

An Assessment of Influence of Teachers' Discipline Management Strategies on Kenya Certificate of Secondary Examination in Public Secondary Schools in Tharaka Nithi County, Kenya

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Abstract:-Discipline in schools is about positive behavior change in order to create conducive environment for learning. When discipline is achieved in secondary schools, it becomes instrumental in students academic performance. This study focused on assessment of the influence of teachers' discipline management strategies on KCSE performance in public secondary schools in Tharaka Nithi County, Kenya. The objective of this study was to establish the influence of guidance and counseling, on KCSE performance. The county has had a trend of grade wastage from KCPE to KCSE. The study adopted descriptive survey research design which used mixed method approach. The study targeted 104 public secondary schools in Tharaka Nithi County, with 10 boys schools, 17 girls schools and 77 mixed schools. Stratified random, purposive sampling method and Krejcie & Morgan population sample table was used to determine the sample size. Principals and teachers were the respondents in this study. Interview schedule for 21 principals and 346 questionnaires for teachers were used as tools for data collection. The study sampled 42 schools, which constituted 40% of the total population size. The researcher prepared the instruments with expert judgment by supervisors. Cronbach's Alpha Coefficient (α) was employed in determining the reliability of the instruments. A pilot study of 10% of the sample schools and respondents was carried out from each of school category. Alpha index of 0.869 was obtained for the teachers' questionnaires. The reliability of the interview schedule was ensured by the consistency of the questions and the order in which they were administered. The study used descriptive statistics which included frequencies, measures of central tendencies (mean) and measures of dispersion (standard deviation). Inferential statistics Pearson r was used to test the relationships of the hypotheses with the aid of Statistical Package for Social Sciences (SPSS) in analyzing the data. The data from the interview guide was arranged thematically, transcribed and then presented verbatim in order to triangulate the results. The results revealed that teachers' discipline management strategy influence KCSE Performance. Guidance and counseling influenced KCSE performance positively. The findings of this study are expected to be of benefit to different stake holders, who are sensitized with new information on alternative disciplinary strategies to be used on students' discipline in schools, the policy

makers are assisted to come up with a new policy on use of alternative disciplinary methods in schools.

Key words: Management strategies, improve academic performance, secondary schools, Tharaka Nithi County, Kenya

I. INTRODUCTION

Background to the Study

Discipline refers to educating someone to acquire desired behavior for both remediation and prevention purposes (Cotton, 2012). The quality of students' discipline in schools is an important factor in determining the intellectual outcome of students and schools (Reynolds, 2009). According to Rogers (2011), discipline has to do with guidance and instruction to teach and enhance a social order where rights and responsibilities are balanced. Discipline is about positive behaviour change (Squelch, 2010). Rossouw (2013) observes that when educators discipline learners, they are making disciples or disciplined persons. In this sense, discipline is regarded as training that develops self-control. This chapter comprises of the background to the study, statement of the problem, purpose of the study, objective of the study, research hypothesis and significance of the study. It also presents Assumptions, Limitations, and Delimitations of the study and operational definitions of terms.

Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. Adjustment refers to a process in which an individual find and adopt modes of behaviour suitable to or the changes in the environment. Hence, adjustment involves an individuals' general adaptation to own environment and the demands of life such as the way one relates to other people, that is interpersonal behaviour, handles responsibilities, deals with stress and meets own needs and life satisfaction. The need for guidance and counseling services in all secondary schools

cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on secondary school students. These students are faced with numerous personal, academic, social and emotional needs and problems which when unattended could lead to host patterns of undesirable behaviours (Weiten, 2007). School guidance and counseling programs have therefore been introduced to assist students to overcome and adjust to a host of social and emotional challenges they experience at home and at school. Virtually, all countries have established channels to intensify and improve guidance and counseling services in their respective learning institutions in an attempt to address tenets of students' behaviours. According to my own views, the history of guidance and counseling around the world varies greatly based on how different countries and local communities have chosen to provide personal and public discipline.

The history of school counseling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counseling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counselors were practiced by Catholic priests in the middle ages, as can be seen by the dedication to the concept of confidentiality within the confessional. Near the end of the sixteenth century, one of the first texts about career options appeared: *The Universal Plaza of All the Professions of the World*, (1626) written by Tomaso Garzoni. Nevertheless, formal guidance programs using specialized textbooks did not start until the turn of the twentieth century.

In America, guidance and counseling took off as a humanitarian movement. The poverty, misery and unemployment which came as a result of the transformation of America into an industrialized and urbanized society led to the establishment of organized charities, settlement houses, philanthropy associations, and government bureaus for corrective and custodian service (Shertzer and Stone as cited in Pretrofisa, et al, 1978).

The need for guidance and counseling is not an exemption in Africa. For example, it is generally accepted that in Nigeria, the organized or formal counseling started in 1959 at St. The beginning of guidance and counseling in Ghana dates as far back as 1955 when the government of Ghana attempted to organize a national system of vocational guidance by establishing youth employment services for all youth under 20 years who had the Middle School Leaving Certificate. The system was designed to give vocational guidance to help people find suitable employment (Ackummey, 2002).

In Kenya, guidance and counseling is an initiative that is aimed at providing information and skills to impart self-awareness and optimal use of students' potential for holistic growth and development (KIE, 2008). In order to improve students' social and emotional adjustment, quality and standard of Education in Kenya, the government has from

time to time appointed various Education Commissions, Committees, and Task Forces to address various challenges facing the young people in secondary schools (KIE, 2007). The report of the National Committee on Educational Objectives and Policies (G. O. K, 1976), recommended the establishment of Guidance and Counseling programme in secondary schools for enhancement of total growth and development of the youth Report of the Presidential Workshop Party on Education and Manpower Training (The Republic of Kenya 1988), observed that guidance and counseling of youths in secondary schools is essential in enhancing discipline. The report suggested that guidance and counseling programmes should assist students to appreciate themselves and their role as workers and to develop right attitudes towards discipline. The challenge of indiscipline in secondary schools has been rising especially from the 2000s' when corporal punishment was banned by the Ministry of Education by the gazette notice of 13th march 2001. Many people have blamed the banning of the cane for the escalating cases of the school unrests. Counseling makes a student feel closer to the teacher thereby establishing friendly relationship. The student has the freedom to express himself/herself and realize the consequences of his/her misbehavior, in the process positive discipline is ensured. The work of guidance and counseling is supervised by the County Director of Education in Tharaka Nithi County. The actual work is done by teachers appointed by the principals. The issues surrounding the implementation of guidance and counseling include whether the guidance and counseling teachers are well trained and if the teachers get enough time as they are normal classroom teachers.

II. LITERATURE REVIEW

Literature was reviewed from various researchers and reports. In Kenya, Guidance and Counseling has been the concern of some of the education commissions. In 1976 for instance, the Gachathi Report recommended that the ministry of education expand its services to include guidance and counseling services.

A recent survey by the Association of University and College Counselor (AUCC 2002) has revealed that all the public universities in Kenya have campus – based counseling services which provide a wide range of services from brief drop – in sessions through to longer – term therapeutic support. It is recognized that there are complex inter-relationships that require an effective guidance and counseling programmes. On the other hand, Amukoa (1984) & Khaemba (1986) posit that there has been little systematic attempt to establish guidance and counseling departments in Kenyan universities. These could deal adequately with the problems facing the university students. Due to lack of functional guidance and counseling units there has been an increase in indiscipline, rebellion and maladjustment among the youth in Kenyan public universities. Thus, concerns have been raised over the increase in problems like drug abuse, immoral behaviour, cheating in examination and unwanted pregnancies

among others. Therefore, this study sought to evaluate how well established and functional are the guidance and counseling unit in public universities.

The study was grounded on the Goal Setting Theory proposed by Locke & Latham (1990). It contends that goal setting is an effective way of increasing motivation and performance. The basic postulate of the theory is that the intention to achieve a goal is a promising force for behaviour. Goal's direct both mental and physical actions of individuals. Secondly, goals increase peoples' effort towards certain activities while ignoring others. There are many programmes that are offered by guidance and counseling services in universities, but all of them may not be offered to learners because other academic and co-curricular activities must also be considered. Thirdly goals increase persistence because there is less temptation to quit once a goal has been established. If the goal of guidance and counseling is to solve relationship problems amongst learners, for example, they are likely to remain persistent as long as the problems remain (Owino 2005).

Makinde (1984) singles out a consistent and disturbing secondary school problem as that of relational differences among students, students and teaching staffs, students and support staff and students with either relatives or local community and even students with school administrators or school values. Horgan (2003) holds that despite the seemingly escalating relational challenges in secondary school students, the school counselors have more impact in enhancing secondary school students' interpersonal social values. Conger and Peterson (1984) articulate that guidance counselors contribute to students' behaviour modification through imparting and sustaining interpersonal values. Such values include showing mutual respect to all people, and tolerance especially in times of crisis. In addition, Theodore (2002) contends that school counselors apply individual or group counseling techniques to help students acquire social values such as love, acceptance, humility and integrity. As noted by Stewart (2003) school guidance counselors provide social values which tend to propagate students' healthy interactions amongst themselves and other persons in their surroundings. These values include courtesy, responsibility, integrity, honesty, humility, perseverance and team spirit. KIE (2003) urges that secondary school counselors play crucial role in equipping students with better knowledge and skills which help students solve interpersonal conflicts amicably and profitably.

Sheldon and Ames (1999) hold the view that emotions are central to all aspects of life, including intellectual performance, social behaviour and physical health. Waiten (2007) has observed that emotional adjustment among adolescents is the most profound and important experience that culminates to the change of behaviour Macharia (2007) have identified school counselors as key to influencing students' management of two fundamental emotional reactions which mostly determine the behaviour. Individual students are capacitated and empowered to vent out their

feelings in ways appropriate and acceptable to their school norms (Hurlock, 2007). Loescher (2006) defines anger as a strong emotion often characterized by feelings of great displeasure, indignation, hostility, wrath and vengeance. It's a completely developmental and at times a natural response to frustration that can be skillfully be dealt with an ease geared to a win- win outcomes. Weiten (2007) postulates that school life is filled with things that can become frustrating and most of those things are totally out of student's control for instance change in education policy and school administration among others. According to Dondo (2004) all secondary school students experience anger at different times as a result of poor performance, conflict between them and teachers, parents colleagues, support staff, fellow students, prefects and environment. As such, Weiten (2007) urges that dealing with anger can be confusing, it's hard to know what to do with such powerful and potentially factors that cause anger among students.

Hurlock (2007) contends that schools counselors emerge eminently in assisting students learn to control their anger in order to adapt to their physical and social worlds. Collins (2007) states that when anger is managed in healthy ways, it can be a positive thing, a red flag that something is wrong, a catalyst for change and a good motivator among students. Kabiru and Njenga (2009) have observed that individual, group and crisis counseling in secondary schools help students to examine their anger and use appropriate anger management techniques that positively impact on students' health, differences s and overall happiness. Gichaga, *et al.*, (2006) highlight some of the anger management techniques imparted in students by guidance counselors as understanding the cause and nature of their anger, speak and vent out their anger-related feelings constructively, and being cognizant in attempt to stop anger. Collins (2007) views counselors as people with skills that help influencing individuals' engagement in the process leading to behavioural change in the right direction. As such, school counselors play vital role in helping students to understand and apply the most appropriate ways of managing their anger which is the most primal and complex feelings in the range of human emotions (Dondo, 2004).

Collins (2007) refers fear as a distressing negative emotion induced by a perceived danger, pain, shame or threat. Kabiru and Njenga (2009) articulate that fear seem to be a usual and common emotion of the school going adolescents. It forms the basis of all neuroses and the most pervasive psychological phenomenon of the adolescence. According to Horgan (2003), fear becomes the predominant emotional feature among the secondary school students. i Kaminer (2004) contends that most secondary school students experience fear of social rejection, failure of examinations, humiliation and embarrassment, and commitment. In addition, Collin (2007) argues that fear among adolescents is caused by unmet basic needs which include security, loss, significance, self-fulfillment, and selfhood. As such, fear results to powerful emotional responses that affect mental and physical reactions (Minerth, 2004). Macharia (2007) postulates that fear is

almost always related to future events, such as worsening of situation that is unacceptable. As noted by Theodore (2002) fear makes students feel an ease, vulnerable, indecisive and confused. Fearful students tend to develop avoidance or confrontational behaviour. Also, fearful students easily give up any challenging tasks, are fond of procrastination and are easily influenced by others (Hurlock, 2007). Gatua (2008) states that avoidant or confrontational behaviour adversely affects the personal normal routine and social activities especially in secondary schools.

Sindabi (1992) views systematic desensitization counseling technique as the most appropriate tool that helps students cope and adjust to fearful emotion. Further, Sindabi (1992) points out some strategies used by secondary school counselors to help students' manager fear and adjust their behaviour reactions. These techniques are geared towards change of behaviour. They include admitting fear, building self-esteem, building new differences learning principles and techniques of relaxation and consultation in times of need or crisis (Loescher, 2007).

According to Locke & Latham (1990), feedback is important in making goal setting an effective motivating force. To be motivated there is need for a strong sense of the discrepancy between where one is and the desired state. Feedback helps to evaluate the progress of a programme so that if it has fallen short, then more effort or another strategy may be applied. Likewise, when feedback highlights accomplishment, confidence and analytic thinking performance is likely to improve. Goal setting theory is important in explaining how guidance and counseling unit can be established in a way that it effectively achieves it's set goals. The basic assumption of rationality theory is that, when decision – maker is confronted with several alternatives of a solution to a problem he has to weigh all the available alternatives on the basis of costs and benefits of each alternative before making decision.

The principal of each school was to assign a member of staff to be responsible for providing information on guidance and counseling to all stakeholders, teachers and parents inclusive. It was recommended that each school was to build and use a cumulative record of student's academic performance, home background, aptitudes and interests and special problems to facilitate guidance and counseling. The report also recommended the establishment of courses at the university for training professional workers in guidance and counseling (Republic of Kenya, 1976).

According to the Republic of Kenya, (1988), it is the responsibility of the principal to ensure that Guidance and Counseling services are offered to pupils. Each school should establish a guidance and counseling committee headed by a teacher appointed by the head teacher. The Presidential Committee on Students' Unrest and Indiscipline in Kenyan Secondary Schools" (2001) showed that the above directive has not been implemented in most schools. It attributed the problem of indiscipline in schools to a culture of violence in

institutions partly because of poor guidance and counseling services.

According to the MOEST, (2001), the importance of Guidance and Counseling in Kenya was yet again boosted by the Ministry of Education Science and Technology when it came up with alternatives to corporal punishment, after its ban, through a circular. It directed that students/pupils should be disciplined with care and love without necessarily using the cane or harming them in the process. It again suggested two main strategies that would suitably replace corporal punishment. These are: Initiating programmes that would educate parents, teachers, pupils and society at large on the harmful effects of corporal punishment and availability of effective alternatives; and Strengthening of guidance and counseling services in all educational institutions/schools.

However, a study by Kiprop (2004) in the International Journal of Research in Management, on the challenges faced by teachers and head teachers in maintaining student discipline in the post-caning era in Kenya revealed that teachers and head teachers experienced problems in the implementation of these alternative approaches to discipline. The study by Kiprop (2004), indicated that teachers lacked the necessary skills to implement guidance and counseling programmes. Teachers felt that the Ministry's emphasis on guidance and counseling failed to take into account the fact that many schools are staffed by untrained teachers and also lacked necessary resources like books and office and other necessities. According to MOEST, (2012) it was also found out that guidance and counseling as a method of disciplining learners is not comprehensive. The reason given was that teachers were not willing to subject students to guidance and counseling because of its demand in terms of time and besides this, it does not produce instant results since it requires patience. Although some students have taken guidance and counseling to be a point of weakness many students have benefited from both routine and individual counseling done in our schools. Some writers have made comments on the causes of indiscipline in schools.

Despite the fact that past research studies have indicated that student unrest was caused by drug abuse and a lack of discipline among students, the results from the current study indicated that a lack of facilities and a lack of dialogue between students and teachers were the primary causes. According to Mariene (2012), other causes included curriculum and examination problems, leadership deficits, exclusion of students and parents in the running of the schools, and lack of guidance and counseling services. There was much information about guidance and counseling as discipline strategy but there was no evidence that research had been done to reveal its effects on KCSE performance.

Statement of the Problem

Education is critical to industrial and technological development, with the history of developed nations bearing records of this, developing nations aspiring to realize the same

status have to put a premium. UNESCO (2005) indicates that knowledge holds key to the attainment of the millennium development goals, which include, food security, eradication of child mortality, and reduction of the spread of HIV and AIDS among others. Scholars and researchers generally agree that the school variables, which include teachers, administration and resources, perform a critical role in educational achievement especially in KCSE performance than other variables. The commitment and determination of Kenya government to provide education as a means of developing human resource cannot be overlooked. Over the years, the government has made several policy pronouncements and institutional changes aimed at improving the quality of the graduates of education system. There is great effort made by the Ministry of Education to offer guidance and counseling services to schools but still cases of indiscipline in public secondary schools are reported in Tharaka Nithi County.

Despite government effort and emphasis to have all schools embrace change and incorporate students in the management of schools, the question is whether all schools in Tharaka Nithi County are giving young people freedom of expression and appropriate participation in policy making as enshrined in the United Nations convention on the right of the child.

Again the suspension discipline strategy is time wasting not only to students but also principals and BOM. It can therefore be easily avoided. The academic trend for 2013 to 2015 show a grade attained in KCPE and a decline of the grade at KCSE in the same years in Tharaka Nithi County. In 2013 the mean grade for KCPE was C and for KCSE D+. IN 2014 KCPE was C and KCSE was D+. In 2015 KCPE attained grade C+ whereas KCSE managed grade C-. The results show a lot of wastage from primary to secondary schools in Tharaka Nithi County.

Whereas, there has been studies carried out on the causes of indiscipline in schools and reasons for the lack of good performance in KCSE, there is scanty information on how the principals discipline management strategies impact on the students' performance in KCSE. Owing to the high number of indiscipline cases and decline in grade from KCPE to KCSE in Tharaka Nithi County, this study seeks to assess the teachers' discipline management strategies and their impact on students' performance in Kenya Certificate of Secondary Education examinations in public secondary schools in the County.

III. RESEARCH METHODOLOGY

This study employed descriptive survey research design. This design was suitable because it fits the nature of the study. This study described the teachers' discipline management strategies and examined how they affected the students' performance in Kenya Certificate of Secondary Education examinations in public secondary schools in Tharaka Nithi County. According to Bryman (2012), descriptive survey deals with counting the number of respondents with certain

opinions, attitudes towards a specific object. For this study opinion was sought through questionnaires and interviews on whether the teachers discipline management strategies support students performance in KCSE or not.

This study targeted all the public secondary schools of various categories in Tharaka Nithi County. There were a total of 104 public schools in Tharaka Nithi County with 104 principals and 6862 teachers.

Data collected through questionnaires was sorted, edited and cleaned. Coding is whereby researchers assign respondents' answers to pertinent responses categories, in tabulation form, (Mugenda & Mugenda, 2003). Descriptive statistics included frequencies, measures of central tendencies (mean) and measures of dispersion (standard deviation). The data was then keyed into the computer. Pearson r was used to test the relationships with the aid of Statistical Package for Social Sciences (SPSS). To present quantitative data, descriptive statistics was used. Data was presented in form of tables, graphs and pie charts.

Purpose of the Study and objectives of the paper

The purpose of this study was to assess the influence of teachers' discipline management strategies on KCSE performance in public secondary schools in Tharaka Nithi County, Kenya. The study was set to assess the influence of guidance and counseling on KCSE performance in public secondary schools in Tharaka Nithi County.

Theoretical Frame Work

The theoretical framework for the proposed study was based on Systems Theory of Peter M. Senge, (1990). Peter looks at organization as where people continually expand their capacity to create the result they truly desire, where new and expansive pattern of thinking are nurtured, where collective aspirations is set and where people are continually learning to see the whole together. For the discipline in a school to work, all the discipline strategies must work together for a common outcome. The four disciplines in an organization according to peter are discussed below. Systems thinking: this is the cornerstone of the learning organization. Each member sees himself as a member connected to the whole and having interrelationships with other members of the organization. In this study the administration system is the focus point where all discipline strategies of the organization can be coordinated. Personal mastery or continually clarifying and deepening our personal vision focusing our energies, developing patience and seeing reality of objectivity is the second discipline. This is the work of guidance and counseling in our schools.

Mental models are ingrained assumptions, generalizations, or even pictures that influence how we understand the world. This is the third discipline. When the student council is involved in the day to day of school management, their view of their academic performance is heightened and they contribute more to schools discipline. Team learning: process of aligning and the capacities of team to create the results its

members truly desire. This is where students are suspended to pave way to the conducive environment for other students. This is the fifth discipline. The integration of the discipline strategies in management of discipline is geared towards good performance in KCSE. In this study the Systems Theory will be used to understand the impact of the teachers' discipline management strategies such as Guidance and counseling, use of students' council, suspension of indisciplined students, school rules and students' performance in Kenya Certificate of Secondary Education examinations in public secondary schools in Tharaka Nithi County.

IV. FINDINGS AND DISCUSSIONS

Respondents

Teachers

The total numbers of questionnaires issued to the teachers were 346. The collection of 340 realized. This was 98% return rate. These rates are high enough and therefore build confidence in the results as presented in figure 1.

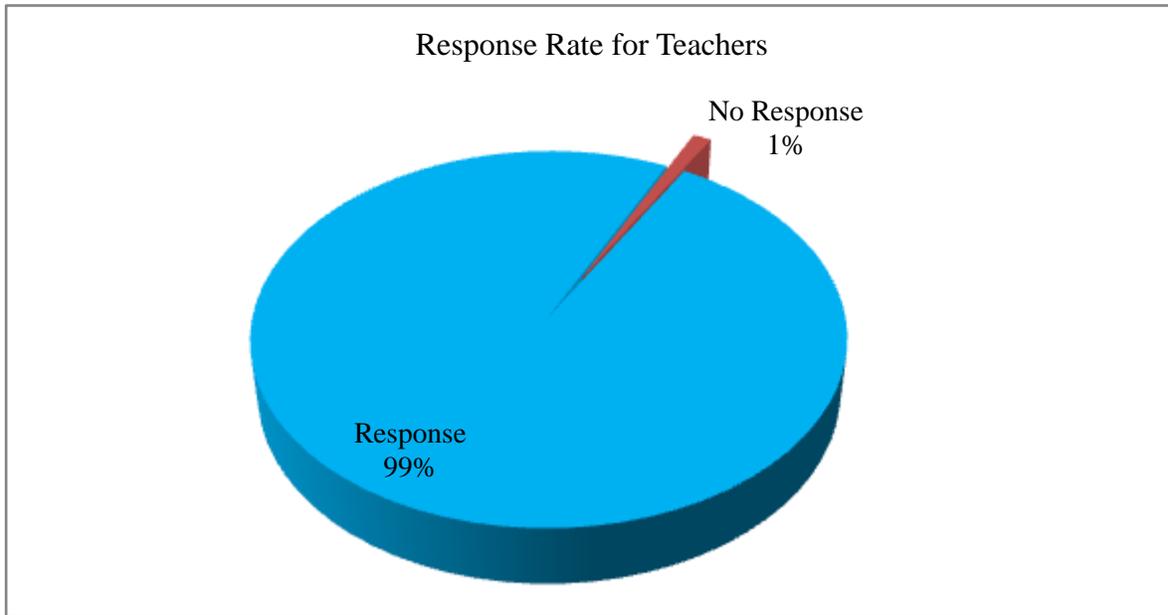


Figure 1: Response rate for teachers

Gender of the Respondents

The study sought to establish how the sample was spread out across gender. Results of the respondents in involvement in gender are presented in table 1.

Table 1 Gender Distribution of Principals

Gender of the Respondents	Frequency	Percent
Male	13	70
Female	8	30
Total	21	100.0

Results in Table 1 indicate that 70% of the principals who responded were male and 30% were female implying that majority of principals employed in these schools are males compared to their female counterparts.

Table 2. Gender distribution of teachers

Gender of the Respondents	Frequency	Percent
Male	208	61.2
Female	133	28.8
Total	340	100.0

Results in Table 2 indicate that 61.2% of the principals who responded were male and 28.8% were female implying that majority of teachers employed in these schools are males compared to their female counterparts.

School Category

This study aimed at establishing the distribution of the respondents among the schools selected for this study.

Table 3 School Category

What is your School Category	Frequency	Percent
Boys School	4	10
Girls School	7	17.5
Mixed School	31	77.5
Total	40	100.0

Results in Table 3 indicate that majority of the schools studied were mixed schools (77.5%). Pure boys' schools studied were 10% of the total sample while pure girls' schools were 17.5% of the total sample. The study therefore recommends that stake holders should give more alternatives for pure girls' and pure boy's schools in the county.

Relationship between the Use of Guidance and Counseling and KCSE Performance

The researcher subjected the test items that were based on a five Likert scale to descriptive statistics with the help of SPSS software. The results of the computation are shown in Table 4 which indicate that majority of the teachers 319 (94.8%) agreed and strongly agreed that their schools had put in place a functional guidance and counseling department; only 17 (5%) neither agreed nor disagreed and 0.3% disagreed. Majority of the teachers 319 (94.8%) agreed that teachers had been trained on guidance and counseling; only 18 (5.3%) were not sure while none disagreed. 55.8% of teachers were in different whether guidance and counseling was an effective strategy for managing discipline in their schools with 125 (36.8%) agreeing and only 25 (7.3%) strongly agreeing to it. Teachers had a 332 (97.6%) agreement that they invited professionals to offer counseling services to their students. Only 1 (0.3%) disagreed and 7 (2%) were not sure.

Despite this high level of agreement about the invitation of professionals, teachers were not sure whether guidance and counseling helped manage discipline or not in their schools. The results further indicated that 56.7% of teachers neither agreed nor disagreed that students voluntarily sought guidance and counseling services, hence they were not sure if students used this service or not. Out 340 teachers 35.7% agreed to this statement and only 2% strongly agreed. On whether the schools only offer guidance and counseling to students with discipline problems, 15.8% strongly disagreed, 54.1% disagreed and 25.1% were neutral. Only a total of 5% of the teachers agreed to this statement implying that guidance and counselling is done to all students regardless of whether they have discipline problems or not. This means that majority of the respondents offered guidance and counseling to all the students whether they had discipline problems or not.

Table 4 Guidance and Counseling and Students' Performance

Statement	1	2	3	4	5	Mean	Std Deviation
My school has put in place a functional guidance and counseling department.	0	0.3	5	50.6	44.2	4.3860	0.5958
We have teachers trained on guidance and counseling.	0	0	5.3	35.7	59.1	3.5146	0.6302
I regard guidance and counseling as an effective strategy for managing discipline in our school	0	0	55.8	36.8	7.3	4.5380	0.5957
I occasionally invite professionals to offer guidance and counseling to our students	0	0.3	2	61.1	36.5	4.3392	0.5324
Students voluntarily seek guidance & counseling services	0	5.3	56.7	35.7	2.3	3.3509	0.6172
My school only offer guidance and counseling to students with discipline problems.	15.8	54.1	25.1	4.1	0.9	2.2018	0.7830
You have group counseling in school	0	2.6	48.5	45.3	3.5	3.4971	0.6115
You have peer counseling in school	0	0	47.7	42.4	9.9	3.6228	0.6596
Class teachers participate in guidance & counseling?	0	0	5.6	60.8	33.6	4.2807	0.5603
Dorm masters participate in guidance & counseling?	0	0	2.0	43.0	55.0	4.5292	0.5394
Deputy Principal participates in guidance & counseling?	0	0	0	59.9	40.1	4.4006	0.4907
The Principal participates in guidance & counseling?	0	0	0	31.6	68.4	4.6842	0.4655
Guidance and counseling plays an important role in student performance in KCSE	0	0	0	22.8	77.2	4.7719	0.4202
Average	1.2	4.8	19.5	40.8	33.7	4.0090	0.5770

Almost half of the teachers (48.5% and 47.7%) were not sure whether their schools have group counseling or peer counseling respectively. 45.3% and 3.5% agreed and strongly disagreed that group counseling is done in their schools respectively. Likewise 42.4% and 9.9% agreed and disagreed that peer counseling is done in their schools respectively. This clearly indicates that a number of teachers could not state whether they had group or peer counseling in their schools. Therefore teachers should involve themselves more in guidance and counseling of students to enable them be certain whether it manages discipline in students or not.

Majority of the teachers (97.4%) agreed that class teachers participate in guidance and counseling. All teachers (100%), agreed that the deputy principal participate in guidance and

counseling. The teachers also had a unanimous (100%) agreement that the principal participate in guidance and counseling while 98% of these teachers agreed that the dorm masters participate in guidance and counseling. All teachers had 100% agreement that guidance and counseling played an important role in student performance in KCSE with 77.2% strongly agreeing. Generally, the results in Tables 8 show that the teachers agreed with most questions regarding guidance and counseling but disagreed with the aspects of students seeking guidance and counseling services voluntarily and the school offering counseling to students with discipline problem. A computation of the mean of teachers (4.000) for all the variables indicated that most respondents agreed on guidance and counseling variables.

These results in Table 7 agree with the findings of Kiprop (2004) in the International Journal of Research in Management, on the challenges faced by teachers and head teachers in maintaining student discipline in the post-caning era in Kenya, and revealed that teachers and principals experienced problems in the implementation of these alternative approaches to discipline. The study by Kiprop (2004) indicated that teachers lacked the necessary skills to implement guidance and counseling programmes. Teachers felt that the Ministry's emphasis on guidance and counseling failed to take into account the fact that many schools are staffed by untrained teachers and also lacked necessary resources like books and office and other necessities.

The results also agree with the findings of MOEST, (2012) who found out that guidance and counseling in secondary schools are not well established. It was also found out that guidance and counseling as a method of disciplining learners is not comprehensive. The reason given was that teachers were not willing to subject students to guidance and counseling because of its demand in terms of time and besides this, it does not produce instant results since it requires patience. Although some students have taken guidance and counseling to be a point of weakness many students have benefited from both routine and individual counseling done in

our schools. Some writers have made comments on the causes of indiscipline in schools. Despite the fact that past research studies have indicated that student unrest was caused by drug abuse and a lack of discipline among students, the results from the current study indicated that a lack of facilities and a lack of dialogue between students and teachers were the primary causes. According to Mariene (2012), other causes included curriculum and examination problems, leadership deficits, exclusion of students and parents in the running of the schools, and lack of guidance and counseling services. These findings are therefore in agreement with Mariene (2012) findings as far as guidance and counseling is concerned.

To test the relationship between guidance and counseling and KCSE performance hypothesis was used. *H0: There is no significant relationship between the use of peer counseling as teacher's discipline management strategy and KCSE performance among students in public secondary schools in Tharaka Nithi County.*

The researcher further tested the relationship by using a Pearson product-moment correlation analysis. The study aimed at determining the influence of Guidance and Counseling as a Discipline Management Strategy on KCSE Performance. The results are represented in table 5.

Table 5: Pearson Correlation between Guidance and Counseling and KCSE Performance

		KCSE performance	Guidance and counseling by Teachers
KCSE performance	Pearson Correlation	1	.165**
	Sig. (2-tailed)		.002
	N	340	340
Guidance and counseling by Teachers	Pearson Correlation	.165**	1
	Sig. (2-tailed)	.002	
	N	340	340

* $p < .05$ (2-tailed); $df = 338$; $\alpha = 0.05$.

A Pearson's Product Moment Correlation was run to assess the relationship between guidance and counseling and KCSE performance in 40 public secondary schools in Tharaka Nithi County. This was out of data collected by questionnaire items 1 to 7 put in a Likert scale form that got information on guidance and counseling (see appendix 3). The computation produced a p-value of .002 and an r-value of .165 at a df of 340 at an alpha level of .05. The results of the computation are shown in Table 8. With a Pearson's Correlation value of .165, it means that the relationship was significant. The results also indicated that a p-value of .002 was less than the chosen alpha level of .05 that was used to determine the rejection or retention of the null hypothesis in this study. This means that the null hypothesis was rejected thus "H01: There is significant relationship between Guidance and Counseling as principal's discipline management strategy and KCSE performance among students in public secondary schools in

Tharaka Nithi County. The two variables were moderately correlated ($r(340) = .165$, $p < .05$).

Some research done earlier agree with these findings. For example Makinde (1984) singles out a consistent and disturbing secondary school problem as that of relational differences among students, students and teaching staffs, students and support staff and students with either relatives or local community and even students with school administrators or school values. Horgan (2003) holds that despite the seemingly escalating relational challenges in secondary school students, the school counselors have more impact in enhancing secondary school students' interpersonal social values. Conger and Peterson (1984) articulate that guidance counselors contribute to students' behaviour modification through imparting and sustaining interpersonal values. Such values include showing mutual respect to all people, and tolerance especially in times of crisis. In addition, Theodore (2002) contends that school counselors apply individual or

group counseling techniques to help students acquire social values such as love, acceptance, humility and integrity. As noted by Stewart (2003) school guidance counselors provide social values which tend to propagate students' healthy interactions amongst themselves and other persons in their surroundings. These values include courtesy, responsibility, integrity, honesty, humility, perseverance and team spirit. KIE (2003) urges that secondary school counselors play crucial role in equipping students with better knowledge and skills which help students solve interpersonal conflicts amicably and profitably.

Sheldon and Ames (1999) hold the view that emotions are central to all aspects of life, including intellectual performance, social behaviour and physical health. Sindabi (1992) views systematic desensitization counseling technique as the most appropriate tool that helps students cope and adjust to fearful emotion. Further, Sindabi (1992) points out some strategies used by secondary school counselors to help students' manage fear and adjust their behaviour reactions. These techniques are geared towards change of behaviour. They include admitting fear, building self-esteem, building new differences learning principles and techniques of relaxation and consultation in times of need or crisis (Loescher, 2007). According to Locke & Latham (1990), feedback is important in making goal setting an effective motivating force. To be motivated there is need for a strong sense of the discrepancy between where one is and the desired state. Feedback helps to evaluate the progress of a programme so that if it has fallen short, then more effort or another strategy may be applied. Likewise, when feedback highlights accomplishment, confidence and analytic thinking performance is likely to improve.

After testing the hypothesis, the researcher also analyzed data that was collected from the interview schedule form principals for triangulation purposes. Twenty one principals were interviewed based on structured interview questions one to twelve. The items sought to determine the principal's discipline management strategies in relation to KCSE performance in secondary schools in Tharaka Nithi County. These questions were designed to obtain relevant information from twenty one principals in relation to principals discipline management strategies. In answering interview questions 1, 2 and 3, out of the 21 sampled interviewees, 19 (90.4 %) had a guidance and counseling department while 2 (9.5%) had no guidance and counseling department. One of the interviewees, Principal 1 stated that:

"We have a guidance and counseling department. There are also peer counselors, counseling sessions, we do invite external speakers to come and talk to the students. We also have specific days for counseling like class meetings, house meetings.....we have counseling going on because it is a continuous process actually".

Principal 10 when interviewed said that:

"We have a guidance and counseling office where a trained counselor is in place who does counseling on one on one basis; that is for students. There is also a committee in the school that organizes the counseling programme for all students. We have fixed a day that we have students counseled together with the counselors from within and without. We also have peer counseling. I can say that guidance and counseling is quite active in our school".

Principal 3 had this to say:

"We have a trained guidance and counseling teacher. We have an office dealing with counseling cases. We have peer counseling in school. We also do one on one counseling".

On the second question which dealt with the influence of the guidance and counseling on KCSE performance, all principals interviewed indicated that there is a positive influence. One of the interviewee, principal 15 gave an example and responded that:

"Guidance and counseling have influenced positively as far as KCSE is concerned. I can give an example of a student who came here with 198 marks in KCPE. The boy had a potential but since he came from a humble background, he was on and off from school and through guidance and counseling, through the support from school, he was able to pick up, he was able to perform and finally he scored a B plus."

Principal 9 indicated that:

"When it comes to guidance and counseling, we have done counseling to some students who have been taking drugs, others with low self esteem ... and at the end of the day we have seen them improve."

Principal 12 affirmed this by saying *"Guidance and counseling is very effective. It does help. You know this is an error of drugs and all that; the youths are so much involved in the drugs and also minor indiscipline cases that if guidance and counseling does not come in they affect their KCSE performance. So when we deal with them at the level of guidance and counseling we see a positive result at the end i.e. at the KCSE."*

Principal 21 though agreed that there is a positive influence, could not adduce the magnitude or extent of the influence. He said *"It is not very easy to gauge how guidance and counseling has impacted on the KCSE performance but I am sure it has done some improvements because even guidance include exam strategies, how to utilize time well, how to take care of themselves so I am sure it has an impact. Only that you can't really know the extent but I am sure with guidance and counseling the performance has improved."*

This means that guidance and counseling is a vital strategy for managing discipline in secondary schools. If well used it can as well guidance and counseling can improve the KCSE performance.

V. CONCLUSION AND RECOMMENDATIONS

This study sought to assess of teachers' discipline management strategies and their impact on students' academic performance in public secondary schools in Tharaka Nithi County, Kenya. The specific objectives of the study were to assess the impact of guidance and counseling as teachers' discipline management strategy on KCSE performance among students in public secondary schools in Tharaka Nithi County.

The study found out the secondary schools have put in place a functional guidance and counseling department. Teachers have been trained on guidance and counseling. However the schools do not offer guidance and counseling to students with discipline problems only. The study also found out that guidance and counseling services are offered occasionally in secondary schools and that there is a significant relationship between the use of guidance and counseling as teacher's discipline management strategy and KCSE performance among students in public secondary schools in Tharaka Nithi County. Therefore, the hypothesis that there is no significant relationship between the use of guidance and counseling as teachers' discipline management strategy and KCSE performance among students in public secondary schools in Tharaka Nithi County is rejected.

Conclusions were based on the findings of the study in reference to the specific objectives.

This study further concludes there is a statistically significant effect of guidance and counseling on students KCSE academic performance. The results also equally show that guidance and counseling has a positive contribution to a unit change in student performance. Therefore, this study concludes that, school management should advocate for guidance and counseling in schools because it greatly influences students performance.

From the findings of the study, the researcher made the following recommendations:

- i. The schools and government should enlighten the teachers, students, management of schools and the public through training on the importance of discipline management on performance of students in secondary schools.
- ii. School administration and the government needs to be efficient in offering discipline management services especially guidance and counseling
- iii. The government should invest in teachers' further education in guidance and counseling on teachers that are able to support and encourage students in order to be disciplined hence improving their academic performance.
- iv. A qualified work force in guidance and counseling should be formed to lead to efficiency and effectiveness of services which will further promote academic performance.

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