

Full Length Research Paper

The role of guidance and counseling in promoting student discipline in secondary schools in Kenya: A case study of Kisumu district

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This study examined the role of guidance and counseling in promoting student discipline in secondary schools in Kisumu, District, Kenya. The study population comprised 4,570 students, 65 head teachers, 65 deputy head teachers, and 65 heads of Guidance and Counseling Department from all the 65 secondary schools in the District. Out of this, a sample of 22 head teachers, 22 deputy head teachers, 22 heads of Guidance and Counseling and 916 students from 22 secondary schools was selected through the simple random sampling technique. Two instruments were used to collect data for the study. These were interview schedule and a questionnaire. The data collected through questionnaire were analyzed using descriptive statistics in form of frequencies and percentages. While data collected using interview schedule were audio taped and transcribed into themes, categories and sub-categories as they emerged from the data. They were analyzed using summary Tables for the purpose of data presentation and interpretation. The findings show that guidance and counseling was minimally used to promote student discipline in secondary schools in Kisumu District. Punishments especially corporal punishment was widely used to solve disciplinary cases in all schools. It was however; found that there were no policy guidelines from the Ministry of Education on how the schools could use guidance and counseling to manage the student disciplinary cases. Based on the findings, it was recommended that Ministry of Education should provide policy guidelines on the use of guidance and counseling for the management of discipline in secondary schools. Increased efforts should also be made by the Ministry of Education, Department of Directorate of Quality Assurance and Standards to regularly supervise and monitor the schools which were not adhering to the ban on corporal punishment and were violating the child rights.

Key words: Role, guidance and counseling, student, discipline, Kisumu, Kenya.

INTRODUCTION

The terms “guidance and counseling” have been conceived internationally in different ways. Makinde (1987) defined them as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment. Guidance and counseling services

are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behaviour patterns in the interests of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of common purpose. Hendrikz (1986) stressed that teachers and schools have the responsibility of ensuring that each pupil matures steadily along his own personal line. This means that they are responsible for planning the learning experiences,

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activities, attitudes and relationships so that as much as possible, each pupil's basic psychological needs are satisfied through the medium of education.

The role of guidance and counseling in the administration and management of student discipline in Kenya has been recognized by the various government policy documents since independence. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counseling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite this recommendation, the use of guidance and counseling services was still wanting in helping curb indiscipline in schools, which was increasing. Infractions that require guidance and counseling include assault, arson, fighting, theft, vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives. In 1980, recorded cases of schools that experienced these cases of indiscipline were 22 (0.9%). This increased to 187 (7.2%) in 1990 (Simatwa, 2007). These cases have continued to increase unabated to the extend that, in 2001 the Ministry of Education introduced guidelines on safety in schools. Thus, in 1998, 26 girls at Bombolulu Girls Secondary School were burnt to death; in 1999, 17 girls at st. Kizito Secondary School were killed and 70 raped; at Nyeri Boys High School, four prefects were burnt to death in their dormitory; and in 2001, 67 boys at Kyanguli High School were burnt to death by their colleagues (East African Standard Team, 23rd April, 2001).

Although, the Ministry of Education Science and Technology made a move to curb the destructive tendencies in schools by enacting the Children's Act in the year 2001, which provides that a child should be entitled to protection from physical and psychological abuse by any person, the unrest in schools is still being reported in large numbers (Ramani, 2002).

This move led to the need for a new approach to education to be formulated and a new management strategy of how order is to be created in schools. This need together with the escalating destructive tendencies is what Stoops, Raffer and Johnson (1981) maintained that, many student discipline problems that occur in secondary schools might not exist if guidance and counseling services were correctly offered. All these incidents make it necessary to strengthen guidance and counseling services in the management of student discipline in schools. This call can also be realized from the words of Oliva (1989) that, what is lacking is a type of discipline, which empowers an individual to take responsibility for his action in a socially acceptable way.

As a result there was need to scrutinize how guidance and counseling services were used in schools in Kisumu District in Kenya to promote student discipline. The current obstacles of guidance and counseling in schools

since 1999, when guidance and counseling departments were established in schools in Kenya to address academic career and discipline issues are negative attitudes by parents and students towards guidance and counseling services and incompetence among the heads of departments of guidance and counseling who are merely appointed by the Teachers Service Commission without proper training and in-service training to enhance their competence.

Statement of the problem

Despite the efforts made by the Ministry of Education Science and Technology to democratize the school administrative system, as evidenced by the ban of the cane in schools through Legal Notice No.56 of Kenya Gazette (Supplement No.25:199 of 30th March, 2001), unrest has continued in secondary schools with a new dimension. Not only are they violent and destructive but they are also premeditated and planned and have caused maximum harm to human life. There seems to be lack of effective alternative strategy to contain student indiscipline.

This can be realized from the fact that the whole country has been experiencing student violence and Kisumu District is not exceptional to student violence. The "Report of the Task Force on Student Discipline and Unrest" (Republic of Kenya, 2001) recognized the use of guidance and counseling in the management of student discipline in schools due to its proactive approach. It is pertinent therefore, to ask the question how do the secondary schools in Kisumu use guidance and counseling to promote student discipline? Considering this question, the problem of this study was to examine the role of guidance and counseling in promoting student discipline in secondary schools in Kisumu District, Kenya? In addressing this problem, the following research questions were raised.

Research questions

- (i) What are the students' disciplinary problems experienced in secondary schools in Kisumu District?
- (ii) How is guidance and counseling used in the management of various disciplinary cases among students?
- (iii) What is the contribution of Head Teachers, Heads of Guidance and Counseling and Teachers in the promotion of Guidance and Counseling Programs in secondary schools?
- (iv) What are the views of Head Teachers, Heads of Guidance and Counseling and Students towards the role of guidance and counseling in school administration and management of student discipline?
- (v) What are the factors that hinder effective guidance and counseling in secondary schools in Kisumu District?

Table 1. The population of schools and students in Kisumu district.

Categories of schools	Total no. of schools	Sample size			Students
		HT	D/HT	H/G and C	
Boys	8	3	3	3	113
Girls	7	2	2	2	100
Mixed	50	17	17	17	703
Total	65	22	22	22	916

Key: HT – Head teachers, D/HT – Deputy head teachers, H/G and C – Heads of guidance and counseling.

Table 2. Disciplinary problems experienced in boys' schools as indicated by heads of guidance and counseling (n = 3) and deputy head teachers (n = 3).

Disciplinary problems	Heads of G and C		Deputy HT	
	f	%	f	%
Drug taking	3	100	3	100
Laziness	3	100	3	100
Bullying of new students	3	100	3	100
Rudeness to teachers	2	66	3	100
Fighting among students	2	66	3	60
Students not ready to open up	2	66	2	66
Sneaking out of school	1	33	2	66
Homo sexuality/Lesbianism	1	33	2	66

f = frequency, % = percentages.

RESEARCH METHODOLOGY

This study adopted EX-post facto research design. In such a design, research inferences about relationships among variables are made systematically and empirically without direct control of independent variables because their manifestations have already occurred and also because they are inherently non-manipulatable. This design used the descriptive survey method because it was suitable for studying the counseling methods, which have been used in the past. It was also suitable for establishing the role of guidance and counseling in promoting students' discipline in secondary schools (Kerlinger, 1986).

The study population comprised all the 65 secondary schools in Kisumu District, Kenya. Out of this population, a sample of 22 secondary schools was used for the study and this was 34% of the total number of schools in Kisumu District. All the 22 head teachers, 22 deputy head teachers and 22 heads of guidance and counseling and 916 students were used in the study. In order to sample 22 secondary schools out of the 65 schools, the researcher used a stratified random sampling technique. The strata that were involved were classes in terms of Forms 1 - 4 and the sex of students in mixed schools. This procedure was relevant for the study because it helped to reduce chance variation between a sample and the population it represents (Grinnel and Richard, 1993). All head teachers and heads of guidance and counseling department of the 22 sampled schools were used in the study. This is because of the important role the head teachers, deputy head teachers and heads of guidance and counseling play in the management of student discipline in schools.

Two instruments were used to collect data for the study. These were the questionnaires and in-depth interview schedule. The questionnaire comprised of both open-ended and closed-ended questions and a Likert type of scale, was used to measure attitudes. Three different questionnaires were used namely: head

teachers' questionnaire, heads of guidance and counseling questionnaire and students' questionnaire. Interview schedules were used to interview heads of guidance and counseling and deputy head teachers. This was because of the important role they played in the management of students' discipline.

The reliability of the instruments was ensured by assessing the responses from the respondents during the pilot study in three secondary schools in Kisumu district. The pilot studies were conducted in three schools for a period of two weeks. The purpose of conducting the pilot study was to check on suitability and the clarity of the questions on the instruments designed, relevance of the information being sought, the language used and the content validity of the instruments from the responses given. The lecturers in the Department of Educational Management and Foundations who are authorities in the area of study further scrutinized the questionnaires and interview schedules to ensure the validity of the instruments; their comments were used to improve the research instruments.

Data analysis

What are the students' disciplinary problems experienced in secondary schools in Kisumu district?

In answering this question, the disciplinary problems experienced in secondary schools were obtained from different categories of schools through interviews, the punishment records and guidance and counseling records. The findings are presented in Tables 2, 3 and 4.

As indicated in Tables 1 and 2, boys' schools and girls'

Table 3. Disciplinary problems experienced in girls' schools as indicated by heads of guidance and counseling (n =2) and deputy head teachers (n = 2).

Disciplinary problems	Heads of G and C		Deputy HT	
	f	%	f	%
Drug taking	2	100	2	100
Laziness	2	100	2	100
Bullying of new students	2	100	2	100
Rudeness to teachers	2	100	2	100
Fighting among students	2	100	2	100
Students not ready to open up	2	100	1	50
Sneaking out of school	2	100	1	50
Homo sexuality/Lesbianism	1	50	1	50

f = frequency, % = percentages.

Table 4. Disciplinary problems experienced in mixed schools as indicated by heads of guidance and counseling (n =17) and deputy head teachers (n = 17).

Disciplinary problems	Heads of G and C		Deputy HT	
	f	%	f	%
Drug taking	17	100	17	100
Boy/Girl sexual relationships	17	100	17	100
Fighting among students	17	100	17	100
Students sneaking out of school	17	100	17	100
Laziness	17	100	17	100
Students who are rude to teachers	14	82	17	100
Theft among students	14	82	17	100
Bullying of new students	14	82	14	82

f = frequency, % = percentages.

schools in Kisumu District were having a lot of disciplinary problems which required the intervention of guidance and counseling. The heads of guidance and counseling and deputy head teachers from both boys and girls schools observed that disciplinary problems in schools originated from the school factors, societal factors and student factors. The findings showed that, most student disciplinary problems experienced in boys' and girls' schools like drug taking, laziness, homo sexuality/lesbianism required guidance and counseling. It implies that, the boys' and girls' schools in Kisumu District might not have been effectively using guidance and counseling in promoting student discipline

The existence of disciplinary cases like drug taking, boy/girl sexual relations, fighting, sneaking, laziness, rudeness, theft and bullying among students in mixed secondary schools, was a true testimony that students did not have comprehensive guidance and counseling services in mixed secondary schools in Kisumu District. It implies that, the management of mixed secondary schools in Kisumu District might not have been effectively using guidance and counseling which would have proactively deter the occurrence of the disciplinary

problems in mixed secondary schools.

How is guidance and counseling used in the management of various disciplinary cases among students?

In examining this question, recommendations of the Ministry of Education, Science and Technology concerning the handling disciplinary cases were noted. In addressing this question the respondents were required to indicate disciplinary methods used in the management of various disciplinary cases. Their responses were as shown in Tables 5, 6 and 7.

Data on the responses to the items in the questionnaire on the methods used by schools to address various disciplinary cases among students were collected through interviews, questionnaires, punishment records and guidance and counseling records. The data collected were analyzed with the use of descriptive statistics (frequencies and percentages); the findings are shown in the Tables 5, 6 and 5.

As indicated in Tables 5, 6 and 7, disciplinary manage-

Table 5. Disciplinary Methods used in boys' schools as indicated by students (n = 113), heads of guidance and counseling (n =3) and deputy head teachers (n = 3) and head teachers (n = 3).

Disciplinary method used	Students		G and C		DH/T		HT	
	f	%	f	%	F	%	f	%
Manual labour	85	97	3	100	3	100	3	100
Physical punishment	82	93	3	100	3	100	3	100
Corporal punishment	73	83	3	100	3	100	3	100
Suspension/ calling parents	42	47	3	100	3	100	3	100
Putting a student out of class	32	36	2	66	3	100	3	100
Guidance and counseling	42	47	0	0	2	66	3	100
Imposing fine	22	25	2	66	2	66	3	100
Detention	17	20	1	33	2	66	3	100
Expulsion	53	60	0	0	1	33	0	0

f = frequency, % = percentages.

Table 6. Disciplinary methods used in girls' schools as indicated by students (n = 100), heads of guidance and counseling (n =2) and deputy head teachers (n = 2) and head teachers (n = 2).

Methods used	Students		H/G and C		HT		D/HT	
	f	%	f	%	f	%	f	%
Manual labour	97	97	2	100	2	100	2	100
Physical punishment	93	93	2	100	2	100	2	100
Corporal punishment	83	83	2	100	2	100	2	100
Suspension/ calling parents	47	47	2	100	2	100	2	100
Putting a student out of class	36	36	2	100	2	100	2	100
Guidance and counseling	47	47	0	0	2	100	2	100
Imposing fine	25	25	1	50	2	100	2	100
Detention	20	20	1	50	2	100	2	100
Expulsion	60	60	0	0	1	50	0	0

f = frequency, % = percentages.

Table 7. Disciplinary methods used in mixed schools as indicated by students (n = 703), heads of guidance and counseling (n =17) and deputy head teachers (n = 17) and head teachers (n = 17).

Methods used	Students		H/G and C		HT		D/HT	
	f	%	f	%	f	%	f	%
Manual labour	703	100	17	100	17	100	17	100
Suspension	703	100	17	100	17	100	17	100
Corporal punishment	703	100	17	100	17	100	17	100
Physical punishment	703	100	13	76	17	100	17	100
Calling parents	703	100	13	76	17	100	17	100
Guidance and counseling	352	50	17	100	4	24	13	76
Withdrawal from popular activity	352	50	4	24	13	76	8	47
Imposing Fine	316	45	4	24	4	24	8	47
Putting a student out of class	316	45	3	18	5	29	5	29
Detention	210	30	4	24	3	18	6	35
Expulsion	70	10	2	12	3	18	4	24

f = frequency, % = percentages.

Table 8. Contributions of head teachers and deputy head teachers as indicated heads of guidance and counseling (n = 22) and students (n = 916).

Contributions	Students		H/G and C	
	f	%	f	%
Allocate funds to the guidance department	420	46	10	45
Invite guest speakers	385	42	9	40
Control the guidance and counseling services in school	330	36	7	32
Offer guidance and counseling services to the entire school community	273	30	6	27
Formulate school policies that govern the guidance and counseling services in the school	236	26	4	18
Recommend head of guidance and counseling to teachers service commission	180	20	4	18

f = frequency, % = percentages.

Table 9. Contributions of head of guidance and counseling as indicated by head teachers (n = 22), deputy head teachers (n = 22) and students (n = 916).

Contributions	Students		D/HT.		HT	
	f	%	f	%	f	%
Organize the guidance and counseling services in the School	916	100	22	100	22	100
Offer guidance and counseling services to the students and other staff invite guest speakers	916	100	22	100	22	100
Link guidance and counseling department with the office of the head teacher	916	100	22	100	22	100
Link guidance and counseling department with other departments in the school	916	100	22	100	22	100
Identify the students who needs guidance	873	95	22	100	22	100
Invite teachers in school to offer guidance and counseling talks to students.	752	82	22	100	22	100

-f = frequency, % = percentages.

ment methods used in secondary schools in Kisumu district, Kenya only led to suppressed discipline but did not promote the full growth of the individual child's discipline. From all the categories of schools, manual labour, physical punishment and corporal punishment featured as the most widely used methods. Suspension and invitation of the parents also featured more frequently in all schools. As shown on Tables 5, 6 and 7, guidance and counseling was not highly used in handling disciplinary cases. It was also observed that, guidance and counseling was used in schools only after punishments options had been considered. In this case, secondary schools in Kisumu district did not exploit the proactive approach of guidance and counseling but only used it to justify the punishment offered to the students.

What is the contribution of head teachers, heads of guidance and counseling and teachers in promoting the guidance and counseling programs in secondary schools in Kisumu district?

In examining this question, data on the contributions of

head teachers, heads of guidance and counseling and teachers in promotion of guidance and counseling programs in secondary schools were analyzed by using descriptive statistics (frequencies and percentages) to get the magnitude of each category's contribution. This was then used to present the research assessment. The findings were presented in the following Tables 8, 9 and 10.

In Tables 8 and 9, the contributions of the head teachers and their deputies towards guidance and counseling programs in secondary schools in Kisumu district were very low. Although, the percentage response was low in respect of all the variables, the contributions of the head teachers and their deputies in Table 8 had the lowest response. It also suggests that, the head teachers perhaps might not have been instrumental or giving enough time and resources to the guidance and counseling programs in their schools. Table 9, indicates that the contribution of head teachers had not been realized by the students and the heads of guidance and counseling department and so, had been minimally been taking place in secondary schools in Kisumu district.

Table 10. Reasons for the role of guidance and counseling in school administration and management of student discipline and students as indicated by head teachers (n = 22), deputy head teachers (n = 22), heads of guidance and counseling (n = 22) and students (n = 916).

Reason	Students		H/G and C.		D/HT		HT	
	f	%	f	%	f	%	f	%
It help to develop a very free and friendly atmosphere	916	100	22	100	22	100	22	100
It allows students to vent out any pent-up anger that would otherwise have been let loose on fellow students or school property	916	100	22	100	22	100	22	100
It help diffuse tension in school	916	100	22	100	22	100	22	100
It reduce suspicion and build trust on the part of students	916	100	22	100	22	100	22	100
It would improve on the behavior of the students	880	96	22	100	22	100	22	100
It helps students to cope with change on their daily lives and environment	800	87	22	100	22	100	22	100

f = frequency, % = percentages

Table 11. Factors hindering effective use of guidance and counseling as indicated by head teachers (n = 22), deputy head teachers (n = 22), heads of guidance and counseling (n = 22) and students (n = 916).

Factors hindering guidance and counseling in schools	Students		H/G&C		D/HT		HT	
	f	%	f	%	f	%	f	%
Lack of policy framework for implementation	916	100	22	100	22	100	22	100
Lack of trained teacher counselors to head the department	916	100	22	100	22	100	22	100
Lack of resource materials to be used during counseling sessions	916	100	22	100	22	100	22	100
Too much workload for teachers hence no time for counseling	916	100	22	100	22	100	22	100
The students do not guidance and counseling correction seriously	873	95	22	100	22	100	22	100
Lack of private rooms for guidance and counseling	752	82	22	100	22	100	22	100

f = frequency, % = percentages.

What are the views of head teachers, deputy head teachers, heads of guidance and counseling and students towards the role of guidance and counseling in school administration and management of student discipline?

In addressing this problem, the responses were analyzed using descriptive statistic (frequencies and percentages) and a table was drawn to provide further illustration. All the respondents agreed that guidance and counseling would be the best method for promoting student discipline in schools. The following reasons on Table 8 were cited to support their response.

As indicated in Table 8, all (100%) head teachers, deputy head teachers and heads of guidance and counseling supported the role of guidance and counseling in the schools administration and management of student discipline. Despite the small fraction of students whom did not agree with the reasons for the use of guidance in

the management of student discipline, majority of the students equally supported the views of their teachers. Table 8, shows how teachers were willing to use guidance and counseling in the management and administration of student discipline in their schools in Kisumu district, Kenya.

What are the factors that hinder effective guidance and counseling services in secondary schools in Kisumu district, Kenya?

In examining this question, data on the views of head teachers, deputy head teachers, heads of guidance and counseling and students on the role of guidance and counseling in school administration and management of student discipline in Kisumu district were analyzed by using descriptive statistics (frequencies and percentages) to get the frequency of its usage. Although, all (100%)

head teachers supported that guidance and counseling plays a very important role in promoting student discipline, they however noted that, they were not aware of the governments' policy and legal framework for provision of guidance and counseling in the administration and management of student discipline in schools.

They gave the following reasons as the hindrance to effective guidance and counseling in secondary schools in Kisumu district, Kenya (Table 11). As indicated in Table 9, schools in Kisumu district had a lot of hindrances that could not allow effective usage of guidance and counseling in the administration of student discipline. The head teachers, deputy head teachers and heads of guidance and counseling therefore, gave the following actions which had to be taken by the Ministry of Education, Science and Technology for guidance and counseling to succeed in promoting student discipline in secondary schools:

- (i) The ministry should post trained counselors to schools to head the guidance and counseling department.
- (ii) The ministry should organize in-service training for teachers on how guidance and counseling should be used to manage student discipline in schools.
- (iii) The ministry should supply the governments' policy and legal framework for provision of guidance and counseling in the administration and management of student discipline in schools.
- (iv) The ministry should provide counseling materials like books, audio and videotapes on guidance and counseling for discipline management.
- (v) They should noted these as some of the reasons which hindered the usage of guidance and counseling services in the management of student discipline in schools; Thus, unless all these measures were put in place, guidance and counseling would not succeed in promoting student discipline in schools.

DISCUSSION

The foregoing has shown an analytical review of the role of guidance and counseling in promoting student discipline in secondary schools in Kisumu district, Kenya. The findings show that, guidance and counseling has not been effectively used to promote student discipline in secondary schools in the district. This was evidenced in the disciplinary cases that were found in the schools. The findings were consistent with the findings of Owiti (2001) who noted that students with low levels of academic drive were the ones who lead strikes, an indication that guidance and counseling is either virtually missing or misplaced. The findings agreed with the previous findings of Ndiritu (1996); Simatwa (2007) who maintained that lack of serious guidance programs in schools is the major cause of dismal academic performance and indiscipline cases in learning institutions.

Investigation on how guidance and counseling is used

in the management of various disciplinary cases among students revealed the guidance and counseling was minimally used. The findings agreed with the previous researchers (Nkinyangi 1981; Ndiritu 1996; Republic of Kenya, 2001). The findings also supported by views of Saitoti (2003) who cautioned secondary school students and teachers against settling academic and other disputes through stone throwing and other punishments. He urged the students, staff and administrators to engage in dialogue. The study also revealed that, the disciplinary methods used to solve the disciplinary cases in schools were majorly physical punishments and guidance was minimally used in schools. The findings were consistent with the findings of Kanumbi (1996); Owiti (2001) who maintained that unrest in schools could be a spontaneous response to deeply rooted frustrations and feelings of powerlessness that needs strong guidance and counseling. Oliva (1989) also pointed out that, what is lacking is a type of discipline, which empowers an individual to take responsibility for his action in a socially acceptable way. The disciplinary management methods in secondary schools in Kisumu district, Kenya was only leading to suppressed discipline but did not promote the full growth of the individual child's personality.

The findings on the contribution of teachers in promotion of guidance and counseling programs in secondary schools revealed low response on the participation of head teachers and their deputies. This indicates that, the contribution of head teachers had not been realized by the students while the heads of guidance and counseling departments had been minimally realized in secondary schools in Kisumu district. This finding was consistent with Migiro (1996); Simatwa (2007) who maintained that, counseling was not given weight as a tool for enhancing discipline and noted that 50% of guidance and counseling services in schools were on the hands of teachers without professional training.

The findings showing the views of head teachers, deputy head teachers and heads of guidance and counseling on the role of guidance and counseling in the school administration and management of student discipline was consistent with the findings by Simatwa (2007) that, students if well guided by teachers, will do the right things related to learning and will become disciplined. On the other hand, if students were not properly guided or were ignored, they cause discipline problems. Griffin (1994) and Bakhda (2004) maintain that, group counseling is very important for the prevention of student disturbances and to help develop a very free and friendly atmosphere. Teachers were all willing to offer guidance and counseling services to students in order to promote student discipline in secondary schools in Kisumu district, Kenya.

The findings concerning hindrance to the use of guidance and counseling services in the management of student discipline revealed a number of draw backs in the district. These ranges from lack of policy framework from the ministry of education of lack of rooms for guidance and

and counseling in schools. The respondents noted these as some of the reasons which hindered the usage of guidance and counseling services in the management of student discipline in schools; thus, unless all these measures were put in place, guidance and counseling would not succeed in promoting student discipline in schools. This was consistent with the findings of Husse'n and Neville (1995) that, the counselor must be concerned not only with the client, but also with the system.

Conclusion

Considering the findings of this study, it was concluded that guidance and counseling services were poorly organized in Kisumu district, Kenya. This suggests that, it might take a long time for the achievement of the objective of observing the child right as contained in the children's act 2001, which provides that a child should be entitled to protection from physical and psychological abuse by any person and the ban of the cane in schools contained in Legal Notice No. 56 of Kenya Gazette (Supplement No.25:199 of 30th March, 2001).

The findings have led to the conclusion that policy framework from the ministry of education, training of teachers on how to offer guidance and counseling to the students, guidance resource materials and private room for guidance services are critical variables in effective guidance services in secondary schools in the district. It was also concluded that, certain administrative tools such as effective supervision, effective leadership and effective communication are vital tools in ensuring the role of guidance and counseling in promoting student discipline in secondary schools.

RECOMMENDATIONS

Based on the findings of this study, it was recommended that ministry of education should provide a policy document on guidance and counseling to all schools. The ministry should strengthen the guidance and counseling units at its national, provincial and district offices. Ministry should organize in-service courses to all teachers on how to offer guidance and counseling services in all areas of guidance, to make schools employ the services in the administration and management of student discipline. Schools should provide facilities like counseling offices, magazines, audio and video tapes among others. Schools should sensitize the students on the importance of guidance and counseling in the management of student discipline. Effective guidance and counseling programs should be put in place as essential part of schools by the school administrators to promote student discipline. Leadership in guidance and counseling should be provided by trained counselors in every school. It should be their duty to co-ordinate efforts of several teachers and students in schools who assist in group and

individual counseling. The school administrators should solicit active co-operation of teachers and students interested in guidance and counseling. School administrators should make arrangements to enlist the support of the parents by introducing them to the idea of guidance and counseling. This is because no program can function successfully in a school unless parents are supportive. School administrators should provide guidance and counseling programs in school timetables as well as in the school budgets.

Guidance and counseling teachers should be given concession of about fourteen periods a week from the normal teaching load to enable them carry out guidance and counseling services which include arranging for experts to deliver talks, filling up the cumulative record cards, providing individual guidance to students and career information. School administrators should facilitate the implementation of decisions made during guidance and counseling. For instance, change in student's program, use of professional counselors, the need for more participation in co-curriculum activities and setting up school guidance and counseling committees.

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