INFLUENCE OF GUIDANCE AND COUNSELLING ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KABONDO DIVISION, KENYA

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A Research Project Report Submitted in Partial Fulfilment of the Requirements for the Degree of Masters of Education in Educational Administration

University of Nairobi

2012

DECLARATION

This research project report is my original work and has not been presented for a degree in any other university

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DEDICATION

I dedicate this work to my wife Gladys Nyaboke and my sons Ezra and Abel, daughters

Dinah and Bathsheba. God bless you all.

ACKNOWLEDGEMENT

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ABBREVIATONS AND ACRONYMS

A.E.O   Area Education Officer

B.O.G   Board of Governors

D.C   District Commissioner

D.E. O   District Education Officer

G&C   Guidance and counselling.

H.O.D   Head of Department

M.o.E   Ministry of Education

N.C.S.T   National Council of Science and Technology

SPSS   Statistical Package for Social Sciences

T.S.C   Teachers Service Commission

UNESCO   United Nation's Educational Scientific and Cultural Organization

ABSTRACT

This study set to investigate the influence of guidance and counselling services in public secondary schools students' discipline in Kabondo Division, Rachuonyo District. The researcher set objectives, which sought to determine the extent to which provision of guidance and counselling materials, teacher counsellors' exposure, peer training, guest speakers and the time allocated to students counselling influenced students' discipline in Kabondo Division, Kenya. The researcher used the descriptive survey design to carry out the research. The respondents for this study were 20 secondary school principals, 20 teacher counsellors and 144 form 4 students.

A pilot study was conducted to test the validity and reliability of the instruments. Data was analyzed using percentages and descriptive analysis. The study findings revealed that guidance and counselling services were offered in the schools and 82.4% of the principals considered it important but lacked the necessary material and literature support. From the literature review it is found that character formation is achieved through intense formal and informal programmes for guidance and counselling. It is through guidance and counselling that students remain disciplined and focused in life. Collins (2002) indicates that through guidance and counselling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment.

 The following were the recommendations made .The principals in secondary schools should put in place guidance and counselling services and provide an office where privacy is made a priority. This will encourage more students to visit the office. Guidance and counselling teachers should be well trained on how to carry out their duties. To have adequate provision of guidance and counselling materials as well as application of peer counselling, there is need to make proper budgeting for the same in terms of finances and time respectively. Guest speakers should be invited to provide the counselling services to the students in areas of concern.

 Since this study was based in Kabondo Division, a predominantly local area, it is therefore suggested that a replication of this study be carried out in an urban setting. A study on student discipline in relation to parent or guardian upbringing should be carried out. The influence of minimal integration of guidance and counselling in selected subjects in the curriculum should be researched on. The objective is to curb the long standing problem of lack of time to practice guidance and counselling. To integrate guidance and counselling in the curriculum is to ensure that students move up the educational ladder with guidance and counselling knowledge.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Guidance and counselling as a movement was started in America at the beginning of 20th Century as a reaction to change process in an industrialized society. Guidance and counselling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up, Summit (1997). Globally, guidance and counselling services are essential elements in discipline management of people in all societies. It could be difficult for any society to function well without the exercise of discipline.

School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds that "African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people". Rapid sociological changes emanating from modernization and urbanization stress students.

In Malawi the need for guidance and counselling is recognized when a survey was done of 20 school counsellors in southern and central regions and the main problems examined. It was proven that, there is great need for a clear rationale and guidelines for Guidance and Counselling programmes, Taylor and Francis (1998). The main goal is to help the counselee learn to deal more effectively with himself and the reality of his environment. Allis and Kame (1999) conducted a cross-section survey on indiscipline among 2170 preparatory and secondary school students enrolled in the mainstream governmental schools in Alexandria in Egypt. Indiscipline among school students and its predictors were investigated. Few indiscipline cases were related to family background whereas the majority was related to the children themselves. Schools are social systems which have several objectives to achieve and the role of guidance and counselling is vital in shaping the discipline of the students.

Counselling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. Burks and Steffler (1979) see counselling as a professional relationship between a trained Counsellor and a client. Olayinka (1972) defined it to be a process whereby a person is helped in a face-to-face relationship while Makinde (1983) explained counselling as an enlightened process whereby people help others by encouraging their growth. Counselling is a process designed to help clients understand and clarify personal views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional

or interpersonal nature. It believes that every human individual has the potential for self-growth, self-development and self-actualization.

Although guidance and counselling was introduced to Kenya formally in 1967, under the Ministry of Education, it had been engraved in the African traditional society since time memorial. *A report of the National committee on Education Objectives and Policies* Gachathi Report*, (*Republic of Kenya 1976)*,* recommended that the Ministry of Education should take charge of delivering counselling services. Despite the recommendations, the use of guidance and counselling services was still wanting in helping curb indiscipline in various schools, which was increasing. It is now vital to borrow the concept of formal guidance and counselling from the western world to meet the social changes in our society. Gitonga (2007) laments that due to educational and economic challenges they have to grapple with; parents are left with no time to positively parent their children. The result is permissive parenting style, which has its toll on the growing child. Permissive parenting style has no rules or limits. Wangai (1994), in supporting this view observes that modernization in Africa has caused the disintegration of the traditional social structure. He suggested that clear supportive and progressive policies are needed to deal with most problems facing youth through schooling. Such policies can be implemented through the integration of guidance and counselling in secondary school programs.

Guidance and counselling as the third force in education along with instruction, is an integral part of educational system. Guidance programmes for secondary school students are designed to address the physical, emotional, social, vocational

and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance academic performance/achievements of students. Guidance plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students.

The Report of the Presidential Workshop Party on Education and Manpower Training (The Republic of Kenya 1988), observed that guidance and counselling of youths in secondary schools is essential in enhancing discipline. The report suggested that guidance and counselling programmes should assist students to appreciate themselves and their role as workers and to develop right attitudes towards discipline. The challenge of indiscipline in secondary schools as been rising especially from the 2000s' when corporal punishment was banned by the Ministry of Education by the gazette notice of 13th march 2001. Many people have blamed the banning of the cane for the escalating cases of the school unrests. Counselling makes a student feel closer to the teacher thereby establishing friendly relationship. The student has the freedom to express himself/herself and realize the consequences of his/her misbehaviour, in the process positive discipline is ensured.

Discipline is part of a very long tradition that may have been there from the beginning of human existence. It is through guidance and counselling that school administrators can manage discipline to students. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students. It is intended to suppress, control and redirect behaviour. In a school system all students must be aware of the rules before

disciplinary action can be administered, Franken (1998). The concept of matching discipline and guidance and counselling helps to determine the value of G&C to students in schools. Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioural codes for their lives, hence they ensure good discipline is maintained among students.   There is great effort made by the Ministry of Education to offer guidance and counselling services to schools but still cases of indiscipline in public secondary schools are reported and Kabondo Division is not exceptional. The researcher intended to explore the influence of guidance and counselling towards students' discipline in secondary schools in Kabondo Division, of Rachuonyo District.

1.2   Statement of the problem

In spite of the implementation of guidance and counselling in public secondary schools indiscipline issues still exist. Wangai (1994) points out that the youth indulge in pleasure and luxury. They have bad manners, contempt for authority, and disrespect for older people. It is common to hear parents, teachers and church leaders blaming each other, for failing to teach young people to be well behaved. Many parents have abandoned the teaching of their children which they have entrusted to the teachers The Ministry of Education has ensured that each school has a teacher-counsellor appointed by Teachers Service Commission, (T.S.C) yet indiscipline cases persist and Kabondo Division is not exceptional.

Rachuonyo District has four Divisions: Rachuonyo East, Rachuonyo West, Kaspul, and Kabondo. Among them all, Kabondo has a trend of indiscipline issues that were to be addressed. Due to the influence of external environment as most schools are day schools and the abject poverty among many families, many students indulge in drug abuse and unwanted sex. Ojwang'(2012) in her study: "Causes and effects of students' unrest in Rachuonyo District," asserts that attempts to curb unrests by education stakeholders, the community and the government have not yielded any success. Through the information obtained from the Area Education Officer (A.E.O) of Kabondo Division, Kowidi secondary school students within Kabondo Division went on strike in 2009, demanding sheep meat which they had missed as routine was. Another incident was in Atela secondary school where students protested against the arrest of two female students who had attended a disco at night in a nearby shopping centre. These among other incidents contributed to the need to research on the ways in which good discipline can be restored in the institutions of learning. So this study sought to ascertain ways in which guidance and counselling influences discipline in public secondary schools in Kabondo Division in Rachuonyo District.

1.3 The purpose of the study

The purpose of this study was to investigate the influence of guidance and counselling services on public secondary schools students' discipline in Kabondo Division, Rachuonyo District.

1.4 Objectives of the study

To fulfil the purpose of the study the following objectives were examined:

   i.   To determine the extent to which provision of guidance and counselling materials influences students' counselling in Kabondo Division.

  ii.   To establish the extent to which teacher-counsellors' exposure to training influences students' discipline.

 iii.   To determine the influence of training of peer counselling on students' discipline.

 iv.   To establish the extent to which guest speakers on guidance and counselling influences students' discipline.

  v.   To determine the extent to which the time allocated to student counselling influences students' discipline.

1.5 Research questions

The following questions were used as a guide to this study:

  (i) To what extent does principals' provision of guidance and counselling materials and facilities influence secondary school students' discipline in Kabondo Division?

 (ii) To what extent does the teacher- counsellors' exposure to training influence students' discipline in secondary schools?

(iii)   To what extent does the training of peer counselling influence secondary school students discipline?

(iv)   To what extent do guest speakers' guidance and counselling sessions influence students' discipline in secondary schools?

(v)   To what extent does the time allocated to counselling influence secondary school students' discipline in Kabondo Divisions?

1.6 Significance of the study

The findings of this study would shed light to educational stakeholders about the significance of guidance and counselling in upholding discipline among secondary schools students. Some school administrators and teachers in general would appreciate the importance of guidance and counselling in promoting discipline among students and be encouraged to go for Professional training in the discipline to be able to perform it professionally. The students would also benefit from the guidance and counselling services to have a focus in life and be responsible citizens with the skills in time management as well as upholding good morals.

1.7 Limitations of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The major limitations of the study were:

Some respondents were unwilling to divulge the information and thus curtailed a clear data collection. Some respondents were reluctant to respond and caused a delay for the researcher to finish in time. The attitudes and perceptions of respondents were not controlled by the researcher but however reliable data for analysis was obtained. The researcher encouraged the respondents to be honest and promised anonymity to them.

1.8 Delimitations of the study

The study was confined to public secondary schools in Kabondo Division. The private schools were not included because they would not be free to share confidential information. However, every effort was made to ensure that sampling used was adequate to collect information required for drawing conclusions. Principals, teacher counsellors and form four students preferred by the researcher as the main respondents because they were the direct consumers of the researcher's concern.

1.9 Basic assumptions of the study

In the research study, the following assumptions were made:

(i) All the respondents would be cooperative and provide reliable responses.

(ii) That teacher counsellors in secondary schools had some professional training in guidance and counselling.

(iii) That the principals would provide the information on the challenges he/she faced while providing G&C services to instil discipline.

1.10 Definitions of significant terms

Administration-refers to the coordination of the effort of all the people in an organization towards the achievement of common goals.

Adolescents -refers to young people who experience a transition period following the advent of puberty that marks the changes from childhood to adulthood especially within the period of learners between ages 10 and 20.

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

Career Counselling- refers to a process of offering, advising and cautioning learners who may go astray in their career choice.

Client-refers to a learner receiving guidance and counselling services from a Professional helper, also known as counsellor.

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

Counsellor- refers to a Professional with skills of helping people deal with challenges in their lives by creating a relationship with them.

Discipline- refers to a system of guiding an individual to make reasonable decisions and uphold social ethics personally and in groups.

Effect-refers to a change produced by an action or cause or an outcome.

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.

Influence- refers to the attraction given to students by external stimuli to change in their character while in their schooling.

Morals- refer to the right conduct in the life of a person.

Principal -refers to the head teacher of a learning institution of students with changing mental attitudes.

Respondents-These are the direct parties to answer questions in a research study.

Students- refer to a group of people in the learning process in a school.

Teacher Counsellor- refers to a Professional teacher who is also a trained counsellor, who carries out the counselling processes in a school setting.

1.11 Organization of the study

The study was organized in five chapters. Chapter one consisted of: background of the study, statement of the study, purpose of the study, objectives of the study, research basic assumptions of the study, and the definitions of the operational terms. Chapter two consisted of Introduction, concept of education, guidance and counselling, historical development and the need for guidance and counselling and types of Counselling. It had also government involvement in guidance and counselling, the counsellor and counselling, the role of principals in discipline management in schools, guidance and counselling programme and discipline in secondary schools, personal and social guidance and approaches to counselling. The other sections of the chapter include challenges facing the school management in implementing guidance and counselling, theoretical framework, conceptual framework and the summary of literature review

Chapter three described the research methodology used. These included research design, target population, sample size, and sampling procedures, research instruments, and data collection procedures and data analysis techniques. Chapter four described the analysis and interpretation of the findings of the study from the field and chapter five was the summary, conclusions, recommendations sand suggestions for further research.

CHAPTER TWO

LITERATURE   REVIEW

2.1 Introduction

This chapter covered the concept of education, guidance and counselling, historical development and the need for guidance and counselling and types of Counselling. It had also government involvement in guidance and counselling, the counsellor and counselling, the role of principals in discipline management in schools, guidance and counselling programme and discipline in secondary schools, personal and social guidance and approaches to counselling. The other sections of the chapter included challenges facing the school management in implementing guidance and counselling, theoretical framework, conceptual framework and the summary of literature review

2.2 Concept of education, guidance and counselling

In his article, Njagi (2007), quotes a teacher, Melania who describes education as a process. She is quoted as saying education "is a system of passing on and acquiring knowledge, experience, values and skills. It is a lifelong process". In distinguishing between African indigenous education system and the modern European system she says that African indigenous education was informal but integrated and comprehensive. Its concern was character formation and dissemination of holistic values, while the modern education system is about memory and passing examinations with less emphasis for character and unique value formation.

Collins (2002) says that guidance and counselling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counselled to alter any maladjusted behaviour. Since most citizens are involved in education process directly or indirectly, the impact of guidance and counselling is real to them.

2.3 Historical development and the need for guidance and counselling

By the end of the 19th century guidance and counselling gathered momentum in Europe and United States of America. Systematic work was done by George Merrill in 1885 at California University. Other contributors to this were Godwin (1911), Weaver (1912) and Davis (1913), (Internet source). In Britain counselling of various kinds came to be offered within the school and college systems in the 1920's as career guidance for young people to adjust to the demands of college life. Witmer (1990) says that African traditions and cultures guided youth in social roles, values, belief system, sex, regimental roles and skills they would need to enhance their culture. As society is dynamic, there are rapid social and economic changes that affect the students in our schools. The adolescents in schools find it difficult to cope with the challenges that come due to their physical, psychological and emotional changes coupled with the rapid changes in

the society. It is often difficult for them to make decisions since the traditional setting is no longer in place.

According to Muithya (1996), in the traditional African society, character formation was achieved through intense formal and informal programme of guidance and counselling. Makinde (1984) notes that guidance and counselling has been an essential part of every society and each society had its own sources of wisdom which controlled and regulated social interactions. He states that in African society's provision of guidance and counselling was effected through identified people to whom members could turn to when necessary.

The role of guidance and counselling in the administration and management of student discipline in Kenya has been recognized by the various government policy documents since independence. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counselling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite this recommendation, the use of guidance and counselling services was still wanting in helping curb indiscipline in schools, which was increasing. Infractions that require guidance and counselling include assault, arson, fighting, and theft, and vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives. In 1980, recorded cases of schools that experienced these cases of indiscipline were 22 (0.9%). This increased to 187 (7.2%) in 1990 (Simatwa, 2007). These cases have continued to increase unabated to the extent that, in 2001

the Ministry of Education introduced guidelines on Safety in schools. Thus, in 1998, 26 girls at Bombolulu

Girls Secondary School were burnt to death; in 1999, 17 girls at st. Kizito Secondary School were killed and 70 raped; at Nyeri Boys High School, four prefects were burnt to death in their dormitory; and in 2001, 67 boys at Kyanguli High School were burnt to death by their colleagues (East African Standard Team, 23rd April, 2001).

Guidance and counselling has been conceptualized as a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah and Okorodudu 2004).

The UNESCO module on guidance and counselling (2000a) also posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. There is agreement among experts that there are three major components of guidance and counselling. These are educational guidance, vocational guidance and personal social guidance (UNESCO module 2000a). Under these three major areas, there are several guidance and counselling services such as appraisal, information, placement, orientation, evaluation,

referral, and follow-up (Denga 2001) Each of these major components of guidance and counselling alone with their services address students' needs, challenges and problems. The goal of guidance and counselling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities. Thus, the highlights of the National Policy on Education (1998) states "in view of the apparent ignorance of many young people about career prospects and in view of personality adjustments among school children, career officers and counsellors will be appointed in post-primary institutions and tertiary levels". Unfortunately the practice of these services in our institutions of learning is nothing to write home about. The programme is not encouraging at the secondary school level and even at the university level. Anwana (1989) and Abiri (1996) argued that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counselling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities.

Smith (2006) proposed and outlined ten stages of strength-based counselling to illustrate how the approach may be implemented. The ten stages are: (a) Creating the therapeutic alliance; (b) Identifying strengths; (c) Assessing presenting problems; (d) Encouraging and instilling hope; (e) Framing solutions; (f) Building strength and competence; (g) Empowering; (h) Changing; (i) Building resilience; and (j) Evaluating and terminating. Following the stages, the approach will result into a disciplined group of youths with a focus on the strengths that they have to

achieve specific life goals. It will lead to a clear consideration of how problems are to rated and the value to asses and determine the level of urgency in every obstacle encountered.

Without a clear focus on the depth of the existing problems many youths may not be able to articulately establish solutions to the many challenges facing them. For empowering students to have hope in life and confidence in them they should be enabled to solve life challenging issues by themselves and have change in the way they react to occurring problems. In the process their discipline standards will be well improved, thus creating a sense of responsibility to deal with issues in life. In overall speaking, providing responsive service and designing guidance activities is vital. There is an obvious move from a remedial to a preventive, strength-based orientation.

From the above stages, we have traced the general trend of the development of school guidance and counselling. From the beginning, school counselling work was taken up by the appointed teachers on top of their regular duties. Then, full-time positions of school counsellors were introduced in the schools. This is a move from non-professionals to professionals. Thereafter, there was a further move from position to program where the focus on the counselling personnel was shifted to implementing guidance activities as a program. There is also a move from the remedial approach of school counselling to a preventive, strength-based orientation that sees the importance of developing students' potentials and assets in order to live a more fulfilling life.

Guidance and counselling should be made part and parcel of the education system. This will help mould the youths so that when they come out of school they will not appear confused, undecided and frustrated by life, rather they will be able to face life's challenges as they exploit their potentials with courage. With the clear role of guidance and counselling in schools, there is need for a more open and direct relationship between students, teachers and parents. Teachers need to show love, affection and appreciation to the students thus creating conducive environment for learning. The Kamunge report (1988), *The Report of the Presidential Workshop Party on Education and Manpower Training* emphasized the importance of guidance and counselling by stating that the guidance and counselling of students in secondary schools is essential in helping students in identification of their individual interests and the correction and assistance to enable them face the realities of life.

In Kenya, according to UNESCO (1986) guidance and counselling was officially incorporated in the education programme in 1967, with guidance and counselling policies considered as important for manpower development. Ndirangu (2000) states that G&C has always been considered to be at its infancy in Kenya since most citizens do not understand what it entails and even its applicability. Republic of Kenya (2008) *Teachers 'Proficiency Course Training Manual* confirms this, that students and the general public has not yet grasped the real meaning of guidance and counselling.

During the first African Conference on guidance and counselling in Nairobi (2002, 22nd- 26th April) in cooperation with UNESCO/DANIDA, Italy and the International Association for Counselling, the participants realized a number of the most prevalent youth problems during schooling; that the boys and girls did not establish their identity; they were either infected or affected by HIV/AIDS, abuse of drugs, practice prostitution and engage in criminal activities due to high unemployment. The solution which the participants came up with way that guidance and counselling should be strengthened in Secondary schools, and practiced in the African context. Gichinga (2007) agrees when the asserts that critical and resilient aspect of African experience are revisited and modified if/when necessary to include holistic and conceptualized training for counsellors. They recommended for the implementation of this at policy and operational levels conduct research on it and share the outcome with all stakeholders for a forward move, the problem they were bound to encounter notwithstanding. The Ministry of Education cites some of the problems they face as lack of professional personnel, transport and finances to fully implement the programme. The Report on the National Committee on Educational Objectives and Policies (1976) observes that guidance and counselling services of the MOE are not effectively carried out. Thus Shorter and Stone (1966) suggest that if counsellors are to develop students in all possible in their lives and be provided to all learners ways, learner counselling should start as early as.

2.4 Types of Counselling

There are two major types of Counselling, namely: individual counselling and group counselling.

(a)Individual Counselling:

This is referred to as one-to-one counselling. It occurs between the professionally trained Counsellor (Therapist) and his client (Counsellee). The goal of this is to help the client to understand himself, clarify and direct his thought, in order to make a worthwhile decision. Through this, clients' problems are alleviated. Frumboltz and Thoreson (1967) as cited in Ojo (2005) remarked that it is mainly to bring about change in the client either by altering maladaptive behavior, learning the decision making process or preventing problems.

(b) Group Counselling:

This is a counselling session that takes place between the professionally trained counsellor and a group of people. Number of this group should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counselling session. Members of the groups are clients/counselees whose tasks or problems that are meant for resolution are similar.

During group counselling, a free atmosphere is allowed and freedom of speech is encouraged. The counselees are free to express themselves individually as counselling progresses so that problems to be resolved would be open for all to consider and benefit from. All counselees express their feelings and the counselor during group counselling is to help remove the marks covering the problem. He helps open up the problem with the professional competence and knowledge he

possesses. The counselor is not just a member of the group; he is to direct the affairs and situations.

Many secondary schools in the past have been involved in strikes that led to mass destruction of property worth millions of shillings. According to Education Act Cap 212 of the Laws of Kenya, corporal punishment was used as a way of dealing with indiscipline in schools. In this act, corporal punishment was inflicted only after a full inquiry on the offender and offence had been made and was administered by the principal or teacher to whom it had been delegated by the principal. It was not to be inflicted in the presence of other students. A record of every corporal punishment administered was to be properly documented showing the name and age of the student, the offence committed, the number of strokes inflicted and by whom. This kind of punishment, as a way of maintaining discipline became unpopular and at times caused riots and therefore it was outlawed in April 25th 2001 by the government of Kenya.

2.5 Government Involvement in guidance and counselling

Many commissions such as the Kenya Education Commission Report of 1964,the National Committee on Educational Objectives and Policies (republic of Kenya, 1976) and the Report of the Presidential Working Partyon Education and Manpower Training for the next Decade and beyond (Republic of Kenya, 1988); recognized the importance of guidance and counselling services for educational institutions. They made recommendations calling for strengthening the capacity of guidance and counselling unit at the education headquarters and decentralization of its services to the provincial and district levels. In schools, counselling

functions may be offered by a teacher-counsellor, who helps students relate their abilities and interest to academic pursuit. In this regard, guidance is essential for successful education, while counselling hampers deviant behaviour.

The increase in cases of students' unrest especially in secondary schools may be understood from the point of view that students at this stage are negotiating a critical emotional, psychological and physical period of growth and development. It is a time of transition from childhood to puberty, to adolescence then to adulthood. In considering the aforementioned human growth and development phases, globalization has caused external and internal influence on pupils and youth. This is as a result of changing patterns of family life, indulgence in drug and substance abuse, socially retrogressive mass media programs, violence (the post 2007 election violence experienced in Kenya) and general insecurity; virtues which generate indiscipline. The Sagini Report (Republic of Kenya, 1991) referred to as report of the Presidential Committee on Students Unrest and indiscipline in Kenyan Secondary Schools suggested the need to train teacher-counsellors and set up the services in schools; and identify peer counsellors, to work and deal with the resultant challenges resulting from modernization and globalization

The Ministry of Education position paper on guidance and counselling (2000) addresses the following as the major general objectives of Guidance and Counselling:

i) Provide adolescents with healthy living information. (MOEST, 2002).

ii) Rehabilitate wrong doers, convicted persons, alcohol abusers

iii) And the maladjusted members of the society

iv) Equip the girl child with life skills to enable them address challenges, for instance, pregnancy and early marriage which lead to school dropouts, sexual abuse and harassment. Create changes and positive attitude in the community on some traditional practices in life such as early marriages and female genital mutilation.

v) Advice the school going youth to make information choices from the widest possible range of possibility in the world of work

vi) Equip the students with skills; attitudes and knowledge to enable them cope with accelerated challenges of social-culture, social economic and technological changes in society

The Sagini report further suggest that parents, being the first educators of their children should be encouraged to spend more time with them; educating, Guiding, counselling, and socializing them in matters pertaining to responsible adulthood. To realize the above objectives the government has developed a policy framework for the provision of guidance and counselling services in the education sector an administrative structure facilitates development and management of guidance programmes in education institutions, and train teacher-counsellor. The

government works closely with other guidance and counselling providers such as non-governmental organizations and churches.

2.6 The counsellor and counselling

The counsellor in this context is a professionally trained teacher and therapist who should be working in the secondary school. The role of the teacher counsellor revolved around employing new skills to aid the client/learner through the "dark entangled forest" (unknown) of his/her personality and society. Schools can help in terms of offering counselling or interpreting it in a broad way, by integrating it into the ethos of the school, and offer individual or group counselling. Lang (1993) agrees that for Secondary school, effectiveness in counselling depend on counselling being considered in its broad sense, and integrate it into a whole school approach. Whether integrated, group or individual, the counselling process should be handled sensitively and discreetly.

Counselling aims at empowering the individual. The teacher-counsellor requires professional training to accomplish this task successfully. Castillo (1978) acknowledges that anyone who hopes a child to mature must first get to know and accept him for he is. Otherwise success will evade even his/her best affairs. Makewa (2008) concedes that it is important to understand the youth's world as a counsellor. The counsellor is then able to help them better when they understand them and that boys and girls are easier to build than it is to mend men and woman. A counsellor should have an interest and consuming desire to relieve distress and assist people lead more fulfilling lives. The counsellor must go beyond mere interest in the subject and equip him or herself with the relevant knowledge.

Ndirangu (2000) concedes that the teacher- counsellor should be well grounded in clinical psychology where it is dictated by the maxim that all behavior is caused. The teacher-counsellor requires knowledge of some culture values and beliefs of most of the clientele he or she handles within the learning institution. This is crucial because cultural misinterpretation may mean long-term damage to the client. It is not a wonder then that the Map-Robinson Report (1987) comments that guidance and counselling for individuals has always formed part of the African strategy for combining personality problems and may be practiced by indigenous counsellors. The Witmer (1990) Report endorses this argument by remarking that counsellors should always be cognizant of the cultural conditions and changes.

Teacher-counsellor should design comprehensive guidance programmes, provide counselling service and use assessment procedures with a gender perspective. Lack of training of counsellors in gender analysis may lead many providers of guidance to render services and/or organize activities that may continue to maintain and enforce the already existing stereotype. Counselling skills are learned over time and should be practiced by a professional teacher-counsellor as much as possible. Counselling is a purposeful process which leads client to move understandings of themselves and other; the teacher – counsellor should therefore be conversant with the listening skill. Counselling is a process and theory based.

2.7 The role of principals in discipline management in schools

According to the Ministry of Education the school principal is a key player in initiating   and   organizing   good   guidance   and   counselling   services

(Nyaegah, 2011). It is important for principals to have positive attitudes towards school guidance and counselling by stating that; School administrators' attitude towards any service in the school, whether new or old needs the acceptance and leadership of the school administrator. Without his/her approval and continued support, any service will wither on the vine because teachers and students sense and frequently adopt the school administrator's attitude towards any service in the school (Nyaegah, 2011).

The organisation of guidance and counselling in the institutions is a basic element in ensuring good discipline. It is the role of the school principal to plan, organise, coordinate and control the activities of guidance and counselling services. She/he is responsible for the provision of guidance and counselling facilities, personnel, financial and the moral support. Researchers and educational policy makers agree that the schools' ability to cope with numerous complex challenges it faces, requires more than reliance on a single individual's leadership. Lashway (2003), articulates that: the common ideal of a leader is obsolete, the task of transforming schools is too complex to expect one person to accomplish single handily. Criticism that the leadership model fails essentially because it idealizes people, places handful of individuals at the top of a "moral leadership" pyramid and ignores the fact that human beings are inherently flawed. It considers the majority of people as important, lazy and self-interested at the bottom, it eschews the struggle of leadership and suggests that leaders have to be superhuman and presents a monopoly experience that is primarily made and the most part aligned with the military model.

2.8 Guidance and Counselling programme and discipline in Secondary Schools

Human needs necessitate new inventions. Although guidance and counselling was focused on career development, contemporary socio-economic issues (unemployment, drug, unstable families, truancy) have necessitated the incorporation of professional guidance and counselling in secondary schools. This is because guidance and counselling is safe to apply for holistic development of children, their behavior notwithstanding. Ayieko (1988) says guidance and counselling plays a pivotal role in students' behaviour management and correction in schools. Counselling can be used both as a curative measuring in addressing school discipline and to avert and/ or correct indiscipline among students. Guidance and counselling may be provided holistically in secondary schools. Vocational Guidance provides information about job opportunities and factors affecting the job market such as unemployment information technology and international relations. Mutie and Ndambuki (1999) look at the aims of vocational guidance as having an expanding function, to aid in placing talent where it is needed. Through education guidance, a learner is better informed about the subject they study and subject choices; and that to attain success in one's academic requires learners going an extra mile in their studies. The kind of Knowledge to learner is especially important to the youth who are less exposes and limited in their understanding of the world of work

Parents, teachers and society are observing and reporting a marked decline in the level of indiscipline and good behaviour among secondary school children. Most of these children generally lack courtesy, respect, self-control, decency, and social etiquette. The values they portray are disrespect toward authority, promiscuity drug abuse, addiction behaviour and carefree lifestyles. A learner in a new school or in a higher level of learning institution is to cope with the new environment through guidance. Learners are helped to develop a better understanding of whom they are and appreciate of their background. Learners are guided on the self-awareness, peer pressure, relationships, personality differences, manners and social etiquette, social roles and responsibility, intra and interpersonal conflict resolutions. Though personal and social guidance, a pupil is helped to overcome indiscipline as a quest for 'freedom. Indiscipline among secondary school students is a result of a feeling of unfulfilment, frustration and lack of constructive freedom.

2.9 Challenges facing the school management in implementing guidance and counselling.

There is inadequate guidance and counselling man power in most of our institutions. *According the education monograph (1986)* lack of training physical facilities and resources and inadequacy of funds are challenges which seem to derail the innovative effects of counsellors. Children are not encouraged by their parents to freely seek for guidance and counselling when necessary. They believe guidance and counselling is an invasion of their children's privacy. Teacher

counsellors are not well scheduled to meet learners for guidance and counselling and relevant reference materials and facilities are lacking.

According to the Kamunge Report, The Republic of Kenya (1988), *The Report of the Presidential Workshop Party on Education and Manpower Training,* there is over burdening of teacher counsellors who have the same teaching load as their colleagues who are not actively involved in guidance and counselling, continued training for teacher counsellors is often not consistent. The schools' lack of enough funds due to fees arrears may cause delayed implementation of G&C programmes. The BOG involvement is fundamental in the delivery of discipline measures to students. The resource persons for G&C service are very scarce and can only be invited by the school principal in coordination with the BOG chairman.

Okola (2005) carried out a study on the factors hindering effective provision of educational counselling services in Trans-Nzoia District and their effects on the effective provision of guidance and counselling services in secondary schools in the District The study revealed that: Kenyan schools have very few reference resources for guidance and counselling; trained personnel in this area are few or not available at all in various schools; most schools do not have sufficient funds to carry out the programme effectively and some teachers and head teachers avoid the responsibility of running such a programme. The study focused more on the factors affecting guidance and counselling in schools without looking strictly into the students attitude towards guidance and counselling and what can influence their attitude.

2.10 Theoretical framework

In this study, the students' discipline would be capitalised in the process of perspective (input and output). The theory of educational management by Tony Bush was applied. It states that educational management is a field of study and practice concerned with the operation of educational organizations. Bush 2007 indicates that there is great interest in educational leadership because of the widespread belief that quality of leadership makes a significant difference to schools and student outcomes. Schools need trained and committed teachers but they in turn need highly effective principals and support from other senior and middle managers. Educational management has to be in the schooling process. Students are instilled with discipline and the good conduct of the student will represent the output. The inputs here are the strategies used by principals for guidance and counselling services, physical facilities and resources available, peer counselling involvement, motivation of teachers and students, open forums and dialogue. All these factors interaction contributes to students' good behaviour in school and it will be examined in this study.

2.11 Conceptual framework

Conceptual framework is a hypothesized model used to identify the concepts of variables understudy and showing their relationships. Its purpose in this study was to help the reader to quickly see the relationship between the guidance and counselling services to their corresponding levels of discipline through the support of school principals.

Figure 2.1: The relationship between guidance and counselling and the students' discipline

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                                    ┌─────────────────────────────────┐
                                    │           Processes             │
                                    │                                 │
                                    │  • Provision of facilities and  │
                                    │       reading materials         │
                                    │                                 │
                                    │  • Availing professional teacher│
                                    │           counsellors           │
                                    │                                 │
                                    │  • Applying of peer counsellors │
                                    │                                 │
                                    │   • Inviting guest speakers.    │
                                    └─────────────────────────────────┘
                                                    ▲
                                                    │
  ┌──────────────────────────────┐                 │
  │ Input –independent variables │                 │
  │                              │                 │
  │  • Facilities and reading    │                 │
  │         materials.           │◄────────────────┤
  │                              │                 ▼
  │                              │     ┌─────────────────────────────────┐
  │  • Exposure tp staff         │     │   Output- Dependent variables   │
  │       development.           │     │                                 │
  │                              │     │  • Good behaviour among the     │
  │  • Peer counsellors.         │     │    students and improved        │
  │                              │     │    academic standards.          │
  │  • Guest speakers.           │     │                                 │
  └──────────────────────────────┘     │                                 │
                                        │  • Effective operation of       │
                                        │    guidance and counselling     │
                                        │    services                     │
                                        │                                 │
                                        │                                 │
                                        │  • Better utilization of time   │
                                        │    frame for guidance and       │
                                        │    counselling services         │
                                        │                                 │
                                        │  • Improved skills and          │
                                        │    knowledge on                 │
                                        └─────────────────────────────────┘
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Guidance and counselling is assumed to be a process by which teachers and the entire community can apply to students to make positive choices by making a clear link between their (students') behaviour and consequences; values which make up the discipline of the school. The conceptual frame work (Figure2.1) shows the flow of arrows indicating the relationship between variables. The implication is that when student indiscipline issues and their causes (input) are professionally addressed using guidance and counselling (process), the disciplined behaviour expected of students (output) is achieved. The figure shows that when guidance and counselling is not applied to public secondary school students professionally, indiscipline may be aggravated; thus a vicious circle is the process.

2.12 Summary of literature review

From the literature review, it is viewed through the studies that guidance and counselling has an influence on students' discipline in public secondary schools. Through intense formal and informal programmes for guidance and counselling, character formation was achieved, Muithya (1996). It is through guidance and counselling that students remain disciplined and focused in life. Collins (2002) indicates that through guidance and counselling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment.

However many youths still pose the danger of becoming undisciplined due to the changing cultures and the eroding of norms in society. Also due to lack of enough

personnel and less funds for administering guidance and counselling the required programmes for guidance and counselling delivery are delayed, thus causing a gap on discipline issues. Ndirangu (2000) explains that even though the guidance and counselling services are focused in schools the students and the general public quite far from understand what it entails and its applicability. From the studies it was proved that group and individual counselling is to applied on particular cases. Nevertheless it is essential to embrace guidance and counselling services to our institutions to curb the unwanted character traits. This study sought to establish how guidance and counselling would be used to restore good discipline in secondary schools in the modern permissive society.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section focused on the methodology that was used in the study. It dealt with research design, location of the study, target population, sampling techniques and sample size, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research design

Orodho, (2003) describes research design as the scheme, outline or plan that is used to generate answers to research problems. This study employed descriptive survey design. Borg and Gall (1989), explains that descriptive study determines and reports the way things are and commonly involves assessing attitude, opinions towards individuals, organizations and procedures. In qualitative methods, the knowledge claims used by researchers are primarily based on constructivist perspectives – such as the different meanings of individuals' life experiences, historically and socially constructed meanings.

Alternatively, qualitative research could also make knowledge claims based on advocacy/participatory perspectives – such as collaborative or issue-oriented). Sometimes, researchers use both. Strategies of inquiry in the qualitative method are case studies, grounded theory studies, ethnographies, phenomenology, or narratives. The researcher typically gathers responses to open-ended queries with the main objective of deriving themes from these data. The scenarios in

qualitative research are those wherein the researcher aims to establish the meanings of various phenomenon's based on the participants' perspectives. A fundamental aspect of qualitative research is that the investigator observes participants' behaviours by joining the latter's activities (Creswell, 2003). On the other hand, researchers could also examine issues like oppression of individuals. To collect data, the researcher used a narrative approach wherein the participants were able to openly discuss how they had personally encountered oppression. The many benefits of the qualitative method include, (i) its employability at "simplifying and managing data without destroying complexity and context;" (ii) it builds on existing traditions; (iii) qualitative data may be coded quantitatively (Nuttal, Shankar & Beverland, 2011; Atieno, 2009, p. 17). Some of the shortcomings of the qualitative data are: it does not attempt to assign frequencies to linguistic features that are identified in the data and ambiguities (Atieno, 2009). Descriptive survey design was relevant to this study because the study sought to collect data from respondents about their opinions on the influence of guidance and counselling on the discipline of secondary school students and the support given by the principals to G&C in Kabondo Division, Rachuonyo District.

3.3 Target population

Target population also known as universe population is a group of elements such individuals, objects or items from which samples are taken for measurement. From information obtained in the office of the A.E.O, Kabondo

Division comprises of 20 public secondary schools and each school has a principal and a Head of Department (H.O.D) teacher-counsellor. The target population were principals, teacher- counsellors and form four candidates for reliable information on guidance and counselling services offered in their schools. In this study, 20 principals, 20 teacher counsellors and a total of 720 students of form four candidates were used by the researcher.

3.4 Study sample and sampling procedure

Sampling is the act, process or technique of selecting a suitable smaller size of a population of a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Kombo & Tromp, 2006). To identify all the members of the target population, a list of all public secondary schools in the Division will be obtained from the D.E.O, Rachuonyo District. All the 20 principals and 20 H.O.D teacher- counsellors will be selected using purposive sampling. The researcher will use simple random sampling for the categories to determine the respondents among the students from mixed day and boarding schools. Gay (1996), states that for a descriptive research a sample of 10-20% of the population is sufficient for reliable findings. The researcher will

use 144 candidates (20%) of the 720 candidates to participate in the study. Using simple random sampling, 40 students from boys boarding, 40 from girls boarding and 64 from mixed day schools will be used for the study respectively.

3.5 Research instruments

To carry out the study, the researcher used questionnaires targeting principals, teacher counsellors and forms four students. The questionnaires have two sections A and B. Section A will seek the demographic information of respondents while Section B sought the information on the influence of guidance and counselling on students' discipline in secondary schools in Kabondo division, Rachuonyo District. The interview schedule is also divided into two parts, A and B. Part A focuses on student's behaviour while part B requires responses to do with the availability of reference materials on guidance and counselling.

3.6 Validity of instruments

Validity is the accuracy and meaningfulness of inferences which were based on research results (Mugenda and Mugenda 1999). It is considered to be the degree to which results obtained from analysis of the data actually represent the phenomena under study. According to Borg and Gall (1989) validity is the degree to which a test measures what it purports to measure. To improve the instrument validity a pilot study was conducted in three schools in the Division and the responses was not included in the study. Using the(10%-20% sample size for a descriptive research, according to Gay (1996), 3 principals,3 teacher-counsellors and 28 form four students were used in the pilot study. The items that were

inadequate or ambiguous in eliciting the relevant information was identified and modified in order to improve the quality and hence validity.

3.7 Reliability of the instruments

According to Mulusa (1990), Reliability is a measure of accuracy of the findings and suggests the truthfulness of the collected data whereas validity is the measure of acceptability that whether the outcomes are likely to be adopted for similar cases or areas covering the same domains. Generalizability is the adoption and implementation of the facts and findings to a massive population with an acute degree of acceptability and effectiveness Reliability gives a measure of accuracy of the test procedure and ensures the degree of precision of the outcomes. While on the other hand, validity and generalizability deals with the adoption of the findings to the areas covering the same domains and characteristics. Validity and generalizability provide an opportunity to pursue further research studies for the advanced and applied social sciences problems.

The researcher used test-retest method to enhance instrument reliability. The same instrument was given twice to the same group of people. The reliability was the correlation between the scores of the two instruments. If the result was consistent over time the scores would be similar. The expert judgement was to ascertain the items in the instruments to prove reliability level to make a judgement about the instrument reliability.

3.8 Data collection procedure

To carry out the research the researcher obtained research authorization permits from the Ministry of Higher Education Science and Technology (MoHEST), National Council of Science and Technology (NCST), District Commissioner (DC) and the District Education Officer (DEO). The researcher then moved to make introductory visits to public secondary schools in Kabondo division. The visits were for creating link with respondents. This brought about confidence between them and the researcher. On the second visit the researcher sampled the respondents (principals, teacher counsellors, and form four students). The respondents were assured that their details were confidential. The researcher personally administered the questionnaires to the respondents. The questionnaires were dropped to the potential respondents to be filled at their own pace and later picked. The administration of the questionnaire took place in the classrooms, staffroom and the principal's office respectively.

3.9 Data analysis techniques

The researcher has to check the instruments for completeness, after gathering data from the field. The content has to be organized and edited as per the study objectives. Open ended questions are to be analyzed qualitatively through content analysis and logical analysis to provide details of the study. Graphs, pie charts and tables were used to present the data. Data was finally be arranged through quantitative method involving coding and analysing using charts, frequencies and

percentages through a computer program referred to as Statistical Package for Social Science (SPSS).

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The main objective of the study was to establish the influence of guidance and counselling services on students' discipline in public secondary schools in Kabondo Division, Rachuonyo District. From the analysed data it was found that educational level of school administrators' positively impacted on the delivery of guidance and counselling services. Most of the principals were males in the age bracket of 40-49 years and all agreed that guidance and counselling was important in secondary schools. Most of the parents had attained secondary level education and hence could easily guide their students. The greatest benefits of guidance and counselling to students in solving problems as well discipline of observance.

4.1.1 Response Rate

The study targeted 20 principals, 20 teacher-counsellors and 144 students in collecting data with regard to influence of guidance and counselling services on the students discipline in public secondary schools in Kabondo Division, Kenya. From the study, 17 principals, 18 teacher counsellors and 144 students responded to the questionnaires, making a response rate of 91.7%. This reasonable response rate was achieved after the researcher made personal calls and physical visits to remind the respondent to fill-in and return the questionnaires. Due to the good response by the respondents the data collected was adequate for analysis and results obtained dependable.

4.2 Demographic Information

4.2.1 Gender of the principals, teachers and students
The study sought to determine the gender parity in the administration of the schools. The findings can help the authorities eliminate the disparity and encourage female students to pursue secondary school education. It is crucial that the girl child is made to acquire higher education. The table below shows the frequency of the gender of respondents

Table 4.1 Gender of the principals, teachers and students

	Principals		Teachers		Students	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	12	71	10	56	80	57
Female	5	29	8	44	60	43
Total	17	100	18	100	140	100

As per the results illustrated in the table above, most of the principals were male also male teachers were dominant than female teachers and this was because more boys have acquired education than girls. Most of the students who responded were males. This implies that more males in the division responded to the questionnaire. From the results it is clear that the ministry of education has more male teachers in responsibility than females, a scenario that should be reversed for a proper gender balance.

4.2.2 Age of the principals, teachers and students

The age of the principals and teachers can determine the ability or experience of offering guidance and counselling in schools and thus it was important in this study. The table below shows the age groups of the respondents:

Table 4.2 Age of the principals, teachers and students.

Principals			Teachers		Students		
Age	Freq	%	Freq	%	Age	Freq	%
20-29 years	1	6	2	11	13-15years	10	7
30-39 years	4	24	6	33	16-18years	110	78
40-49 years	10	59	8	44	19-21years	15	11
50 years and above	2	12	2	11	Over -22year	5	4
Total	17	100	18	100	Total	140	100

From the findings, majority of the principals were between 40-49 years while few were bellow 40 years. This showed that meddled aged men shoulder the task of administering the schools. Most students in secondary schools are between the ages of 16-21 years, an age bracket that real requires guidance and counselling services. The age factor influences the good relationship between teachers and students thus creating a cordial discharge of guidance and counselling services. This results to the observance of good discipline. To have aged students in

schools can lead to conflicts of interest between the students and the authorities. It is therefore paramount to have young people in school and not the adults whose character traits are already shaped.

4.3 Experience of the principals and teachers

It is expected that through experience, the principals and teachers can easily administer and offer guidance and counselling services to students adequately. The years of experience of the respondents was analysed and the table below shows how they were distributed.

Table 4.3 Experience of the principals and teachers.

Principals			Teachers	
	Frequency	Percentage	Frequency	Percentage
1-5 years	2	11.8	4	22.2
6-10 years	6	35.3	5	27.8
11-15 years	5	29.4	4	22.2
16-20 years	3	17.6	3	16.7
above 20 years	1	5.9	2	11.1
Total	17	100.0	18	100.0

The results of the findings revealed that most of the principals (35.3%) had been principals for 6-10 years. Those above 20 years in experience were the lowest in number with only 5.9%. This indicates that many principals have experience in administration when they have attained above 6 years in service. Counselling should be a noble call and as forwarded by the respondents, before an individual enters the teacher counsellor profession they should have a strong love and passion of learning as well as sharing it with the students. One should be able to adequately enjoy working and relating to a certain age group of students. The principals and teacher counsellors require experience to obtain information from students through cordial and friendly approaches.

4.4 Highest level of education of the principals

The pie chart below shows the distribution of the educational level of the principals
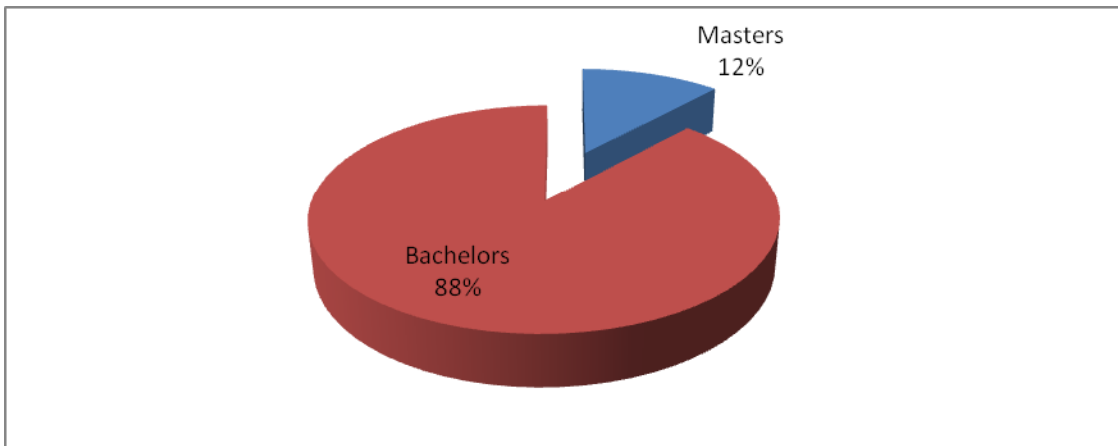
Figure 4.1 Highest level of education of the principals

The level of education could help determine the ways of offering G&C services to students The results showed that most schools with principals of the level of master's degrees had effective guidance and counselling departments. It is therefore clear that for guidance and counselling services to be adequately delivered in secondary schools educational level of the administrators is quite vital. In this respect school principals should be encouraged to advance in their academic grades by enrolling for further studies in our institutions of higher learning.

4.5 Effects of the number of children in students' families on discipline

The number of children in a family can positively or negatively affect the discipline of the students in schools. The bar graph below shows the percentage distribution of the number of children in families.
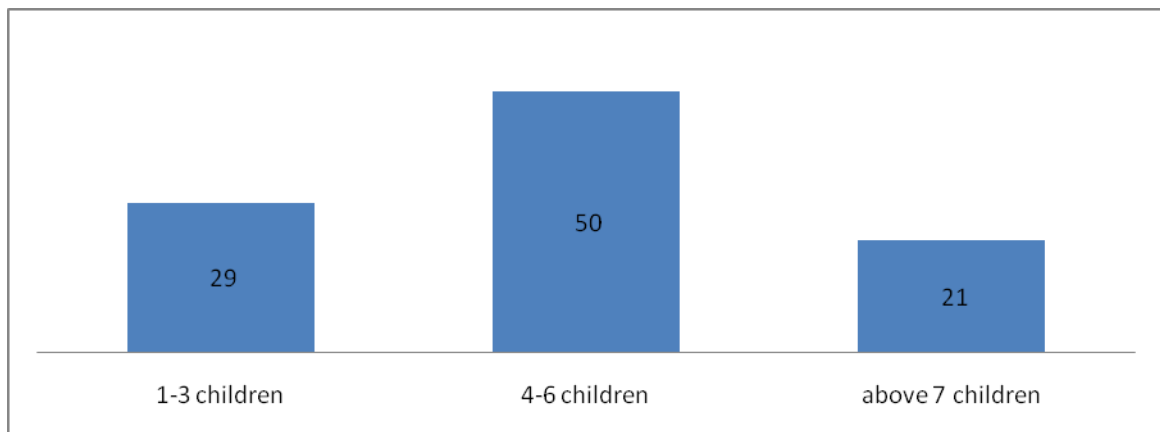
Figure 4.2 Percentage distribution of the number of children in families

From the findings, families with 4-6 children (50%) can have some problems in managing the discipline of the students. The same applies to those with more than

7 children. It is fundamental to have a manageable number of children in a family for easier instilling of discipline to take place. This is because the fewer the number of children the easier in counselling them as well as understanding their problems. Most parents prefer to guide and counsel children when they are few in the home and this promotes discipline. It is observed that most indiscipline cases emerge from families with many children who lacked proper supervision when they were young.

4.6 Level of education of students' parents/guardians

The level of education for parents and guardians has an influence in the way the students can be guided in their school life. The bar graph below shows the distribution of the level of education for parents and guardians.
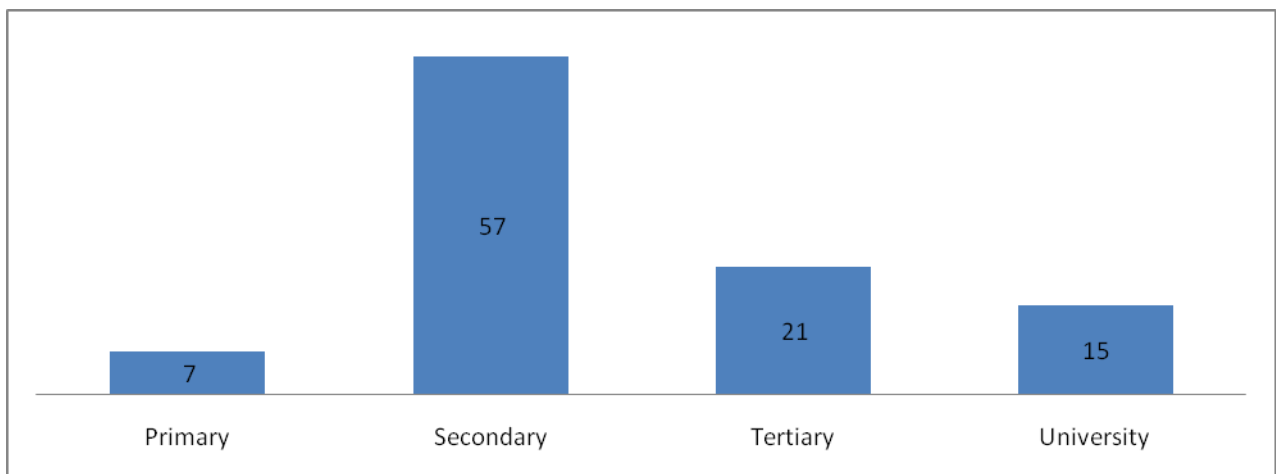
Figure 4.3: Distribution of the level of education for parents and guardians

From the study, it was found that most parents or guardians (57%) had reached secondary level while only (7%) had terminated their education in primary level.

It was noted that educated parents had fewer children in their families and their record of maintaining discipline was good. This paves way for teacher counsellors to easily discharge their guidance and counselling services. Guidance and counselling approaches are deeply entrenched in the assumption that the control of student's behaviours by their parents and teachers is detrimental to their development. The main aim of this approach is encouraging independence among children and also for them to adopt their own behaviours. However parents are required to embrace the sole responsibility of ensuring proper observance of good discipline among school age children.

4.7 Principals' responses on the importance of guidance and counselling.

The study sought to find out if the principals considered guidance and counselling to be important in their secondary schools. The table below shows the distribution of the respondents on whether guidance and counselling services were important in their schools.

Table 4.4 Principals' responses on the importance of G&C

Responses	Frequency	Percentage
Yes	14	82.4
No	3	17.6
Total	17	100.0

From the findings, 82.4% of the principals considered guidance and counselling to be important in secondary schools while only 17.6% of the principals did not

deem guidance and counselling to be important in secondary schools. It is observed that many school administrators would like to embrace good discipline to their schools which is achieved through guidance and counselling services. The importance of guidance and counselling services in schools cannot be overlooked since it is the core factor for discipline to be attained. From the study, it was indicated that all the principals agreed that guidance and counselling services were offered in their schools, vital for good performance as a result of good discipline emanating from it.

4.8 Services of guidance and counselling offered in schools.

In most of the schools guidance and counselling is offered for specific reasons. The main one is educational in purpose and solving personal problems that may hinder the attainment of academic excellence. The bar graph bellow shows the percentage distribution of guidance and counselling services offered to students.
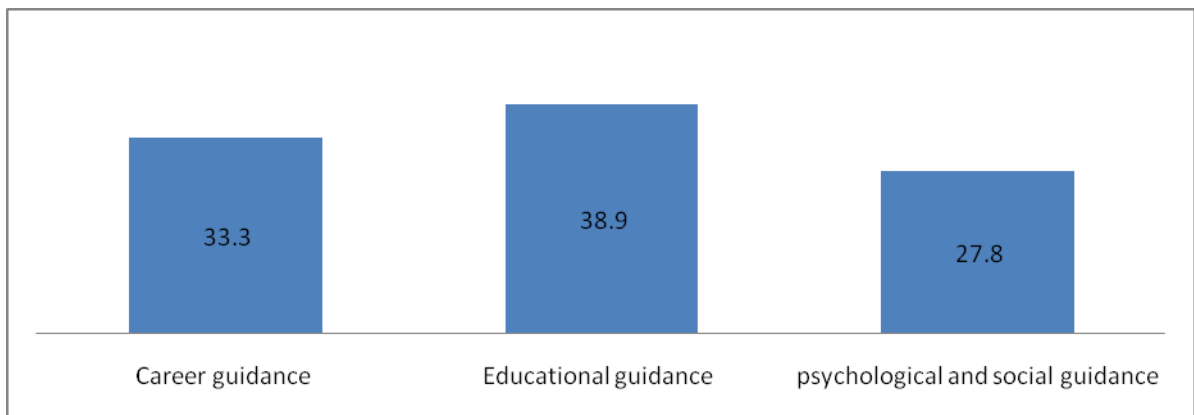
Figure 4.4 Services of guidance and counselling offered in schools

As the results indicate, 38.9% of the teachers stated that educational guidance was offered, while 33.3% stated that career guidance was offered. This shows that most teacher counsellors have great interest in the good academic achievement of the students than in any other area. Psychological and social guidance is also offered as it promotes peace of the mind to create good chances for concentration in learning. It is vital that every school principal should identify the main services that need to be offered and dwell in them for the purpose of producing students who are disciplined and visionary in life.

4.9 Level of agreement by the principals on guidance and counselling services

The study sought to find out the influence of guidance and counselling on students' discipline in public secondary schools and the table bellow shows the level of agreement by the principals on the areas of concern in the provision of guidance and counselling services.

Table 4.5 Level of agreement by the principals on G&C services

	SD	D	Und	A	SA	Mean
Guidance and counselling services has enabled students to be well disciplined with improved academic performance	1	2	2	10	2	3.6
Through guidance and counselling services there are less personal problems among the students in the school	0	1	1	12	3	4.0
Guidance and counselling is not only better provided by competent teacher counsellors but even by other teachers.	2	5	8	2	0	2.6
The absence of adequate guidance and counselling facilities does not often lead to poor provision of guidance and counselling services to students	2	3	10	2	0	2.7
Through guidance and counselling comprehensive advice on career / courses is given to students	0	0	1	11	5	4.2
The school administration is the main contributor to good or bad discipline to students	4	10	2	1	0	2.0

Key: SD=Strongly disagree, D=Disagree, Und=Undecided, A=Agree, SA=Strongly agree

According to the findings, the principals agreed that through guidance and counselling comprehensive advice on career / courses is given to students as shown by a mean of 4.2. The principals agreed that through guidance and counselling services there are less personal problems among the students in the school. This is as a result of most student taking advice from the teacher counsellor and they become more responsible in their school life. They agreed that guidance and counselling services has enabled students to be well disciplined with improved academic performance as shown by a mean of 3.6. The principals were somehow undecided that the absence of adequate guidance and counselling facilities does not often lead to poor provision of guidance and counselling services to students. However it should be noted that the availability of guidance and counselling facilities, it becomes easier for students to adopt the guidelines given to them. The principals were undecided that guidance and counselling is not only better provided by competent teacher counsellors but even by other teachers.

When guidance and counselling is introduced to students, chances of having problems with behaviours management diminish as more of the students have the opportunity to decide how they learn. In this regard, the teacher sees to it that the goals of learning are actualized through guidance, being the reference point and also making sure that there is intellectual development and growth of the child (Zins & Elias, 2006). The school administration determines the discipline on students because the level of G&C services offered depends on the interests and concern of the principal towards the said services in the school.

From the results, it is imperative for teacher counsellors to be role models as it is considered a good feeling when students view them as role models. Studies have indicated that many students who have been counselled by teachers do change their habits of behaviour when they are shown the way. It is good to note how some of the students changed their habits in relation to the way they have been shown to become more aggressive in learning and also studying their lessons. Teachers should also show concern and love to the students for they are like parents who are supposed to nurture their children with parental love.

4.10 Material / financial support to guidance and counseling services.

The support to G&C varied and below is a table showing the availability of guidance and counselling materials in the schools visited.

Table 4.6 Material / financial support to G&C services

	Available	Not available	Mean
Student inventory	13	5	1.7
Handbook for different occupations	4	14	1.2
Bulletins on different topics	10	8	1.6
Handbooks for different educational opportunities	16	2	1.9
Books on social psychology	14	4	1.8
Psychology magazines	12	6	1.7
Career booklets	7	11	1.4
Films/ Videos	8	10	1.4

From the findings, student inventory was available in 13 schools while handbooks for different occupations were not available as shown by a mean of 1.2.Bulletins on different topics was available in 10 schools and handbooks for different educational opportunities was the most available as shown by a mean of 1.9. Generally it was observed that most schools need to equip themselves with the essential materials and facilities, for offering guidance counselling services so as to enable the students get the required behaviour. The main administrative roles of a Principal in delivering guidance and counselling services in the school are facilitating the workshop of the H.O.D, budget for the department during school budget, appoint and motivate guidance teacher and proving necessary facilities and resources.

4.11 Challenges of guidance and counselling in the schools.

The study also sought to find out the challenges facing guidance and counselling services in the schools. The table bellow shows the level of seriousness of the challenges experienced in the schools by the teacher counsellors and students.

Table 4.7 Challenges of guidance and counselling in schools

	Very Serious challenge	Serious Challenge	Fairly Serious Challenge	Minor Challenge	Not A challenge	Mean
Lack of cooperation from administration	2	4	5	4	3	3.1
Lack of cooperation from fellow staff members	0	3	5	6	4	3.6
No support of the department by the principal	0	3	4	6	5	3.7
Students are unwilling to discuss their problems	6	7	5	0	0	1.9
Lack of reading and reference material resources	1	2	2	8	5	3.8
Teacher-counsellor inadequately skilled for the job	1	1	5	7	4	3.7
Heavy teaching load for the teacher-counsellor	4	7	4	2	1	2.4

According to the findings, the teachers rated lack of cooperation from administration as fairly serious challenge as shown by a mean of 3.1. Lack of cooperation from fellow staff members was rated as a minor challenge as shown by a mean of 3.6. The teachers rated no support of the department by the principal

as a minor challenge. Students unwilling to discuss their problems were seen as a serious challenge. The teachers rated heavy teaching load for the teacher-counsellor as a serious challenge as shown by a mean of 2.4.

The main issues hindering guidance and counselling due to lack of resources in the school were lack of privacy since there was no guidance and counselling office. They lacked funds to sponsor the guest speakers and attend workshops. The need for human resources suggests that schools need more professional school guidance personnel. This not only means that more manpower be allocated to schools to carry out guidance duties and activities, but also entails that these people should receive appropriate and professional training before they become qualified guidance teachers. For teachers without prior training, on-the-job training could be provided to familiarize them with the knowledge and skills needed for the job as guidance teachers.

4.12 Benefits of Guidance and Counselling to students in schools

The study sought to find out the area of most benefit for students from guidance and counselling in schools. The table bellow shows the percentage distribution in areas of benefit for students.

Table 4.8 Benefits of guidance and counselling to students in schools

		Frequency	Percentage
In learning	Yes	80	57
	No	60	43
In relationships	Yes	85	61
	No	55	39
In problem solving	Yes	100	71
	No	40	29
In discipline observance	Yes	90	64
	No	50	36

Most of the students (71%), indicated that they benefited from guidance and counselling in problem solving. Some of the students indicated that they benefited from guidance and counselling in school in learning. About 61% of the students indicated that they benefited from guidance and counselling in school in relationships and 64% of the students indicated that they benefited from guidance and counselling in discipline observance. From the above outcomes it is clear that guidance and counselling is very beneficial to students since most of them have

social and academic problems to be solved. In the process discipline is observed in schools for academic gains.

4.13 Students' preferred source of counselling

The study sought to find out whom the students preferred to go to for counselling. The table below shows percentage preference on whom they would go for counselling between teacher and peer counsellor.

Table 4.9 Students' preferred source of counselling

Preference	Frequency	Percentage
Peer counsellor	120	86
Teacher	20	14
Total	140	100

From the findings, most students indicated that they preferred to go for counselling to the peer counsellor and quite few (14%) of the students indicated that they preferred to go for counselling to the teacher. Peer counselling is liked as it allows students to express their inner feelings to a colleague who in turn can provide counselling. In the process personal and academic problems can be solved. This can be as a result of fear to approach the teacher counsellors or due to lack of privacy when dealing with them. Apart from guidance and counselling, the students indicated that punishment to those who do not follow the rules would help to promote discipline in the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Intsroduction

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to evaluate the influence of guidance and counselling services on students' discipline in public secondary schools in Kabondo Division, Rachuonyo District. The findings would lead to conclusions on how best to maintain discipline through guidance and counselling services.

5.2 Summary of findings

The purpose of this study was to investigate the influence of guidance and counselling services on public secondary schools students' discipline in Kabondo Division, Rachuonyo District. Descriptive survey design was applied to this study because it sought to collect data from respondents about their opinions on the influence of guidance and counselling on the discipline of secondary school students and the support given by the principals to G&C in Kabondo Division, Rachuonyo District. The main administrative roles of a principal in delivering guidance and counselling services in the school are facilitating the workshops of the H.O.D, budget for the department during school budget, appoint and motivate teacher counsellors and provide necessary facilities and resources. The study found out that the majority of the principals considered guidance and counselling

services to be important in secondary schools. All the teachers indicated that guidance and counselling services were offered in the schools especially for educational matters. The principals agreed that through guidance and counselling comprehensive advice on career / courses is given to students. The principals agreed that through guidance and counselling services there are less personal problems among the students. The principals were of the view that guidance and counselling services had enabled students to be well disciplined with improved academic performance. Some principals were undecided that the absence of adequate guidance and counselling facilities does not often lead to poor provision of guidance and counselling services to students. Also some were undecided that guidance and counselling is not only better provided by competent teacher counsellors but even by other teachers and they disagreed that the school administration is the main contributor to good or bad discipline to students. This shows that the services can even be offered by other competent teachers.

The main issues hindering guidance and counselling due to lack of resources in the school were lack of privacy since there was no guidance and counselling offices. They lacked funds to sponsor the guest speakers and attend workshops. The study found out that most of the students indicated that they benefited from guidance and counselling in school in learning, they also indicated that they benefited from guidance and counselling in school in relationships and in problem solving. Most students preferred peer counselling to teacher counselling and all acknowledged the usefulness of guidance and counselling in their school life.

5.3 Conclusions

The study concludes that guidance and counselling is important in secondary schools and was offered in the schools. Guidance and counselling services offered were educational guidance, career guidance and psychological and social guidance. Through guidance and counselling comprehensive advice on career / courses is given to students. There are less personal problems among the students in the school and students were well disciplined with improved academic performance as a result of guidance and counselling. The student inventory, bulletins on different topics, handbooks for different educational opportunities, books on social psychology, psychology magazines was available. Main administrative roles of a Principal in delivering guidance and counselling services in the school are facilitating the workshop of the H.O.D, budget for the department during school budget, appoint and motivate teacher counsellors and providing necessary facilities and resources for the guidance and counselling services.

Lack of cooperation from administration, students' unwilling to discuss their problems are as a serious challenge and heavy teaching load for the teacher-counsellor seam a serious challenge. Main issues hindering guidance and counselling were lack of resources in the school, lack of privacy since there were no guidance and counselling offices. They lacked funds to sponsor the guest speakers and attend seminars. The students benefited from guidance and counselling services especially in areas of learning, relationships and problem

solving and discipline observance. Students indicated that they preferred to go for counselling to the peer counsellor

A voice can bring a lot of impact and is the energy to propel someone's passion as well as providing an opportunity to rise above the rest and make a difference. Someone may get encouraged to be extraordinary and do commendable work.

5.4 Recommendations

The researcher recommends the following;

i) The principals in secondary schools to put in place guidance and counselling services and provide an office where privacy is made a priority. This will encourage more students to visit the office.

ii). Guidance and counselling teachers should be well trained on how to carry out their duties by being sent to attend many seminars and workshops to improve on their skills.

iii). For adequate provision of guidance and counselling materials as well as application of peer counselling, there ought to be proper budgeting for the same in terms of finances and time respectively.

iv) There is need to invite guest speakers who will provide the counselling services to the students in areas of concern.

vi). Student inventory, bulletins on different topics, handbooks for different educational opportunities, books on social psychology, psychology magazines should be provided to the school to improve the department.

5.6 Suggestions for further research

Based on the findings of the study, there are areas which require to be studied in order to improve the influence of guidance and counselling on the discipline of students. This study was carried out in Kabondo Division in Rachuonyo District which is predominantly local oriented.

i) It is therefore suggested that a replication of this study be carried out in an urban setting.

ii) The researcher recommends a study on student discipline in relation to parent or guardian upbringing to be carried out.

iii) There is need to have a study on the influence of minimal integration of guidance and counselling in selected subjects in the curriculum. The objective is to curb the long standing problem of lack of time to practice guidance and counselling.

iv) The intention of integrating guidance and counselling in the curriculum is to ensure students move up the educational ladder with guidance and counselling knowledge.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION TO THE PRINCIPALS

UNIVERSITY OF NAIROBI,

P.O BOX 92,

KIKUYU.

10TH MAY 2012

Dear Sir/Madam,

I am a post graduate student at the University of Nairobi pursuing a course in Educational Administration. I am carrying out a research on: **the influence of guidance and counselling on students' discipline in public secondary schools in Kabondo Division .**The purpose of the study is to collect data on the topic for further analysis and the information obtained is strictly for educational purposes.

Please respond to the questionnaire honestly and your response will be accepted and treated with utmost confidentiality

Thank you.

Yours faithfully,

....

Oyieyo Dickson Mikaye

APPENDIX B: QUESTIONNAIRE FOR PRINCIPALS

Please indicate by using a tick [ ] on the correct option or write on the blanks provided as applicable to you. Kindly show your appropriate response in the space provided.

Section A: Demographic information

1 What is your gender? (a) Male [   ]   (b) Female [   ]

2What is your age category? (a) 20-29 years [   ]   (b) 30-39 years [   ]

(c) 40-49 years [   ]   (d) 50 years and above [   ]

3 How many years have you been a principal? (a)1-5 years [(b) 6-10 years [ ]
(c) 11-15 years [   ] (d) 16-20 years [   ]   (e) above 20 years [   ]

4 What is your highest level of education? PhD [   ] Masters [   ] Bachelors [   ]
S1/Diploma [   ] Other [   ]

SECTION B

5 Do you consider guidance and counselling to be important in secondary schools? Yes [   ] No [   ]

6 The following are statements about the influence of guidance and counselling on students' discipline in public secondary schools in Kabondo Division. Please tick (√) the appropriate response to show your level of agreement about the

statement. (SDA = Strongly Disagree, D = Disagree UN = undecided; A =Agree,

SA = Strongly Agree

a) Guidance and counselling services has enabled students to be well disciplined with improved academic performance					
b) Through guidance and counselling services there are less personal problems among the students in the school					
c) Guidance and counselling is not only better provided by competent teacher counsellors but even by other teachers.					
d) The absence of adequate guidance and counselling facilities does not often lead to poor provision of guidance and counselling services to students					
e) Through guidance and counselling comprehensive advice on career / courses is given to students					
f) The school administration is the main contributor to good or bad discipline to students					

7. What are the main issues hindering guidance and counselling due to lack of resources in your school?

(i)...

(ii)..

8. What are the main administrative roles of a Principal in delivering guidance and counselling services in your school?

(i)...

(ii)..

9 How many times in a month do you do you apply the methods indicated below to provide guidance and counselling services to students in your school? Use 1= Four times, 2=Three times, 3=Two times, 4= Once

	1	2	3	4
(i) Allowing peer counselling among students	[ ]	[ ]	[ ]	[ ]
(ii) Providing literature material on g&c	[ ]	[ ]	[ ]	[ ]
(iii) Inviting guest speakers to guide and counsel students	[ ]	[ ]	[ ]	[ ]
(iv) Seminars for teacher counsellors	[ ]	[ ]	[ ]	[ ]

APPENDIX C: TEACHER-COUNSELLOR QUESTIONNAIRE

Kindly fill this questionnaire honestly and your information will be treated with confidence. Please tick where appropriate

SECTION A

1. (a)What is your gender? Male [ ]   Female [ ]

    (b) Age 20-30 years [ ] 31-40years [ ] above 40years [ ]

2. How many years have you been a teacher?

 (a) 1-5 years [ ]   (b) 6-10 years [ ] (c) 11-15 years [ ] [ ] (d) 16-20 years [ ]

   (e) Above 20 years

SECTION B

 3. Are guidance and counselling services offered in your school? Yes [ ] No [ ]

 4. Which of the following services would you say is mainly provided?

 (a) Career guidance [ ]   (b) Educational guidance [ ]   (c) psychological and social   guidance   [   ]   (d)   specify   any other..

5. How has guidance and counselling been useful in your school?

(i)...

(ii)..

6. Please tick below the challenges of guidance and counselling in your school in the way you rate them. Use: 1= Very Serious challenge, 2= Serious Challenge, 3= Fairly Serious Challenge, 4= Minor Challenge, = Not A challenge.

	1	2	3	4	5
(a) Lack of corporation from administration.					
(b) Lack of corporation from fellow staff members					
(c) No support of the department by the principal					
(d) Students are unwilling to discuss their problems					
(e) Lack of reading and reference material resources					
(f) Teacher-counsellor inadequately skilled for the job					
(g) Heavy teaching load for the teacher-counsellor					
Specify any other					

8. A list of guidance and counselling materials is given below. Please tick appropriately for those available or not in use in your school.

	Available	Not available
(i) Student inventory	[ ]	[ ]
(ii) Handbook for different occupations	[ ]	[ ]
(iii)Bulletins on different topics	[ ]	[ ]
(iv) Handbooks for different educational opportunities	[ ]	[ ]
(v) Books on social psychology	[ ]	[ ]
(vi) Psychology magazines	[ ]	[ ]
(vii) Career booklets	[ ]	[ ]
(viii) Films/ Videos	[ ]	[ ]

(ix)Specify any other.

....

....

....

....

9. Please briefly state how your practice of guidance and counselling has impacted on the school stakeholders' discipline

(a)Parents..
....
....

(b)Students..
....
....

(c)Teachers..
....
....

(d)Administration..
....
....

(e)Community..
....
....

10 In your opinion how can guidance and counselling be improved in your school.

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

APPENDIX D: QUESTIONNAIRE FOR STUDENTS

The questionnaire below is seeking information on the status of guidance and counselling secondary schools in Kabondo Division. Please tick/ answer appropriately and be truthful as much as you can.

SECTION A

1   What is your gender?   Male [   ]   Female [   ]

2   What is your age? 13-15years[ ] 16-18years[ ]19-21years[ ] Over -22years[ ]

3   What is the number of children in your family?   [   ]

4 What is the level of education of your parents/guardians?

      Primary [ ] Secondary [ ] Tertiary [ ] University [ ] others specify-----------

SECTION B

5 Do you think your school takes guidance and counselling seriously?
Yes [ ] No [ ]

6 What is the area that students benefit most from guidance and counselling in your   school? Please tick appropriately.

In learning   Yes [   ]   No [ ]   In relationships   Yes [ ] No [   ]

In problem solving   Yes [ ] No [   ]   in discipline observance   Yes [   ] No [   ]

7 Who do you prefer to go to for counselling?

Peer counsellor [ ] Teacher counsellor [ ] My parents [ ] The school Principal [ ]

8 Which of the following according to your view is the best category in supporting guidance and counselling in your school?

    (i)   The support from the school administration   [ ]

    (ii)   The teacher counsellor's experience   [ ]

    (iii)   The peer counselling method   [ ]

    (iv)   Availability of reading and reference material   [ ]

9   Apart from guidance and counselling, what can be done to promote discipline in your school?

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

10 Which of the following challenges to guidance and counselling is the biggest in your school?

    (i)   Few guidance and counselling sessions [ ]

    (ii)   Inexperienced teacher counsellors   [ ]

(iii)   Lack of financial and moral support from the school administration [　]

(iv)   No involvement from peer counsellors   [　]

11 Can you say that guidance and counselling is of any benefit to your school?

Yes [　] No [　]

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Our Ref:

19th **June 2012**

Date:

Dickson Mikaye Oyieyo
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of guidance and counseling services on students' discipline in public secondary schools in Kabondo Division, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Rachuonyo District** for a period ending **31st July, 2012.**

You are advised to report to **the District Commissioner and the District Education Officer, Rachuonyo District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Rachuonyo District.

CONDITIONS

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

GPK6055t3mt10/2011

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

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THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Dickson Mikaye Oyieyo
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

| Rachuonyo | Location District |
| Nyanza | Province |

on the topic: Influence of guidance and counseling services on students' discipline in public secondary schools in Kabondo Division, Kenya.

for a period ending: 31ᵗʰ July, 2012.

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Research Permit No. *NCST/RCD/14/012/732*
Date of issue   *19ᵗʰ June, 2012*
Fee received   *KSH. 1,000*

Applicant's
Signature

Secretary
National Council for
Science &Technology

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