



International Journal of Sciences: Basic and Applied Research (IJSBAR)

ISSN 2307-4531
(Print & Online)

<http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>



Role of Guidance and Counselling in Managing Discipline among Tertiary College Students in Western Region, Kenya

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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.

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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 defense when addressing discipline issues among students and all G&C coordinators were supposed to be inducted about implementation of policy.

Keywords: Role of guidance and counseling; Peer Counselling; Tertiary colleges; Management of discipline.

1. Introduction

Discipline is so much of a key ingredient in education and training that if it is not properly addressed it can compromise the quality of graduates churned out of tertiary colleges. Guidance and Counselling refers to an interactive process between the counsellor who is supposed to be a trained professional and the counsellee who is a needy person that needs psychosocial support [8]. G&C offers the platform upon which students' behaviour can be modified to ensure smooth running of both academic and non-academic activities in tertiary colleges. There are many methods of discipline that are being applied in colleges today. The need for guidance and counselling to be employed in managing discipline among students in tertiary colleges cannot be over emphasised. Different Institutions apply various techniques to manage discipline among students in various parts of the world. According to [9] 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 Community/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 Kenya today by upholding community values and norms. 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 [6]. 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.

2. Statement of the Problem

The problem of management of discipline in learning institutions has been at the centre of 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,” recommended 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 [10]. This commission emphasised on the need to include societal values and norms in counselling because they form the foundation of good behaviour. The impact of implementation of this report 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 of Kenya in another of its policy documents pointed out its plan to support education and guidance and counselling 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 [6]. This was started after realising that there did not seem to be a clear framework within which to manage issues of discipline among students. Despite this much effort by the government, management of discipline among students in tertiary colleges has continued to be a problem giving managers a hard time. 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. 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[6]. The government invests a substantial amount of money towards fighting drug abuse and alcoholism among the youths yet the pace at which change is taking place is still wanting. The position of the Guidance and Counselling coordinator was established in learning institutions to help address the issue. College managers (principals) and discipline masters/mistresses were applying various traditional methods to manage discipline among students. Most of the methods used include suspension, expulsion, restricted access to specific services and manual labour among other queer methods. These proved to be least effective and there was need to charter another way or re-engineer the existing one. In view of the aforementioned information, it was the researcher's point of view that the role of guidance and counselling in managing discipline among students in tertiary colleges be investigated. In order to achieve the target, this study sought to answer the following the research questions.

3. Research Questions

- i). How effective is Guidance and Counselling in Management of Discipline among Students in Tertiary Colleges?
- ii). What is the scope of Guidance and Counselling Services offered in tertiary colleges to manage

discipline among students?

4. General Objective

The main objective of the study was to investigate the effectiveness and scope of guidance and counselling services offered in tertiary colleges to manage discipline among students in Western Region of Kenya.

5. Specific Objectives

The objectives of this study were as follows: -

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

6. Significance of the Study

It is every teacher's desire to work with students who well disciplined. The success of any learning institution is vested in the level of discipline among its students. Different methods of managing discipline have been used by managers of institutions to try and ensure a harmonious and uninterrupted running of academic affairs. Most of the traditional methods of managing discipline have proved not effective and only give short lived results. According to [8] 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. With this kind information about counsellors being made clear, one is left with unanswered questions as to why discipline is still an unresolved issue in many tertiary colleges. Anybody who has this kind of knowledge about guidance and counselling might fail to understand why indiscipline still rates high in some tertiary colleges. Therefore, this study has the following significance:

- It provides the managers and other stakeholders with the existing best practices in guidance and counselling especially targeting management of discipline.
- The results unearth the gap in the guidance and counselling services offered hence availing alternative ways for improvement.
- It offers alternative research gaps for further research

7. Definition of Key Terms

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.

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 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

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.

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.

8. Materials and Methods

This study was based on students and guidance and counselling coordinators in tertiary colleges in Western Region of Kenya. The survey research design was employed because of its suitability in such kind of studies. This design provided the opportunity to explore and describe the characteristics of the population based on their thoughts, opinions and feelings as raised by [4].

9. The Research Method

The key focus of this study was to investigate the effectiveness and scope of guidance and counselling services offered in tertiary colleges to manage discipline among students. The study applied a survey research design. According to [4], the purpose of survey research design is to explore and describe the characteristics of a population. They explain that survey research design 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. They further 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.

10. Source of Data

The study made use of both the primary and secondary data. The primary data was gathered from both guidance and counselling coordinators and students in the targeted colleges in Western Region of Kenya through different sets of questionnaires. These sources helped the researcher to acquire first-hand information about the condition of the attributes under the study and to draw valid conclusion. The secondary data was obtained through document analysis. The secondary data collected was mostly in form of printed books,

journals, government publications, online literature and research data among others.

11. The Study Population

The population of study comprised students and guidance and counselling coordinators in tertiary colleges in Western Region. The region had eleven colleges distributed evenly in the four Counties. The researcher purposively targeted those colleges which had been in existence for more than ten years. 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 work as guidance and counselling service providers. 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. The population comprised a total of 12,123 students and 39 guidance and counselling coordinators making a total accessible population of 12,162 respondents.

12. Sample and Sampling Techniques

To determine the sample size, this study used the table for determining Sample Size from a given population as proposed by [5]. Table 3.2 indicates the corresponding sample sizes as paralleled from the table in appendix C at 95% degree of confidence. The sample frame was 411 respondents which were 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 control on certain limitations such as low student enrolment, lack of proper administrative structures and poor financial base.

13. Data Collection 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.

14. Data Collection Procedures and Administration

For purposes of fulfilling the legal and ethical requirements in research, the researcher obtained authority letters from the two County Directors of Technical and Vocational Education and Training (TVET) in the Western Region i.e. Bungoma/Busia and Kakamega/Vihiga Counties. The researcher visited the colleges prior to the administration of the instruments and sought permission from the principals and also agreed on the most appropriate date and time. Two research assistants were engaged to assist in the administration of the questionnaires. Questionnaires were administered to both the students and the guidance and counselling

coordinators in all the sampled colleges.

15. Data Analysis

The researcher coded all the research instruments and applied the Statistical Package for Data Analysis to process the data. Descriptive 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.

16. Results and Discussion

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 version 19.0 computer software for windows. The analysed data was systematically presented in tables and charts according to the questions in the research instruments as follows:

1. Guidance and Counselling Coordinators Responses on Discipline Problems in tertiary Colleges

An extremely high percentage of guidance and counselling coordinators agreed that management of discipline in their colleges was a problem. Figure 8 summarizes the respondents' answers to the question. Figure 8 shows that 56.3% of the respondents considered indiscipline as a problem in their respective colleges. It is only 31.3% of the respondents who argued that the vice was not a problem. However, 12.5% of the respondents were not sure whether indiscipline had a negative impact in their institutions; possibly because of other reasons that could contribute to the same. These results implied that indiscipline among students in tertiary colleges was a problem that had diverse effects on their education. This response justifies the need to carry out this study to establish the role of guidance and counselling in managing discipline among students.

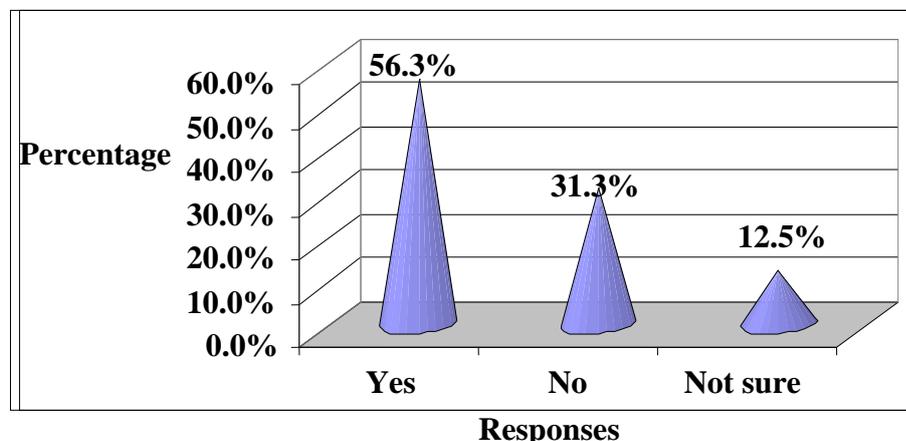


Figure 8: Response on whether indiscipline is a problem in learning institutions.

2. 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 9 summarizes their level of training in guidance and counselling.

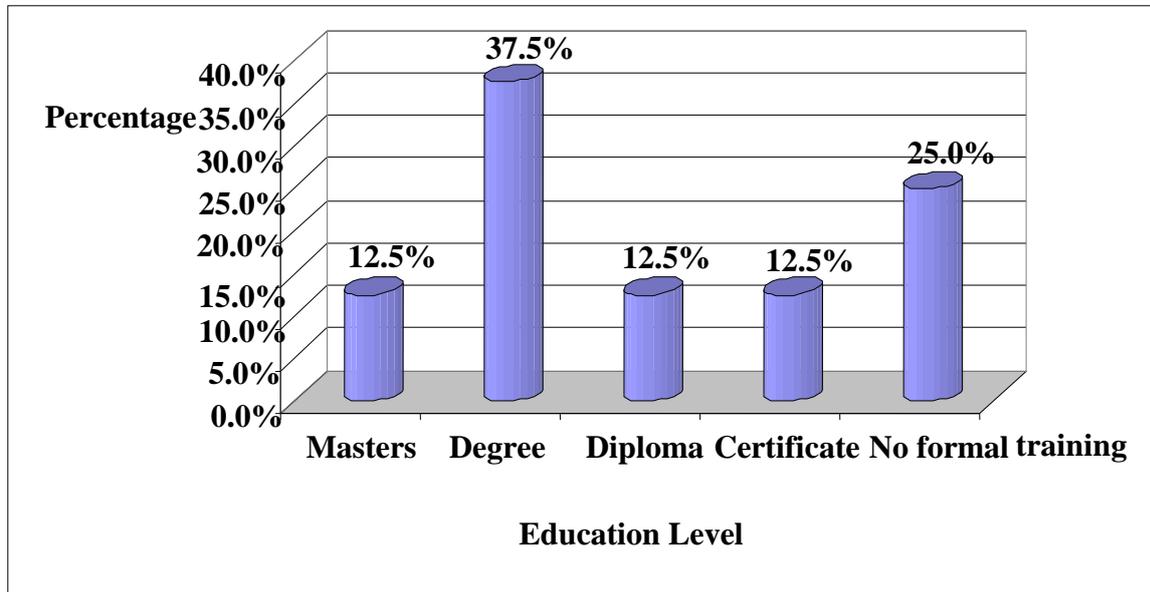


Figure 9: Level of professional training for Guidance and Counselling Coordinators

Figure 9 shows that 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%) level of training. However, those that had at least a degree and above were 50% while the remaining half (50%) had diploma level and below. However, there are possible problems related to lack of formal training of guidance and counselling coordinators as evident from an overwhelming 25.0% who did not possess any training. Such coordinators might lack the essential guidance and counselling skills and techniques required for effective management of discipline. A degree in counselling or other qualifications higher than an ordinary diploma should be the minimum qualification for a tertiary college counsellor to be assured of quality in counselling.

3. Students' Responses on Discipline Problems in tertiary colleges

The question on causes of indiscipline was meant to establish prevalence of discipline problems in tertiary colleges and their likely causes.

Table 4.2 summarises the main causes of indiscipline as mentioned by students. The most common indiscipline was alcoholism, followed by drug and substance abuse, prostitution and theft. The least form of indiscipline reported by students was homosexuality with a percentage of 2.40. However, the fact that homosexuality was reported however small, calls for proactive guidance and counselling action to help alleviate the problem before it takes deeper roots and grows to become a stubborn problem.

Table 4.2: Students Responses on Discipline Problems in Tertiary Colleges

	Very Common	Common	I don't Know	Uncommon	Never 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	17.50%	33.60%	7.20%	25.30%	16.40%	100.00%
Exam	15.80%	28.40%	19.50%	17.50%	18.80%	100.00%
Fight	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 the table, 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 [1] 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.

4. G&C Coordinators Responses on Discipline Problems among Students in Tertiary Colleges

Table 4.3 summarizes the main causes of indiscipline as mentioned by guidance and counselling coordinators.

Table 4.3: Guidance and Counselling Coordinators Responses on Discipline Problems in Tertiary Colleges

	Very Common	Common	I don't Know	Uncommon	Never 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%
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%
Fight	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 most serious discipline problem in their institutions as indicated in table 4.3. 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%). The National Institute on Alcohol Abuse and Alcoholism (NIH) asserts that about 1 in 4 college students report academic consequences from drinking, including missing classes, falling behind in class, doing poorly on exams or papers and receiving lower grades overall. Moreover, NIH established in a national survey of college students that binge drinkers who consumed alcohol at least 3 times per week were roughly 6 times more likely than those who drank but never binged to perform poorly on a test or project as a result of drinking (40 percent vs. 7 percent) and 5 times more likely to have missed a class (64 percent vs. 12 percent). Other Consequences include suicide attempts, health problems, injuries, unsafe sex, and driving under the influence of alcohol, as well as vandalism, property damage and involvement with the police [7]. This indicates how much guidance and counselling needs to be improved to assist such students affected by alcoholism. Some of the guidance and counselling 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%). This statistics indicate that drug abuse is a serious problem 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, homosexuality, fighting and bullying among others. Drug abuse is in fact the root cause of most indiscipline related problems in most learning institutions as alluded to by [2]. It is noted that most students with indiscipline behaviour come from homes with unruly parents, drunkards, drug addicts, criminal and illiterate parents "who have pampered their wards with illegal and dubiously acquired wealth". Guidance and counselling coordinators need to be equipped with skills and techniques that can enable them to professionally involve the students' parents where possible in order to fully manage the problem of indiscipline. The third most serious problem of discipline in the tertiary colleges was prostitution. Table 4.2 shows a cumulative percentage of 50.7 of the respondents who pointed out prostitution as being either common or very common. Specifically, 27.1% of the respondents indicated prostitution as being common, very common (23.6%), uncommon (18.2%) and never seen (15.4%). However, 15.8% of the students' respondents indicated that they did not know about how prostitution was a problem in their college. On the other hand, only 37.5% of the guidance and counselling coordinators noted prostitution to be common in their institution 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. The G&C coordinators need to be equipped with skills that can enable them to empower students with life skills that can help them to overcome such life challenges. The fourth most serious indiscipline problem as reported by students in the tertiary colleges studied 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 which eventually may adversely affect the student's education. The guidance and counsellor coordinator may need to devise a theft talk therapy similar to the one developed by Counselling today therapists to help minimise theft cases among students. According to [3] 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 fifth major problem of indiscipline as mentioned by students' respondents was students being intimate or having sexual relationships 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 i.e. 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 guidance and counselling 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 latter 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. Counselling in colleges needed to focus not only on students but also on lecturers to make understand the pain of wasting students' study time and emphasising the ethical standards for teachers. Disorder in classrooms was another indiscipline issue confirmed by respondents to be existing. A total of 33.6% of the students said that the vice was common in addition to 17.5% who said that it was very common, 25.3% who said it was uncommon, 16.4% who said they had never seen it and 7.2% who said 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 very common. Majority of the responses were 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, bullying, homosexuality and rape with a cumulative representation of 44.2%, 42.5%, 22.9%, 6.2% and 4.5% 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%, 37.5%, 6.3% and 0.0% respectively. The cumulative percentage of the other forms of indiscipline is relatively high. It points at the seriousness with which the concerned persons need to approach it.

However, with a weak guidance and counselling system in the tertiary colleges in western region, these problems may become an uphill task to manage. Student respondents were further asked to list the most likely causes of indiscipline in their colleges and the results recorded in table 4.4 below.

Table 4.4: Most Likely Causes of Indiscipline among students in Tertiary Colleges

Most likely causes of indiscipline	Frequency	Percent
Peer pressure from other students	95	25.33%
Lack of proper social skills	83	22.13%
Drug abuse	70	18.67%
Ignorance	38	10.13%
Need to pass exams without hard work	34	9.08%
Indecent dressing	23	6.13%
Poor time management	20	5.33%
Tribalism	6	1.60%
Economic pressures e.g. poverty	6	1.60%
Total	375	100.00%

From the table, peer influence is the most likely cause of indiscipline as claimed by the majority (25.33%) of the respondents. Other reasons were lack of proper social 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 (5.33%), tribalism (1.6%) and economic pressures e.g. poverty (1.6%). It is important to appreciate that some of the causes of indiscipline may be factors that emanate from students' family backgrounds or other social environments outside of college. However, it is the professional counsellor's initiative to identify the causes in order to choose the right approach to use to manage the indiscipline.

5. G&C Coordinators' Responses on whether their colleges had a counselling policy and how they accessed their students for counselling Most coordinators reported that there were guidance and counselling policies in their institutions. Table 4.5 summarizes their responses on existence of policies and other key concepts as captured in the research instruments.

6. A majority (87.5%) of the respondents reported that their colleges had a policy on discipline and or 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. Likewise, most institutions (75.0%) seemed to possess programmes to guide 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 of the programme's existence. The formal organization of guidance and counselling departments in tertiary colleges is partly responsible for the development of several channels of access to students who may need guidance and counselling services in tertiary colleges. The above table shows that majority of the coordinators (38.9%) revealed that a combination of clients voluntary visits, reach outs and referrals are used in accessing students in need of the service. Respondents who said that voluntary visits by clients were used to access students comprised 25.0% while those that said that referrals were used also formed 25.0%. The use of

reach out campaigns in providing guidance and counselling services was rated very low at 11.1%. This was attributed to lack of appropriate skills and techniques by the guidance and counselling coordinators on how or when such a method should be applied. Another possible limitation to the application of this method might be low and inconsistent budgetary allocation by the administration.

Table 4.5: Possession of Policies and Programmes to Guide Guidance and Counselling Activities and Clients' Access Modes

	Responses	Freq.	Percent
Does your college have a policy on discipline and or guidance and counselling	Yes	32	89.0%
	No	2	5.5%
	Not aware	2	5.5%
	Total	36	100.0%
Does the college have a guidance and counselling programme	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%
Does the college have a reach out programme for guidance and counselling services	Clients voluntary visits	9	25.0%
	Reach out	4	11.1%
	Referrals	9	25.0%
	All the above	14	38.9%
	Totals	36	100.0%

7. Students Responses on Counselling Techniques used by G&C Coordinators

The successful and quality counselling service largely depends on the techniques used. These responses were meant to give an insight into the scope of guidance and counselling practiced by the G&C coordinators in tertiary colleges. Table 4.6 indicates the students' responses on the counselling methods used in their colleges.

Table 4.6: Students Responses on Counselling Techniques used by G&C coordinators

Counselling method	Frequency	Percent
Individual counselling	147	39.20%
Group counselling	83	22.13%
Peer counselling	145	38.67%
Total	375	100.00%

As indicated in table 4.6, individual counselling is the most popular method rated at 39.2% of the counselling techniques practiced in colleges. This is closely followed by peer counselling at 38.67%. The difference between the popularity of individual and peer counselling is however insignificant. Group counselling is the

least popular (22.17%) counselling technique used by counselling coordinators within the study area. All the three techniques of counselling have their own advantages and disadvantages depending on when, where and who the method is applied upon. Individual counselling, for instance, has a disadvantage that its effectiveness depends on the level of rapport to be created between the clients and the counsellor. Group counselling requires good management of the discussions by the counsellor in order to ensure that all group members 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.

8. The Effectiveness of Guidance and Counselling in Management of Discipline among Students in Tertiary Colleges

The second objective sought to establish the effectiveness of guidance and counselling in managing discipline as compared to other traditional methods. To meet this objective, the researcher raised a number of test items in the research instruments whose findings are presented below.

9. Students and G&C Coordinators' Responses on effectiveness of Guidance and Counselling Services in their Colleges Students were asked to rate the effectiveness of the guidance and counselling services offered in their colleges. They gave varying responses based on a scale of strongly agree to strongly disagree. A summary of the responses is reflected in figure 13 below.

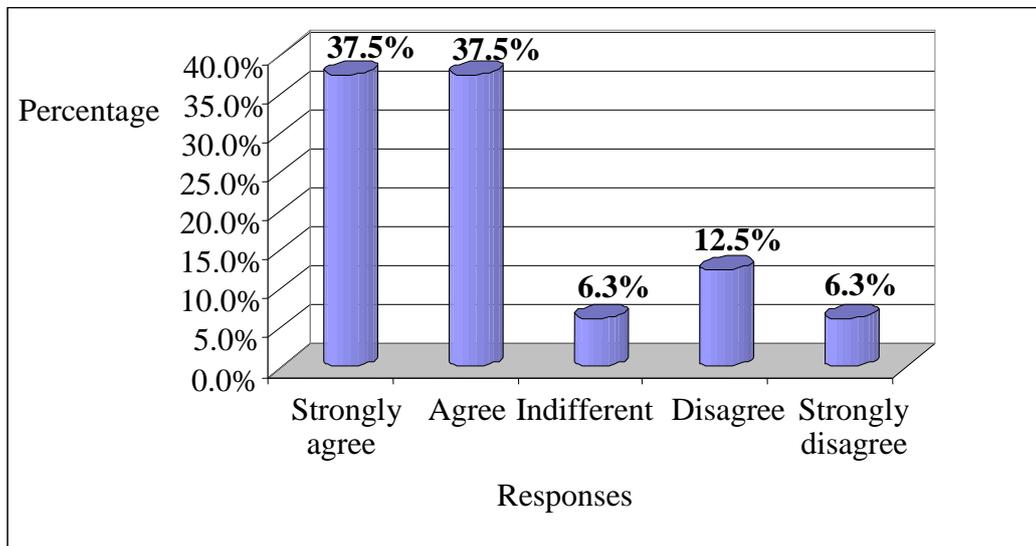


Figure 1: Guidance and counselling coordinators responses on the effectiveness of guidance and counselling services in managing discipline

From the figure, the effectiveness of guidance and counselling in managing discipline cannot be overemphasized. Majority of the respondents either strongly agreed (37.7%) or agreed (35.7%) that guidance and counselling is an effective method of managing discipline while only 12.5% disagreed or strongly disagreed (6.3%). However, 6.3% of the respondents seemed to be indifferent about the statement. These responses meant

more than half of the students had trust in the G&C services offered.

10. Students Responses on Guidance and Counselling Services offered in their Colleges

In order to determine the effectiveness of the counselling services, students were asked to rate given facts about the nature of guidance and counselling services offered to them in college. Their responses were recorded in table 4.7.

Table 4.7: Students’ Responses on the 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	37.30%	41.20%	10.20%	5.60%	5.60%	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 there was sufficient sensitization about the availability of the services to the students 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 (Q.2) students reported as follows: - Most students either agreed (41.2%) or strongly agreed (37.3%) that guidance and counselling services offered in their institutions contributed to positive behaviour change among students and helped them improve in academic performance. However, 5.6% of the respondents disagreed while others strongly disagreed (5.6%). A percentage of 10.2 of the respondents were not sure. This result indicates that guidance and counselling services have a positive impact on students’ behaviour change. This implies that if students counsellors can be properly trained then the counselling service in colleges might be able to manage discipline more effectively. Concerning disclosing secret information (Q.3), a 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 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, most students disagreed (Q.4) that the indiscipline cases in their colleges had noticeably declined due to good counselling services. As shown in table 4.8, a good percentage (36.2%) of the students disagreed with the statement while 8.6% of them strongly disagreed with the statement. Only 12.1% of the students strongly agreed, agreed (19.5%), 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 meant that the majority who reported change of behaviour due to counselling on (Q.2) might have been behaviour change because of other factors other than guidance and counselling alone. Finally, most students indicated (Q.5) that resource people were usually invited in their colleges to talk to them on various topical issues on a termly basis. Table 4.7 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.

11. Students Responses on whether they could freely seek counselling services voluntarily without being referred

The researcher sought to find out the ability of students to seek guidance and counselling services on voluntary basis. The response to this question was to help understand the level of trust or confidence that students had in their counselling coordinator. It was presumed that good management of guidance and counselling services in learning institutions should translate into trust between the students and the counselling professional. Figure 12 gives a summary of students' responses on the question.

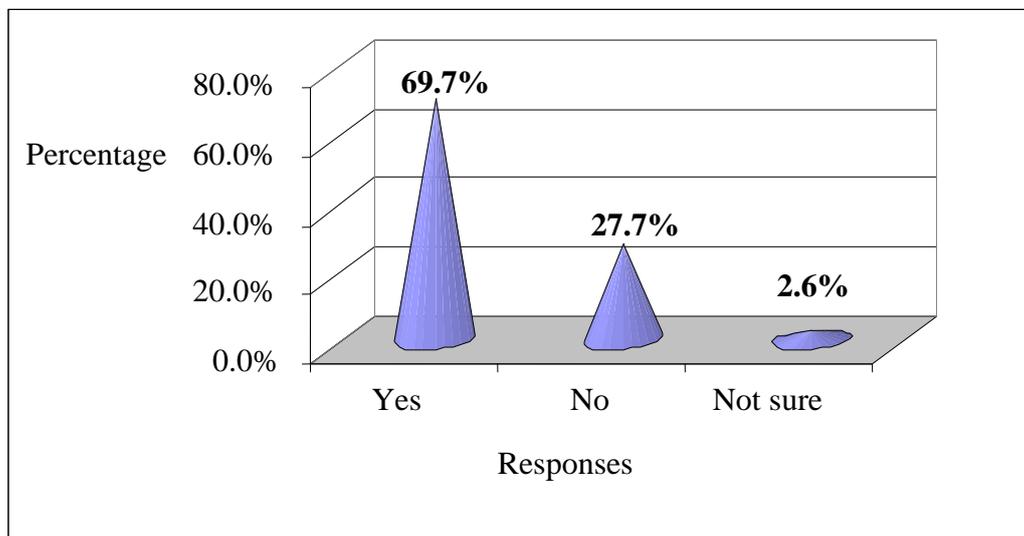


Figure 2: Students response on whether they are able to seek guidance and counselling services on their own without being referred by anybody

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 the potential to trust in their guidance and counselling service providers. This also points to the fact that if appropriate measures were employed by the G&C coordinators, then discipline among students will be brought to manageable levels.

This also points to the possibility that if proper measures and well trained counsellors are deployed in tertiary colleges then effective management of discipline among students can be achieved.

12. 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 4.8 shows the frequency of other methods used in managing discipline among students in the tertiary colleges.

Table 4.8: Frequency of methods used by 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/service 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 it was harnessing to be applied as one of the key tools in the management of discipline. However, the percentage of 42.10 denoting frequent use of suspension indicates that suspension and guidance and counselling were being applied almost interchangeably. There was need to root out hindrances that were making G&C from being embraced as the choicest method for managing discipline. 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. This also meant that despite G&C being rated the highest, it was not yielding the expected results of a disciplined lot of students hence the need for an alternative method. Table 4.8 also shows that ordinary punishment (such as withdrawal of meal/service 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 noted not to yield good results by many researchers with the results being minimal correction of behaviour. According to Sailor (2004) punishment teaches a student 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 a 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.

13. 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 4.9

It was established that majority of the respondents (52.30%) strongly agreed that all cases of indiscipline were referred for counselling within the college while 19.61% agreed on the same fact. Those who were not sure 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.

Table 4.9: 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%

More than half (52.3% being 23.8% strongly agreed while 23.5% simply agreed) of the respondents pointed out 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 teachers 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 with the statement. If management supported the guidance and counselling activities but did not

produce the requisite results, then there was need to improve the services by equipping the service providers and setting the right environment for effective results.

17. Summary, Conclusions and Recommendations

17.1 Introduction

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. The study sought to answer the following two questions:

- i). How effective is Guidance and Counselling in Management of Discipline among Students in Tertiary Colleges?
- ii). What is the scope of Guidance and Counselling Services offered in tertiary colleges to manage discipline among students?

The study was carried out in eight (8) tertiary colleges in western region of Kenya which had a total accessible population of 12,162 respondents who were both guidance and counselling coordinators and students. A sample of 411 was determined from the table for determining Sample Size from a given population as proposed by [5]. All the data was collected using the questionnaires administered to the G&C coordinators and students. Descriptive 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. From the analysis and interpretation of the data, the study came out with the following key findings:

- i) It was confirmed that management of discipline among students in tertiary colleges was a problem and there was need to develop suitable means to resolve the issue.
- ii) 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.
- iii) 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.
- iv) A number of factors were identified as possible causes of indiscipline. Peer influence was noted 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%).
- v) In order to be effective in management of discipline and counselling services, a learning institution

needs to have policy documents to guide the process. Both policies were available in the 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.

- vi) Individual counselling was the most popular (39.2%) method of counselling used in the colleges. This is closely followed by peer counselling (38.67%).
- vii) The effectiveness of counselling depends on how accessible it is to students. This study established that 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. An average majority of administrators (52.3%) supported guidance and counselling services in the tertiary colleges as opposed to 36.70% who either disagreed or strongly disagreed.
- viii) 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.

17.2 Conclusion

This study concluded as follows:

- i). The number of colleges that had embraced Guidance and Counselling as an intervention measure to manage discipline among students was below average and there was need to sensitise more college managers to prioritise it especially on matters of discipline.
- ii). 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.
- iii). The degree of ineffectiveness in the delivery of the G&C service was due to those coordinators who had no appropriate professional training.
- iv). The scope of Guidance and Counselling in Tertiary Colleges encompassed policy frameworks that guided the provision of guidance and counselling services. Most guidance and counselling coordinators applied individual counselling and peer counselling techniques.
- v). The number of G&C coordinators who had the right training was below average and colleges needed to allocate funds for staff development in this area.

17.3 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) 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.

Acknowledgment

First I would like to thank my God for his very sufficient grace that enabled me to reach this far. I also thank my supervisor, Dr. B.E.E. Omulema for his encouragement and instruction during the research process. I want to most sincerely thank my wife who did more than just encouraging me but also prayed for me, challenged me and made sure that I was as comfortable and peaceful as possible to enable me do my work successfully.

You were all so important and without you I don't know whether I could ever have completed this work. May the Almighty God who has enabled all of us to reach this far bless you more abundantly.

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