

# The Role of Guidance and Counseling in Enhancing Student Discipline in Secondary Schools in Koibatek District

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## Abstract

The purpose of the study was to examine the role of guidance and counseling in enhancing student discipline in secondary schools in Koibatek district. The study was guided by Alfred Adler (1998) theory of personality, and humanistic theory of Albert Bandura (1995) social learning model. The study adopted a descriptive survey research design. Population of study was 2624 students in 23 schools, 23 principals, 23 school counselors and 227 teachers. Out of those a purposive sampling was used to select 8 schools, 8 principals and 8 school counselors. Simple random sampling and stratified Random sampling was used to select 24 teachers and 262 students. The instruments used to collect data for the study were questionnaires and interview schedule. The study reliability coefficient of 0.81 was obtained. The data was analyzed using descriptive statistics such as frequencies, percentages, mean scores, summary tables, and Statistical Package for Social Science (SPSS) program version 16. Findings indicated that teachers employ dynamic interactions of a group of students approach. Further, computer facilities were inadequate in guidance and counseling. From the findings, guidance and counseling has improved discipline and academic performance. There is enough proofing that lack of guidance and counseling to students leads to indiscipline in schools. However, there is lack of legal and policy framework, lack of trained teacher counselor and too much workload for teachers hence making it difficult for guidance and counseling to succeed in promoting student discipline. There is need to embrace dialogue in resolution of conflict. This can be enhanced through building a strong relationship between the students, counselors, teachers and administrators to an extent that they are free to speak out issueless the affect both parties.

**Keywords:** Guidance and Counseling, Students Disciplinary, Pupils, Counselor, Teacher

## 1.1 INTRODUCTION

Guidance and counseling are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individual's behavior patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to enhance discipline must be continuously being practiced if people are to work harmoniously for the achievement of common purpose. Hendrikz (1986) stresses that teachers and school administration have the responsibility of ensuring that students matures steadily along his own personal line. Students are priceless assets and most essential element in education.

It was absolutely necessary to direct students to exhibit acceptable attitude and behavior within and outside the school. The rapid expansion of student enrolment in most African countries since the attainment of political independence, coupled with inadequate resources to cope with the ever increasing demand for educational provision, had made school management a much more complex and difficult enterprise than a few decades ago. Meyer (1991) states that discipline problems in schools and institutions are perhaps the single greatest cause of concern for educators globally. Discipline in consistently identified as serious school problem in public opinion polls Meyer (1991) and some authors believe that school discipline in the United States has not change greatly since (Rue & Byarr, 1992).

Student indiscipline had plagued schools leading to series of unrest, destruction of school property, vandalism, sexual abuse, killing and drug abuse just to mention. According to Agenga and Simatwa (2011) at Colobine high school in Colorado two heavily armed students killed twelve students, one teacher and seriously wounded nearly two dozen others before killing themselves, in the Sharpeville massacre of 1960 affected students in South Africa. In Nigeria 1990 schools were in so much conflict that soldiers were deployed to school assist in control of students' behavior. In Kenya the indiscipline cases were on the rise ranging from school unrest, drug abuse, sexual abuse pregnancy, bullying, aggressive behavior laziness and inept parenting. Traditionally, suspension, expulsion and corporal punishment were popularly used to contain indiscipline.

Koibatek District was not left behind it had its own share of indiscipline cases. Sources from district education office (2010) indicate that from 2007-2010 over 10 schools had major indiscipline cases. A meeting was called on 20<sup>th</sup>, July 2010 for all the principals and BOG members by the District Education officer to find solution for that trend. The meeting ended with suggestion that guidance and counseling be used among other alternatives in containing indiscipline. Despite the recommendation by National Committee on Educational Objective and Policies (1976) on the use guidance and counseling managing indiscipline cases in secondary schools was still wanting. In Koibatek; Baringo High School and Poror high school in 2009, almost at the same

time went on rampage and destroyed property worth millions of shillings. In 2008, Mumberes girl's secondary schools twice staged a peaceful demonstration. They had to walk at night for 40km through bushy and dangerous place to the DEOs' office to present their grievances. Timboroa secondary school was the latest school to strike. Police were called immediately and students were dispersed and suspended for two weeks.

For the period from mid June 2008 to the end of July 2008, Kenya media was full of coverage of indiscipline in public secondary schools, students went on rampage Siele (April 5<sup>th</sup> 2008). East Africa standard Newspaper, various causes of conflict was highlighted as drug abuse, high handedness of administration, mock examinations, and indiscipline in secondary school. It was upon that background that the researcher intends to find out the role of guidance counseling in promoting student discipline in Koibatek District.

## 1.2 Problem Formulation

Despite the effort made by the ministry of education, to manage indiscipline in public secondary school as evidence by establishment of guidance and counseling department in every secondary school, Indiscipline of varied nature continued in these schools with a new dimension. Not only, were they violent and destructive but premeditated, planned and caused maximum harm to human life. If that scenario is anything to go by, then indiscipline was a threat to our schools. There seemed to be lack of effective alternative strategy to contain student indiscipline. That could be realized from the facts that the whole country had been experiencing student violence and Koibatek District was not exceptional to student violence.

Indiscipline cases in public secondary schools in Koibatek District had become a matter of concern in recent years to all stakeholders. Sources from district education office (2011) indicate that for the last three years over ten schools have had major indiscipline cases and caused harm to the students, teachers, and parents.

Resources of unknown value destroyed and academic performance had been adversely affected. Student discipline task force (2009) recognized the use of guidance and counseling service to manage indiscipline. In Koibatek the use guidance and counseling in enhancing student discipline secondary schools was wanting. In considering that, the problem of study was to examine the role of guidance and counseling in enhancing student discipline in secondary schools in Koibatek District

## 1.3 Objectives of the Study

The study was guided by the following objectives:

- i. Establish the approaches used in guidance and counseling in solving students disciplinary problems in Koibatek District.
- ii. Examine the status of guidance and counseling in public secondary schools in Koibatek district
- iii. To determine factors that hinder effective guidance and counseling in public secondary schools in Koibatek District

## 1.4 Literature review

### The Concept of Guidance and Counseling

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

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

### Approaches Used in Guidance and Counseling

Discipline in school includes any rational approach used by the school to bring about effective discipline of students. Some of the approaches included punishment of the students. The administration of punishment cannot be ruled out in the control of discipline off students for offence who broke school rules and regulation were enhanced in education act and code of regulation and ethics. However punishment must be reasonable and properly meted out to the student on the account of the offence committed, it should be moderate.

Corporal punishment over years was so effective in promoting good behavior and installing notion of responsibility and decorum in the heads of mischievous Chianu (2007). In 13<sup>th</sup> March, 2001 corporal punishment was ban in all public/private schools. Alternative approaches had to be used to quell the indiscipline cases in secondary schools. A student may be suspended or expelled where he infracts a grievous school rule.

The student should be given a hearing prior to suspension or expulsion. Nakipodia (2010) recommend that parents are invited to the disciplinary committee hearing if the sanction of expulsion is contemplated. There should be a right to appeal to the higher person or body. Truancy, tardiness, insubordination, disobedience to teacher, swearing at a teacher, hitting a teacher, cursing or calling other students bad names, fighting with other students, going out of school premises without permission, smoking, use of drugs or alcohol and destruction of school property is one of the school rules obtain from Mumberes Girls Secondary school suspension and expulsion are too weighty to be left at the discretion and caprice of a school head, prior to suspension or expulsion the principal with the board of governors, PTA, school counselor, teacher in charge of discipline must sit and make such decision.

Behavioral approach relied on the use of external variable to promote acceptable behavior in school Mutie and Ndambuki (2002) in this approach, teachers manipulate and processes of shaping and extinction to manage behavior of students Jones and George (1995).

Token reinforcement system or token economic; combine into one coherent school management plan. In this procedure, the teacher decides on behavior or number of behavior occurs. A whole school approach to discipline based on behavioral techniques was developed by Canter (1976) on how to set clear limit, establish consequences, follow through consistently and reward appropriate behavior.

### **Disciplinary Problems in Secondary Schools**

The increase wave of misconduct and resultant effect showed that discipline had become a major problem of educational management in Nigeria Napkodia (2010). It is observed that students resort to unconstitutional measure in channeling their grievances and it is not unusual that schools have been blamed for the awkward and uncivilized behavior demonstrated by the students. In Kenya the problem of indiscipline in secondary schools had escalated in the past few decades. Mbiti (1974) the cases have continued to increase unabated. Thus in 1998, 26 girls at Bombolulu girls secondary school were burnt to death, in 1991 17 girls at St Kizito secondary school were killed and 70 raped, at Nyeri boys high school 4 prefects were burnt to death in their dormitory (East African Standard team 24-4-2001) in Kabarnet High School a dormitory worth millions of shillings was burnt in 2008.

The same school on 17<sup>th</sup> September, 2011 Administration block worth millions of shillings was destroyed by fire, the cause is yet to be known (Daily Nation team 19<sup>th</sup> September, 2011). Koibatek was not exceptional According to DEO (annual report of discipline in schools 2010) 8 secondary schools Mumberes girls, Baringo High school, Poror high school, Timboroa Secondary school, Saos secondary school, Kabimoi secondary schools, Torongo girls and Sigoro boys' secondary school had witness indiscipline cases of varied nature. Resources worth millions of schillings have been lost. On his annual report on indiscipline he noted that many perpetrators of violence in most of Koibatek schools were never reported.

Drug abuse was common among students in Koibatek district, the commonly used drug is bhang. This was because it was cheap and easily available. This poses a major health problem. Many student take drugs as an escape from their existing problems in school and home as observed by Mutie and Ndambuki (2002) aggressive behavior; depression and anxiety are features of drug abuse among the students.

Other form of disciplinary problem according to Ajowi and Simatwa (2010) noted that bullying is usually a compensation for a poor-self-concept. Student hides fear feeling of inadequacy behind act of bullying. Bullying could be attempting, to strike back at unfriendly world or seek attention due to feelings of insecurity, poor socialization as stated by Birichi & Rukungu (2009). Laziness is key disciplinary problem, students seem not ready to sit for mock examinations and other examinations, and they felt unprepared. Ajowi and Simatwa (2010) said that strict supervision of these examination resorts in inciting other students to cause havoc so that they will have excuses why they fail to perform.

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

Non-participatory decision making where students were not involved or represented and failure by administration to take note students' opinion and failure to respond promptly to the student complaints. This made the students to revolt or cause destruction in the school. Disciplinary problems in schools according to Ajowi and Simatwa (2010) originate from the school factors societal factors and student factors. The same factors were evident in most of the schools in Koibatek District. The administrators of schools in Koibatek might not have been effectively using guidance and counseling which would have proactively deter the occurrence of the disciplinary problems in secondary school.

Worse still was that most of head of guidance and counseling were not trained there and were not effective in discharging their role. Disciplinary problem between the students and administration according to

Musembi and Siele (2004) arise when administration seek to impose things to students instead of dialogue. Favorism is a source of indiscipline when administration dismisses some students while favoring others. Expulsion or suspension is perceived by students to be unjustified since they are not given a chance to be heard. Ramini and Zhimin (2010) indiscipline arises when application of harsh disciplinary measure, hostile punishment are subjected to students.

#### **Status of Guidance and Counseling in Enhancing Student Discipline**

Biswalo (1996) noted that secondary schools have a two-fold crucial responsibility: to nurture students who have varying abilities, capacities, interest and unlimited potentials and to prepare those individual to become effective functioning members of their changing societies. Moreover Mutie and Ndambuki (2002) point out that most of the students in secondary schools comprises of adolescent marked by emotional development that include mood swing, enthusiasm, tenderness, cruelty, curiosity and apathy, it is marked with increase in crime and delinquency. For instance secondary schools have been associated with students' unrest. This antisocial behavior could be a mirror image of violence. Individual or collectively should eschew violence as a way of solving problems in favor of dialogue as stated (Ndu, 2004).

Effective guidance and counseling service need to be based on a complete understanding of student experience. Thus effective guidance and counseling service are not only crucial for those student who deviate from the norms, but for all students as noted by Mutie and Ndambuki (2004). Therefore all students would require guidance and counseling service in order to develop their academic, social and personal competence. Counseling is also a method of behavior change.

The government of Kenya recognizes the effective of guidance and counseling. The report of the National Committee on Educational Objective and Policies (1976) recommended that guidance and counseling be taught using subject like religious education to enable the school promote the growth of self-defense among student as observed in GOK (1976). Despite this recommendation, the use of guidance and counseling service was wanting in helping curb indiscipline in schools, which was increasing. Infraction that require guidance and counseling include assault, arson, fighting, theft, vandalism, destruction of school property, harassment, riots, rape and loss of lives.

The cases had continue to increase unabated to the extent that, the government in 2001 introduced guidelines on safety in schools as stated by Simatwa (2007) Raffer and Johson(1981) maintained that, many students' discipline problems that occur in secondary schools might not exist if guidance and counseling service were correctly offered. All these incidents made it necessary to strengthen guidance and counseling service in enhancement of student discipline in secondary schools. The current obstacles of guidance and counseling in secondary schools since 1999 when guidance and counseling departments were established in all schools in Kenya to address academic career and discipline issues are negative attitudes by teachers, parents and school administration towards guidance and counseling service as stated by Muitie and Ndambuki (2002), another challenge was incompetence among school counselors who were merely appointed by Teachers Service Commission without proper training.

Guidance and counseling status in enhancing student discipline in Kenya have struggled with the problem of lack of recognition and the realization of guidance and counseling as integral part of education and growth of every child. While some heads of schools made time available for counselors to provide counseling service to their students, others felt it was a waste of precious time allocated to examinable subjects. Others relegated it as an after-school activity. They see the education of the child as merely the provision of academic knowledge and skills in reading and writing.

Hence most students leave school with very little knowledge about themselves and how to cope with the realities and challenges they would face later on life. Generally student failed to cope with a number of situations such as unemployment and if employed they either failed to keep the job.

### **1.5 Theoretical Framework**

Guidance and counseling theories are tools used by counselors to help them become more effective observed by Engelks and Vandergoot (1982) counselors integrated those theories in their counseling framework to direct them in decision they made and methods of guidance and counseling they used. This study will be guided by the following theories: Social learning theory and personality theory.

#### **Social Learning Theory**

Social learning theory as proposed by Albert Bandura in 1986 stress that behavior is not solely determine by inner drives or the environment, but is a result of an interactive association between inner processes and environmental variables. The inner processes are covert events based on earlier experiences and are controlled by external environment al influence to bring about overt responses observed by Feltham and Horton (2006). Bandura view verbal representation and imaginable representation of the environmental guide a person's behavior. Thus; one can use both insight and foresight to solve his or her problems. Learning also occurs through observational learning in a process known modeling.

Therefore student can acquire competencies such as academic, social and personal through modeling. The counselor needs to act as a role model to the student in each of the environment. Bandura also developed the concept of efficacy expectation, which he conceived as conviction of an individual that certain behavior will produce certain outcome stated by Mangal (2007).

Efficacy expectation can also be explained as a person's judgment about his or her ability to plan, execute and maintain a particular action or behavior. These expectations influence choice of activities and environment settings. For provision of effective guidance and counseling, the understanding of student efficacy expectation in his/her prevailing environment is essential. He also explained issues on motivation and based it on representation of future outcomes, which generate current motivators of behavior because of the anticipated future reinforcement.

The anticipation of self-approval motivates or demotivates behavior student can also be motivated to their academic, social and personal capacities thus meeting their basic objectives in their institutions of learning. Bandura also observed that learning is controlled by the limit of someone's expectation efficacy. Thus people learn from various environment of being modeled reinforced and emotional contacts. Among the environment that Bandura proposed in guidance and counseling and learning new behavior include: modeling, efficacy expectation and phobia reduction. These processes can be enhanced through guided participation, modeling and system desensitization.

### **1.6 Research Methodology**

The study adopted a descriptive survey design. This method is appropriate for obtaining factual and attitudinal information. This study seeks to obtain descriptive and self-reported information from teachers, students, school counselors and principals. The study involved public secondary schools in Koibatek. The population of the study was all students in public secondary schools in Koibatek District Baringo County. The accessible population was form three and four student. There were 2624 form three and four students drawn from 23 Secondary Schools. There were four boys' schools and six girl's schools, three mixed boarding schools and ten day mixed schools. In addition 23 principals and 23 school counselors and 227 teachers in the accessible population. The researcher used 10% of the accessible population as the sample size of the study. The questionnaire and interview schedule were used to collect the raw data. The questionnaires had open ended and closed-ended items. In the study, the items were considered reliable if they yield a reliability coefficient of 0.70 and above. Reliability coefficient of 0.81 was obtained indicating that the research instruments were reliable and therefore adopted for data collection.

#### **Data Analysis Procedure**

The raw data collected was first examined and organized by the researcher. The data was then analyzed using descriptive statistics. (Frequencies and percentage) Data was presented in tables, graphs and charts. The statistical package of social sciences (SPSS) was also used to analyse the data.

### **1.7 Results and Discussion**

Data was collected by use of questionnaires and interview schedules. The collected data was analysed. Results were presented for each of the theme drawn from the objectives and were interpreted and discussed. The data was presented under the following themes and sub-themes. From table 1, out of the 237 respondents, 48.9% (116) of the respondents are between 18-19 years, 44.6% (106) of the respondents are between 16-17 years and 6.5% (15) of the respondents are between 14-15 years. From the results, majority of the students are at the prime adolescent age, they suffer more from indiscipline cases thus making their involvement in the study precisely important. Ndichu (2005) proposes that to get relevant information regarding student discipline, it is prudent to actively engage the students who are more affected. In relation to gender, majority 56.5% (134) of the respondents are female whereas 43.5% (103) are male. Further, 47.8% (113) of the students were form three students, 45.7% (108) were form four students and 6.5% (15) were form two students. In regards to the frequency guidance and counseling is sought, majority 77.2% (183) of the respondents always seek guidance and counseling, 13% (31) of the respondents sometimes seek guidance and counseling whereas 9.8% (23) of the respondents never seek guidance and counseling.

#### **Demographic Information of Teachers**

The researcher also found it necessary to establish the demographic information of teachers. This would ensure the identification of demographic related gaps within the study and how they determine the realization of the objectives of the study. Out of the 15 respondents, 55% (8) were male and 45% (7) were female. This is an indication that the management of counseling students is headed by mostly male. A lot is needed to ensure that female teachers have an equal footing in guidance and counseling. In terms of teaching experience, majority 80% (20) of the respondents have in the teaching profession for 1-10 years and 20% (3) 11-15 years. In reference to professional training, majority 77.8% (12) of the respondents were diploma holders, 13.9% (2) were degree holders and 8.3% (1) masters holders. In relation to training in guidance and counseling, majority 77.5% (12) of the respondents are not trained.

This is an indication that the respondents have received little training in guidance and counseling. According to Arudo (2002), advanced training in guidance and counseling is important for proper influence on any form of counseling program. Finally, 62.5% (9) of the respondents affirmed that training is not active while 37.5% (6) of the respondents noted that it is active.

### The Approaches Used In Guidance and Counseling

This section focused on the approaches used in guidance and counseling. Through guidance and counseling, students are given solutions on how to deal with psychological problems which might affect their studies. Through this, the students are able to develop problem solving skills which to an extent help them deal with particular issues surrounding their lives. As a result, it was important to establish the approaches used in guidance and counseling in secondary schools in Koibatek.

**Table 1 the Approaches Used in Guidance and Counseling**

		SA	A	N	D	SD
	Freq.	9	6	0	0	0
I employ dynamic interactions of a group of students approach	%	60	40	0	0	0
	Freq.	0	5	0	10	0
As school counselor use small-group counseling approach	%	0	33.3	0	66.7	0
I use therapeutic interventions approach	Freq.	3	6	0	5	1
	%	20	40	0	33.3	6.7
I use student-focused interventions	Freq.	1	5	0	4	5
	%	6.7	33.3	0	26.7	33.3
As a counselor I understands and respects the society created by students	Freq.	0	3	0	5	7
	%	0	20	0	33.3	46.7
Am sensitive to all levels of communication being used by the student being counseled	Freq.	1	9	1	3	1
	%	6.7	60	6.7	20	6.7
I make counseling office an enjoyable	Freq.	5	5	2	1	2
	%	33.3	33.3	13.3	6.7	13.3
I use one-to-one sessions	Freq.	7	8	0	0	0
	%	46.7	53.3	0	0	0
I use Nondirective Counseling	Freq.	4	8	1	2	0
	%	26.7	53.3	6.7	13.3	0
I employ open-ended questions to help the child-clients enter into a dialogue	Freq.	1	2	0	3	9
	%	6.7	13.3	0	20	60
I use of online systems to provide individual and group counseling	Freq.	1	2	0	3	9
	%	6.7	13.3	0	20	60

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

From the findings in table 1, it is evident that 60% (9) of the teachers employed dynamic interactions of a group of students' approach which aids in shaping and managing the behavior of students (Mutie and Ndambuki, 2002). Even so, 66.7% (10) of the teachers disagreed that they use small-group counseling approach. In addition, 40% (6) of the teachers affirmed that they use therapeutic interventions approach while 33.3% (5) of the teachers noted that they use student-focused interventions. On the contrary, 46.7% (7) of the teachers strongly disagreed that they understand and respect the society created by students. Therefore teachers tend to impose things on the students rather than making use of dialogue since they do not understand the environment created by students (Musembi and Siele, 2004). Nonetheless, 60% (9) of the teachers confirmed that they are sensitive to all levels of communication being used by the student being counseled.

Teachers also make the counseling office enjoyable as evidenced by 33.3% (5) of the teachers. Further, 53.3% (8) of the teachers confirmed to using one-to-one sessions and nondirective counseling as shown by 53.3% (8) of the teachers. Also, 60% (9) of the teachers denied to having employed open-ended questions to help the child-clients enter into a dialogue. Similarly, 60% (9) of the teachers strongly disagreed that they use online systems to provide individual and group counseling. From the aforementioned findings, it is clear that a number of approaches have been put in place to address the problems experienced by the students though the efforts are not sufficient. Further, through guidance and counseling students are given advice on how to deal with emotional conflicts and personal problems both in school and how to incorporate the same in their daily life hence the need to enhance the approaches used in guidance and counseling.

**Status of Guidance and Counseling**  
**Table 2 Status of Guidance and Counseling**

	SA		A		N		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Available guidance and counseling curriculum	3	20.0	2	13.3	0	0.0	5	33.3	5	33.3
Computer facilities	3	20.0	2	13.3	1	6.7	9	60.0	0	0.0
Books and journals	3	20.0	1	6.7	6	40.0	5	33.3	0	0.0
Secretarial services	5	33.3	5	33.3	1	6.7	4	26.7	0	0.0
Time allocation	4	26.7	5	33.3	6	40.0	0	0.0	0	0.0
Video camera	4	26.7	5	33.3	6	40.0	0	0.0	0	0.0
Communication facilities	6	40.0	4.0	26.7	0	0.0	2	13.3	3.0	20.0
Storage facilities	3	20.0	4.0	26.7	0	0.0	0	0.0	8.0	53.3
Stationery	5	33.3	5.0	33.3	5	33.3	0	0.0	0.0	0.0
Counseling room/office	5	33.3	2.0	13.3	0	0.0	8	53.3	0.0	0.0
Notice boards	0	0.0	6.0	40.0	0	0.0	5	33.3	4.0	26.7
Career materials	6	40.0	3.0	20.0	2	13.3	2	13.3	2.0	13.3
Individual students files	2	13.3	5	33.3	0	0.0	6	40.0	2	13.3

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

In relation to the status of guidance and counseling, table 4.6 showed that 33.3% (5) of the respondents strongly disagreed that guidance and counseling is available in the curriculum. In a similar vein, 60% (9) of the respondents disagreed that computer facilities are available in guidance and counseling. Nonetheless, 40% (6) of the respondents were neutral on whether books and journals were available.

Moreover, secretarial services were available as evidenced by 33.3% (5) of the respondents. In regards to time allocation, 40% (6) of the respondents were neutral. In the same way, 40% (6) of the respondents were neutral on whether there was time allocated to guidance and counseling. In addition, 40% (6) of the respondents were also neutral on whether there was a video camera and 40% (6) of the respondents disagreed that there were communication facilities in place. Further, 53.3% (8) of the respondents disagreed that there were storage facilities. Besides, 33.3% of the respondents were neutral on whether there is stationery whereas 53.3% (8) of the respondents denied there was counseling room/office. Additionally, 40% (6) of the respondents noted that notice boards were available, 40% (6) of the respondents strongly agreed that career materials were available whereas 40% (6) of the respondents disagreed that individual student files were available. From the foregoing, it is evident that guidance and counseling lacks the required resources in enhancing student discipline in school. Specifically, computer facilities, individual student files and storage facilities need to be looked into critically.

### **Role of Guidance and Counseling in Student's Discipline**

The researcher found it necessary to establish the role of guidance and counseling. The findings are illustrated in table 4.7. Guidance and counseling services are essential elements in discipline management of people in all societies.

The role of guidance and counseling in the century, the administration and management of student discipline in Kenya has been recognized by various government policy documents since independence. Despite these recommendations, the use of guidance and counseling services was still wanting in helping to curb indiscipline in schools which was increasing.

**Table 4.7 Role of Guidance and Counseling in Students' Discipline**

	SA		A		U		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Improve in discipline and academic performance	13	5.5	117	49.4	47	19.8	43	18.1	17	7.2
Know when to seek help and information from peer counselor and teachers counselors	65	27.3	108	45.5	17	7.3	17	7.3	30	12.7
Balance leisure time with sports, games, clubs, societies and academics	91	38.2	142	60	4	1.8	0	0	0	0
Reduces students disciplinary problems	56	23.6	146	61.8	13	5.5	22	9.1	0	0
Behave according to the school expectation of school family and society	35	14.6	30	12.7	4	1.8	17	7.3	151	63.6
Plays a key role in enhancing student discipline	37	15.6	103	43.4	28	11.8	52	21.9	17	7.3
Can handles challenges, hardships and difficulties successfully	48	20.3	30	12.7	0	0	82	34.5	77	32.5
Methods used has enhances student discipline	0	0	43	18.2	43	18.2	65	27.3	86	36.3
Understand and respect self and others	80	33.8	124	52.3	0	0	18	7.7	15	6.2
Avoid self-harming habits and practice	69	29.2	69	29.2	73	30.8	0	0	26	10.8

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

From the findings in table 4.7, 49.4% (117) of the respondents affirmed that guidance and counseling has improved discipline and academic performance. Similarly, 45.5% (108) of the respondents noted that that they know when to seek help and information from peer counselor and teacher counselors. Guidance and counseling has also promoted a balanced leisure time with sports, games, clubs, societies and academics as shown by 60% (142) of the respondents. Besides, 61.8% (146) of the respondents agreed that it has reduced student disciplinary problems. Even so, 63.6% (151) of the respondents strongly disagreed that students behave according to the school expectation of school family and society.

Besides, 43.4% (103) of the respondents agreed that guidance and counseling plays a key role in enhancing student discipline. However, 34.5% (82) of the respondents disagreed that they can handle challenges, hardships and difficulties successfully. Likewise, 36.3% (86) of the respondents disagreed that the methods used in guidance and counseling has enhanced student discipline. Similarly, 52.3% (124) of the respondents affirmed that they understand and respect self and others. Finally, 30.8% (73) of the respondents were neutral on whether they avoid self-harming habits and practice.

### Conclusions

There is enough proofing that lack of guidance and counseling to students leads to indiscipline in schools. Similarly, whenever students are less involved in decision making they are highly likely to react negatively by getting involved in indiscipline cases. Further, when the administration imposes things to students rather than focusing on dialogue, students become indiscipline. As evident from the findings, students engage in unfriendly behavior due to fear feeling of inadequacy, insecurity and poor socialization. Cheating during examination was also evident among the students and in most cases; students cause havoc so that they can find an excuse as to why they have performed poorly.

Also, the status of guidance and counseling has been established in schools in Koibatek district. Particularly, lack of guidance and counseling has contributed to indiscipline cases. Further, guidance and counseling is not only for students who have deviated from the norms but for all students. Besides, there is lack of required facilities to nurture students to become functioning members of the ever changing society. Study findings have shown that guidance and counseling plays a key role in enhancing student discipline. Precisely, guidance and counseling helps students to make realistic decisions and overcome personality deficit. It helps students learn to deal with difficulties and to think critically about their lives and future. Furthermore, it increases self-awareness and brings out behavior change for delinquent students. It is also evident that lack of guidance and counseling materials and private rooms has been a hindrance to effective guidance and counseling. Moreover, there is lack of legal and policy framework, lack of trained teacher counselor and too much workload for teachers hence making it difficult for guidance and counseling to succeed in promoting student discipline.

### Recommendations

From the study findings, it was conceived that the approaches put in place were not effective in enhancing guidance and counseling. As a result, there is need for teachers to use small-group counseling approach and understand and respect the society created by students. Online systems should also be used to provide individual and group counseling. Additionally, student-focused interventions should be implemented in order to enhance



guidance and counseling. There is also need to embrace dialogue in resolution of conflict. This can be enhanced through building a strong relationship between the students, counselors, teachers and administrators to an extent that they are free to speak out issueless the affect both parties.

Study findings also showed that unfriendliness and cheating in examination was prevalent among the students. Also, findings showed that students were involved in destruction of plants and improper placement of visual aids/instructional materials. As a result there is need for guidance and counseling measures to focus on correcting insecurity and poor socialization among the students so that they are friendly to each other. Further, students should be guided on how to take care of their environment and also the need of taking care of learning materials. It was also inferred from the findings that there is lack of required facilities to nurture students to become functioning members of the ever changing society. There is therefore need for schools to provide facilities like counseling offices, magazines, audio and video tapes among others. Also, the guidance and counseling department should create a well-structured program that will enable it to address issues of discipline among students. Study findings have also shown that guidance and counseling is crucial in enhancing discipline among the students. It is therefore necessary for the Ministry of Education to organize in-service training for administrators, teachers and guidance and counseling teachers on how guidance and counseling should be used to manage students discipline in school.

It was also deduced that there are a number factors that hinder guidance and counseling in schools in Koibatek. Precisely, there is lack of guidance and counseling materials such as resource materials and private rooms. Consequently, effective guidance and counseling programs should be put in place as essential part of the school and school administrators should provide counseling materials in the budget. Furthermore, the ministry should come up with a functional guidance and counseling department which encourages teachers at all level to be trained and get equipped with guidance and counseling skills.

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