STUDENTS' PERCEPTION OF THE EFFECTIVENESS OF GUIDANCE AND COUNSELING IN MANAGING DISCIPLINE IN SECONDARY SCHOOLS IN KENYA

BY

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DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for a degree in any other university. No part of this thesis should be reproduced or photocopied without prior permission of the author and/or Moi University.

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DEDICATION

I dedicate this work to my husband Mr Mike Kuto, my children Brian Kiprotich, Babara Cherop, Billy Kiprotich, Bobby Kiplimo, Bethwel Kibichii, my dad Isaac Kiebenei, late mother Esther Kebenei and late mother-in-law Ruth Chemesundei for their moral support throughout my studies.

ACKNOWLEDGEMENT

ABSTRACT

Secondary schools are responsible for ensuring strict compliance to the rules and regulations amongst learners to provide the society with disciplined and academically sound youths. In response the Kenyan government through the Ministry of Education implemented guidance and counselling in secondary schools to abate indiscipline and positively shape their growth. However, there is a rise in student indiscipline cases in Kenya despite the government efforts to strengthen guidance and counselling. Thus, students' maladjustment to the social, personal and academic demands should be attenuated by effective guidance and counselling. In this regard, the purpose of this study was to assess the students' perception of the effectiveness of guidance and counseling in managing discipline in public secondary schools in Kenya within Kapsabet sub – county, Kenya. The specific objectives of the study were to: Analyze the relationship between students' perception of counselling type and effectiveness of guidance and counseling in managing discipline, asses the relationship between students' perception of counsellors personality and effectiveness of guidance and counseling in managing discipline, evaluate the relationship between students' attitude towards guidance and counselling and effectiveness of guidance and counseling in managing discipline and analyze the relationship between students' perception of demography of teacher counsellors and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. The study was premised on James Gibson's theory of direct perception and Richard Gregory's theory of indirect perception. An explanatory research design was adopted for this research with a target population of 35 teachers – counselors and another approximately 2,200 students in their third form. The teachers were not sampled because of their low numbers while 327 students were sampled by use of the Krejcie and Morgan table hence a total sample size of 362 and purposive sampling with simple random sampling method. Two sets of questionnaires were used to gather the primary quantitative data from both students and teacher counsellors. Piloting was done for purposes of ensuring validity and reliability of the instrument. Data was analyzed using descriptive and inferential statistical techniques and presented by use of tables, and graphs. From the findings the dimensions of the variables under study students' perception of counselling type, students' perception of counsellors' personality, students' attitude towards guidance and counselling and students' perception of demography of teacher counsellors have a positive and significant relationship with effectiveness of counselling in management of discipline in public secondary schools. Based on Pearson chi-square value which had p values less 0.05 all the null hypotheses were rejected. Thus, all the determinants of the student's perception of guidance and counselling significantly affects effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. In conclusion, that there is a relationship between students' perception of the effectiveness of guidance and counseling and the management of discipline in secondary schools in Kenya. This implies Policy makers should ensure that all schools have a functional guidance and counseling department students' and enhance positive perceptions towards the use of guidance and counselling. School management should facilitate collaborative activities between teachers, peer counselors and counselors for concerted discipline management.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, hypothesis and significance of the study, limitation and assumption, scope of the study, theoretical framework and operational definition of terms.

1.2 Background to the Study

Globally students in secondary education settings face a wide range of ongoing stressors related to social, personal and academic demands which impairs their academic outcomes and well-being. Thus, there is an increased prevalence of psychological and physical problems like depression, anxiety, nervousness and stress related disorders, which are occasioning indiscipline and poor academic results (Anoushka, 2018). These repercussions have evolved from simple protests to destruction of property and killing of fellow students incriminated for student's inadequate adaptation to the ongoing stressors which is of concern to educators, counselors and psychologists (Waithaka, 2017). If this trend of students' indiscipline is allowed to continue then the achievement of the goals of secondary school education would be a mirage. Despite the concerted efforts, indiscipline in secondary schools is still a persistent problem. This altogether warrants strengthening of preventative attention through guidance and counseling units in all secondary schools to stem student indiscipline (Karega, 2012).

Discipline is the practice of making people obey rules or standards of behaviour, and punishing them when they do not (Wun, 2016). Discipline is the quality of being able

to behave and work in a controlled way which involves obeying particular rules or standards. Learners' discipline governs the learner's knowledge on acceptable and unacceptable behaviour guiding their interactions within the secondary school context and the community. Discipline is an indispensable component of instructional programmes in schools. Those who fail to conform to the rules and regulations are disciplined in a defined manner (Ndaita, 2016). The converse of discipline is referred to indiscipline. Lack of discipline is called indiscipline and is any action considered to be wrong and not generally accepted as proper in the society (Njoroge & Nyabuto, 2014). The problem of indiscipline in schools has persisted over the years. Students' indiscipline generally militates against effective teaching, learning and production of useful members of society (Idu & Ojedapo, 2011). Thus, indiscipline among secondary school students is adversely affecting their performance academically. Thus, order and discipline have been placed in the hands of principles and governing bodies to stem school indiscipline (Nussbaum, 2017).

School indiscipline can be defined as unruly acts and behavior, acts of lawlessness and disobedience to school rules and regulation (Ali, Dada, Isiaka & Salmon, 2014). Indiscipline is consistently identified as a serious problem across many secondary schools (Salgong, Ngumi & Cege, 2016). Student indiscipline has forced schools to deal with behavioral, social and psychological problems such as drug and substance abuse, bullying, violence, suicides and high dropout rates (Wambu & Fisher, 2015). Furthermore, increased cases of burning schools, violence and strikes have been reported (Walker, 2020). Gikungu and Karanja, (2014) adds that murder threats to the school administrators, teachers and fellow students is also experienced and destruction of learning facilities and resources. These glitches have led to suspensions

and even expulsions of some students with others completely opting to drop out of schools (Karanja & Bowen, 2012).

In these regard different strategies to maintain discipline have been employed both at the national and school levels. The adoption and deployment of school rules and regulation which exists in every school and functions like a miniature constitutions or codes of law (Law & Versteeg, 2012). School rules and regulations serve as a formal governance framework within the school system, functioning much like a constitution that guides behavior, decision-making, and conflict resolution among students, teachers, and administrators. Their adoption and deployment signify that schools operate as micro-societies where norms, values, rights, and responsibilities are clearly defined to promote order and discipline. This means that compliance with these rules is not merely a matter of obedience, but a process of socialization through which learners internalize societal expectations and moral standards.

Corporal punishment, remains common place in many schools Nigeria and some African countries (Yusuf, 2015). However corporal punishment has been abolished in many schools owing to psychological traumas and pains it may be exposing the learners promoting negative expectations of oneself. Instead of fostering discipline, corporal punishment often promotes fear, resentment, and low self-esteem, which may hinder students' holistic development and academic engagement. Anayo (2014) affirms that there is a broadly held belief that people who are subjected to corporal punishment are made stronger to oppose compliance with the law. Instead of promoting discipline, such punitive measures may cultivate defiance, aggression, and opposition to compliance with established norms and laws. This perspective suggests that corporal punishment does not necessarily correct behavior but may instead

reinforce negative attitudes toward authority, thereby undermining the intended goal of fostering responsible and law-abiding individuals.

According to Igwe (2015) strategies such as preventive strategy, corrective strategy, supportive strategy, cognitive strategy, rewards and punitive strategies are also used for management of student indiscipline. Melissa (2020) asserts that a combination of methods used in a consistent and fair manner typically offers the best approach to students' discipline. However, Jackson, (2015) advocates for guidance and counseling in schools as it is adolescence that the children begin to think more seriously about their future careers and their attention. This is further explained by the fact that owing to the natural human development process, students become more sensitive and self-conscious about their physical changes and experience emotional disturbances which calls for guidance counselling to help a student understand her/himself (Brady, 2024).

Guiding of students' behavior patterns can be achieved through creating the guidance and counseling departments, which were tasked to provide expertise directive to promote student's self-growth and wise decision-making (Olando, Otenyo & Odera, 2014). This is underscored by the fact that discipline starts from individuals' understanding and acceptance of rules and regulations that control and check their own behavior (Kithuku, 2015). An effective guidance and counselling program is therefore needed as an intervention measure for controlling student's indiscipline. Guidance and counseling is an interactive process whose goal is to help the counselee learn the most effective ways of dealing with realities in his/her own environment (Kinra, 2008). Guidance and counselling as the third force in education along with instruction, is an integral part of educational system.

Guidance programs for secondary school students are designed to address physical, emotional, social, vocational and academic difficulties of students. These argumentations emanate from the early work of guidance and counseling which began in the 19th Century at California School of Mechanical Arts in San Francisco, but it was not until beginning of the 20th Century that formal guidance and counseling activities were acknowledged and handled by expert personnel Gysbers and Henderson, (2001) cited in (Mweemba, 2016). This is further grounded by The Report of the Presidential Workshop Party on Education and Manpower Training (GoK, 1988), cited in Kuria, Muola, Kithuka and Mwania (2015) observed that guidance and counselling of youths in secondary schools is essential in enhancing discipline. Despite these, the challenge of indiscipline in secondary schools continues to rise. This calls to question the student's perception on the effectiveness of guidance and counseling in managing discipline in public secondary schools.

When counselling provision is available to young people, they often tend to be reluctant to make use of it. This is influenced by the type of perceptions, attitudes and beliefs that they hold towards guidance and counselling which make them less willing to make use of the counselling services (Momanyi, 2015). These perceptions dictates whether they angle for guidance and counselling services or not which in the long run impacts on their behavior, academic performance and everyday experiences. Students' perception of guidance and counselling as an arm of administration will keep students from using it. In the same way, its perception as being concerned only with educational or academic problems will keep students with other problems from using it (Senge, Cambron-McCabe, Lucas, Smith & Dutton, 2012). Thus, poor perception towards the guidance and counselling program is one of the main problems teacher-counsellors face in conducting their day – to – day activities (Nyamwaka,

Ondima, Nyamwange, Ombaba, & Magaki, 2013). The attitudes held by students towards seeking help also determines how effectively counseling resources are used. In most circumstances, help-seeking attitude might be influenced by awareness in provision of guidance and counselling services.

Kiptui (2016) adds that students perceive guidance and counselling services differently which should be main concern of teacher counselors and school's management. The perception of students on the efficacy of guidance and counselling is the cornerstone of its outcome. Thus, teacher counsellors have the obligation of awareness creation on the essence of using guidance and counselling, assuring the students of confidentiality managing conflict with the administration and disciplinary committees especially in confidentiality to infuse a positive perception amongst students. This is likely to reduce the challenge of indiscipline as most of the students will seek the services of guidance and counselling. The desire to seek guidance and counselling services by the students is therefore a function of their perception on the value attached to the discipline. A negative perception reduces students" ability to seek guidance and counselling services. The teacher-counsellors need to understand that students" perception is related to their earlier experiences. They need also to appreciate the differences in students" developmental process. According to Ayers, Clarke, and Murray, (2015) secondary school students" perception of the guidance and counselling programmes is a crucial determiner of their willingness to seek counselling services. Students who appreciate the role of guidance and counselling will find time to make consultations with school counsellors and they will find help on the social and psycho-social challenges facing them (Arumugam, et al., 2021). However, the negative perception of guidance and counselling programme in schools

among students is a big impediment in their quest to seek counselling services on the psycho-social challenges facing them (Kiptui, 2016).

This precipitates rampant indiscipline which is a problem in schools and a global issue of great concern, traversing political, economic, geographical, racial and even gender boundaries. Research studies conducted in developed and developing countries consistently highlight similar issues of the deteriorating scale and nature of indiscipline within schools (Kindiki, 2009). USA is experiencing a higher rate of school crimes compared to Britain and Canada where there is an increase in the use of weapons over the past decade (Kute, 2014). In addition, between 15% to 23% of elementary students and 20% to 28% of secondary school students report being bullied within a 6-month to 1-year period in the United states (Turner, Finkelhor, Hamby, Shattuck & Omrod, 2011). Peer support which is similar to peer mentoring and counseling as a bully prevention program has been implemented in secondary schools United Kingdom. However Schoolwide interventions and peer interventions have had mixed results in the literature, while zero tolerance discipline plans do not appear to be effective (Clark, 2011; Waasdorp, Catherine & Philip, 2012). In their study Agenga and Simatwa (2011) reported a case of the Colobine high school in Colorado where two heavily armed students killed twelve students, one teacher and seriously wounded nearly two dozen before killing themselves.

In African nations, indiscipline has been a major and continuous administrative problem among secondary schools. South Africa, nearly a quarter of a century after the advent of full democracy in 1994, is still struggling with the problem of indiscipline in schools (Wolhuter & Vander, 2020). It is perceived that the explosion of mass media and of social media has exacerbated the situation. Nakpodia (2010)

looked into teachers' disciplinary approaches on students' indiscipline in Nigerian Secondary Schools. Nakpodia highlighted that students' indiscipline problems have grown into an epidemic in Nigerian Secondary Schools. Besides Esuabana (2019) posits that there is a positive perception that guidance and counselling role plays an integral part in shaping and building a strong sense of students' performance upon their chosen career. Idu and Olugbade (2011) made a study in Zambia examining the factors associated with indiscipline among student to include parental influence, teachers' attitudes, government activities and peer-group influence. Chireshe (2011) conducted study on School Counselors' and Students' Perceptions of the Benefits of School Guidance and Counselling Services in Zimbabwean Secondary Schools. His study results showed that academic achievement and secure school environment as benefits of guidance and counselling were negatively viewed by both school counselors and students. In Uganda there are allegations of increasing students' indiscipline and poor management of the schools (Musinguzi, 2017).

In Kenya great emphasis has been placed on guidance and counseling services in learning institutions. Malenya (2014) and Duale (2015) reported that in Kenya, over three hundred secondary schools were closed down between July and September 2008 due to students' unrest and violence. The most recent is the rising cases of students attacking their teachers, open disregard for authority and schoolwork, drug abuse among others leaving teachers grappling with rising cases of indiscipline (Manyibe, 2021). Basing on the Koech Education Commission (1999) cited in Mwaniki (2018) the increase in anti-social behaviour in schools is due to inadequacy of handling guidance and counselling throughout the country. The report added that an effective administrator should aim to check indiscipline in their institution by being ready to listen, guide and effectively motivate the guidance and counselling teachers.

Thus, its necessary to invoke a positive perception of the teacher and student on the efficacy of guidance and counselling. This is explained by the fact that when the school guidance and counselling services are not provided for effectively, both teachers and students develop perceptions which may hinder their continued seeking for the same (Comfort, 2013). Atodo (2008) looked at students' perceptions of effectiveness of guidance and counselling in secondary schools in Eldoret Municipality and found out that students view guidance and counselling with skepticism. Songok (2019) found out that both students and teacher counsellors had a positive perception towards the usefulness of sexuality counselling in Nandi County.

Studies have been conducted on the perception of students and teachers on guidance and counselling with conflicting results. However, there is limited literature on students' perception on the effectiveness of guidance and counselling services in managing discipline in public secondary schools. Based on the foregoing, this study focused on the on students' perception on the effectiveness of guidance and counselling services in managing discipline in public secondary schools in Kapsabet Sub – County, Kenya to fill in the literature gap.

1.3 Statement of the Problem

Ideally, secondary schools are expected to nurture intellectually, morally, socially, and physically balanced learners by enforcing well-structured rules and regulations that promote discipline and responsible behavior. A strong culture of discipline enhances a conducive learning environment that supports academic excellence and character formation. In recognition of this, the government has implemented guidance and counseling programs in secondary schools to address students' personal, social, and academic challenges, while promoting positive behavior and decision-making. In

reality, however, cases of indiscipline among students continue to rise despite the existence of these programs, manifesting in truancy, drug abuse, school unrests, violence, and other maladaptive behaviors that disrupt learning and hinder personal development. Many students still hold negative perceptions of guidance and counseling services, often viewing them as punitive or irrelevant, which limits their willingness to seek help or engage with counselors. This disconnect between the intended purpose of guidance and counseling and its actual perception and utilization by students has led to questions about the program's effectiveness in managing discipline. The existing body of research has largely focused on the influence of guidance and counseling on academic performance, with limited attention to how students' perceptions of its effectiveness relate specifically to discipline management. This gap in understanding underscores the need for a focused study to investigate students' perceptions of the effectiveness of guidance and counseling in managing discipline in secondary schools in Kenya, with particular attention to Kapsabet Sub-County.

1.4 Purpose of the study

The purpose of this study was to investigate the relationship between students' perception of the effectiveness of guidance and counseling and the management of discipline in secondary schools in Kenya. Specifically, the study sought to determine how students view the role of guidance and counseling services in promoting positive behavior, preventing indiscipline, and enhancing overall discipline management within the school environment. By exploring students' perceptions, the study aimed to provide insights into the extent to which guidance and counseling programs contribute to maintaining discipline, and to identify possible areas for improvement in the implementation of these services in Kenyan secondary schools.

1.5 Specific objectives of the study

The specific objectives of the study were to:

1. Analyze the relationship between students' perception of counselling type and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

2. Asses the relationship between students' perception of counsellors' personality and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

3. Evaluate the relationship between students' attitude towards guidance and counselling and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

4. Analyze the relationship between students' perception of demography of teacher counsellors and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya

1.6 Hypotheses of the study

The study was guided by the following research hypotheses

H_{01}: There is no statistically significant relationship between students' perception of counselling type and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

H_{02}: There is no statistically significant relationship between students' perception of counsellors' personality and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

H$_{03}$: There is no statistically significant relationship between students' attitude towards guidance and counselling and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

H$_{04}$: There is no statistically significant relationship between students' perception of demography of teacher counsellors and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

1.7 Significance of the study

The findings of this study are of importance to the educational stakeholders about the relationship of students' perception of guidance and counseling with upholding discipline among secondary schools students. In that, it would provide information that could be useful in redesigning and giving motivation to the program by those concerned including the Ministry of Education, administrators of schools, teacher counsellors and students so as to enhance the academic performance and overall self-esteem of secondary school students. Secondary school teachers and administrators would also appreciate the importance of guidance and counseling in promoting discipline among students and be encouraged to go for professional training in the discipline to be able to perform it professionally. This study would also provide useful information to the teacher - counsellor to evaluate the impact of guidance and counselling on academic performance in their respective schools. The Ministry of Education would also use this study in evaluating whether guidance and counselling program is an effective measure in addressing the challenges facing secondary school students. This study would also help school administrators to assess their contribution to guidance and counselling program and its influence on academic performance of

students in their schools. Thus, when the guidance and counselling program is well conceptualized by the Ministry of Education and implemented by teacher - counsellor, it would also support the school administrators and the students would benefit by having a focus in their lives and be responsible citizens with skills in time management as well as upholding good morals. This study has also helped to fill the gap by coming up with better and effective methods of guidance and counseling as a way of improving discipline in secondary schools.

1.8 Justification of the Study

The government through the Ministry of Education have implemented guidance and counselling programs in secondary schools to abate indiscipline and positively shape their growth, learning and career choices as enshrined in the Gathachi report of 1976, Koech Education Commission (1999) among others. In this regard the effective utilization of guidance and guidance and counselling promotes an easy resolution of indiscipline cases in schools and create a favourable environment for learners and the school community at large. Despite this a significant majority of schools have continued to find it hard to establish a strong culture of good discipline thus, suffering the setbacks indiscipline. Besides, little has been done on the relationship between teacher-counsellor and student perceptions with the effectiveness of guidance and counselling services in the management of discipline in secondary schools in Kenya. Thus, the student's perception on the effectiveness of guidance and counseling in managing discipline in public secondary schools remains an open question that demands ongoing investigation. The investigation remains key in addressing indiscipline cases in schools amidst policy framework providing for guidance and counselling in secondary schools based on the recommendations made by this study.

1.9 Scope of the study

This study aimed at assessing students' perception on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet sub – County, Kenya. This study targeted a total population of teacher - counselors and the third form students in 10 (ten) public secondary schools in Kapsabet sub – County of which seven (7) were co-educational education centres and three (3) single sex schools. Kapsabet sub - County has 30 teacher - counselors and another approximately 2,200 students in their third form (Sub-County-Education-Officer, 2008). The schools comprised of boys and girls boarding schools, mixed boarding schools and day schools. The main respondents in the study were guidance and counseling teachers and the Form Three students who had undergone through the guidance and counseling services. The choice of the Form Three students was based on the fact that they had stayed longer in schools to have experienced the impact of guidance of counseling services. The Form Four students were not involved since when the study was being conducted, they were preparing for their national examinations.

1.10 Limitations of the study

The following limitations were experienced during the course of the study:

1. Schools that had several cases of indiscipline were not willing to give information regarding the techniques of managing student discipline in such cases; the researcher assured them confidentiality.

2. The study was carried out in Kapsabet Sub - County of the Nandi County. Therefore, generalizations of the findings were appropriately applied to secondary schools in Kapsabet Sub - County only.

3. The study was limited to a number of sampled schools.

The limitations of the study are those characteristics of design or methodology that affected or influenced the application or interpretation of the results (Blessing & Chakrabarti, 2009). They are constraints to external validity, practical applications and usefulness of the findings as applicable to initial design and methodology preferences. The study adopted an explanatory research design which is liable to errors of subjectivity and information biasness. The researcher overcame the errors of subjectivity and biasness by using a well-designed protocol for data collection and handling.

The study was conducted during working hours limiting the efficiency of the respondent's participation in the study thus delaying data collection. In this regard, the researcher used drop and pick method for data collection so that the respondents can fill the questionnaires during their free time. The study also faced a limitation of research generalizability. Therefore, generalizations of the findings were appropriately applied to secondary schools in Kapsabet Sub - County only. Thus, the researcher recommends future studies on relationship between Students' perception of the effectiveness of guidance and counseling in managing discipline in secondary schools in other counties in Kenya.

1.11 Assumptions of the study
The following assumptions were drawn for the study:

1. Guidance and counselling program face a number of challenges in addressing the academic problems of students in secondary schools.
2. The views expressed by the sampled respondents are a true reflection of guidance and counselling program in their respective schools.

3. Students utilize the services provided by the guidance and counseling department at the school.

1.12 Theoretical Perspective

The study was anchored on Gibson's theory of direct perception and Gregory's theory of indirect perception.

1.12.1 Gibson's theory of direct perception

Gibson's theory of direct perception was proposed by James Jerome Gibson in 1966 (Robbins, 2023). Gibson's theory of direct perception argues that perception is direct and does not rely on mental processes or internal representations (as opposed to the constructivist view of perception). According to this theory, our perception is based on the volume of sensory inputs that require further process through revealing and explaining the available information. Sensory input in this sense signifies the basis of cognition and by its own nature; it determines further sensory data processing, which is perception (Demuth, 2013). The theory postulates that we extract information from the external environment and the pressures from such environment cause our receptor to create and adapted to the environment. On this basis, Gibson arrived at a conclusion that by detailed analysis of data collected from the environment we might acquire all the essential information about objects by direct perception of their perceivable qualities including information about their importance and potential application.

By applying Gibson's theory of direct perception to the study, it can be argued that students' perceptions of the effectiveness of guidance and counselling in discipline management are grounded in the direct perception of environmental affordances provided by the counselling service (type, counsellor personality, attitude/attunement,

demography). Therefore, Discipline management outcomes (improved student behaviour, fewer indiscipline incidents) can be conceptualised as actions made possible by the affordances perceived in the counselling environment (Nyandoro, 2023).

The implication of this theory is that students may perceive guidance and counselling services from different angles. Therefore, to uncover how students perceive guidance and counselling services offered in their schools, this model can be applied in a society, community and school environments where there are so many pressures which students are exposed to and require guidance and counselling services to be directed. For example, fear of the unknown, withdrawal, drug abuse, handling sexual information, crime, illnesses, financial problems, academic failure and career uncertainty. These act as stimuli, which then determines students' perception of guidance and counselling. Students form and create perceptions of guidance and counselling services based on what they have heard and seen in the external environment. In conclusion, Gregory's theory of indirect perception is justified as a complement to Gibson's theory of direct perception because it enriches the understanding of how students form perceptions about the effectiveness of guidance and counseling in discipline management. The integration acknowledges that perception is not only a direct response to environmental stimuli but also an interpretive process shaped by prior experiences, beliefs, and contextual understanding. This combined framework provides a more comprehensive theoretical basis for analyzing how students perceive and respond to counseling interventions in secondary schools.

1.12.2 Gregory's theory of indirect perception

Gregory's theory of indirect perception was developed by Richard Langton Gregory in in 1970 (Marzano, 2022). Gregory's theory of indirect perception suggests that perception is not direct but rather a constructive process involving cognitive interpretation. He argues that perception is based on hypotheses or inferences made by the brain, using prior knowledge, experiences, and expectations to interpret sensory information. According to Gregory, perception is a matter of receptors as well as of brain. As such, sensory data are only a cluster of physical stimuli and our brain tries to interpret them in the most meaningful and the most likely way (Demuth, 2013). Gregory believes that a subject needs contents and ideas more than a great sum of sensory information. Gregory, therefore, says that to see means to believe, that the given object is what it is, but also, that our perception is determined by attitudes, emotions and expectation. Therefore, through experiences of guidance and counselling services, students have expectations based on what they have heard and seen. This sensory data does not necessarily mean to perceive, but to perceive always means that students may integrate their feelings into a broader context of beliefs and opinion. Since perception goes beyond mere collection of information, pupils' perceptions of guidance and counselling would be based on active participation of higher cognitive functions responsible for constructing.

Gregory's theory helps explain why two students in the same school, exposed to the same counselling service, may perceive its effectiveness differently: because their prior knowledge, beliefs, attitudes, and expectations differ, and those shape their inferences (Gregory, 2022). Thus, these interpretive frameworks moderate or mediate the links between service features (type, personality, demography) and perceived effectiveness of guidance and counselling in managing discipline.

The key feature of this theory is the participation of higher cognitive functions in the process of perception in form of support, discrimination and interpretation of perceived contents. According to the theories of indirect perception, perception is possible only by means of mental representation. The theory assumes that the process of perception is a highly active process of extracting sensory stimuli, their evaluation, interpretation and backward organization of sensory stimulus. Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process. Perception is thus influenced by a wide range of individual factors that can lead to an inadequate interpretation (Eysenck, 2008).

1.13 Conceptual Framework

A conceptual framework includes one or more formal theories (in part or whole) as well as other concepts and empirical findings from the literature (Hughes, Davis, & Imenda, 2019). It is used to show relationships among these ideas and how they relate to the research study. The study conceptualized the link between student's perception on the effectiveness of guidance and counseling programmes and managing discipline in public secondary schools. Perceptions of students may largely determine the practice and success of guidance and counseling in managing discipline in schools. This is because perceptions towards a phenomenon potentially influence its practice and success. Perception involves the identification and interpretation of information to understand an issue in the environment (Schacter., 2011). The study conceptualized the link between student perceptions of counselling type, personality, attitude and demography and their relationship with effectiveness of guidance and counselling in management of the discipline in secondary schools. The counselling type was measured based on counseling behaviors such as expectation, motivation, interaction

and obtaining feedback (Law & Versteeg, 2012). Personality was studied in terms of extroversion and introversion (Kusnarto, Mulawarman, Zakki, Suharso, & Eko, 2019). Attitude towards guidance and counselling was studied in terms of value of counselling, perceived confidentiality, stigma tolerance and interpersonal openness adopted from (Mwangi & Otanga, 2015). Demographic variables include age, gender and experience. Student discipline is the adherence to the codes of behavior in schools. The management of school discipline was assessed based on the academic and behavioral outcomes according to (Lacoe & Steinberg, 2019).

Independent Variable   **Dependent Variable**

Determinant of students' perception towards G&C   **Student Discipline**

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┌─────────────────────────────┐
│ Counselling type            │
│  • Expectation,             │
│  • Motivation               │
│  • Feedback                 │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Personality                 │
│  • Extroversion             │
│  • Introversion             │
└─────────────────────────────┘
                                          ┌──────────────────────┐
┌─────────────────────────────┐           │ Student discipline   │
│ Attitude                    │           │  • Academic          │
│  • Value of counselling     │           │    outcomes          │
│  • Perceived confidentiality│           │  • Behavioral        │
│  • Stigma tolerance         │           │    outcomes          │
│  • Interpersonal openness   │           └──────────────────────┘
└─────────────────────────────┘

┌─────────────────────────────┐
│ Demographic Variables       │
│  • Gender                   │
│  • Age                      │
│  • Experience               │
└─────────────────────────────┘

          ┌───────────────────────────────┐
          │ School Leadership Support     │
          │  • Administartive Commitment  │
          │  • Resource Provision         │
          └───────────────────────────────┘
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Figure 1.1: Conceptual Framework

Source (Researcher, 2022)

1.14 Operational Definition of Key Terms

Attitude: a student's predisposed state of mind regarding a value which in turn influences the student's thought and action

Counselling type: a type of therapy which helps the individual high school students overcome their problems

Counselling: The help offered by a counsellor to a student in need so that she/ he is able to acquire coping skills to handle their issues.

Demographic Variables: statistical characteristics of student and teacher populations in high schools

Discipline: The practice of making high school students obey codes of behavior, and punishing them when they do not

Guidance and counselling: is described as an enlightened process whereby counselors help high school students by facilitating growth and positive adjustment through self-understanding

Perception: The notion of high school students has on guidance and Counselling Services

Personality: behavioral characteristics, both inherent and acquired, that distinguish one high school student from another and that can be observed in high school student relations to the environment and to the social group

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter summarizes various studies that have been conducted by various scholars in similar area of research. The various variables based on the study objectives have been reviewed. It looked at various determinants of students' perception on the effectiveness of guidance and counseling in managing discipline in public secondary schools which include counselling type, attitude, demography and finally, research gap. Literature was sourced from relevant professional journals, published and unpublished educational reports. These aimed at identifying the knowledge gap and which justified the need for this research study.

2.1 Review of Variables

2.1.1 Students' perceptions of effectiveness of guidance and counselling

Atodo (2008) looked at students' perceptions of effectiveness of guidance and counselling in secondary schools in Eldoret Municipality and found out that students view guidance and counselling with skepticism. All these studies show that there is a missing link between the guidance and counselling programmes, and students and teachers whom the programme is supposed to serve. Nyokabi and Thinguri (2015) reported that majority of students knew of existing programs and had positive attitudes towards them. Contradictory findings have been reported (Gitonga, 1999; Nyamwange, Nyakan & Ondima, 2012) who found out that students did not consider counselling necessary in schools. They overwhelmingly reported a negative attitude towards guidance and counselling programs. Andegiorgis (2020) confirms that majority of students do not use counselling services in schools. Aminu (2018) adds that the perceptions of both students and teachers to ward school guidance and

counseling working students' future career, personal problems and students' empowerments and decision making was negative.

2.1.2 Guidance and Counselling Programmes

Counseling is an essential element in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individual's behavior patterns in the interest of the group (Erhunse, 2019). Akinade (2012) defines guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. Guidance is the process of assisting the individual to choose, to prepare, to enter upon and progress in course of action pertaining to the educational, vocational, recreational and community services. Counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem, with mutual consideration of each other to the end that the younger or less mature or more troubled of the two is aided to a self-determined resolution to his problem. Guidance and counselling programme should be geared towards assisting students to balance their abilities, interests and values, thereby enhancing their all-round development of their potential fully. Guidance counseling, byname counseling and guidance, the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness (Thomas, 2021).

Counselling services are among the school educational services. According to Egbo (2013) it is believed that guidance and counselling services in school shall develop, assess and improve educational programs; enhance teaching and improve the competence of the teacher and reduce cost for the children. Bernard (2015) adds that

there is no doubt that meaningful counselling of students serves as a preventative, corrective and enriching force in the arena of school life. Using guidance and counseling to enhance discipline must be continuously being practiced if people are to work harmoniously for the achievement of common purpose (Erhunse, 2019). Students who take part in a school counselling programme have less inappropriate behaviour and positive attitudes towards school than those students who don't take part in the programme (Yaman & Eryigit, 2016). However, secondary schools experience challenges in implementing guidance and counseling (Mlalazi, Rembe, & Shumba, 2016). This is explained by the fact the students have a positive evaluation and appreciation of the role of guidance and counselling services but low demand for assistance (Mwangi & Otanga, 2015). Nyamwaka, Ondima, Nyamwange, Ombaba and Magaki (2013) also notes that poor perception of guidance and counselling programs is one of the main problems teacher-counsellors face. Gallant and Zhao (2011) notes that less than 50% (110) reported visiting the school counselling office at least once for college preparation, career, personal, social, or emotional services.

2.1.3 Student Discipline

Schools have a code of behavior that the students must comply during lessons and out of class, as way of managing student discipline. The code of behavior usually includes rules of attendance, dress code, social behavior and work ethic (Kish-Gephart, Harrison, & Treviño, 2010). The term may also be applied to the punishment that is the consequence of the transgression of the code of behavior. The essence of codes of behavior in schools is underpinned by the fact that schools play an important part in character development and shaping behavior making discipline in schools pivotal and of paramount importance (Anagha, 2020). However, there is a tenacious adoption of irrational behaviors among secondary school students due to psychosocial pressures,

lack of direction, affection and social education motivated (Len, 2018). Disciplinary problems of students interfere with learning, divert administrative time, and contribute to teacher burn out. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value (Erhunse, 2019).   counselors, regardless of orientation, need to be able to match the counseling services to the client's values and preferences as opposed having the client conform to the counselor's model (Thaxton, 2020). According to Owuor, Kalai and Okoth (2022) notes that communication accounts for variation in student discipline among the secondary school. The converse would be ineffective communication which results in conflict, chaos, misunderstanding and lack of confidence in school administration precipitating indiscipline amongst students (Nyaga, 2009). According to Sara and Lia, (2015) Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development.

Students should be given clearly stated, precise set of rules whose value in obeying they should appreciate (MOEST, 2000/2001). According to Cloud, Spittle, Cheong, Doyle, Anderson and Treyvaud (2024) students misbehave because the school rules have not defined clearly the kind of behaviour they are expected to exhibit. In this regard, learning institutions have been plagued with cases of students' unrest and indiscipline which mitigate against quality education. In spite of the existence of school rules, many secondary schools are reporting a wide range of potentially disruptive behaviors in the classrooms and around the schools (Maingi, Redempta, Mulwa & Migosi, 2017). According to www.eurekly.com. (2019) there are two categories of disruptive behaviors namely minor and major. Minor disruptions include unintended hurtful words, not working on tasks, lateness, and use of electronic devices. While they require a warning from the teacher, they can be easily ignored

and do not seriously disrupt teaching or learning. Major disruptions, on the other hand, go beyond rudeness and include profane language directed towards others, sexual words and innuendo, physical threats, vandalism, drug abuse and stealing. Petrosino, Fronius, Goold, Losen and Turner (2017) adds that discipline in schools can be categorized as exclusionary actions, which remove students from their normal learning setting (for example, out-of-school suspension), or inclusionary actions, which do not (for example, afterschool detention).

However, teachers must refrain from applying such a "black and white" approach to dealing with unruly behavior and use critical thinking instead to determine whether punishment is necessary. Teachers should always consider alternative options for dealing with bad behavior, before proceeding with punishment (www.eurekly.com., 2019). There are different types of disciplines in schools, you should focus on being fair and bringing up a generation that understands values (Anagha, 2020). Anagha (2020) adds that there are three types of disciplinary actions which include preventative, supportive and corrective discipline. All these disciplinary actions have both academic and behavioral outcomes in amongst students.

2.2 Empirical Review

2.2.1 Student perception of counselling type and effectiveness of guidance and counseling programmes in managing discipline

Humans are complex, to say the least, as are the ways to help them with their psychological and emotional problems, but the different types of counseling can be broken down into clear categories. Psychodynamic, humanistic, and behavioral approaches are the most common and each support different individual therapies (Roth, 2015). Psychodynamic or psychoanalytic techniques have their roots in Papa

Psychoanalysis himself, Sigmund Freud, although the method has evolved over the decades (Dimitrijević, Cassullo, & Frankel, 2018). The main idea is that to understand someone's problem, a counselor must first explore and understand that person's mind. Behavioral counseling is for patients struggling with unwanted behaviors, such as eating disorders or anxiety attacks. With this method, it's believed that a person's behavior is determined by their environment, and that the problem will persist as long as the patient remains in the environment that reinforces or encourages it. The humanistic type of counseling is based on the assumption that every individual is unique and has room to grow emotionally and psychologically (Dimitrijević, Cassullo, & Frankel, 2018). As a counsellor, the relationship with the clients has therapeutic, economic, and legal dimensions (Bin Hasan, 2022).

Individual counseling is counseling focused on the individual's immediate or near-future concerns (Snow & Coker, 2020). Group counseling is counseling with multiple individuals facing a similar concern. Wendy (2023) confirms that the information shared during sessions of individual counselling remains completely private is the reason for its preference. Chaitali (2020) who notes that proper guidance helps them achieve their goals, well guided & counselled students know what to do and how to do things in the best possible way. Group counseling is a form of counseling where a small group of people meet regularly to discuss, interact, and explore problems with each other and the group leader (Counseling, Testing & Health Services of the University of Mary Hardin–Baylor.umhb.edu., 2021). A counseling group is usually comprised of six to eight students who meet face to face with one or two trained group therapists and talk about what most concerns them. Group counseling seeks to give students a safe and comfortable place where they can work out problems and emotional concerns.

Groups could be broadly conceptualized as either formed or natural (Ajufo, 2019). Ajufo (2019) adds that Natural groups are those that come together into a spontaneous manner on the basis of naturally occurring events, interpersonal attraction, or the mutuality perceived needs of members. They often lack formal sponsorship. Natural groups include family groups, peer groups, friendship networks, street gangs and cliques. On the other hand, formed groups are those that come together through some outside influence or intervention. Tanuchoksi (2021) notes that group counseling is a safe space where everyone can share their problems without being afraid of being judged, evaluated, or misunderstood. However, Igwe (2013) advocates for the adoption of both individual and group counselling by counsellors in managing students' issues.

Individual counseling is a personal opportunity to receive support and experience growth during challenging times in life. Mwangi and Otanga (2015) found out students did not value individual counseling as a tool to help them improve their behaviour. Negative attitude towards individual counseling was due to fear of being seen with a counsellor and fear of lack of confidentiality. However, Daniunaite, Cooper and Forster (2015) notes that individual counseling is viewed as an accessible service, increasing the range of options available to children and youth who need to discuss issues in their lives with a professional. Concomitantly, better outcomes have been associated with particular kinds of initial problems, such as family relationships or behavioral problems Tsai and Ray (2011), low parental level of education and the presence of both parents in family (Gardner, Connell, Trentacosta, Shaw, Dishion, Wilson, 2009), older age and disability (Cooper, Stewart, Sparks, & Bunting, 2013). Anyanwu, Ireri, and Kitonga (2019) notes that through individual counselling students learn how to manage behavior that could jeopardize good inter-personal

relationships. Providing immediate feedback enables students undergoing certain difficulties in their lives, to ask questions and clarify them through guiding and counselling (Okumu, 2018).

Len (2018) notes that group counseling can serve as an alternative to individual counseling as it contributes to rational thinking and good behavior in students. The goal of group counselling is to initiate interaction between one another and help boost self-esteem within the group (Howes, 2013). When the clients need to start using a new behavior as a part of their treatment, the group setting is a fitting place to begin because it is supportive. The essence of group counselling is that more persons are catered for at the same time. In the same way the use of peers as facilitators in group counselling could help the counsellor gain insight into the needs and problems of the group being served and it could also serve as a bridge for the gap between professionals and the diverse groups, they serve (Aihie, 2009).

Bernard (2015) studied methods of group counseling in schools in Australia. The study revealed that counsellors applying group methods in schools significantly increase their effectiveness and, therefore, influence students' discipline. As opposed to one-to-one sessions, this is not only true for the most commonly cited criterion of reaching more students through a group. More important issues that suggest their use are often ignored. For example, the group is natural to the setting, there is a decrease in resistance to figures of authority, there is an opportunity to universalize problems and age-appropriate tasks, and individual growth is enhanced by peer cohesion, insight and pressure. The study recommended and encouraged the use of group counselling in schools in order to assist schools in handling students' discipline.

Bal and Bilge (2017) investigated the effect of Group Counseling Program on coping with school exhaustion. The study was conducted with 7th grade students attending Private Bogazici Educational Center in Bakirkoy, Istanbul during 2016-2017 academic year "the School Burnout Scale for the Second Level of Primary Education", which was developed by Aypay (2011) was used to assess school exhaustion levels. Sixteen (8 males and 8 females) out of 96 students with high school exhaustion levels and willing to participate in the study was selected randomly. 8 of them were randomly assigned as experimental group (4 males and 4 females) and the other 8 students were randomly assigned as control group. In this research, pre-test, post-test and control group design was used. In the study, group counseling was applied to the experimental group for 8 weeks and no treatment was given to the control group. For the analysis of the data, Mann-Whitney-U test was used for intra-group comparison; and Wilcoxon test was used for inter-group comparison. As a result, it was found that group counseling program was effective in decreasing school exhaustion; however, it was not effective in family originated exhaustion and school inadequacy, which are sub-dimensions of school exhaustion. The results showed that there was a significant difference between pre-test and post-test scores of total exhaustion scores. However, the study was not conducted in the setting of Kenyan secondary schools limiting the generalization of the findings. Besides the dependent variable was only limited to the behavioral outcome and not academics a dispatch from the current study.

Andina (2019) investigated reality group counseling to reduce disturbing behavior for youth problem with destructive behavior classroom. Participants in this case were Ilmu Pengetahuan Sosial 11 grade high school students totaling 4 people with a range of 17-18 years old, with Destructive Behavior classroom. The assessment method

used was interviews, observation and CFIT tests. From the results of assessments that were carried out with the results of the average intelligence, which underlined that the decline in academic potential was not due to intellectual capacity, but from the disruptive behavior caused by the four participants. The research given was reality group counseling which was conducted for 5 sessions. Research results obtained were the occurrence of behavioral changes that became good, did not violate school rules and were more mixed in the classroom. Follow-up was done a month after the study ends. Results from behavioral research that still persisted in all four participants. However, the study only focused on the destructive behaviour of the students and not their academic performance. Besides the study was not conducted in the Kenyan context.

Ghebrehiwet (2020) assessed counselling approaches used in solving students' disciplinary problems in secondary schools in Keren sub-zone, Anseba Region, Eritrea. This study adopted a mixed method research design across a target population that comprised 5 schools, 1,500 students, 100 teachers, 5 teacher counsellors and 5 head teachers. Systematic sampling and simple random and purposive sampling were used to select schools and the participants of the study. Questionnaires and interview guides were used for data collection. Data gathered through questionnaires were processed using descriptive statistical techniques involving frequencies, percentages and means. Data gathered through an interview guide were analysed and presented using quotes, themes and narrative descriptions. The results of this study showed that most students (59.8%) and teachers (56.3%) reported that a combination of corporal punishment and counselling was used to handle students' discipline. This study also found out that corporal punishment was more practiced by public schools compared to private schools. This study further found out that approaches such as individual

counselling, peer counselling and group counselling were rarely used in managing students' discipline. However, the study was conducted in a non-Kenyan context.

Prout and Prout (2016) conducted a meta-analysis of 17 group counselling school-based studies and found an average effect of 0.97, considered to be a very positive impact. The study also revealed that group counselling with high school students and adolescents was effective and equal to, or better than, individual counselling in handling students discipline cases in schools. Group counselling was found to be favourable to students as the environment was welcoming and encouraging compared to individual counselling which sometimes could be threatening to students. However, the study was conducted in a non-Kenyan context and didn't look at the student perception but the teachers' perception.

Len (2018) investigated the extent to which group counseling techniques can influence risk behavior management among secondary school students in Cameroon. Related literature was reviewed on group counseling and risk behaviour management. The client/Person-Centred theory, Problem behavior theory and the self-determination theory were used to give meaning to the problem of study. Observation and Interview research methods were applied to carry out the investigation. Data were collected using a semi-structured observation guide and semi-structured interview guide. Guidance counselors from Government Bilingual High School (G.B.H.S.) Etoug-ebe, Yaounde were selected for the study through non-probability sampling technique. The data collected were analyzed thematically following the main objective of the study. Overall, the results of this study revealed that group counseling techniques influence risk behavior management among secondary school students. However, the study

focused on a non-Kenyan context limiting its generalization. Besides the study didn't focus on the student's perception but the school counsellor's perception.

Agi (2017) investigated effects of group counseling and self-reinforcement on students' study behavior in selected universities in Nigeria. Quasi-experimental, pretest, post-test control, group design guided the study. The target population of the study is all second-year undergraduate students in Nigerian public universities. Two-null hypotheses guided the study. A sample of 60 participants was selected through the use of simple random sampling techniques for the study. Study behavior inventory was used as instrument for the study and hypotheses were tested at 0.05 level of significance. Data were analysed using one-way and two-way analysis of covariance (ANCOVA). The results indicated that the counseling strategies were effective in improving student's study behavior. However, the study was conducted in Universities in Nigerian context limiting the generalization of the findings to the Kenyan high schools. Besides the study utilized a low sample size thus low statistical power.

Ngotho (2013) sought to establish the influence of different counseling methods in promoting indiscipline in district public secondary schools in Kikuyu District. The study was guided by objectives which included; to investigate the cases of indiscipline, to establish the perceptions of students on the role of the school guidance and counselor, to establish the guidance and counseling methods adopted and to investigate on the factors affecting school administrations in the implementation of guidance and counseling programs in public secondary schools. Study findings indicated that group counseling was the most popular method of guidance and counseling compared to individual counseling and peer counseling. Lack of parent

participation in their children's discipline was also identified as a challenge that school headteachers faced in promoting discipline in the schools. Headteachers and teacher guidance and counselors also indicated a lack of resources as a challenge to the implementation of successful and effective school guidance and counseling programme. However, the study had a small sample size affecting the reliability of a survey's results because it leads to a higher variability, which may lead to bias.

Daniunaite, Cooper and Forster (2015) studied counseling in UK primary schools: Outcomes and predictors of change. Individual counseling within secondary schools has been shown to bring about significant reductions in psychological distress in the short term, and to help young people move towards their personal goals. The study also revealed that, there is good evidence that counseling is associated with reductions in psychological difficulties and reduction of students' indiscipline. School staff and children and youth usually positively evaluate school-based counseling, viewing it as an effective way to bring about improvements in mental health and well-being, and helping children and youth to engage in learning and study. However, the study didn't focus on management of discipline in secondary schools in the Kenyan context.

Dumigan (2017) analyzed if individual counseling can be used as an intervention to help those students who have continual, problematic, disciplinary issues. Students were selected based upon a criterion of a minimum of 5 disciplinary interventions within the last school year (in school suspension, out of school suspension, multiple class failure across semester, insubordination, physical violence and continual reported peer conflict. Within this study, four students brought parental consent forms and signed minor assent forms in compliance to complete this six-session study.

Students were given a pre-test at their first session, and a post-test at their last session. These tests were used as a means of self-report for the students to see if they could identify their feelings, attitudes, and areas of need before and after the intervention. Student disciplinary records were examined before and after the study as means to objectively view if the intervention may have been successful. Results supported the claim that counseling can be used as an effective intervention with this population. Both the participants' self-report and disciplinary records proved that counseling was effective in minimizing disciplinary referrals and aid in student self-awareness and coping skills. However, the study was conducted in a non-Kenyan context limiting the generalization of the findings.

Lubis and Novia (2019) determined the effect of individual counseling with the Rational Emotive Behavior Therapy (REBT) approach to the resilience of students who are victims of bullying in the Amir Hamzah Medan private middle school of academic year 2018/2019. It was a quantitative study with Quasi Experimental design type One Group Pre-test and Post-test design. The population in this study was all seventh-grade students (n=26), and the samples were bullying victims (4 students) determined by purposive sampling technique with the characteristics of students who had problems with resilience of bullying victims who were low from the results of questionnaire analysis. The data of this study were collected using a questionnaire of resilience totaling 42 items that were valid and reliable. The difference between pretest and posttest was 83.5 and changes in interval of resilience of students were 52.26%. This shows that there is an influence of individual counseling with the rational emotive behavior therapy (REBT) approach to the resilience of students who are victims of bullying in the Amir Hamzah Private Middle School in the Academic Year of Medan 2018/2019 or hypothesis can be accepted. However, the study was in a

non-Kenyan context limiting the generalization of the findings. Besides the study had a small sample size which affects the reliability of a survey's results because it leads to a higher variability, which may lead to bias.

Anyanwu, Niceta and Kitonga (2019) examined students' perception of the effects of individual counseling on inter-personal relationships at Marist International University College, Nairobi. The study was guided by two theories - cognitive and person-centred theories of counseling, and sought to address the following research objectives. The study employed a mixed method research design specifically descriptive and convergent parallel designs. Findings revealed a strong positive correlation between individual counseling and inter-personal relationships (r> 0.5, p-value < 0.5), at 0.05 level of significance. The themes that emerged from qualitative data results were varied perceptions of individual counseling and perceived positive effects of individual counseling on inter-personal relationships. However, the study was not conducted in a secondary school setting providing a gap for the current study.

Maria and Kamudia (2017) established the effectiveness of guidance and counselling types employed towards enhancing discipline among secondary school students in Olokurto Division, Narok County, Kenya. Descriptive survey design was employed in the study and questionnaire used obtain data from respondents. Person centred theory advanced by Carl Rogers guided the study. The study population comprised 861 students, 12 teacher counsellors and 6 deputy principals drawn from the six public secondary schools in the division. Stratified and simple random sampling techniques were employed to sample 129 students for the study. The study established that schools employed individual, peer and group types to counsel students but effectiveness had not been attained due to lack of counselling knowledge, skills and

techniques due to the low training levels of teacher counsellors. However, the study didn't establish the effect of individual counselling in discipline management due to lack of counselling knowledge, skills and techniques due to the low training levels of teacher counsellors providing a gap for the current study.

2.2.2 Students Personality and use of guidance and counselling in management of discipline

Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns (Kuntarti, Umar, & Irawati, 2020). It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group. Understanding various counseling theories serve as a road map, guiding therapists in providing effective therapy where clients feel accepted for who they are (Torres, 2023). The personality traits of an effective counselor are patience, good listener, compassionate, non-judgmental, research oriented, empathetic, discreet, encouraging, self-awareness and authenticity (Agi & Bethel-Eke, 2019). Personality structure of the human person is always in dialogue when they want to behave in a social environment, good people behave in social life in perspective of psychoanalysis was individual awareness of reality themselves inside and outside of ourselves must be balanced.

Social students easily bond with their peers providing room for ventilating their problems. In this regard social students embrace social sharing strategies for their emotional regulation when they have problems (Zhang, Markopoulos, An, & Schüll, 2022). The more student opens up about their problem, the better they can be

understood by the counsellor and be helped to reach their goals (Sandra & Tonya, 2022). Balance group activities and individual work time, to let both introverts and extroverts work to their strengths (Roznowski, et al., 2020). However, there is need for the institution to continuously improve on the quality of the counselling sessions to meet the varied interests of the students. Enhancing rapport building by working collaboratively with the students through interactive and informative counselling sessions (Corey, 2016). However, teacher counsellors are likely to face challenges in handling students with low self-esteem whenever they have problems because of their shallow relationships with peers and teachers. Kircaburun (2016) notes that shallow relationships, and mental health problems are the effects of low self-esteem for high school students affecting them in all aspects of life. Besides, personality influence behavior in groups, attitudes, and the way people make decisions (Jennifer, 2023).

Kusnarto, Mulawarman, Zakki, Suharso and Eko (2019) investigated students' academic anxiety based on their personality traits when Counseling. The results showed that only Extraversion and Emotional Stability were negative and significant predictors of student academic anxiety when counseling practice. These findings have implications to understanding personalities that are important for supporting professional development counselors. Andriyani, Himma, Alizar, Amin, and Mulawarman (2017) examined the mediation effect of state and trait anxiety in the association between school burnout and well-being. The results show that school burnout as predictors on well-being students only indirectly via state and trait anxiety. Ferah (2019) examined the relations between the five big personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) and attitudes towards seeking professional psychological help in counseling students along with the mediating role of cognitive flexibility. Results revealed that cognitive flexibility has

mediator role between big five traits and psychological help-seeking attitude. In conclusion, the proposed model has emerged statistically significant.

Accordingly Obiunu and Rachael (2018) revealed that student's attitudinal disposition towards the personality traits of counsellors is negative, that there was no significant difference in the attitudinal disposition of students towards the personality traits of counsellors based on gender also there was a significance difference in the attitudinal disposition of students towards the personality traits of counsellors based on location. It was however recommended that counsellors should exhibit the professional qualities such as kindness, empathy, unconditional positive regard, genuiness, patience and love towards students.

Likewise, Nyandoro and Kinga (2023) determined the influence of students' perception of the counselors' empathy on utilization of counseling services among students in public secondary schools in Nairobi County, Kenya. The results of the research showed that majority of the students had a positive perception of counselors' empathy, some had a moderate perception, and a negative perception of counselors' empathy. The level of student's perception of the counselor's empathy mean score was 37.15 (SD = 10.849), indicating that on average, the students had a positive perception of the counselor's empathy. This, therefore, means that the students are more likely to utilize counseling services if they had a positive perception on counsellor's empathy.

2.2.3 Attitudes on student perception on guidance and counselling programmes in management of discipline

An attitude is a reasonably consistent opinion with a cognitive component about a subject, an item, or an action. Indeed, it has been discovered that attitudes have an

impact on how effectively guidance and counseling services are implemented in the educational sector (Igoki, 2013). Igoki (2013), adds that it can be inferred that guidance and counseling is not effective since the students' attitude towards seeking counseling help is wanting. This implies that there is a diverse attitude amongst students towards their preference for source of solution towards solving their problems which should be understood by the teachers and parents. Therefore, teacher counsellors should embrace diversity and ensure inclusion for all clients (British Association for Counselling and Psychotherapy [BACP] ., 2018). Similarly, Nyokabi and Thinguri (2015) reported that majority of students knew of existing programs and had positive attitudes towards them. Likewise, negative attitudes towards guidance and counselling has been explained in the literature as due to the lack of value attached to guidance and counselling from students' own perspective and ability to solve own problems or with peers (Muema & Kiilu, 2013). The cause to which we attribute an event or experience influences our subsequent behaviour. Sue (1978) cited in Sue, Rasheed and Rasheed (2015) also relates attributes of causality to worldviews, which highly correlate with one's cultural upbringing and life experiences.

Aminu (2018) notes that perceptions of students and teachers toward guidance and counseling services in South West Ethiopia Secondary Schools. The results of study indicated that the students and teachers mean perception scores to needs of guidance and counseling for students learning was positive. The perceptions of both students and teachers towards school guidance and counseling services working on students' future career, personal problems and students' empowerments and decision making was negative. The computed independent t-test result revealed that there was no statistically significant difference between students and teachers means on perception scores of guidance and counseling services. This implies both teachers and students

had the same perception for services of guidance and counseling in their schools. Regarding to cost effectiveness of guidance and counseling services both students and teacher's perception means score were negative.

Mwangi and Otanga (2015) investigated students' perception and attitude towards the role of guidance and counselling at Shanzu Teachers Training College. This study adopted an ex post facto research design on a sample of 167 respondents. Data was collected using a questionnaire. Findings indicate that students had a positive evaluation and appreciation of the role of guidance and counselling services but low demand for assistance. However, the study was conducted in a college setting limiting the generalization of the findings in a high school setting. Thus, students counsellors should strive to invoke a positive attitude between them and the clients. Nizam and Nen (2022) notes that stigma has long been recognized as a substantial impediment to seeking counselling/therapy services. In addition, teachers in their position as counsellors also appreciate that parents also have a role to play in guidance and counselling for students as indicated by some of the teachers. This is justified by the fact that the issues facing students are varied and may not all be sorted by only teachers, some require parental guidance and counselling. However, these varied issues facing students elevates the position of teachers to play the role of an external parent, counselor, mentor and role model (Wanders, et al, 2021).

Muema and Kiilu (2013) investigated factors influencing students access to guidance and counseling services in secondary schools in central division, Machakos District Kenya. It was found out that 61 % of the students accessed counseling services in their respective schools. Access was found to be determined by gender of the student and type of school. With regard to student attitude and perceptions towards guidance

and counseling, the results indicated that the majority of the student's respondents had a positive attitude towards the guidance and counseling initiative. The study also found out that, the teacher counselors agreed that peer counselors in the schools would strengthen and motivate the students to access counseling and also ease the workload of the teacher counselors. However, the study was conducted in Machakos and not Nandi County. Besides the study didn't focus on students' perception on the use of guidance and counselling on management of discipline. The teacher counsellor is therefore under obligation to support the students' right to privacy and protect confidential information received from students, the family, guardians and staff members (Akos & Pizzolato, 2017). The counseling relationship between students and their school counselor requires an atmosphere of trust and confidence. Students must trust the school counselor to be able to enter into a meaningful and honest dialogue with the school counselor (Grey, Vannest, Vannest, & Smith, 2022). This would be ascribed to predominance of openness, understanding, good communication, devotion, humility, empathy, discipline and good at listening amongst the peer counsellors (Kamore & Tiego, 2015)**.**

Likewise Igoki (2013), found out the impact of head teachers' support on implementation of guidance and counseling in secondary schools in Mombasa District. The objectives of the study were; to identify the nature of support given by the head teachers to guidance and counseling departments, to establish the adequacy of the head teacher's support on implementation of guidance and counseling services, to determine the challenges faced by teacher-counselors in executing their guidance and counseling duties and to establish the measures that can be undertaken to improve guidance and counseling in secondary schools in Mombasa District. The study found out that, the head teachers' support to guidance and counseling is inadequate coupled

with and challenges facing teacher counselors such as heavy workloads, lack of facilities, inadequate time and limited knowledge due to lack of training makes guidance and counseling not to achieve the intended purpose. This has impacted negatively as evidenced by the many problems experienced by students while in school. However, the study was conducted in Mombasa County and not Nandi County.

Accordingly, Kiptala and Kipruto (2021) determine the perceptions of students of the influence of guidance and counseling services on academic performance in Baringo County, Kenya. From the findings, students perceived guidance and counseling services positively and that they had contributed significantly to their academic performance. The study recommends that there is need to further develop and strengthen guidance and counseling in Baringo County Secondary Schools and develop a theory to guide this process, informed by increased cases of indiscipline and truancy among students.

2.2.4 Demographic variables on student perception on guidance and counselling programmes in management of discipline

Gender has been reported as playing a significant role in determining attitude towards seeking help (Mwangi & Otanga, 2015). However, Ojenge and Muchemi (2010) in Ibrahim, Aloka, Wambiya and Raburu (2014) found out that most girls did not believe in the counsellors for lack of privacy in the counselling rooms. Ibrahim, Aloka, Wambiya, and Raburu (2014) found out that as students moved to upper class levels, they developed a more positive perception towards guidance. While some studies have focused on gender and year of study, another line of study has narrowed down on location of institution. Further, more female students participate in the service

provided compared to their male counter parts many schools did not have any trained personal, solely responsible for such services Lam, Tracz and Lucey (2013) demographic factors as age, gender and ethnicity, may impact on of self-efficacy and shape the development sense of competence in guidance and counselling. Biases can play a role in people's judgments of expertise, which can include age, gender, how a person behaves, and the language they use (Karson, 2021). In addition, the fact that perception of competence espouses from a counsellor's sensitivity to the client's cultural and personal perspectives, genuine empathy, warmth, humility, respect, and acceptance which are key in building a positive client counsellors' relationship (Center for Substance Abuse Treatment., 2014). Kylie (2020) opines that client prefer counsellors who are slightly older and may provide that unspoken feeling of being understood. Karson (2021) rejoins that older therapist do not necessarily have more expertise than younger therapists. Ndungo and Wango (2020) adds that female counsellors are preferred for being caring, nurturing and understanding.

Koedi (2006) established the variations in perception on Guidance and Counseling Programmes between boys and girls in secondary schools in Kericho District. The study utilized both quantitative and qualitative research designs. The study found that gender disparity is pronounced in accessibility to key social services such as education and health in most developing countries including Kenya. More female students than male students reported a positive perception of the Guidance and counseling programme in schools. It is possible that the way students perceive the school-based Guidance and counseling programme also varies by the place they stay, especially when they are not in school the people they interact with and lifestyles they are exposed to. Based on the chi-square tests results, there is no significant difference between students' perception on Guidance and counseling programme and religion.

Age is of little significance in perception to Guidance and counseling programme. The majority of the students reported that the school-based Guidance and counseling programme was important to their lives. Most students indicated that teachers had a wide knowledge of issues concerning the youth as well as Guidance and counseling skills. However, the study was not conducted in Kapsabet subcounty, Nandi County. Besides the study didn't focus on management of discipline as the dependent variable.

Nasilumbi, Jenniffer and Prisca (2016) studied teachers' demographic factors on attitude towards guidance and counselling services in Public Primary Schools of Kimilili Subcounty, Kenya. The study aimed to: determine the teachers' attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County and determine the relationship between teacher demographic factors and attitude towards guidance and counseling services in public primary schools in Kimilili Sub-County. The study adopted a descriptive survey design. The study was guided by system's theory of organizations as advanced by Karst and Ronsezweig (1985). A total of 53 class eight teachers from 18 public primary schools in Kimilili Sub- County were selected for study by stratified random sampling technique. Questionnaires were used for data collection. Piloting was done to determine validity and reliability of research instrument. Data was analyzed using descriptive and inferential statistics. Findings of the study revealed that teachers' age, gender, teaching experience and training in guidance and counseling influence their attitude towards guidance and counseling services in public primary schools in Kimilili sub-county. However, the study was conducted in primary schools and not secondary schools, besides the study focused on teachers and not students' demographic variables.

Ibrahim, Aloka, Wambiya and Raburu (2014) investigated the perceptions on the role of guidance and counselling programme on Kenyan secondary school students' career decision making. The study adopted descriptive survey design and the sample size comprised 250 students in the district selected using stratified sampling technique and six guidance and counselling teachers also randomly selected for the study. The researcher used questionnaires and interviews to elicit information from students and interview schedules to collect data from counselling teachers and principals. The results indicated that, there was a significant relationship between role of guidance and counselling for both form one/two and form three and four. It was revealed by the analysis that students agreed that academic, personal and social competence were roles played by guidance and counselling in schools. Similarly, guidance and counselling helped them to attain spiritual growth, vocational, health and marital awareness. However, the study didn't focus on other demographic variables and also didn't look at discipline management providing a gap for the current study.

Mwangi (2002) on studying student perception of guidance and counselling in Loreto secondary schools sought to determine whether students' perceptions of guidance and counselling programme was affected by teacher counsellor' age, gender or level of training in counselling skills. The findings showed that students did not consider the age, sex or level of training of teacher counsellors when seeking for guidance and counselling services. However, the number of students seeking for guidance and counselling was noted to be below average. Likewise, Namai and Manyasi (2019) also pointed that each secondary school in Kenya should have a well-trained guidance and counselling teacher to assist the students deal with existing and emerging challenges.

2.3 Research Gap

Numerous government circulars on the matter have emphasized the role of Guidance and counseling services in the upkeep and regulation of students' discipline (Wambui, 2015). Findings provide a dismal image of the performance of student guidance and counseling, despite policy support for Guidance and counseling. The available literature demonstrates that there are inadequacies in the application of Guidance and counseling as a strategy for upholding student discipline in educational institutions. In addition, research on Guidance and counseling approach to managing discipline has not been extensive and has mostly disregarded students' perceptions. Numerous disciplinary concerns arise among students, who also make up the majority of secondary school clients for Guidance and counseling services. While studies like Wendy, (2023), Dimitrijević, Cassullo and Frankel, (2018) have examined students' views on guidance and counseling effectiveness, there is a scarcity of research specifically linking these perceptions to discipline management outcomes. Mugambi, John, and James (2022) investigated the effectiveness of guidance and counseling programs in both public and private schools in Meru South Sub-County. Nonetheless, there is a gap in understanding how these programs function across various regions and school types in Kenya concerning discipline management. Additionally limited studies have focused on the students perception on counselling type, students' perception of counsellors' personality, students' attitude towards guidance and counselling, students' perception of demography of teacher counsellors and effectiveness of guidance and counseling in managing discipline in public secondary schools. Therefore, the purpose of this study was to investigate the perception of students on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet sub – county, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section presents the methodology and modalities in data collection and analysis. The chapter includes research design, study area, target population, determination and identification of population sample size, sampling design as well as procedure, tools of data collection, validity and reliability of research tools, sources of data and strategies of analyzing data and ethical consideration.

3.2 Research Design

According to Akhtar (2016) research design represents a plan as well as the structure if study meant to give solutions to research questions which is a blueprint collection, measurement and analysis of data. It also describes overly the procedures applied in integrating different components of a research so as to solve a research problem in a coherent and logical way (Ghauri, Gronhaug, & Strange, 2020). Research designs express both the layout of the study problems and outline of the study as well as the procedure of obtaining observed or practical solutions about relationships of variables. An explanatory research design was adopted for this research. According Elahi and Dehdashti (2011), this type of research design is applicable when the researcher wants to find out the degree of association of variables and when deriving predictions of the experiences of both societal and physical occurrences. It is deemed to be appropriate since it closely linked to the objectives of this research and it is applicable in testing research hypotheses. According to Creswell and Clark (2018), explanatory design also useful when dealing with inferential statistics which involve determination of relationships between study variables.

3.3 Study Area

The area of study was Kapsabet sub - County one of the sub counties in Nandi County in the North Rift of Kenya, occupying an area of 2,884.4 square kilometres. The area had been chosen following the recommendations from the Nandi Central District Quality Assurance Officer of the heightened cases of indiscipline that had been reported in most of the learning institutions area. However, the choice of Kapsabet sub - County as a study area does not by any means demean other areas, which had similar results.

3.4 Target population

The target population for the study were all teacher – counselors and third form student in 10 (ten) public secondary schools within Kapsabet sub – County of which seven (7) were co-educational education centre and three (3) single sex schools. The choice of form three was based on their maturity and length of stay in the school, hence better experienced than their form one and two counter parts. The target population included the teacher – counselors and the third form students in 10 public secondary schools within Kapsabet sub – County. According to the education department recording at Kapsabet sub – County offices, there are a total of 35 teachers – counselors and another approximately 2,200 students in their third form. The form fours did not participate since they were busy preparing for their national examinations. Inclusion of the students in the study was based on the consideration that they are the as the final consumers and/or products of the learning process in schools.

3.5 Sample size and sampling procedures

3.5.1 Sampling technique

In this study, a combination of purposive sampling and simple random sampling techniques was employed to select participants from the target population. Purposive sampling was used to select the teacher counselors. This technique was appropriate because teacher counselors possess specific knowledge and experience relevant to the study, particularly concerning the management of student discipline and the implementation of guidance and counseling programs. According to Collis and Hussey (2009) purposive sampling enables a researcher to select participants who are most knowledgeable and capable of providing rich information relevant to the research objectives. Simple random sampling was applied to select participants from the 2,200 Form Three students. This method was chosen because it gives each student an equal and independent chance of being included in the sample, thereby minimizing selection bias and ensuring representativeness. The combination of purposive and simple random sampling allowed the study to capture both expert perspectives (from teacher–counselors) and student experiences (from a randomly selected group of Form Three learners). This mixed sampling approach ensured depth and representativeness, thereby enhancing the validity and reliability of the study findings.

3.5.2 Sample size

A sample size refers to the number of people in the respondent group determined by the scope of the research (Collis & Hussey, 2009). The target population included the teacher – counselors and the third form students in 10 public secondary schools within Kapsabet sub – County. According to the education department recording at Kapsabet sub – County offices, there are a total of 35 teachers – counselors and another approximately 2,200 students in their third form. The teacher – counselor were

included in the study because they are the ones directly involved in the provision of guidance and counseling services and are better placed to supply the right information that would have provided a lot of insight to the study. The students on the other hand were included in the study since they are the beneficiaries of the guidance and counseling services. The teachers were not sampled because of their low numbers while 327 students were sampled by use of the Krejcie and Morgan table as indicated in appendix IV.

Table 3.1 Sample population

Strata	Target population	Sample population
Teacher - counselors	35	35
Students	2,200	327
Total	**2230**	**362**

3.6 Data collection instruments

The study used quantitative methods through administering of the questionnaire, as well as a reviewing existing literature (Easterby-Smith, Thorpe, & Jackson, 2008). These instruments supplemented each other and to give a deeper and wider exploration to research perspective. Collis and Hussey (2009) noted that the research instruments are the means by which primary data can be collected and have the advantage of ensuring that more data is obtained.

Two sets of Structured and pre-tested questionnaires were used to gather the primary data quantitatively about the students' perception on the effectiveness of guidance and counseling in managing discipline in public secondary schools from both students and teacher counsellors. Structured questionnaires based on the specific objectives were used to gather primary data both quantitatively and qualitatively. A five-point attitudinal scaling was   used to measure levels of attitude towards the items in the

questionnaire. The items will adopt a 5-point Likert Scale (1-Strongly agree, 2-Agree, 3-Undecided, 4-Disagree and 5-Strongly disagree).

Structured questionnaires were used because they provide standardized, easily quantifiable data suitable for statistical analysis, allow collection from large samples at low cost, protect respondent anonymity (which can increase candour), and support reliability through fixed response formats and established scales (Ranganathan & Caduff, 2023). However, structured questionnaires also have well-known weaknesses: (1) low or non-representative response rates and non-response bias, (2) social-desirability and mode effects when asking sensitive questions, (3) measurement error from poorly worded or double-barrelled items, and (4) limited depth (lack of rich, qualitative data) (Kishore, Jaswal, Kulkarni, & De, 2021).

To address each weakness the study took the following steps: response rates were maximized by offering both paper administration and keeping the questionnaire brief (Kishore et al., 2021); social-desirability and mode effects were reduced by guaranteeing anonymity, using self-administered formats for sensitive sections, and avoiding interviewer administration for those items (Rickwood & Coleman-Rose, 2023); measurement error was minimised through expert review, cognitive pretesting (pilot testing) and forward–back translation where needed, and by removing double-barrelled and ambiguous items (Kishore et al., 2021); These mitigation measures followed best practice in questionnaire design and validation to strengthen instrument validity and data quality (Kishore et al., 2021; Ranganathan & Caduff, 2023; Rickwood & Coleman-Rose, 2023).

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity of Research Instruments

Validity is described as the extent to which the research findings accurately reflect the phenomena under study (Collis & Hussey, 2009). The internal validity was used to show to what extent the collection and analysis and interpretation of data relates with the research variables. The content validity was achieved by ensuring the relevance of the research results with theoretical approach and literature review (DuPlooy, 2002). To ensure content validity, the researcher reviewed literature in order to identify the items required to measure the concepts, for example, gender, school, class sizes. Validity was also achieved through adoption of pretested constructs in the questionnaires and Training of the research assistance on administration of questionnaires used in data collection. Careful sampling of items was ensured for their representativeness.

3.7.2 Reliability of Research Instruments

Reliability is the absence of differences in the results if the research was to be repeated (Collis & Hussey, 2009). The researcher-operationalized reliability as credibility, accuracy, and consistency of the data collected and the results presented. In this study, reliability was determined by use of internal consistency technique. The rationale for internal consistency is that the individual items should all be measuring the same constructs and thus correlates positively to one another. Internal consistency was measured through Cronbach's coefficient alpha. The test of reliability was calculated using the SPSS (Statistical Package for Social Science). As a rule of thumb, acceptable alpha should be at least 0.70 or above (Husna & Retneswari, 2009). Reliability was tested for after piloting of the instrument.

The questionnaires were piloted in selected public schools in Aldai Subcounty, because it has similar characteristics to the study area. The number in the pre-test should be small, about 1% to 10% of the sample size (Kothari & Garg, 2014). In this study, 36 respondents participated in the piloting of the data instrument, which is 10% of 362 respondents. This focused on 3 teacher counsellors and 36 form three students. After which corrections was made on wording, layout, sequencing and validity of the questions, the final draft of the questionnaire was disseminated to the respondents.

3.8 Data Collection Procedure

Data collection is a process of gathering distinct pieces of information which focuses on finding out all that exist about particular subject matter or phenomenon (Kothari & Garg, 2014). Quantitative primary data was collected by use of self-administered structured questionnaires administered on respondents. The researcher made a requisition for an introduction letter from Moi University to National Commission for Science, Technology and Innovation (NACOSTI) to grant permit for conducting research. The NACOSTI permit was used to obtain authorization from the respective county education office to find access to institutions within their jurisdictions. The two permits were taken to the management of the selected public secondary schools in. The researcher identified and trained four research assistants who facilitated in the dispatching of the questionnaires to the research participants. The instruments were distributed to the respondents and collected on the date agreed upon dates with respondents.

3.9 Data analysis

Once adequate number of questionnaires is collected, each questionnaire was assigned a unique identification to avoid double entry and to facilitate coding of variables. All

the data collected was coded and entered into an SPSS sheet, organized and cleaned for any inconsistencies. The data was then be processed using Statistical Packages for Social Sciences software (SPSS 25). Data was analyzed using descriptive (mean, standard deviation, frequencies, skewness and kurtosis) and inferential statistical techniques. Under inferential statistics, chi-square test was used to determine the relationship between the independent variable (Determinants of student's perceptions) and dependent variable (effective management of discipline), coefficient of correlation.

3.10 Ethical considerations

The researcher sought informed consent from the administration of the various schools and made the respondents aware that the information sought was meant for an academic purpose. In addition, anonymity and confidentiality was maintained in all respects. As an ethical measure, the researcher also treated the respondents with respect and courtesy. This ensured that the respondents give candid responses to the questions. Respecting the participants rights to refusal to take part in the research and maintenance of objectivity during data collection, analysis and report stages.

3.11 Summary of the Chapter

This chapter has described the methodology which was used to achieve the objectives of the study. The specific techniques that were adopted in research process to collect, assemble and evaluate data. The chapter therefore discussed different techniques such as the research design, area of study, the population of the study, sampling techniques and sample size calculation, data collection techniques for quantitative data, methods of data analysis which were used, and finally ethical considerations for the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the response rate, reliability tests, background information of respondents, results of descriptive statistics and inferential statistical results were presented respectively. The results of descriptive and inferential analysis are in line with the study variables and objectives.

4.2 Response Rate

Out of a target population of 2230 respondents, a sample size of 362 was adopted. Subsequently, 362 questionnaires were distributed. A total of 300 questionnaires were returned from which, 50 questionnaires were discarded for lack of response, being improperly filled and being incomplete. The researcher ended up with 250 correctly filled questionnaires, representing a response rate of 69%. This response rate was deemed adequate for external validity. According to Kothari and Gang (2014), a response rate of 30% is considered acceptable for surveys. A response rate of 50% is adequate for analysis and reporting. A response rate of 60% is good and 70% and above is very good. Therefore, this response rate of 69 % was considered acceptable. 31 teacher counsellors and 219 students.

4.3 Reliability Test Results

This study assessed the internal consistency of the research questionnaire. The results of analysis are shown in Table 4.1.

Table 4.1: Reliability Test

Variables	Cronbach's Alpha	Test Items
Counselling Type	.817	5
Personality	.746	5
Attitude	.815	6
Demographics	.751	5
Discipline	.790	6

The results indicated that counselling type had the highest Cronbach's alpha coefficient (0.817), with 5 test items. Personality had the second highest Cronbach's alpha coefficient (0.815), with 6 test items. Discipline had the third highest Cronbach's alpha coefficient (0.790), with 6 test items. The results also showed that demographics had a Cronbach's alpha coefficient (0.751), with 5 test items making it the fourth highest while the variable with the lowest reliability Cronbach's alpha coefficient (0.746) was personality. This implies that the research instrument met the reliability threshold as all the constructs had Cronbach's alpha coefficients greater than 0.7.

4.4 Demographic Information on Students

The study put into account the demographic information of the respondents since the background information of the student respondents is crucial for the authenticity of the results. The demographic information of the respondents was grouped in terms of gender, age, type of school and reasons for seeking for counselling.

4.4.1 Gender of the Respondents

Results presented in figure 4.1 depicted that majority of the respondents were females (63.5%) and males (36.5%), This is a clear indication that more female students seek guiding and counselling sessions than their male counterparts. This implies that majority of the female students succumb to more social pressures hence relying more on guidance and counselling. Makesh and Kaji (2014) cited in Kanga, (2017) found

that boys adjust to school social environment than girls. Armacost (1990) established that boys handle stress better than girls.
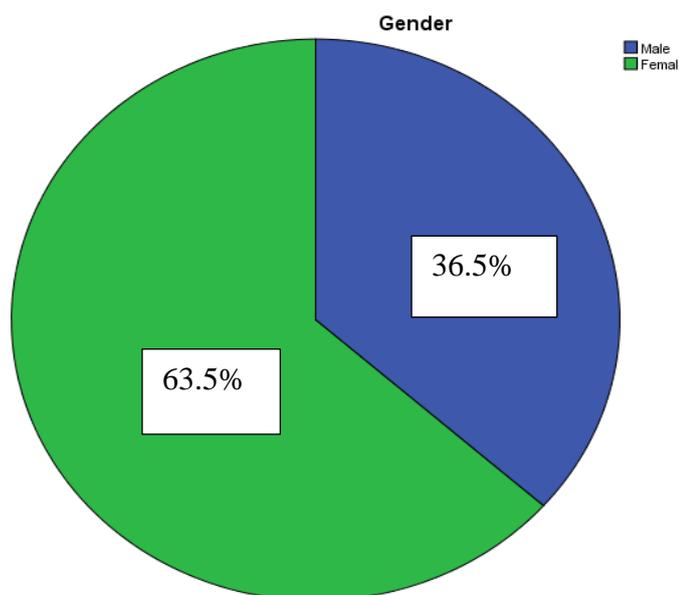
Figure 4.1: Gender of the students' respondents

The study also established the teacher counselors gender. The results are presented in Table 4.2.

Table 4.2: Gender of Teacher Counsellors

	Frequency	Percent
Male	8	25.8
Female	23	74.2
Total	**31**	**100.0**

From the results, 25.8% (8) were male and 74.2% (23) were female. This implies that the high schools have got counsellors from both genders thus catering for gender preferences amongst students seeking guidance and counselling services. However, there is a clear indication that female teachers form the majority of guiding and counselling staff in the public secondary schools within Kapsabet Sub – County, Kenya as female counsellors are mostly preferred by student. This is asserted by the

arguementations of Ndungo and Wango (2020) that female counsellors are preferred for being caring, nurturing and understanding.
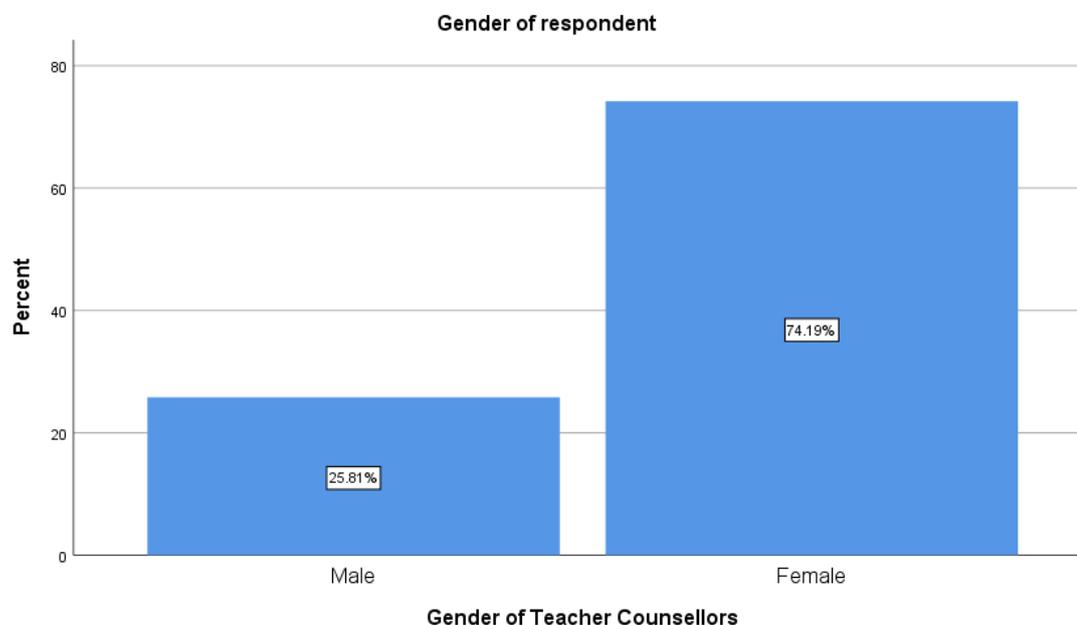
Figure 4.2: Gender of the students' respondents

4.4.2: Age

The study sought to establish the age of the respondent. The results are presented in Table 4.3.

Table 4.3: Age of the students respondents

	Frequency	Percent
16years	90	41.1
17years	63	28.8
18years	47	21.5
Above 18years	19	8.7
Total	**219**	**100.0**

From the findings in Table 4.3, it is evident that a majority of the respondents were aged 16 years representing 90 (41.1%) of the respondents. On the other hand, the respondents above the age of 18 years were the least at 19 (8.7%) of the respondents. This could be attributed to the normal age brackets of secondary school going

students (KICD, 2021). The study also established the age bracket of the teacher respondents presented results in Table 4.4.

Table 4.4: Age Bracket of Teacher Counsellors

	Frequency	Valid Percent
20 -30 years	5	16.1
31 -40 years	16	51.6
41 -50 years	10	32.3
Total	**31**	**100.0**

From the findings presented in table 4.3 it is evident that a majority of the teacher counsellors were in the age bracket of between 31- 40 years 51.6 % (16), 32.3% (10) of the respondents were in the age bracket of between 41 – 50 years while only 16.1 % (5) were between 20 – 30 years. This means that the teacher counsellors were seasoned and mature enough to deal with the students' issues. In addition, majority of the counsellors were of the middle-aged category that 30 years and above who have learned formally through their assignments and could show autonomy devotion to duty in the management of students discipline through guidance and counselling. Age significantly positively affected overall organizational commitment, continuance, affective and normative commitment (Proches & Gasengayire, 2021).

4.4.3 Type of school

The study sought to establish the type of school attended by the student respondents. The results are presented in Figure 4.2.
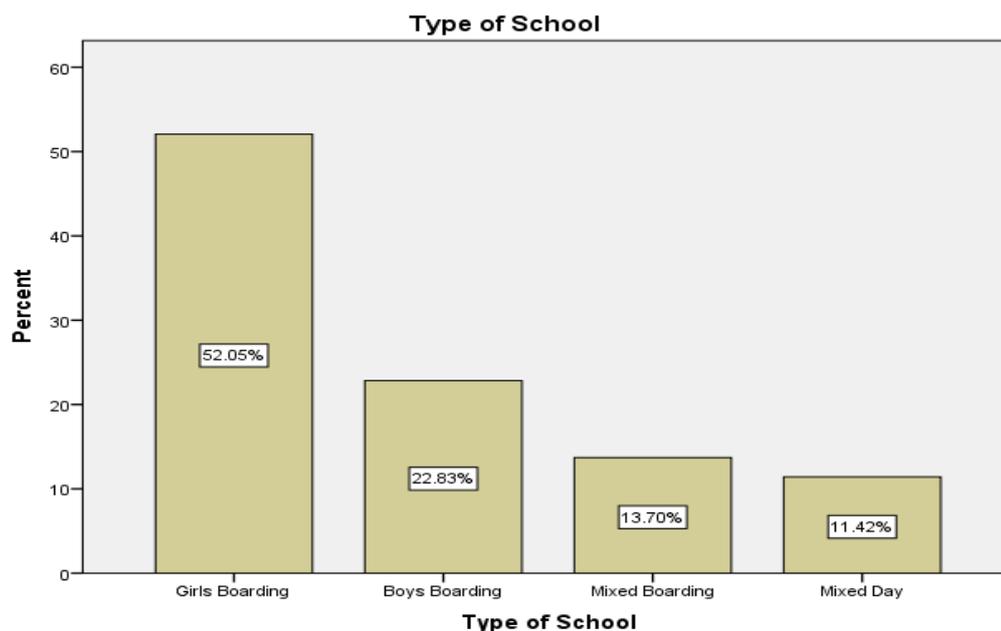
Figure 4.3: Type of school attended by the student respondent

From the findings majority of the student respondents were from girls boarding schools at 52.05%, boys boarding schools at 22.83%, mixed boarding at 13.70% and mixed day at 11.47%. Respondents were from all the categories of public secondary schools within Kapsabet municipality therefore the data was representative to all the public secondary schools in Kapsabet Municipality. The study also established the type of school the teacher respondents worked as a counsellor. The results are presented in Table 4.4.

Table 4.5: Type of School for Teacher Counsellor

	Frequency	Percent
Girls Boarding	9	29.0
Boys Boarding	4	12.9
Mixed Boarding	3	9.7
Mixed Day	15	48.4
Total	**31**	**100.0**

From Table 4.5, 29.0% (9) of the respondents were in girls boarding schools. The results further showed that 9.7% (3) of the respondents were in mixed boarding

schools while 48.4% (15) of the respondents were in mixed day schools and 12.9% (4) of the respondents were in boys boarding schools. This implies that all categories of schools are committed towards management of student's discipline through provision of guidance and counselling services. This is in consonance with the aspirations of MOEST guidelines since the inception of a guidance and counselling section in the Ministry in 1971, that every school have a teacher counsellor appointed either by the Teachers Service Commission (TSC) and designated as Head of Department (HOD) guidance and counselling or in the absence the head teacher had appointed one from among the teaching staff (Njeri, 2021).

4.4.4 Reasons for seeking counselling

The study sought to establish the reasons why the students sought counselling services. The results are presented in Table 4.6.

Table 4.6: Reasons for Students Seeking for counselling

	Frequency	Percent
Financial Problems	42	19.2
Problems at home	113	51.6
Academic Problems	24	11.0
Pregnancy	40	18.3
Total	**219**	**100.0**

From Table 4.6, it is noted that 42(19.2%) of the student's respondents sought counselling services due to financial problems. A majority of the respondents 113 (51.6%) sought counselling services due to problems at home while 24 (11%) of the respondents sought counselling services due to academic problems. The study also revealed that 40 (18.3%) sought counselling services due to pregnancy. This therefore means that counselling services are quite vital in public secondary schools as it takes shape of several scenarios as to why students would seek them (Banda, 2022). This implies that secondary schools should strengthen their provision of counselling

services to stem the challenges of diverse problems students suffer in high schools. Mutiso, et al., (2023) noted that students experience a wide range of stressors and most important stressors include money and finances, family related problems and concerns about their future. The study also sought establish what major reason would make students seek for guidance and counselling services from the teacher's perspective. The results are presented in Table 4.7.

Table 4.7: Reasons for seeking counselling services from the teacher's perspective

	Frequency	Percent
Financial Problems	1	3.2
Problems at home	17	54.8
Academic Problems	11	35.5
Pregnancy	2	6.5
Total	**31**	**100.0**

The results in Table 4.7 show that 3.2% (1) of the respondents' clients sought guidance and counselling services due to financial problems while 54.8% (17) of their clients sought the guidance and counselling services because of problems at home. The results also showed that 35.5% (11) of the respondents clients sought guidance and counselling services as a result of academic problems while 6.5% (2) sought the guidance and counselling services because of pregnancy.

From both the teachers and students' perspectives the problems at home are the reason for them seeking for counselling followed by financial, academic and pregnancy issues. These are problems that if are not effectively addressed by the institutions then the consequences would be in disciplinary cases. This therefore implies that the school environs required counselling programs that touched on diverse areas relating to the academics and social lives of students meeting and exceeding the expectations. This has a role of changing the attitudes and perceptions

of all who have never valued counselling as way of addressing their problems other than unwanted behaviors. The perspectives and attitudes of students on school counsellor's effectiveness and essentials of G & C services offered at schools to address their challenges were very vital and advantageous for students continued use of counselling (Vuleza, 2021).

4.4.5 Highest level of education of the teacher Respondents

The study sought to establish the level of education of the teacher respondents. The results are presented in Table 4.8.

Table 4.8: Highest level of education

	Frequency	Percent
Diploma	2	6.5
Bachelor's Degree	26	83.9
Postgraduate	1	3.2
Any Other	2	6.5
Total	**31**	**100.0**

The results in Table 4.8 indicates that the teacher respondents holding diploma were 6.5% (2) while those holding bachelor's degree were 83.9% (26). The study also showed that the teacher respondents holding post graduate academic qualifications were 3.2% (1) while 6.5% (2) held any other academic qualifications. This generally showed that a majority of the teacher counsellors were graduates and therefore academically quipped enough with knowledge to handle the students' issues. Hence, Ates and Kadioglu (2018) asserts that teacher education should produce well-equipped individuals with academic knowledge as well as skills for guiding students both in the learning process and social life. Therefore, the level of education attained should endow the teacher with the capacity to assess student mistakes and make rational decisions towards improving discipline.

4.4.6 Duration worked as a counsellor

The study sought to establish for how long the teachers had worked as a counsellors.

The results are presented in Table 4.9.

Table 4.9: Duration worked as a counsellor

	Frequency	Percent
Less than 1 year	2	6.5
1 year	5	16.1
2 Years	3	9.7
3 Years	11	35.5
4years	3	9.7
5years	7	22.6
Total	**31**	**100.0**

The results in Table 4.9 indicate that 6.5 % (2) of the respondents had worked as counsellors for less than 1 year while 16.1% (5) had worked as counsellors for 1 year. The results also indicate that 9.7% (3) of the respondents had worked as counsellors for 2 years while 35.5% (11) for 3 years. The results further showed that 9.7% (3) of the respondents had worked for 4 years as counsellors while 22.6 % (7) had worked as counsellors for 5 years. This means that a total of 67.8 % (21) of the respondents had worked as counsellors for over 3 years giving them a good room to share on their experience. Majority of the teachers have more than 1year of experience and above as such could effectively discharge their duties as counsellors and also provide information sort by the study. The longer the period of service the more proficient the counsellors get in solving students' problems (Nobes & Hussin, 2021).

4.4.7 Level of Training you attained in guidance and counselling services

The study sought to establish the level of training of the respondent in line with the guiding and counselling services. The results are presented in Table 4.10.

Table 4.10: Level of training you attained in guidance and counselling services

	Frequency	Percent
Bachelor's Degree	4	12.9
Postgraduate	3	9.7
Certificate	3	9.7
Seminar/workshop	18	58.1
Diploma	3	9.7
Total	**31**	**100.0**

The results in Table 4.10 indicate that 12.9% (4) of the respondents had a training level of bachelor's degree while 9.7% (3) had post graduate level of training. The results also indicate that 9.7 % (3) of the respondents had certificate level of training whereas 58.1% (18) of the respondents had seminar/workshop level of training on guiding and counselling. Finally, the results also showed that 9.7% (30) of the respondents had gone through diploma level of training on guiding and counselling. However, majority of teachers had Seminar/workshop training in guidance and counselling services which calls for further trainings to be more proficient in counselling by having the ability to understand and assess the student problem, to anticipate future consequences of the action taken and be able to remember the information of the student at all times. This is in line with the findings of Ruttoh (2014) that teacher counsellors are not adequately trained to counsel the students in the secondary schools as many of them have attended only workshops and seminars on guidance and counselling. In this regard, teacher-counselors need further and continuous training in order to make them effective in managing discipline. Besides stakeholders in education have insisted that the objective of education might not be attained without the incorporation of well-trained counselors (Nedelev & Anjum, 2022).

4.5 Descriptive Statistics of the Variables

This section illustrates descriptive findings and discussions based on the objectives of the study from the students' perspective. The study focused on the following features of the study variables; Counselling type, personality, attitude and demographics. The findings were presented in form of Mean and Standard Deviations. The responses were in line with a 5 Point Likert-Scale ranging from: - Strongly Agree = 5, Agree = 4 Neutral = 3, Disagree = 2, and Strongly Disagree = 1.

4.5.1 Relationship between students' perception of counselling type with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya

The study conceptualized that counselling type had an effect on managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. It established the prevailing status of counselling types used in public secondary schools within Kapsabet Sub – County using five questionnaire items from the students' perspective.

Table 4.11: Descriptive Statistics for counselling type as the student's response

	N		S.A	A	N	D	SD	Mean	Std. Dev
I feel more encouraged to share my challenges when in a group of friends	219	(%)	59.4	32.0	8.2	0.4	0.0	4.49	.617
		f	130	70	18	1	0		
Through group counselling I am motivated to discuss my challenges with my colleagues after the counselling session	219	(%)	51.2	29.2	17.8	1.8	0.0	4.31	.767
		f	112	64	39	4	0		
Individual sessions approach helps me preserve my privacy	219	(%)	43.4	32.4	19.2	5.0	0.0	4.16	.861
		f	95	71	42	11	0		
Through individual counselling students learn how to manage behaviour that could negatively affect good inter-personal relationships	219	(%)	46.6	29.2	23.7	0.5	0.0	4.28	.766
		f	102	64	52	1	0		
I would be happy if group counseling continues for a longer period of time	219	(%)	20.9	53.1	24.2	1.8	0.0	3.91	.636
		f	46	116	53	4	0		
Valid N (Listwise)	**219**								
Weighted Mean								**4.23**	

The findings from Table 4.11 indicate that 91.4% (200) of the students were in agreement that they feel more encouraged to share their challenges when in a group of friends while 0.4% (1) disagreed while 8.2% (18) were undecided (Mean = 4.49; Std Dev =0.617). This implies that most of the students at this level have similar challenges thus are not ashamed to share with friends for solutions. Therefore, creating a more conducive environment for group counselling would remain key in managing some of the student disciplinary issues. This is in line with the argument of Tanuchoksi (2021) that group counseling is a safe space where everyone can share their problems without being afraid of being judged, evaluated, or misunderstood. This is further affirmed by the responses where a majority of the students at 80.4% (176) were in agreement that through group counselling they are motivated to discuss

their challenges with their colleagues after the counselling session while 1.8 % (4) were in disagreement and 17.8% undecided (Mean = 4.31; Std Dev =0.767).

However, there were circumstances that student would also prefer individual counselling when they are interested in preserving their privacy. This has been underpinned by a majority of the students at 75.8% (166) who were also in agreement that the Individual sessions approach helps me preserve my privacy while 5.0% (11) were in disagreement and 19.2% (42) undecided (Mean = 4.16; Std Dev = 0.861). Wendy, (2023) confirms that the information shared during sessions of individual counselling remains completely private is the reason for its preference. In this connection 75.8% respondents agreed that through individual counselling, students learn how to manage behaviour that could negatively affect good inter-personal relationships while 0.5% of the respondents were in disagreement while 23.7% (52) were undecided (Mean = 4.46; Std Dev =1.243). Finally, the study indicates that 74% (162) of respondents were in agreement that they would be happy if group counseling continues for a longer period of time while 1.8% (4) were in disagreement and 24.2 % (53) were undecided (Mean = 3.91; Std Dev = 0.636).

From the weighted mean 4.23 the respondents were in agreement of the presence of the counselling types in their schools. This implies that the institutions used both individual and group counselling in addressing student challenges or behavioral issues to manage discipline. Igwe (2013) advocates for the adoption of both individual and group counselling by counsellors in managing students issues. The study further sought for the perception of teacher counsellors on the type of counselling used in management of discipline and presented the findings on table 4.12

Table 4.12: Descriptive Statistics for perception of teacher counsellors on the type of counselling used in management of discipline

	N		S.A	A	N	D	SD	Mean	Std. Dev
During group counselling session there is active participation amongst the students	31	(%)	32.3	48.4	6.5	12.9	0.0	3.81	1.327
		f	71	106	14	28	0		
The counsellors give immediate response to all the questions raised by the students to address their social challenges in group counselling	31	(%)	16.1	38.7	35.5	9.7	0.0	3.61	.882
		f	35	85	78	21	0		
Individual sessions approach helps to preserve student privacy	31	(%)	48.4	32.3	12.8	6.5	0.0	4.23	.920
		f	106	71	28	14	(0)		
Through individual counselling students learn how to manage behaviour that could jeopardize good inter-personal relationships	31	(%)	22.5	64.5	6.5	6.5	0.0	4.03	.752
		f	49	141	14	14	0		
I am able to communicate more easily about feelings when counselled individually	31	(%)	58.1	29.0	6.5	6.5	0.0	4.39	.882
		f	127	64	14	14	0		
Valid N (Listwise)	**31**								
Weighted Mean								**4.01**	

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The findings from Table 4.11 indicate that the respondents were in agreement at 80.7% that during group counselling session there is active participation amongst the students while 12.9% (28) were in disagreement and 6.5% undecided (Mean = 3.81; Std Dev =1.327). In addition, 54.8% (120) of the teacher counsellors were also in agreement that the counsellors give immediate response to all the questions raised by the students to address their social challenges in group counselling while 9.7% (21) were in disagreement and 35.5% (78) were undecided (Mean = 3.61; Std Dev =0.882). Providing immediate feedback enables students undergoing certain difficulties in their lives, to ask questions and clarify them through guiding and counselling (Okumu, 2018).

The provision of immediate feedback therefore provides a conducive environment which encourages openness and trust during the counselling session to help the student overcome his/her life challenges and associated problems that face them both inside and outside the school environment. The findings further indicate with those individual sessions approach helps to preserve student privacy (Mean = 4.23; Std Dev = 0.920). This implies that that the students are only willing to undergo counselling if their confidentiality is guaranteed. However, it is the responsibility of the teacher counsellor to leave up to the promise of confidential boundary within the terms of their engagement. As a counsellor, the relationship with the clients has therapeutic, economic, and legal dimensions (Bin Hasan, 2022). In addition, 87% (190) of the respondents concurred that through individual counselling students learn how to manage behavior that could jeopardize good inter-personal relationships while 6.5% (14) of the respondents were in disagreement and 6.5% (14) undecided (Mean = 4.03; Std Dev =0.752). This is in line with the findings of Anyanwu, Ireri, and Kitonga (2019) who also found that majority of the students were in agreement that through individual counselling students learn how to manage behavior that could jeopardize good inter-personal relationships.

Finally, the study indicates that 87.1% (191) of the teacher counsellors are in agreement that they are able to communicate more easily about feelings when counselled individually while 6.5% of the respondents were in disagreement and 6.5% (14) undecided (Mean = 4.39; Std Dev = 0.882). From the weighted mean of 4.01, it implies that the teacher counsellors were in agreement with the statements on counselling type. Therefore, it means a positive perception towards identification of the most appropriate type of counselling used in management of discipline. This is further underscored by Chaitali (2020) who notes that proper guidance helps them

achieve their goals, well guided & counselled students know what to do and how to do things in the best possible way.

4.5.1.1 Hypothesis testing on the relationship between Counselling type and Management of Discipline in selected public secondary schools within Kapsabet Sub – County

The study also established the relationship between Counselling type and Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The chi-square for independence was computed and results presented in Table 4.13

Table 4.13: Chi-Square Test for the Association Between Counselling type and Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8000.000[a]	7584	.000
Likelihood Ratio	1629.505	7584	1.000
Linear-by-Linear Association	30.583	1	.000
N of Valid Cases	250		

a. 7854 cells (100.0%) have expected count less than 5. The minimum expected count is .00.
Source: Research study 2023

As shown in Table 4.13, the association between counselling type and management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya is statistically significant since the P value is less than (.05), X^2 (7584, N=250) =8000.000[a]. This implies that counselling type has a statistically significant relationship with management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The null hypothesis was rejected when the t-calculated was strictly greater than the t-tabulated. This was as follows:

H₀₁: There is no statistically significant relationship between students' perception of counselling type with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

This study therefore rejected the null hypothesis and concludes that counselling type has a statistically significant relationship with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. The study hence fails to reject the alternative hypothesis. This findings are in line with the findings of Anyanwu, Niceta and Kitonga (2019), Maria and Kamundia (2017) who also found a positive and significant effect of counselling type on the effectiveness of guidance and counseling in the mangement of discipline in secondary schools. This implies that the type of counselling chosen by the student has the potential of aiding the students in the challenges they have.

Thus the schools should strive to have a variety of counselling types with competent counsellors in each for effective management of discipline in secondary schools using guidance and counseling. This is further underscored by Chaitali (2020) who notes that proper guidance and counselling helps students achieve their goals, well guided & counselled students know what to do and how to do things in the best possible way. This finding is premised on Gibson's theory of 1966 of direct perception which posits that student will form and create perceptions of guidance and counselling services based on what they have heard and seen in the external environment. In this regard there is need for the teacher counsellors to sensitize the student by giving the right information on the available counselling types in school to use in case of any challenges they need addressed. This implies that the institution should strengthen the use both individual and group counselling in addressing student challenges or

behavioral issues to manage discipline. Igwe (2013) advocates for the adoption of both individual and group counselling by counsellors in managing students' issues.

4.5.2 The relationship between students' perception of counsellors personality with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya

The study conceptualized that personality had an effect on managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. It established the prevailing status of personality of students in public secondary schools within Kapsabet Sub – County using five questionnaire items as perceived by the students.

Table 4.14: Descriptive Statistics for personality as perceived by the students

	N		S.A	A	N	D	S	Mean	Std. Dev
I normally feel encouraged to share more information about my problems for purposes of problem solving	219	(%)	33.3	34.7	10.5	12.3	9.1	3.71	1.294
		ƒ	73	76	23	27	20		
I talk a lot to my counsellor about something that is bothering me	219	(%)	46.6	17.4	7.8	17.8	10.5	3.72	1.460
		ƒ	102	38	17	39	23		
I find the interactive sessions interesting and informative	219	(%)	49.3	17.4	18.3	9.6	5.5	3.95	1.248
		ƒ	108	38	40	21	12		
It is easy to handle students who are social	219	(%)	40.6	23.7	21.1	4.6	10.0	3.80	1.293
		ƒ	89	52	46	10	22		
Students with antisocial behavior don't easily go for counselling sessions	219	(%)	37.0	36.1	14.2	7.3	5.5	3.92	1.138
		ƒ	81	79	32	16	12		
Valid N (Listwise)	**219**								
Weighted Mean								**3.82**	

From the findings in Table 4.14, 68% (149) of the students' respondents were in agreement that they normally feel encouraged to share more information about their problems for purposes of problem solving while 21.4% (47) were in disagreement and 10.5% (23) were undecided (M=3.71; Std Dev = 1.294). This implies that when the student has the will to share more information about their problems the more their get healed. In this regard the more student opens up about their problem, the better they can be understood by the counsellor and be helped to reach their goals (Sandra & Tonya, 2022). In this connection majority of student respondents at 64 % (140) were in agreement that they talk a lot to their counsellor about something that is bothering them while 28.3 % (62) were in disagreement and 7.8% (17) undecided (M=3.72; Std Dev = 1.460).

However, there are introverts at 28% (61) within the student fraternity who took part in the study who call for further probing by giving them more time to reflect on their problem, so that they open up. Therefore, the counselling approaches adopted by the secondary schools should cater for diverse personalities amongst the student community. Balance group activities and individual work time, to let both introverts and extroverts work to their strengths (Roznowski, et al., 2020). Majority of the respondents 66.7% (146) were in agreement that they find the interactive sessions interesting and informative while 15.1% (33) were in disagreement and 18.3% (40) were undecided (M=3.95; Std Dev = 1.248). It is therefore evident that the counselling sessions of the secondary schools are interactive and informative which is engaging and invoke the desire for the students to resolve to counselling as a way of solving their problems.

However there need for the institution to continuously improve on the quality of the counselling sessions to meet the varied interests of the students. Improving quality of counselling sessions enhances rapport building by working collaboratively with the students through interactive and informative counselling sessions (Corey, 2016). According to 64.3% (141) of the respondents, it is easy to handle students who are social while 13.8% (32) of the students were in disagreement and 21.1% (46) were undecided. In addition, 68% (149) of the student respondents were in agreement that students with antisocial behavior don't easily go for counselling sessions while 12.8% (28) were in disagreement and 14.2% (31) were undecided. Be as it may, there still were dissenting voices on the statement that resulted to a Std dev figure of 1.138 and a mean of 3.98. Based on the weighted mean =3.82 the student respondents were in agreement with all the statements on personality. The study further sought for the perception of teacher counsellors on Personality and management of discipline in public secondary schools in Kapsabet Sub – County, Kenya and presented the findings on table 4.15

Table 4.15: Descriptive Statistics for Personality as perceived by the teacher counsellors

	N		S.A	A	N	D	SD	Mean	Std. Dev
Social students are easy to handle during group counselling sessions	31	(%)	38.7	54.8	6.5	0.0	0.0	4.32	.599
		f	85	120	14	0	0		
Social students easily reach out to their peers when they have problems	31	(%)	6.5	87.0	6.5	0.0	0.0	3.94	.574
		f	14	190	14	0	0		
Students with Low self-esteem are easy to manage	31	(%)	6.5	12.9	16.1	35.5	29.0	2.32	1.222
		f	14	28	35	78	64		
It is easy to handle students who are social	31	(%)	35.5	41.9	16.1	6.5	0.0	4.06	.892
		f	78	92	35	14	0		
Students who are antisocial don't easily come for counselling sessions	31	(%)	22.6	35.5	9.7	12.9	19.4	3.29	1.465
		f	49	78	21	28	42		
Valid N (Listwise)	**31**								
Weighted Mean								**3.59**	

The findings from Table 4.15 indicate that the 93.5% (205) of the respondents were in agreement with the statement that social students are easy to handle during group counselling session while 6.5% (14) were undecided (Mean = 4.32; Std Dev =0.599). This implies that it is easier helping social students handle their problems during group counselling. According to 93.5% (205) of the respondents also agreed that social students easily reach out to their peers when they have problems while 6.5% (14) were undecided (Mean = 3.94; Std Dev = .574). In this regard it can be presumed that the social students easily bond with their peers providing room for ventilating their problems. In this regard social students embrace social sharing strategies for their emotional regulation when they have problems (Zhang, Markopoulos, An, & Schüll, 2022).

Therefore, the public secondary schools should provide numerous opportunities for students to interact with their peers, teachers, and stakeholders for group counselling. In addition, 64.5% (141) of the respondents were in disagreement that students with low self-esteem are easy to manage while 19.4% (42) of the respondents were in agreement and 16.1% (35) undecided (Mean = 2.32; Std Dev = 1.222). Therefore, teacher counsellors are likely to face challenges in handling students with low self-esteem whenever they have problems because of their shallow relationships with peers and teachers. Kircaburun (2016) notes that shallow relationships, and mental health problems are the effects of low self-esteem for high school students affecting them in all aspects of life. In addition, 77.4% (170) of respondents were in agreement that it is easy to handle students who are social while 6.5% (14) were in disagreement and 16.1% (35) undecided (Mean = 4.06; Std Dev = .892).

Finally, 58.1% (127) of the respondents were in agreement to the statement that students who are antisocial don't easily come for counselling sessions while 32.3% (71) were in disagreement and 9.7% (21) undecided (Mean = 3.29; Std Dev = 1.465). From the weighted mean of 3.59 the teacher counsellors were in agreement with most of the statement's personality as per their perception. Personality influence behavior in groups, attitudes, and the way people make decisions (Jennifer, 2023). This implies that the teacher counsellors are under obligation to understand the personality of their students so as provide effective and efficient therapy to correct their behaviors, feelings, and patterns of thinking to inculcate discipline amongst them.

4.5.2.1 Hypothesis testing on the relationship between Personality and Management of Discipline in selected public secondary schools within Kapsabet Sub – County

The study also established the relationship between personality and Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The chi-square for independence was computed and results presented in Table 4.16.

Table 4.16: Chi-Square Test for the Association Between Personality and Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4750.000[a]	4503	.005
Likelihood Ratio	1350.354	4503	1.000
Linear-by-Linear Association	100.137	1	.000
N of Valid Cases	250		

a. 4760 cells (100.0%) have expected count less than 5. The minimum expected count is .00.
Source: Research study 2023

As shown in Table 4.16, the association between personality and management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya is statistically significant since the P value is less than (.05), X^2 (4503, N=250) =4750.000[a]. This implies that students' perception of counsellors personality has a statistically significant relationship with management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The null hypothesis was rejected which was as follows:

H₀₂: There is no statistically significant relationship between students' perception of counsellors personality with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

This study therefore rejected the null hypothesis and concludes that counsellors personality has a statistically significant effect on managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. The study hence fails to reject the alternative hypothesis. Therefore, the study concludes that students' perception of counsellors personality has a statistically significant effect of on managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. These findings are supported by the findings of Obiunu and Rachael (2018) ; Nyandoro and Kinga (2023) who also found that the perception of the students towards the teacher counsellors personality significantly affects their use of counselling services. This implies that a positive perception on counsellor's personality is key in the utilization of counselling services by the students hence effective management of the school discipline.

This findings are supported by the Gibson's theory of 1966 of direct perception which posits that student will form and create perceptions of guidance and counselling services based on what they have heard and seen in the external environment. Therefore, the attributes of the teacher counsellors should ignite a positive perception amongst the students to motivate them to utilize the services effectively. Besides, the teacher counsellors should be professional by not being biased in rendering their services and should accept every student unconditionally irrespective of gender and location to invoke a positive perception about their personality.

4.5.3 The relationship between students' attitude towards guidance and counselling with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya

The study conceptualized that attitude had an effect on managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. It established the prevailing status of attitude of students in public secondary schools within Kapsabet Sub – County using five questionnaire items.

Table 4.17: Descriptive Statistics for attitude as perceived by the students

	N		S.A	A	N	D	SD	Mean	Std. Dev
The idea of talking about problems with a teacher-counselors is a poor way of getting rid of emotional problems	219	(%)	41.6	43.4	9.6	1.4	4.1	4.17	.955
		f	91	95	21	3	9		
A person should seek counseling help from parents instead of the counseling teacher	219	(%)	49.3	39.7	5.5	1.4	4.1	4.29	.945
		f	108	87	12	3	9		
The assistance given by teacher counselors is adequate	219	(%)	53.4	29.2	11.4	2.3	3.7	4.26	1.001
		f	117	64	25	5	8		
I fear talking about my problems to the teacher counselor because I think my case will be discussed in the staffroom	219	(%)	42.9	33.8	18.7	0.5	4.1	4.11	.999
		f	94	74	41	1	9		
If a fellow student asked my advice about a solution to a problem, I would refer him/her to a teacher counselor	219	(%)	51.1	26.5	16.9	2.3	3.2	4.20	1.012
		f	112	58	37	5	7		
I would prefer counselling from a friend than a counsellor	219	(%)	15.5	49.8	0.0	23.3	11.4	3.35	1.302
		f	34	109	0	51	25		
Weighted Mean								**4.06**	
Valid N (Listwise)	**219**								

From the findings in Table 4.17, the results show that majority of respondents at 85% agreed on the statement that the idea of talking about problems with a teacher-counselors is a poor way of getting rid of emotional problems while 5.5% (12) were in disagreement while 9.6% (21) were neutral with (M=4.17; Std Dev = .955). In addition, majority of respondents were in agreement at 89% (195) that a person should seek counseling help from parents instead of the counseling teacher and 5.5% (12) were in disagreement and 5.5% (12) were undecided with a mean of 4.29 and SD of .945. Besides, majority of respondents at agreed and strongly agreed at 82.6 % (181) that the assistance given by teacher counselors is adequate while 6.0% (13) were in disagreement and 11.4% (25) were undecided with a mean of 4.26 and SD of 1.001.

This implies that there is a diverse attitude amongst students towards their preference for source of solution towards solving their problems which should be understood by the teachers and parents. Therefore, teacher counsellors should embrace diversity and ensure inclusion for all clients (BACP., 2018). The cause to which we attribute an event or experience influences our subsequent behaviour. Sue (1978) cited in Sue, Rasheed and Rasheed (2015) also relates attributes of causality to worldviews, which highly correlate with one's cultural upbringing and life experiences.

In addition, majority of the respondents at 76.7% (168) were in agreement that they fear talking about their problems to the teacher counselor because they think their case will be discussed in the staffroom while   4.6 % in disagreement and 18.7% (41) were undecided with a mean of 4.11 and SD of .999. This implies that the students' attitude towards confidentiality should be positive to enhance their preference for teacher counsellors when they have problems. The teacher counsellor is therefore

under obligation to support the students' right to privacy and protect confidential information received from students, the family, guardians and staff members (Akos & Pizzolato, 2017). The counseling relationship between students and their school counselor requires an atmosphere of trust and confidence. Students must trust the school counselor to be able to enter into a meaningful and honest dialogue with the school counselor (Grey, Vannest, Vannest, & Smith, 2022). According the findings majority of the respondents at 77.6% (170) were in agreement that if a fellow student asked their advice about a solution to a problem, they would refer him/her to a teacher counselor while 5.5 % were in disagreement and 16.9% (37) were undecided with a mean of 4.20 and SD of 1.012. The respondents therefore generally agreed with just a few thinking to the contrary with a standard deviation of 1.012. In addition, majority of the respondents were in agreement at 65.3% (143) that they would prefer counselling from a friend than a counsellor while 34.7% of the respondents were in disagreement with a mean of 3.35% and SD of 1.302. This would be ascribed to predominance of openness, understanding, good communication, devotion, humility, empathy, discipline and good at listening amongst the peer counsellors (Kamore & Tiego, 2015)**.**

Based on the weighted mean of 4.06 the respondents were in agreement with all the statements on attitude. Thus, the counsellors for students should strive to invoke a positive attitude between them and the clients. This will have the capacity to influence the students demand and utilization of counselling services thus making management of student discipline through counselling a success. The study established the perception of the teacher counsellors on prevailing status of students' attitude in public secondary schools within Kapsabet Sub – County using five questionnaire items.

Table 4.18: Descriptive Statistics for Attitude as perceived by the teacher counsellors

	N		S.A (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std. Dev
Students prefer sharing their challenges with peer counsellors than teacher counsellors	31	%	25.8	38.7	29.0	6.5	0.0	3.84	.898
		f	57	85	64	14	0		
Parental involvement is more effective in addressing complex students' challenges	31	%	35.5	32.3	12.9	12.9	6.5	3.77	1.257
		f	(78)	(71)	(28)	(28)	(14)		
The students have confidence in sharing their problems with teacher counsellors	31	%	29.0	35.5	29.0	6.5	0.0	3.87	.922
		f	64	78	64	14	0		
Students with challenges fear coming to the counsellors office for fear of being branded negatively by the friends	31	%	38.7	16.1	16.1	6.5	22.6	3.42	1.608
		f	85	35	35	14	49		
A person should seek counseling help from parents instead of the counseling teacher	31	%	12.9	16.1	3.2	35.5	32.3	2.42	1.432
		f	28	35	7	78	71		
Valid N (Listwise)	**31**								
Weighted Mean								**3.46**	

The findings from Table 4.18 indicate that majority of respondents at 64.5% (141) were in agreement that students prefer sharing their challenges with peer counsellors than teacher counsellors while 6.5% (14) were in disagreement and 29.0% (55) undecided (Mean = 3.84; Std Dev =0.898). In addition, majority of respondents were also in agreement at 67.8 % (148) that parental involvement is more effective in addressing complex students' challenges while 19.4% (42) were in disagreement and 12.9% were undecided (Mean = 3.77; Std Dev = 1.257). Besides the respondents were in agreement that the students have confidence in sharing their problems with teacher counsellors at 64.5% while 6.5 % were in disagreement and 29.0 % (64) undecided (Mean = 3.87; Std Dev = 0.922). It implies that the counselors, regardless of orientation, need to be able to match the counseling services to the client's values and

preferences as opposed having the client conform to the counselor's model (Thaxton, 2020).

Therefore, as much as learning institutions have got their counselling departments, it is important to appreciate the preference of the students in terms of their desired source of guidance and counselling when they have issues. In addition, respondents were in agreement that students with challenges fear coming to the counsellor's office for fear of being branded negatively by the friends at 54.8% while 29.1% (64) were in disagreement and 16.1% (35) undecided (Mean = 3.42; Std Dev = 1.608). This implies that stigma is prevalent amongst students in secondary schools and acts as a barrier to the utilization of counselling services when student have issues in school. This argument is supported by Nizam and Nen (2022) who note that stigma has long been recognized as a substantial impediment to seeking counselling/therapy services. Therefore, there is need for aggressive sensitization amongst students to demystify the negativity surrounding seeking for counselling services. Finally, the study indicates that 29% (64) of the respondents were in agreement that a person should seek counseling help from parents instead of the counseling teacher while 67.8% (148) of the respondents were in disagreement and 3.2% (7) were undecided (Mean = 2.42; Std Dev = 1.432).

This implies that the teachers in their position as counsellors also appreciate that parents also have a role to play in guidance and counselling for students as indicated by some of the teachers. This is justified by the fact that the issues facing students are varied and may not all be sorted by only teachers, some require parental guidance and counselling. However, these varied issues facing students elevates the position of

teachers to play the role of an external parent, counselor, mentor and role model (Wanders, et al, 2021).

4.5.3.1 Hypothesis testing on the relationship between students' attitude towards guidance and counselling and Management of Discipline in selected public secondary schools within Kapsabet Sub – County

The study also established the relationship between cousellors personality and Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The chi-square for independence was computed and results presented in Table 4.19.

Table 4.19: Chi-Square Test for the Association Between students' attitude towards guidance and counselling and Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6707.386[a]	6399	.004
Likelihood Ratio	1483.476	6399	1.000
Linear-by-Linear Association	44.508	1	.000
N of Valid Cases	250		

a. 6664 cells (100.0%) have expected count less than 5.
The minimum expected count is .00.
Source: Research study 2023

As shown in Table 4.18, the association between students' attitude towards guidance and counselling and management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya is statistically significant since the P value is less than (.05), X^2 (6399, N=250) =6707.386[a]. This implies that students' attitude towards guidance and counselling has a statistically significant relationship with management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The null hypothesis was rejected which was as follows:

H$_{03}$: There is no statistically significant relationship between students' attitude towards guidance and counselling and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

This study therefore, rejected the null hypothesis and concludes that student's attitude towards guidance and counselling **has** a statistically significant relationship with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. The study hence fails to reject the alternative hypothesis. This is in line with Aminu (2018); Mwangi and Otanga (2015) who also found asignificant effect of students' attitude towards guidance and counselling on effectiveness of guidance and counseling in managing discipline in public secondary schools. The findings are supported by Gregory's theory of 1970 of indirect perception which says that to see means to believe, that the given object is what it is, but also, that our perception is determined by attitudes, emotions and expectation. In this regard, the utilization of guidance and counselling by the students in the management of their challenges for top notch discipline is determined by their attitude towards guidance and counselling as a stimuli. It is therefore important that the schools come up with and implement appropriate strategies to ensure a change of attitude towards guidance and counselling for its effectiveness in management of discipline in schools.

This argumentation is further corroborated by Igoki (2013), who notes that guidance and counseling is not effective since the students' attitude towards seeking counseling help is wanting. It therefore, obligates the management of pubic secondary schools to work on ways of ensuring predominance of openness, understanding, good

communication, devotion, humility, empathy, discipline and good at listening to enhance trust and honesty amongst the counsellors and counsellees for promoting a positive attitude towards guidance and counselling.

4.5.4 The relationship between students' perception of demography of teacher counsellors with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya

The study conceptualized that demographic had an effect on managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. It established the prevailing status of demographics of students in public secondary schools within Kapsabet Sub – County using five questionnaire items.

Table 4.20: Descriptive Statistics for Demographics as perceived by the students

	N		S.A	A	N	D	SD	Mean	Std. Dev
I perceive the counselor to be competent	219	(%)	33.3	34.7	10.5	12.3	9.1	3.71	1.294
		f	73	76	23	27	20		
Counseling services are better provided by older counselors	219	(%)	46.6	17.4	7.8	17.8	10.5	3.72	1.460
		f	102	38	17	39	23		
I am comfortable with my counselor's age	219	(%)	49.3	17.4	18.3	9.6	5.5	3.95	1.248
		f	108	38	40	21	12		
I prefer seeking counseling services from persons of a particular gender	219	(%)	40.6	23.7	21.1	4.6	10.0	3.80	1.293
		f	89	52	46	10	22		
I perceive that my secretes will only be kept by counselors of particular gender	219	(%)	37.0	36.1	14.2	7.3	5.5	3.92	1.138
		f	81	79	31	16	12		
Valid N (Listwise)	**219**								
Weighted Mean								**3.82**	

From the findings in Table 4.20, Basing on the mean of 3.72 majority of the students perceive their counselor to be competent while some were in disagreement and undecided with a variation of 1.294 from the mean. This implies that from the

student's perspective the teacher counsellors in schools in Kapsabet Subcounty have the capacity to develop a positive client–counselor relationship thus can entrust them to address their diverse challenges. This is underpinned by the fact that perception of competence espouses from a counsellor's sensitivity to the client's cultural and personal perspectives, genuine empathy, warmth, humility, respect, and acceptance which are key in building a positive client counsellors' relationship (Center for Substance Abuse Treatment., 2014). In this regard, there is need for the managemet o the sondary schools to continously engage in capacity building of their teacher counsellors to effectively serve the students in the interest of the dissenting voices.

In addition, majority of respondents at 64% (140) were in agreement that counseling services are better provided by older counselors while 38.3% (84) were in disagreement and 17.4% (38) undecided with a mean of 3.72 and standard deviation of 1.460 from the mean. These responses are in line with argument of Kylie (2020) Who opines that client prefer counsellors who are slightly older and may provide that unspoken feeling of being understood. In addition, majority of students were comfortable with their counselor's age with a mean of 3.95 and standard deviation of 1.248 around the mean. However, Karson (2021) rejoins that older therapist do not necessarily have more expertise than younger therapists. In this regard, clients without exception of students need someone to listen, to connect and empathize with them, and to support them in their experience without judgement.

From the finding's majority of students at 64.3% (141) prefer seeking counseling services from persons of a particular gender while 14.6% (32) and 21.1% (46) were in disagreement and undecided respectively with a mean of 3.80 and standard deviation of 1.293 around the mean. Besides 73.1% (160) of the students also perceive that their

secrets will only be kept by counselors of particular gender while 12.8% (28) and 14.2% (31) were in disagreement and undecided respectively. This denotes that there is gender bias in terms of choice of counsellors amongst the students. Ndungo and Wango (2020) adds that female counsellors are preferred for being caring, nurturing and understanding. In this regard biases can play a role in people's judgments of expertise, which can include age, gender, how a person behaves, and the language they use (Karson, 2021).

The study established the prevailing status of demographics and counselling in public secondary schools within Kapsabet Sub – County using five questionnaire items as presented in table 4.21.

Table 4.21: Descriptive Statistics for Demographics as perceived by the teacher counsellors

	N		S.A (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std. Dev
I have regularly attended counselling training to improve on my performance	31	(%)	9.7	35.5	12.9	29.0	12.9	3.00	1.265
		f	21	78	28	64	28		
Counseling services are better provided by older counselors	31	(%)	38.7	19.4	6.5	12.9	22.5	3.39	1.647
		f	85	42	14	28	49		
Students prefer female counsellors than the males	31	(%)	3.2	38.6	32.3	19.4	6.5	3.13	.991
		f	7	84	71	42	14		
Counselors with many years of experience give better counseling services	31	(%)	35.5	48.4	16.1	0.0	0.0	4.19	.703
		f	78	106	35	0	0		
Valid N (Listwise)	**31**								
Weighted Mean								**3.43**	

The findings from Table 4.20 indicate that the 45.2% (99) of respondents agreed that with the statement that they have regularly attended counselling training to improve on their performance while 41.9 % were in disagreement and 12.9% (28) undecided (Mean = 3.00; Std Dev =1.265). Based on the wider variance in responses and low

numbers in agreement in terms of attending regular trainings in counselling there is a need for the management public secondary schools in Kapsabet to provide continuous and regular trainings to teacher counsellors to enhance their competence for effective guidance and counselling in managing discipline. Namai and Manyasi (2019) also pointed that each secondary school in Kenya should have a well-trained guidance and counselling teacher to assist the students deal with existing and emerging challenges. In addition, 58.1% (127) of the respondents were in agreement that counseling services are better provided by older counselors while 35.4% (78) were in disagreement and 6.5% (14) were undecided (Mean=3.39, SD=1.647). Majority of students were also in agreement that they preferred female counsellors than the males (Mean=4.19, SD=.703). In addition, counselors with many years of experience give better counseling services according to 83.9% (184) of the respondents while 16.1% (35) were undecided (Mean=3.13, SD=.991). From the findings it can be concluded that demography to some extent influences the performance of the teachers' counsellors. This is in line with the argument of Lam, Tracz and Lucey, (2013) demographic factors as age, gender and ethnicity, may impact on of self-efficacy and shape the development sense of competence in guidance and counselling.

4.5.4.1 Hypothesis testing on the relationship between students' perception of demography of teacher counsellors and effectiveness of guidance and counselling in Management of Discipline in selected public secondary schools within Kapsabet Sub – County

The study also established the relationship between cousellors personality and Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The chi-square for independence was computed and results presented in Table 4.22

Table 4.22: Chi-Square Test for the Association Between students' perception of demography of teacher counsellors and effectiveness of guidance and counselling in Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28083.333[a]	26781	.000
Likelihood Ratio	2270.316	26781	1.000
Linear-by-Linear Association	133.386	1	.000
N of Valid Cases	250		

a. 27132 cells (100.0%) have expected count less than 5.
 The minimum expected count is .00.
Source: Research study 2023

As shown in Table 4.22, the association between students' perception of demography of teacher counsellors **and** use of guidance and counselling in management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya is statistically significant since the P value is less than (.05), X^2 (26781, N=250) =28083.333[a]. This implies that students' perception of demography of teacher counsellors **and** use of guidance and counselling in managing discipline **has** a statistically significant relationship with using the guidance and counselling in management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The null hypothesis was rejected which was as follows:

H₀₄: There is no statistically significant relationship between students' perception of demography of teacher counsellors and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

This study therefore rejected the null hypothesis and concludes that student perception of demography *of* teacher counsellors has a statistically significant effect on managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. The study hence fails to reject the alternative hypothesis. Therefore, the study concludes that the student perception of demography *of* teacher counsellors **has** a statistically significant effect on managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. These findings are supported by Nasilumbi, Jenniffer and Prisca (2016) Mwangi (2002) which also found that demographic factors of counsellor influence the utilization of guidance and counselling by the students for management of discipline in secondary schools. Gregory's theory of indirect perception which suggests that through experiences of guidance and counselling services, students will have expectations based on what they have heard and seen. Thus, their perception on the demography of the counsellor in terms of age, experience gender may be their stimuli to seeking their services of guidance and counselling in solving their problem.

From the findings, it can be concluded that demography to some extent influences the performance of the teachers' counsellors. This is in line with the argument of Lam, Tracz and Lucey, (2013) demographic factors as age, gender and ethnicity, may impact on of self-efficacy and shape the development sense of competence in guidance and counselling. Biases can play a role in people's judgments of expertise,

which can include age, gender, how a person behaves, and the language they use (Karson, 2021). In this regard the schools should ensure their demographic diversity within the counselling fraternity.

4.5.5 Effectiveness of guidance and counseling in managing discipline

The study further sought to determine the respondents' level of agreement with the various statements on effectiveness of guidance and counseling in managing discipline. Table 4.24 shows the findings.

Table 4.23: Descriptive Statistics for effectiveness of guidance and counselling in managing discipline as Perceived by the Students

	N	S.A (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std. Dev
I need guidance and counselling services for effective learning	219	8.7 (19)	57.1 (125)	29.2 (64)	5.0 (11)	0.0 (0)	3.69	.669
I prefer guidance on my future career	219	17.4 (38)	30.6 (67)	6.8 (15)	40.6 (89)	4.6 (10)	3.16	1.254
When I have personal problems, I would resort to guidance and counselling	219	15.5 (34)	39.3 (86)	30.6 (67)	9.1 (20)	5.5 (12)	3.50	1.038
When I have problems, I use the appropriate channels of communication	219	2.7 (6)	32.9 (72)	52.5 (115)	6.8 (15)	5.0 (11)	3.21	.815
I have a friendly relationship with my teachers	219	17.4 (38)	32.9 (72)	11.4 (25)	38.4 (84)	0.0 (0)	3.29	1.152
Weighted Mean							**3.37**	
Valid N (Listwise)	**219**							

The findings from Table 4.23 indicate that the majority of the respondents agreed that they need guidance and counselling services for effective learning (Mean = 3.69; Std Dev =0.669). This implies that majority of the learners appreciate that guidance and counselling can assist them maneuver through their challenges for effective learning. However, some of the learners still don't understand the place of guidance and counselling in assisting them achieve their academic goals basing on the 29.2% (64)

who were undecided and 5.0% (11) in disagreement. Therefore, the public secondary schools should effectively utilize the guidance and counselling services as a means of promoting students' performance. Besides more awareness should be created amongst the students to seek for the guidance and counselling services as a means of addressing their academic challenges. Salgong, Ngumi, and Chege (2016) affirms that through guidance and counseling, students are given solutions on how to deal with psychological problems which might affect their studies. Besides majority of the students at 48% (105) were also in agreement that they prefer guidance on their future career while 45.2% (99) were in disagreement and 6.8% (15) were undecided (Mean = 3.16; Std Dev =1.254). Gallant and Zhao (2011) notes that less than 50% (110) reported visiting the school counselling office at least once for college preparation, career, personal, social, or emotional services. This implies that the utilization of students utilizes career guidance and counselling in public secondary schools in their career choices low.

Though there is an awakening call for the public secondary schools to strengthen the utilization of career guidance and counselling services in secondary schools based on the wider variation in responses from the mean so that the utilization of services can increase. From the findings, according to 54.8% (120) of the students when they have personal problems, they would resort to guidance and counselling while 14.6 % (32) and 30.6% (67) were in disagreement and undecided respectively (Mean = 3.50; Std Dev =1.038). This an index of gaps in awareness creation in the utilization guidance and counselling by the students in addressing their challenges. A trend that if allowed to continues then management of discipline invoked by life challenges would be a problem in many public secondary schools. The variation in responses from the mean

is another wake up call to the school management. Andegiorgis (2020) confirms that majority of students do not use counselling services in schools.

According to the findings 35.6% (78) of the students also notes that when they have problems, they use the appropriate channels of communication while 11.8% (26) were in disagreement and majority at 52.5% (115) were undecided (Mean = 3.21; Std Dev = .815). This implies that there is an infective utilization of communication channels by students in public secondary schools in Kapsabet Subcounty. According to Owuor, Kalai and Okoth (2022) notes that communication accounts for variation in student discipline among the secondary school. Therefore, the students should be enlightened on the need for confidently utilizing the available channels of communication as means of seeking for solutions to their challenges. The converse would be ineffective communication which results in conflict, chaos, misunderstanding and lack of confidence in school administration precipitating indiscipline amongst students (Nyaga, 2009).

Thus, guidance and counselling should be strengthened as a way of promoting communication and negating its barriers and amongst students as means of managing discipline and building good relationship between teachers and the students. Majority of the students at 50.3% (110) agreed that they have a friendly relationship with their teachers while 11.4% (25) were undecided and 38.4% (84) were in disagreement (Mean = 3.29; Std Dev =1.152). This implies that the schools in Kapsabet Subcounty have enhanced a positive environment for boosting a positive student relationship with their teachers which is important in managing the student's discipline. According to Sara and Lia (2015) Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social

development. The study further sought to determine the respondents' level of agreement with the various statements on discipline management. Table 4.24 shows the findings.

Table 4.24: Descriptive Statistics for effectiveness of guidance and counseling in managing discipline as Perceived by the Teacher Counsellors

	N		S.A	A	N	D	SD	Mean	Std. Dev
Guidance is being given based on need assessment	31	(%)	35.5	51.6	12.9	0.0	0.0	4.23	.669
		f	78	113	28	0	0		
There have been reduced cases of students drop out as result of guidance and counselling	31	(%)	9.7	48.4	12.9	25.8	3.2	3.35	1.082
		f	21	106	28	57	7		
Counselling services has led to reduction in student suspensions owing to violation of code of behavior	31	(%)	25.8	35.5	12.9	25.8	0.0	3.61	1.145
		f	57	78	28	57	0		
Violence amongst students and with teachers have been low	31	(%)	29.0	48.4	6.5	16.1	0.0	3.90	1.012
		f	64	106	14	35	0		
The students' academic performance has been on the rise	31	(%)	16.1	29.0	19.4	32.3	3.2	3.23	1.175
		f	35	64	42	71	7		
Students understand and use communication channels to address their problems	31	(%)	3.2	41.9	29.0	16.1	9.7	3.13	1.056
		f	7	92	64	35	21		
Weighted Mean								**3.58**	
Valid N (Listwise)	**31**								

The findings from Table 4.24 indicate that majority of the teacher counsellors were in agreement that guidance is being given based on need assessment (Mean = 4.23; Std Dev =0.669). Majority of teacher counsellors also agreed that there have been reduced cases of students drop out as result of guidance and counselling (Mean = 3.35; Std Dev = 1.082). In addition, the findings further indicates that counselling services has led to reduction in student suspensions owing to violation of code of behavior (Mean = 3.61; Std Dev = 1.145). Majority of the teacher counsellors were also in agreement that violence amongst students and with teachers have been low (Mean = 3.90; Std

Dev =1.012). The findings also indicate with that the student's academic performance has been on the rise (Mean = 3.23; Std Dev = 1.175). Finally, the study indicates that majority of the teacher counsellors were in agreement that students understand and use communication channels to address their problems (Mean = 3.13; Std Dev = 1.056).

However, based on the dissenting responses on state of discipline the public secondary schools in Kapsabet Subcounty by the teacher counsellors there is need for continuously encouraging the students to positively perceive counselling as an appropriate strategy of addressing their challenges amidst leaving up to the standards of the prescribed school rules and regulation to maintain their discipline beyond reproach. With regards to educational systems, disciplined students are those whose practices, actions and inactions adjust to the set standards and guidelines within the school (Amin, Alimni, Kurniawan, Septi, & Azzahra, 2021).

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary, conclusion, recommendations in line with the study research objectives and finding. Besides the area for further research has been included.

5.2 Summary

The main objective of this study was to to assess the perception of students on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet sub – county, Kenya. The study investigated the relationship of students' perception on counselling type, student's perception on teacher counsellor's personality, students' attitude towards guidance and counselling, student's perception on demographic factors of the teacher counsellor on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet sub – county, Kenya. From the findings of this study, there is a significant effect of students' perception on counselling type, student's perception on teacher counsellors' personality, students' attitude towards guidance counselling and students' perception on demographic factors of the teacher counsellor on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet sub – county, Kenya as summarized.

5.2.1 Students' perception of counselling type and effectiveness of guidance and counseling in managing discipline

The respondents were in agreement of the presence of various counselling types in their schools. The institution use peer, individual and group counselling in addressing

student challenges or behavioral issues to manage discipline. This study rejected the null hypothesis and concludes that counselling type has a statistically significant relationship with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. The study hence fails to reject the alternative hypothesis. This findings are in line with the findings of Anyanwu, Niceta and Kitonga (2019), Maria and Kamundia (2017) who also found a positive and significant effect of counselling type on the effectiveness of guidance and counseling in the mangement of discipline in secondary schools. This implies that the type of counselling chosen by the student has the potential of aiding the students in the challenges they have. This finding is premised on Gibson's theory of 1966 of direct perception which posits that student will form and create perceptions of guidance and counselling services based on what they have heard and seen in the external environment. This implies that the institution should strengthen the use of both individual and group counselling in addressing student challenges or behavioral issues to manage discipline.

5.2.2 Students' perception on teacher counsellors' personality and effectiveness of guidance and counseling in managing discipline

Its evident that the counselling sessions of the secondary schools are interactive and informative which is engaging and invoke the desire for the students to resolve to counselling as a way of solving their problems. The study failed to reject the alternative hypothesis. Therefore, students' perception of counsellors' personality has a statistically significant relationship with effectiveness of guidance and counselling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. These findings are supported by the findings of Obiunu and Rachael (2018) Nyandoro and Kinga, (2023) who also found that the perception of the students

towards the teacher counsellors personality significantly affects their use of counselling services. This implies that a positive perception on counsellor's personality is key in the utilization of counselling services by the students hence effective management of the school discipline. This findings are supported by the Gibson's theory of 1966 of direct perception which posits that students will form and create perceptions of guidance and counselling services based on what they have heard and seen in the external environment

5.2.3 Students' attitude towards guidance and counselling and effectiveness of guidance and counseling in managing discipline

Students with challenges fear coming to the counsellor's office for fear of being branded negatively by the friends. Students attitude towards guidance and counselling *has* a statistically significant relationship with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. This is in line with Aminu (2018) Mwangi and Otanga (2015) who also found asignificant effect of students' attitude towards guidance and counselling on effectiveness of guidance and counseling in managing discipline in public secondary schools. The findings are supported by Gregory's theory of 1970 of indirect perception which says that to see means to believe, that the given object is what it is, but also, that our perception is determined by attitudes, emotions and expectation. In this regard the utilization of guidance and counselling by the students in the management of their challenges for top notch discipline

5.2.4 Students' perception on demographic factors of the teacher counsellor and effectiveness of guidance and counseling in managing discipline

There is a bias in demographic factors in terms of choice of counsellors amongst the students. Student perception of demography *of* teacher counsellors has a statistically significant relationship with managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. The study hence fails to reject the alternative hypothesis. These findings are supported by Nasilumbi, Jenniffer and Prisca (2016) Mwangi (2002) which also found that demographic factors of counsellor influence the utilization of guidance and counselling by the students for management of discipline in secondary schools. Gregory's theory of 1970 of indirect perception which suggests that through experiences of guidance and counselling services, students will have expectations based on what they have heard and seen. Thus, their perception on the demography of the counsellor in terms of age, experience gender may be their stimuli to seeking services of guidance and counselling in resolving their problems.

5.3 Conclusion

In conclusion, there is a significant effect of students' perception on counselling type, students' perception on teacher counsellors' personality, students' attitude towards guidance counselling and students' perception on demographic factors of the teacher counsellor on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet sub – county.

Students' perception on counselling type significantly affects the effectiveness of guidance and counseling in managing discipline in public secondary schools. This implies that the type of counselling chosen by the student has the potential of aiding the students in the challenges they have. Thus the schools should strive to have a

variety of counselling types with competent counsellors in each for effective management of discipline in secondary schools using guidance and counseling.

Students' perception on teacher counsellors' personality significantly affects the effectiveness of guidance and counseling in managing discipline in public secondary schools. This implies that a positive perception on counsellor's personality is key in the utilization of counselling services by the students hence effective management of the school discipline. This findings are supported by the Gibson's theory of direct perception which posits that students will form and create perceptions of guidance and counselling services based on what they have heard and seen in the external environment.

Students' attitude towards guidance counselling significantly affects the effectiveness of guidance and counseling in managing discipline in public secondary schools. The findings are supported by Gregory's theory of indirect perception which says that to see means to believe, that the given object is what it is, but also, that our perception is determined by attitudes, emotions and expectation. In this regard the utilization of guidance and counselling by the students in the management of their challenges for top notch discipline   is determined by their attitude towards guidance and counselling as a stimuli.

Students' perception on demographic factors of the teacher counsellor significantly affects the effectiveness of guidance and counseling in managing discipline in public secondary schools. Gregory's theory of indirect perception which suggests that through experiences of guidance and counselling services, students will have expectations based on what they have heard and seen. Thus, their perception on the demography of the counsellor in terms of age, experience gender may be their stimuli

to seeking their services of guidance and counselling in solving their problem. Further, it can be concluded that demography to some extent influences the performance of the teachers' counsellors. The study concludes that there is a relationship between students' perception of the effectiveness of guidance and counseling and the management of discipline in secondary schools in Kenya.

5.4 Recommendations

Teacher counsellors should sensitize the students on the available counselling types in school. The secondary schools should strengthen the use both individual and group counselling.

The attributes of the teacher counsellors should ignite a positive perception amongst the students to motivate them to utilize the services effectively. Teacher counsellors should be professional in rendering their services and should accept every student unconditionally. The counselling approaches adopted by the secondary schools should cater for diverse personalities amongst the student community. Besides, the teacher counsellors should understand the personality of their students so as provide effective and efficient therapy to correct their behaviors, feelings, and patterns of thinking to inculcate discipline amongst them.

The teacher counsellor should develop a counseling relationship between students and their school counselor to ensure an atmosphere of trust and confidence. Students must trust the school counselor to be able to enter into a meaningful and honest dialogue with the school counselor. Schools should engage aggressive sensitization amongst students to demystify the negativity surrounding seeking for counselling services. The management of pubic secondary schools should ensure predominance of openness, understanding, good communication, devotion, humility, empathy, discipline and

good at listening to enhance trust and honesty amongst the counsellors and counsellees for promoting a positive attitude towards guidance and counselling.

Schools should ensure there is a demographic diversity within the counselling fraternity. Policy makers should ensure that all schools have a functional guidance and counseling department, with adequate resources and trained personnel. School management should facilitate regular meetings and collaborative activities between teachers, peer counselors and counselors for concerted discipline management.

5.4.1 Area for Further Research

Further research should focus on the analysis of the effect of moderating variables of perception of students on the effectiveness of guidance and counseling in managing discipline in public secondary schools. Besides further studies should look at other factors which influence students' perception on the effectiveness of guidance and counseling in managing discipline other than students' perception on counselling type, students' perception on teacher counsellors' personality, students' attitude towards guidance and counselling, students' perception on demographic factors of the teacher counsellor. Additionally, further studies on the influence students' perception on the effectiveness of guidance and counseling in managing discipline should be conducted on private schools which was not the focus of the current study.

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APPENDICES

Appendix I: Introduction Letter

Dear Respondent

I am Kutoh Zipporah J. undertaking a research on determination of students perception on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Municipal, Kenya. Master of Philosophy degree in Educational Guidance and Counseling. The responses provided will be handled in total confidence and you are not required to identify yourself by name. I guarantee that this research will be used for purely academic purpose. Kindly spare me some time to complete the questionnaire to the best of your knowledge.

In case of any enquiries please contact 0728852244; ***zippykuto@gmail.com***.

Thank you.

Appendix II: Questionnaire for Students

This study focuses on the perception of students on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Municipal, Kenya. Please note that your responses are confidential and anonymous as you are not required to indicate your name. The questionnaire will be purely for academic purposes. Kindly answer all questions to the best of your knowledge.

SECTION A: DEMOGRAPHIC INFORMATION

(Please tick your answers in the boxes provided)

1. Whats your Gender?

Male   [ ]   Female   [ ]

2. Whats your age ?

16 years   [ ]   17 years   [ ]

18 years   [ ]   Above 18 years   [ ]

3. What is your school type?

Girls boarding   [ ]   Boys boarding   [ ]

Mixed   Boarding   [ ]   Mixed   day   [ ]

5   What major reasons would make you seek for counselling services ?

Financial problems   [ ]   Problems at home   [ ]

 Academic problems   [ ]   Pregnancy   [ ]

Any other problems

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………………………………………….………

SECTION B: INSTRUCTIONS

This section contains four parts. Please indicate the extent to which you agree or

disagree with each statement by placing a tick where appropriate using the following

5-Point Likert scale:

5 = Strongly Agree (SA)   4 = Agree (A)   3 = Neutral (N)   2 = Disagree (D)
1 = Strongly Disagree (SD)

PART I: COUNSELLING TYPE

Please, indicate, the extent to which you agree with counselling type statements

provided

	Statements	5 SA	4 A	3 N	2 DA	1 SD
A1	I feel more encouraged to share my challenges when in a group of friends					
A2	Through group counselling I am motivated to discuss my challenges with my colleagues after the counselling session					
A3	Individual sessions approach helps me preserve my privacy					
A4	Through individual counselling students learn how to manage behaviour that could negatively affect good inter-personal relationships					
A5	I would be happy if group counseling continues for a longer period of time					

PART II: STUDENT PERSONALITY

Please, indicate, the extent to which you agree with student personality statements

provided

	Statements	5	4	3	2	1
		SA	A	N	DA	SD
C1	I normally feel encouraged to share more information about my problems for purposes of problem solving					
C2	I talk a lot to my counsellor about something that is bothering me					
C3	I find the interactive sessions interesting and informative					
C4	It is easy to handle students who are social					
C5	Students with antisocial don't easily go for counselling sessions					

PART III: ATTITUDE

Please, indicate, the extent to which you agree with attitude statements provided

	Statements	5 SA	4 A	3 N	2 DA	1 SD
C1	The idea of talking about problems with a teacher-counselors is a poor way of getting rid of emotional problems					
C2	A person should seek counseling help from parents instead of the counseling teacher.					
C3	The assistance given by teacher counselors is adequate					
C4	I fear talking about my problems to the teacher counselor because I think my case will be discussed in the staffroom					
C5	If a fellow student asked my advice about a solution to a problem I would refer him/her to a teacher counselor					
C6	I would prefer counselling from a friend than a counsellor					

PART IV: DEMOGRAPHIC VARIABLES

Please, indicate, the extent to which you agree with demographic variable statements

provided

	Statements	5 SA	4 A	3 N	2 DA	1 SD
D1	I perceive the counselor to be competent					
D2	Counseling services are better provided by older counselors					
D3	I am comfortable with my counselor's age					
D4	I prefer seeking counseling services from persons of a particular gender					
D5	I perceive that my secretes will only be kept by counselors of particular gender					

PART V: PERCEPTIONS TOWARD GUIDANCE AND COUNSELING

SERVICES IN MANAGING STUDENT DISCIPLINE

Please, indicate, the extent to which you agree with perceptions student discipline statements

	Statements	5 SA	4 A	3 N	2 DA	1 SD
E1	I need guidance and counselling services for effective learning					
E2	I prefer guidance on my future career					
E3	When i have personal problems i would resort to guidance and counselling					
E4	When i have problems i use the appropriate channels of communication					
E5	I have a friendly relationship with my teachers					

THANK YOU FOR YOUR TIME AND GENUINE RESPONSE

Appendix III: Questionnaire For Teachers

This study focuses on the perception of students on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Municipal, Kenya. Please note that your responses are confidential and anonymous as you are not required to indicate your name. The questionnaire will be purely for academic purposes. Kindly answer all questions to the best of your knowledge.

SECTION A: DEMOGRAPHIC INFORMATION

(Please tick your answers in the boxes provided)

2. Whats your Gender

Male   [ ]   Female   [ ]

3. Whats your age bracket

20 -30 years   [ ]   31 -40 years   [ ]

41 -50 years   [ ]   51 -60 years   [ ]

Above 60 years
                            [ ]

4. Highest level of education?

Diploma   [ ]   Bachelors'   [ ]

Post graduate   [ ]   Any other   [ ]

5.For how long have you worked as counsellor ?

Less than 1 year   [ ]   3 years   [ ]

1 year   [ ]   4 years   [ ]

2 years   [ ]   5 years   [ ]

Above 5 years   [ ]

6. What is your school type

Girls boarding   [ ]   Boys boarding   [ ]

Mixed   Boarding   [ ]   Mixed   day   [ ]

7 . What major reason would make students seek for guidance and counselling services?

Financial problems   [ ]   Problems at home   [ ]

Social problems   [ ]   Pregnancy   [ ]

Academic problems   [ ]

8. What level of tranning have you attained in guidance and counselling services?

Diploma   [ ]   Bachelors'   [ ]

Post graduate   [ ]   Certificate   [ ]

Seminar/workshop   [ ]

SECTION B: INSTRUCTIONS

This section contains four parts. Please indicate the extent to which you agree or disagree with each statement by placing a tick where appropriate using the following 5-Point Likert scale:

5 = Strongly Agree (SA)   4 = Agree (A)   3 = Neutral (N)   2 = Disagree (D) **1 = Strongly Disagree (SD)**

PART I: COUNSELLING TYPE

Please, indicate, the extent to which you agree with counselling type statements provided

	Statements	5 SA	4 A	3 N	2 DA	1 SD
A1	During group counselling session there is active participation amongst the students					
A2	The counsellors give immediate response to all the questions raised by the students to address their social challenges in group counselling					
A3	Individual sessions approach helps to preserve student privacy					
A4	Through individual counselling students learn how to manage behaviour that could jeopardize good inter-personal relationships					

| A5 | I am able to communicate more easily about feelings when counselled individually | | | | | |

PART III: ATTITUDE

Please, indicate, the extent to which you agree with attitude statements provided

	Statements	5 SA	4 A	3 N	2 DA	1 SD
C1	Students prefer sharing their challenges with peer counsellors than teacher counsellors					
C2	Parental involvement is more effective in addressing complex students challenges					
C3	The students have confidence in sharing their problems with teacher counsellors					
C4	Students with challenges fear coming to the counsellors office for fear of being branded negatively by the friends					
C5	A person should seek counseling help from parents instead of the counseling teacher.					

PART III: STUDENT PERSONALITY

Please, indicate, the extent to which you agree with student personality statements

provided

	Statements	5 SA	4 A	3 N	2 DA	1 SD
C1	Social students are easy to handle during group counselling session					
C2	Social students easily reach out to their peers when they have problems					
C3	Students with Low self-esteem are easy to manage					
C4	It is easy to handle students who are social					
C5	Students who are antisocial don't easily come for counselling sessions					

PART IV: DEMOGRAPHIC VARIABLES

Please, indicate, the extent to which you agree with demographic variable statements

provided

|	Statements	5 SA	4 A	3 N	2 DA	1 SD
D1	I have regularly attended counselling training to improve on my performance					
D2	Counseling services are better provided by older counselors					
D3	Students prefer female counsellors than the males					
D4	Counselors with many years of experience give better counseling services					

PART V: PERCEPTIONS TOWARD GUIDANCE AND COUNSELING

SERVICES IN MANAGING STUDENT DISCIPLINE

Please, indicate, the extent to which you agree with perceptions student discipline

statements

	Statements	5 SA	4 A	3 N	2 DA	1 SD
E1	Guidance is being given based on need assessment					
E2	There have been reduced cases of students drop out as result of guidance and counselling					
E3	Counselling services has led to reduction in student suspensions owing to violation of code of behavior					
E4	Violence amongst students and with teachers have been low					
E5	The students academic performance has been on the rise					
E6	Students understand and use communication channels to address their problems					

Appendix IV: Authorization Letter
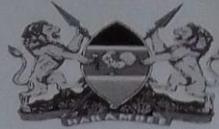
REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

Email: cdenandicounty@yahoo.com

When replying please quote
Ref: NDI/CDE/RESEARCH/VOL.IV/101

COUNTY DIRECTOR OF EDUCATION
NANDI COUNTY,
P. O. Box 36-30300,
KAPSABET.

Date: 20th September, 2023

ZIPPORAH JEPCHIRCHIR KUTOH,
REG. NO. EDU/PGGC/27/08,
MOI UNIVERSITY,
P.O BOX 3900,
ELDORET

RE: RESEARCH AUTHORIZATION.

Reference is made to the National Commission for Science, Technology and Innovations letter Ref: NACOSTI/P/23/30730 dated 23/09/2023

The above named person has been granted permission by the County Director of Education to carry out research on **"STUDENTS' PERCEPTION OF THE EFFECTIVENESS OF GUIDANCE AND COUNSELING IN MANAGING DISCIPLINE IN SECONDARY SCHOOLS"** in Nandi County within Kapsabet municipality for the period ending 28th February 2024

Kindly provide her the necessary support she requires.

MATHEW SUM,
For: County Director of Education,
NANDI COUNTY.

Appendix V: Plagiarism Awareness Certificate

SR848

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

KUTOH ZIPPORAH J

EDU/PGGC/27/08

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: STUDENTS' PERCEPTION OF THE EFFECTIVENESS OF GUIDANCE PROGRAMMES AND COUNSELING IN MANAGING DISCIPLINE IN SELECTED PUBLIC SECONDARY SCHOOLS IN KENYA with similarity index of 24% and striving to maintain academic integrity.

Word count:28347
Awarded by

Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader   Date: 21//05//2025