





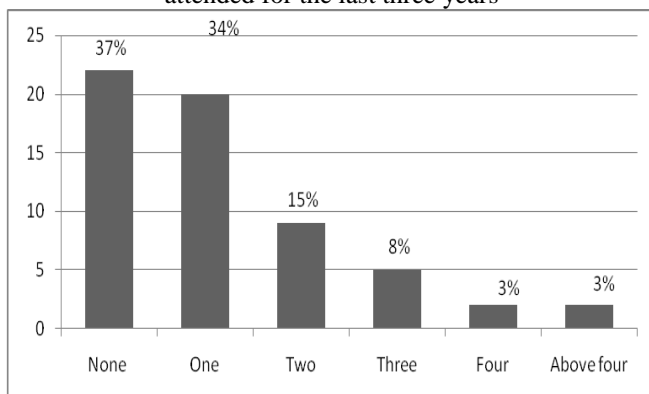


**Table 7: Teacher counsellors' preparedness in some selected roles**

Roles in G/C	Not at all prepared	Minimally prepared	Adequately prepared	Well prepared	Very well prepared
Counselling students with drug abuse problems	6 10%	22 36.6%	19 31.6%	4 6.7%	4 6.7%
Counselling students on effects	3 5%	16 26.7%	21 35%	11 18%	1 1.7%
Counselling students with discipline problems	4 6.7%	6 10%	11 18%	17 28%	5 8.3%
Assessing students or conduct disorder	1 1.75%	20 33.3%	6 10%	14 23.3%	5 8.3%
Planning and implementing		12 20%	11 18%	8 13.3%	9 15%
Coordinating guidance/counselling programs	5 8.3%	15 25%	17 28%	10 16.7%	7 11.7%
Crisis management (strike)	11 18%	13 21.7%	12 20%	8 13.3%	4 6.75%
Identifying school discipline policies that hinders students success	5 18%	10 16.7%	15 25%	13 21.7%	3 5%
Assessing school guidance and counselling needs	4 6.7%	9 19%	17 28%	17 28%	5 8.3%

Those teachers counsellors trained in professional counselling were asked to indicate the level of training. 8% have masters degrees in counselling related areas, 5% have bachelor degrees in counselling related areas, 2% have diploma in counselling related area and 10% have certificate in counselling related courses. Teacher counsellors were asked to indicate the number of teachers in their schools trained in professional counselling courses. 41% indicated none is trained, 25% indicated one is trained, 25% indicated two are trained, 5% indicated three are trained, 2% indicated four are trained and 2% indicated five are trained. The teacher counsellors who are trained through seminars and workshops were asked to identify the numbers of seminars and workshops attended for the last three years. The pie chart below shows the summary of the teacher counsellors' responses.

**Table 8: Summary of the training workshops and seminars attended for the last three years**



The study probed the feelings of the teacher counsellors on the need for in – service training in counselling as a strategy to make them effective in addressing school discipline issues. 3% felt it's necessary and 97% felt it's very necessary. The teacher counsellors were asked to suggest some key areas of training that would be useful in enhancing school counsellors' efficiency in enhancing school discipline if well integrated in training. The following areas were identified:

1. The role of teachers and parents in enhancing school discipline
2. Kenyan legislations and school discipline
3. Emerging issues affecting school discipline
4. Counselling students with drug abuse challenge
5. Role of school administration in school discipline
6. Team spirit in enhancing school discipline
7. Developing proactive guidance and counselling programs enhance school discipline
8. Arresting Homosexuality and lesbianism in schools
9. Understanding deviance in schools
10. Understanding students personality in relation to discipline

It can be concluded from the findings of the study that the teachers in charge of guidance and counselling in most schools lack necessary training and competency in handling school discipline issues in their schools.

### Teacher counsellors' motivation

The third research question of the study was to investigate how well teacher counsellors in secondary schools are motivated to improve their efficiency and commitments in enhancing school discipline. Teacher counsellors were asked to rate their motivation in their responsibilities in schools. 8% were highly motivated, 67% lowly motivated and 25% not motivated. The teacher counsellors were further asked identify ways through which they can be motivated to be more productive and committed to their responsibilities of enhancing school discipline through guidance and counselling services. Their responses were summarized as shown is table 9 below.

**Table 9: Teacher counsellors' perception of ways of motivating them**

Ways of Motivation	Frequency	%
Sponsor them for professional growth seminars, workshops and conferences	31	52%
Reduce their work load	41	68%
Give them special allowances	29	48%
Provide proper counselling rooms, equipments and materials	44	73%

Create a budget to support the guidance and counselling services	48	80%
Support by the teachers	33	55%
Support and train students peer counsellors	38	63%
Support by the parents	32	53%
Support by school administration	50	83%
Putting policies to guide guidance and counselling department	34	57%

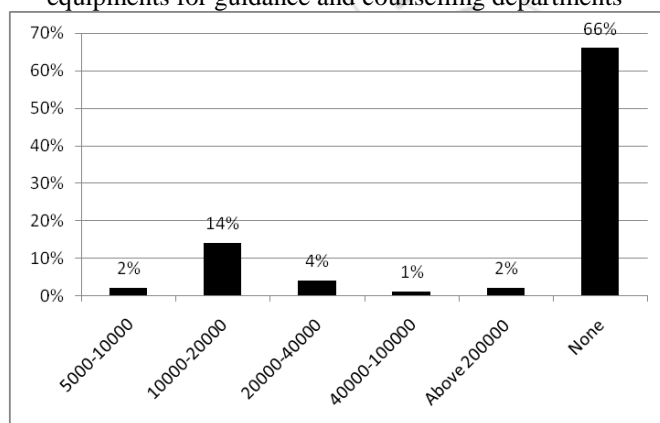
The study probed further on how the guidance and counselling departments are funded to ensure their effectiveness. Teacher counsellors were asked if there are budgetary allocation for Guidance and counselling department in their respective schools. 28% indicated yes and 72% indicated No. To be able to establish how much money is spent in supporting guidance and counselling programs in schools, teacher counsellors were asked to identify the approximate amount they think is used annually in supporting guidance and counselling programs in their respective schools, table 10 below shows their responses.

**Table 10:** Summary of the approximate amount of money used to fund g/c programs per year

Available facilities and equipments	Frequency	%
Counselling room	23	38%
Counselling office	12	20%
Computers	2	3%
Projectors	0	0%
Furniture	12	20%
Lockable filing cabinet	3	5%
Stationeries	12	20%
Reference materials	17	28%

The study investigated how well the guidance and counselling departments are provided with the necessary facilities and equipments that can motivate the teacher counsellors effective. The findings were as shown in table 11 below:

**Table 11:** Summary of the available facilities and equipments for guidance and counselling departments



It can be concluded from the findings that teacher counsellors in secondary schools are not motivated and therefore not committed in enhancing school discipline in their respective schools. Many schools don't take guidance and counselling seriously as indicated by lack of budgetary allocation and adequate facilities and equipments necessary to make the departments effective.

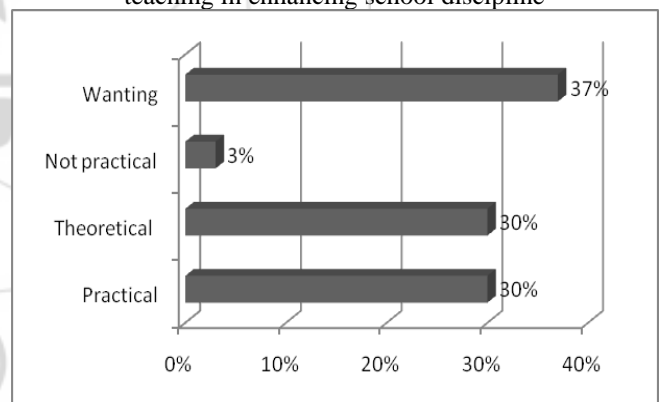
**Perceived challenges hindering effectiveness of guidance and counselling services in handling school discipline issues**

The last research question of the study was to establish challenges faced by guidance and counselling teachers in handling students with discipline problems in their schools. The following challenges were identified

1. Lack of administration support
2. Lack of training in discipline issues
3. Dual role conflicts
4. Lack counselling rooms and facilities
5. Lack of time
6. Lack of government policy in implemental and support of guidance and counselling services
7. Conflicts with school discipline policies
8. Lack of support by teachers
9. Lack of support by parents
10. Negative attitude about counselling with students
11. Violation of ethical issues necessary for effective counselling
12. Lack of follow up (supervision)
13. Impact of social media

The study probed the effectiveness of the life skills in enhancing schools discipline. Teacher counsellors were asked how they would describe the teaching of life skills in their respective schools. Their responses were summarized as shown in table 12 below

**Table 12:** Teacher counsellors' perception of the life skill teaching in enhancing school discipline



Those who described life skill teaching as practical based their responses on the followings reasons

1. Concepts taught are practical and helps students face challenges in life and school
2. Life skills is taught and supervised
3. Life skill teaching compliment guidance and counselling services to the students

Those who described life skill teaching as wanting based their responses on the following reasons

1. Many teachers are not willing to teach life skills
2. Teachers don't take life skills teaching seriously
3. Teachers were not inducted on the teaching of life skills
4. Life skills teaching not time tabled therefore not taught
5. Where life skills lessons are provided in the teaching time table teachers use the lesson for remedial and syllabus coverage

It can be concluded from the findings that guidance and counselling services are ineffective in handling school discipline due to many obstacles that need to be urgently addressed by all the stakeholders in the education sector.

## 8. Conclusion

The study established the ineffectiveness guidance and counselling services in secondary schools in handling school discipline challenges. The teachers in charge of guidance and counselling are aware of their responsibilities in enhancing school discipline but are inadequately motivated and trained. Most schools don't take guidance and counselling seriously as indicated by lack of budgetary allocation, facilities and equipments. Ineffectiveness of guidance and counselling services in handling school discipline was caused by lack of adequate training in counselling, lack of support by administration, inadequate funds and lack of vivid government policies on schools guidance and counselling. The findings of the study are a clear evidence of appropriateness of the objectives under investigation.

## 9. Recommendations

Based on the findings of the study, the following recommendations were made

1. The government to develop a strategy of harmonizing, coordinating and supervising the guidance and counselling services to ensure its effectiveness in addressing school discipline issues
2. School administrators and boards of managements to take guidance and counselling services in their schools seriously by ensuring adequate budgetary allocation and provision of necessary facilities and equipments according to the basic education act 2013
3. The teacher counsellors need to be motivated to be more proactive and productive in developing and implementing school discipline program in their respective schools
4. There is urgent need for seminars and workshops that are based on the need assessments of the teachers in relations to their perceived challenges and professional inadequacy.
5. School principals need to be sensitized on the importance of guidance and counselling and their roles in enhancing school discipline.
6. Discipline committees in schools should work hand in hand with the guidance and counselling departments in addressing school discipline issues.
7. More research is needed focusing on the roles of school heads and boards of management in enhancing school discipline.

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