

**ROLE OF GUIDANCE AND COUNSELLING IN MANAGING DISCIPLINE  
AMONG TERTIARY COLLEGE STUDENTS IN WESTERN REGION, KENYA**

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Fulfilment of the Requirements for the Award of Master of Education Degree in  
Guidance and Counselling of Egerton University.**

**EGERTON UNIVERSITY**

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## DECLARATION AND RECOMMENDATION

### Declaration

I declare that this research project is my original work and has not been previously published or presented for the award of degree in this or any other university.

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### Recommendation

This research project has been submitted for examination with my approval as University supervisor.

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## **DEDICATION**

I wish to dedicate this research work to my family (my wife, Beatrice Wairimu Mathu and my lovely children Peter Wamalwa Biketi, Favour Nasimiyu Biketi and Wesley Mathu Biketi)

## **ACKNOWLEDGEMENT**

I am most grateful to the Almighty God for enabling me start and complete my Masters studies successfully.

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## ABSTRACT

Management of discipline among students in tertiary colleges is one issue that many college administrators are grappling with almost on a daily basis. Cases of sexual pervasion, drug abuse, prostitution, bullying, vandalism and examination malpractice among others have become prevalent in learning institutions in Kenya. Administrators are known to be applying more of the traditional methods than guidance and counselling to ensure effective management of discipline with very minimal success. The purpose of this study was to investigate the role of guidance and counselling (G&C) in managing discipline among students in tertiary colleges in Western Region, Kenya. This study used a survey research design. The study had a population of 12,123 students and 39 G&C Coordinators. A sample size of 411 respondents comprising 375 students and 36 guidance and counselling coordinators were used. Data collection was done using two sets of questionnaires, one for G&C coordinators and another for students. The collected data was then analysed using both inferential and descriptive statistics with the aid of SPSS computer software for windows. The following were the findings of this study: - Management of discipline had not fully been entrusted to guidance and counselling as the most preferred method; when G&C was involved, 24% of the G&C coordinators participated in the disciplinary proceedings. One quarter of the G&C coordinators had no professional training in counselling. This study concluded that the number of colleges that had fully embraced G&C as an intervention measure to manage discipline among students was below average. It was established that guidance and counselling had played a key role in helping students to change their behaviour and improve in academic performance in the colleges where it was fully operational; Most colleges had clear G&C policy frameworks despite the fact that their G&C programmes were not in tandem with the policies. The study came up with the following recommendations:- All G&C coordinators must undertake a professional training in counselling; The number of counselling teachers per institution should be proportional to the student enrolment and should not have any teaching load; It should be made policy that Guidance and counselling becomes the first line of defence when addressing discipline issues among students and all G&C coordinators were supposed to be inducted about implementation of policy.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ASCA	American School Counsellor Association
BoG	Board of Governors
CAD	Computer Aided Design
CD TVET	County Director, TVET
FCK	Friends' College Kaimosi
G&C	Guidance and Counselling
GNA	Ghana News Agency
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
I.T	Institute of Technology
NIH	National Institute on Alcohol Abuse and Alcoholism
SPSS	Statistical Package for Social Sciences
STD	Sexually Transmitted Disease
TSC	Teachers Service Commission
TTC	Teachers Training College
T.T.I	Technical Training Institute
TVET	Technical and Vocational Education and Training

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter presents an overview of the role of guidance and counselling in tertiary colleges. Focus has been given background information to the study, statement of the problem, purpose of the study, objectives, research questions, scope, limitations and assumptions of the study. Definition of terms whose operational meaning has been given a contextual connotation have also been defined in this chapter.

#### **1.1 Background of the Study**

Guidance and Counselling refers to an interactive process between the counsellor who is a trained professional and the counsellee who is a needy person that needs psychosocial support (Makinde, 1993). Guidance and counselling (G&C) is a discipline that has found a lot of application in behaviour shaping processes in Kenya since mid-1970s. Management of discipline among students has been a big area of concern for principals, boards of governors and councils in tertiary colleges. The problem is a practice that college administrators interact with commonly in their administrative work. It is quite difficult to come across an institution that has never experienced indiscipline among students.

Most of the indiscipline among students in these institutions revolves around issues such as students' elections, internet connectivity, increase in fees, lack of or shortage in supply of certain facilities, entertainment, etc. For instance, students of Kenya Polytechnic University College staged a demonstration paralysing traffic along major highways in Nairobi protesting against increase in fees (Ndonga, 2012). On the same note students of Nyeri Technical Training Institute went on strike claiming rigged elections (Wambugu, 2015). The students barricaded the roads and caused a lot of disturbance within and outside the institution. These issues of indiscipline bordering on elections seem to be informed by what happens in the larger society whereby during elections in Kenya, there have always been claims of rigging, favouritism and related complaints. However, behind most of the indiscipline there is usually a likelihood of some underlying factors that could be causative reagents. A mechanism should be established within the institution that is supposed to create an enabling environment that helps students to air out any underlying issues before they degenerate into indiscipline of any nature.

These issues of indiscipline have been common among quite a number of colleges. Consider the case of students of Kisumu National Polytechnic who also went on rampage because the

administration had banned discos in the compound for security reasons (Omolo, 2014). The students did not give the decision made by the administration positive thought and instead focussed only on being denied entertainment. This was a clear evidence of lack of critical thinking on the part of the students' leaders and the whole students body. Guidance and counselling needs to be enhanced to organise for relevant students' centred programmes that can help students develop life skills and develop the ability to think critically.

It is indeed important to establish ways to resolving disputes or indiscipline in colleges in order to promote smooth and conducive learning environment. Some of the cases of indiscipline have the potential of exploding into life threatening levels. For instance, students of Sang'alo Institute of Science and Technology went on rampage and not only destroyed property worth millions but also killed their own principal, Mr. Polycap Wanyela (Wafula, 1999). This case was a clear instance of students who had been allowed to go beyond limits by drinking and being allowed to breach peace under the influence of alcohol. It was a clear case of no proactive action taken by the institute administration to contain the rowdiness among students. This was also an indication of how dangerous students' indiscipline can become if not addressed in good time.

Management of discipline is not just a Kenyan problem. Different Institutions apply various techniques to manage discipline among students in various parts of the world. According to Raghavan (2009) adolescents in cultures around the world have historically benefited from the presence of informal counsellors and mentors, both within the school system as well as within the society as a whole. These were typically teachers, administrative staff, parent volunteers, older peers within the school system and, in some cases religious/spiritual leaders in the community/society. Informal counsellors still play a key role of maintaining discipline in the wider society in Kenya today by upholding community values and norms. It will be a noble idea to include them as key stakeholders in managing discipline among students in colleges.

The need to include guidance and counselling in managing discipline among students in tertiary colleges cannot be over emphasised. The Kenya government started to embrace guidance and counselling as a field of study that could help manage discipline in learning institutions in the mid-1970s. Prior to this, discipline in schools was ensured through traditional means among them corporal punishment, suspension, manual work and expulsion. It is universally acceptable that discipline is crucial in any society or organisation to maintain

peace and harmony and a successful education system. Discipline exists even among criminal gangs where order from the commander of the gang is like law to be obeyed respectfully. The contextual definition of discipline in relation to this study is the training used to produce desired habits in an individual. These desired habits are the established norms and values that are key to the society or learning institution.

The problem of management of discipline in learning institutions has been at the centre of the Kenya government considerations for almost four decades now. Several policy documents have been developed by the government over this period to help address the problem of effective management of discipline among students. The “Report of the National Committee on Educational Objectives and Policies of 1976,” popularly known as the Kamunge Report, observed that the totality of the growth and development of youth depends on guidance and counselling to ensure its appropriate integration into the values and productive activities of society (Republic of Kenya, 1976). To be of use therefore, such guidance and counselling should be based on the values of society regarding the expectations of what education and training should enable society to achieve. The committee also recommended the recruitment of fully qualified professional persons for supervising the work of guidance and counselling in the education system. The societal values and norms are the cornerstone of discipline for any society or learning institution thus justifying the reason as to why the committee emphasised the need to have it entrenched in education and training.

The impact of implementation of the Kamunge Report on management of discipline were not very noticeable considering that guidance and counselling was not embraced as a key factor in managing discipline among students long after the report was implemented. The government in another of its policy documents, Kenya Education Sector Support Programme [KESSP] pointed out its plan to support education and G&C in learning institutions and the Ministry. The main objective of this initiative was to strengthen and institutionalise guidance and counselling in all learning institutions, Ministry headquarters and all other levels (Ministry of Education, Science and Technology [MOEST], 2005). This was started after realising that there did not seem to be a framework within which to handle issues of discipline among students.

With the realisation that management of discipline among students was continuously becoming a national concern the government has continued to establish mechanisms to address the problem. For instance, currently measures aimed at curbing the various cases of

indiscipline in learning institutions and prepare the youths for a better and meaningful livelihood are being implemented by the government (MOEST, 2005). Among the measures the government has set up to ensure the success of its strategy include; ensuring that G&C units work with the National Campaign Against Drug Abuse Authority (NACADA) to sensitise lecturers on drugs and alcohol abuse prevention; strengthening G&C services at all levels of education; prepare and disseminate training modules in G&C for primary, secondary and post-secondary levels; train peer counsellors; develop and disseminate career information booklets; formulate and disseminate G&C policy and train teachers and learners in disaster management, conflict resolution, violence prevention and trauma management among others.

The success of any policy depends on the attitude and willingness of the implementers to support and accept to propel it to its full implementation stage. Involvement of stakeholders in the formulation of policies on discipline is an important factor that most college administrators underrate leading to resistance to the smooth and successful implementation of the programmes. According to American School Counsellor Association [ASCA] (2012, as cited in Kiprop, Bomet, Kipruto & Jelimo, 2015) in order to establish and maintain safe and respectful learning environments, school systems must seek effective discipline programmes with the commitment and input of all school personnel, including school counsellors. On the same note, government policy can fail if the same government is not committed to ensure that it succeeds. According to (Okech & Kimemia, 2012) one of the reasons of failure in the implementation of government policy has been lack of commitment in ensuring that the policy was followed to its successful implementation. Therefore, at all levels of administration, it is almost common knowledge that unless a policy receives full government support, it might be too difficult to successfully implement it.

Most of the tertiary colleges in the study area have student enrolment running beyond three thousand but with only one substantively appointed G&C coordinator. There is need to establish a working ratio of students to counsellor in order to ensure efficient service delivery by the student counsellors. Failure to accord this principle the weight it requires might lead to a compromise on a counsellor's efficiency. This also helps to regulate a counsellor's practice to avoid professional burnout. According to (ASCA, 2014) the recommended student to counsellor ratio is 250:1. The U.S. Department of Education, National Center for Education Statistics, Common Core of Data [CCD], (as cited in ASCA, 2014) points out that the prevailing national average for most of the 52 states of America that were surveyed between



2014–2015 was 444:1. The Kenya government policy documents have not put the requisite emphasis on this aspect hence leaving the student counsellors at risk of being overworked. This is a very risky scenario because the counsellors might end up getting so stressed leading to poor performance and even under severe cases death.

It has occasionally been rightly mentioned that lecturers are sometimes involved in students' indiscipline as either inciters, promoters or participants. In addition to the ratios, the character of the guidance and counselling teachers together with all their other colleagues has a big bearing on the discipline of students. According to Rahul (2010), the lecturers themselves are corrupt, greedy and run after illegal means of making quick money. They do not inspire confidence, hope and honesty among students. They indulge in dirty politics and can stoop to any depth to have money. Therefore, there is a crisis of character. Due to these, students do not have appropriate role models. As a result they find themselves groping in the dark. There is neither character, nor values, nor morals in the society. Students like any other human being like to imitate their parents, lecturers, leaders and elders whom they interact most of their time. The continual interaction makes them to adopt to certain behaviour attributes that they meet regularly.

Philippines, just like in Kenya, counselling started to take the professional shape in the 1970's when professional organisations like the Philippine Association for Counsellor Education, Research, and Supervision (PACERS); Career Development Association of the Philippines (Tuason, 2013). According to Tuason Philippines embraced counselling that was responsive to economic/political instability and poverty in the year 2000 and enacted the guidance and counselling act in 2004. This indicates that counselling in Philippines was growing in response to the psychosocial and economic needs of its people. Guidance and counselling in Kenya was not primarily based issue based but mostly based on the existing skills and techniques. A discipline based approach to guidance and counselling might be the right direction that this practice ought to take in order for college counselling to become more efficient in managing discipline among students.

## **1.2 Statement of the Problem**

Management of discipline among students in tertiary colleges is an issue that many college administrators are grappling with almost on a daily. College managers are known to be applying different traditional methods to ensure effective management of discipline with varying degrees of success. The Report of the National Committee on Educational Objectives

and Policies of 1976, observed that the totality of the growth and development of youth depends on G&C to ensure its appropriate integration into the values and productive activities of society. To be of use therefore, such guidance and counselling should be based on the values of society regarding the expectations of what education and training should enable society to achieve (Republic of Kenya, 1976). The position of Guidance and Counselling Coordinator was established in tertiary colleges in the light of this recommendation to primarily help in the management of discipline and by extension provide psychosocial support to students. Despite this effort by the government, management of discipline among students in tertiary colleges has continued to be a problem considering the many psychosocial challenges and cases of indiscipline among students in tertiary colleges. Many of the indiscipline reflects in forms such as sexual pervasion leading to unwanted pregnancies, abortion, theft, bullying, exposure to pornographic videos, students' elections, entertainment and other forms of indiscipline among students in the study area. Therefore, this state of affairs formed the foundation for this study to establish the role of guidance and counselling in managing discipline among students in tertiary colleges.

### **1.3 Purpose of the Study**

The purpose of this study was to determine the role of guidance and counselling in managing discipline among tertiary college students in the Western Region of Kenya.

### **1.4 Objectives of the Study**

The objectives of this study were as follows: -

- (i) To establish the effectiveness of Guidance and Counselling in the Management of Discipline among Students in Tertiary Colleges in Western Region of Kenya
- (ii) To determine the scope of Guidance and Counselling services practiced in Tertiary Colleges in Western Region of Kenya.

### **1.5 Research Questions**

The analysis of data in this study was guided by the following research questions: -

- i). How effective is Guidance and Counselling in the Management of Discipline among Students in Tertiary Colleges in Western Region of Kenya?
- ii). What is the Scope of Guidance and Counselling Services offered in tertiary colleges in Western Region of Kenya?

### **1.6 Scope of the Study**

This study was carried out on students in tertiary colleges in the Western Region of Kenya. The target tertiary colleges were mainly public TVET and Teacher Training Colleges in the region. The researcher was keen on public TVET colleges that had been in existence for at least ten years. One of the reasons for choosing the region was that it had the highest number of the targeted colleges in Kenya. This informed the researcher's biased selection of the region as the appropriate representation of the target population. The role of guidance and counselling in managing discipline among college students was studied. The respondents included students and guidance and counselling coordinators.

### **1.7 Limitation of the Study**

This study was limited by the following factors: -

- i) The questionnaire was the only tool used to collect primary data. However, integrating additional methods of data collection could have increased the scope and depth of analyses
- ii) Data was collected from guidance and counselling coordinators and students only.

### **1.8 Assumptions of the Study**

- i) The participants' responses on each of the test items in research instruments were honest and candid.
- ii) All participants had experienced the same phenomenon of the study.

## 1.9 Definition of Terms

This section entails the words whose meaning has been operationalised according to their application in this study: -

- Academic staff:** Staff involved in the teaching function in tertiary colleges
- Administration:** Staff involved in managerial functions in tertiary colleges who include Principals, Deputy Principals, Registrars, Deans of students and Heads of Departments of tertiary colleges.
- Counselling:** Is a process through which a guidance and counselling coordinator applies professional knowledge to assist a student to make informed choices that can help him/her to live a disciplined life.
- Discipline:** Acceptable way of behaviour that is in line with the values and norms of the society and by extension rules and regulations established by the tertiary college.
- Guidance:** Is a process of giving information to a student so as to help him/her to adjust to the college environment by setting realistic goals that are in line with college rules and regulations.
- Guidance and Counselling Coordinators:** Teachers deployed either by the Teachers Service Commission or Board of Governors of Tertiary College to manage the guidance and counselling services
- Management:** The process undertaken to ensure that students do not violate established college norms and values in order to maintain a conducive learning environment.
- Role:** A duty or a function delegated to the guidance and counselling coordinator in a tertiary college.
- Tertiary College:** A middle level institution that provides training opportunities for graduates from Primary, Secondary Schools and Youth Polytechnics.
- Western Region:** The entire Region that falls under the former Western Province which includes Bungoma, Busia, Kakamega and Vihiga Counties.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature review related to this study which covers the following areas: - Global Overview of G&C, Role of G&C in Education, Counselling Approaches to Discipline, Discipline in Teaching and Learning and the Scope of G&C in Tertiary Colleges. Theories that guided this study and the conceptual framework that captures the interrelationships of variables are also discussed in this chapter.

#### **2.2 Global Overview of Guidance and Counselling**

In order to raise insight into the subject of guidance and counselling and its significance in the management of discipline as practiced in tertiary colleges in Kenya, the researcher sought to look at the global overview of guidance and counselling.

Africa is a continent that is blessed with a diversity of cultures which influence lifestyles across the nations. The practice of guidance and counselling in Africa may not be very comparable with the way it is practised in the Western world. Reasons for this range from the nature and experiences of the clients, availability of facilities, differences in the facilitating environment and cultural influences to enabling regulations and government policies. Many of these delimiting factors may not be known to consumers of counselling and guidance services in the continent (Goss & Adebawale, 2014). The infrastructural developments have a great bearing on people's attitudes and emotional strength and might have both positive and negative influences on their morality. Despite the fact that the two worlds may not be comparable, it is important to understudy how they are faring on in the same field and probably how they got to where they are today.

Universities in the US in the mid-1960s used to appoint a Campus ombudsman, who had to be a respected external personality that would listen to students' grievances and attempt to resolve a problem before it could burst into a major crisis. Similarly, in the UK, since 2004, the government appointed an independent adjudicator to deal with complaints from university students (Goolam, 2010). Goolam notes that once major students' unrest had occurred on campus, university leaders had to apply all skills of conflict resolution and management to limit the damages and to bring the unrest to a quick resolution. A critical look at these methods clearly shows that college management was more interested in recording the complaints than resolving them. Secondly, they were not employing proactive methods

because resolutions would only be sought after the unrest had already taken place or a crisis was looming.

While in the US and UK they were using campus ombudsman and independent adjudicator respectively, Israel was engaging some psychological approach to address educational issues. According to Ethard and Harel (2005) a study carried out in Israel on 600 elementary, middle, and high school counsellors found that a third of school counsellors were delivering primarily traditional individual counselling services, another one third were delivering preventive classroom counselling curriculum lessons, and a third were delivering both in a more balanced or comprehensive developmental school counselling programme. School counsellor roles varied due to three elements: the school counsellor's personal preferences, school level, and the principal's expectations. Ethard and Harel further pointed out that the counselling profession in Israel, like many other countries, was transforming from various marginal and ancillary services to a comprehensive school counselling approach integral in the total school's education program. Countries vary in how a school counselling programme and school counselling services are provided based on economic (funding for schools and school counselling programmes), social capital (independent versus public schools), and School Counsellor certification and credentialing movements in education departments, professional associations, and national and local legislations. Focusing on Israel, a counsellor was assigned duties based on his/her certification, availability of funds for counselling programmes and nature of school.

In a number of countries in Africa, guidance and counselling was introduced to help address many other issues apart from discipline. Some countries are still setting up structures to enable them successfully mount G&C services in learning institutions. In Tanzania, for instance, policies pertinent to G&C in schools were still lacking as observed by Biswalo (1996, as cited in Shayo, 2011). In line with the same fact, Shayo points out that the Ministry of Education, had somehow tried to institutionalize the services within the education system by appointing career masters and mistresses. He continued saying that the personnel were charged with the responsibility of advising heads of secondary schools concerning students job selection and student placement for further education; to try and help students understand and develop interest in appropriate jobs or further education and training. Despite the fact that guidance and counselling had been in existence for about two decades or more since it was started in Tanzania, the government was still planning to install more of career masters and mistresses in learning institutions instead of student counsellors.

In order to understand well about guidance and counselling services in tertiary colleges, it is also vital to have a focus on how it is being conducted in secondary schools because behaviour develops from previous interpersonal relationships and experiences. That is the main reason why this study has undertaken to compile some literature based on G&C among secondary school students.

### **2.3 Role of Guidance and Counselling in Tertiary Colleges**

In some educational institutions, Counsellors are wrongly presumed to be responsible for certain roles that are not professionally tenable. Some of such roles include acting like a pastor, a guardian and or provider among other traditional roles. The American School Counsellor Association [ASCA] (2016) points out that professional school counsellors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the specified tenets of professional responsibility. Therefore, creating opportunities for students' positive mental growth and development is one of the key counsellor's responsibilities. Proper and professional assignment of roles to the counsellors is one of the ways through which effectiveness in service provision will be achieved.

In addition, it is in view of some scholars that counsellors participate in matters of discipline management in learning institutions. According to Makinde (1993) counsellors are supposed to be in schools and colleges to prevent crimes and indiscipline, rehabilitate or remedy existing bad practices and formulate programmes of development for good neighbourliness. Makinde further points out that the counsellor is trained to help students to be decisive and not self-righteous, to be wise, loveable by giving love, and to be a fully functioning individual and not a fossilized role player. Unless a counsellor is professionally trained and fully aware of his/her duties, one might end up concentrating on roles such as befriending clients (students), being a guardian or protector, a pastor and other similar duties at the expense of core functions

Counsellors are not meant to handle only one area of behaviour as is misconstrued elsewhere but all areas associated with a student's positive psychosocial well-being. According to Lutomia (2007), counsellors assume the roles of facilitator, consultant, coordinator, information giver or liaison person between the learning institution and the student. Lutomia further says that the career counsellor has an objective of enhancing children's self-awareness, promoting life skills especially in planning, cooperation and providing students

with information about the world of work and occupational fields. These are key issues that counsellors should include in their practice including those practicing as students' counsellors. Life skills development is one area of behaviour management that if students can be well taken through, it has a great potential of ensuring a well discipline lot of students.

If a student can be enabled to concentrate on academic work to improve performance, there may be little time to entertain indiscipline behaviour. According to Price (2016) while the official duties of a college counsellor are often fairly academic and organisational, they also can provide even more fundamental guidance to students experiencing academic difficulties or challenging life circumstances. As an in-house, licensed psychologist, a college counsellor will often serve as the "first line of defense" when a student encounters personal difficulties, and can help direct them to many therapeutic and social services. One of the key roles of the students' counsellor is to help students in their academic work by giving them coping and study skills to enable them improve in their general performance.

Counsellors are supposed to venture into research to establish reasons as to why certain things happen the way they do in their work. They are also supposed to find solutions to the same problems through research. Makinde (1993) specifies the role of counselling as follows:- collecting data about an individual through the use of interview, case history and observation techniques. It aids in the selecting and administering of scores and interpreting psychological tests designed to assess individuals' intelligence, aptitudes, abilities and interests and applying knowledge of statistical analysis. Counselling is very instrumental when evaluating data to identify the course of the problem and to determine the advisability of counselling or referral to other specialists or institutions. Counselling plays a major role in following up the results of counselling to determine the reliability and validity of treatment used and engaging in research to develop and improve diagnostic and counselling techniques.

According to Brooks and Ogbu (1990 as cited in Cobb, 2004), counsellors may have to become active "change agents" in order to effectively prepare students for jobs. They further suggest that counsellors should leave their offices and meet with parents, lecturers, and local businesses to combat the inequities that minority youth face. Counsellors may need to act as student advocates, working with lecturers and administrators to develop effective intervention programmes that prepare minority youth for the full range of careers open to others Wapner (1990, as cited in Cobb, 2004). It is most likely that most of the students' discipline and



psychosocial issues can be identified from outside the office while interacting with students, staff and other stakeholders.

Most administrators or disciplinarians in learning institutions have a tendency of referring students implicated in discipline matters directly to the counsellor for psychosocial support. Lewis (1970) states that although it should be clear that the counsellor's role is not that of the disciplinarian, the person responsible for handling the problem may believe that this student needs a counsellor's help in overcoming the difficulties, which led to the misbehaviour in the first place. Lewis asserts that clients who seek a counsellor's help under pressure are not good counselling prospects at least not at the time, regardless of the counsellor's skills. He observes that such clients are likely to terminate early and be noted to have made little progress. Counsellors should not use such opportunities to enlist students for counselling under such circumstances because the student will usually be feeling intimidated.

A counsellor in a college can easily be tempted to dwell on matters pertaining to education and any factors that can distract a student from total concentration. According to (Ivey, Ivey & Morgan, 1997) college counselling and student services involve understanding how college students of all ages learn, grow and develop. They note that even among professionals with the best of intentions, ethically or legally questionable behaviour may cause harm if one is not closely attuned to this specific population. There are a number of theoretical models that attempt to guide professionals in the college counselling and student services. Ivey et. al. (1997) further observe that from an ideological point of view, there are three dominant traditions namely: *in loco parentis*, student services, and student development. *In loco parentis* gives faculty and staff the parental role of teaching moral values. The student services emphasise the student as consumer and mandates services that facilitate development whereas student development focuses on creating research-based environment that help college students learn and develop. Student development is proactive because it makes opportunities available for special groups of students. This model emphasises cafeteria – a programme style that students select according to what they think they need. For lack of appropriate counselling skills most up-coming counsellors assume the roles of disciplinarians, administrators, pastors, parents and many other things hence distorting the process of helping students.

## **2.4 Counselling Approaches to Discipline**

Psychologists have developed different approaches (otherwise referred to as techniques) of guidance and counselling to help different people who might be in need of psycho-therapy. Some of the most commonly used include peer counselling, group counselling, clinical counselling, voluntary counselling and testing (VCT), individual counselling (one on one counselling) and career guidance among others. The application of any one of the methods depends on the presenting counselling issues.

It is important for students to be assisted through counselling and social responsibility to develop the confidence and skill of making the right decisions independently. According to Watson (n.d.) by fostering social responsibility as a cornerstone for self-monitoring of student behaviour and discipline, teachers can set the foundation for a more caring society, promote student dignity, and accentuate student abilities to make morally sound choices in regard to their own behaviours. Ellsworth (1997, as cited in Watson, n.d.) noted that students who are self-motivated, who have a major stake in decisions, and who self-assess, and self-discipline will be successful in learning concepts, creating ideas, and becoming successful citizens. The college counsellor should focus on helping students to develop responsible social skills as an alternative way to address the issue of indiscipline among students. When students get empowered socially, they become responsible and are less likely to misbehave.

The behaviour of teachers has a great bearing on the level of discipline exhibited by students. Students are likely to either accept a teacher's discipline approach or refuse depending on how he/she presents self before them. According to Lewis (2004) more responsible classes are associated with teachers who are less abusive and punishment oriented and who are seen as more likely to discuss misbehaviour with their students, involve students in decision-making, hint when students misbehave and recognise appropriate student behaviour. It is human for anybody to ignore a positive compliment or reward. If a teacher can appreciate any positive behaviour change in a student, it is likely to go a long way in helping such a student to want to do better in order to be in the teacher's good books.

There are different schools of thought about discipline. According to Dubelle (1995), the solution to the problem of indiscipline resides within the students themselves, for it is they who decide to behave responsibly or irresponsibly. It's their decision, and because it is, self-discipline is needed not only to quell the rising tide of misbehaviour but also to prevent future cases of indiscipline. He further notes that to meet today's challenges in students' behaviour;

educators are trying everything from behaviour modification to filling up their discipline bag of tricks including studying how to become more assertive. Dubelle observes that tricks such as the switch, the dunce's cap, the chair in the corner and the paddle have been used in the past without success, and should therefore not be applied today because they still don't work. Indiscipline cannot be solved using tricks, but through applying appropriate counselling skills at the right time and place.

Considering that the world is revolving with technology at a fairly fast rate, counsellors equally need to keep pace with their skills and techniques. Makinde (1993) points out that guidance is in constant evolution. This implies that a counsellor must constantly revise his methods and information, and refine his instruments and skills. It's a mistake to assume that anyone with personal qualities and a desire to help will be an effective guidance and counselling coordinator. Counselling requires specific skills and the appropriate performance of certain functions. Like most skills, counselling techniques which include active listening, restating, clarifying, summarizing, questioning, interpreting, confronting, reflecting feelings, supporting and empathizing must be learned and practiced and they include.

Bad behaviour does not just happen out of context. It's learned (Monica 2007). There are several factors that contribute to this; most of what we are and what children become are largely determined by how we were brought up and whom we socialize with, plus the values of the society. An authoritarian style of parenting often brings out defiant, aggressive and often subdued children who will go by the crowd. She indicates that in some cases of indiscipline, the student could be communicating volumes of messages which need expert knowledge to understand and that where deviant behaviour is involved, students need to be guided and counselled because counselling does not only take care of misbehaviour but it helps an individual grow holistically and be well adjusted in the society.

## **2.5 Discipline in Teaching and Learning**

Human growth and development is a process with stages through which people learn new things and develop new habits. The whole process is involved with teaching and learning either formally or informally and it is important to consider such stages when analysing behaviour because each stage feeds into the next as far as behaviour is concerned. Learning institutions are some of the key areas in which students undergo several stages of growth and development. An institution which has a well-structured guidance and counselling programme is more likely to have a fairly disciplined lot of students.

It is almost impossible to have a successful learning institution with good and satisfactory academic performance without discipline among students. Griffin (1994, as cited in Njoroge & Nyabuto, 2014) points out that the paramount aim of school discipline should be to endow each learner with habits such as self-respect and proper pride in his own integrity that he/she will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into adult life. A disciplined learner is a product of a systematic young and youthful grooming of behaviour that leads to responsible adults and a conducive environment. A disciplined, fair, just and human school or society could not emerge without disciplined, just, self-controlled, humane and right thinking individuals. According to Awiti (2009) discipline is the epicentre of success of a school or college and therefore schools and colleges need new approaches in the handling of today's students who are more assertive, very restless and hyperactive. They are most exposed but less anxious to learn.

Some forms of misbehaviour arise from the way teachers respond to indiscipline among students. According to Gottfredson (1989) and Gottfredson and Gottfredson (1985) ambiguous or inconsistent lecturers' response to misbehaviour are a discipline malpractice. These researchers assert that when lecturers are inconsistent in their enforcement of rules, or when they react in inappropriate ways (such as lowering students' grades in response to misbehaviour), classroom discipline is generally poor. Cotton and Soward, (1982) and Lovegrove, (1983) affirm that excessive punishment or punishment meted without support or encouragement for improving behaviour is bad. They indicate that public punishment is one among other modes of punishment that produces negative attitudes in students. These can generally be classified as inappropriate methods of instilling discipline among students. Applying such methods to manage discipline may end up as breeding ground for misbehaviour instead of bringing it to within manageable levels.

There are many lecturers who delve into the aspect of disciplining students without understanding the basics and consequences for each mode of discipline that they employ. According to Terry (2007), it's unfortunate that many lecturers inadvertently use inappropriate discipline techniques. Their intentions are good but their results are poor because of a lack of "discipline basics". He identifies good discipline basics as: - public rules, private discipline; positive is better than negative; one size doesn't fit all; target specific behaviour and administer negative consequences when appropriate among others. From Terry's perspective on the basics, it is important to note that rules should be made public but it is more important to address indiscipline privately. It is worth noting that emphasising

positive behaviour and being particular on specific behaviour is better than dwelling on the negative behaviour because counselees have a tendency of focusing more on what is emphasised to them. One type of approach should not be taken as the general rule to managing particular behaviour because one size does not fit all people. Finally, not all indiscipline should attract a negative consequence. Such consequences should only be administered when appropriate.

Effective Guidance and Counselling depends on a number of factors key among them being the lecturers. Students spend more time interacting with their lecturers than with their parents at home. Depending on how students perceive their lecturers, they are most likely bound to develop the habits they see in their lecturers if they see them as worthy role models. According to Rahul (2010), the lecturers themselves are corrupt. They are greedy and run after illegal means of making quick money. They do not inspire confidence, hope and honesty among students. They indulge in dirty politics and can stoop to any depth to have money. Therefore, there is a crisis of character. There is neither character, nor values, nor morals in the society. Students are like any other child who imitate their parents, lecturers, leaders and elders whom they interact with most of their time. The continual interaction makes them to behave accordingly.

Most indiscipline cases among college students have been in form of unrests, strikes, sexual pervasion and other various forms of violence. According to Kumar (2007) the widespread unrest and indiscipline among students reflect the pervading indiscipline, lawlessness and frustration in the society. He further asserts that, there is no proper guidance and advice, in regard to selection of courses of study and careers. As a result, much of the students' energy, time and resources go to waste and they become victims of indecision leading to more aimlessness. A student who is not satisfied about the career choice being pursued is potentially poised to project the satisfaction to other things including violence, alcoholism and drug abuse among other depravities. The guidance and counselling coordinators ought to churn better structures of career guidance as a way of helping such students.

The home environment which includes all the activities and the people that students interact with is an important ingredient in the process of discipline management. Interventions designed to improve the interactions between parents and their children may help to improve discipline among students in colleges. The home environment is an important influence on student behaviour, (Sheldon and Epstein, 2002; Snyder and Patterson, 1987). According to

Cowley (2001) there can be a tendency for lecturers to think that misbehaviour is planned or premeditated by their students. Whilst it's certainly true in some cases that students make conscious decisions to misbehave, in reality majority of bad behaviour stems from very different factors which can be detected from an expert's professional approach.

A clearly defined discipline guideline and predictable lecturer behaviour in enforcing the same can help improve students' discipline in colleges. Regular and consistent behaviour, for instance, lesson attendance and definite disciplinary measures against those who miss lessons can make students to be predictable in lesson attendance. According to Louise (2005), developing a general level of understanding and expectation between the lecturer and the student is a solid platform for success in dealing with particularly challenging behaviour. When the outcome is not predictable, the process might be compromised giving rise to indiscipline. Guidance and counselling can help bridge this gap by filling in behaviour attributes that can help achieve consistency and predictability of behaviour.

The Code of Regulations for Teachers (CRFT) 2005, chapter 9, section 66, by the by the Teachers Service Commission (TSC), the commission shall refuse to register an unsuitable teacher and/or remove such a teacher from the register on grounds such as bad moral character or being found to have had carnal knowledge of a student. This is meant to guide teachers in their service by providing a reference to enable them to remain within the jurisdiction of being discipline agents. If you have a staff establishment of teachers who have challenges with discipline it can be difficult to expect them to produce well behaved students in any way unless other circumstances come into play. The code of regulation for teachers helps to check teachers' behaviour in order to help them to be responsible and in return help students improve discipline-wise.

## **2.6 Scope of Guidance and Counselling in Tertiary Colleges**

Guidance and counselling in colleges needs to address specifically identified issues among students and lecturers. Many counselling programmes in learning institutions have been developed to address a limited number of issues at the expense of some that are very key. According to (Raghavan, 2009) the term school counselling broadly refers to the process of meeting the needs of students in several areas of development, such as academic, career, and personal issues. He asserts that professional school counselling programmes should be comprehensive in scope, preventative in design and developmental in nature. He further points out that several changes have taken place in the evolution of guidance and counselling

programmes in schools around the world. According to Price (2013) a counsellor provides individualized attention to a student who is in the midst of making important decisions about course selection, job applications, financial aid, school admission, or graduation. Most of the issues mentioned by Price and Raghavan are potentially capable to make a student misbehave if guidance is not provided appropriately and timely.

Guidance and counselling appear to have moved from a single vocational counsellor in schools to an organized programme that focuses on content (core competencies that all students can acquire), organizational framework (structural components and programme components) and both human and political resources, Gysbers & Henderson (as cited in Raghavan, 2009). As such, guidance and counselling experts are increasingly emphasizing the need for programme planning and evaluation in improving the effectiveness of programmes and accountability of counsellors.

Counsellors are supposed to practice psychometrics in order to understand different levels of behaviour and analyse the same against international standards. This can help them to become more effective and develop the right intervention plans. According to the American School Counsellor Association [ASCA] (2016) college counsellors should adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counsellors and for which they are trained and competent. It is vital for counsellors to understand the depth of their work in terms of what they need to address in their daily encounter with students. According to “Guidance and Counselling,” (n.d.) the scope of G&C in colleges encompasses the following: - G&C for personal needs/problems; for educational needs/problems; for physical, emotional, social, moral & marital problems; for vocational, occupational and professional needs; for career development; for holistic individual development and situational problems. These areas point to most if not all of what a professional counsellor needs to focus on while working in a learning institution as a students’ counsellor. However, these professionals need to be keen about the time allocations per student, one which is sufficient depending on the presenting case before the counsellor.

The level of the institution in terms of enrolment and infrastructure can dictate the scope of counselling for a college. According to Lees & Dietsche (2012) the scope of counselling varies with the size of the college. Small colleges do the most academic advertisement and career counselling and the smallest percentage of personal counselling. Medium sized

colleges do the most personal counselling and the least career, while large colleges do the least amount of academic. Small college counsellors are more likely to do a “broader range” of outreach activity which includes running workshops, being guest speakers in professor’s classes, training student leaders/employees and providing staff training and development. The most common kind of outreach activity practiced by large college counsellors is running workshops. Medium sized college counsellors report the least amount of outreach involvement. The counsellors in bigger colleges are required to undertake more of personal counselling than career or any other role. The main reason for this being that the higher the students’ enrolment, the higher the number of psychosocial challenges one faces.

Sometimes a counsellor can find a case that becomes quite complicated for him/her to handle. This is a time when a counsellor might need to refer a student for further and better assistance. According to the American School Counsellor Association [ASCA] (2016) a counsellor should make referrals when necessary or appropriate to outside resources for student and/or family support. Under such circumstances the students will retain the right to discontinue the counselling relationship at any time. The college counsellor should ensure that feedback is provided from the referral centre in order to know the nature of psychosocial support that should be given to the concerned students.

## **2.7 Theoretical Framework**

This research was guided by two theories; Holland’s Theory of Vocational Choice and Social learning theory.

### **2.7.1 Holland’s Theory of Vocational Choice**

The kind of guidance and counselling that should be practiced in tertiary colleges especially in the TVET sector, requires a counsellor who has knowledge in vocational counselling. The Holland’s theory of vocational choice gives insight into issues of career choices. A student whose career choice has been misplaced is likely to suffer from both emotional and mental problems that could easily result in indiscipline. The Holland’s Theory of Vocational Choice was developed by John L. Holland in 1959 (Nauta, 2010). The theory of vocational choice and adjustment has proved immensely influential in career counselling practice, the development of interest inventories, and the organization of occupational information used in a wide range of applied settings (Lowman, 1991; Weinrach & Srebalus, 1991 as cited in Carson, n.d.). The theory is based on the premise that personality factors underlie career choices. The theory’s core idea is that most people resemble a combination of six personality



types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Each type is characterized by a constellation of interests, preferred activities, beliefs, abilities, values, and characteristics (Nauta, 2010). A poor selection of career can lead a student to stagger in academics, perform poorly and end up misbehaving. A counsellor needs to understand each student in terms of their personalities and guide them to the right career choices.

Tertiary colleges are a preparation ground of students for the world of work and the type of counselling practiced in such colleges should encompass issues to do with careers or world of work as well. The Holland's theory of vocational choice involves assessing individuals in terms of two or three prominent personality types and then matching the respective types with the environmental aspects of potential careers. A Holland code (RIASEC) can be generated on the basis of assessments, although Holland (1997c, as cited in Nauta, 2010) recommended using the rank ordering of all six types to describe individuals. College students are more likely to fall into the six categories as identified by Holland and the theory can provide a good foundation upon which to analyse students' behaviour and provide the probable solution to effective management of discipline among students in tertiary colleges.

The tertiary college student goes through an education system that emphasises competency in area of study in preparation for the world of work. The counsellor at this level should be able to help the student to match his/her career to the world of work in order to be more satisfied, persistent and productive. According to Holland (1959, 1966b, 1973, 1985, 1997c as cited in Nauta, 2010) vocational interests are expressions of people's personalities. In this case guidance and counselling coordinators need to be trained to help students to match their vocational choices to their personalities. John Holland's Theory of Career Choice maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles. Behaviour is determined by an interaction between personality and environment. The personality of a student can cause distortion among college administrators unless they are made to understand the orientation of a student in the light of John Holland's theory.

Indiscipline can arise as a result of unfulfilled demands by the student either related to career or social life. By addressing the career's side, it might be one of the ways through which indiscipline can be resolved. Therefore, the Holland theory of vocational choice should be

embraced as one of the guiding principles to guidance and counselling in tertiary colleges as far as management of discipline is concerned.

### **2.7.2 The Social Learning Theory**

This theory reflects how students in tertiary colleges acquire new behaviour and either end up as being disciplined or not. The social learning theory focuses on learning that occurs within a social context. The proponents of this theory consider that people learn from one another, including such concepts as observational learning, imitation, and modeling. There are three core concepts at the heart of the social learning theory. First is the idea that people can learn through -observation. Next that internal mental states are an essential part of this process and finally, the theory recognizes that just because something has been learned, it does not mean that it will result in a change in behaviour.

In advancing the theory, Bandura said "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling" (Janse, 2018). He identified three basic models of observational learning namely: A live model, which involves an actual individual demonstrating or acting out behaviour. He also mentions a verbal instructional model, which involves description and explanation of behaviour and finally, a symbolic model which involves real or fictional characters displaying behaviour in books, films, television programmes, or online media.

The social learning theory established that the ability to observe and then reproduce behaviour involves at least four mediating skills. The first skill is Attention which refers to giving special consideration to appropriate and distinctive features whilst ignoring irrelevant and distracting aspects of the model. In order to learn, one needs to be pay attention. Anything that detracts the attention of the listener is likely to have a negative effect on observational learning. The second skill is Reproduction which implies the ability to act according to observed behaviour. Once you have paid attention to the model and retained the information, it is time to actually perform the behaviour you observed. Further practice of the learned behaviour leads to improvement and skill advancement. The third skill is Retention which means preserving the critical features of the performance in memory or simply the ability to store information. Retention can be affected by a number of factors, but the ability to recall information later and act on it is vital to observational learning. Finally, in order for observational learning to be successful, one has to be Motivated to imitate the behaviour that

has been modelled. It involves an accurate duplication of the model's behaviour (Bandura, 2002). Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing other experiences such as reinforcement or punishment.

Bandura also looked at the phenomenon of aggression in adolescents. He developed a concept which he referred to as 'reciprocal determinism' in which he observed that environment causes behaviour and behaviour causes environment as well. He pointed out that the world and a person's behaviour cause each other. He studied personality as an interaction among three things which are environment, behaviour, and the person's psychological processes. These psychological processes consist of our ability to entertain images in our minds, and language. They believe that learning and experience determine the kind of person you become. In a college set up, the students interact with the environment in several ways. In some ways, they imitate what they see happening in their surroundings while on the other hand, their behaviour affects the environment in other ways such as, polluting the environment through smoking, making noise, being drunk and disorderly and inciting others to strike and destroy college property.

The second concept introduced by Bandura is that 'Mental states are important to learning'. In this concept, he notes that intrinsic reinforcement is important. He asserts that external environmental reinforcement is not the only factor to influence learning and behaviour. Intrinsic reinforcement refers to a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories. He describes this approach as a 'social cognitive theory'. In his third concept, he asserts that learning does not necessarily lead to a change in behaviour. In this concept, Bandura believes that observational learning demonstrates that people can learn new information without demonstrating new behaviours. However, he notes that learning cannot be effective only from observed behaviour without considering factors related to both the model and the learners' independent roles.

The social learning theory relates to this study in the sense that it is the counsellor's role to help a student to develop specific internal cognitions such as self-confidence, high self-esteem and assertiveness that can help improve discipline. The counsellor can also use role modelling among students and teachers as a way of building positive behaviour traits. The role modelling aspect is related to Bandura's phenomenon of aggression called reciprocal determinism.

## 2.8 Conceptual Framework

The variables in this study are divided into three different categories which are independent variables, intervening variables and dependent variables. The independent variable was guidance and counselling which comprises categories of counselling such as psychosocial counselling and career guidance. The dependent variable was management of discipline. Psychosocial counselling and career guidance were identified as key factors in the management of discipline among students. Management of discipline in this case was particular with skills and techniques employed to ensure that values and norms acceptable in tertiary colleges were promoted or encouraged. The identified intervening variables were G&C coordinator's professional training, support by the college top management and cognitive processes of learners and even lecturers. If the counsellor's training is not up to the required minimum level, it will compromise the quality of the service. Similarly, if the top management's moral and financial support is not given, then the counsellor's effectiveness might be affected regardless of the level of training of the counsellor.

This study envisages that if the independent and intervening variables are appropriately addressed, then effective guidance and counselling might be achieved and help produce a discipline lot of students in tertiary colleges. The interrelationship is captured in fig. 1.

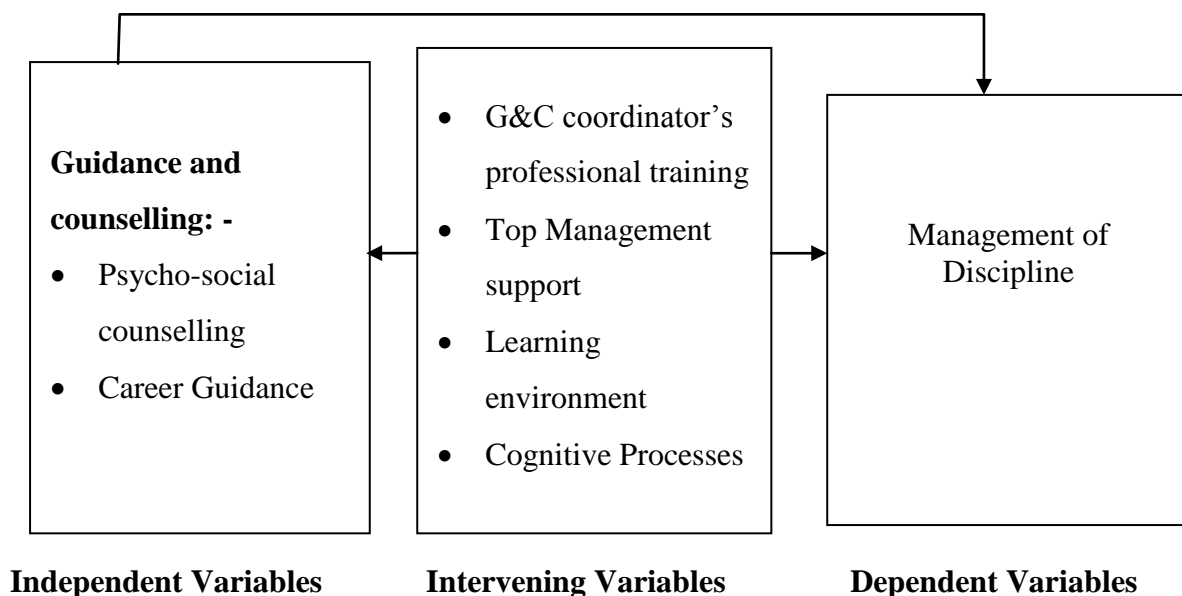


Figure 1: Interrelationship of variables on the role of G & C in managing discipline.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents a discussion in the following areas: - the research design, location of the study, population, sampling technique, sample size, instrumentation, reliability, validity, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

The study applied a survey research design. According to Kathuri and Pals (1993), the purpose of survey research design is to explore and describe. They explain that survey research design usually uses questionnaires and interviews in order to determine opinions, attitudes, preferences, and perceptions of groups of people of interest to the researcher. These are the aspects of research that this study employed to collect data. Shaughnessy, Zechmeister and Zechmeister, J. S, (2012) assert that a survey can enable a researcher to describe the characteristics of a population based on their thoughts, opinions and feelings. The design also made it possible to infer the characteristics of the population from the sample studied.

#### **3.3 Location of the Study**

The study targeted the Western Region of Kenya which is made up of four counties namely Bungoma, Kakamega, Vihiga and Busia. The region has eleven TVET tertiary colleges. The colleges are distributed across the counties with Bungoma County having three, Kakamega County having five, Vihiga County having two and Busia County having one. This location was chosen because it was one of those with the highest number of tertiary colleges in the country and had experienced in equal measure cases of indiscipline among students in the targeted colleges.

#### **3.4 Target Population**

The population of study comprised students, guidance and counselling coordinators in tertiary colleges in Western Region. The region had 11 TVET tertiary colleges distributed evenly in the four Counties. The researcher targeted those colleges which had been in existence for more than ten years. These colleges are listed in table 1. Students in these colleges were mostly secondary school graduates although few among them were standard eight graduates. Most of them were in their adolescent stage of development. Guidance and Counselling coordinators were lecturers appointed specifically to help students with psychosocial issues. Each one of the colleges had only one G&C coordinator substantially appointed by the TSC.

The coordinators had internally appointed lecturers to assist in the guiding of students and were denoted as co-counsellors. All the colleges were mixed, accommodating male and female students in the same compound. The population comprised a total of 12,123 students and 39 guidance and counselling coordinators making a total accessible population of 12,162 respondents. The details of this information is presented in table 1.

Table 1

*Target Population*

College	Student leaders	G & C	Total
	M	Coordinators	
Eregi TTC	800	5	805
Sigalagala TTI	3733	6	3741
Sang'alo IST	2500	8	2508
Kaimosi TTC	860	2	862
Bukura Agricultural College	1100	2	1102
Friends College Kaimosi	1200	6	1206
Kibabii TTC	1450	4	1454
Bumbe TTI	480	6	486
Total	12,123	39	12,162

**3.5 Sample Size and Sampling Technique**

To determine the sample size, the researcher used the table for determining Sample Size from a given population as proposed by Krejcie and Morgan (1970) indicated in table 12 in appendix C. Table 1 indicates the corresponding sample sizes as paralleled from the table in appendix C at 95% degree of confidence. The sample was 411 respondents which was proportionately distributed to the eight (8) tertiary colleges. The qualification for selection of colleges was based on their enrolment and year of establishment such that those which had been in existence for more than ten years were given first priority. The reason for this was to help control on certain limitations such as low student enrolment, lack of proper administrative structures and poor financial base. The sample was distributed to the selected tertiary colleges according to the population size in each of the colleges as captured in table 2.

Table 2  
*Sample Size*

Respondents	Population	Sample
G & C Coordinators	39	36
Students	12,123	375
Total	12,162	411

In order to ensure a proportionate distribution of respondents in the sampled colleges, the researcher used the enrolment per institution as a ratio of the sample to calculate the corresponding number of respondents per institution. The details are presented in table 3 below.

Table 3  
*Distribution of Respondents in Selected Tertiary Colleges*

Tertiary College	Students	G & C Coordinator & Co-Counsellors	Total
Eregi TTC	25	5	54
Sigalagala TTI	115	6	54
Sang'alo IT	77	7	53
Kaimosi TTC	27	2	49
Bukura Agric. College	34	2	36
Friends College Kaimosi	37	5	35
Kibabii TTC	45	5	34
Bumbe TTI	15	4	19
Total	375	36	411

### 3.6 Research Instruments

This study used two different sets of questionnaires whereby one of them was for students and the other was for guidance and counselling coordinators. The instruments were developed after gathering relevant literature pertaining to the research title and specific objectives. The items were well structured to help gather both qualitative and quantitative data. The questionnaires had both structured questions, rating scales and checklists. They were written in the English Language which is a national language in Kenya. The students'

questionnaire had 13 items whereas the guidance and counselling coordinators' questionnaire had 14 items.

### 3.7 Reliability and Validity

Reliability refers to the consistency achieved in the results. The researcher used the split-half technique of reliability testing because of its advantage that it eliminates chance error due to differing test conditions as in the test-retest or the equivalent-form techniques (Mugenda & Mugenda, 2003). In order to achieve this, a pilot study was carried out at Siaya Institute of Technology to test the research instruments. The questionnaires were divided into two equal halves and a correlation coefficient computed for both sets of instruments using the formula; -

$$r = 1 - \frac{6 \sum (D)^2}{N(N^2 - 1)}$$

Where:

r = Correlation coefficient

N = Sample

$\sum$  = Summation of scores

D = Deviation

This was subjected to the Spearman-Brown correction formula,  $SH = \frac{2r}{1+r}$

Where; 2r Items are doubled

1 + r Spearman Brown prophecy

The two results were then analysed using the SPSS version 19.0 computer programme and a correlation coefficient alpha of 0.701 for the students' questionnaire and an alpha of 0.781 for the G & C coordinators was found. According to (Mugenda and Mugenda, 1999) any result above 0.6 is acceptable and therefore this qualified the instruments for use in this study.

Validity: Validity on the other hand refers to how accurately an assessment or measurement tool reflects the various aspects of the specific construct in question. In other words, do the test items really assess the content in question, or are the responses by the person answering the questions influenced by other factors. To ensure the validity, the researcher developed test items from the objectives.



### **3.8 Data Collection Procedures**

The researcher obtained authority from the National Council for Science Technology and Innovation. The researcher visited the colleges prior to the administration of the research instruments and booked appointments with the respective principals. Five research assistants were engaged to assist in the administration of the questionnaires. The instruments were administered to both the students and the guidance and counselling coordinators.

### **3.9 Data Analysis and Presentation**

The researcher coded all the research instruments and applied the Statistical Package for Data Analysis to process the data. Descriptive and inferential statistics such as frequency counts and percentages were used to make descriptive inferences of the data collected. Graphical methods such as tables and charts were used to present the data. Percentage was the main statistical tool used to analyse the data.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.1 Introduction**

The main purpose of this study was to establish the role of guidance and counselling in managing discipline among students in tertiary colleges in western region. Closed and open ended questions were distributed to 375 students and 36 guidance and counselling coordinators. A total of 341 questionnaires were returned from the students (90.93%) while 32 questionnaires were returned from the guidance and counselling coordinators (88.88%). The analysis of the data collected was done using both inferential and descriptive statistics with the aid of SPSS computer software for windows. The analysed data was systematically presented in tables and charts according to the questions in the research instruments as follows:

#### **4.2 Demographic Characteristics of the Respondents**

The sample was divided into two groups namely: students and guidance and counselling coordinators and co-counsellors. The sample consisted of 411 respondents that included 375 students and 36 guidance and counselling coordinators and co-counsellors.

#### **4.3 Age distribution of respondents**

The distribution of student respondents' age was as shown in figure 2. The respondents who participated in this study were of varying age brackets.

The results show that majority (79.8%) of the respondents were aged between 18 -25 years. The results further indicate that 17.6% of the respondents were aged between 26 - 35 years with only a few individuals (2.7%) who were aged above 36 years. The high number of students in their teenage could also imply a possibility of increased indiscipline in the institutions due to developmental challenges that come along with their age brackets.

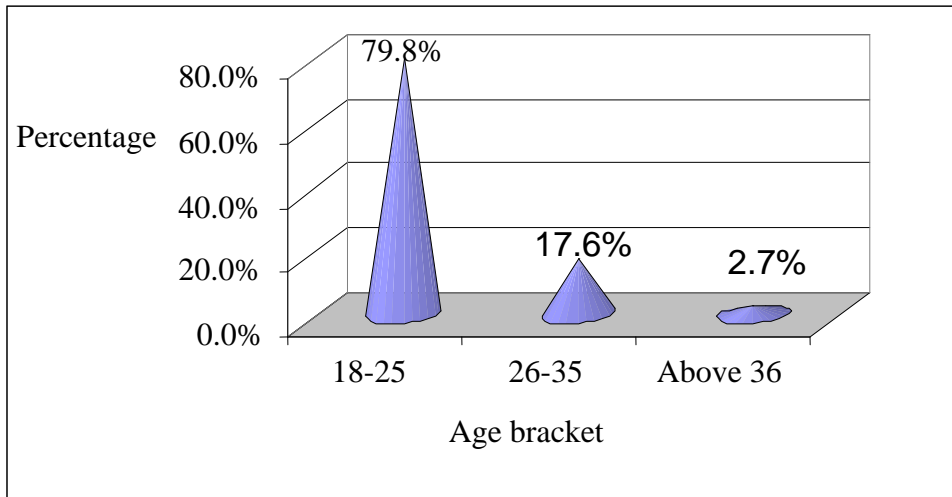


Figure 2: Students age distribution

Majority (43.8%) of the guidance and counselling coordinators were in their middle age (35-40). This was closely followed by those aged above 40 years (31.3%) while 25.0% of them were aged between 25-35 years. Figure 3 gives the analysis of this finding.

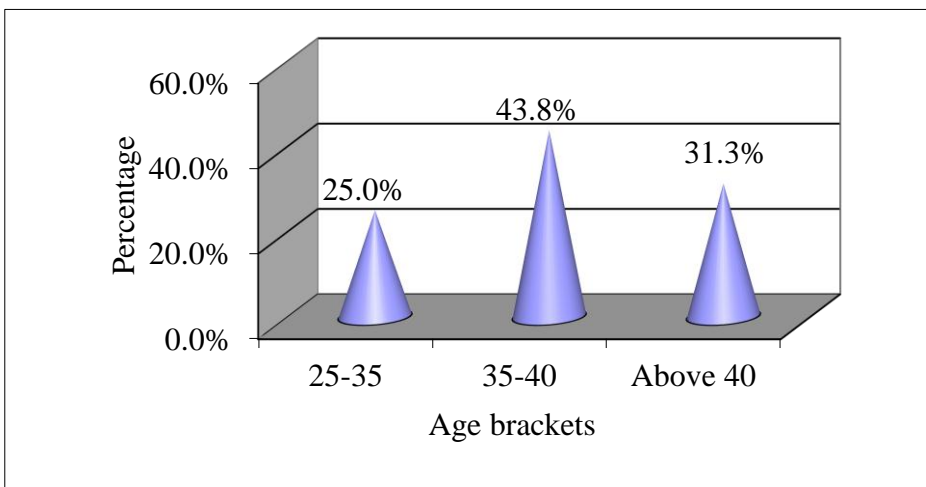
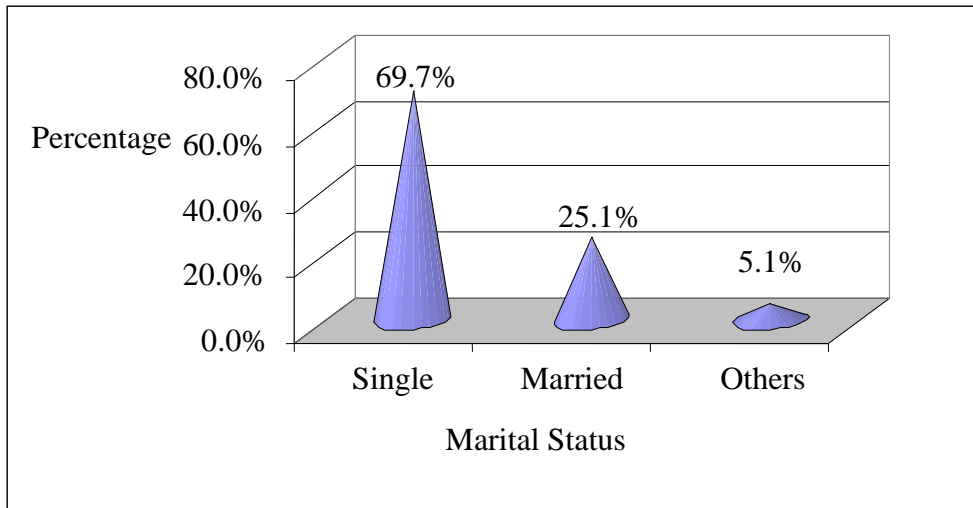


Figure 3: Guidance and counselling coordinators age distribution

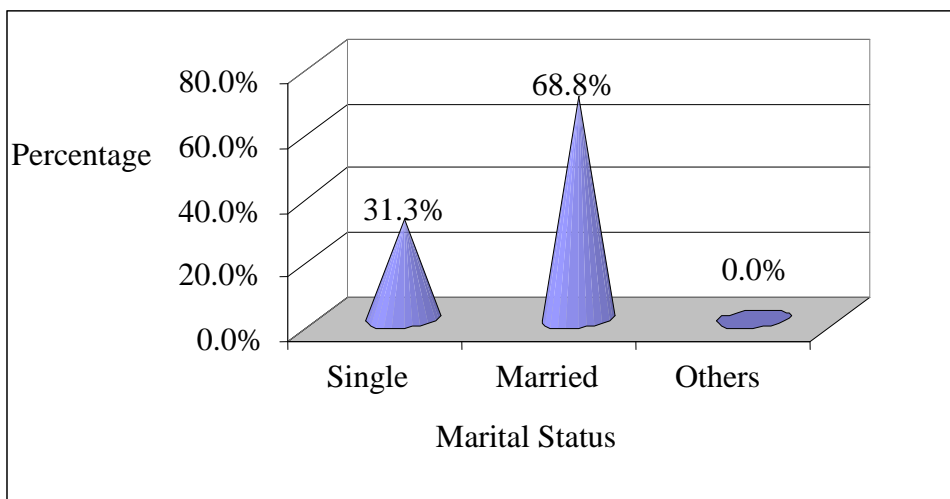
#### 4.4 Marital status of respondents

Respondents who offered their views in this study were both married and single. Figure 4 portrays the marital status distribution of students' respondents.



*Figure 4: Students marital status*

As shown in figure 4 above majority (69.7%) of the students respondents were single while 25.1% of them were married. Other categories of marital status (divorced and separated) formed the least composition of 5.1%. Additionally, at the age bracket 18 - 25 which formed the majority, it makes it less likely that majority of the respondents could be married people. On the contrary, majority (68.8%) of the guidance and counselling coordinators were married with 31.3% being single as indicated in figure 5.



*Figure 5: Guidance and Counselling Coordinators marital status*

#### **4.5 The Effectiveness of Guidance and Counselling in Management of Discipline among Students in Tertiary Colleges**

The first objective sought to establish the effectiveness of guidance and counselling in managing discipline. To meet this objective, respondents were given questions that led to the following findings

#### 4.5.1 Students Responses on the output of Guidance and Counselling Services offered in their Colleges

In order to determine the effectiveness of the counselling services, students were asked to evaluate guidance and counselling services offered to them in their colleges. Their responses were recorded in table 4.

Table 4  
*Students' Responses on Available Counselling Services in Colleges*

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Q1.	41.80%	35.00%	10.70%	9.00%	3.40%	100.00%
Q2	27.30%	35.20%	10.20%	15.60%	11.60%	100.00%
Q3	13.10%	21.10%	17.70%	37.70%	10.30%	100.00%
Q4	12.10%	19.50%	23.60%	36.20%	8.60%	100.00%
Q5	49.70%	33.90%	5.60%	5.10%	5.60%	100.00%

The result (Q.1) indicated that majority (41.8%) of the respondents strongly agreed that the guidance and counselling services were readily available to any student who needed help. The response was closely followed by agree (35.0%), disagree (10.7%), strongly disagree (9.0%) and not sure (3.4%) respectively. This result implies that the students were aware of the existence of G&C services and how to access them and it was at their discretion to choose when to make use of the resources.

On the impact of guidance and counselling services on students' behaviours in the colleges students reported as follows on Q.2: - Most students either agreed (35.2%) or strongly agreed (27.3%) that guidance and counselling services offered in their institutions contributed to positive behaviour change among students and helped them improve in academic performance. However, 15.6% of the respondents disagreed while others strongly disagreed (11.6%). A percentage of 10.2 of the respondents were not sure.

Concerning disclosing secret information (Q.3), a majority (37.7%) of the students disagreed that they can disclose any secret information to their guidance and counselling coordinators without fear because they trust him/her. A further 10.3% of the students strongly disagreed with the statement and only 21.1%, 13.1% and 17.7% of the respondents agreed, strongly

agreed or were not sure respectively. This result implies that there is a high mistrust of counsellors by students. This might be an indication that the professional ethics of counselling were not being observed by most G&C coordinators especially confidentiality.

Additionally, on (Q.4) most students disagreed that the indiscipline cases in their colleges had noticeably declined due to good counselling services. As shown in table 11, a proportion of (36.2%) of the students disagreed with the statement while 8.6% of them strongly disagreed with the statement. A proportion of 12.1% of the students strongly agreed, (19.5%) agreed, or not sure (23.6%). These results imply that the indiscipline among students had either been rising or remained the same despite the availability of the guidance and counselling services for students within the college. This might explain the response to (Q.3) that majority of the students did not trust the G&C coordinators. This also meant that the majority who reported change of behaviour due to counselling on (Q.2) might have been behaviour change due to other factors apart from guidance and counselling alone.

Finally, on (Q.5) most students indicated that resource persons were invited in their colleges on termly basis to facilitate behaviour change communication forums. Table 10 shows that (49.7%) of the students strongly agreed that such invitations existed while other responses were agree (33.9%), disagree (5.1%), strongly disagree (5.6%) and not sure (5.6%). The invitation of external guests to speak to students on various topical issues can have more a positive impact on students' behaviours and can help to reduce indiscipline cases. However, there is need to establish the correct professional qualities of the speakers in order to avoid making mistakes of inviting people who might sometimes leave behind more disaster than expected or planned for.

#### **4.5.1 G&C coordinators' Responses on the point at which G&C is involved in the disciplinary process**

The researcher sought to find out from the G&C coordinators the point at which guidance and counselling was involved in the disciplinary process. The available options were during the disciplinary proceedings; after punishment has been administered or before punishment was administered. Figure 6 gives a summary of the responses.

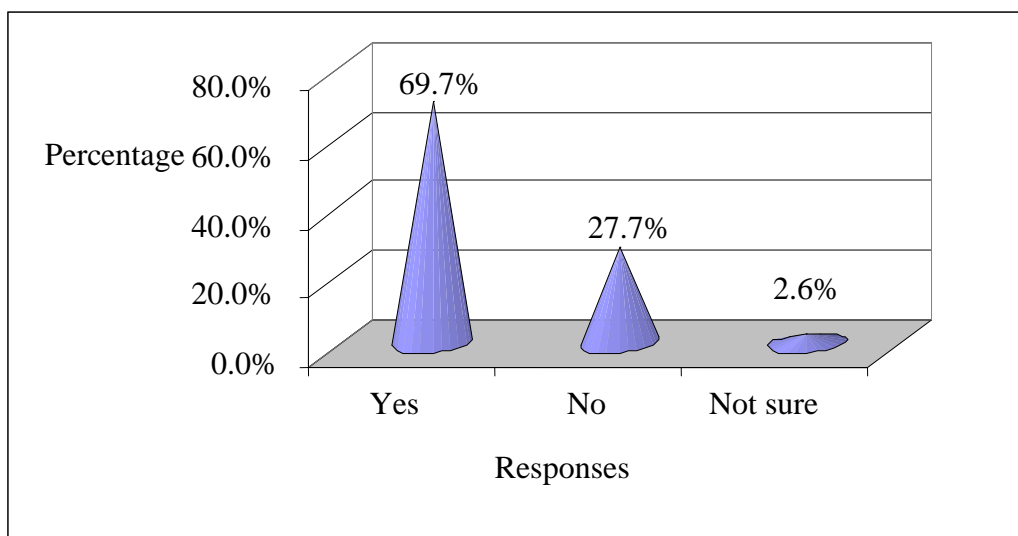


Figure 6: Students responses on whether they are able to seek G&C services on their own

Majority (69.7%) of the students indicated that they were free to seek the services without being referred by other people. However, 27.7% of the respondents said that they were not free to seek the services without referral while 2.6% indicated that they were not sure. These results imply that students had trust in their guidance and counselling service providers. This also points to the fact that if appropriate measures are employed by the guidance and counselling coordinators then discipline among students will be brought to manageable levels.

#### 4.5.2 Guidance and Counselling Coordinators Responses on Management of Guidance and Counselling Services

In order to get a deeper understanding of the effectiveness of guidance and counselling services, G&C coordinators were asked to evaluate some given facts and their responses were recorded in table 5.

Table 5  
G&C coordinators responses on management of guidance and counselling

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Q1.	52.30%	19.61%	13.10%	10.40%	4.59%	100.00%
Q2	31.10%	27.20%	16.63%	15.33%	9.74%	100.00%
Q3	23.80%	28.50%	11.00%	22.66%	14.04%	100.00%
Q4	40.40%	16.50%	17.22%	18.64%	7.24%	100.00%
Q5	45.90%	24.70%	9.36%	10.10%	9.94%	100.00%

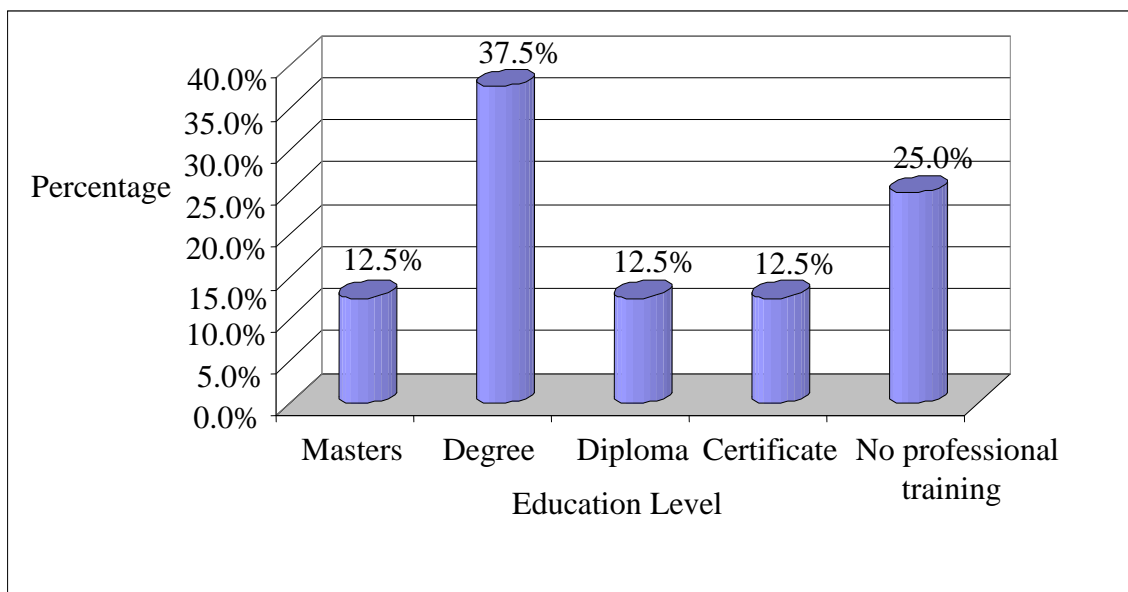
It was established that majority of the respondents (52.30%) strongly agreed that all cases of indiscipline in the college were referred for counselling while 19.61% agreed. Those who disagreed or strongly disagreed were the minority posting a cumulative percentage of 28.09. This implies that most cases of indiscipline in tertiary colleges were referred for counselling. It was also found that guidance and counselling was a reliable means of managing discipline among students with (31.10%) strongly agreeing and (27.20%) agreeing as affirmed by guidance and counselling coordinators. A smaller percentage of 15.33% and 9.74% strongly disagreed and disagreed respectively while 16.63% were not sure.

A proportion of 23.8% strongly agreed while 23.5% simply agreed that top management in the tertiary colleges supported guidance and counselling. Less than half either strongly disagreed or disagreed (22.66% and 14.04%) respectively on the same statement while 11.0% were undecided. On sensitization of students, the counselling coordinators posted a response of 56.90% in approval whereby 40.40% strongly agreed and 16.50% agreed indicating that sensitization was fairly done. A percentage of 7.24 strongly disagreed while 18.64% disagreed with 17.22% remaining indecisive about the statement. Finally, 45.90% strongly agreed that tertiary colleges had guidance and counselling lecturers in every department who worked in consultation with the guidance and counselling coordinator. A smaller percentage of 24.70% agreed with the statement while 20.04% disagreed in proportions of 10.10% disagreeing and 9.94% strongly disagreeing

#### **4.5.3 G&C coordinators' Responses on Level of professional training in Counselling**

The guidance and counselling coordinators who participated in this study had varying levels of training. Figure 7 summarizes the responses on the level of professional training in guidance and counselling for G&C coordinators.





*Figure 7: Level of professional training for G&C Coordinators*

From the analysis, most of the coordinators had adequate levels of training in guidance and counselling with majority of them (37.5%) possessing degree level of training and others possessing masters degree (12.5%), diploma (12.5%) and certificate (12.5%). There does not seem to be a clear government policy about the level of qualification required for deployment as students' counsellor at tertiary college level. Somebody with a certificate or diploma might not be the best fit for providing guidance and counselling services at that level. The case becomes even more wanting especially when you consider the overwhelming 25.0% who did not possess any professional training. This lack of professional training has been identified as a major challenge in the delivery of counselling services in learning institutions (Lavusa, 2010; Njoka, 2007; Mumiukha, 2011; Nyutu as cited in Wambu & Fisher, 2015).

#### **4.5.4 Students Responses on common misconduct among themselves**

The study sought to find out the common misconduct among students in tertiary colleges as experienced by both students and G&C coordinators. Considering the fact that the research was about the role of G&C in managing discipline, it became necessary to unveil the nature of indiscipline by finding out the common misconduct in the colleges. Table 4 summarizes these issues from the students' perspective. The most common indiscipline as reported by students was alcoholism, followed by drug and substance abuse, prostitution and theft. The least form of indiscipline reported by students was homosexuality with 2.40%. The proportion of students reported to be engaging in homosexuality was almost negligible.

However, the G&C coordinator needs to take proactive and precautionary measures to ensure that this does not escalate to serious levels.

Table 6  
*Students' Responses on Common Misconduct among students in Tertiary Colleges*

	Very		I don't		Never	
	Common	Common	Know	Uncommon	Seen	Total
Alcoholism	47.30%	41.40%	5.80%	4.80%	0.70%	100.00%
Drug	33.60%	29.80%	8.60%	17.80%	10.30%	100.00%
Prostitution	23.60%	27.10%	15.80%	18.20%	15.40%	100.00%
Theft	23.60%	44.20%	7.50%	15.40%	9.20%	100.00%
Intimacy with lecturers	21.20%	31.20%	17.80%	13.70%	16.10%	100.00%
Truancy	17.10%	33.70%	7.30%	25.60%	16.30%	100.00%
Exam malpractice	15.80%	28.40%	19.50%	17.50%	18.80%	100.00%
Fighting	10.30%	32.20%	6.50%	30.80%	20.20%	100.00%
Bully	8.90%	14.00%	8.90%	36.60%	31.50%	100.00%
Rape	3.10%	1.40%	8.90%	16.40%	70.20%	100.00%
Homosexuality	2.40%	3.80%	17.10%	14.40%	62.30%	100.00%

From table 6, alcoholism was the most common discipline problem found in the tertiary colleges with a majority (88.70%) confirming its existence (47.30% said that it was very common and 41.40% claimed that it was common). Other students' responses on alcoholism were; uncommon (4.8%), never seen (0.7%) and I don't know (5.8%). This confirms what some researchers have postulated, for instance Cowley (2001) that some students do make conscious decisions to misbehave but majority of them are influenced by other factors which may include alcohol. Appropriate guidance and counselling measures should be applied to help control alcoholism among students in tertiary colleges. A comparative analysis of the responses is presented after table 8.

#### **4.5.5 G&C Coordinators Responses on Common Misconduct among Students in Tertiary Colleges**

Table 5 summarizes the common misconduct among students in tertiary colleges as indicated by guidance and counselling coordinators.

Table 7  
*G&C Coordinators Responses on common misconduct among students*

	Very		I don't		Never	
	Common	Common	Know	Uncommon	Seen	Total
Alcoholism	37.50%	25.00%	25.00%	12.50%	0.00%	100.00%
Drug	12.50%	43.80%	12.50%	31.30%	0.00%	100.00%
Prostitution	0.00%	37.50%	12.50%	50.00%	0.00%	100.00%
Theft	6.30%	43.80%	18.80%	12.50%	18.80%	100.00%
Intimacy with lecturers	0.00%	18.80%	0.00%	75.00%	6.30%	100.00%
Truancy	15.20%	34.30%	5.80%	30.40%	14.30%	100.00%
Class	0.00%	37.50%	6.30%	50.00%	6.30%	100.00%
Exam malpractice	12.50%	43.80%	12.50%	31.30%	0.00%	100.00%
Fighting	0.00%	18.80%	6.30%	37.50%	37.50%	100.00%
Bully	12.50%	25.00%	6.30%	18.80%	37.50%	100.00%
Rape	0.00%	0.00%	12.50%	31.30%	56.30%	100.00%
Homosexuality	0.00%	6.30%	0.00%	62.50%	31.30%	100.00%

Responses from the guidance and counselling coordinators were not very different from those of students since they too reported alcoholism as the number one discipline problem in their institutions as indicated in table 7. The results indicated that 52.5% of the guidance and counselling coordinators ranked alcoholism as either very common or common (i.e. 37.5%, very common and 25% saying that it was common). The other responses were ‘uncommon’ (12.5%), ‘never’ (0.0%) and ‘I don’t know’ (25.0%). Alcoholism is one of the major causes of indiscipline among students in tertiary colleges. The National Institute on Alcohol Abuse and Alcoholism (NIH) asserts that college students that consumed alcohol at least three times per week were roughly six times more likely than those who drank but never binged to perform poorly on a test and miss a class. They further point out that other consequences included suicide attempts, health problems, injuries, unsafe sex, and driving under the influence of alcohol, as well as vandalism and involvement with the police (NIH, 2015).

Some of the G&C coordinators (43.8%) acknowledged that drug abuse was common while 12.5% said that it was very common with other responses being; uncommon (31.3%), I don’t know (12.5%) and never (0.0%). The statistics indicate that drug abuse is a serious problem among students in tertiary colleges in western region of Kenya with the direct consequences

being general students' indiscipline which manifests in the form of alcoholism, prostitution, rape, misconduct in classrooms, fighting and bullying among others. According to (HHS, 2006) as cited by the American Psychiatric Association alcohol abuse on college and university campuses is a major public health problem and the number one problem on college campuses. They further note that an estimated 1,700 college students between the ages of 18 and 24 die each year from their alcohol-related unintentional injuries. Guidance and counselling coordinators need to be equipped with skills and techniques that can enable them to effectively manage the problem of substance and drug abuse in liaison with NACADA.

The third indiscipline problem as reported by students was prostitution. Table 5 shows a cumulative percentage of 50.7% of the respondents who identified prostitution as being either common (27.1%) or very common (23.6%), uncommon (18.2%) and never seen (15.4%). However, 15.8% of the students' respondents indicated that they were not aware that prostitution was a problem in their college. On the other hand, only 37.5% of the guidance and counselling coordinators reported prostitution to be common in their institutions with majority of them (50.0%) confirming that they considered the problem as uncommon. The prevalence of prostitution among students in tertiary institutions imply a moral decadence which is linked to economic pressures (poverty), drug abuse and peer influence among the students. The difference between the students and guidance and counselling coordinators responses about how much prostitution was a problem in their institutions could be due to the fact that the vice is practiced under cover where most lecturers are kept in the dark about it. As indicated earlier, one of the root causes of prostitution in tertiary colleges is poverty among female students that leads them to practice prostitution as a source of income.

The fourth most prevalent indiscipline issue as raised by students was theft. Theft is the taking of somebody's property without the owner's knowledge or consent. Majority (44.2%) of the students observed that theft was common. Likewise, 23.6% of them noted that theft was very common. However, 15.4% said that theft was uncommon and 9.2% said that they had never seen or heard of cases of theft in their colleges. 7.5% of the respondents pointed out that they did not know that theft was a problem in their college. Likewise, on the part of guidance and counselling coordinators, majority of them (43.8%) considered theft as common.

Those who get involved in theft usually leave behind a trail of sombre moods and stress among those who lose their belongings. First, the student who loses his/her property is

affected both psychologically and materially. Secondly, the student who is caught stealing risks being suspended or even expelled from college and other possible serious consequences. In some serious situations, a student might even face court charges or mob justice from angry colleagues. The guidance and counselling coordinator may need to conduct theft talk therapy to help minimise theft cases among students. According to Chumbe, Likoko, Liambila & Muthamia (2013) factors that cause students to steal include peer pressure, lack of guidance and counselling services for students, family background, academic deficiencies and poor interpersonal relationship skills among others. The role of the G&C coordinator in college would be to focus on addressing issues related to these in order to help minimise theft cases hence bring discipline among students to manageable levels.

The fifth problem of indiscipline as mentioned by student participants was intimate affairs or sexual relationships between students with lecturers. The results indicated that 21.2% of the students agreed that sexual relationships between students and lecturers were very common. Majority (31.2%) of the students rated the problem as common while other students felt that the problem was uncommon (13.7%), non-existent or never seen (16.1%). However, 17.8% of the students claimed not to know about the existence of the problem. On the contrary, majority of the G&C coordinators (75.0%) argued that student-teacher sexual relationships were uncommon. The huge difference between the students and guidance and counselling coordinators can be attributed to the fact that the later mostly observed cases that were reported. Many such cases may go unreported because none of those involved may be willing to divulge the information for fear of dire consequences that may befall them. This is one of the root causes of indiscipline among students in tertiary colleges. A student who has a sexual relationship with a lecturer will want to consider himself or herself equal to the lecturer hence leading to unruly behaviour among the students involved.

Truancy was another indiscipline reported among students in the tertiary colleges as reported by students. Truancy refers to a situation whereby students skip classes or leave the compound unofficially in order to attend to matters that do not necessarily have anything to do with academics. G&C coordinators reported as follows about truancy; (15.2%) said that it was very common, (34.2%) reported that it was common, (30.4%) said it was uncommon and 14.3% said that there was no truancy. On the other hand, (17.10%) said that it was very common, 33.7% said that it was common. Another proportion of the coordinators (25.6%) reported that it was uncommon while (16.3%) said that there was no truancy. Both the G&C

coordinators and students almost agreed on this issue. It is quite likely that this problem was closely related to the high levels of alcoholism and drug abuse.

Disorder in classrooms was another indiscipline issue confirmed by respondents to be existing. Students respondents (33.6%) reported that the vice was common in addition to 17.5% who said that it was very common, 25.3% said that it was uncommon, 16.4% said that they had never seen it and 7.2% reported that they were not aware of it. However, the guidance and counselling coordinators reported 37.5% claiming that the vice was common with 0% saying that it was not common. Majority of the responses were reported that it was uncommon (50.0%). This difference was attributed to the fact that students fear reporting such cases to avoid getting into confrontation with the administrators. Some students are stubborn based on how they were brought up while others do so due to the influences of the social environment in which they operate at that time. Such students can be helped by well-trained guidance and counselling coordinators if they applied appropriate counselling techniques.

Other forms of indiscipline witnessed by students in this study were cheating in examinations, fighting and bullying with a cumulative representation of 44.2%, 42.5% and 22.9% respectively for very common and common. According to the guidance and counselling coordinators, cheating in examination, fighting, bullying, homosexuality and rape had a cumulative representation (for the very common and common responses) of 56.3%, 18.8% and 37.5% respectively. The cumulative percentage of the other forms of indiscipline is relatively high. This implies that G&C coordinators and administrators must plan with all of them in mind.

#### **4.6 Scope of Guidance and Counselling Services in Tertiary Colleges**

The second objective sought to determine the scope of guidance and counselling services offered in tertiary colleges. The following is the analysis to the responses related to this objective.

##### **4.6.1 Students Responses on Counselling Techniques used by G&C Coordinators**

Table 8 presents a summary of the students' responses on the counselling methods used in their colleges.

Table 8

*Students Responses on Counselling Techniques used by G&C coordinators*

Counselling method	Frequency	Percentage
Individual counselling	147	39.20%
Group counselling	83	22.13%
Peer counselling	145	38.67%
Career guidance	120	32.0%
Total	375	100.00%

As indicated in table 8, individual counselling was the most popular method rated at 39.2% of the counselling techniques practiced in colleges. This was closely followed by peer counselling at 38.67%. The difference between the popularity of individual and peer counselling is not significant. Career guidance was rated at 32.0% while group counselling was the least popular (22.17%) counselling technique used by counselling coordinators within the study area. On the other hand, the G&C coordinators' responses were similar but with different proportions as compared to the students' responses. Table 9 contains a summary of the responses.

Table 9

*G&C Coordinators' Responses on Counselling Techniques commonly used in Counselling*

Counselling method	Frequency	Percentage
Individual counselling	29	90.62%
Group counselling	18	56.25%
Peer counselling	27	84.37%
Career guidance	15	46.87%

Individual counselling technique was rated highest (90.62%) by the guidance and counselling coordinators followed by peer counselling which was scored at (84.37%). Group counselling was rated at 56.25% and finally career guidance rated at 46.87%. All the four techniques of counselling have their own advantages and disadvantages depending on when, where and the presenting counselling issue. For instance, the effectiveness of Individual counselling depends on the level of rapport to be created between the student and the counsellor. Group counselling requires good management of the discussions by the counsellor in order to ensure that all students in the group benefit. In most cases, it is not easy to ensure that everyone in

the group benefits from the counselling sessions. It is supposed to be at the discretion of the professional counsellor to choose the most appropriate technique to be used depending on the situation, presenting case and environment. The rate of application of career guidance is too low considering that these are TVET colleges which are preparing students for jobs. If this is ignored or not appropriately utilised, it can be one of the reasons that lead to indiscipline due to wrong career choices as observed from the Holland's theory of vocational choice.

#### **4.6.2 Students Responses on Intervention Measures used to Manage Discipline among Students in Tertiary Colleges**

In order to understand the effectiveness of guidance and counselling in managing discipline, the researcher decided to establish which other methods were competing with guidance and counselling. Table 10 shows the frequency of other methods used in managing discipline among students in tertiary colleges.

Table 10  
*Frequency of methods used in tertiary colleges to manage discipline among students*

Method used	Very frequent	Frequent	Not sure	Rarely	Never	Total
Guidance and counselling	22.60%	45.60%	7.70%	16.40%	7.70%	100.00%
Suspension from the college	14.40%	42.10%	5.60%	30.80%	5.60%	100.00%
Withdrawal of meal cards	12.30%	16.40%	13.30%	29.20%	28.70%	100.00%
Expulsion from college	9.20%	16.90%	10.30%	36.40%	27.20%	100.00%
Others	12.10%	45.50%	18.20%	12.10%	12.10%	100.00%

Guidance and counselling was rated the highest. As shown in the table, 45.6% of the respondents claimed that guidance and counselling was frequently used. Other responses were very frequent (22.6%), rarely (16.4%), never (7.7%) and not sure (7.7%). Considering that guidance and counselling is rated highest implies that top management in the colleges had embraced the practice to help manage discipline among students.

However, the percentage of 42.10 denoting frequent use of suspension indicates that suspension and guidance and counselling were being applied almost interchangeably. There is need for the guidance and counselling coordinators to improve the guidance and counselling services in order to make it the preferred method for managing discipline among students. The use of suspension was also used very frequently at (14.4%). Other responses



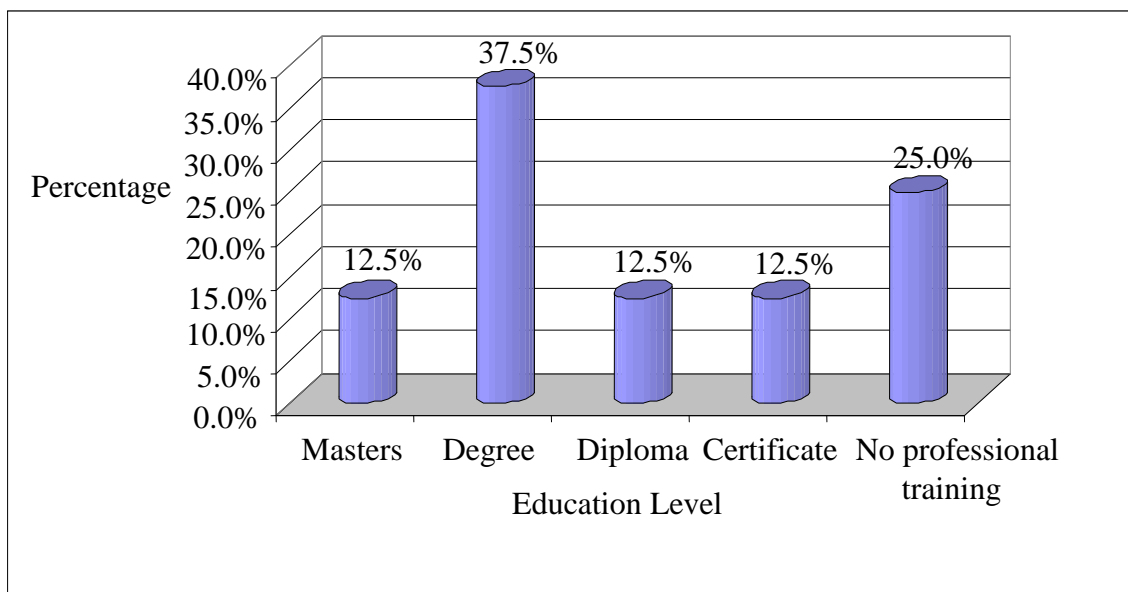
were; not frequent (30.8%), never (5.6% and not sure (5.6%). Suspension method of dealing with indiscipline cases has been argued by many researchers not to correct student behaviour and that it is temporal transfer of the problem elsewhere in the public.

The students also pointed out that ordinary punishment (such as withdrawal of meal cards, cleaning hostels and dining halls) was not a common method used to resolve indiscipline among students. 29.2% of the respondents agreed that the method was not frequently used while other responses were never (28.7%), frequent (16.4%), very frequent (12.3%) and not sure (13.3%). The use of punishment as a method of correcting indiscipline among students has been found to yield minimal correction of behaviour. According to Sailor (2004) punishment teaches a child that those who have the power can force others to do what they want them to do and that it is the least effective form of changing behaviour that may have long-term consequences. Applying such a method to manage discipline may end up becoming a breeding ground for misbehaviour.

The results also show that expulsion is not commonly practiced in tertiary colleges as a method of managing discipline among students. A majority of the respondents indicated that it is not frequently used (36.4%) and never used (27.2%) respectively. On other forms of punishment responses were frequent (16.9%), very frequent (9.2%) and not sure (18.2%). Due to a conflict of interest in most learning institutions (where a student is expected to pay fees and at the same time maintain discipline), expulsion as method of managing discipline is not very common. On one hand, expelling a student implies a loss of revenue (negative; undesired) and a possible reduction in indiscipline cases (positive; desired) within the institution. A balance (trade-off) between these two issues is sometimes hard to strike and therefore a centre for compromise.

#### **4.6.3 G&C coordinators' Responses on G&C Coordinators' Level of professional training in Counselling**

The guidance and counselling coordinators who participated in this study had varying levels of training. Figure 8 summarizes the responses on level of professional training in guidance and counselling for G&C coordinators.



*Figure 8: Level of professional training for Guidance and Counselling Coordinators*

From the analysis, most of the coordinators had adequate levels of training in guidance and counselling with majority of them (37.5%) possessing degree level of training and others possessing masters degree (12.5%), diploma (12.5%) and certificate (12.5%). There does not seem to be a clear government policy about the level of qualification required for deployment as students' counsellor at tertiary college level. Somebody with a certificate or diploma might not be the best fit for providing guidance and counselling services at that level. The case becomes even more wanting especially when you consider the overwhelming 25.0% who did not possess any professional training. This lack of professional training has been identified as a major challenge in the delivery of counselling services in learning institutions (Lavusa, 2010; Njoka, 2007; Mumiukha, 2011; Nyutu as cited in Wambu & Fisher, 2015).

#### **4.6.4 G&C Coordinators' Responses on whether their colleges had a counselling policy and how they accessed students who were in need of counselling services**

Most coordinators reported that there was guidance and counselling policy in their institutions. However, most of the policies seen were not in tandem with the existing guidance and counselling programmes. Table 11 presents a summary of the responses on existence of policies and other key concepts as captured in the research instruments.

Table 11

*Possession of Policies and Programmes to Guide G&C Activities*

	Responses	Freq.	Percent
<hr/>			
Does your college have a policy on guidance and counselling	Yes	31	86.11%
	No	2	5.5%
	Not aware	2	5.5%
	Total	36	100.0%
<hr/>			
Does your college have a guidance and counselling programme of activities	Yes	27	75.0%
	No	5	14.0%
	I don't know	2	5.5%
	It is not necessary	2	5.5%
	Total	36	100.0%
<hr/>			
How do you access students who need guidance and counselling services	Voluntary visits	9	25.0%
	Reach out to them	4	11.1%
	Referred	9	25.0%
	All the above	14	38.9%
	Totals	36	100.0%
<hr/>			

A majority (86.11%) of the respondents reported that their colleges had a policy on guidance and counselling with only 5.5% of the respondents claiming that the policies were non-existent. About 5.5% of the coordinators were not aware of the policies. However, most G&C coordinators (50%) did not know what was in the policies because they had not studied them to internalise the details. Likewise, most institutions (75.0%) had programmes that guided the guidance and counselling activities with only 14% of the coordinators claiming that the programmes were non-existent. However, 5.5% of the respondents argued that it was not necessary and a similar proportion 5.5% also reporting that they did not know about the existence of such programmes.

Majority of the G&C coordinators (38.9%) revealed that guidance and counselling coordinators embraced a variety of approaches (voluntary visits, reach outs and referrals) to access students who needed G&C services. A proportion of 25.0% said that they depended on voluntary visits by students and a similar proportion of 25.0% said that they relied on referrals. Finally, 11.1% said that they made an initiative of identifying and reaching out to those students who needed the G&C services. Guidance and counselling coordinators needed to diversify their methods of identifying and reaching out to students who needed counselling. Reaching out can be done through peers or by self with the sole purpose being to provide psychosocial help when most needed for best results.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of findings, conclusion and recommendations of the study. It also highlights the suggestions for further studies. The purpose of this study was to investigate the role of guidance and counselling in managing discipline among students in tertiary colleges in Western Region of Kenya.

#### 5.2 Summary of Findings

The following is a summary of the salient results of the findings of the study.

- i) This study made use of both male and female respondents. There was insignificant gender parity among the students respondents with 51.0% of them being female and 49.0% male. Majority of the guidance and counselling coordinators (56%) were male while 44% of the respondents were female.
- ii) The respondents who participated in this study were of varying age brackets. Majority (79.8%) of the students were aged between 18-25 years whereas majority (43.8%) of the guidance and counselling coordinators were in their middle age (35-40).
- iii) Respondents who offered their views in this study were both married and single. 69.7% of the students were single while 25.1% were married. On the contrary, majority (68.8%) of the guidance and counselling coordinators were married with 31.3% being single.
- iv) A fairly high percentage (56.3%) of guidance and counselling coordinators agreed that management of discipline was a problem in their colleges.
- v) Most of the guidance and counselling coordinators had adequate levels of training in guidance and counselling with majority of them (37.5%) possessing degree level of training and others possessing master's degree (12.5%), diploma (12.5%) and certificate (12.5%) level of training. However, an overwhelming 25.0% did not possess any training.
- vi) An average percentage of respondents agreed (35.2%) or strongly agreed (27.3%) that G&C contributed to positive behaviour change and almost a similar percentage claimed that they did not have full trust of the G&C coordinators to the extent of divulging their personal and private issues to them.
- vii) Tertiary colleges had various discipline problems with alcoholism rating highest at (47.3%) as observed by students who reported that the problem was very common.

Other discipline problems were drug abuse, prostitution, theft, student-teacher sexual relationships, disorder in classrooms, cheating in examinations, fighting, bullying, homosexuality and rape.

- viii) Peer influence was cited as the most likely cause of indiscipline as claimed by the majority (25.33%) of the respondents. Other reasons were lack of proper interpersonal skills (22.13%), drug abuse (18.67%), ignorance (10.13%), need to pass exams without hard work (9.08%), indecent dressing (6.13%), poor time management skills that did not heed to students requests and thus failing to fulfil promises (5.33%), tribalism (1.6%) and economic pressures e.g. poverty (1.6%).
- ix) Counselling and Discipline policies existed in tertiary colleges with a majority (89.0%) reporting their existence while only 5.5% of the respondents claiming that the policies did not exist. Likewise, most colleges (75.0%) had programmes to guide the guidance and counselling activities with only 14% of the coordinators claiming that the programmes did not exist. However, most of the policies were not in tandem with the G&C programmes in the colleges.
- x) Majority of the coordinators (38.9%) revealed that a combination of clients' voluntary visits, reach outs and referrals were used in accessing clients.
- xi) Individual counselling was the most popular (39.2%) method of counselling used in the colleges. This is closely followed by peer counselling (38.67%).
- xii) Less than half of the respondents (41.8%) strongly agreed that the guidance and counselling services were readily available to any student who needed help. They also affirmed that the guidance and counselling services offered in their colleges led to behaviour change and helped students improve in their academic performance. However, a smaller majority (37.7%) of the students disagreed that they could disclose any secret information to their guidance and counselling coordinators without fear because they trust them.
- xiii) 45.6% of the students claimed that the intervention measure most frequently used to manage discipline was guidance and counselling. Ordinary punishment such as withdrawal of meal cards, cleaning hostels, dining halls and ground cleaning was not a common method used to manage discipline among students.
- xiv) An average number of administrators (52.3%) supported guidance and counselling services in the tertiary colleges as opposed to 36.70% who either disagreed or strongly disagreed.

- xv) Guidance and Counselling services in tertiary colleges were partially devolved to each academic department with one teacher who works in consultation with the counselling coordinator

### **5.3 Conclusion**

This study concluded that

- i). It was established that guidance and counselling was playing a key role in helping students to change their behaviour and improve in academic performance in the colleges where guidance and counselling was fully embraced. However, there was need for staff development of the G&C coordinators who were yet to undergo formal G&C training.
- ii). The scope of Guidance and Counselling in Tertiary Colleges encompassed policy frameworks that guided the provision of guidance and counselling services. Guidance and Counselling also needed to be expanded to include career guidance focussing on job market including self-employment
- iii). Students lacked proper social skills to enable them cope with influences emanating from technology, media and peer pressure.

### **5.4 Recommendations**

- i) Qualification of guidance and counselling coordinators: Considering that this is a very key factor in the management of discipline among students, there should be no provision for unqualified or untrained staff to be allowed to practice counselling in colleges. College managements should set aside funds for staff development of such lecturers or create an enabling environment for them to be able to undertake such studies. Those lecturers who are used at the departmental levels should equally be sensitised and possibly exposed to counselling techniques for short periods of time to avoid compromising quality of counselling services provided.
- ii) The number of G&C Coordinators per institution should be proportional to the student enrolment and they should not be assigned any teaching load.
- iii) The government should make it policy that Guidance and counselling becomes the first line of approach in the process of managing discipline among students.
- iv) G&C coordinators should aim at equipping students with social skills that can enable them to deal with peer pressure, technological changes and media.

v) The administrators of tertiary colleges should enhance their support for guidance and counselling. Management of tertiary colleges should endeavour to sufficiently increase and be consistent with their support both financially and morally for the counselling department.

### **5.5 Suggestions for Further Research**

- i) An in-depth study on the relationship between substance and drug abuse and indiscipline among students in tertiary colleges.
- ii) The impact of attitude among staff on guidance and counselling as a means of managing discipline among students in tertiary colleges



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## APPENDICES

### APPENDIX A: QUESTIONNAIRE FOR G&C COORDINATORS

Management of discipline among students in tertiary colleges has for long been an issue of concern for administrators, lecturers, parents, politicians and even students themselves. This problem has had diverse effects on education in these institutions. A research is being undertaken to investigate the role of guidance and counselling in managing discipline among students in tertiary colleges. You are hereby **requested** to fill this questionnaire by being very **genuine** with your **responses**. Please DO NOT write your name. Thank you for your cooperation.

**Name of Tertiary Institution** -----

#### SECTION 1 – Demographic Data (Please tick the applicable box only)

1. Gender:                      Male                       Female
2. Age:                              25 – 35                       35 – 40                       Above 40
3. Marital status:              Single                       Married

#### SECTION II - Specific Information

4. Are there any discipline problems in your institution? YES  NO  Not Sure

5. The following is a list of discipline problems in some colleges. Please check the box (✓) that best describes each of them in as far as your college is concerned.

**KEY:** 1: Very common; 2: Common; 3: I don't know; 4: Uncommon; 5: Never (tick one)

		1	2	3	4	5
i.	Alcoholism					
ii.	Prostitution					
iii.	Cheating in examinations					
iv.	Theft					
v.	Rape					
vi.	Homosexuality					
vii.	Disorder in classrooms					
viii.	Drug abuse					
ix.	Sexual relationship with lecturers					
x.	Fighting					
xi.	Bullying					
xii.	Any other:					

6. What is your highest level of training in guidance and counselling?

Ph.D  Masters  Degree  Diploma/HND  Certificate  N/A

7. What is the organisational structure of the guidance and counselling department in your college?.....

8. Does your institution have a policy on guidance and counselling?

Yes  No  Not aware

9. How do you access your clients? Clients' voluntary visits  Referred

Reach out  All the above

10. How long have you served as the guidance and counselling coordinator in your college?

Less than 3 yrs  3 – 5 yrs  over 5 yrs

11. Do you have a programme that guides the guidance and counselling services?

Yes  No  I don't know  It's Not Necessary

12. Give any suggestion(s) on how guidance and counselling services for students can be improved in your college? -----  
-----

13. Please rate the following statement: Guidance and Counselling is an effective method of managing discipline among students in tertiary colleges?(tick one) Strongly agree

Agree  Indifferent  Disagree  Strongly disagree

14. Please evaluate the following factors about management of guidance and counselling in your college:-

**KEY:** 1: Strongly Agree. 2: Agree. 3: Not sure. 4: Disagree. 5: Strongly Disagree

		1	2	3	4	5
i.	All discipline cases are referred for counselling to the Guidance and Counselling within the college					
ii.	Guidance and counselling can be relied upon as an effective method to manage discipline in your college					
iii.	The top management of your college does support guidance and counselling services financially and morally.					
iv.	Students have been adequately sensitised about the importance of guidance and counselling services.					
v.	Every department has a guidance and counselling teacher who works in consultation with the G&C coordinator					

THANK YOU FOR YOUR GENUINE RESPONSES

## APPENDIX B: STUDENTS QUESTIONNAIRE

Management of discipline among students in tertiary colleges has for long been an issue of concern for administrators, lecturers, parents, politicians and even students themselves. This problem has had diverse effects on education in these institutions. A research is being undertaken to investigate the role of guidance and counselling in managing discipline among students in tertiary colleges. You are hereby **requested** to fill this questionnaire by being very **genuine** with your **responses**. Please DO NOT write your name. Thank you for your cooperation.

**Name of Tertiary Institution** -----

### SECTION 1 – Demographic Data (Please tick the applicable box)

1. Gender:                      Male                       Female
2. Age:                              18 – 25                       26 – 35                       Above 36
3. Marital status:                      Single                       Married

### SECTION II -                      Specific Information

4. Are there any discipline problems in your institution?    YES                       NO
5. The following is a list of discipline problems in some colleges. Please check the box (✓) that best describes each of them in as far as your college is concerned.

	Type of Discipline Problem	1	2	3	4	5
i.	Alcoholism					
ii.	Prostitution					
iii.	Cheating in examinations					
iv.	Theft					
v.	Rape					
vi.	Homosexuality					
vii.	Disorder in classrooms					
viii.	Drug abuse					
ix.	Skiving lessons					
x.	Sexual relationship with lecturers					
xi.	Fighting					
xii.	Bullying					
xiii.	List any other:					

**KEY:** 1-Very common; 2 – Common; 3 – I don't know; 4 – Uncommon; 5 – Never seen

6. List some of the most likely causes of indiscipline among students in your college

7. Do you have guidance and counselling services in your institution? (tick one)

Yes  No  Not sure

8. Which of the following guidance and counselling techniques have you experienced in your

college? Peer counselling  Group counselling  Individual counselling

9. The following is a list of FACTS about guidance and counselling services in colleges.

Please rate each one of them in relation to your institution.

**KEY:** 1: Strongly Agree. 2: Agree. 3: Not sure. 4: Disagree. 5: Strongly Disagree

	Guidance and Counselling Service	1	2	3	4	5
i.	The guidance and counselling services are readily available to any student who needs help					
ii.	Guidance and counselling helps students to improve in their academic performance					
iii.	I can disclose any secret information to our guidance and counselling officer(s) without fear because I trust him/her.					
iv.	There has been a noticeable decline in indiscipline cases due to effective counselling services					
v.	Resource persons are usually invited to talk to students on various topical issues every term.					

10. State whether guidance and counselling services are available to any student?

Yes  No  Not Sure

11. Voluntary seeking of guidance and counselling services by students is a show of confidence in the students' counsellor. Can you seek such services in your college without being referred?  Yes  No  I don't know

12. The following is a list of some intervention measures used to manage discipline among students. What is your opinion about each one of them in relation to your college?



**KEY:** 1 - Very frequently; 2 – Frequently; 3 – Not sure; 4 -Rarely; 5 - Never

	Intervention Measure	1	2	3	4	5
i.	Guidance and counselling					
ii.	Suspension from the college					
iii.	Withdrawal of meal cards					
iv.	Expulsion from college					

13. How often are the following methods used to manage discipline in your college? (tick one)

**KEY:** 1 - Very frequently; 2 – Frequently; 3 – Not sure; 4 -Not frequently; 5 - Never

	Method used to Manage Discipline	1	2	3	4	5
v.	Expulsion					
vi.	Suspension from college					
vii.	Suspension from class attendance					
viii.	Withdrawal of meal cards					
ix.	Guidance and counselling					
x.	Other forms (please specify)..... .....					

**KEY:** 1 – Strongly Agree; 2 – Agree; 3 – Not sure; 4 - Disagree; 5 – Strongly Disagree

THANK YOU FOR YOUR GENUINE RESPONSES

**APPENDIX C: TABLE FOR DETERMINATION OF SAMPLE SIZE**

Table 12

*Table for Determining Sample Size from a Given Population*


<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.  
*S* is sample size.

**APPENDIX D: RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MR. EMMANUEL BIKETI WAMALWA**  
**of EGERTON UNIVERSITY, 440-50406**  
**FUNYULA, has been permitted to**  
**conduct research in Kakamega County**  
**on the topic: ROLE OF GUIDANCE AND**  
**COUNSELLING IN MANAGING DISCIPLINE**  
**AMONG TERTIARY COLLEGE STUDENTS**  
**IN WESTERN REGION, KENYA**  
**for the period ending:**  
**29th January, 2020**

**Permit No : NACOSTI/P/19/87467/27935**  
**Date Of Issue : 29th January, 2019**  
**Fee Received :Ksh 1000**



**Applicant's Signature**

**Director General**  
**National Commission for Science, Technology & Innovation**