplinary problems in their schools. Despite its weaknesses, this theory guided the researcher to investigate the influence of guidance and counselling services in managing students' discipline in public secondary schools in Matungulu Sub-county due to a number of reasons.

2.9 Conceptual Framework.

The conceptual framework of the study is as illustrated below.

Independent variables



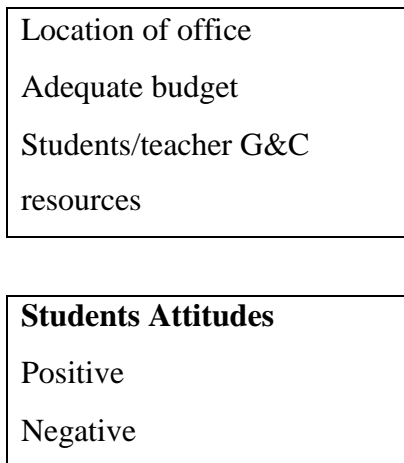


Figure: 2.1: Conceptual Framework showing the interrelationship between the study variables

Consistent with the literature review, the conceptual framework (Figure 2.1) has identified four factors that influence guidance and counselling services in managing students' discipline. These are; peer counselling, professional qualification of teacher-counselors, guidance and counselling resources, and students' attitudes towards guidance and counselling. The section on peer counselling describes how selection, training and supervision of peer counselors affect the effectiveness of guidance and counselling in managing students' discipline in schools. This framework assumes that in schools where peer counselors are competitively selected, trained and supervised; such services are effective in addressing students' disciplinary problems. On the contrary, the framework assumes that in schools where peer counselors are selected by teachers or the school administration, not trained and poorly supervised; such services are ineffective in addressing students' disciplinary problems.

The section on professional qualification of teacher counselors describes how teacher training in guidance and counselling and attendance to guidance and counselling seminar/workshops affect guidance and counselling services in managing students' discipline in schools. It is assumed that trained teachers in guidance and counselling who attend regular refresher workshops/seminars are likely to be competent in resolving students' problems which may lead to indiscipline. In line with reviewed literature, the

framework further assumes that guidance and counselling departments that are manned by guidance and counselling teachers with no formal training in guidance and counselling and who do not attend training workshops/seminars are not professionally competent to offer superior guidance and counselling services required to address unresolved students' problems that often mutate to disciplinary problems.

The section on guidance and counselling resources highlights how key guidance and counselling resources such as office, its location, guide book/manual, adequate budget, computer facilities, students' and teacher resources affect guidance and counselling services in addressing students' discipline in secondary schools. It is assumed that a guidance and counselling department that is adequately resourced is functional and thus effective in addressing students' problems that often lead to indiscipline. On the other hand, a guidance and counselling department that is poorly resourced is non-functional and thus unable to address students' problems leading to indiscipline.

The section on students' attitudes towards guidance and counselling describes how attitudes of students influence their utilization of guidance and counselling services. It is grounded on the premise that students with positive attitudes towards guidance and counselling services are likely to utilize the services more often and therefore resolve most of their problems that may lead to indiscipline. On the other hand, it assumes that students with negative attitude towards guidance and counselling services may not seek these services and as a consequence, may have unresolved problems that may lead to indiscipline.

This framework is premised on the assumption that the effects of independent variables on students' discipline are through a process that influences the school learning environment. In order for various independent variables to influence students' discipline, they must exercise some form of positive influence on status of key conditions or characteristics of the school.

The framework further suggests that the direct effects of the independent variables upon

the school learning environment can be depressed, neutralized or enhanced by the intervening variables. For example, a school may have a highly qualified teacher-counselor but the principal may fail to allocate time for guidance and counselling services and this can imply that students with problems may not be helped by the available professional resulting to indiscipline. Similarly, a government policy of posting teacher counselors to schools can potentially change the school learning environment and hence discipline. The expected outcome of the study was either disciplined or indiscipline in public secondary schools as shown in Figure 2.1.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of: introduction; research design; target population; sample size and sampling procedure; research instruments; validity of research instruments; reliability of research instruments; data collection procedure; data analysis techniques; and ethical considerations.

3.2 Research Design

Kothari and Gaurav (2014) describe research design as the scheme, outline or plan that is used to generate answers to research problems. The study employed descriptive survey research design. According to Cooper and Schindler (2013), descriptive research survey design involves collecting data in order to answer questions on current status of subjects of the study. Oso and Onen (2009) add that descriptive survey research design involves observing and accurately describing the behaviors of individuals in a certain situation without influencing them in any way. Therefore, descriptive survey research describes the situation as it prevails in the present scenario without controlling any variable.

Descriptive survey research design also allows a researcher to collect qualitative and quantitative data. The design also allows a researcher to employ both qualitative and quantitative data analysis techniques. This design is particularly desirable when a researcher intends to understand a phenomenon at length by employing qualitative methods. On the other hand, quantitative methods allow a researcher to establish the relationship between variables. This design was preferred because this study intended to describe how the current status of guidance and counseling interventions in public secondary schools in Matungulu Sub-county has influenced the discipline of learners. The design was also preferred because the study intended to establish the extent to which each of the independent variable influenced the dependent variable (students' discipline) by inferential analysis.

3.3 Target Population

The target population is the population that the researcher uses to generalize the findings of the study (Mugenda & Mugenda, 2003). According to the Matungulu Sub-County Education Office (2019), there are 35 public secondary schools with a population of 35 school heads, 35 heads of G&C and 2,864 form three students. This study targeted all school heads, all heads of counseling units and all form three students in the Sub-county. It was in the opinion of the researcher that form threes had considerable knowledge of their schools and that they would also be available as opposed to form four students who could be busy preparing for their national examinations.

3.4 Sample Size and Sampling Procedure

According to Mugenda and Mugenda (2003), sample size is a smaller group obtained from the target population for study purposes. According to Orodho, Khatete and Muraneza (2016), sampling procedure is a process of selecting a number of individuals for a study in such a way that, the individuals selected represent the larger group from which they are selected. In Matungulu Sub-county there are 3 boys', 5 girls' and 27 mixed schools making a total of 35 schools.

Stratified random sampling technique was used to stratify the population into three strata

as follows; boys' only schools, girls' only schools and mixed gender schools. Mugenda and Mugenda (2003) propose that a sample population of at least 10% of a larger population or at least 30% of smaller population is representative. In each stratum, 30% gave 1 boys schools, 2 girls school and 8 mixed gender schools which made a sample of 11 public secondary schools. Simple random sampling technique was used to select the actual schools from each stratum that were included in the study. This involved writing all the names of schools in each stratum on pieces of papers, folding and shuffling the pieces in a sampling bowl and then picking the required number to give the actual names of the schools to be visited.

Purposive sampling allows a researcher to use cases that have the required information (Creswell, 2014). The study employed purposive sampling technique to sample all (11) school heads. The study also purposively sampled all (11) heads of counseling units heading the G&C departments. The inclusion of school heads and teacher-counselors was predetermined by the selection of their schools. The study intended to purposively sample form three students. The study intended to include a sample of 286(10%) of 2,864 which according to Mugenda and Mugenda (2003) is representative. In each of the 11 schools, the study sampled an equal (26) number of students. To select the actual students to participate in the study, the researcher employed simple random sampling technique to select the 26 students in each school. In the mixed gender schools, students' population was stratified into girls and boys. From each category, 13 girls and 13 boys were picked randomly making a total of 26 students. The total sample population is as presented in Table 3.1.

Table 3.1: Sample Size

School category	Population	School Heads	Heads of Counseling Units	Students	Total Sample
Girls' Only	5	2	2	52	56

Boys' Only	3	1	1	26	28
Mixed	27	8	8	208	224
Total	35	11	11	286	308

Source: Matungulu Sub-County Education Office, 2020

3.5 Research Instruments

The study instruments included questionnaire and a checklist. According to Creswell (2014), a questionnaire is an instrument with open or closed ended questions or statements to which a respondent responds. The questionnaire for school heads consisted of six sections; Section A collected bio data, Section B collected data on students' discipline, Section C collected data on peer counseling, Section D collected data on teacher-counselor professional qualification, Section E collected data on guidance and counseling resources while Section F collected data on students' attitudes. On the other hand, the questionnaire for Heads of Counseling Units consisted of five sections; Section A collected bio data, Section B collected data on peer counseling, Section C collected data on teacher-counselor qualification, Section D collected data on guidance and counseling resources while Section E collected data on students' attitudes.

The questionnaire for students consisted of five sections. Section A collected bio data, Section B collected data on peer counseling, Section C collected data on teacher-counselors' professional competency in guidance and counseling, Section D collected data on guidance and counseling resources while Section E collected data on students' attitudes towards guidance and counseling. In order to collect data on students' attitudes, Section E of the questionnaire contained questions adopted from Fisher and Turner (1970) Attitudes towards Seeking Professional Psychological Help (ATSPPH) instrument. Additionally, the study employed an observation checklist to obtain data on guidance and counseling resources.

3.6 Validity of Research Instruments

According to Mugenda and Mugenda (2003), validity is the degree to which a test measures what it purports to measure. The research instruments were validated by a research expert in educational administration and the supervisors. Kothari and Gaurav (2014) observe that research experts look at whether instruments are essential, useful but not essential, or not necessary when assessing their validity. Their feedback and recommendations were incorporated in the final instruments. Further, the research instruments were also piloted in 4 schools outside the study sample. The pilot schools consisted of 1 Boys', 1 Girls' and 2 Mixed Gender schools. Through the pilot study feedback, ambiguities in the questions asked were done away with and some questions were improved before the actual research was carried out.

3.7 Reliability of Research Instruments

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. Test re-test method was used to ascertain the degree of reliability. Four schools that were outside the study sample were used to test the reliability of the research instruments. The instruments were respectively administered to students, teacher counselors and school heads at a time interval of two weeks. The four public secondary schools included 1 Boys', 1 Girls' and 2 Mixed schools. The results from the two testing periods were correlated using Pearson's Product Moment's Correlation formula shown below:

$$r = \frac{\sum XY - (N\bar{X}\bar{Y})}{\sqrt{(\sum X^2 - N\bar{X}^2)(\sum Y^2 - N\bar{Y}^2)}}$$

The school head's questionnaire achieved reliability stability (r) of +0.812, the heads of guidance and counseling units +0.823 and the checklist +0.845. The instruments were therefore considered reliable because they achieved a reliability above +/- 0.7 which Mugenda and Mugenda (2003) recommend to be appropriate.

3.8 Data Collection Procedures

A letter of introduction was obtained from Board of Postgraduate Studies at South

Eastern Kenya University. The letter was used to apply for a license at the National Commission for Science, Technology and Innovation (NACOSTI) website. Upon application, a research license number NACOSTI/P/19/854 was issued (See appendix vi) and was presented to Matungulu Sub-County Deputy County Commissioner's office and then Matungulu Sub-County Education office so as to obtain authority letter (See appendix vii) to collect data from schools before carrying out data collection exercise. The researcher there after visited the sampled schools and introduced herself to the school principals and also obtained their consent to administer the instruments.

The researcher obtained class registers from form three class teachers in order to sample and identify the participating students. With the assistance of available teachers, the identified students were called to an available room where the researcher introduced herself to them. Informed consent was obtained and the researcher guaranteed them of their anonymity and confidentiality. Students were requested not to indicate their names or any identification such as the name of their schools. Questionnaires were thereafter administered to them.

Similarly, Heads of Counseling Units and school heads were assured of their anonymity and confidentiality. They tended to be unavailable to fill their questionnaires on the spot. Those who were busy with school programs were left with their questionnaires to fill when they were free. In addition, the researcher obtained their phone numbers and kept reminding them to fill the questionnaires in order to shorten the study period. The researcher visited the school on different dates in order to collect the questionnaires and fill the observation checklists at the guidance and counseling departments with the help of head of counseling unit. The whole data collection period extended into a period of three weeks which was longer than the one week initially planned.

3.9 Data Analysis Techniques

Oso and Onen (2009) define data analysis as the organization, interpretation and presentation of collected data. According to Kothari and Gaurav (2014), the most commonly used method in reporting descriptive survey research is by developing

frequency distribution tables, calculating on percentages and tabulating them appropriately. Inferential analysis such as correlational and regression are however necessary when the nature and strength of relationships between variables is required.

After receiving the completed questionnaires, they were inspected for completeness, appropriate making of responses and suitability for coding. Incompletely filled questionnaires were discarded and therefore not analyzed. Data was captured through Statistical Package for Social Science (SPSS) computer program (version 23) for analysis.

Quantitative data was analysed quantitatively. Frequencies, percentages, means and standard deviations were generated. Then, data was analysed inferentially where correlational analysis was employed to establish the nature and the strength of the relationships between the independent variables and the dependent variable. The independent variables as well as the dependent variable (discipline) were transformed into generic new variables. All the generic new variables created were tested for normality so as to determine whether inferential analysis would have been parametric or non-parametric. It was determined that key variables failed the normality test and therefore non-parametric data analysis was necessitated.

A Spearman's rank-order correlation was run at 0.05 level of significance. Correlation coefficients range from -1, 0, and +1. A 0 coefficient implies that there is no association between two variables. On the other hand, coefficients ranging above 0 and below 0.5/-0.5 indicate a weak positive/negative relationship, coefficients ranging between 0.5/-0.5 to 0.7/-0.7 reveals a moderate positive/negative relationship while coefficients ranging between 0.7/-0.7 to 1/-1 point to a strong positive/negative relationship.

A key limitation of non-parametric data analysis techniques is that the techniques do not allow a researcher to perform further analysis such as Analysis of Variance (ANOVA) as parametric data analysis techniques such as Pearson Correlation and regression analysis do. Connected to this, the analysis for this study did not involve further analysis beyond

correlation coefficients. Such tests would have been important so as to determine whether the independent variables were able to predict the dependent variable through ANOVA and to show the predictive powers of the independent variables upon the dependent variable through performing analysis of regression coefficients.

A researcher can however determine whether the relationship is significant or not through analyzing the *p-value*. For instance, if the *p-value* is less than the significant value ($p > 0.05$), then, the relationship is significant but if the value is more than the significant value ($p > 0.05$), the relationship is said to be not significant. All quantitative data was presented in tables and figures.

On the other hand, qualitative data from the open ended questions was analysed thematically through content analysis. This involved objectively looking at the responses to see whether they addressed a pertinent theme of the objectives. For instance, under peer counseling objective, the sub-themes were; *selection of peer counselors, training and supervision*. Verbatim responses were analysed with a keen interest on whether they addressed these themes and then a few of the responses were put verbatim in the text and discussed. All qualitative data was presented in narratives to strengthen quantitative data.

3.10 Ethical Considerations

Kothari and Gaurav (2014) suggest that researchers should consider ethical issues during planning, conducting, and reporting of research in order to protect the interests of the public, the subjects of research, and the researchers themselves. It is a legal requirement in Kenya for a research license to be obtained before any study of any nature is conducted. To meet this requirement, a research license was applied at the NACOSTI website before data collection started where a research license number NACOSTI/P/19/854 (see appendix vi) was issued. The license was presented separately to Matungulu Deputy Commissioner's Office and to Matungulu Sub-County Education office to enable the researcher to be issued with authorization letters to access schools.

The other concern which needed to be addressed was the need to seek consent and

voluntary participation. The researcher first visited schools so as to seek permission to conduct the study in the sampled schools. In the initial visit, the researcher explained to the school heads the purpose and the scope of the data collection. Initially, some school heads felt that their schools were being investigated and were unwilling to allow the study to proceed in their schools while giving flimsy excuses. Upon noting this concern, the researcher explained to the school heads that the study was academic and that the schools were to participate anonymously. It was explained that the respondents were not required to indicate their names or the names of their schools. After clearing the doubts, the school heads allowed data collection to proceed in their schools. In most cases, the school head linked the researcher with the deputy or senior teacher who helped to coordinate the data collection exercise.

Similarly, the heads of counseling units felt like the study was investigating their departments. They were shown the license and all the authorization letters from the deputy county commissioner and the sub-county education office. Then, the researcher explained to them that the study was purely academic and that the study findings were to be used for academic purposes. They were also informed that they were not required to indicate their names or the names of their schools so as to ensure that they participated anonymously. Further, it was explained to them that participation was voluntary and that their participation or non-participation was not going to affect them in any way.

After selecting the students who were to participate, they were requested to fill the questionnaires at separate rooms. The students were introduced to the researcher by a teacher. The students were apprehensive that they were being requested to participate in a test. The researcher briefed them that they were being requested to voluntarily participate in an academic study. It was explained to them that there were no right or wrong answers and that they were not expected to indicate their names or the names of their schools just to ensure they participated anonymously.

In addition to all these approaches and caution, the gathered data was kept private in the researcher's personal computer. In the questionnaire for school heads and heads of

counseling units, the personal background information was including only gender, age, level of education, length of stay in the current station and headship experience. On the other hand, the questionnaire for students asked them to indicate only their gender, class and age. The gathered data was to be destroyed when the research was complete and was not shared with anyone.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This chapter presents the study results which include analysed data on the response rate, demographic information of respondents, disciplinary problems experienced in public secondary schools and findings on the four research objectives.

4.2 Instruments' Return Rate

The study first sought to establish the return rate of the research instruments from school heads, Heads of Counseling Units and students. The findings are presented in table 4.1.

Table 4.1: Response Rate

	Targeted	Actual	Return Rate
School Heads	11	11	100.0
Heads of Counseling Units	11	10	90.9

Students	286	268	93.7
Total	308	289	93.8

Table 4.1 gives data on questionnaires return rate. The study targeted 11 school heads, 11 Heads of Counseling Units (HCU) and 286 students, all making a total sample of 308 respondents. All school heads questionnaires were completely filled and analysed. The response rate for school heads was therefore 100.0%.

Out of 11 questionnaires that were issued to Heads of Counseling Units (HCU), 10 questionnaires were properly filled and were therefore analysed giving a response rate for HCUs of 90.9%. One questionnaire was not returned. Out of 286 students' questionnaires, 268 questionnaires were satisfactorily filled and analysed which gave a response rate of 93.7%.

In total, 289 questionnaires out of the targeted 308 were analyzed which yielded to a total response rate of 93.8%. According to Mugenda and Mugenda (2003), a response rate of above 70% is considered excellent. This study achieved high response rate because the researcher personally administered the data collection instruments and encouraged respondents to participate.

4.3 Demographic Information of Respondents

The study obtained information on gender, age, level of education, job experience and the length of service in the current school of both school heads and Heads of Counseling Units. Additionally, the study obtained and analyzed information on students' gender and age as presented in tables 4.2 and 4.3.

4.3.1 Gender of School Heads and Heads of Counseling Units

Information on school heads' and heads of counseling units' gender was sought and analyzed. The results are presented in table 4.2.

Table 4.2: Gender of School Heads and Heads of Counseling Units

Gender	School Heads		Heads of Counseling Units	
	Frequency	Percent	Frequency	Percent
Male	7	63.6	3	30.0
Female	4	36.4	7	70.0
Total	11	100.0	10	100.0

On the gender of school heads, the study found that majority of them represented by 63.6% were male while 36.4% were female. These findings reveal a high gender disparity in favor of men in public secondary schools in Matungulu Sub-county. The findings are in line with previous studies conducted in Kenya cited by Mukolwe, Okwara and Ajowi (2016) which show that the management of public primary schools as well as public secondary schools shows a trend of general inequalities in gender representation in favor of men resulting in glaring gender gaps.

The study further sought to establish the gender of heads of counseling units. The findings also show that majority of them represented by 70.0% were female while 30.0% were male. The findings could imply that female teachers are preferred to head guidance and counseling departments than their male counterparts. The findings agree with a study done in Githunguri, Kiambu County by Kinyanjui (2013) which revealed that there are more female teacher counselors than men.

The gender of persons who offer guidance and counseling has significant influence on provision of these services. For instance, Kinyanjui (2013) study noted that more female students were seeking guidance and counseling services than their male counterparts as a result of more female teachers offering these services. Therefore, schools need to consider gender issues when appointing teacher counselors.

4.3.2 Age of School Heads and Heads of Counseling Units

This study sought to establish the age distribution of school heads and heads of counseling units. Analysis of this parameter is as shown in table 4.3.

Table 4.3: Age of School Heads and Heads of Counseling Units

Age Bracket	School Heads		Heads of Counseling Units	
	Frequency	Percentage	Frequency	Percentage
20 – 30	0	0.0	2	20.0
31 – 40	1	9.1	1	10.0
41 -50	5	45.5	6	60.0
Above51	5	45.5	1	10.0
Total	11	100.0	10	100.0

The study first sought to establish the age brackets of the school heads. The findings show that the percentage of those between 41 – 50 years and those above 51 was the same at 45.5% while 9.1% of the school heads were between 31 – 40 years. It can be seen from the results that majority of school heads are over 41 years of age. This could suggest that school heads' appointment in Kenya is based on age and experience in the field. Therefore, the study was justified to include school heads as respondents since they are competent enough to respond to issues of guidance and counseling and school discipline.

Further, the study sought to establish the age brackets of heads of counseling units. The findings show that majority of them represented by 60.0% are between 41 – 50 years. The findings show that the percentage of those between 31 – 40 years and those above 51 was the same at 10.0% while 20.0% of the heads of counseling units were between 20 – 30 years. The findings show that majority of heads of counseling units are over 41 years of age. Thus, age and experience could be the considered variables when appointing heads of counseling units. In regard to this study, heads of counseling units were therefore the most suitable persons to respond to matters guidance and counseling in relation to students' discipline.

4.3.3 Professional Qualification of School Heads and Heads of Counseling Units

The study further sought to find out the level of professional qualification for the school heads and heads of counseling units and the results are shown in table 4.4.

Table 4.4: Professional Qualification of School Heads and Heads of Counseling Units

Qualification	School Heads		Heads of Counseling Units	
	Frequency	Percentage	Frequency	Percentage
Diploma	0	0.0	1	10.0
Degree	10	90.9	8	80.0
Masters	1	9.1	1	10.0
Total	11	100.0	10	100.0

Table 4.4 shows that majority of school heads represented by 90.9% were degree holders while 9.1% were master of education degree holders. It can be argued from the results that majority of principals had not acquired postgraduate qualifications. Lorgwell-Mckean (2012) observes that 21st century school heads need to have at least postgraduate qualifications because their positions require them to make enormous decisions. Similarly, majority of heads of counseling units represented by 80.0% had attained bachelor of education degrees while very few were holders of diploma (10.0%) and master's degree (10.0%).

4.3.4 Headship Experience

The study sought to find out from the school heads and heads of counseling units the number of years they had served. Analysis of this parameter is presented in table 4.5.

Table 4.5: Experience of School Heads and Heads of counseling units

Duration in Years	School Head		Heads of Counseling Units	
	Frequency	Percentage	Frequency	Percentage
1- 5	3	27.3	4	40.0
6 – 10	6	54.5	2	20.0
11 -15	2	18.2	3	30.0
Over 16	0	0.0	1	10.0
Total	11	100.0	10	100.0

The study found out that majority of school heads represented by 54.5% had been school heads for a period of 6 – 10 years, 27.3% of them for a period of 1 -5 years while 18.2% of them for a period of between 11 – 15 years. Cumulatively, the findings indicate that majority of them have been school heads for a period of between 6 – 15 years suggesting that they have adequate experience to be effective school heads. On the other hand, 40.0% of heads of counseling units have 1 -5 years’ experience, 20.0% of them have 6 – 10, 30.0% of them have 11 – 15 while 10.0% have over 16 years’ experience. Although 40.0% have 1 – 5 years’ experience, the findings indicate that the rest (60.0%) of them have been heads of counseling units for a period extending 6 years. It can therefore be concluded that majority of guidance and counseling departments are manned by teachers with requisite experience.

4.3.5 Duration of Service in the Current Station

Further, the study sought to probe the length of time school heads and heads of counseling units had stayed in their current stations and the results are analyzed and presented in table 4.6.

Table 4.6: Length of Time in the Current Station

Time Bracket	School Head		Heads of Counseling Units	
	Frequency	Percentage	Frequency	Percentage
1- 5	9	81.8	3	30.0
6 – 10	2	18.2	3	30.0
11 -15	0	0.0	2	20.0
Over 16	0	0.0	2	20.0
Total	11	100.0	10	100.0

Table 4.6 shows that majority of school heads represented by 81.2% had stayed in their current stations for a period of 1 - 5 years while only 18.2% had stayed in their current stations for a period of 6 – 10 years. From these results, it can be seen that majority of

school heads had stayed in their current stations for a period of 1 – 5 years. This could be as a result of delocalization policy by the Teachers’ Service Commission which has been effective since 2017. However, from Table 4.5, it is clear that majority of the school heads represented by 72.7% have 6 – 15 years of experience as school heads hence they were competent to respond to issues of guidance and counseling and students’ discipline.

Similar, the study sought to establish the number of years heads of guidance and counseling had served in their current stations. The findings show that the percentage of those who had stayed in their current stations for a period of between 1 – 5 years and 6 – 10 years was the same at 30.0%. Similarly, the percentage of those who had stayed for a period of between 11 – 15 years and for period extending 16 was the same at 20.0%. The results indicate that majority of heads of counseling units had stayed in their current stations for over 6 years suggesting that they had sufficient knowledge of challenges facing guidance and counseling in their schools.

4.3.6 Gender of Students

The gender distribution among the form three students who constituted the sample is presented in table 4.7.

Table 4.7: Gender of Students (n=268)

	Frequency	Percentage
Girls	146	54.5
Boys	122	45.5
Total	268	100.0

The results in Table 4.7 show that majority represented by 54.5% of students were girls while 45.5% were boys. This can be attributed to the fact that more girls’ (2) schools were sampled than boys’ (1) and also, some mixed gender schools tended to have fewer boys than girls.

4.3.7 Age of Students

The study further sought to establish the age brackets of students. The results are

presented in figure 4.1.

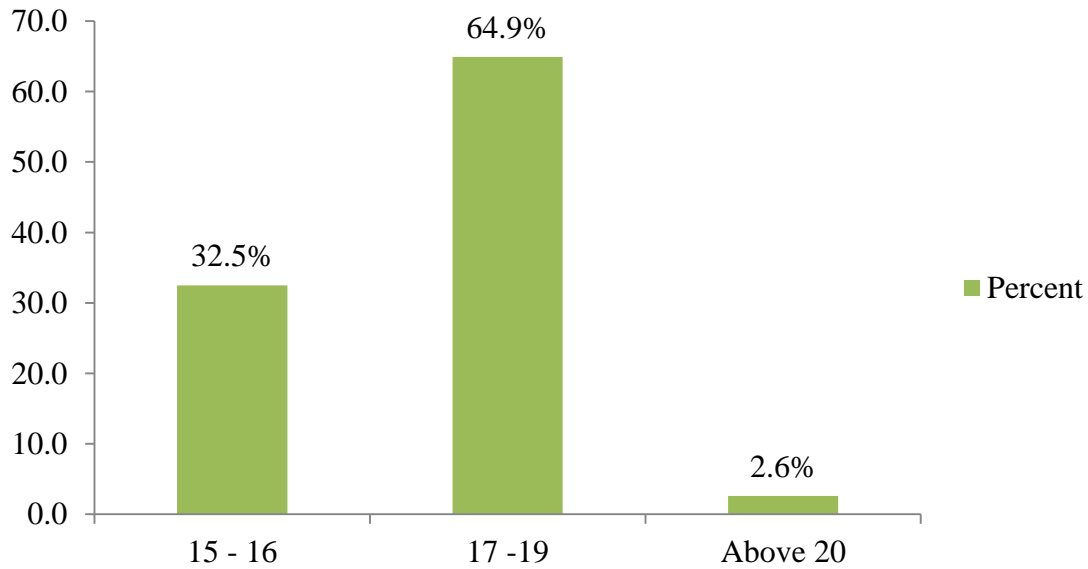


Figure 4.1: Age of Students

The findings show that majority of students represented by 64.9% were aged between 17 – 19 years followed by 32.5% who lied between 15 – 16 years while 2.6% of them were 20 years and above. Cumulatively, almost all (97.4%) student respondents were below 19 years. It can therefore be concluded that majority of students who were sampled were adolescents of the right age to be in public secondary school as per education policy hence qualified to respond to the questions of the study.

4.4 Disciplinary Problems Experienced in Matungulu Sub-county

The study sought to establish disciplinary problems experienced in Matungulu Sub-county public secondary schools. Principals’ participants answered the questionnaire using a 5-point Likert scale representing the frequency of each indiscipline behavior; examples are 1 = not at all, 2 = hardly occur, 3 = rarely, 4 = often, 5 = quite often. The means are interpreted as follows: below 1.4 = not at all; 1.5-2.4 = hardly occur; 2.5-3.4 = rarely; 3.5-4.4 = often; and above 4.5 = quite often. Table 4.8 gives the responses.

Table 4.8: Principals' Responses on Frequency of Disciplinary Problems

Indiscipline	1	2	3	4	5		Mean	S.D
Aggressiveness	(F) 1	4	2	3	1	11	3.1	0.750
	(%) 9.1	36.4	18.2	27.3	9.1	100		
Violent behaviour	(F) 0	4	3	4	0	11	3.0	0.894
	(%) 0.0	36.4	27.3	36.4	0.0	100		
Bullying	(F) 1	5	5	0	0	11	2.3	0.674
	(%) 9.1	45.5	45.5	0.0	0.0	100		
Unrests	(F) 7	3	0	1	0.0	11	1.5	0.942
	(%) 63.7	27.3	0.0	9.1	0.0	100		
Suicidal tendencies	(F) 6	5	0	0	0	11	1.4	0.522
	(%) 54.5	45.5	0.0	0.0	0.0	100		
Drugs and substance abuse	(F) 0	1	3	6	1	11	3.6	0.809
	(%) 0.0	9.1	27.3	54.5	9.1	100		
Truancy	(F) 0	1	6	3	1	11	2.9	1.221
	(%) 0.0	9.1	54.5	27.3	9.1	100		

Difficulty in obeying rules.	(F) 0	0	4	5	2	11	3.8	0.750
	(%) 0.0	0.0	36.4	45.5	18.2	100		
Noise making.	(F) 0.0	0	1	6	4	11	4.2	0.646
	(%) 0.0	0.0	9.1	54.5	36.4	100		
Stealing/thefts	(F) 0	2	1	8	0	11	3.5	0.820
	(%) 0.0	18.2	9.1	72.7	0.0	100		

On aggressiveness, 9.1% of the school heads indicated that this form of indiscipline does not happen at all in their schools, 36.4% revealed that it hardly occurs, 18.2% affirmed that it rarely occurs, 27.3% indicated that it often occurs while 9.1% reported that they quite often experience this form of indiscipline. The mean ($M = 3.1$) confirms that, on average, majority of the schools in Matungulu sub-county schools rarely experience this challenge while the standard deviation of ($S.D = .780$) suggests that the views expressed were convergent. Although aggressiveness is not experienced in all schools, the results confirm that a significant number are having this challenge at varying degrees.

Results indicate that all schools are experiencing some form of students' violence. On how frequent violent behavior is experienced in schools, 36.4% of the school heads reported that it hardly occurs, 27.3% affirmed that it rarely occurs while 36.4% revealed that it often occurs. The mean ($M = 3.0$) reveals that violent behavior is moderately (rarely) experienced in schools. Conversely, the standard deviation ($M = 0.894$) suggests that the views expressed in regard to this statement were convergent. Violent students can harm other students, members of non-teaching and teaching staff and even cause fatalities and therefore, every effort should be made to curb this severe form of indiscipline.

Although majority of the school heads reported that bullying occurs in their schools, this indiscipline challenge occurs at low frequencies. In this regard, 9.1% of the school heads indicated that bullying does not happen at all, 45.5% revealed that it hardly occurs, 45.5% affirmed that it rarely occurs. The mean ($M = 2.3$) confirms that this misbehavior hardly occurs while the standard deviation ($S.D = .674$) suggests that the school heads gave convergent views.

Results confirm that schools are still experiencing unrests although at a lesser extent. On this note, 63.7% of the school heads revealed that unrests were not experienced at all in their schools, 27.3% indicated that they hardly occur while only 9.1% said that they rarely occur. It can be seen from the results that about a third of the schools at one time experience unrests. The mean ($M = 1.5$) reveals that this indiscipline challenge hardly occurs while the standard deviation ($S.D = .948$) suggests that the views expressed in regard to this statement were convergent. Notwithstanding the fact that unrests occur at low frequencies, when they occur at any particular time they result to wanton destruction of school property worth millions of shillings and thus every effort should be made to forestall them.

Majority of the school heads represented by 54.5% indicated that students do not show suicidal tendencies while a further 45.5% affirmed that this challenge hardly occurs in their schools. The mean ($M = 1.4$) confirms that students do not at all exhibit suicidal tendencies while the standard deviation ($S.D = .522$) suggests that the school heads gave convergent views.

The study established that students are more likely to use and abuse drugs. Connected to this, 9.1% of the school heads indicated that drug and substance abuse hardly occurs in their schools. Another 27.3% of school heads affirmed that students rarely use and abuse drugs. A larger sample of school heads represented by 54.5% and 9.1% affirmed that students in their schools often and quite often respectively use and abuse drugs. The mean ($M = 3.6$) reveals that drugs and substance abuse are often used by students while the standard deviation ($S.D = .809$) suggests that the school heads gave convergent views.

On truant behavior, 9.1% of the school heads reported that it hardly occurs, 54.5% affirmed that it rarely occurs, 27.3% revealed that it often occurs while 9.1% reported that it quite often occurs. The mean ($M = 2.9$) reveals that truant behavior is rarely experienced in public secondary schools in Matungulu Sub-county. The standard deviation ($M = 1.221$) suggests that the views expressed in regard to this statement were divergent. It is clear from the analysis that students are likely to stay away from school without permission. Such behavior is wanting because students could indulge in other

more serious forms of misbehavior while away from the school.

All school heads reported that students have difficulties in obeying school rules. In this regard, 36.4% of the school heads indicated that this indiscipline problem rarely occurs. Majority represented by 45.5% revealed that it often occurs while 18.2% affirmed that students quite often disobey school rules. The mean ($M = 3.8$) confirms that this misbehavior is often experienced in schools while the standard deviation ($S.D = .750$) suggests that the school heads gave convergent views.

Results confirm that all schools are experiencing noisemaking as a challenge. To support this observation, 9.1% of the school heads revealed that noise making rarely occurs in their schools. A larger majority represented by 54.5% indicated that it often occurs while a further 36.4% reported that it quite often occurs. The mean ($M = 4.2$) is the highest reported suggesting that schools often experience noisemaking while the standard deviation ($S.D = .646$) suggests that the views expressed in regard to this statement were convergent.

Theft was another disciplinary problem reported in all schools. In this regard, 18.2% of the school heads indicated that it hardly occurs, 9.1% revealed that it rarely occurs while majority represented by 72.7% affirmed that it often occurs in their schools. The mean ($M = 3.5$) reveals that thefts often occur while the standard deviation ($S.D = .820$) suggests that the school heads gave convergent views.

4.5 Data Analysis in Line with the Study Objectives

This study aimed at achieving four objectives namely: Determine the extent to which peer counselling influences students' discipline in public secondary schools in Matungulu Sub-county; Establish the extent to which teacher professional training in guidance and counseling influences students' discipline in public secondary schools in Matungulu Sub-county; Determine the extent to which guidance and counseling resources influence students' discipline in public secondary schools in Matungulu Sub-county; and assess the influence of students' attitudes towards guidance and counselling on students' discipline

in public secondary schools in Matungulu Sub-county. Analysis of the objectives is presented in sections 4.6 through 4.8.

4.6 Peer Counseling and Students' Discipline

The first objective sought to determine the extent to which peer counselling influences students' discipline in public secondary schools in Matungulu Sub-county. In order to achieve this objective, the study sought opinions of school heads, heads of counselling units as well as those of students on several aspects of peer counselling. Sections 4.6.1 through 4.6.7 present the analysis.

4.6.1 School Heads Assessment of Peer Counseling

School heads were asked to rate peer counseling interventions offered in their schools. They were presented with 6 statements to rate against a 5 – item likert scale that included Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). Results are presented in table 4.9.

Table 4.9: School Heads Assessment of Peer Counseling Interventions (n=11)

Statement	SA	A	N	D	SD	M	S.D
My school embraces peer counseling	F 9 % 36.4	7 63.6	0 0.0	0 0.0	0 0.0	4.3	.504
Peer counseling is effective in my school	F 2 % 18.2	7 63.6	2 18.2	0 0.0	0 0.0	4.0	0.632
Peer counselors are selected competitively	F 1 % 9.1	2 18.2	1 9.1	5 45.5	1 9.1	2.7	1.190
We train peer counselors to be effective	F 1 % 9.1	4 36.4	1 9.1	4 36.4	1 9.1	3.0	1.264
Peer counselors are effective in discharging their mandate	F 1 % 9.1	7 63.6	1 9.1	2 18.2	0 0.0	3.6	0.924
The school has a mechanism of supervising peer counselors	F 1 % 9.1	2 18.2	3 27.3	4 36.4	1 9.1	2.8	1.167

Table 4.9 shows that 36.4% of the school heads strongly agreed and 63.6% agreed that their schools embrace peer counseling. The mean ($M = 4.3$) confirms that indeed the school heads agreed that their schools embraces peer counseling while the standard deviation ($S.D = .504$) suggests that the school heads gave divergent views in regard to this statement.

Majority of school heads represented by 18.2% who strongly agreed and 63.6% who agreed affirmed that peer counseling is effective in their schools. Another 18.2% expressed a neutral position in regard to this statement. The mean ($M = 4.0$) confirms that indeed the school heads agreed that peer counseling is effective while the standard deviation ($S.D = .632$) reveals that the school heads had convergent views.

On selection of peer counselors, 9.1% of the school heads strongly agreed and 18.2% agreed that peer counselors are competitively selected. Another 9.1% were neutral. However, a larger majority represented by 45.5% of those who disagreed and 9.1% who strongly disagreed indicated that peer counselors are not competitively selected. A lower mean ($M = 2.7$) confirms that indeed peer counselors are not competitively selected while the standard deviation ($S.D = 1.190$) suggests that the school heads were divergent in their views.

On training of peer counselors, opinion was divided on whether schools train or do not train peer counselors. In support of this claim, 9.1% and 36.4% strongly agreed and agreed respectively that their schools train peer counselors. Another 9.1% were neutral. Equally to those who agreed, 36.4% and 9.1% disagreed and strongly disagreed respectively that their schools train peer counselors. The mean ($M = 3.0$) implies that majority of the schools may not be training their peer counselors while the standard deviation ($S.D = 1.264$) suggests that the views expressed in regard to this statement was extremely divided.

On whether peer counselors are effective in discharging their mandate, majority of school

heads represented by 9.1% who strongly agreed and 63.6% who agreed indicated that peer counselors are effective in discharging their duties. Another 9.1% were neutral while a further 18.2% disagreed to this statement. The mean ($M = 3.6$) confirms that indeed the school heads agreed that peer counselors are effective in discharging their duties while the standard deviation ($S.D = .924$) suggests that the school heads were convergent in their views. However, questions can be raised as to how the peer counselors are effective in discharging their duties when they are not trained.

On supervision of peer counselors, only few school heads represented by 9.1% who strongly agreed and 18.2% who agreed indicated that their schools have mechanism for supervising their peer counselors. Another 27.3% were neutral, 36.4% disagreed while a further 9.1% strongly disagreed to this statement. The low mean ($M = 2.8$) confirms that majority of the peer counselors are not supervised while the standard deviation ($S.D = 1.167$) reveals that the school heads were expressing divergent views in regard to this statement.

4.6.2 Heads of Counseling Units Assessment of Peer Counseling

Similarly, the questions in table 4.9 were triangulated to Heads of Counseling Units. The results are presented in table 4.10.

Table 4.10: HCU Assessment of Peer Counseling Interventions (n=10)

Statement	SA	A	N	D	SD	M	S.D
My school embraces peer counseling	F 2 % 20.0	6 60.0	1 10.0	1 10.0	0 0.0	3.9	0.875
Peer counseling is effective in my school	F 2 % 20.0	4 40.0	3 30.0	1 10.0	0 0.0	3.7	0.948
Peer counselors are selected competitively	F 1 % 10.0	6 60.0	1 10.0	2 20.0	0 0.0	3.6	0.966
We train peer counselors to be effective	F 0 % 0.0	3 30.0	0 0.0	5 50.0	2 20.0	2.4	1.173
Peer counselors are effective in discharging their mandate	F 1 % 10.0	6 60.0	2 20.0	1 10.0	0 0.0	3.7	0.823

The school has a mechanism of supervising peer counselors	F	1	3	2	3	1	3.0	1.247
	%	10.0	30.0	20.0	30.0	10.0		

Table 4.10 shows that not all schools embrace peer counseling as claimed by the school heads in table 4.9. From the results, majority of the heads of counseling units represented by 20.0% who strongly agreed and 60.0% who agreed indicated that their schools embrace peer counseling. However, 10.0% were neutral while a further 10.0% disagreed to the statement that their schools embrace peer counseling. The mean ($M = 3.9$) confirms that majority of the heads of counseling units agreed to the statement while the standard deviation ($S.D = 0.875$) reveals that the views expressed in regard to this statement were convergent.

Majority of heads of counseling units represented by 20.0% who strongly agreed and 40.0% who agreed rated their peer counseling interventions as effective. Another 30.0% were neutral while a further 10.0% disagree. The mean ($M = 3.7$) reveals that majority of heads of counseling units agreed to the statement while the standard deviation ($S.D = 0.948$) suggests that the heads of counseling units were giving convergent views. These findings seem to agree with responses from school heads reported in table 4.9 where majority agreed ($M = 4.0$) that peer counseling interventions in their schools are effective.

On selection of peer counselors, majority of heads of counseling units represented by 10.0% who strongly agreed and 60.0% who agreed indicated that peer counselors in their schools are competitively selected. A further 10.0% expressed neutral position to this statement while 20.0% disagreed. The mean ($M = 3.6$) reveals that majority of heads of counseling units agreed to the statement while the standard deviation ($S.D = 0.966$) suggests that the heads of counseling units gave convergent views. However, these findings disagree with responses from school heads in table 4.9 which reports a lower mean ($M = 2.7$) suggesting that peers counselors are not competitively selected in majority of the schools.

On training of peer counselors, few heads of counseling units represented by 30.0% who

agreed indicated that peer counselors are trained in their schools. Majority of them represented by 50.0% disagreed and another 20.0% strongly disagreed that peer counselors are trained. The computed mean ($M = 2.4$) confirms that majority of the heads of counseling units disagreed to the statement while the standard deviation ($S.D = 1.173$) suggests that the views expressed were divergent. The heads of counseling units seem to agree with their school heads as reported in table 4.9 where a lower reported mean ($M = 3.0$) suggests that peer counselors are not trained in their schools.

The study also sought to probe the capacity of the peer counselors to deliver on their duties. From the results, 10.0% strongly agreed and 60.0% agreed that peer counselors are effective in discharging their duties while 20.0% were neutral. However, 10.0% disagreed that peer counselors are effective in discharging their duties. The mean ($M = 3.7$) reveals that indeed majority of the heads of counseling units agreed that peer counselors are effective in discharging their duties. The standard deviation ($S.D = 0.823$) suggests that the respondents were gave convergent views. The findings agree with school heads' views captured in table 4.9 where majority of them agreed ($M = 3.6$) that peer counselors are effective in discharging their duties.

On supervision of peer counselors, 10.0% strongly agreed and 30.0% agreed indicated that their schools have mechanism for supervising their peer counselors while 20.0% expressed neutral opinion. On the contrary, 30.0% disagreed while 10.0% strongly disagreed that their schools have mechanisms for supervising peer counselors. A lower mean ($M = 3.0$) reveals that majority of heads of counseling units indicated that their schools do not have mechanisms for supervising their peer counselors while the standard deviation ($S.D = 1.247$) points to divergent opinion in regard to this statement. In the same vein, table 4.9 reported a low mean ($M = 2.8$) suggesting that majority of the peer counselors are not supervised.

4.6.3 Responses of Students on Availability of Peer Counseling

Students were probed as to whether their schools have peer counselors so as to confirm responses from school heads and heads of counseling units. Responses from students are

presented in table 4.11.

Table 4.11: Students' Views on Availability of Peer Counseling Services (n=268)

Peer Counseling Offered	Frequency	Percentage
Yes	198	73.9%
No	70	26.1%
Total	268	100.0%

Results from table 4.11 show that majority of students represented by 73.9% affirmed that their schools had peer counselors while 26.1% indicated that their schools had no peer counselors. The findings disagree with responses from school heads (see table 4.9) who indicated that peer counseling was offered in all schools. The results however agree with heads of counseling units responses (see table 4.10) where some of them indicated that peer counseling is not offered in their schools.

4.6.4 Selection of Peer Counselors in Schools

The study was also interested in establishing how peer counselors are selected in schools. Students who indicated that their schools had peer counselors were asked to state how peer counselors are selected in their schools. The results are presented in table 4.12.

Table 4.12: Students Responses on Criteria of Selecting Peer Counselors (n=190)

PC Selection Criteria	Frequency	Percentage
Voted by fellow students	35	18.4%
Selected by teacher counselor	124	65.3%
Selected by the principal	5	2.6%
Voluntary through joining club	26	13.7%
Total	190	100.0%

From the results, 18.4% indicated that peer counselors are selected by students, majority of students represented by 65.3% affirmed that peer counselors are selected by teacher counselors, 2.6% reported that they are selected by school heads while another 13.7%

claimed that students become peer counselors by voluntarily joining peer counseling clubs. These findings indicate that it is only few (18.4%) students who indicated that peer counselors are competitively selected in their schools. The findings agree with results from table 4.9 where only few of school heads indicated that peer counselors are competitively selected but disagree with results from table 4.10 where majority of heads of counseling units affirmed that peer counselors are competitively selected in their schools.

4.6.5 Students' Assessment of Peer Counseling Interventions

The study further sought students' views on their assessment of various aspects of peer counseling interventions for curbing discipline problems. The results are presented in table 4.13.

Table 4.13: Students' Assessment of their Peer Counselors (n=198)

Statement	SA	A	N	D	SD	M	S.D
Peer counselors are good at instilling discipline	F 68 % 34.3	68 34.3	19 9.6	7 3.5	36 18.2	3.6	1.434
We respect peer counselors because we elect them	F 22 % 11.1	22 11.1	89 44.9	33 16.7	32 16.2	2.8	1.162
We trust peer counselors with our confidential information	F 67 % 33.8	55 27.3	33 16.7	22 11.1	22 11.1	3.6	1.333
Peer counselors in our school	F 45	51	35	31	36	3.1	1.422

are well trained	%	22.7	25.8	17.7	15.7	18.2		
Peer counselors are better	F	40	39	38	38	43	2.9	1.442
than teachers when handling	%	20.5	19.7	19.2	19.2	21.7		
discipline								
I can confide to a peer	F	37	39	41	34	47	2.9	1.427
counselor all my problems	%	18.7	19.7	20.7	17.2	23.7		
Most students prefer talking	F	69	47	20	32	30	3.4	1.469
to peer counselors than G&C	%	34.8	23.7	10.1	16.2	15.2		
teachers								

The findings show that the percentage of those who strongly agreed and those who agreed that peer counselors are good at instilling discipline was the same at 34.3% while 9.6% were neutral. On the contrary, 3.5% disagreed and 18.2% further strongly disagreed that peer counselors are good at instilling discipline. The mean ($M = 3.6$) reveal that majority of the students agreed that peer counselors are good at instilling discipline while the standard deviation ($M = 1.434$) suggests that the views expressed were divergent.

The study was interested in probing on whether peer counselors are approved by their fellow students. On this note, the study established that the percentage of those who strongly agreed and those who agreed that they respect peer counselors because they elect them was the same at 11.1% while majority represented by 44.9% were neutral. On the other hand, 16.7% disagreed and a further 16.2% strongly disagreed that they respect peer counselors because they elect them. On average, a lower mean ($M = 2.8$) reveals that majority of the students expressed neutral opinion while the standard deviation ($M = 1.162$) suggests that the views were divergent. It is to be noted that results from tables' 4.9 and 4.11 revealed that peer counselors are not competitively selected by other students.

Asked whether they could trust peer counselors with their confidential information, majority of them represented by 33.8% strongly agreed and 27.3% agreed to the statement while 16.7% were neutral. However, the percentage of those who disagreed

and those who strongly disagreed to the statement was the same at 11.1%. The mean ($M = 3.6$) reveals that majority of the students agreed that they trust peer counselors with their confidential information while the standard deviation ($M = 1.333$) suggests that the views were divergent.

In regard to peer training, 22.7% and 25.8% of the students strongly agreed and agreed respectively that peer counselors in their schools are well trained while 17.7% expressed neutral opinion. On the contrary, 15.7% and 18.2% disagreed and strongly disagreed respectively that their peer counselors are well trained. A lower mean ($M = 3.1$) reveals that peer counselors are not trained while the standard deviation ($S.D = 1.422$) points to a divided opinion. The findings confirm school heads and heads of counseling units views reported in table 4.9 and 4.10 respectively who indicated that peer counselors are only trained in a few of the schools.

The study was also determined to establish from students whether peer counselors have the requisite skills to handle disciplinary issues. The results show that 20.2% strongly agreed, 19.7% agreed while 19.2% expressed a neutral position to the statement that peer counselors are better than teachers in handling discipline. Another 19.2% and 21.7% disagreed and strongly disagreed respectively to the statement. A lower mean ($M = 2.9$) indicates that majority of the peers may not be better in handling discipline issues while the standard deviation ($S.D = 1.442$) suggests that opinion was sharply divided in regard to this statement.

The finding however invalidates school heads and heads of counseling units views as reported in table 4.9 and 4.10 respectively who reported that peer counselors are effective in discharging their duties. It is not lost that the study established elsewhere (see table 4.9 & 4.10) that peer counselors are not trained and supervised in majority of schools and thus, questions can still be raised as to how such peer counselors could be effective in discharging their duties.

This study sought to establish whether students can confide their secrets to their peer counselors. Only few students as represented by 18.7% of those who strongly agreed and

19.7% who agreed can confide their secrets to their peer counselors. Another 20.7% were neutral. On the contrary, 17.2% and 23.7% disagreed and strongly disagreed respectively to the statement. A lower mean ($M = 2.9$) reveals that majority of the students may not be convinced to tell their secrets to peer counselors while the standard deviation ($S.D = 1.427$) suggests the views were divergent. This admission by students that they cannot confide their secrets to their peer counselors could reveal existence of deep rooted suspicion among students on the ability of peer counselors to keep confidential information which point to lack of training.

A larger proportion of students represented by 34.8% and 23.7% who strongly agreed and agreed respectively indicated that they prefer talking to peer counselors about their problems than their guidance and counseling teachers. On the contrary, 16.2% and 15.2% disagreed and strongly disagree respectively to the statement while another 10.1% expressed neutral position. The mean ($M = 3.5$) confirms that majority of students agreed that they prefer talking to peer counselors about their problems than their guidance and counseling teachers. The standard deviation ($S.D = 1.469$) suggests the views expressed were divergent.

4.6.6 Qualitative Analysis on Peer Counseling and Students' Discipline

In an open ended question, school heads were asked to suggest ways through which guidance and counseling can be improved in their schools so as to effectively address students' indiscipline. This was a general question asked to both the school heads and heads of counseling units which sought to get solutions on what may need to be done to make guidance and counseling services more effective. In regard to how peer counseling can be strengthened, there was consensus from the school heads that schools need to identify students with good qualities and expose them to training.

The school heads emphasized that it is only disciplined students with a good academic track record that should be selected to become peer counselors because they are likely to be role models to indisciplined students who often perform poorly. For instance, school head Y was quoted as saying, *"it is only disciplined students who should be identified to*

become peer counselors. Students with discipline issues like drugs are likely to pass bad habits to the rest of the students” This view was corroborated by school head M who observed, *“disciplined students should be appointed to be peer counselors because they can share their experiences on how they overcome issues that lead to bad behavior”*

On training, school heads were of the view that peer counselors should be trained so as to be effective in discharging their mandate. They opined that peer counselors should be trained on how to identify students with problems, communication and ethical issues. For instance, school head K noted, *“peer counselors should be trained on how to communicate with their fellow students because how a student with difficulties is approached and talked to will determine whether s/he will open up”* Some school heads held that peer counselors should be trained on ethical issues such as confidentiality and non-disclosure. For instance, school head M observed, *“for peer counselors to win students’ confidence, they should not leak students’ secrets. Therefore, peer counselors should be trained on ethical issues such as confidentiality.”*

On their part, heads of counseling units identified selection of students with good qualities, training and supervision to be thematic areas that need to be improved for peer counseling to be effective. For instance, head of counseling unit T observed, *“it is only students with good qualities such as discipline, good performance, spiritually grounded, communication among others should be considered for peer counseling.”* On selection, there were concerns that students should not be allowed to select their peer counselors because they may likely elect notorious students who are sometime popular among students. This head of counseling unit alluded, *“There should be pre-vetting of students by the school discipline committee. Vetted students can then be voted by students otherwise if students are allowed to elect their peer counselors on their own, chances are that they will elect indisciplined students who are quite often popular among students.”*

On training, the heads of counseling units seemed to agree with their school heads that peer counselors should be trained so as to improve their efficiency. This head of counseling unit code named Q is quoted as saying, *“students who are selected to become*

peer counselors should be trained on fundamentals of guidance and counseling.” Another head of counseling is quoted, *“peer counselors should be trained on how they can identify students who need counseling for referrals.”* On specific areas of training, head of counseling unit N suggested, *“student peer counselors should be trained on how to communicate effectively, how to build rapport with all students, how to promote positive behavior among students, how to win students’ confidence by not leaking their secrets”*

It also emerged that there should be an on-going supervision of peer counselors so as to identify areas of concern for corrective action. Head of counseling H noted, *“peer counselors need to be supervised by guidance and counseling departments. Supervision can help in establishing areas where peer counselors need further training”* Another head of counseling unit code named B said, *“supervision can help in identifying peer counselors who need to be relieved of their duties should they become indisciplined.”*

4.6.7 Correlation between Peer Counseling and Students' Discipline

The first objective of the study sought to determine the extent to which peer counseling influence students’ discipline in public secondary schools in Matungulu Sub-county. In order to achieve this objective, A Spearman’s rank-order correlation was run at 0.05 level of significance to determine the relationship between peer counseling and students’ discipline. The results are presented in table 4.14.

Table 4.14: Correlation between Peer Counseling and Students’ Discipline.

			Peer Counseling	Discipline
Spearman's rho	Peer counseling	Coefficient	1.000	.081 [*]
		Sig. (2-tailed)	.	.813
		N	11	11
	Discipline	Coefficient	.081 [*]	1.000
		Sig. (2-tailed)	.831	.
		N	11	11

*. Correlation is significant at the 0.05 level (2-tailed).

Results depicted in table 4.14 indicate that there was weak positive correlation ($r = .081$, $p < .05$) between peer counseling and students' discipline.

4.7 Professional Qualification of Teacher Counselors and Students' Discipline

The second objective of the study was to establish the extent to which teachers' professional training in guidance and counseling influences students' discipline in public secondary schools in Matungulu Sub-county. In order to achieve this objective, the study sought the opinions of school heads, heads of counseling units and students on various issues regarding the professional training of teacher counselors.

4.7.1 School Heads Responses on Training of Teacher Counselors

The study was interested in getting responses from school heads on professional qualification of teacher counselors in their schools. The results are tabulated in table 4.15.

Table 4.15: School Heads Responses on Training of Teacher Counselors (n=11)

Statement	SA	A	N	D	SD	M	S.D
My school has a trained G&C teacher	F 3 % 27.3	1 9.1	1 9.1	5 45.5	1 9.1	3.0	1.483
School facilitates G&C teacher to attend seminars and workshops	F 4 % 36.4	4 36.4	0 0.0	3 27.3	0 0.0	3.8	1.250
G & C teacher has a certificate level of training	F 2 % 18.2	1 9.1	1 9.1	6 54.5	1 9.1	2.4	1.433

G&C teacher has a diploma level of training	F 1	1	1	6	2	2.2	1.272
	% 9.1	9.1	9.1	54.5	18.2		
G&C teacher had a degree level of training in G&C	F 2	0	1	4	4	1.9	1.221
	% 18.2	0.0	9.1	36.4	36.4		

The findings are indicative that majority of teacher counselors were not trained. To this effect, 27.3% strongly agreed and 9.1% agreed that their schools have trained teacher counselors. On the contrary, majority of school heads represented by 45.5% who disagreed and 9.1% who strongly disagreed indicated that their schools do not have trained teacher counselors. Another 9.1% expressed neutral opinion in regard to this statement. A moderate mean ($M = 3.0$) confirms that indeed majority of the schools do not have trained teacher counselors while the standard deviation ($S.D = 1.483$) implies that the responses were divergent.

The findings show that the percentage of those who strongly agreed and those who agreed that their schools facilitate guidance and counseling teachers to attend training workshops and seminars was the same at 36.4%. Only 27.3% disagreed. The mean ($M = 3.8$) confirms that indeed majority of the school heads agreed that they facilitate guidance and counseling teachers to attend training workshops and seminars. The standard deviation ($S.D = 1.250$) suggests that the school heads gave divergent views.

Analysis of responses show that few school heads represented by 18.2% who strongly agreed and 9.1% who agreed indicated that teacher counselors in their guidance and counseling departments have certificate level of training. On the other hand, majority represented by 54.5% and 9.1% disagreed and strongly disagreed respectively that their guidance and counseling teachers have a certificate level training. A further 9.1% expressed neutral opinion. Again, the mean ($M = 2.4$) confirms that a majority of the school heads disagreed to the statement that their guidance and counseling teachers have a certificate level training while the standard deviation ($S.D = 1.433$) suggests that the views given were divergent.

Similarly, the findings show that the percentage of those who strongly agreed and those who agreed that their guidance and counseling teachers hold a diploma in guidance and counseling was the same at 9.1%. Majority represented by 54.5% and 18.2% disagreed and strongly disagreed respectively that their guidance and counseling teachers have a diploma level training. A further 9.1% expressed neutral opinion. The mean ($M = 2.2$) confirms that a majority of the school heads disagreed to the statement that their guidance and counseling teachers have a diploma level training while the standard deviation ($S.D = 1.272$) suggests that the views expressed were divergent.

Further, the results show that very few school heads represented by 18.2% who strongly agreed that their teacher counselors have trained up to degree level. On the contrary, the findings show that the percentage of those who strongly disagreed and those who disagreed that their guidance and counseling teachers hold a degree in guidance and counseling was the same at 36.4%. A further 9.1% expressed neutral opinion. The mean ($M = 1.9$) confirms that majority of the school heads disagreed that their guidance and counseling teachers have a degree level training while the standard deviation ($S.D = 1.221$) suggests that the views expressed in respect to this statement were divergent.

4.7.2 Heads of Counseling Units Views on Training of Teacher Counselors

The study sought to obtain views from the heads of counseling units on professional training of teacher counselors. The same question asked to the school heads on training of teacher counselors was triangulated to the heads of counseling units. The results are presented in table 4.16.

Table 4.16: HCU Responses on Training of Teacher Counselors (n=10)

Statement	SA	A	N	D	SD	M	S.D
My school has a trained G&C teacher	F 2 % 20.0	2 20.0	0 0.0	5 50.0	1 10.0	2.9	1.449
School facilitates G&C teacher to attend seminars and workshops	F 2 % 20.0	4 40.0	2 20.0	0 0.0	2 20.0	3.5	1.429
G & C teacher has a certificate in G&C	F 1 % 10.0	2 20.0	1 10.0	3 30.0	3 30.0	2.4	1.433

G&C teacher has a diploma in	F 1	3	2	3	1	2.3	1.247
G&C	% 10.0	30.0	20.0	30.0	10.0		
G&C teacher has a degree in	F 1	3	1	3	2	2.3	1.398
G&C	% 10.0	30.0	10.0	30.0	20.0		

Results show that the percentage of those who strongly agreed and agreed to the statement that their schools have trained teacher counselors was the same at 20.0%. Majority of the heads of guidance and counseling units represented by 50.0% disagreed and 10.0% strongly disagreed that their schools have a trained guidance and counseling teacher. The mean ($M = 2.9$) confirms that a moderate number of schools have trained teacher counselors while the standard deviation ($S.D = 1.449$) suggests that the views expressed were divergent. The results are in line with principals views as captured in table 4.15 who reported an almost similar mean ($M = 3.0$) on the same statement implying that there was concurrence of opinion.

When asked whether their schools facilitate teacher counselors to attend training seminars and workshops, 20.0% strongly agreed, 40.0% agreed, 20.0% were neutral while a further 20.0% strongly disagreed. The mean ($M = 3.5$) confirms that majority of the heads of counseling units agreed that their schools facilitate teacher counselors to attend training seminars and workshops while the standard deviation ($S.D = 1.429$) suggests that the views expressed were divergent. The findings agree with principals views as captured in table 4.15 where the mean ($M = 3.8$) indicated that majority agreed that their schools facilitate teacher counselors to attend training seminars and workshops. When further asked whether teacher counselors have certificate level training, 10.0% strongly agreed, 20.0% agreed, 10.0% expressed neutral opinion, 30.0% disagreed while a further 30.0% strongly disagreed. The mean ($M = 2.4$) suggests that majority of the heads of counseling units disagreed that teacher counselors had trained up to certificate level. The standard deviation of 1.433 suggests that the respondents gave divergent views. The results agree with school heads responses in table 4.15 where majority of them disagreed ($M = 2.4$) to the statement that their teacher counselors have certificate level training in guidance and counseling.

The study also probed the heads of counseling units in order to establish whether teacher counselors had diploma level training. Results show that 10.0% strongly agreed, 30.0% agreed, 20.0% expressed neutral opinion, 30.0% disagreed while a further 10.0% strongly disagreed. The mean ($M = 2.3$) suggests that majority of the heads of counseling units disagreed that teacher counselors had trained up to diploma level. The standard deviation of 1.247 suggests that the respondents gave divergent views. The results agree with similar views expressed by the school heads in table 4.15 where majority of them disagreed ($M = 2.2$) that their teacher counselors have diploma level training.

The heads of counseling units were further pressed to indicate whether their teacher counselors had degree training in guidance and counseling. However, this question did not specify whether the degree was undergraduate or post-graduate. Nevertheless, results show that 10.0% strongly agreed, 30.0% agreed, 10.0% expressed neutral opinion, 30.0% disagreed while a further 20.0% strongly disagreed. The mean ($M = 2.3$) suggests that majority of the heads of counseling units disagreed that teacher counselors had trained up to degree level. The standard deviation of 1.398 suggests that the respondents gave divergent views. The results agree with similar views expressed by the school heads in table 4.15 where majority of them disagreed ($M = 1.9$) that their teacher counselors had degree level training.

4.7.3 Availability and Competence of Teacher Counselors in Schools

The study sought to establish the availability of teacher counselors. First, the study sought to establish whether schools had a teacher available for guidance and counselling. To achieve this, students were asked to indicate whether their schools had teacher counselors in place. The results were analysed and presented in in Table 4.17.

Table 4.17: Students' Responses on Availability of Teacher Counselors (n=268)

Is teacher counselor available for G&C?	Frequency	Percent
Yes	262	97.8%

No	6	2.2%
Total	268	100.0%

Results from Table 4.17 show that almost all students represented by 97.8% indicated that their schools had a teacher counselor in place. The 2.2% who indicated that their schools had no teacher counselors could be a case of new students who may not have been fully aware of all school programs.

Students were then asked to indicate how often was the teacher counselor available in their schools for guidance and counselling. The results are presented in Figure 4.2

1

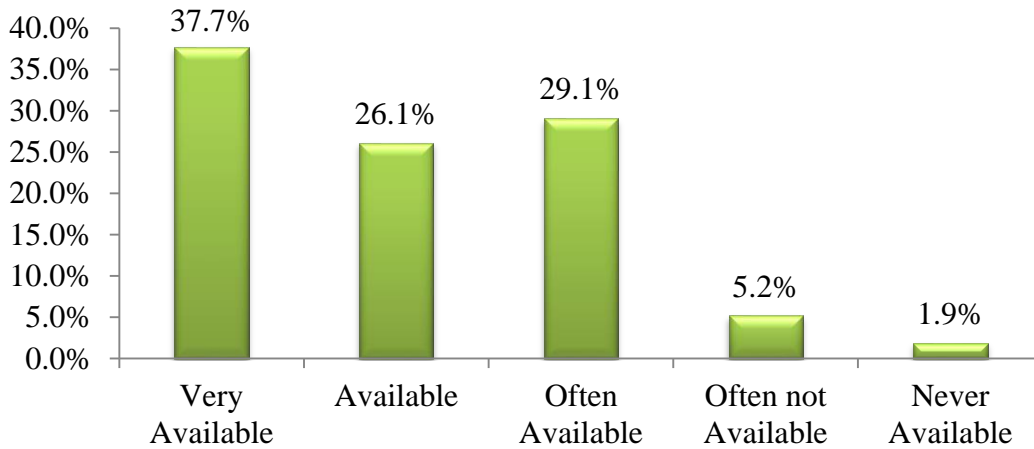


Figure 4.2: Availability of Guidance and Counseling Teacher

When pressed to indicate how available is the guidance and counseling teacher for guidance and counseling purposes, 37.7% indicated that the teacher counselor is very available, 26.1% affirmed that they is available while 29.1% reported that they are often available. On the contrary, 5.2% said that the teacher counselors are often not available while a further 1.9% revealed that their teacher counselors are never available. Although all schools have teacher counselors, results from figure 4.2 indicate that the availability of the teacher counselors is wanting.

4.7.4 Competency of Teacher Counselors

Further, the study sought to investigate whether teacher counselors possess the requisite guidance and counseling skills essential to deliver guidance and counseling services effectively. The findings are presented in table 4.18.

Table 4.18: Students' Views on Competency of Teacher Counselors (n=268)

Statement	SA	A	N	D	SD	M	S.D
A good listener	F 133 % 49.6	99 36.9	29 10.8	6 2.2	6 0.4	4.3	0.755
Creates a good link between students, school and parents	F 120 % 44.8	98 36.6	37 13.8	10 3.7	3 1.1	4.1	0.903
Provides solutions to student problems	F 130 % 48.5	92 34.3	31 11.6	12 4.5	3 1.1	4.2	0.915
Is a good teacher, dedicated to G&C	F 119 % 44.4	85 31.7	42 15.7	11 4.4	11 4.4	4.0	1.063
Is sympathetic and understanding	F 12 % 44.0	97 36.2	36 13.4	14 5.2	3 1.1	4.1	0.928
Promotes peace/harmonious living among students and teachers	F 131 % 48.9	97 36.2	34 12.7	4 1.5	2 0.7	4.3	0.785
I can trust her/him with my secrets during G&C sessions	F 93 % 34.7	74 27.6	62 23.1	12 4.5	27 10.1	3.73	1.251

Majority of students rated their teacher counselors as good listeners, as indicated by 49.6% who strongly agreed and 36.9% who agreed. On the contrary, 2.2% disagreed and a further 0.4% strongly disagreed that their teacher counselors are good listeners. Another 10.8% were neutral on whether their teacher counselors are good listeners. The mean (M = 4.3) reveals that majority of the students agreed that their teacher counselors are good listeners while the standard deviation (S.D = 0.755) suggests that their views were convergent.

Similarly, majority of students represented by 44.8% who strongly agreed and 36.6% who agreed indicated that their teacher counselors create a good link between themselves, school and parents. On the other hand, 3.7% disagreed and a further 1.1% strongly disagreed to the statement while 13.8% expressed neutral opinion. The mean ($M = 4.1$) reveals that majority of the students agreed that their teacher counselors create a good link between themselves, school and parents while the standard deviation ($S.D = 0.903$) suggests that the students gave convergent views.

On whether teacher counselors provide solutions to their problems, 48.5% strongly agreed, 34.3% agreed, 11.6% were neutral, 4.5% disagreed and a further 1.1% strongly disagreed to the statement. The mean ($M = 4.2$) reveals that majority of the students agreed that their teacher counselors provide solutions to their problems while the standard deviation ($S.D = 0.915$) suggests that the views expressed were convergent.

Majority of students represented by 44.4% who strongly agreed and 31.7% who agreed indicated that their teacher counselors are good teachers dedicated to guidance and counseling. On the contrary, the percentage of those who disagreed and strongly disagreed to the statement was the same at 4.4%. A further 15.7% were neutral. The mean ($M = 4.0$) reveals that majority of the students agreed that their teacher counselors are good teachers dedicated to guidance and counseling while the standard deviation ($S.D = 1.063$) suggests that the views expressed were divergent.

When asked whether their teacher counselors are sympathetic and understanding, majority of students represented by 44.0% who strongly agreed and 36.2% who agreed answered in the affirmative. On the contrary, 5.2% disagreed, 4.1% strongly disagreed while a further 13.4% expressed a neutral opinion. The mean ($M = 4.1$) reveals that majority of students agreed to the statement while the standard deviation ($S.D = 0.928$) confirms that the views expressed in regard to this statement were convergent.

Majority of students represented by 48.9% who strongly agreed and 36.2% who agreed indicated that their teacher counselors promote harmonious living among students and

teachers. On the contrary, 1.5% disagreed, 0.7% strongly disagreed while a further 12.7% expressed a neutral opinion. The mean ($M = 4.3$) reveals that majority of students agreed to the statement while the standard deviation ($S.D = 0.785$) confirms that the views expressed in regard to this statement were convergent.

When students were further probed on whether they can trust their teacher counselors with their secrets during guidance and counseling sessions, majority of them represented by 34.7% who strongly agreed and 27.6% who agreed answered in the affirmative. While slightly more than a third represented by 23.1% were neutral, 4.5% disagreed and 10.1% strongly disagreed to the statement. It is clear that sizeable majority cannot trust their teacher counselors with their secrets. However, the mean ($M = 3.7$) reveals that majority of students agreed to the statement while the standard deviation ($S.D = 1.251$) confirms that the views expressed in respect to this statement were divergent.

4.7.5 Qualitative Analysis on Professional Qualification and Students' Discipline

The second objective of the study was to determine the extent to which teacher professional training in guidance and counseling influences students' discipline. In addition to closed ended questions, school heads and heads of counseling units were asked in an open ended question to suggest ways through which guidance and counseling could be improved. The qualitative data was analysed thematically and from the analysis of responses, the study identified responses that were relevant to this objective.

School heads respondents suggested that the Teachers' Service Commission (TSC) should post trained counselors to schools. School head A suggested, "*Guidance and counseling is used to address serious discipline issues which requires a well trained professional in guidance and counseling major at the undergraduate level. The TSC should post trained counselors to schools.*" This view tended to agree with that of school head J who alluded, "*Guidance and counseling service is struggling with capacity issues. We are forced to appoint teachers who do not have any formal training in guidance and counseling. Such teachers are not able to address complex students' problems and we end up having more disciplinary problems. I suggest the government should take*

guidance and counseling seriously and post trained counselors who can competently address students' psychological issues."

The heads of counseling units almost gave the same problems and solutions highlighted by the school heads. For instance, head of counseling P observed, *"Teachers are deployed to the guidance and counseling department on the basis of who is willing to be a counselor or who has some commitment since in most cases there are no trained teachers. These teachers who are inadequately trained are expected to address complex students' issues. For teacher counselors to be effective, they need to be in-serviced at diploma, degree or post graduate levels."* Head of counseling T suggested, *"Although there are sometimes guidance and counseling workshops, these seminars are not frequent and adequate in content. I suggest the training workshops ought to be more frequent so as to equip teacher counselors with some basic skills given that majority of them do not have formal training."*

It was also suggested that the government should provide training incentives to practicing teacher counselors. On this note, head of counseling unit N indicated, *"Given that most of teachers manning guidance and counseling are not trained, the government should provide post graduate scholarships in guidance and counseling or related fields for practicing teacher counselors."* Another head of counseling unit H noted, *"Teachers who wish to further their studies in guidance and counseling should be given full paid study leave. This is because teachers have high workload to study while in service."* There were also suggestions for more content to be added in the curriculum which is used to train teachers. In this regard, Y suggested, *"The curriculum for training teacher trainees at the diploma and post graduate levels need to be revamped with more units in guidance and counseling."*

4.7.6 Correlation between Professional Qualification and Students' Discipline

The second objective of the study was to establish the extent to which teacher professional training in guidance and counselling influences students' discipline. In order to achieve this objective, Spearman's rank-order correlation was run at 0.05 level of significance to determine the relationship between professional qualification of teacher

counselors and students' discipline. Spearman's rank-order correlation was preferred because data was non-parametric. The results are presented in Table 4.19.

Table 4.19: Correlation between Professional Qualification and Students' Discipline.

			Professional qualification	Discipline
Spearman's rho	Professional qualification	Coefficient	1.000	.206*
		Sig. (2-tailed)	.	.544
		N	11	11
	Discipline	Coefficient	.206*	1.000
		Sig. (2-tailed)	.544	.
		N	11	11

*. Correlation is significant at the 0.05 level (2-tailed).

Results depicted in table 4.19 indicate that there was weak positive correlation ($r = .206$, $p < .05$) between professional qualification of teacher counselors and students' discipline.

4.8 Availability of Guidance and Counseling Resources and Students' Discipline

The third objective of the study sought to establish the extent to which availability of guidance and counselling resources influences students' discipline in public secondary schools in Matungulu Sub-county. School heads were presented with a Table that consisted of guidance and counselling resources that they were required to rate using a Likert scale whether they were available in their schools. The same table was triangulated to heads of counselling units in order to confirm the validity of school heads claims. On the other hand, students were asked to indicate the availability of their guidance and counselling teacher and then, they were presented with a list of resources they were expected to indicate their availability. Further, observation checklists were used to physically take stock of the available guidance and counselling resources.

4.8.1 School Heads Responses on the availability of G&C Resources

The study probed school heads on the availability of guidance and counseling resources in their schools. The results are presented in table 4.20.

Table 4.20 School Heads' Views on availability of G&C Resources (n=11)

Statement	SA	A	N	D	SD	M	S.D
The school has a designated counseling office	F 2 % 18.2	3 27.3	0 0.0	3 27.3	3 27.3	2.8	1.537
The counseling office has sound proof systems in place	F 1 % 9.1	1 9.1	1 9.1	3 27.3	5 45.5	2.0	1.264
There is a budget specifically for Guidance and counseling	F 1 % 9.1	3 27.3	2 18.2	2 18.2	3 27.3	2.8	1.470
The school has a designated time for G& C services	F 3 % 27.3	6 54.5	1 9.1	1 9.1	0 0.0	4.0	0.894
There is a G&C guidebook/manual	F 2 % 18.2	4 36.4	1 9.1	3 27.3	1 9.1	3.2	1.348
The G&C office is fully resourced	F 1 % 9.1	1 9.1	1 9.1	3 27.3	5 45.5	2.0	1.375

Results show that 18.2% strongly agreed and 27.3% agreed that their schools have designated guidance and counseling office. On the other hand, the percentage of school heads that disagreed and strongly disagreed that their schools have designated guidance and counseling office was the same at 27.3%. A further analysis report a low mean of 2.8 while the standard deviation was 1.537 suggesting that the views expressed were divergent. Results reveal that the few available offices are not customized to be suitable for guidance and counseling because they are not sound proof. In this regard, the percentage of school heads that strongly agreed and agreed to the statement that their school guidance and counseling offices have sound proof systems was the same at 9.1%. Majority of school heads represented by 27.3% who disagreed and 45.5% who strongly disagreed indicated that their school guidance and counseling offices have sound proof systems.

Another 9.1% expressed a neutral opinion. The mean ($M = 2.0$) reveals that majority of the school heads disagreed that their school guidance and counseling offices have sound proof systems while the standard deviation ($S.D = 1.264$) confirms that the school heads expressed divergent views. It is clear that from the results that majority of schools have not customized their guidance and counseling offices so as to ensure that third parties do not eavesdrop guidance and counseling sessions and therefore make the sessions non-confidential.

Pressed to indicate whether their schools set specific budgets for guidance and counseling, 9.1% strongly agreed, 27.3% agreed, 18.2% were neutral, 18.2% disagreed while 27.3 strongly disagreed. A further analysis reported a moderate mean of 2.8 and a standard deviation of 1.470 all confirming that it is only a moderate number of schools that set specific budgets for guidance and counseling and that the views expressed were divergent. Financial budgets are particularly important because they help the departments to acquire what might be lacking.

The results suggest that a bigger proportion of schools have designated time for guidance and counseling. In support of this claim, 27.3% and 54.5% strongly agreed and agreed respectively that their schools have designated time for guidance and counseling. Only 9.1% of the school heads disagreed while a further 9.1% were neutral in respect to this statement. A higher mean of 4.0 confirm that indeed majority of the school heads agreed that their schools have designated time for guidance and counseling while the standard deviation ($S.D = 0.894$) suggests that the views expressed were convergent.

Asked whether their guidance and counseling departments have guidebooks/manuals, 18.2% strongly agreed, 36.4% agreed, 9.1% were neutral, 27.3% disagreed while 9.1% strongly disagreed. The mean ($M = 3.2$) implies that the school heads indicated that guidebook/manual are available in a moderate number of schools while the standard deviation of 1.348 suggests that the opinion was divided in regard to this statement.

Further pressed to indicate whether guidance and counseling offices are fully resourced in terms of infrastructure, 9.1% strongly agreed, 9.1% agreed, 9.1% were neutral, 27.3% disagreed while 45.5% strongly disagreed. A relatively low mean of 2.0 reveals that majority of the school heads disagreed that their guidance and counseling offices are fully resourced while the standard deviation (S.D = 1.375) confirms that the school heads expressed divergent views in respect to this statement.

4.8.2 Heads of Counseling Units' Responses on the availability of G&C Resources

Similarly, the same question asked to school heads on availability of guidance and counseling resources was triangulated to heads of counseling units. The results are presented in table 4.21.

Table 4.21 Heads of Counseling Units' Responses on availability of Guidance and Counseling Resources (n=10)

Statement	SA	A	N	D	SD	M	S.D
The school has a designated guidance and counseling office	F 3 % 30.0	1 10.0	0 0.0	3 30.0	3 30.0	2.8	1.751
The counseling office has sound proof systems in place	F 1 % 10.0	2 20.0	0 0.0	5 50.0	2 20.0	2.4	1.354
There is a budget specifically for guidance and counseling	F 2 % 20.0	1 10.0	0 0.0	4 40.0	3 30.0	2.4	1.581
The school has a designated time for guidance and counseling services	F 1 % 10.0	5 50.0	1 10.0	3 30.0	0 0.0	3.5	1.074
There is a guidance and counseling guidebook/manual	F 1 % 10.0	6 60.0	1 10.0	0 0.0	2 20.0	3.6	1.349
The guidance and counseling office is fully resourced	F 1 % 10.0	6 20.0	0 0.0	5 50.0	2 20.0	2.4	1.354

Generally, the analysis of the responses suggests that guidance and counseling departments across public schools in the Sub-county are challenged by lack of critical resources. For instance, when the heads of counseling units were asked to indicate

whether their departments had offices, 30.0% strongly agreed, 10.0% agreed while the percentage of those who disagreed and strongly disagreed was the same at 30.0%. The mean ($M = 2.8$) reveals that the offices are available in moderate number of schools while the standard deviation of 1.354 suggests that the respondents expressed divergent views in respect to this statement. The responses agree with the views of the school heads in table 4.20 where analysis of the mean yielded to a similar mean ($M = 2.8$).

Pressed to indicate whether their offices have sound proof systems, 10.0% strongly agreed, 20.0% agreed, 50.0% disagreed while 20.0% strongly disagreed. It can be seen from the responses that half of the respondents represented by 50.0% who disagreed and 20.0% who strongly disagreed indicated that their guidance and counseling offices do not have a sound proof system. The mean of 2.4 similarly indicate that majority of the respondents disagreed that their offices have sound proof systems while the standard deviation of 1.354 imply that the views expressed in respect to this statement were divergent. The findings agree with the school heads responses captured in table 4.20 where majority of them disagreed ($M = 2.0$) that the offices have sound proof systems.

On whether their schools set specific budgets for guidance and counseling, 20.0% strongly agreed, 10.0% agreed, 40.0% disagreed and 30.0% strongly disagreed. The mean ($M = 2.4$) reveals that majority of the heads of counseling units disagreed that their schools set specific budgets for guidance and counseling while the standard deviation ($S.D = 1.581$) confirms that the views expressed in respect to this statement were divergent. However, this mean is lower than that of the school heads reported in table 4.20 of 2.8. ($M = 2.8$). It is likely that the school heads were trying to conceal the fact that they do not allocate specific budget to the guidance and counseling departments probably not to expose their weak managerial practices.

The study also sought to establish whether schools had designated time for guidance and counseling. In regard to this statement, 10.0% of the heads of counseling units strongly agreed, 50.0% agreed, 10.0% were neutral and 30.0% disagreed. The mean ($M = 3.5$) indicates that majority of the heads of counseling units agreed that their schools had

designated time for guidance and counseling while the standard deviation ($S.D = 1.074$) confirms that the views expressed in respect to this statement were divergent. The views of the heads of the counseling units agreed with those of the school heads reported in table 4.20 where majority of them agreed ($M = 4.0$) that their schools had designated time for guidance and counseling.

The heads of counseling units were further probed on whether their schools had guidance and counseling manual or guidebook. In respect to this statement, 10.0% of them strongly agreed, 60.0% agreed, 10.0% were neutral while 20.0% strongly disagreed. The analysis of the mean ($M = 3.6$) indicates that majority of the heads of counseling units agreed to the statement while the standard deviation ($S.D = 1.349$) confirms that the views expressed in respect to this statement were divergent. However, the mean is higher than that of the school heads depicted in table 4.20 of 3.2.

Finally, the study was keen to collect the views of heads of counseling units on whether guidance and counseling offices are fully resourced. From the analysis of the responses, 10.0% strongly agreed, 20.0% agreed and 50.0% strongly disagreed. It is clear from the analysis that majority of the heads of counseling units indicated that their departments are not resourced. These views were further affirmed by the analysis of the mean ($M = 2.4$) which revealed that majority of the respondents indeed disagreed to the statement while giving divergent views ($S.D = 1.354$). The findings agree with the responses of the school heads as reported in table 4.20 where majority of them disagreed ($M = 2.0$) that guidance and counseling offices are fully resourced.

4.8.3 Students' Responses on the Availability of Guidance and Counseling Resources

The study probed students on the availability of various guidance and counseling resources other than the teacher counselors. The study intended to validate or invalidate responses from school heads and heads of counseling units. The results are analyzed and presented in table 4.22.

Table 4.22 Students' Responses on the availability of Guidance and Counseling Resources (n=268)

Statement	SA	A	N	D	SD	M	S.D
The school has a designated counseling office	F 16 % 6.0	35 13.1	51 19.0	80 29.9	86 32.1	2.3	1.216
The counseling office has sound proof systems in place	F 45 % 16.8	52 19.4	34 12.7	71 26.5	66 24.6	2.4	1.436
The school has a designated time for guidance and counseling	F 31 % 11.6	48 17.9	39 14.6	63 23.5	87 32.5	2.5	1.393
There is a guidance and counseling guidebook/manual	F 27 % 10.1	32 11.9	35 13.1	87 32.5	87 32.5	2.3	1.310
The guidance and counseling office is fully resourced	F 93 % 34.7	90 33.6	26 9.7	33 12.3	26 9.7	3.7	1.289

Students were probed on whether their schools had designated office for guidance and counseling. Results show that 6.0% strongly agreed, 13.1% agreed, 19.0% were neutral, 29.9% disagreed and 32.1% strongly disagreed. It is clear from analysis that the majority of students indicated that their schools lacked a designated counseling office. The analysis of the mean ($M = 2.3$) confirms that majority of the students indeed disagreed that their schools had counseling offices while the standard deviation ($S.D = 1.436$) reveals that the students expressed divergent views. However, the mean ($M = 2.3$) is far lower than that of the school heads ($M = 2.8$) reported in table 4.20 and heads of counseling units ($M = 2.8$) in table 4.21.

On whether guidance and counseling offices are sound proof, 16.8% of the students strongly agreed, 19.4% agreed, 12.7% were neutral, 26.5% disagreed and 24.6% strongly disagreed. It is clear from the responses that majority indicated that their counseling offices did not have sound proof system. The mean of 2.4 confirms that majority of the students disagreed to the statement that their counseling offices are sound proof while the standard deviation of 1.436 suggests that the students expressed divergent views. The

findings ($M = 2.4$) agree with those of school heads ($M = 2.0$) in table 4.20 and heads of counseling units ($M = 2.4$) in table 4.21 where they all disagreed that the offices are not sound proof.

In respect to whether their schools set designated time for counseling, 11.6% of the students strongly agreed, 17.9% agreed, 14.6% were neutral, 23.5% disagreed while 32.5% strongly disagreed to the statement. Further analysis reported a lower mean ($M = 2.5$) while the standard deviation of 1.393 suggests that the students were giving divergent views. The mean ($M = 2.5$) is far lower than that of the school heads ($M = 4.0$) in table 4.20 and that of heads of counseling units ($M = 3.5$) in table 4.21 which suggest that they agreed that their schools have designated time for guidance and counseling.

On whether guidance and counseling departments had guidebook on guidance and counseling, 10.1% strongly agreed, 11.9% agreed, 13.1% were neutral while the percentage of those who disagreed and strongly disagreed was the same at 32.5%. The mean of 2.3 confirms that majority of the students disagreed to the statement that their departments have guidebook on guidance and counseling while the standard deviation of 1.310 suggests that the students expressed divergent views. The mean ($M = 2.3$) is far lower than that of school heads ($M = 3.2$) in table 4.20 and that of heads of counseling units ($M = 3.6$) in table 4.21.

Further pressed to indicate whether their guidance and counseling departments were fully resourced, 34.7% strongly agreed, 33.6% agreed, 9.7% were neutral, 12.3% disagreed while 9.7% strongly disagreed. The mean of 3.7 reveals that majority of the students agreed to the statement that their departments were fully resourced while the standard deviation of 1.289 suggests that the students expressed divergent views. Surprisingly, the mean ($M = 3.7$) is far higher than that of school heads ($M = 2.0$) in table 4.20 and that of heads of counseling units ($M = 2.4$) in table 4.21 which suggested that they disagreed that the offices are fully resourced.

4.8.4 Physical Audit of Guidance and Counseling Resources

The study undertook a physical audit of guidance and counseling resources in the 11

sampled schools. This was achieved through filling observation checklists at the guidance and counseling offices. Table 4.23 presents the findings.

Table 4.23: Availability of G&C as per Observation Checklists (n=11)

Availability of Facilities	Frequency	Percent
G&C Office	5	45.5%
Computer	0	0.0%
Projector	0	0.0%
Student files	5	45.5%
Handbook for different occupations	4	36.4%
Books on social psychology	1	9.1%
Psychology magazines	3	27.3%
Career booklets	6	54.6%
Films/videos	3	27.3%
Storage facilities	4	36.4%

From the audit, the study established that only 45.5% of schools had a guidance and counseling office. This means that majority 54.6% of schools did not have offices. The physical audit validates school heads', heads of counseling units' and students' responses who asserted that offices are not available in majority of schools. On the suitability of the location of guidance and counseling office, the study established that it was only in 27.3% of schools where the offices were far away from classrooms and offices. In 18.2% of schools, the offices were shared with other departments. It can therefore be seen that majority of schools lack designated guidance and counseling offices and where the offices are available, they are poorly located.

Although most schools had computers in other offices or computer laboratories, the study noted that there was no single school that had a computer at the guidance and counseling department. Lack of a computer can deny guidance and counseling teachers a vital resource especially in this era of information age where everything is on the internet.

Even though some (36.4%) schools had projectors, they were not specifically for guidance and counseling department but the heads of counseling units reported that they use them whenever they needed them. Other few (27.3%) schools had videos especially on HIV AIDS programs.

Majority (54.6%) of schools did not have students' files and 7(63.7%) did not have storage facilities for students' records. It can therefore be argued that majority of guidance and counseling departments did not keep track of students records and where they were kept, they were exposed to third parties due to lack of storage facilities. It was only in 9.1% of school that had a book on social psychology and in 27.3% of schools that had psychology magazines. These findings confirm that many schools lack teacher counselors' resource materials that they can use to advance their knowledge in the field of guidance and counseling.

Only 36.4% of schools had a handbook for different occupations and 6 (54.6%) had career booklets suggesting that guidance and counseling teachers could be hindered from delivering vocational guidance and counseling. Generally, the audit exposed that guidance and counseling departments in public secondary schools in Matungulu Sub-county face resource constraints. The findings that guidance and counseling departments are grossly under resourced are in line with those of school heads ($M = 2.0$) in table 4.20 and those of heads of counseling units ($M = 2.4$) in table 4.21 where they disagreed that the offices are fully resourced.

4.8.5 Qualitative Analysis on Guidance and Counseling Resources and Students' Discipline

Under availability of resources, in open ended question, both school heads and heads of counseling units were asked to indicate ways through which guidance and counseling could be improved to address students' discipline. Thematic analysis of responses revealed that majority of school heads appreciated guidance and counseling services in their schools were constrained by unavailability of resources. Most of the identified lacking resources were guidance and counseling offices, adequate budgets, trained

guidance and counseling teacher and student resources, storage facilities, computers, projectors among others. School heads were of the view that provision of these resources could strengthen guidance and counseling services.

A school head was quoted as stating; *“My school is new and one of the challenges it is facing is lack of facilities such as adequate rooms. There are no adequate classrooms leave alone guidance and counseling office. Due to lack of guidance and counseling office, we usually conduct group counseling or the entire school form of counseling but this tends to leave out students who require individualized counseling. I would suggest that my school first needs a suitably located guidance and counseling office.”*

Another school head noted that; *“Guidance and counseling departments need to be allocated enough budgets so as to be in a position to purchase relevant resources but the problem is that schools never have adequate budgets for critical school programs such as guidance and counseling. In the absence of budgets for guidance and counseling departments, most of the guidance and counseling offices are just empty rooms.”*

On their part, majority of heads of counseling units seemed to concur with school heads that the solution to strengthening guidance and counseling services lies with providing adequate resources. A head of counseling unit from school T stated as follows; *“It is a bit challenging, as head of department, to be in-charge of a department that has no resources. School heads and boards of management should therefore prioritize guidance and counseling and allocate it sufficient budget to enable the departments acquire what may be lacking.”*

It also emerged from the responses that the allocated guidance and counseling time is not adhered to and it is sometimes taken up by other academic programs. A head of counseling unit P was quoted as stating, *“Although on the block time table guidance and counseling is allocated time, the allocated time is mostly taken up by a “mathematics hour”. I suggest guidance and counseling should be allocated more time which should strictly be adhered to.”*

4.8.6 Correlation between Guidance and Counseling Resources and Students'

Discipline

The third objective of the study was to establish the extent to which guidance and counseling resources influence students' discipline. In order to achieve this objective, a Spearman's rank-order correlation was run at 0.05 level of significance to determine the correlation between guidance and counseling resources and students' discipline. The results are presented in table 4.24.

Table 4.24: Correlation between Guidance and Counseling Resources and Students' Discipline.

		Resources	Discipline
Spearman's rho	Resources	Coefficient	1.000
		Sig. (2-tailed)	.023
		N	11
Discipline		Coefficient	.023
		Sig. (2-tailed)	1.000
		N	11

*. Correlation is significant at the 0.05 level (2-tailed).

Results depicted in table 4.24 indicate that there was weak positive correlation ($r = .023$, $p < .05$) between guidance and counseling resources and students' discipline.

4.9 Students' Attitude towards Guidance and Counseling

The fourth objective of the study sought to assess the influence of students' attitude towards guidance and counselling on students' discipline in public secondary schools in Matungulu Sub-county. In order to achieve this objective, school heads were presented with a table with 5 statements that they were expected to rate using a likert scale. The same table was triangulated to heads of counselling units in order to confirm the validity of school heads claims. On the other hand, students were presented with 10 questions that they were to rate against a 5 – point Likert scale. Data in respect to this objective is

presented in sections 4.9.1 through 4.9.5.

4.9.1 School Heads Assessment of the Attitude of Students' towards Guidance and Counselling

The aim of this objective was to assess how students' attitude towards guidance and counseling influence their discipline. To ascertain the nature of students' attitude towards guidance and counseling, the study sought the opinions of the school heads on 5 statements that they were expected to rate using a 5 – point likert scale. The results are presented in table 4.25.

Table 4.25: School Heads' Ratings of Attitude of Students' towards Guidance and Counselling (n=11)

Statement	SA	A	N	D	SD	M	S.D
Students seek guidance and counseling services whenever they have personal issues	F 3 % 27.3	2 18.2	3 27.3	1 9.1	2 18.2	3.2	1.420
Students do not fear being seen seeking guidance and counseling services by other students and staff	F 1 % 9.1	4 36.4	1 9.1	3 27.3	2 18.2	2.9	1.311
Students do not believe that seeking guidance and counseling leaves them with a bad mark on their record.	F 1 % 9.1	1 9.1	4 36.4	3 27.3	2 18.2	2.6	1.149
Students have faith in guidance and counseling teachers	F 1 % 9.1	2 18.2	2 18.2	3 27.3	3 27.3	2.5	1.304
Students prefer sharing their personal problems with their guidance and counseling teachers to close friends	F 1 % 9.1	2 18.2	1 9.1	3 27.3	4 36.4	2.3	1.366

When the school heads were asked their opinions on whether students sought guidance and counseling services whenever they had personal issues, 27.3% strongly agreed,

18.2% agreed, 27.3% were neutral, 9.1% disagreed while 18.2% strongly disagreed. A moderate mean of 3.3 suggests that the school heads rated the students' attitudes towards seeking psychological help as moderate while the standard deviation of 1.420 suggests that the views expressed were divergent.

Probed on whether students do not fear being seen seeking guidance and counseling services by other students and staff, 9.1% of the school heads strongly agreed, 36.4% agreed, 9.1% were neutral, 27.3% disagreed while 18.2% strongly disagreed. A moderate mean of 2.9 suggests that the school heads rated the students' attitudes towards seeking psychological help as moderate while the standard deviation of 1.311 suggests that the respondents gave divergent views.

Pressed to assess whether students do not believe that seeking guidance and counseling leaves them with a bad mark on their record, 9.1% of the school heads strongly agreed, 9.1% agreed, 36.4% were neutral, 27.3% disagreed while 18.2% strongly disagreed. A mean of 2.6 implies that the respondents assessed the attitudes of students towards this parameter as moderate while the standard deviation of 1.149 suggests that the views expressed were divergent.

When the school heads were asked whether students had faith in guidance and counseling teachers, 9.1% strongly agreed, 18.2% agreed, 18.2% were neutral, 27.3% disagreed while 27.3% strongly disagreed. The mean of 2.5 suggests that the school heads rated the attitudes of students towards their teacher counselors as positive and moderate while the standard deviation of 1.304 suggests that the views expressed were divergent.

Further probed on whether students prefer sharing their personal problems with their guidance and counseling teachers to close friends, 9.1% strongly agreed, 18.2% agreed, 9.1% were neutral, 27.3% disagreed while 36.4% strongly disagreed. A low mean of 2.3 reveals that majority of the school heads disagreed with the statement. This therefore means that they opined students prefer seeking professional psychological help and thus suggesting that they assessed students' attitude towards this parameter as positive. The

standard deviation of 1.366 suggests that the views expressed were divergent.

4.9.2 Heads of Counselling Units' Assessment of the Attitude of Students' towards Guidance and Counselling

The similar questions asked to the school heads were also triangulated to the heads of counselling units. Table 4.26 gives the analysed responses.

Table 4.26: Heads of Counseling Units ratings of Attitude of Students' towards Guidance and Counselling (n=10)

Statement	SA	A	N	D	SD	M	S.D
Students seek guidance and counseling services whenever they have issues	F 3 % 30.0	2 20.0	2 20.0	1 10.0	2 20.0	3.3	1.486
Students do not fear being seen seeking guidance and counseling services by other students and staff	F 2 % 20.0	3 30.0	1 10.0	3 30.0	1 10.0	3.2	1.326
Students do not believe that seeking guidance and counseling leaves them with a bad mark on their record.	F 2 % 20.0	2 20.0	1 10.0	3 30.0	2 20.0	2.9	1.445
Students have faith in counseling teachers	F 1 % 10.0	2 20.0	1 10.0	3 30.0	3 30.0	2.5	1.360
Students prefer sharing their personal problems with their guidance and counseling teachers to close friends	F 2 % 20.0	3 30.0	2 20.0	1 10.0	2 20.0	3.2	1.4

Table 4.26 presents the analysed response of the heads of counseling units in regard to their assessment of students' attitudes towards guidance and counseling. In the first statement, they were asked to respond to whether students sought guidance and

counseling services whenever they had personal issues. It is clear from the responses that 30.0% of the heads of counseling units strongly agreed, 20.0% agreed, 20.0% were neutral, 10.0% disagreed while 20.0% strongly disagreed to the statement. A moderate mean of 3.3 suggests that the heads of counseling units rated the students' attitudes towards seeking psychological help as moderate. On the other hand, the standard deviation of 1.486 essentially implies that the respondents gave divergent views. The findings agree with the responses of the school heads in table 4.25 where they rated their students towards this parameter as moderate ($M = 3.2$).

Pressed to reveal whether students do not fear being seen seeking guidance and counseling services by other students and staff, 20.0% of the heads of counseling units strongly agreed, 30.0% agreed, 10.0% were neutral, 30.0% disagreed while 10.0% strongly disagreed to the statement. Further analysis reported a mean of 3.2 which implies that the respondents assessed the attitudes of students towards this parameter as moderate. The standard deviation of 1.326 suggests that the opinion was strongly divided across the likert scale. The results agree with similar findings from table 4.25 where the school heads rated the attitudes of students' towards this parameter as moderate ($M = 2.9$).

When the respondents were asked to give their opinion on whether students do not believe that seeking guidance and counseling leaves them with a bad mark on their record, 20.0% strongly agreed, 20.0% agreed, 10.0% were neutral, 30.0% disagreed while 20.0% strongly disagreed to the statement. Further analysis reported a mean of 2.9 which reveals that the respondents assessed the attitudes of students towards this parameter as moderate. The computed standard deviation of 1.445 suggests that the opinion was strongly divided across the likert scale. The results are in line with similar findings reported in table 4.25 where schools heads assessed the attitudes of students' towards this parameter as moderate ($M = 2.6$).

The respondents were also asked to respond to whether students had faith in guidance and counseling teachers. The analysis of their responses shows that 10.0% strongly agreed,

20.0% agreed, 10.0% were neutral, 30.0% disagreed while 30.0% strongly disagreed to the statement. A reported mean of 2.9 indicates that the heads of counseling units rated the attitudes of students towards their teachers as moderate. The standard deviation of 1.360 suggests that the views given in respect to this statement were divergent. It appears that both the school heads (M = 2.5) in table 4.25 and the heads of counseling units assessed the attitudes of students towards their teacher counselors as moderate.

Further, the respondents were further asked to express their opinion on whether students preferred sharing their personal problems with their guidance and counseling teachers to close friends. In respect to this statement, 20.0% strongly agreed, 30.0% agreed, 20.0% were neutral, 10.0% disagreed while 20.0% strongly disagreed to the statement. A mean of 2.9 reveals that the heads of counseling units assessed the attitudes of students on their openness with a standard deviation of 1.4 which suggests that the responses were divergent.

4.9.3 Students Responses across Attitude rating Scale

Students on their part were presented with 10 questions that they were to rate against a 5 – point Likert scale. The results are presented in Table 4.27.

Table 4.27: Students' Responses across Attitude Rating Scale (n=268)

Statement	SA	A	N	D	SD	M	S.D
I solve my problems without any external help	F 27 % 10.1	32 11.1	35 13.1	87 32.5	87 32.5	2.3	1.331
There are times when I have felt completely lost and would have welcomed external help	F 93 % 34.7	90 33.6	26 9.7	33 12.3	26 9.7	3.7	1.290
I would want to get counseling if I were worried or upset for a long period	F 67 % 25.0	91 34.0	51 19.0	26 9.7	33 12.3	3.5	1.285
I would feel uneasy going to a counselor because of what some people might think	F 31 % 11.6	48 17.9	40 14.6	63 23.5	87 32.5	2.5	1.387
To have sought counseling is a bad mark on one's record.	F 22 % 8.2	11 4.1	34 12.7	71 26.5	130 48.5	1.9	1.230
I would willingly confide personal matters to a person if I thought it might help	F 89 % 33.2	85 31.7	41 15.3	29 10.8	24 9.0	3.7	1.249
I do not have faith in the people in charge of G&C in our school	F 16 % 6.0	35 13.1	51 19.0	80 29.9	86 32.5	2.3	1.211
I do not confide my secrets to anyone in school	F 45 % 16.8	52 19.4	34 12.7	71 26.5	66 24.6	2.7	1.426
I would rather be advised by a close friend than by a counselor	F 26 % 9.7	38 14.2	49 18.3	58 21.6	97 36.2	2.3	1.372
The idea of talking about problems with a counselor shrinks me as a poor way to solve one's problems	F 22 % 8.2	34 12.7	38 14.2	87 32.5	87 32.5	2.3	1.290

Students were asked to respond to the statement whether they solve their problems without any external help. In regard to this statement, 10.1% strongly agreed, 11.1%

agreed, 13.1% were neutral while the percentage of those who disagreed and strongly disagreed was the same at 32.5%. A lower mean of 2.3 indicates that majority of the students disagreed that they solve their problems without any external help and thus suggests that they actually seek external help to solve their problems. It is thus clear from the findings that students had positive attitudes towards seeking psychological help. On the other hand, a standard deviation of 1.331 suggests that the opinion was strongly divided across the likert scale.

Students were probed on whether there are times when they have felt completely lost and would have welcomed external help. Responding to this statement, 34.7% strongly agreed, 33.6% agreed, 9.7% were neutral, 12.3% disagreed while 9.7% strongly disagreed. A higher mean of 3.7 reveals that the students agreed to this statement. The finding suggests that the students were willing to welcome external psychological help and thus pointing to a positive attitude towards guidance and counseling. The computed standard deviation of 1.290 suggests that the students gave divergent views.

Students were pressed to indicate whether they would want to get counseling if they were worried or upset for a long period. In respect to this statement, 25.0% strongly agreed, 34.0% agreed, 19.0% were neutral, 9.7% disagreed while 12.3% strongly disagreed to the statement. A higher mean of 3.5 is indicative that majority of the students agreed with the statement. It is thus clear that majority of students had positive attitudes towards seeking psychological help. The standard deviation of 1.285 suggests that the students gave divergent views.

On stigma tolerance, students were asked whether they would feel uneasy going to a counselor because of what some people might think. In respect to this statement, 11.6% strongly agreed, 17.9% agreed, 14.6% were neutral, 23.5% disagreed while 32.5% strongly disagreed to the statement. A mean of 2.5 reveals that the attitude of students towards this parameter was moderate. The findings shows that a significant number of students would seek psychological help and would not be concerned about what other people might think of them. The standard deviation of 1.387 suggests that the students

gave divergent views.

Still on stigma tolerance, students were probed to indicate whether seeking counseling leaves one with a bad mark on one's record. The responses indicate that 8.2% strongly agreed, 4.1% agreed, 12.7% were neutral, 26.5% disagreed while 48.5% strongly disagreed to the statement. A very low mean of 1.9 reveals majority of the students disagreed to this statement. It is clear from the responses that stigma could not stop majority of students from seeking guidance and counseling services and therefore confirms that students' attitudes towards guidance and counseling remained largely positive. Further, a standard deviation of 1.230 suggests that the views expressed were divergent.

On interpersonal openness, the study probed students on their willingness to open up to a counselor. To this effect, students were asked to indicate whether they would willingly confide personal matters to a person if they thought it might help. In response, 33.2% strongly agreed, 31.7% agreed, 15.5% were neutral, 10.8% disagreed while 9.0% strongly disagreed to the statement. Further analysis reported a higher mean of 3.7 which is indicative that majority of the students indeed agreed with the statement. It is thus evidently clear that majority of students were willing to discuss their personal problems with a counselor. This shows that students' attitudes towards guidance and counseling was positive. The standard deviation of 1.249 suggests that the students gave diverse opinion across the likert scale.

The study was further interested in probing students' attitudes towards teacher counselors. To achieve this, the students were pressed to indicate whether they did not have faith in the people in charge of guidance and counseling. Related to this, 6.0% strongly agreed, 13.1% agreed, 19.0% were neutral, 29.9% disagreed while 32.5% strongly disagreed to the statement. A low mean of 2.3 reveals that majority of the students disagreed with the statement that they did not have faith in the people in charge of guidance and counseling. It is thus clear from the findings that majority of students had faith in their teacher counselors and thus pointing to a positive attitude toward teacher

counselors. The standard deviation of 1.211 is indicative that the views given by the students in respect to this statement were divergent.

Students were also asked to indicate whether they could confide their secrets to anyone in the school. In response, 16.8% strongly agreed, 19.4% agreed, 12.7% were neutral, 26.5% disagreed while 24.6% strongly disagreed to the statement. A moderate mean of 2.7 indicates that a significant number of students at least share their secrets with someone in the school. This suggests that students had positive attitudes towards guidance and counseling. It is assumed in this study that “someone who students share their secrets with” could be a peer counselor or a teacher counselor. On the other hand, the standard deviation of 1.426 reveals that opinion was sharply divided across the likert scale.

Students were also probed on whether they would rather be advised by a close friend than by a counselor. The analysis of the responses who that 9.7% strongly agreed, 14.2% agreed, 18.3% were neutral, 21.6% disagreed while 36.2% strongly disagreed to the statement. A low mean of 2.3 reveals that majority of students would prefer a professional counselor to a friend. This is indicative that students had positive attitudes towards professional guidance and counseling services. The computed standard deviation of 1.372 suggests that the opinion was strongly divided across the likert scale.

The students were pressed to weigh in on whether the idea of talking about their problems with a counselor was a poor way to solve their problems. In response, 8.2% strongly agreed, 12.7% agreed, 14.2% were neutral while the percentage of those who disagreed and strongly disagreed to the statement was the same at 32.5%. A low mean of 2.3 implies that majority of the students disagreed with the statement and thus asserted that receiving counseling help was not a poor way of solving their problems. This is indicative that students’ attitude towards guidance and counseling was positive. Further, the standard deviation of 1.290 suggests that students gave divergent views.

4.9.4 Qualitative Analysis on Students' Attitudes and their Discipline

In open ended questions, school heads noted that the attitude of students towards guidance and counseling had improved but pointed out that more awareness still needed to be created. For instance, school head observed, *“Although students attitudes’ towards guidance and counseling had improved, a lot still needs to be done so as to net in some students who still harbor negative attitudes. I suggest that more awareness on the value of guidance and counseling still needs to be done so as to reach those students who view it as a waste of time.”* Other school heads emphasized that schools need to provide guidance and counseling resources so as to take advantage of students who were having positive attitudes and address their problems. In respect to this, this school head B suggested, *“Resources such as an office need to be provided so as to ensure students who are willing to be helped are indeed counseled.”*

The heads of counseling on their part were of the view that resources needed to be provided as well as training of teacher counselors. Particularly, this head of counseling unit observed, *“Even when students have the right attitude, it is unlikely they will receive counseling services in the absence of an office. Therefore, the school administration should prioritize provision of an office in suitably located place.”*

Some other heads of counseling units felt that schools needed to professionalize guidance and counseling so as to win students' confidence by ensuring the departments are manned by professionals in guidance and counseling. This head of counseling unit pointed out, *“Bad counseling experience may actually damage students’ attitudes towards guidance and counseling. Therefore, the people tasked with guidance and counseling students should be professionally trained.”* This view was equally shared by this head of counseling unit, *“Teacher counselors should observe ethical issues of counseling. Particularly, they should not breach their trust with students by leaking what transpires during counseling. To be ethical, requires some training.”*

There was a suggestion to relieve teacher counselors other roles so as to allow them to become career counselors who are expected to be warm and friendly. This head of

counseling unit alleged that the double roles of teacher counselors sometime contribute to students developing negative attitudes towards them. The respondent observed, “*Teacher counselors while performing other roles such as teaching or being on duty, they are forced to administer punishment to students. Such events make students develop negative attitudes towards them. I suggest teacher counselors should be relieved of their other duties.*”

4.9.5 Correlation between Students’ Attitudes and Discipline

The fourth objective of the study was to establish the extent to which students’ attitudes towards guidance and counseling influence their discipline. In order to achieve this objective, a Spearman’s rank-order correlation was run at 0.05 level of significance to determine the correlation between the two variables. The results are presented in Table 4.28.

Table 4.28: Correlation between attitudes and Students’ Discipline.

			Attitude	Discipline
Spearman's rho	Attitude	Coefficient	1.000	.230*
		Sig. (2-tailed)	.	.496
		N	11	11
	Discipline	Coefficient	.230*	1.000
		Sig. (2-tailed)	.496	.
		N	11	11

*. Correlation is significant at the 0.05 level (2-tailed).

Results depicted in table 4.28 indicate that there was weak positive correlation between students’ attitudes towards guidance and counseling and discipline ($r = .230, p < .05$).

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter discusses the study findings from chapter four and interprets the findings by relating the responses of the school heads, heads of counseling units and the students and then fills research gaps identified in literature review.

5.2 Peer Counseling on Students' Discipline

The first objective sought to determine the extent to which peer counselling influences students' discipline in public secondary schools in Matungulu Sub-county. This study established that there was very weak positive correlation between peer counseling and students' discipline. This implies that the relationship between peer counseling and students' discipline was minimal. The study is inconsistent with a study done in public secondary schools in Kitui county by Mulwa (2020) which showed that peer counseling had a significance influence on students' discipline.

This study established that peer counselling is offered in majority of schools although there are few schools where the services are not available. The findings agree with a study done in Siaya County by Auni, Songok, Ong'unya and Nabwire (2014) on determinants of guidance and counseling programme in addressing students social adjustment in secondary schools which showed that peer counseling interventions were available majority of schools although not all.

This study casts doubts on majority of respondents claims that peer counseling was effective in addressing discipline in their schools. To support this position, this study established that the three pillars of effective peer counseling interventions advanced by Kamore and Tiego (2015) and others were grossly absent. These pillars are selection, training and supervision of peer counselors.

On selection of peer counselors, the study established that peer counselors were not competitively selected in majority of public secondary schools in Matungulu Sub-county.

On who selects peer counselors, the study found out that peer counselors were selected mainly by teacher counselors. In open ended questions, some heads of counseling units were against students being allowed to select their peer counselors because they feared that this had the potential risk of allowing students to electing students with bad character. majority of the school heads and heads of counseling units concurred that it is only students with good discipline, good academic track record, spiritually grounded and effective communicators who should be identified to become peer counselors.

The finding that majority of peer counselors were not competitively selected by their fellow students as it should be consistent with a study done in Meru South Sub-county by Kamore and Tiego (2015) which showed that majority of peer counselors were selected by teacher counselors. Lack of involving students in selecting their peer counselors seemed to affect their approval rating by fellow students. In this regard, the study established that it was only few students who respected peer counselors because they elected them. The findings that peer counselors faced approval challenges agree with a study done in Zimbabwe by Chireshe (2013) which showed that peer counselors faced numerous challenges such as underrating, resistance, discouragement and lack of faith by other students due to poor selection.

The study established that majority of peer counselors in Matungulu Sub-county were not trained. The finding agrees with Chireshe (2013) study which showed that most of the peer counselors were not trained. The finding was further consistent with Kamore and Tiego (2015) study which revealed that majority of peer counselors were not adequately trained. Lack of training impacted students' discipline negatively. On this note, the study found out that it was only few students who indicated that peer counselors were better in handling discipline issues than teachers implying majority of the peers did not have the capacity to address students' discipline. This finding is in line with Kamore and Tiego (2015) study which found that lack of adequate and quality training was contributing to ineffective peer counseling interventions.

Aware that peer counselors were inadequately trained, the school heads in open ended

questions maintained that peer counselors ought to be trained. Some opined that peer counselors needed to be trained on how to identify students with problems, communication and ethical issues. On the other hand, the heads of counseling units highlighted that peer counselors ought to be trained on how to communicate effectively, how to build rapport with students, how to promote positive behavior among students and how to win students' confidence by not leaking their secrets.

On the third pillar of effective counseling interventions which is supervision, the study established that majority of the schools did not have mechanisms for supervising peer counselors. The finding agrees with Kamore and Tiego (2015) study which revealed that majority of schools did not have mechanism for supervising their peer counselors. Some of the heads of counseling units in open ended question asserted that supervision was needed so as to help in establishing where peer counselors needed further training.

Emerging from the findings of this study, peer counseling interventions can be an effective behavior modification strategy if strengthened. For instance, majority of students indicated that they could trust peer counselors with their confidential information. This implies that if peer counselors are competitively selected, trained on ethical issues such as confidentiality and supervised, majority of the students would be willing to open up to them and probably forestall indiscipline cases from happening, which often arise when students lack communication with school administration. The finding that students can trust their peer counselors with confidential information is consistent with Arudo (2008) study which noted that peers can trust each other more. Further, the study also established that majority of students preferred talking to peer counselors about their problems than their teacher counselors. This finding is in agreement with Arudo (2008) study which concluded that students contact fellow students when they are experiencing problems and concerns before they approach their teachers especially in matters they consider embarrassing.

It is clear from the findings that peer counseling intervention was not effective in addressing students' discipline because the service faced a myriad of challenges.

The findings that peer counseling interventions are ineffective in addressing students discipline agree with Chireshe (2013) study which established that peer counseling interventions were faced by a number of challenges and were therefore ineffective in promoting students discipline. The findings are consistent with Kamore and Tiego (2015) study conducted in Meru County that established that peer counseling was ineffective in addressing students' discipline.

However, the results disagree with Aloka, Atieno, Mobegi, Odongo, and Ongoro (2016) study conducted in Ugunja Sub-county which showed that peer counseling intervention was effective in addressing students' disciplinary issues. The findings of this study are further inconsistent with another study Kelly, Odongo, Mobegi, Aloka and Nyareki (2016) study conducted in Kisii central Sub-county which established that peer counseling had a positive impact on students' social adjustment. However, in these two studies, peer counselors were competitively selected, trained and supervised while in the present study, peer counselors were poorly selected, not trained and not supervised.

5.3 Professional Training of Teacher Counselors and Students' Discipline

The second objective of the study was to establish the extent to which teachers' professional training in guidance and counseling influences students' discipline in public secondary schools in Matungulu Sub-county. Results of inferential statistics confirmed that there was weak positive correlation significant between professional qualification of teacher counselors and students' discipline. The results signify that at least there was some positive relation between the qualification of teacher counselors and students' discipline which was minimal in nature.

The findings of this study established that in almost all schools, there was at least a teacher counsellor. However, the findings indicate that the availability of the teacher counselors was wanting. The findings agree with a study done in Kisumu West Sub-county by Owino and Odera (2014) which revealed that teacher counselors were unavailable. Consistent with literature reviewed in this study, availability of teacher counselors is critical.

This study established that majority of teacher counsellors were inadequately trained and thus ill prepared to handle students' disciplinary issues. Specifically, the study established that it was only few teacher counselors who had trained up to certificate, diploma and degree levels. It is thus clear from the results that majority of teacher counselors had low professional qualifications in guidance and counseling.

This study finding which suggest that teacher counselors lack counseling skills perhaps due to inadequate training are consistent with Frank, Haihambo, Mushaandja and Vergnani (2013) study done in Namibia which showed that teacher-counselors lacked skills to effectively address learners' psychosocial needs due to their lack of training. The finding that schools lacked professionally trained teachers in guidance and counseling are consistent with Iyabo (2016) study conducted in Nigeria which observed that lack of professionally trained school counselors was one of the identified factors contributing to ineffective guidance and counseling.

The findings agree with a study done in Kisumu West Sub-county by Owino and Odera (2014) which revealed that most teacher counselors were untrained in guidance and counseling. The findings are also consistent with Wambu and Fisher (2015) study conducted in Kenya, which observed that schools in Kenya have a teacher appointed to fill the position of school counselor without formal training in guidance and counseling. The study findings are further in line with a study done in Kericho Sub-county by Ruto, Munduku and Kosgey (2017) which found out that most teacher counselors lacked professional training in guidance and counseling.

This study noted that majority of schools had facilitated their teacher counselors to attend training workshops and seminars in guidance and counseling. This finding is in agreement with Wambua and Fisher (2015) study which observed that most teacher counselors in Kenya had only attended workshops and/or short courses. In open ended questions, heads of counseling units asserted that although there were sometimes guidance and counseling workshops, these seminars were not frequent and adequate in

content. There were suggestions for the training workshops to be conducted more frequent so as to equip teacher counselors with some basic skills given that majority of them did not have formal training.

In open ended question, the school heads noted that their schools did not have trained teacher counselors. They revealed that they had been forced to locally appoint untrained teachers to man the departments. Majority of the school heads lamented that the government through the Teachers' Service Commission ought to post trained teacher counselors who could competently address students' problems which when unresolved lead to indiscipline.

On their part, heads of counseling departments agreed with their school heads that schools lacked trained teacher counselors and asserted that teachers were deployed to the guidance and counseling department on the basis of who was willing to be a counselor or who had some commitment since in most cases there were no trained teachers. Some heads of counseling units suggested that teacher counselors needed to undergo in-service training leading to diploma or a degree. In order to encourage more teachers to undertake these in-service training programs, there were suggestions for the government to provide incentives such as scholarships and study leaves. Some other heads of counseling units felt that the curriculum used to train teachers both at diploma and undergraduate needed to be revamped and added more content in guidance and counseling so as to prepare teacher trainees for this task.

The study was interested with establishing from students whether teacher counselors were competent in delivering guidance and counseling services. Students overwhelmingly indicated that their teacher counselors: are good listeners; creates a good link between themselves, school and parents; provides solutions to their problems; are dedicated to guidance and counseling; are sympathetic and understanding; in promoting peace or harmonious living among students and teachers; and are good people they could trust with their secrets during guidance and counseling sessions. Given that majority of teachers had no formal training in guidance and counseling, this study pokes holes on

students' favorable rating of their teacher counselors. It is possible that the students just liked their teacher counselors probably because they had positive attitudes towards guidance and counseling.

Based on the quantitative and qualitative data which established that majority of teacher counselors were not trained in guidance and counseling, this study makes a determination that majority of teacher counselors were not professionally grounded to address students' discipline. Particularly, the study noted a significant number of students who could not trust their teacher counselors with their secrets. The finding is consistent with King'ori and Nyutu (2016) study which noted that there was disconnect and mistrust between teacher-counselors and students resulting from inability in dealing professionally with students issues leading to more indiscipline.

5.4 Guidance and Counseling Resources and Students' Discipline

The third objective of the study was to establish the extent to which availability of guidance and counseling resources influence students' discipline in public secondary schools in Matungulu Sub-county. Inferential results established that there was weak positive correlation between guidance and counseling resources and students' discipline, which was not statistically significant.

The study established that more than half of schools did not have designated office for guidance and counseling. The study also established that majority of the offices were not sound proof. This could mean that counseling sessions were not confidential. The study also found out that the offices were poorly located. Indeed, some offices were shared with other departments while others were close to classrooms and other offices. The offices locations were therefore found to be unsuitable. It was discerned from literature review that a guidance and counseling office should be located away from classes and offices. Lack of offices for guidance and counseling was severe in some schools and a school head revealed that the school was forced to only conduct group and whole school counseling forms of guidance and counseling leaving. This means that in such a school, the teacher counselor was hindered from attending to students with personal issues.

The study established that majority of schools were not setting specific budgets for guidance and counseling. Although guidance and counseling guidebooks were available in significant number of schools, the study found out that the level of other guidance and counseling resources was low. Resources which were inadequate included computers, projectors, students' files, handbooks for different occupations, books on social psychology, psychology magazines, career booklets, videos and storage facilities. The study also revealed that schools were not strictly adhering to allocated time for guidance and counseling on the block time table.

In line with literature reviewed, resources are required in order to make the departments effective. For instance, the departments require storage facilities so as to safe guard students' counseling files and other material from being accessed by third parties. This is because what transpires during counseling session should only be known by the teacher counselor and the counselee. Compromising this trust through allowing counseling materials to be accessed by third parties due to lack of storage facilities may contribute to students developing negative attitudes towards guidance and counseling.

In open ended questions, most of the identified lacking resources were guidance and counseling offices, adequate budgets, guidance and counseling teacher and student resources, storage facilities, computers, projectors among others. School heads were of the view that provision of these resources could strengthen guidance and counseling services. A school head revealed that due to lack of guidance and counseling office, the school did not offer individual form of counseling. School heads also revealed that they were not setting aside specific budgets for guidance and counseling due to resource constraints. The heads of counseling units suggested that schools needed to allocate enough financial resources so as to enable the department to acquire what might be lacking. A head of counseling unit revealed that the allocated time for guidance and counseling was taken up by other school programs and therefore insisted school administrations should take guidance and counseling seriously.

The findings of this study agree with a study done in Anuradhapura district of Sri Lanka by Chaturika (2015) which showed that there were neither rooms nor a place for school guidance and counseling. The findings also agree with a study done in Mazabuka District of Zambia by Mweemba (2016) which established that poor location and lack of guidance and counseling office discouraged students from seeking counseling services. Locally, the study agree with Wambu and Fisher (2015) study which revealed that schools in Kenya do not have a counseling offices, and even where they are present; they are either ill equipped with the necessary supplies or poorly located. The study findings agree with study done in Koibatek Sub-county by Salgong, Ngumi, and Chege (2016) which revealed that computer facilities, individual student files and storage facilities were lacking in most schools.

5.5 Students' Attitudes towards Guidance and Counseling Students' Discipline

The fourth objective of the study sought to assess the influence of students' attitudes towards guidance and counselling on students' discipline in public secondary schools in Matungulu Sub-county. The study results established that there was weak positive correlation between students' attitudes towards guidance and counseling and discipline. Weak correlation suggests that attitude alone could not be the only factor responsible for students' discipline. The results are similar to Opondo, Aloka and Raburu (2017) study which established a positive and moderate relationship between readmitted teenage mothers' attitude towards guidance and counseling and adjustment. The findings are consistent with a study done by Mutua, Kaaria and Wamalwa (2018) which reported a significant relationship between students' attitude towards guidance and counseling services and the performance of guidance and counseling services.

The study established that the attitude of students towards guidance and counseling was positive. In open ended questions, school heads noted that the attitude of students towards guidance and counseling had improved but pointed out that more awareness still needed to be created. Other school heads emphasized that schools needed to provide guidance and counseling resources so as to take advantage of students who were having positive attitudes and address their problems. The heads of counseling on their part were of the

view that resources needed to be provided as well as training of teacher counselors. To sustain students' positive attitudes towards guidance and counseling, some heads of counseling units felt that schools needed to professionalize guidance and counseling so as to win students' confidence by ensuring the departments were manned by professionals in guidance and counseling. There was a suggestion to relieve teacher counselor's other roles so as to allow them to become career counselors who are expected to be warm and friendly.

The finding of the study are consistent with Eyo, Joshua and Esuong (2010) study done in Cross River State of Nigeria which revealed that students' attitude towards guidance and counseling services were positive. The findings are consistent with a study done in Baringo County by Kiptala and Kipruto (2021) which established that students' had positive attitudes towards guidance and counseling. On the other hand, the study findings are inconsistent with a study done in Kwale County by Mutua, Kaaria and Wamalwa (2018) which found out that majority of students had negative attitude towards guidance and counseling programme in their schools.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the study conclusions, recommendations and suggestions for further research.

6.2 Conclusions

The study established that there was weak positive correlation between peer counselling and students' discipline. The study concludes that peer counselling had minimal influence on students' discipline in public secondary schools in Matungulu Sub-county. The study established that the three pillars of effective peer counselling interventions which include selection, training and supervision were absent in most of the schools in Matungulu Sub-county. It is therefore concluded that peer counselling interventions in Matungulu Sub-county were ineffective to address students' discipline.

Correlation analysis reported a weak positive relationship between professional qualification of teacher counselors and students' discipline. The study concludes that the professional qualification of teacher counselors had minimal influence on students' discipline. The study established that majority of teacher counselors had little or no professional training in guidance and counselling. Based on this finding, the study concludes that majority of teacher counselors in Matungulu Sub-county public secondary schools do not have requisite skills needed to address students' discipline.

The study established that there was very weak positive correlation between guidance and counselling resources and students' discipline. Based on the finding, the study concludes that guidance and counselling resources had minimal influence on students' discipline. The key implication of this finding is that provision of guidance and counselling resources alone cannot significantly address students' discipline. This implies that schools should give equal attention to all other factors that contribute to effective guidance and counselling in addition to providing required resources. Literature was

emphatic that resources such as guidance and counselling offices, budgets, storage facilities, students' and teacher resources among others are required to make guidance and counselling actually happen. This study established most of the schools lacked these required resources. Therefore, this study concludes that guidance and counselling departments in majority of public secondary schools do not have the capacity to address students' discipline.

The study results established that there was weak correlation between students' attitude towards guidance and counselling and discipline. The study concludes that the attitude of students' towards guidance and counselling had minimal influence on students' discipline. The study also established that students' attitude towards guidance and counselling was positive. The weak correlation between the two variables suggests that other factors were also contributing to indiscipline.

6.3 Recommendations

On peer counselling influence on students' discipline, the study recommends that: school heads and Heads of Counselling Units should allow the students to select respected students as peer counselors so as to enhance trust from them; the ministry of education should organize training workshops for peer counselors in order to enhance their effectiveness; and school boards of management should ensure peer counselors are supervised so as to enhance their effectiveness.

On professional qualification influence on students' discipline, the study recommends that: the Kenya Education Management Institute (KEMI) should in-service teachers on guidance and counselling so as to equip them with adequate skills that can address students' disciplinary problems; the Teachers' Service Commission (TSC) should post guidance and counselling teachers to schools where there is a shortage to enhance provision of counselling services.

Finally, on students' attitudes towards guidance and counselling, the study recommends that: guidance and counselling services should be strengthened, in terms of, peer

counselling interventions, teacher counselor training, and provision of much needed resources so as to take advantage of students' positive attitudes and ensure that more students seek assistance so as to improve school discipline; and the school administration and guidance and counselling departments should continue creating awareness on the critical role the service plays in resolving students' problems.

6.4 Suggestions for Further Research

The study recommends the present study to be replicated in other sub-counties in Kenya. This study reported low correlations between the study variables. It is suggested that future studies should explore other variables such as teachers' attitudes and stakeholder's support. This study looked and guidance and counselling, a study to explore other discipline intervention measures to be considered.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Philomena Ndungwa Munyasya
South Eastern Kenya University
P.O. BOX 170-90100
Kitui, Kenya.

The Principal,
Dear Sir/Madam,

RE: PERMISSION TO COLLECT RESEARCH DATA

I am a post graduate student at South Eastern Kenya University conducting a research study on: **Influence of Guidance and Counseling on Students' Discipline in Public Secondary Schools in Matungulu Sub-county, Machakos County**. Your school has been sampled to participate in the study. The purpose of this letter is to seek your participation in the study, your teachers and form three students. The data collected will be used for academic purpose only.

Thank you for your cooperation.

Yours faithfully,

Philomena Ndungwa Munyasya
E55/TAL-IB/20498/2014

APPENDIX II: QUESTIONNAIRE FOR SCHOOL HEADS

Introduction

This questionnaire is designed to collect data for academic study, a requirement for award of Master of Education degree. The study seeks to investigate the influence of guidance and counseling on students' discipline in public secondary schools in Matungulu Sub-county, Machakos County. All information will be treated with strict confidence.

SECTION A: BIO DATA

1. What is your gender?

a) Male () Female ()

2. What is your age in years?

a) Below 20 ()

b) 20 – 30 ()

c) 30 – 40 ()

d) 40 – 50 ()

e) 50 – 60 ()

3. How many years have you been a school head?

a) 1-5 years ()

b) 6-10 ()

c) 11-15 ()

d) Over 15 years ()

4. How many years have you been in the current school?

a) 1-5 years () b) 6-10 ()

c) 11-15 () d) Over 15 years ()

5. What is your highest level of professional qualification?

a) Certificate () b) Diploma () c) Degree ()

d) Masters () e) Phd ()

SECTION B: DISCIPLINARY PROBLEMS EXPERIENCED IN SCHOOLS

6. For the past year, how often does your school experience the following students' disciplinary problems?

Key: 1 = not at all; 2 = hardly occur; 3 = rarely; 4 = often; 5 = quite often.

Statement	1	2	3	4	5
Aggressiveness					
Violent behaviour					
Bullying					
Unrests					
Suicidal tendencies					
Drugs and substance abuse					
Truancy					
Difficult in obeying rules					
Noise making					
Stealing and thefts					

SECTION C: PEER COUNSELING AND STUDENTS' DISCIPLINE

7. The following statements relate to how peer counseling in your school influence discipline. Rate the statements with regard to levels of agreement based on the scale provided: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree.

Statement	5	4	3	2	1
My school embraces peer counseling					
Peer counseling is effective in my school					
Peer counselors are selected competitively					
We train peer counselors to be effective in offering para-counseling services					
Peer counselors are effective in discharging their					

mandate

The school has a mechanism of supervising peer
counselors

8. Suggest ways through which peer counseling can be improved in your school so as to
effectively address students discipline

.....

**SECTION D: PROFESSIONAL TRAINING IN GUIDANCE AND COUNSELING
AND STUDENTS' DISCIPLINE**

9. Rate the statements with regard to levels of agreement based on the scale provided: 5 =
strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree.

Statement	5	4	3	2	1
My school has a trained guidance and counseling teacher					
School facilitates guidance and counseling teacher to attend seminars/workshops					
Guidance and counseling teacher has a certificate level of training					
Guidance and counseling teacher has a diploma level of training					
Guidance and counseling teacher had a degree level of training in guidance					

10. Suggest ways through which the professional qualification of teachers in guidance
and counseling can be improved in your school so as to effectively address students
'discipline

.....

.....

SECTION E: GUIDANCE AND COUNSELING RESOURCES AND STUDENTS' DISCIPLINE

11. The following statements relate to guidance and counseling resources. Rate the statements with regard to levels of agreement based on the scale provided: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree.

Statement	5	4	3	2	1
The school has a designated counseling office					
The counseling office has sound proof systems in place					
There is a budget specifically for guidance and counseling					
The school has a designated time for guidance and counseling services					
There is a guidance and counseling guidebook/manual					
The guidance and counseling office is full resourced in terms of infrastructure					

12. Suggest ways through which guidance and counseling resources can be improved in your school so as to effectively address students discipline

.....

.....

SECTION F: ATTITUDES OF STUDENTS TOWARDS GUIDANCE AND COUNSELING AND STUDENTS' DISCIPLINE

13. To what extent do you agree with the following statements with respect to your attitude towards guidance and counseling in your school?

KEY: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree.

	5	4	3	2	1
Students seek guidance and counseling services whenever they have personal issues					
Students do not fear being seen seeking guidance and counseling services by other students and staff					
Students do not believe that seeking guidance and counseling leaves them with a bad mark on their record.					
Students have faith in guidance and counseling teachers					
Students prefer sharing their personal problems with their guidance and counseling teachers to close friends					

14. Suggest ways through which students' attitude towards guidance and counseling can be improved in your school so as to effectively address students' discipline.

.....
.....

APPENDIX III: QUESTIONNAIRE FOR HEADS OF COUNSELING UNITS

Introduction

This questionnaire is designed to collect data for academic study, a requirement for award of Master of Education degree. The study seeks to investigate the influence of guidance and counseling on students' discipline in public secondary schools in Matungulu Sub-county, Machakos County. All information will be treated with strict confidence.

SECTION A: BIO DATA

1. What is your gender?

a) Male

b) Female

2. What is your age in years?

a) Below 20 b) 20 – 30

c) 30 – 40 d) 40 – 50

e) 50 – 60

3. How many years have you been a head of counseling unit?

a) 1-5 years b) 6-10

c) 11-15 d) Over 15 years

4. How many years have you been in the current school?

a) 1-5 years b) 6-10

c) 11-15 d) Over 15 years

5. What is your highest level of professional qualification?

a) Certificate b) Diploma

c) Degree d) Masters

e) PhD

SECTION B: PEER COUNSELING AND STUDENTS' DISCIPLINE

6. The following statements relate to how peer counseling in your school influence discipline. Rate the statements with regard to levels of agreement based on the scale provided: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree.

Statement	5	4	3	2	1
My school embraces peer counseling					
Peer counseling is effective in my school					
Peer counselors are selected competitively					
We train peer counselors to be effective in offering para-counseling services					
Peer counselors are effective in discharging their mandate					
The school has a mechanism of supervising peer counselors					

7. Suggest ways through which peer counseling can be improved in your school so as to effectively address students discipline

.....

SECTION C: PROFESSIONAL TRAINING IN GUIDANCE AND COUNSELING AND STUDENTS' DISCIPLINE

8. Rate the statements with regard to levels of agreement based on the scale provided: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree.

Statement	5	4	3	2	1
My school has a trained guidance and counseling teacher					
School facilitates guidance and counseling teacher to attend seminars/workshops					

Guidance and counseling teacher has a certificate level of training
Guidance and counseling teacher has a diploma level of training
Guidance and counseling teacher had a degree level of training in
guidance

9. Suggest ways through which the professional qualification of teachers in guidance and counseling can be improved in your school so as to effectively address students' discipline.

.....
.....

SECTION D: GUIDANCE AND COUNSELING RESOURCES AND STUDENTS' DISCIPLINE

10. The following statements relate to guidance and counseling resources. Rate the statements with regard to levels of agreement based on the scale provided: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree.

Statement	5	4	3	2	1
The school has a designated counseling office					
The counseling office has sound proof systems in place					
There is a budget specifically for guidance and counseling					
The school has a designated time for guidance and counseling services					
There is a guidance and counseling guidebook/manual					
The guidance and counseling office is full resourced in terms of infrastructure					

11. Suggest ways through which guidance and counseling resources can be improved in your school so as to effectively address students' discipline.

.....
.....

SECTION E: ATTITUDES OF STUDENTS TOWARDS GUIDANCE AND COUNSELING AND STUDENTS' DISCIPLINE

12. To what extent do you agree with the following statements with respect to your attitude towards guidance and counseling in your school?

KEY: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree.

	5	4	3	2	1
Students seek guidance and counseling services whenever they have personal issues					
Students do not fear being seen seeking guidance and counseling services by other students and staff					
Students do not believe that seeking guidance and counseling leaves them with a bad mark on their record.					
Students have faith in guidance and counseling teachers					
Students prefer sharing their personal problems with their guidance and counseling teachers to close friends					

12. Suggest ways through which students' attitude towards guidance and counseling can be improved in your school so as to effectively address students discipline.

.....
.....

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

Introduction

This questionnaire is designed to collect data for academic study, a requirement for award of Master of Education degree. The study seeks to investigate the influence of Guidance and Counseling on students' discipline in public secondary schools in Matungulu Sub-county, Machakos County. All information will be treated with strict confidence.

SECTION A: BIO DATA

The questions in this section are designed to obtain personal information from you. Please answer each question by ticking (✓) in the appropriate box.

1. Gender:

a) Male ()

b) Female ()

2. Indicate the class/form you study:

a) Form 1 () b) form 2 () c) form 3 () d) form 4 ()

3. Indicate your age:

a) Below 14 years ()

b) 14-16 years ()

c) 17-19 years ()

d) 20 years and above ()

SECTION B: PEER COUNSELING AND STUDENTS' DISCIPLINE

4. Does your school have peer counselors?

a) Yes []

b) No []

5. How are peer counselors selected in your school

a) Voted by fellow student []

b) Selected by the teacher counselor []

- c) Selected by the principal []
- d) Voluntary through joining club []

6. Respond to the statements provided on students' perception on the role of peer counselors in promoting discipline among the students in your school using the key provided: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree.

Safety Practices	5	4	3	2	1
Peer counselors are good at instilling discipline					
We respect peer counselors because we elect them					
We trust peer counselors because they can keep confidential information					
Peer counselors in our school are well trained at handling disciplinary issues					
Peer counselors are better than teachers when handling disciplinary matters					
I can confide to a peer counselor all my problems					
Most students prefer talking to peer counselors than teacher counselors about their problems					

SECTION C: TEACHERS' PROFESSIONAL COMPETENCY IN GUIDANCE AND COUNSELING

7. Does your school have a guidance and counseling teacher?

- a) Yes []
- b) No []
- c) I don't know []

8. How available is the guidance and counseling teacher?

- (a) Very available []
- (b) Often available []
- (c) Available []

- (d) Often not available []
- (e) Never available []

9. In the table below, show your assessment of your school counselor’s credibility as per the scale provided: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree.

Statement	5	4	3	2	1
A good listener					
Creates a good link between students, school and parents					
Provides solutions to student problems					
Is a good teacher, dedicated to guidance and counseling					
Is sympathetic and understanding					
Promotes peace/harmonious living among students and teachers					
I can trust her/him with my secrets during G&C sessions					

SECTION D: GUIDANCE AND COUNSELING RESOURCES AND STUDENTS’ DISCIPLINE

10. The following statements relate to G&C resources. Rate the statements with regard to levels of agreement based on the scale provided: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree.

Statement	5	4	3	2	1
The school has a designated counseling office					

The counseling office has sound proof systems in place
The school has a designated time for guidance and counseling services
There is a guidance and counseling guidebook/manual
The guidance and counseling office is full resourced in terms of infrastructure

SECTION E: ATTITUDES OF STUDENTS TOWARDS GUIDANCE AND COUNSELING AND STUDENTS' DISCIPLINE

11. To what extent do you agree with the following statements with respect to your attitude towards guidance and counseling in your school?

KEY: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree.

5 4 3 2 1

I solve my problems without any external help

There are times when I have felt completely lost and would have welcomed external help

I would want to get counselling if I were worried or upset for a long period

I would feel uneasy going to a counselor because of what some people might think

To have sought counseling is a bad mark on one's record.

I would willingly confide personal matters to a person if I thought it might help

I do not have faith in the people in charge of guidance and counseling in our school

I do not confide my secrets to anyone in school




I would rather be advised by a close friend than by a counselor

The idea of talking about problems with a counselor shrinks me as a poor way to solve one's problems

APPENDIX V: OBSERVATION CHECKLIST

ITEM	Yes	No	COMMENT
Guidance and counseling office			
Office location suitable			
Student files			
Students inventory			
Handbook for different occupations			
Books on guidance and counseling			
Career booklets			
Storage facilities			
Any other			

APPENDIX VI: RESEARCH LICENSE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 210283	Date of Issue: 09/September/2019
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. Philomena Munyasya of South Eastern Kenya University, has been licensed to conduct research in Machakos on the topic: Influence of Guidance and Counselling on Students Discipline in Public Secondary Schools in Matungulu Sub-County in Machakos. for the period ending : 09/September/2020.</p>	
License No: NACOSTI/P/19/854	
210283 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

**APPENDIX VII: SUB-COUNTY DIRECTOR OF EDUCATION
AUTHORIZATION LETTER**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**

Email: deomatungulu@gmail.com
Telephone no: 020-2637127
When replying please quote



SUB COUNTY EDUCATION OFFICE
MATUNGULUSUB COUNTY
P.O.BOX 449-90131
TALA

Ref. No. MTL/ED/01/42

26th September 2019

WHOM IT MAY CONCERN

RE: MS PHILOMENA MUNYASYA –REG NO NACOSTI/P/19/854

The above named is a student of South Eastern Kenya University perusing Master in Educational Administration. She is doing a research on “**influence of guidance and counseling on students discipline in public secondary school in Matungulu Sub County.**”

Kindly accord her the necessary assistance


NZWILI P.K. 26/9/2019
FOR: SUB COUNTY DIRECTOR OF EDUCATION
MATUNGULU

