

**INFLUENCE OF SCHOOL BEHAVIOUR CHANGE INTERVENTIONS ON
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KIAMBU
COUNTY, KENYA**

**BY
KARIITHI ANNE WANJUGU**

**THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL
PSYCHOLOGY OF MAASAI MARA UNIVERSITY**

2023

DECLARATION AND APPROVAL

This thesis is my original work and has not been presented for the award of any degree in any other University

.....

Sign

KARIITHI ANNE WANJUGU

DEO04/4032/2012

.....

Date

APPROVAL

This thesis has been submitted for examination with my approval as University Supervisor

.....

Sign

Dr. Mwaura Kimani

School of Education

Maasai Mara University

.....

Date

.....

Sign

Dr. Mukolwe Newton

School of Education

Maasai Mara University

.....

Date

DEDICATION

This thesis is dedicated to my family, my husband George and our sons, Kevin ,Elisha and all my siblings for their prayers, encouragement, patience and their support.

ACKNOWLEDGEMENT

I am grateful to the Almighty God for gift of life and granting me chance to undertake this study. I am extremely grateful to my academic supervisors, Dr Mwaura Kimani and Dr Newton Mukolwe for the excellent guidance and professional support they granted me during my research work. I am grateful to all the defense committee members for their expertise and insightful comments throughout my defenses. I appreciate all my colleagues at work for their immense support and encouragement throughout the time of study. I am forever grateful to my colleagues, Tabitha Gituriandu and Cecilia Mburu for your constant encouragement as we studied together. To my dear husband, George Kathurima, I will always be forever grateful for your financial, emotional and spiritual support that gave me the strength to continue with this study. I wish to express my appreciation to my dear sons, Kevin and Elisha for their unwavering support and love throughout my study. Finally, to all my friends who encouraged me, I would like to extend my gratitude and wish you God's blessing.

ABSTRACT

In Kenya's educational settings, maintaining effective teaching and learning relies upon a well-structured discipline system within schools. However, the prevalence of indiscipline issues, encompassing fights, truancy, drug abuse, academic deterioration, and dropouts, poses significant challenges to the education system. Despite the government's recommendations for robust interventions to counter these issues, students persist in demonstrating behavioural problems. To evaluate the effectiveness of these behaviour change initiatives, a study was conducted in Kiambu County, focusing on public secondary schools. The research aimed to achieve four main objectives: firstly, to investigate the impact of teacher counseling interventions on students' discipline; secondly, to explore how student peer counseling interventions influence discipline; thirdly, to assess the effects of mentorship interventions on discipline; and lastly, to determine the influence of disciplinary actions on students' discipline. The study drew upon the Problem Behaviour Theory, the Ecological Systems Theory, and the Personal Construct Theory as guiding frameworks. The study used correlational research design and targeted 227 principals, 3,479 guidance and counseling teachers, and 89,065 students within Kiambu County. From these, a representative sample of 23 principals, 97 teachers, and 398 students was selected using simple random sampling. Data collection encompassed questionnaires, interview guides, and field observation schedules. Piloting ensured the accuracy and suitability of research instruments, while the questionnaires' reliability was tested using Cronbach's alpha coefficient, yielding good values ranging from 0.76 to 0.87. Quantitative data analysis utilized descriptive statistics, including frequencies, percentages, means, and standard deviations. The Statistical Package for Social Science (SPSS) facilitated data processing. Inferential statistics were applied to test the null hypothesis, incorporating Pearson product moment correlation coefficients (r) and multiple regression analysis at a significance level of 0.05. Qualitative data from open-ended questions, interviews, and secondary data transcripts were analyzed through content analysis procedures. The study's findings revealed a positive and significant relationship between students' discipline and various interventions: teacher counseling interventions ($r=0.481$, $p<0.05$), student peer counseling ($r=0.476$, $p<0.05$), mentorship interventions ($r=0.403$, $p<0.05$), and school discipline actions ($r=0.599$, $p<0.05$). These outcomes substantiated the impact of these interventions on student discipline within the study area. The study emphasized the need to strengthen interventions in the areas of school discipline actions, mentorship, student peer counseling, and teacher counseling. It recommended bolstering guidance and counseling programs by recruiting more dedicated professionals. Regular recruitment and training of peer counselors should be prioritized to reach a larger student population, and mentorship programs should be initiated to tap into their potential for enhancing discipline. Moreover, the regulation of school disciplinary actions should be optimized to align with schools' punishment requirements. To ensure adaptability, the Ministry of Education is advised to periodically review the school disciplinary policy. Subsequent research could explore other factors affecting student discipline, including school culture, socioeconomic status, and family background. This study's beneficiaries encompass school administrators, educators, students, parents, and policymakers. Ultimately, by refining and strengthening these interventions, the educational environment can foster enhanced discipline among students in the surveyed schools.

TABLE OF CONTENTS

DECLARATION AND APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xiii
ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of the Study	1
1.3 Statement of the Problem.....	7
1.4 Purpose of the Study	9
1.5 Objectives of the Study	9
1.6 Research Hypotheses	10
1.7 Significance of the Study	10
1.8 Scope of the Study	11
1.9 Limitations of the Study.....	12
1.10 Assumptions of the Study	13
1.11 Operational Definition of Terms.....	14
CHAPTER TWO	16
LITERATURE REVIEW	16
2.1 Introduction.....	16

2.2 Teacher Counselling Interventions and Students’ Discipline	16
2.3 Peer Counselling Interventions and Students’ Discipline.....	40
2.4 Mentorship Interventions and Students’ Discipline.....	43
2.5 Disciplinary Actions Interventions and Students’ Discipline	49
2.6 Summary of the Literature Review and Research Gaps	55
2.7 Theoretical Framework.....	58
2.7.1 Problem Behaviour Theory (PBT).....	58
2.7.2 Ecological Systems Theory.....	59
2.7.3 Personal Construct Theory.....	61
2.8 Conceptual Framework.....	63
CHAPTER THREE	66
RESEARCH METHODOLOGY	66
3.1 Introduction.....	66
3.2 Research Design.....	66
3.3 Location of the Study.....	67
3.4 Target Population.....	67
3.5 Sampling Technique and Sample Size.....	68
3.6 Research Instruments	70
3.6.1 Questionnaires for Teachers	71
3.6.2 Questionnaires for Students	72
3.6.3 Interview Guide for Principals.....	73
3.7 Pilot Study.....	74
3.7.1 Reliability of Research Instruments.....	75
3.7.2 Validity of Research Instruments.....	76
3.8 Data Collection Procedures.....	77

3.9 Data Analysis	78
3.10 Ethical and Logistical Consideration	81
CHAPTER FOUR.....	82
DATA, ANALYSIS, PRESENTATION, AND DISCUSSION	82
4.1 Introduction.....	82
4.2 Return Rate	83
4.3 Demographics Characteristics of the Participants	84
4.4 Teacher Counselling Interventions and Students’ Discipline	90
4.5 Peer Counselling Intervention and Students’ Discipline	117
4.6 Mentorship Interventions and Students’ Discipline.....	129
4.7 Disciplinary Actions and Students’ Discipline	141
4.8 Students’ Discipline	162
4.9 Regression Analysis for All Variables.....	173
4.9.1 Model Summary.....	173
4.9.2 Analysis of Variance.....	175
4.9.3 Regression Coefficients	177
CHAPTER FIVE	179
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	180
5.1 Introduction.....	180
5.2 Summary of the findings.....	180
5.2.1 Teacher Counselling Interventions and Students’ Discipline	180
5.2.2 Peer Counselling Interventions and Students’ Discipline.....	182
5.2.3 Mentorship Interventions and Students’ Discipline.....	183
5.2.4 Disciplinary Actions and Students’ Discipline	185
5.2.5 Students’ Discipline	186

5.3 Conclusions.....	188
5.4 Recommendations.....	189
5.4.1 Policy Recommendation.....	189
5.4.2 Recommendation for further research.....	190
REFERENCES.....	191
APPENDICES.....	206
APPENDIX I: INTRODUCTION LETTER.....	206
APPENDIX II: QUESTIONNAIRE FOR TEACHERS.....	207
APPENDIX III: QUESTIONNAIRE FOR STUDENTS.....	215
APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS.....	221
APPENDIX V: OBSERVATION SCHEDULES.....	222
APPENDIX VI: RESEARCH AUTHORIZATION LETTER FROM MAASAI MARA UNIVERSITY.....	223
APPENDIX VII: RESEARCH AUTHORIZATION LETTER FROM EDUCATION DIRECTOR KIAMBU COUNTY.....	224
APPENDIX VIII: RESEARCH PERMIT FROM NACOSTI.....	225
APPENDIX IX: MAP OF STUDY AREA.....	226

LIST OF TABLES

Table 1: Target Population.....	68
Table 2: Sample Size.....	70
Table 3: Reliability Testing.....	76
Table 4: Method of Analysis.....	80
Table 5: Return Rate	84
Table 6: Counselling Interventions, Character Education and Healthy Lifestyle Behaviours	90
Table 7: Counselling Interventions and Behavioural and Academic Performance Intentions.....	93
Table 8: Counselling and Behavioural Improvements.....	95
Table 9: Enacting New Policies to Enhance Counselling Services and Discipline of Students.....	96
Table 10: Lack of Clear Policies to Leverage the Use of Counselling and Disciplinary Cases	99
Table 11: Current Policy Frameworks in Counselling Processes and Discipline	101
Table 12: Training of Teacher Counsellors and the Discipline of Students	104
Table 13: Expanding Facilities for Carrying Out Counselling Services and Students Discipline	107
Table 14: Interactive Counselling Sessions and Behavioural Changes among Students.....	109
Table 15: Lack of Standardized Counselling Models and Indiscipline in Kenya Schools.....	110
Table 16: Correlation between Teacher Counselling Interventions and Discipline	116

Table 17: Peer Counselling Component, Positive School Climate and Indiscipline among Students	118
Table 18: Peer Counselling Interventions and Students' Discipline.....	119
Table 19: Integrating Peer Counsellors and Students' Discipline.	120
Table 20: Expanding Training Facilities for Offering Peer Counselling Services ..	121
Table 21: Strengthening Peer Counselling Services and Discipline of Students.....	122
Table 22: Strong Peer Counselling and Academic Performance	123
Table 23: Correlation between Student Peer Counselling Interventions and Discipline	129
Table 24: Presence and Participation of Students in Mentorship Programmes	130
Table 25: Mentorship Programmes and Students' Discipline in Schools.....	131
Table 26: Mentorship Programmes and Students' Discipline in Schools.....	133
Table 27: Mentoring, Comportment of Students and Academic Performance	134
Table 28: Correlation between mentorship interventions and discipline.....	140
Table 29: Disciplinary Frameworks and Better Behavioural Outcomes	141
Table 30: Violent Disciplinary Methods and Positive Students' Disciplinary Outcomes	142
Table 31: Discipline Measures and Positive and Negative Effects on Students.....	143
Table 32: Schools with effective disciplinary frameworks and Reduced Students' Indiscipline.....	144
Table 33: Discipline Actions Based on Individual Students' Attributes and Students Discipline	145
Table 34: Negative Attitudes towards Discipline Actions and Students' Discipline	146
Table 35: School Administration Supports the Disciplinary Actions.....	147

Table 36: Restorative Interventions and Balanced Behavioural Outcomes among the Students.....	152
Table 37: Correlation between Disciplinary Actions and Discipline.....	161
Table 38: School behaviour Change Interventions and Participation in School Programmes	163
Table 39: Reduction in Absenteeism Due to School behaviour Change Interventions	164
Table 40: Reduction in Drug and Substance Abuse Due to School behaviour Change Interventions	165
Table 41: Reduction in Drug and Substance Abuse in Schools Due to School Preventive Interventions.	166
Table 42: Reduction in Reduction in Fighting in Schools Due to School Preventive	167
Table 43: Reduction in Reduction in Bullying in Schools Due to School Preventive Interventions	168
Table 44: Behaviour Change Strategies Have Led Reduction of Destruction of School Property.....	170
Table 45: Model Summary (Students).....	175
Table 46: Analysis of Variance.....	176
Table 47: Regression Coefficients	178

LIST OF FIGURES

Figure 1	64
Model Showing Influence of School behaviour Change Interventions on Students’ Discipline	64
Figure 2	85
Students’ Gender, Age and Class.....	85
Figure 3	86
Students’ Gender and Type of School	86
Figure 4	88
Teachers Gender, Academic qualifications and Working Experience	88
Figure 5	89
Teachers’ Gender and Type of School.....	89

ABBREVIATIONS AND ACRONYMS

ASD	Autism Spectrum Disorder
BOM	Board of Management
COVID 19	Coronavirus Disease 2019
EST	Ecological Systems Theory
GOK	Government of Kenya
HEI	Higher Education Institutions
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NGO	Non-Governmental Organizations
PBIS	Positive Behavioural Interventions and Supports
PBT	Problem Behaviour Theory
PCT	Personal Construct Theory
SPSS	Statistical Package for Social Sciences
SWPBIS	School-Wide Positive Behaviour Interventions and Supports on Disciplinary Exclusions
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the study and includes the background to the study, statement of the research problem, objectives of the study as well as hypotheses. It also includes sections on the significance of the study, scope of the study, limitations of the study and assumptions of the study as well as the operational definition of terms.

1.2 Background of the Study

The school environment, hereinafter also referred to as the ecology, could have lasting effects on students' behaviours since students spend a considerable amount of time in school, they are likely to be influenced by the interactions they experience there. Indeed, studies have shown that teachers (Cortina & Fazel, 2015) and classmates (Welsh & Little, 2018) have immense effects on the immediate as well as eventual behaviours of students. The school ecology could thus play a central role in reining in on indiscipline among students. It is with this realization that school behaviour change interventions, such as guidance and counselling, as well as mentorship and disciplinary actions, are put in place.

School behaviour change interventions are pivotal in enhancing the discipline of students in secondary schools (Nderitu, 2007; Kindiki, 2009; Oyieyo, 2012). In the school setting, for example, teachers are required to constantly guide students in the acceptable direction. Sancassiani et al. (2015) in a systematic review of universal school randomized controlled trials, for instance, pointed out that inculcation of social and emotional skills at school was pivotal in enhancing positive youth development.

Guidance and counselling have played a crucial role in enhancing character education and promoting healthy lifestyle behaviours, resulting in a significant reduction in negative behavioural outcomes (Oyieyo, 2012). Through personalized counselling sessions and guidance programmes, students receive support and guidance to develop core values, social skills, and emotional intelligence (Chindo, 2022). These interventions contributed to the cultivation of well-rounded individuals who exhibit empathy, responsibility, and resilience (Nkinga et al., 2018). Moreover, counsellors provide guidance on nutrition, exercise, stress management, and mental well-being, enabling students to make informed choices that positively impact their overall health (Rabia et al., 2017).

Furthermore, student peer counselling interventions have been found to enhance peer relationships, fostered a sense of belonging, and created a safe and supportive school environment (Popov & Spasenovic, 2020). These interventions empowered students to seek help, share their concerns, and receive support from their peers, thereby promoting emotional well-being and resilience. Student peer counselling interventions serve as a valuable resource within the school community, harnessing the power of peer support to positively impact students' lives.

The presence of mentors fosters a supportive and nurturing environment, empowering students to overcome obstacles, make informed decisions, and strive for success. According to Rabia et al. (2017), mentorship interventions served as a powerful tool in facilitating students' personal and academic growth, equipping them with the skills and confidence needed to thrive in their educational journey and beyond. These

interventions have been found to enhance students' self-esteem, self-confidence, and mitigated against cases of indiscipline (Ramdani et al., 2020).

In the United Kingdom, Cortina and Fazel (2015) carried out a study aimed at evaluating targeted schoolgroup interventions for students with discipline issues. The study used the Art Room intervention, which aimed at addressing psychological difficulties that impede students' school experience. Teachers completed the SDQ and children completed the SMFQ. Students showed a significant reduction in emotional and behavioural problems (teacher-reported SDQ scores) and clinical cases. There was also a significant improvement in their mood and feelings (child-reported SMFQ), with an 87.5% improvement in those students who were depressed at baseline. The study pointed out that students who underwent guidance and counselling at school had improvements in their discipline. This went on to promote prosocial behaviour at school, a major concern in this current study that sets out to investigate the influence of teacher and student peer counselling interventions on students' discipline among others.

Agi (2013) studied counselling programmes in 14 schools in Port Harcourt, Nigeria. The author established that if policies on Guidance and Counselling practices as enshrined in National Policy on Education for Nigeria were well implemented, they would enhance discipline and academic performance. In Kenya, Njega et al. (2019) established that guidance and counselling interventions had positive influences on behavioural outcomes, self-efficacy, and academic performance in Murang'a and Kirinyaga Counties. These findings were essential in showing how guidance

&counselling could influence students' behaviour in Kiambu; a county located in the same Central Kenya region as Murang'a and Kirinyaga Counties.

Peer counselling plays a significant role in shaping students' behaviours. Aomo et al (2018) studied on, *The relationship between self-efficacy and indulgence in behaviour problem among Kenyan schools*, which revealed that the implementation of peer counselling approaches to address disciplinary issues in schools resulted in improved discipline. The research also indicated that while peer counselling positively influenced students' academic performance, it did not directly impact their social and emotional behaviour. This suggested that peer counselling had a bidirectional effect on students' discipline across various regions in Kenya. Therefore, it was crucial to investigate the influence of peer counselling on students' discipline. Although this focused on students' behaviour in selected Kenyan secondary schools, its scope may not fully illuminate the immediate effects of peer counselling on students' behaviour. The current study intended to bridge these knowledge gaps and gain deeper insights into the subject.

Schools also employ mentoring interventions to reinforce discipline among students. Wambua et al. (2017) in the study on, *Influence of Principals Involvement of Students in Decision Making in Discipline in Secondary Schools in Kenya*, pointed out that there was a direct link between mentoring programmes and discipline. The study established that student mentoring was practiced in 66.3 per cent of schools with attendant reduced cases of indiscipline. There was a strong correlation between use of successful alumni, mentoring on academic excellence, mentoring on ethical living and student discipline. Conversely, Curtin et al. (2016) proposed that mentoring interventions such as: “instrumental, psychosocial, and sponsorship” had a direct

effect on “academic career self-efficacy, interests, and goals.” Though not expressly related to discipline, the former study showed that mentoring could influence students’ behavioural choices. This study sets out to investigate the influence of mentoring on students’ indiscipline in Kiambu County.

Evidence also showed that the school disciplinary actions influenced students’ discipline. Williams et al. (2020) established that school disciplinary frameworks in the USA contributed to better behavioural outcomes. In Uganda, Ssenyonga et al. (2019) elicited that there was no significant relationship between teacher’s violent disciplinary methods and students’ disciplinary outcomes. As such, disciplinary practices could have inverse as well as direct influences on students’ disciplines.

Anyanwu et al. (2019) conducted a study that explored the viewpoints of students regarding the influence of disciplinary suspension on their psychological well-being. The research was carried out in public secondary schools within Lang’ata Sub-County, Nairobi County, Kenya. The results showed that discipline measures had both positive and negative effects on the students. But without studies such as this current one, it is untenable to understand why various school behaviour change interventions do not always yield the anticipated outcomes. Although the various interventions are in place in Kiambu County, just like most other parts of Kenya, their effects on students’ discipline has been largely inadequate.

The high incidences of indiscipline cases and risk-taking behaviour, such as drug and substance abuse, truancy, gang behaviour, and early sexual debut, in Kiambu County represent significant challenges to the well-being and development of the youth in the

region. The study conducted by Magai & Malik (2018) provided empirical evidence that 27% of adolescents aged 14 to 18 years in the area exhibited behavioural problems. This data indicated a considerable proportion of the youth population in Kiambu County was grappling with emotional and behavioural issues that could hinder their academic progress, social integration, and overall life outcomes.

The gravity of indiscipline cases in Kiambu County were also identified by Ndaita (2016) in a study on, *The nature and causes of indiscipline cases among public secondary school students in Thika Sub-County, Kiambu County, Kenya*. The study showed high levels of drug use, sneaking out of school, bullying and rudeness among others despite the fact that the schools deployed various discipline management interventions. Another study focused on Kiambu County by Gesare (2019) also showed that there were high levels of indiscipline such as alcohol and marijuana abuse among secondary school students. Although guidance and counselling measures were put in place to check such abuse, its efficacy remained hard to gauge without systematic study.

From the preceding overview, it was evident that several school interventions influence discipline among students. These interventions are either reinforced or challenged by support from school administration. However, most documented studies have not attempted to assess the relationship between these interventions and students' discipline in Kiambu County. This means that it remains difficult to understand the single or combined influences of these factors in the county. This underlines the importance of this current study.

1.3 Statement of the Problem

In Kenya's educational settings, maintaining effective teaching and learning relies upon a well-structured discipline system within schools. However, the prevalence of indiscipline issues encompassing fights, truancy, drug abuse, academic deterioration, and dropouts, poses significant challenges to the education system. The government has recommended robust interventions at the school level to control the indiscipline. Nevertheless, students continue to exhibit immense behavioural problems. Empirical evidence has given mixed findings on the influence of school behaviour and students' discipline.

The existing behaviour change interventions implemented in Kenyan schools have not effectively curbed the prevalence of student indiscipline, According Mwaniki (2018) the three most serious or rather common cases of indiscipline are: sneaking from the school compound (11) 35.5%, drug abuse (7) 22.6% and both theft and vernacular speaking each having a frequency of 3 or (9.8%). Furthermore, the study showed that before students engaged in unrest they first showed myriad of cases of indiscipline symptom.

Indiscipline among secondary school students in Kiambu County poses a significant and persistent challenge to the learning processes, despite the various efforts by school administrators, teachers, parents, and other stakeholders to address the issue. The escalating cases of deviancy and antisocial behaviours, such as identity crisis, bullying, fighting, smoking, alcohol and drug abuse, early and risky sexual activities, and school unrest, are indicators of psychosocial and educational distress among the students (Ndaita, 2016).

It is therefore necessary to assess the effectiveness of the numerous behaviour change interventions put in place. The current study focuses on the context of Kiambu County, which holds significant importance due to the concerning prevalence of deviant behaviours among secondary school students (Ndaita, 2016). Among the various drugs and substances abused by public secondary school students in Kiambu County, alcohol emerged as the most commonly used, with 40% of the students being users. Following closely, bhang was used by 18.5% of students, while cigarettes were smoked by the same percentage. Additionally, 15.4% of students chewed Khat, and only 3.1% of students reported using cocaine (Kiambi, 2018).

Similarly, the county records a high rate of early sexual engagement, with males at 15.4% and females at 10.1%, surpassing the national levels of 14.1% and 9.2% respectively (Kenya County Profile, 2015). Additionally, violent school strikes, bullying, and verbal aggression are witnessed among students in Kiambu County (Njeri, 2022). Furthermore, the prevalence of alcohol abuse among Kiambu public secondary school students (18%) was reported to be higher than the national rate (14.1%) by the National Authority for the Campaign Against Alcohol and Drug Abuse (NACADA) in 2014 (NACADA, 2014).

Moreover, the performance of students in National Examinations in Kiambu County has been consistently low. For example the KCSE performance mean grade for the county has been declining and below the minimum requirement grade (C+ and above) for university entry as shown by KCSE results for years 2016 - 2021: 4.11(D+); 3.72 (D+); 3.96(D+); 4.39(D+); 4.44(D+) and 4.26(D+) respectively (Kiambu County

Director of Education Office, 2018). This tendency indicate persistent academic challenges faced by the students.

Empirical evidence has given mixed findings on the relationship between the school behaviour change interventions and students' discipline. The present study investigated the influence guidance and counselling, mentorship, and disciplinary action on students' discipline in public secondary schools in Kiambu County. The research aimed at filling the knowledge gaps and provide valuable insights for the development of effective strategies to tackle indiscipline among students in Kiambu County.

1.4 Purpose of the Study

The purpose of this study was to assess the influence of school behaviour change interventions (teacher counselling, peer counselling, mentorship and disciplinary action) on students' discipline in public secondary schools in the Kiambu County.

1.5 Objectives of the Study

Specifically, the study was guided by the following objectives:

1. To explore the influence of teacher counselling interventions on discipline among public secondary school students in Kiambu County, Kenya.
2. To examine the influence of peer counselling interventions on discipline among public secondary school students in Kiambu County, Kenya.
3. To assess the influence of mentorship on discipline among public secondary school students in Kiambu County, Kenya.
4. To determine the influence of disciplinary action on discipline among public secondary school students in Kiambu County, Kenya.

1.6 Research Hypotheses

The following research hypotheses have been formulated to guide the investigation:

H₀₁: There is no statistically significant relationship between teacher counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.

H₀₂: There is no statistically significant relationship between student peer counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.

H₀₃: There is no statistically significant relationship between mentorship interventions and discipline among public secondary school students in Kiambu County, Kenya.

H₀₄: There is no statistically significant relationship between disciplinary actions and discipline among public secondary school students in Kiambu County, Kenya.

1.7 Significance of the Study

The findings of this study may hold significant value for various stakeholders in the Education sector in Kenya, including parents, school administrators, teachers, students, policymakers, and other involved parties.

Firstly, the study's insights into the role of guidance and counselling and mentorship interventions on students' discipline may benefit all stakeholders. By understanding the positive impact of these interventions, they may design strategic programs to strengthen and enhance their implementation. Policymakers may also be encouraged

to incorporate guidance and counselling interventions in the formulation of educational policies, recognizing them as effective tools to improve student discipline. Secondly, teachers may work collaboratively with parents and community groups to foster a supportive environment that could enhance students' disciplinary behaviour. Strengthening parental involvement and cooperation with the school administration could contribute to better control of indiscipline in secondary schools.

Furthermore, the school administration may gain valuable insights on how to enhance the efficacy of behaviour control interventions. Armed with the study's findings, they may implement more effective strategies to maintain discipline within the school setting.

Finally, the study's outcomes might stimulate further research in the field of student discipline. By shedding light on the effectiveness of specific interventions, it might prompt researchers to explore other factors that influence students' discipline. This empirical knowledge would inform future studies in this previously uncharted research direction, contributing to a deeper understanding of the issue and the development of more comprehensive approaches to address indiscipline in secondary schools.

1.8 Scope of the Study

The study focused on the influence of school behaviour change interventions on students' discipline in public secondary schools in Kiambu County, Kenya. It was delimited to the five objectives conceptualized in this study namely: the influence of teacher counselling interventions on discipline among public secondary school

students; the influence of student peer counselling interventions on discipline among public secondary school students; the influence of mentorship interventions on discipline among public secondary school students and; the influence of disciplinary actions on discipline among public secondary school students. The study sampled public secondary schools' principals, teachers and students in Kiambu County.

1.9 Limitations of the Study

There are some factors of the study that could have negatively interfered with the generalization of the results.

Some of the schools targeted in the study did not have teacher counsellors and therefore other teachers who were not trained in counselling were holding office. The resultant responses maybe less valid and reliable. This was overcome through giving assurance of anonymity and confidentiality to the respondents.

The study was conducted in Kiambu County which is well endowed with resources and hence generalization of the findings from this study findings can only be done in institutions and regions that are similar in characteristics and conditions in relation to Kiambu County. Simple random sampling was used to ensure the study sample was as representative as possible. There are standardized instruments focused on the variables under investigation in this study only and therefore did not capture everything there was to know about the study. This study overcame this limitation by formulating research instruments in accordance with the literature reviewed. The instruments were also pretested to enhance their validity and reliability.

1.10 Assumptions of the Study

The study was anchored on several assumptions which were considered to be true, however they needed to be subjected to statistical analysis. The assumptions enabled the researcher to draw valid conclusions from the data analysis.

The study assumed that no major changes in the factors under investigation or in the schools targeted took place to invalidate the study. In this regard, it was assumed that teacher counselling, student peer counselling, mentorship and disciplinary actions would remain constant during the study period.

Secondly study assumed that the participants would be motivated and focused, leading them to provide honest responses to the questionnaires and interview schedule. This was crucial to ensure the reliability and validity of the data collected. It was further assumed that the research instruments used for data collection yielded valid and reliable information for testing of the research hypotheses.

The study also assumed that the sample of the participants selected to participate in the study were representative of the broader population of principals, teachers and students in the country. The assumption was important to ensure generalizations of the result findings to the larger population of principals, teachers and students. It was, however noted there are some variations need to be taken into consideration within the larger population.

Further, the study assumed that the findings and conclusions drawn from the study conducted in Kiambu County, would be relevant and applicable to other regions or settings that share similar characteristics with the county of study.

1.11 Operational Definition of Terms

For the purpose of this study, the following terms were defined as below:

Disciplinary actions: These are measures taken to address inappropriate behaviour of students and maintain order in educational institutions. These actions can range from verbal and written warnings to more severe consequences like suspension or expulsion. The aim is to promote a safe and respectful environment and encourage personal growth while ensuring fair and consistent treatment.

Mentoring interventions: These are special interventions at school that entail instituting mentoring programmes. Mentors from the community and organizations are involved in these programmes to guide students towards making the right academic and career choices. This could have positive effects on students' discipline.

Peer counselling intervention: These are counselling programmes in which students are specially recruited and trained on how to offer counselling services to their colleagues in schools.

School Administration Support: This is the level to which the school administration -principals and Board of Governors- support the school interventions aimed at enhancing students' discipline.

School behaviour change interventions: These are the interventions implemented at the school level aimed at checking student's antisocial behaviours. In this study, these included guidance and counselling services, mentoring processes, and disciplinary interventions among others.

Students' discipline: These are the recommended behaviours for students in the school. They include making the right choices, discipline levels, shunning risky taking appetites such as drug abuse, risky sexual behaviours, gang behaviours, and violence among others.

Teacher counselling intervention: These are the guidance and counselling interventions undertaken through specially trained teachers. In this study, the actions of such teachers were assessed in terms of time allocated for counselling and their influence on students' discipline.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature by other scholars and researchers on the study subject. The literature was reviewed in line with the study variables namely: the influence of teacher counselling interventions on students' discipline; the influence of student peer counselling interventions on students' discipline; the influence of mentorship interventions on students' discipline and; the influence of disciplinary actions on students' discipline. The chapter also includes sections on empirical literature review, theoretical and conceptual framework as well as a summary of the literature review.

In the domain of educational settings, significant and captivating area of investigation pertains to how contextual factors impact students' adherence to discipline. These predictive elements encompass a diverse range of factors that wield their influence beyond conventional boundaries. Specifically, the roles of teacher and peer counseling, mentoring, and school disciplinary measures emerge as pivotal constituents within this intricate framework. While the existing body of knowledge recognizes the potential of these variables to shape students' discipline, what remains conspicuously limited is a thorough and exhaustive exploration of their collective ramifications

2.2 Teacher Counselling Interventions and Students' Discipline

Sancassiani et al. (2015) carried out a study aimed at finding out how enhancing the emotional and social skills of the youth promoted their wellbeing and positive

development. The study was based on a systematic review of universal school randomized controlled trials. It was established that enhanced social and emotional skills were pivotal in enhancing positive youth development. In this light, school interventions played crucial roles in enhancing these skills. Through guidance and counselling interventions, schools inculcated character education and healthy lifestyle behaviours. This led to a reduction in conflict, depression and anxiety, violence, bullying, conduct disorders, and anger among others as envisaged by this current study.

In a study conducted by Cortina and Fazel (2015) in the USA, targeted school group interventions were evaluated for students with emotional and behavioural difficulties. Data was collected through questionnaires from the target population, and the results revealed that students who underwent counselling at school experienced improvements in their emotional and behavioural problems. These improvements, in turn, led to the promotion of prosocial behaviour within the school environment. Building upon this background, the current study focused on assessing the impact of school behaviour change interventions on students' discipline in public secondary schools within Kiambu County. The study findings demonstrated a positive and significant correlation between students' discipline and various interventions, including teacher counselling, student peer counselling, mentorship interventions, and school discipline actions. These interventions have shown promising results in enhancing students' disciplinary behaviour and fostering a conducive learning atmosphere within the schools.

Durlak et al. (2011) studied the impact of enhancing students' social and emotional learning. Data was collected using a meta-analysis of school universal interventions focused on 213 schools. The findings showed that guidance and counselling interventions at schools led to reductions in indiscipline cases as envisaged by this current study which showed that school discipline actions, mentorship interventions, student peer counselling, teacher counselling interventions indeed influence students' discipline.

The study conducted by Appiah-Brempong et al. (2019) sought to assess the effectiveness of a hand hygiene educational intervention in Ghana, which was based on educational and psychosocial theories, in enhancing behavioural intention. The researchers collected data through a cluster-randomized controlled trial, where schools were grouped into clusters, and 717 pupils were recruited as participants. Data was gathered using structured observation and analyzed using student's t-test. The study demonstrated that theory-based educational and guidance and counselling interventions had significant influences on behavioural intentions among the participants. Similarly, the current study conducted in Kiambu County found a positive association between teacher counselling interventions and student discipline. In many public schools in the county, measures have been implemented to enable teachers to offer counselling interventions, resulting in improved behaviour and fostering a positive school climate that discourages indiscipline among students. Students themselves expressed the need for policy enforcement regarding counselling, advocating for its inclusion in the education policy. The findings of both studies highlight the importance of implementing theory-based educational and guidance and counselling interventions to promote positive behavioural intentions among students.

They underscored the significance of integrating counselling initiatives into education policies to enhance student discipline and create a conducive learning environment. The similarities between the two studies provide further support for the potential effectiveness of such interventions in fostering better behaviour and discipline among students.

A study by Agi (2013) sought to evaluate the status of guidance services in secondary schools in Rivers State of Nigeria. The study was based on the descriptive survey design whereby data was collected from teacher counsellors from 14 schools in Port Harcourt. The findings obtained show that there was a need to enforce the policies on guidance and counselling practice enshrined in the National Policy on Education. This current study set out to assess how guidance and counselling can be enhanced in learning processes to address indiscipline issues.

Salgong et al. (2016) studied the *Role of Guidance and Counselling in Enhancing Student Discipline in Secondary Schools in the Koibatek District of Kenya*. Guided by the Alfred Adler's (1998) theory of personality, and humanistic theory of Bandura (1995) social learning model," the study was based on the descriptive survey research design. Data were collected from a random sample of 24 teachers and 262 students. The findings obtained showed that there was a need for legal and policy frameworks in guidance and counselling processes. This would enhance the training of teacher counsellors and would have positive contributions to the discipline of students. While their study provided valuable insights into the importance of guidance and counselling in promoting student discipline, it also had certain limitations. One drawback was the limited generalizability of their findings since they were based on a specific sample

from the Koibatek District. To address this limitation, the current study sought to explore the effectiveness of behaviour change interventions in a different location, specifically Kiambu County, to provide a broader perspective on the topic.

In Finland, Kavlak (2018) studied the perceptions and experiences of Finnish general upper secondary school students regarding guidance and counselling services. Primary data was collected from 238 participants in two urban schools in the country. The findings obtained show that there was a need for policy changes, modification as well as creating new policies aimed at enhancing guidance and counselling services in school. However, the study by Kavlak was not focused on Africa or Kenya for that matter. In this regard, the findings obtained could not cast light on ways into which guidance and counselling could enhance favourable behavioural outcomes in Kenya.

Momanyi (2013) investigated, *The perceptions of teachers and students towards guidance and counselling services in public secondary schools in Ongata Rongai and Ngong Zones of Kajiado North District, Kajiado County of Kenya*. The study was based on the cross-sectional survey research design. The study sampled was 120 students, 24 teachers, and six principals. The findings obtained underlined the need for all educational stakeholders such as the Ministry of Education (MOE) among others to put in place measures aimed at enhancing “training of teacher counsellors, as well as expanding facilities for carrying out guidance and counselling services in school.” This current study findings affirmed that training of teacher counsellors and expanding of counselling facilities positively enhanced the efficacy of guidance and counselling services and the associated behavioural outcomes among students.

Goodman-Scott, Carlisle, and Burgess (2016) in, *A powerful tool: a phenomenological study of school counsellors' experiences with social stories* examined the experiences of 12 social counsellors. The study established that when working with students with discipline challenges interactive counselling sections and programmes in which social stories were employed contributed to behavioural changes among these students. This current study investigated the veracity of these findings among students in Kiambu County.

Astramovich (2016) carried out as a study on program evaluation interest and skills of school counsellors in the US. The study entailed the evaluation of a counselling programme with a special focus on the interest and skills of teachers on the programme. The findings showed that when teachers had an interest in counselling and the requisite skills, their tendency to strengthen counselling programme was enhanced. This would go on to have positive effects on the behaviour of students as envisaged by this current study.

Meany-Walen et al. (2016) in a study on, *The effectiveness of a play therapy intervention on children's externalizing and off-task behaviours*, utilized the single-case research design. In this regard, the effectiveness of the Adlerian Play Therapy was assessed. This kind of therapy entails working with children therapeutically in an active and directive approach using plays. The study showed that the use of the therapeutic approach by counsellors had positive effects on children with negative behavioural problems throughout their development. This current study findings showed that implementation of guidance and counselling programme in schools could instill healthy lifestyle behaviours among students.

Ajowi and Simatwa (2010) studied, *The role of guidance and counselling in promoting student discipline in secondary schools in Kenya with reference to Kisumu District*. Data was collected from a simple random sample of 66 teachers (head-teachers, their deputies, and counselling teachers) as well as 916 students drawn from 22 secondary schools. The study found out that guidance and counselling was used, albeit minimally, to enhance student discipline in the district. Lack of clear policies on how to leverage the use of guidance and counselling to manage the student disciplinary cases was, however, a major challenge facing schools. Though the former study was focused on Kisumu which is in another region of Kenya, it could cast light on the situation in Kiambu County.

Wambu and Fisher (2015) in *School Guidance and Counselling in Kenya: Historical Development, Current Status, and Future Prospects*, carried out a desk review of the extant literature on the study subject. The findings of study showed that guidance and counselling was often challenged by lack of standardized training curriculums, ethical standards, counselling models, and role ambiguity persist. If the right interventions to mitigate these challenges were put in place, the capacity of guidance and counselling programmes to reign in on indiscipline in Kenya schools would be enhanced. This current study set out to test the veracity of these findings in Kiambu County.

Nen et al. (2021) defined counselling as a professional relationship between a client and a licensed counselor. Even while it might occasionally involve more than two people, this encounter is frequently one-on-one. The purpose was to help clients understand and define their ideas on life, space, and how to learn to achieve their own

goals by making deliberate, educated decisions and by resolving interpersonal or emotional problems.

Erikson's theory of personality development, as described by Orenstein and Lewis (2021), emphasized the interaction between innate biological and psychological processes and external physical, social, and environmental factors in shaping an individual's personality. According to Erikson, the circumstances surrounding a person's birth, such as the moment, location, and surroundings, can already influence their life history. Additionally, how others respond to the individual as they grow and develop plays a crucial role in their subsequent growth. This aspect of Erikson's theory can be related to the current study by highlighting the significance of environmental factors and interactions with others in influencing behaviour and discipline among students. Just as Erikson's theory emphasizes the impact of external factors on personality development, the current study sought to investigate the influence of school behaviour change interventions on student discipline within Kiambu County. The findings of the current study recognized that students' disciplinary behaviour could be influenced by various external factors, such as teacher counselling, peer counselling, mentorship, and school discipline actions. These interventions and responses from teachers and peers could shape students' behaviour and contribute to a positive or negative school climate that discourages or encourages indiscipline.

According to Wilmots et al. (2020), counselling is the ethical and competent use of relationships to promote the growth of personal interests, emotional acceptance, and self-awareness. They viewed counselling as a reasoning-based process that ordinarily

occurs in an interactive relationship with the objective of helping the person understand more about themselves as well as being a wise and helpful member of society. It is a process where the helper (counselor) expresses empathy and care for the person who is struggling in order to support that person's growth and change via self-understanding. This therapy showed a connection between the interested and needy individuals. Secondary school counselling is intended to help adolescents with their physical, emotional, social, and intellectual challenges (Ramdani et al., 2020). Students could improve their study habits and achieve better grades by identifying their learning strengths and weaknesses through this process. The guidance program promotes a positive attitude toward school, learning, and employment, which helps the development of academic, educational, personal, social, and career goals and raises academic achievement. The findings of the current study affirmed that students who undergo counselling could have behavioural improvements in schools.

According to Kirangari (2014), counselling services are crucial for controlling conduct in schools. In order to control how discipline is shaped among children, counselling programmes must be implemented in schools. Therefore, schools cannot function efficiently without the use of discipline. Therefore, thorough instruction in discipline and attitudes that contribute to success in life need to be given to students in schools for effective study as affirmed by the current study which sought to assess the influence of school behaviour change interventions such as counselling on students' discipline in Kiambu County.

One of the most pressing issues currently facing the worldwide education sector is discipline in classrooms. Every school needs discipline, just like any other institution

does, since no group of people can work effectively together without creating standards of decency, respect, and a desirable set of values that inspire each member to practice self-direction. Lelei and Weidman (2012) asserted that the rapid increase in student enrollment in most countries as well as the inability of resources to keep up with the demand for educational services have made school management much more difficult and complex than it was a few decades ago. Considering the challenges encountered in administering schools, counselling services are essential.

Schaefer and Ginsberg (2015) showed in a study conducted in the United States of America that counselling services had a measurable effect on how students are reprimanded. Students who attended counselling sessions had less misbehaviours and had higher learning attitudes than those who did not. According to a study done in by Makhanu (2015), the drop in high school disciplinary standards was caused by the absence of a professional counselling program in Bungoma North District. The research claimed that while counselling services were provided to children, they are not well-organized, coordinated, or thorough. The study also discovered that female students use the service more frequently than their male counterpart.

In Nigeria, incidents of student disobedience were widespread in secondary schools, where the problem has seriously impacted both teaching and learning, claimed Ngwokabuenui (2015). The findings indicated that the following acts of indiscipline were seen: a lack of interest in learning, sexual misconduct or inappropriate sexual behaviour, students not completing their tasks, and a lack of respect for professors or compliance with their instructions. Inadequate counselling services, resources, and counsellors with insufficient training were also found to exist in the schools,

according to the survey. Because of this, school counselling initiatives in Nigeria did not have the expected effect of lowering student indiscipline. The findings of the current study showed that meticulous implementation of guidance and counselling interventions could hinder indiscipline in schools in Kiambu, Kenya.

In Mozambique, there was a considerable amount of student indiscipline, claims Constantino (2016). This shows that the majority of secondary schools in Mozambique were unable to provide their pupils with appropriate counselling services because they lacked counselling facilities and programme officers. There wasn't much counselling practiced in secondary schools in south-west Mozambique because the bulk of secondary school counsellors are nonprofessional teachers. Counselling services were not used in secondary schools to manage student conduct.

Ajowi and Simatwa (2010) show that at secondary schools in Kisumu, Kenya, little counselling and assistance was employed to promote student behaviour. Punishments, especially corporal punishment, were often used in all institutions to address disciplinary difficulties. However, the two researchers found out that there were no Ministry of Education policy instructions outlining how the schools may resolve student disciplinary issues through guidance and counselling. Despite the crucial role that guidance and counselling play in maintaining good discipline in schools, the study's findings showed that they had not been successfully used to improve student discipline in secondary schools in Kisumu.

According to Wainberg et al. (2017), the growth in stress levels has made mental health a national priority. Therefore, incidents of misbehaviour in schools demonstrate

that students have social, psychological, and intellectual problems that can be successfully resolved by the adequate provision of counselling services. The clients' optimistic expectations that they have faith and optimism in the therapeutic process are therefore one of the most important factors in achieving a successful counselling outcome. Counselling was therefore created to help people overcome challenges in life, take back control of their lives (feel empowered), rediscover happiness, and experience a more flexible, wider spectrum of emotional maturity.

Clients' desires for counselling success, according to Kabir and Rashid (2017), might lead to positive evaluations of counselling and motivate them to engage in interventions more fully and regularly in order to overcome their problems. Three very specific expectations about counselling are articulated in this context: personal commitment, facilitative conditions, and counsellor expertise. He went on to say that these three expectations are expected to have an effect on attitudes toward seeking counselling, which is then expected to have an impact on these expectations.

Behaviour modification can be accomplished by attending to the physical, emotional, social, and intellectual problems that the students were facing (Gahir et al., 2022). This would help the students identify their learning strengths and weaknesses, which would improve their study habits. However, the major challenge a teacher faced in this scenario was upholding order in the classroom so that students could succeed academically and in a conducive learning atmosphere (Lopes & Oliveira, 2017). Today's schools must not only uphold regulations that ensure the safety of the instructors and students and promote a conducive learning environment, but also place a strong emphasis on improving student accomplishment.

The academic performance and behaviour of students are impacted by interventions guided by counsellors, according to Nyutu (2020). The author found that students who had attended the same school for three or more years and had taken part in extensive counselling programme performed academically better. Additionally, over a lengthy period of time, students who attended schools with fully operational comprehensive school counselling programme performed better on achievement assessments than those who attended schools without such initiatives.

The study conducted by Ateequ and Salihi (2022) on high school students found positive associations between counselling services and students' academic performance in institutions with comprehensive guidance and counselling programs. In their research on the benefits of a comprehensive developmental guidance program, they discovered that student counselling had several positive effects on students' academic accomplishment. According to their findings, the presence of a comprehensive developmental guidance program resulted in improved academic performance, higher attendance rates, and better behaviour among students at school. Additionally, students who received counselling services showed enhanced self-esteem and positive learning attitudes. This suggests that counselling interventions play a significant role in supporting students' overall well-being and academic success. Moreover, the current study conducted in Kiambu County also revealed a correlation between high discipline among students and improved academic performance. This finding aligned with the results from Ateequ's research, reinforcing the importance of behaviour change interventions and counselling services in fostering positive outcomes for students' academic achievements.

The impact of structured and non-directive counselling methods on the academic performance of high-risk children (Kabir, 2017). The results demonstrated that their performance had surpassed that of their classmates. The secondary school guidance programme ought to be incorporated into the overall curriculum and act as an addition to regular academic instruction. It should be child-centered, preventive, and developmental with the goal of maximizing each student's potential by fostering their personal, social, and emotional development at every stage of development.

Advice is crucial, according to Sasi and Anju (2020), to help the student with specific problems including the lack of a relationship between aptitude and success, inadequacies in one or more academic areas, poor study habits, poor learning strategies, and a lack of motivation. In order to increase student achievement, Musingafi (2014) contends that barriers to learning must be removed and effective study habits must be promoted. Therefore, guidance and counselling programme must cover this aspect of student assistance. Guidance and counselling played a significant role in addressing students' academic, personal, social, mental, emotional, and other equivalent problems.

In the analysis of the literature on school counselling in Britain, researchers noted that the term was becoming more frequently used to describe the work of counsellors who had received professional training. Due to this, it was typical for counsellors to refrain from holding concurrent positions, such as juggling counselling duties with teaching duties. Because of this, one-on-one therapy was the most popular format for school counselling. It was distinguished by a relational approach that prioritizes the individual's mental health. This contrasts with how school counselling was often

given in many other countries, such as the United States, where services were frequently provided to groups of people or families and the emphasis might be viewed as being on academic and career counselling (Kutsyuruba et al., 2015). Such variations reflected the wide range of ways that schools used counselling and illustrated the rather unique working style of schools in Britain.

Most of the world's recent legislation has prioritized school expansion and training for mental health professionals who work in schools (Richter et al., 2022). Schools provide the ideal setting for the administration of early-intervention mental health treatments since children and families, especially those who are deemed to be hard to reach, can almost always access them. Children who receive more schooling are often healthier and happier, and academic performance is also improved in those who are in better physical and emotional condition. Children with mental health issues perform less well academically, miss more school, and are more likely to be excluded from school than their peers who are in good mental health. According to a recent research from the Institute for Public Policy Research, parents want onsite mental health services to be prioritized more, whereas teachers want broader access to such services (Yao et al., 2021).

Both policy makers and policy supporters used policy research to back the policies that advanced their interests (Gen & Conley, 2013). Non-governmental organizations that campaigned for legislation that would change aspects of school counselling practice that were important to the objectives of their organization were major supporters. Organizations that promote policies commission research on the issues they consider to be critical in school counselling. The results of the study were

presented in a way that affected both the perceptions of the general public and those who make local, state, and federal policy.

The first education commission report in Kenya, generally known as the Ominde report, advised that pupils receive guidance and counselling regarding guidance and counselling, as well as information on occupations and employment options (Republic of Kenya, 1964). In 1971, the MOE established a guidance and counselling division in its main headquarters. This evolved from the realization that academic study alone cannot develop a person who is advantageous to both themselves and the community they serve. The Ministry was tasked with organizing seminars on career guidance, treating problems with students' psychological maladjustment, and addressing concerns with students (Republic of Kenya, 1974). However, there is limited information available on the actual implementation of guidance and counselling services in Kenyan schools and their impact on students' well-being and academic performance. The extent to which these services have been effectively integrated into the education system remains unclear. Additionally, the specific strategies and approaches used in delivering guidance and counselling, as well as their effectiveness in addressing students' concerns, required further exploration. This current study provided valuable insights into the situation. It revealed that most public schools had taken measures to enable teachers to offer counselling interventions. As a result, there had been noticeable improvements in student behaviour, and a positive school climate has been fostered, discouraging indiscipline.

In addition to the core initiatives mentioned earlier, the National Development Plan 1979–1983 in Kenya acknowledged the importance of enhancing guidance and

counselling services in primary and secondary schools. To achieve this, two approaches were implemented. Firstly, the guidance and counselling unit at the Ministry of Education was strengthened by hiring qualified specialists who were responsible for planning and coordinating workshops for teacher counsellors. This aimed at enhancing their skills and knowledge in providing effective guidance and counselling support to students. Secondly, guidance and counselling was incorporated into the curricula for teacher preparation at Teacher Training Colleges (TTCs) and Universities. As a result, educational psychology became a compulsory course in these institutions. Considering the significance placed on incorporating guidance and counselling into the teacher training curricula, exploring the actual implementation and outcomes of these initiatives would contribute to a comprehensive understanding of the evolution and effectiveness of guidance and counselling services in Kenyan schools.

According to the Koech Commission, the Ministry's guidance and counselling unit offered secondary schools and TTCs extremely good services and had the ability to host in-service seminars for primary school head teachers in various regions. The unit also produced a very useful career advice booklet that secondary school students could use while filling out job application forms. However, the Commission noted that the once-active unit was no longer as effective. The majority of the professionally competent staff in the unit had either retired or been relocated to other areas, leaving institutional and field employees with nowhere to turn for the guidance they required (Republic of Kenya, 1999/2000).

In a study conducted by Wango (2018) in four secondary schools, it was found that the majority of pupils did not receive adequate guidance and counselling services. This highlighted a significant gap in the provision of support to students in Kenya's secondary schools. One key factor contributing to this issue was the lack of qualified and knowledgeable teachers who could effectively guide and counsel students. Insufficient attention has been given to the importance of equipping teachers with the necessary training and skills to plan, implement, and oversee guidance and counselling services and activities within the school setting, hence the execution of this study.

Even in schools, effective counselling begins with training. The UNESCO program on guidance and counselling does not exclude boys despite being created with females' needs in mind. This is because the program was a response to various international declarations and action platforms that named girls and women as some of the most vulnerable groups, particularly in Africa (UNESCO, 2006).

As a result, eight English-language guidance and counselling modules were revised and distributed to all of the participating countries, including Kenya. The modules are supported with audio-visual materials, which are also available online (UNESCO, 2000). In a similar spirit, other countries have put in place various other rules, such as the one on re-admission of girls who fall pregnant while enrolled in school, including Kenya and Botswana. The four (4) A's, which stand for access (enrollment), attendance, attainment, and achievement in education, among other things, are improved through these and other initiatives (Republic of Kenya, 1998).

Guidance and counselling services can be offered through enacting new legislation to enhance counselling services and student discipline (Sibanda, 2016). Character education must be implemented in schools in a way that is appropriate for Indonesian students, especially in light of the developmental requirements of middle school pupils. This program can be put into action by asking successful graduates to act as role models through movie counselling, biblio-counselling, site visits to institutions that are effective in providing counselling services in character development, or performing comparison research. It was envisaged that the presence of such activities would encourage the involved school and other schools to use guidance and counselling services in a more complex and undeniably comprehensive manner.

In order to properly achieve the life goals, guidance and counselling needs a schedule with a purpose of prevention, development, and alleviation (Oozeerally & Hookoomsing, 2021). These three objectives can be achieved using the organizational design of the program and the guidance and counselling services. Making it feasible for the counselee to reach their full potential in terms of personal, social, intellectual, and professional development is part of the service. These four components were in the process of development and are part of the paradigm, thus any changes to the paradigm would have an immediate impact on how the guidance and counselling program is carried out. The guidance and counselling approach underwent this paradigm shift, transitioning from a strategy focused on growth and prevention to one that was initially and traditionally oriented towards remediating, clinical, and concentrating on the counselor.

The development of guidance and counselling services can be accelerated by implementing the group approach, which comprises group counselling, group directing, and conventional guidance. Counselling activities often have a therapeutic focus and fall under the responsive service component, whereas group counselling and conventional counselling are more preventative and developmental and are part of the preventive and development services. The guidance and counselling services are generally implemented in conjunction with other aspects of education (Oozeerally & Hookoomsing, 2021).

One of the strategic activities that could be performed to raise the standard of school counselling services in schools was to examine the satisfaction of students (as service users) with the services they had received. Eliamani et al. (2014) claim that in order to achieve total student happiness, continuing quality improvement calls for understanding the voice of the student. When referencing users and concepts, the demands, wishes, expectations, and level of student satisfaction with a given service all reflect the voice of the student.

Effective guidance and counselling services require a thorough understanding of the student experience. Okoroji et al. (2015) found that effective guidance and counselling services were necessary for all students, not only those who deviate from the norm. Therefore, all students would require guidance and counselling services in order to enhance their academic, social, and personal skills. Duffy (2012) asserted that counselling was the best method for modifying student behaviour in support of this point of view. Wambu and Fisher (2015) asserted that there were no standardized training curricula, no ethical standards, no counselling models, and role ambiguity in

the field of school counselling despite the government's emphasis on the implementation of guidance and counselling programmes in schools and a sharp increase in the number of school counsellors with training. Because of this, the authors suggested a paradigm shift from how guidance and counselling have been provided in Kenyan schools over the previous few years and urge the development of structured, all-encompassing guidance and counselling programme.

Njega et al. (2019) demonstrated the beneficial effects of guidance and counselling treatments on behavioural outcomes, self-efficacy, and academic performance. In order to maximize the advantages of guidance and counselling in schools, it was crucial to increase the capacity of teachers through training. Kabir (2017) suggested three broad objectives for counselling. These were meant to help individual students develop a higher degree of problem-solving maturity, help school employees understand and work with the community on a variety of service projects, and help the school and its staff get information from student counselling and use it effectively. According to Dhal (2020) it was expected that counsellors cultivate the skills and traits required for successful counselling. The current study's findings affirmed when teacher counsellors are trained, they are likely to influence students' discipline positively.

According to Riess and Kraft-Todd (2014), good counsellors should demonstrate acceptable language use, listening, communication, empathy, awareness of nonverbal cues, sensitivity to voice quality, and response to emotional expression. Students select a counselor with whom they can open up about their struggles and who were patient, empathetic, and compassionate. Counsellors must be mindful of individual

variances in order to treat each scenario fairly (Bhargava & Sriram, 2016). The school counselor must therefore be able to interpret and assess the student issue, predict the results of the action taken, and constantly be able to retain the student's information.

It was impossible to separate the impact of the infrastructure facilities used by counsellors from the implementation of counselling services in schools according to Sikanyika (2021). The infrastructure was one of the things that helped support counselling services in schools. No matter how knowledgeable a counselor is in science and technology, expected results cannot be maximized without the support of adequate infrastructure facilities. The ability of the educational infrastructure to increase educational standards by satisfying predetermined infrastructure requirements was what gave its significance.

The degree, to which infrastructural adequacy and counselling services are related, on the other hand, is emphasized by Rintaugu and Ngalamu (2021) as one of the critical considerations in developing programmes, enhancing service quality, and counselling in schools, as well as dealing with the various issues that pertain to counselling services. In order to address issues with the non-implementation of counselling services, it was crucial for counsellors to consider programme development, quality enhancement, and the amount of infrastructure available. This was due to the facilities' and the principals' shared responsibility for improving the standard of this infrastructure (Rintaugu & Ngalamu, 2021).

According to Warui (2018), successful delivery of counselling services in schools relied on collaborative efforts between counsellors and other school staff. Among the

crucial partners in implementing counselling services were school principals, whose larger responsibility included the provision of education in schools. The effectiveness of counselling goals in schools was directly linked to the school principals' ability to fulfill their roles, such as coordinating activities to ensure integration and harmony among teaching, training, and counselling services. Additionally, principals played a vital role in facilitating effective counselling by providing the necessary infrastructure, resources, and facilities. This current study findings showed that expanding facilities for carrying out counselling services could enhance students discipline in schools.

Momanyi's (2013) highlighted the importance of facilities for mainstreaming guidance and counselling interventions and enhancing their provision in schools. The findings showed that students think interventions in teacher counselling have a direct impact on their behaviour. The results of this study corroborate those of Dar and Peer (2022), who discovered that counselling and guidance could be used to control students' behaviour. According to the study, students should be informed of the laws and regulations that are in effect at their school before being disciplined. This helped the child comprehend mistakes and the consequences of wrong behaviour. One could measure the impact of behaviour management on secondary school students' behaviour by combining it with counselling and advising. It was the joint responsibility of parents, the community, and schools to ensure the development of values and norms that would assist young people in establishing appropriate standards of behaviour among themselves.

The main method of ensuring a child's compliance with appropriate behaviour, according to Mincy et al. (2016), was by continually enforcing the rules and being tenacious. The researchers agreed that how parents interact with their students revealed how much they value their opinions and feelings when guiding their behaviour. In this situation, the parents must use reason to convince their students. This is in line with William Glasser's reality theory, which contends that people are autonomous entities and that responsible action results from self-evaluation (Mincy et al., 2016).

This was consistent with a research by Wambu and Fisher (2015) in *School Guidance and Counselling in Kenya: Historical, Development, Current Status and Future Prospects*, discovered that lack of regulated training curriculums frequently posed problems for guidance and counselling. This led others to question its effectiveness in reducing school indiscipline. Therefore, counselling interventions in schools needed to be standardized. An effective guidance and counselling program depends on the skills and dispositions of the service providers (Nkechi, 2016). Training was therefore crucial for the guidance and counselling program's success since it makes it easier for participants to gain information and a positive mindset.

Koc (2016) asserted that insufficient guidance and counselling training was given to certificate-course teachers, preventing them from successfully providing these services. As a result, the staff members involved in guidance and counselling in schools lack the knowledge and readiness needed. According to Wango (2018), investigation (a certificate in systemic counselling not intended solely for counsellors). The researcher found that although the instructors are expected to offer

guidance and counselling in schools, they were unable to do so because they lacked the necessary skills. To provide guidance and counselling services, however, school counsellors in industrialized countries were required to get a master's degree and a license (Amat, 2019).

2.3 Peer Counselling Interventions and Students' Discipline

Goodman-Scott et al. (2018) carried out a study on *Aligning comprehensive school counselling and positive behavioural interventions and supports to maximize school counsellors' efforts*. The study established that when implemented, Positive Behavioural Interventions and Supports (PBIS) that had peer counselling components created a positive school climate and militated against indiscipline among students. This current study investigated level to which the adoption of peer counselling interventions in Kenyan schools militates against indiscipline case. This current research affirmed that peer counselling intervention had direct influence on students' discipline.

Pei-Boon et al. (2020) carried out a study on *Psychometric properties of the sources of counselling self-efficacy in a sample of Malaysian secondary school counsellors*. 541 school counsellors, including peer counselling, were studied. The study established that the application of divergent counselling practices had a multifactorial influence on students' discipline as well as other outputs such as the efficacy of guidance and counselling in schools. The current study investigated the veracity of these findings in Kenya.

Welsh and Little (2018) carried out a study on, *The school discipline dilemma*. This was based on a comprehensive review of disparities and alternative approaches aimed at enhancing such discipline. The study established that indiscipline was attributable to different causes. There was thus a need for various approaches aimed at curbing indiscipline. These include the right policies and practices such as teacher and peer counselling interventions. Though the former study was not focused on the relative contribution of all the interventions deployed, it related to this current study that set out to investigate the direct contribution of peer counselling on students' discipline.

Williams et al. (2020) carried out a study titled, *The discipline gatekeeper: assistant principals' experiences with managing school discipline in urban middle schools*. The study sought to establish the various interventions put in place by assistant principals to deal with indiscipline cases in schools. Based on the critical race theoretical framework, the study showed that various school discipline interventions for African American students such as peer counselling and assorted guidance and counselling interventions were employed. These played pivotal roles in checking indiscipline among the students studied. This current study assessed the level to which these findings could apply in Kenya.

Arudo and Okeyo (2008) studied peer counselling experience among selected Kenyan Secondary Schools. The findings pointed out that schools were faced with numerous challenges such as large numbers of students and few trained teacher counsellors. This hence put pressure on guidance and counselling programmes; making it untenable for schools to check on indiscipline cases. In this context, schools often deployed peer counselling approaches to handles some of these indiscipline issues in

the schools studied. This current investigated further the level to which application of peer counselling programmes by public secondary schools in Kiambu County contributed to enhance discipline.

Ambayo and Ngumi (2016) carried out a study on, *The influence of peer counselling on students' behaviour change in secondary schools in Nakuru Municipality*. Based on the *ex-post facto* research design, data were collected from a sample of 14 teacher counsellors, 31 peer counsellors, and 131 students from 12 schools. The inclusion criterion for students was the consultation of peer counsellors. The study findings showed that though peer counselling had positive influences on students' academic performance, it did not seem to have direct influences on their social and emotional behaviour. This was attributed by the lack of enough financial resources to strengthen it. In this context, this current study set out to find out the level to which strengthening peer counselling programmes could enhance discipline among public secondary school students in Kiambu County.

A study by Warui (2018) investigated the status and challenges of guidance and counselling programme in discipline management in public secondary schools in Kiambu County, Kenya. The study was guided by the social exchange theory and adopted a descriptive research design. Data was collected from a simple random sample of 240 students. The study found out that there was need to enhance peer counselling practices among other measures. This current study set out to find out the impact of peer counselling interventions on the behavioural outcomes of students.

2.4 Mentorship Interventions and Students' Discipline

Mentors, successful and influential persons from the community and organizations are also involved in guidance students towards making the right academic and career choices. Curtin et al. (2016) in a study on, *Mentoring the next generation of faculty: supporting academic career aspirations among doctoral Students studied faculty mentoring*. Various kinds of mentoring such as; “instrumental, psychosocial, and sponsorship” as well as their nexus with “academic career self-efficacy, interests, and goals” (the dependent variables) were studied. The study established that mentoring had direct and indirect significant influences on the dependent variables. Though the former study was not expressly related to behavioural outcomes, it showed that mentorship could influence students. This current study set out to investigate this possible relationship between mentorship and students' discipline in secondary school students in Kiambu County.

Ames et al. (2015) carried out a study titled, *Overview and Evaluation of a Mentorship Program for University Students with autism spectrum disorder (ASD)*. Data was collected from a survey of 23 students in Canada. The study showed that there was a direct link between mentoring programmes, discipline and dedication to the achievement of personal goals among students. This current study set out to find out the levels to which mentoring programmes are applied in secondary schools within the process of enhancing discipline among students.

Ng et al. (2017) carried out a study on, *Active Interest Mentorship for Soon-to-Retire People: A Self-Sustaining Retirement Preparation Program*. The study assessed the well-being status of 161 retirees at 4-month intervals. The key indicators investigated

were self-esteem, positive affect, life satisfaction, anxiety, depression, and somatic symptoms. The study findings showed that mentoring contributed to the general improvement of the pre-retiring individuals studied. These findings affirmed that mentoring contributed to positive behavioural outcomes. Though not focused on students, the former study casts light on this current study that hypothesizes that mentoring could influence the discipline of students.

Allain et al. (2019) in *Speaking welcome carried out a discursive analysis of an immigrant mentorship event in Atlantic Canada*. The study applied Derrida's Concept of hospitality as a technology of whiteness. The findings showed that mentoring played pivotal roles in regulating the behaviour and comportment of newcomers in Canadian multicultural societies. This current study set out to find out the extent to which these findings could be appropriated to students in Kenya. It also assessed if mentorship induced behavioural outcomes that could check indiscipline among students.

Drape et al. (2016) in a study on *Challenges and Solutions to Higher Education Institutions (HEI) in Africa*, studied ways in which mentorship within the theory of planned behaviour contributed to behavioural changes in HEIs. The findings showed that mentorship programmes contribute to changes aimed at achieving the desired educational outcomes. Though the study was not focused on mentorship programmes in secondary schools, the findings showed that mentorship could influence behavioural outcomes. This study thus set out to test this hypothesized relationship in public secondary school students in Kiambu County.

Du Plessis (2017) in a study on mentorship challenges in the teaching practice of distance learning students studied mentoring practices using a five-factor mentoring model as a theoretical framework. The findings showed that mentoring programme offered emotional support to teachers. This current study investigated the level to which mentoring created emotional support to students and the resultant behavioural ramifications such as enhanced discipline.

In order to promote better outcomes for children and teenagers and to improve student performance, schools and communities have begun to develop school mentoring programme, according to Randolph and Johnson (2008). The establishment of mentorship programme is one method employed to provide assistance and support to a variety of students (Ngongalah et al., 2021). A vulnerable individual is typically empowered by mentoring through developing a close bond with a prudent mentor. Through group activities, guidance, instruction, and support, the person begins to define positive life goals and develops character and competence. These programme aimed at matching adult mentors who are not parents with students so that they could serve as role models by exchanging knowledge, skills, and know-how and by offering one-on-one support (Ngongalah, et al., 2021).

The barriers that students face could be lessened or removed with the aid of mentoring and leadership programme (Gupta & Bundela, 2021). Many government and charity groups were working to improve the outcomes for at-risk children through mentorship programme. Additionally, organized philanthropy has led the way in these initiatives, notably in terms of establishing key indicators, locating and disseminating useful information, and developing a solid infrastructure for coordinating and funding

efficient programme and organizations (Gupta & Bundela, 2021). Teachers must, therefore, set an example for their students by acting in a way that complies with social norms and by fostering a safe and secure learning environment.

As a crucial part of mentoring and as a factor in raising students' self-esteem and achievement, the significance of listening to and supporting students has been recognized (St-Jean, 2009). According to this study, great academic achievement is therefore possible when teacher and student relationships are characterized by acceptable rapport, little conflict, and excellent academics. Therefore, a teacher's most important duty within the context of respectable rapport is to aid their students in developing appropriate social ties that will benefit them in the future. Additionally, in order to help students develop a range of suitable social relationships and healthy coping mechanisms, teachers must be aware of the harmful environmental factors that students encounter on a daily basis (St-Jean, 2009). The current study aligns with St-Jean's (2009) perspective on the significance of supporting students and fostering positive teacher-student relationships to enhance academic achievement. By exploring the impact of school behaviour change interventions, the study contributed to understanding effective strategies that positively influence students' discipline and create a conducive learning environment. The research emphasized the importance of investing in mentorship and counselling approaches to promote students' well-being and academic success.

According to Baria and Gomez (2022), student affairs specialists provide emotional support by helping the students deal with any loneliness, wrath, or frustration that may arise from their daily academic and social contacts and experiences. Senior-level

mentoring programme might be developed, allowing mentees to develop their own life goals while still heavily relying on their more experienced mentors. In a similar vein, people with comparable backgrounds might serve as mentors. Senior students assisting junior students in many ways were an illustration of this. Numerous needs, such as those pertaining to psychology, religion, and careers, are addressed through mentoring.

The requirement for mentoring was particularly pronounced since new students must adjust to a new culture (Johnson-Bailey, & Cervero, 2002). In the absence of established mentorship programmes, any student might be a source of fresh experiences and expectations. It involved mentoring for developing academic excellence, more fulfilling careers, moral conduct, good manners, leadership skills, and aspirations, as well as confidence and respect for diversity. As a result, mentoring in schools encouraged community support.

Students that were adequately mentored had higher achievement levels, higher self-control scores, higher self-concept scores, and lower dropout rates, per a study by Carpenter et al. (2002). Mentoring boosts participants' ability to affect positive changes in the schools because truancy, disruptive behaviour, and low academic achievement are factors that often degrade the quality of educational outcomes. Mentors are crucial allies in the attempt to develop and mold students, and they had a significant impact on the personality features of the students. Mentoring had a beneficial impact on students' achievement, behaviour, and academic success when teachers and administrators collaborated to help pupils.

Children may receive mentoring from their classmates or from school graduates. Both approaches, according to Sharpe et al. (2017), could aid students in cultivating their values of excellence, self-control, fortitude, and community service. This was because former students are familiar with the institutions' histories, discipline practices, and even academic trends. A place for networking like this could facilitate connections between alumni and students, which will increase discipline. Furthermore, schools provide information about the connections between punishment and mentorship. As a result, mentorship fostered wholesome connections and an environment that encouraged cordial communication between the community and the children (Sharpe et al., 2017).

The importance of mentorship programmes in affecting behavioural outcomes was stressed by Drape et al. (2016) in their study on *Challenges and Solutions to Higher Education Institutions (HEI) in Africa*. Mentors could help nurture this growth by enticing students to look into possibilities both inside and outside of the classroom, such as clubs or community activities and projects. This was in consistent with the finding by Drape et al. (2016), that mentorship programmes could help to bring about the desired educational outcomes and should be supported as a result.

According to Astor and Moore (2021), a positive school climate is one that encourages both healthy competition and teamwork. The relationship between the climate and pupils' academic performance stems from its effect on educational achievement. Understanding the climate framework can help teachers decide which vital subjects they should focus on in order to create safe and secure environments in their classrooms. The development of pupils and the dissemination of essential

knowledge that enables them to lead successful and full lives in a democratic society were aided by a stable and encouraging educational environment.

A positive school climate, in the opinion of Cohen et al. (2009), creates an environment that stresses the value of teacher-student interaction provides a model that respects variety and links it to respect for different ethnic and religious identities as a result. It also addressed involvement, namely participation in school life, which entailed engaging in activities that could better the environment (extracurricular activities of children, trips, etc.). Especially in situations where the student did not have to worry about their peers or professors, it included both emotional and physical safety. However, according to Flash and Anson (2021), characteristics of teachers that could influence a positive school atmosphere included empathy, "non-authoritative" authentic behaviour, acceptance of others, self-identity, and activity.

2.5 Disciplinary Actions Interventions and Students' Discipline

These are direct interventions such as punishments and suspensions meted on students after indiscipline incidents. Williams et al. (2019) examined *Middle school teachers' academic and behavioural perceptions of their students and expectations for high school graduation*. Data were collected from a diverse dyadic sample of 1,653 seventh graders and 63 teachers. The study established that school disciplinary frameworks contributed to better behavioural outcomes. This current study assessed the level to which the disciplinary policies employed by schools reinforced school behaviour change interventions and vice versa.

Gage et al. (2019) studied, *The effect of school-wide positive behaviour interventions and supports on disciplinary exclusions (SWPBIS)*. The Study employed propensity score matching to examine the differences in suspension and expulsion rates for 98 schools that were implementing SWPBIS and those who were not doing so. The study findings showed that schools that were using the SWPBIS framework had fewer cases of suspensions. This showed possible changes in negative behaviours.

Ssenyonga et al. (2019) carried out a study on, *Stress and positive attitudes towards violent discipline are associated with school violence by Ugandan teachers*. Data was collected from a sample of 291 teachers and 702 students using questionnaires. These were drawn from 12 public secondary schools in the southwestern region of the country. The study showed that there was no significant relationship between teacher's violent disciplinary methods and students' disciplinary outcomes.

Anyanwu et al. (2019) carried out a study on, *Students' perception on the effect of disciplinary suspension on their psychological well-being in public secondary schools in Lang'ata Sub-County, Nairobi County, Kenya*. The study was anchored on the deterrent and reformatory theories of punishment. Based on the phenomenological and descriptive research designs, data was collected from Form 2 and 3 students as well as discipline and counselling masters/ mistresses. The study showed that disciplinary measures had both positive and negative effects on the students. The study did not expressly show the level to which the discipline measures affect the behavioural outcomes of the students. This therefore underlines the importance of this current study.

Brugar (2016) carried out a study on, *Teaching social studies/history to elementary school students through a discipline-specific approach*. Based on mixed research methods, the study investigated the level to which disciplinary actions affected students learning. The findings show that the specific disciplinary interventions had different outcomes for students' academic performance and discipline in the schools studied. Schools with effective disciplinary frameworks had fewer indiscipline cases than schools. This current study investigated the level to which the disciplinary actions of schools affected students' discipline in Kiambu County.

Edwards (2016) investigated the nexus between school racial composition and racial inequality in the discipline. The findings showed that discriminatory disciplinary interventions meted on students from minority groups resulted in differential effects on behaviour. In this regard, it was pertinent for disciplinary actions to take cognizance of the different demographic attributes of students to check discipline inequality. Since schools have students' various backgrounds, it is important to ensure balance in dispensing discipline. This current study set out to investigate the level to which responsive discipline actions based on individual students' attributes affect their discipline in Kiambu County.

Anyon et al. (2016) in study on, *Restorative Interventions and School Discipline Sanctions in a Large Urban School District*, employed multilevel modeling of 9,921 student discipline records. The study showed that some discipline actions tended to focus on special groups of students. In this regard, youth from "Black, Latino, and Native American youth groups, boys, and students in special education tended to be overrepresented in suspensions and expulsions." This also led to skewed disciplinary

outcomes among students from these groups. Restorative interventions aimed at achieving balanced disciplinary interventions were thus recommended to ensure balanced behavioural outcomes among the students. This current study investigated the level to which the disciplinary actions, and their perceived impartiality, affected the behaviour of students.

Okonofua et al. (2016) carried out a study entitled *Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents*. The study hypothesized that high suspension rates were linked to major negative life outcomes among students such as incarceration and unemployment. Data was collected from various environments. The findings showed that teachers' mindsets regarding discipline had a direct effect on the quality of teacher-student relationships. It also affected students' suspensions. In this regard, it was pertinent to put in place interventions aimed at enhancing teacher-student relationships through interventions aimed at appreciating the essence of various disciplinary actions among students. Overcoming negative attitudes towards discipline actions could enhance students' discipline as envisaged by this current study.

Ehiane (2018) carried out a study on, *The nexus between Discipline and academic performance in selected secondary schools in Lagos, Nigeria*. The study conceptualized that discipline had positive impacts on the academic performance of students. The study showed that effective school discipline had positive effects on students' behaviour, which consequently affected their general academic performance. This current study tested the veracity of these findings in Kenya, which was not the focus of the former study.

Nyongesa et al. (2016) carried out a study on, *Teachers' disciplining styles and their influence on pupils' behaviour modification in primary schools in Kimilili Sub-County, Kenya*. The study was motivated by the fact that although various disciplinary styles were in place in schools - corrective, supportive, and preventive- indiscipline had constantly escalated in Kenya. This was evidenced by “general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use” among others. Based on the mixed research approach, findings showed that “the majority of teachers preferred caning pupils rather than guidance and counselling them.” Further, most of the disciplinary methods employed had positive effects on the pupils' behaviours. This current study investigated the influence of disciplinary actions on students' behaviour in Kiambu County.

M'muyuri (2021) carried out a study titled *Education democratization and students' discipline in public secondary schools in Meru County*. Based on the social learning theory, social systems theory and social factor theory, the study adopted the descriptive survey research design. Data was collected from a sample of 384 student's leaders in addition to 10 principals and 195 principals. The study underlined the central role played by government discipline policy in enhancing the discipline of students. The government emphasized strategies such as punishing, guidance and counselling, suspensions and parental involvement in dealing with indiscipline. According to Khatete (2014), the MOE also laid emphasis on “the rights of children which culminated in the banning of corporal punishment from schools in April 2001.” The key aim of the policy was to enhance students discipline by checking riots,

truancy, and all manner of rebellion among other behavioural problems. However, indiscipline in Kenyan secondary schools remains a major challenge.

The enactment of democratic policies by the Government of Kenya in "The Basic Education Act" aimed to promote students' participation in Board of Management (BOM) meetings (Republic of Kenya, 2013). The objective was to involve students in decision-making processes and foster better relationships between students, teachers, and the school administration. By doing so, the government aimed to address negative perceptions of teachers as authoritarian figures and enhance overall discipline among students (Republic of Kenya, 2013). However, the implementation of these policies resulted in mixed outcomes, as it did not completely eradicate students' indiscipline. Therefore, it became crucial to assess the extent to which government discipline policies influenced disciplinary actions in schools and, consequently, students' discipline in Kiambu County.

Previous studies conducted by Khatete (2014) and M'muyuri (2021) did not specifically focus on this aspect, highlighting the need for further research in this area. This emphasizes the significance of the current study, which examined the impact of school behaviour change interventions on students' discipline in public secondary schools in Kiambu County. The study's findings revealed that improving discipline requires schools to establish a routine and rhythm within the classroom. By setting clear expectations and requirements for students, they would know what to anticipate and understand their responsibilities, potentially leading to positive changes in negative behaviours.

2.6 Summary of the Literature Review and Research Gaps

2.6.1 Summary of the Literature Review

The literature review encompassed a comprehensive examination of various studies aligned with the study's variables. While numerous studies have been conducted in Kenya to address student indiscipline, a limited number of them have specifically focused on Kiambu County. Many studies were conducted in developing nations and other parts of Africa, thereby restricting their applicability to the Kiambu County context. Consequently, the ability to assess the impact of these measures on secondary school students' discipline within the county remains challenging. This underscores the significance of the present study, which is tailored to Kiambu County, aiming to address this research gap.

The literature indicates that school interventions, particularly teacher counseling, hold importance in enhancing students' discipline. However, there is a lack of systematic investigation into the relative contributions of these counseling types to students' discipline among learners in Kiambu County. Similarly, mentoring programs have been found to influence students' behavioural choices. Unfortunately, there is a scarcity of studies that explore the interplay between mentoring and behavioural choices within the context of other interventions, especially in Kenyan schools.

Existing literature also highlights that specific disciplinary interventions yield diverse outcomes in terms of students' academic performance and discipline within schools. However, a clear connection between distinct disciplinary interventions and behavioural outcomes among Kenyan schools has not been definitively established. This creates an empirical gap that is challenging to bridge without rigorous research.

Furthermore, some of the reviewed studies primarily relied on desk reviews of existing literature, potentially lacking the ability to shed light on the current state of the subject under investigation. Moreover, none of the reviewed studies comprehensively addressed all the variables investigated in this study. This fragmentation means that the existing empirical evidence fails to provide a holistic understanding of the influence being examined in this study on students' discipline in secondary schools within Kiambu County. Consequently, the present study aimed at addressing these literature gaps by investigating the influence of preventive measures such as counseling, mentorship, and disciplinary actions on student indiscipline in public secondary schools within Kiambu County.

2.6.2 Research Gaps

The research gaps identified within the literature review underscore several key points. Firstly, while studies have been conducted in Kenya to address student indiscipline, a significant research gap exists in terms of a specific focus on Kiambu County. Many of the studies are conducted in other regions, including developing nations and various parts of Africa. Consequently, the applicability of their findings to Kiambu County's distinct context is limited.

Secondly, although the literature highlights the importance of teacher counseling in enhancing students' discipline, there is a lack of research that systematically assesses the unique impacts of teacher counseling compared to student peer counseling on students' discipline within Kiambu County.

Thirdly, while mentoring programs have been shown to influence students' behavioural decisions, a gap remains in understanding how mentoring aligns with other interventions and how it affects behavioural choices among Kenyan students.

Fourthly, existing literature suggests varying outcomes from specific disciplinary interventions, affecting both academic performance and discipline. However, a clear and established connection between particular disciplinary actions and their impact on students' behavioural outcomes in Kenyan schools is absent.

Furthermore, the evidence gathered from some reviewed studies primarily stems from desk reviews, potentially lacking insights into the current landscape. Additionally, none of the existing studies have comprehensively investigated all the variables addressed in the present study. This fragmentation hampers a holistic understanding of the cumulative influence of various interventions on students' discipline in secondary schools within Kiambu County.

In light of these gaps, the current study aimed at providing significant contributions by extensively exploring the effects of counseling, mentorship, and disciplinary actions on student indiscipline in public secondary schools located in Kiambu County. Through this investigation, the study endeavored to bridge these literature gaps and offer valuable insights into enhancing student discipline within the unique context of the county.

2.7 Theoretical Framework

This study was based on three theories: Problem Behaviour Theory (PBT), the Ecological Systems Theory (EST) and, the Personal Construct Theory (PCT). The three theories complemented each other in addressing all the study variables adequately. Each theory addressed different aspects, and by using them together, the researcher was able to gain a more comprehensive understanding of the topic.

2.7.1 Problem Behaviour Theory (PBT)

The Problem Behaviour Theory (PBT) advanced by Jessor in 1977, is a social psychological framework that helps explain the development and nature of problem behaviour (Jessor, 1977). It seeks to explain the inclination of students towards engaging in disciplinary issues (Korn et al., 2014). The theory was based on the assumption that behaviour was guided by “the interaction of three systems: legal norms in the society; value system of the individual and; the relationships that one sustains in his or her environment,” (Korn et al. 2014). In the context of this study, interventions in the school environment and how they are implemented would affect the students’ discipline. If students are rightly guided to avoid problem behaviour, they are likely to shun such behaviour.

Interventions at the school level and with support by parents can make significantly influences to the behaviour of students (Oyieyo, 2012). The PBT theory forms a basis for the current study as it explains the possible determinants of behavioural choices and as envisaged by this current study, students’ discipline. The current study was built upon the Problem Behaviour Theory (PBT), which provides insights into the factors that contribute to behavioural choices. By examining the relationship between

school behaviour change interventions and students' discipline, this study aims to fill the gap and contribute to a deeper understanding of effective strategies to promote positive behaviour among students.

While Problem Based Theory PBT provides a comprehensive approach, it has also faced criticism for potentially overemphasizing individual-level factors and overlooking broader societal and cultural influences on behaviour (Jessor, Turbin & Costa, 2017). Nonetheless, the current study acknowledged these potential limitations and aimed to consider both individual and contextual factors in its analysis and interpretation of the findings. The goal was to gain a more insight understanding of the factors affecting students' discipline in the specific cultural and educational context of Kiambu County.

2.7.2 Ecological Systems Theory

Ecological Systems Theory (EST) was advanced by Bronfenbrenner (1979) to explain how the environment of a person influences their behavioural outcomes. Bronfenbrenner adapted ecological systems to discuss the different system levels that influence the development of a person (Ettetal & Mahoney, 2017). These include the microsystem whereby the person is exposed to a pattern of activities, roles, and interpersonal relations in one on one setting such as home, school, peers and neighbourhood among others. The second system is the meso-system which incorporates linkages occurring between numerous settings where the developing person is located such as home and school.

The third system is the exo-system which includes one or more social settings that do not involve the developing person as an active participant. In these settings, events occur that affect or are affected by what happens in the set containing the developing person. These could be the parental workplace whereby an individual can be affected by the context in which the parent works through acquired values among others. The last system is the macro-system. This includes influences from culture, subculture, and other extended social structures (Ettetal & Mahoney, 2017). The last system is chrono-system. In this one, the development of a person is affected by affected over time by numerous influences that occur at school, home, or in the country at large.

Critiques of the Problem Behaviour Theory (PBT) argue that individuals need to remain within a specific ecological context to be consistently influenced by all the systems involved. Relocating to a different location or country can result in changes in the systems, leading to different patterns of development (Tudge et al. 2016). In the context of this current study, the Ecological Systems Theory (EST) is highly relevant as it acknowledges that adolescents' behaviour is influenced by the ecological environment in which they grow. Within this framework, school behaviour change interventions play a crucial role in shaping students' discipline. Implementing measures such as guidance and counselling, peer counselling, mentoring, and involving parents in disciplinary processes in secondary schools can help create an ecological context in which indiscipline among students can be effectively addressed.

The strength of Ecological Systems Theory (EST) lies in its holistic approach, taking into account multiple systems that influence behaviour. By considering the context in which individuals develop, the theory provides a comprehensive understanding of the

factors that may influence students' discipline in this study. However, the theory's complexity and lack of specificity could present challenges in its application. Researchers may find it difficult to measure and analyze the interactions between different systems effectively.

Nonetheless, in the context of the current study, Ecological Systems Theory (EST) was quite relevant as it recognized that students' behaviour and discipline are influenced by their ecological environment, encompassing various systems in their lives. The study aimed to understand how school behaviour change interventions operate within this ecological context to address indiscipline among students.

By emphasizing the impact of different systems, from the school microsystem to the larger cultural macrosystem, the study gained valuable insights into the factors affecting students' discipline. The theory's developmental perspective aligned well with the focus on students' discipline, which could evolve over time and be influenced by interventions implemented during their academic journey. To address the challenges posed by the theory's complexity, the study carefully considered the practical implications of its concepts. The findings of the study could offer actionable insights for improving students' discipline through the implementation of school interventions.

2.7.3 Personal Construct Theory

The Personal Construct Theory was advanced by George Kelley in 1955. This theory explained that individual perception of the world is dependent on their experiences. In this regard, people want to perceive the world distinctly based on the experiences they

have had (Orenge, 2011). Growing up in an environment where guidance and counselling was practiced was likely to influence the behaviour of students and vice versa (Igoki, 2013). Since experiences influenced how people label and differentiate the world, counselling experiences would make students perceive the world differently than those without such prior experiences. In this regard, students who came from environments in which counselling was practiced were likely to respond to counselling than those who had not experienced such counselling (Njoroge, 2014).

Consistent implementation of guidance and counselling services in the school environment had the potential to shape students' perceptions of these services. This, in turn, could influence their willingness to engage and benefit from guidance and counselling interventions (Mungai, 2010). The exposure students had to guidance and counselling experiences was likely to impact their understanding of the importance of counselling. In the context of this study, regular exposure to guidance and counselling through peer interactions and sessions facilitated by counselling teachers could have an influence on students' behavioural choices, ultimately impacting levels of indiscipline.

In the context of this study, the Personal Construct Theory was quite relevant as it sheds light on how students' unique experiences with guidance and counselling shaped their attitudes and responses to such interventions. By considering the impact of counselling experiences on students' perceptions and behavioural choices, the study gained valuable insights into the effectiveness of school behaviour change interventions. The current study findings showed that guidance and counselling interventions improved the learning environment positively and hence enhanced the

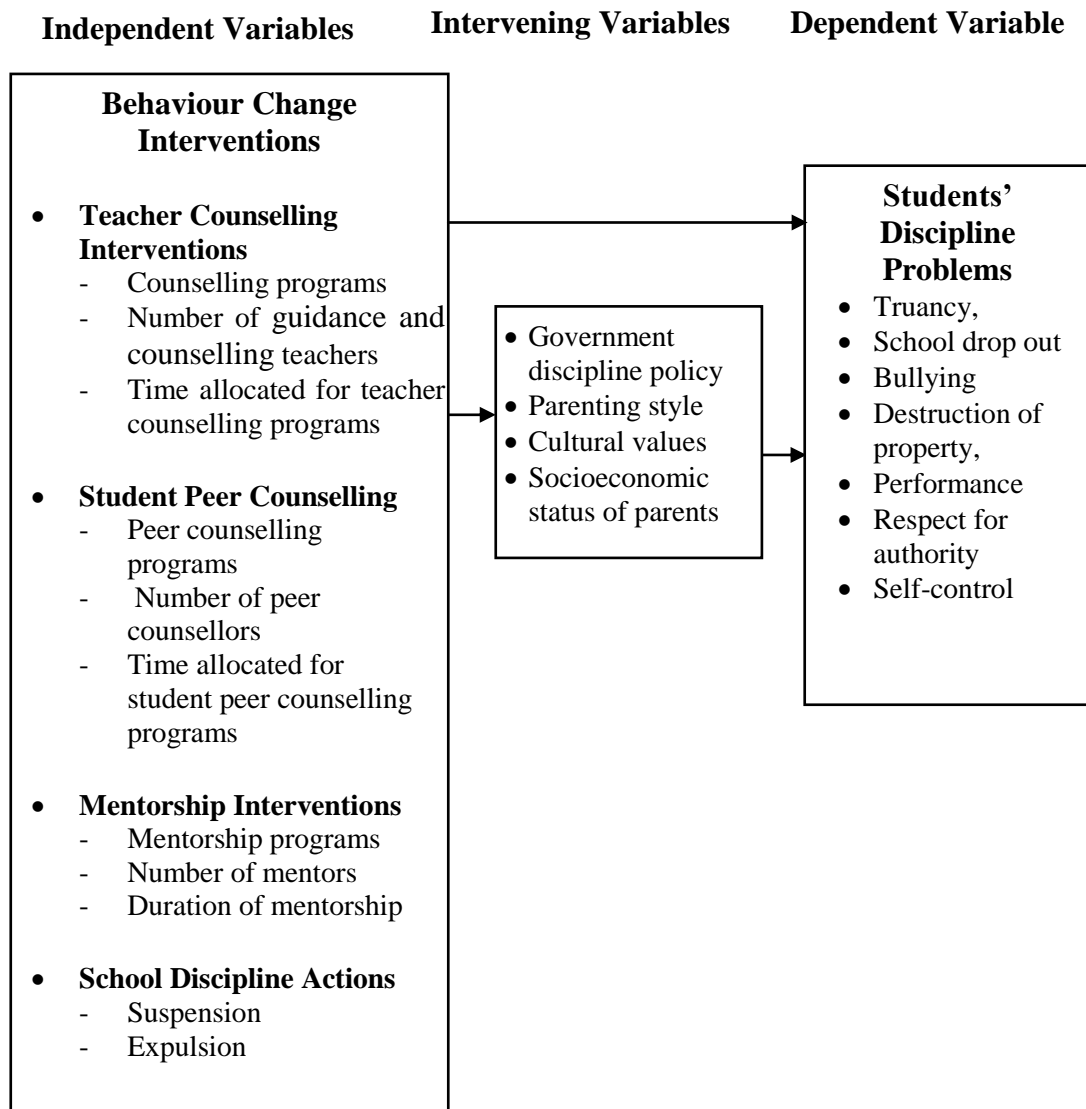
positive behavioural outcomes among students in public secondary schools in Kiambu County.

2.8 Conceptual Framework

The Conceptual Framework illustrates expected relationship between the study variables. From the explanation of the problem explored in this study, and the theoretical proceeding to this study, the following conceptual framework as shown in Figure 1 below was developed by the researcher to assist in the perceived relationships between independent and dependent variables of the study. This study proposed that various school behaviour change interventions (independent variable) have an impact on students' discipline problem in public secondary schools in Kiambu County (the dependent variable). These interventions include school disciplinary actions, mentoring interventions, peer counselling and teacher counselling interventions. Drawing on Bronfenbrenner's Ecological Systems Theory (1979; 1993), it was evident that the ecological context in which students are situated could influence their discipline, thus highlighting the importance of interventions within this context. Additionally, the Personal Construct Theory suggested that interventions such as guidance and counselling, which are consistently provided by teachers, could influence students' behaviour (Igoki, 2013).

Figure 1

Model Showing Influence of School behaviour Change Interventions on Students' Discipline



Source: Researcher 2022

As indicated in Figure 1 above, the dependent variable (students' discipline problem) was measured by levels of truancy, school dropout, bullying, low academic performance, respect for authority, destruction of property, risk taking behaviours such as drug and substance abuse, as well as fighting and bullying others among others. The researcher further conceived that the strength of the relationship between the dependent and independent variables was influenced by intervening factors such as, government discipline policy, parenting style, cultural values and socioeconomic status of family. While the study was supported by Problem Behaviour Theory (PBT) (Jessor, 1977), which advanced that the students' behavioural choices are influenced by their environment, it does not explicitly discuss how the theory's concepts align with the study's variables and research questions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology employed in the study. It includes the research design, the study population, sampling procedures, instrumentation, data collection, data analysis procedures as well as ethical and logistical consideration.

3.2 Research Design

This study was based on the correlational research design which is a type of non-experimental research in which the researcher seeks to understand the kind of relationships variables have with one another. Correlation design permitted the researcher to measure the degree and direction of these relationships among these variables as well as making predictions about one variable from the other. The degree of coefficient is expressed as correlation coefficient (Mugenda & Mugenda, 2003). The correlational design is considered a paramount in observational research as no variables are manipulated by the researcher. The correlational research design was useful in examining the interconnectedness of selected predictor and responsive variables which made it suitable.

In this study correlation design was used to determine the relationship between teacher counselling, peer counselling, mentorship, disciplinary actions and students discipline in public secondary schools in Kiambu County. The design was appropriate for analyzing the relationships between the independent variable - school behaviour change interventions and the dependent variable - student indiscipline as it was unbiased in its examination of the link between.

3.3 Location of the Study

The study focused on public secondary schools in Kiambu County. The county is one of the five counties of the former Central Province of Kenya. It is one of the most populous Counties in Kenya. According to the Kenya National Bureau of Statistics, it had a population of 2.418 million in the 2019 National Census (KNBS, 2019). The county is comprised 13 sub-counties namely: Kiambaa, Kikuyu, Gatundu North, Thika East, Gatundu South, Limuru, Githunguri, Juja, Kabete, Kiambu, Thika West, Lari and, Ruiru. With a total area of Kiambu County is 2,449 km², the main economic activities in the county are agricultural and commercial activities. The main crops grown are coffee, tea and dairy farming. Small scale farming is also common. Kiambu is also a largely commercial county with numerous small and medium enterprises. The county was chosen because it is characterized by high levels of indiscipline as observed by Kabiru et al. (2018) who argues that 22% of children in the county had behavioural problems, which is above the national average of 18%. Also, literature on the relationship between school behaviour change interventions and discipline in the area is scanty. This meant that making empirically informed recommendations on ways of dealing with indiscipline in the County remained an elusive goal.

3.4 Target Population

Mugenda and Mugenda (2008) defines the population for any study as all objects in the research site which are affected by the stated research problem. It was the portion of the study from which the researcher could practically reach to select a representative sample. The study targeted all the 227 public secondary schools in Kiambu County with a total of 227 principals, 3,479 teachers and 89,065 students in the county (Kiambu County Government, February 2021). The study focused

particularly on public secondary school students. Involving public secondary school students in studies about discipline in their schools in Kenya was of utmost importance as it empowered them to become active participants in shaping their own educational environment. By including students in these studies, their perspectives, experiences, and opinions are given due consideration, leading to more informed and effective discipline policies. Such engagement fosters a sense of ownership and responsibility among students, encouraging them to take accountability for their behaviour and academic performance. Moreover, student involvement promotes a sense of trust and mutual respect between students and school authorities, ultimately creating a more conducive and harmonious learning environment that enhances overall academic achievement and personal development.

Table 1

Target Population

Category	Target Population
Principals	227
Teachers	3,479
Students	89,065

Source: Kiambu County Government, 2021

3.5 Sampling Technique and Sample Size

Martínez-Mesa et al. (2016) defined sampling as the process of selecting a number of individuals or objects from a population in such a way that the selected group contains elements representative of the characteristics found in the entire group. This study used three types of sampling procedure namely; purposive sampling, stratified

sampling and simple random sampling. Purposive sampling was used to select study location, public secondary schools and forms three and four students. The schools were further stratified into four categories namely: day, mixed day/boarding, girls boarding and boys boarding. The study used simple random sampling technique in selecting the school categories that is; four boarding schools for boys, six boarding schools for girls, three-day schools and ten mixed day schools. A total of 23 schools out of the total 227 schools were selected for study. This represents 10% of the total number of public secondary schools in Kiambu County. This sample is considered enough in social science study which recommends a minimum of 10% (Martínez-Mesa et al., 2016)

Simple random was further used in each of the three categories of the study participants namely; principals, teachers and students to obtain the respondents. In this regard, the study participants were randomly selected from the schools sampled. To obtain the sample of teachers and students, the study used simplified formula for calculating sample size (Yamane, 1967).

The formula is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n=the sample size

N= the population size

e= sampling error (assumed at 0.1 for teachers & 0.05 for students)

For principals, a sample of 10% was obtained. This was informed by considerations for making it possible to reach them adequately for interviews. Furthermore, 10% is considered enough for a representative sample in descriptive studies (Kasomo, 2007).

While the overall sample size might seem relatively small, it was deemed adequate as it accounted for approximately 10% of the total population. Moreover, the study into consideration the level of heterogeneity within the population and the resources available for data collection and analysis. By sampling a diverse group of principals, teachers, and students, the study aimed to capture a comprehensive view of disciplinary practices and experiences in Kenyan schools. This carefully selected sample offers valuable insights into the dynamics of discipline within these educational institutions, paving the way for informed decision-making and potential improvements in fostering a conducive learning environment for all stakeholders involved. In this regard, the study sampled 23 principals, 97 teachers and 398 students as presented in Table 2.

Table 2

Sample Size

Category	Population	Sample	Sampling Procedure
Principals	227	23	$n_1=N (10\%)$
Teachers	3,479	97	$n_2=N/1+N (0.1)^2$
Students	89,065	398	$n_3=N/1+N (0.05)^2$

Source: Research 2022

3.6 Research Instruments

Data was collected using the following instruments; questionnaires, interview guides, and observation schedules. By employing these different data collection methods, the researcher aimed to ensure a comprehensive and robust understanding of the research topic. The triangulation of data allowed for cross-verification, identification of

patterns and inconsistencies, and the development of a more complete picture of the educational landscape in Kiambu County. The varied perspectives provided by questionnaires, interviews, and observations enhanced the validity and reliability of the data, as each method brought its own unique strengths to the study.

3.6.1 Questionnaires for Teachers

The teachers' self-administered questionnaires (see appendix II) focused on the 97 participants. The questionnaire was used to collect data on participants' demographic characteristics, teacher counselling intervention, peer counselling intervention, disciplinary actions intervention and students' discipline. The questionnaire for teachers consisted of seven different sections. The first section gathered demographic data such as gender, type of school, duration of working as a teacher, and highest academic qualification. The subsequent sections of the questionnaire collected information on various variables, including teacher counselling interventions, peer counselling interventions, mentorship interventions, disciplinary actions, and students' discipline. Likert-scale type statements were used for each variable, along with one open-ended question. Questionnaires were selected as the primary data collection tool for several compelling reasons. First and foremost, questionnaires provided the researchers with the ability to gather a substantial amount of information from a large number of teachers in a relatively short period. This efficiency was critical to ensure the timely completion of the study and to collect data from a diverse and representative sample of teachers (Kabir, 2016).

Moreover, the questionnaires offer a level of anonymity and confidentiality to the respondents, enabling them to provide candid responses without fear of identification

or repercussions. This aspect of confidentiality fosters a sense of trust between the researchers and the teachers, leading to more accurate and honest reporting of their experiences and perceptions related to discipline in schools.

Lastly, the questionnaires were chosen due to their ease of analysis. By presenting data in a structured and immediate usable form, the researchers could efficiently process and interpret the information collected. This facilitated the identification of patterns, trends, and relationships within the data, contributing to the rigor and validity of the study's findings (Kabir, 2016).

3.6.2 Questionnaires for Students

The students' self-administered questionnaire (see appendix III) focused on the 398 students from form 2, 3 and 4. The questionnaire for students was divided into six sections. The first section of the questionnaire collected general information of participants on demographic data (gender, age) type of school that is whether day, mixed day and boarding, mixed boarding, girls boarding or boys boarding, class that is whether in form 2, form 3 or form 4. For the subsequent sections, likert-scale type statements collected information on each of study variable which were teacher counselling interventions (7 items), peer counselling interventions (5 items), mentorship interventions (7 items), disciplinary actions (6 items) and students' discipline (6 items). Further, one open-ended question was included for each variable to allow the students provide any extra relevant information.

By including students as participants in the research process, the study recognized the importance of their firsthand experiences in shaping the understanding of disciplinary

practices and their impact on the learning environment. Engaging students through questionnaires provided a platform for them to express their thoughts openly and honestly, promoting a sense of ownership and empowerment in their educational journey. Moreover, involving students in data collection reinforced the principles of student-centered research, fostering a collaborative and inclusive approach that acknowledges students as active stakeholders in the educational system rather than passive subjects. Ultimately, the insights gleaned from the students' responses enriched the study's findings, offering a comprehensive and well-rounded perspective on discipline in Kiambu County's public secondary schools and paving the way for more informed and equitable policy decisions.

3.6.3 Interview Guide for Principals

Interviews Guides (see appendix IV) focused on 23 principals. The interview guides contained questions pegged to the research variables namely teacher counselling interventions, student peer counselling, mentorship interventions; school discipline actions and, students' discipline. These were preferable since they can be used to collect in-depth information from the study participants. As such, study participants could provide more information on the subject under investigation through further probing. Personal interaction with the study participants also enabled the researcher to assess the attitudes of the participants regarding the subject under investigation (Barbour, 2014).

3.6.4 Observation Schedules

Furthermore, observation schedules (see appendix V) were utilized to capture real-time information about the school environment, classroom dynamics, teaching

methods, and student interactions. By directly observing the schools, the researcher could gain firsthand insights into the physical facilities, teaching practices, student behaviour, and the overall learning atmosphere. This contextual observation provided valuable data to complement the information gathered through questionnaires and interviews.

3.7 Pilot Study

The research instruments were piloted before being administered to the respondents. The pilot study was conducted in order to pretest research instruments for the purpose of ensuring clarity of the instructions (Shakir & Rahman, 2022). Pilot study also helped in determining the validity and reliability of the items in the questionnaire and to understand the logistical issues of the study such as time that the respondents are supposed to take in responding to the items in the questionnaire.

For the purpose of the pilot study, 10% of the total sample size per category was used. The sample size for the pilot study was instituted for each category totaling to 7 principals, 10 teachers and 10 students. The sample of pilot study was informed by Kothari (2004) who stated that 10% to 30% of the study sample is adequate for pilot studies. The participants of the pilot study were not included in the final study.

The respondents were given questionnaires to fill in the presence of the researcher in order to find out if any difficulty would be experienced in understanding the items and also to observe time spent in responding. The filled questionnaires were collected, scored and analyzed by the researcher to get the reliability and validity of the instruments. The information from the pilot study helped to modify the items in

original scales. A number of items the questionnaires were edited following the observations made by the researcher during the pilot study and all the changes and corrections were made before the instruments were administered to the study sample.

3.7.1 Reliability of Research Instruments

Reliability measures the consistency of results from a study (Kabir, 2016). It aimed at finding out if a test yields the same score in the first, second, or subsequent administrations. To ensure reliability, pre-testing of instruments was done during the pilot study. The data obtained from the pilot study was used to ascertain the appropriateness and relevancy of the questionnaire to the study. The reliability was calculated using Cronbach's alpha; a measure of internal consistency that shows how closely related a set of items are as a group. Cronbach's alpha (α), a reliability coefficient which varies from 0 to 1 whereby a value of 0.7 or less indicates unsatisfactory internal consistency reliability (Malhotra, 2004), was used to test the reliability of items in the questionnaires. The formula is as given below:

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum s^2(X_i)}{s^2(Y)} \right)$$

Where:

n refers to the number of scale items

$s^2(X_i)$ refers to the variance associated with item

$s^2(Y)$ refers to the variance associated with the observed total scores

The Cronbach alpha values obtained ranged between 0.71 and 0.83 for teachers' questionnaire and 0.74 to 0.89 for students' questionnaire. Table 3 summarizes these findings.

Table 3*Reliability Testing*

Variable	Teachers' Questionnaire		Students' Questionnaire	
	No. of Item	Cronbach Alpha (α)	No. of Item	Cronbach Alpha (α)
Teacher Counselling Interventions	10	0.71	7	0.74
Peer Counselling Interventions	6	0.77	5	0.76
Mentorship Interventions	7	0.80	7	0.89
Disciplinary Actions	8	0.83	6	0.85
Students' Discipline	7	0.78	7	0.78

Source: Researcher 2022

Reliability of the interviews was ensured through triangulation in which data from questionnaires and observation schedules to determine the level of consistency of the findings obtained.

3.7.2 Validity of Research Instruments

Validity is the degree to which instruments reflect adequacy or appropriateness of the study (Kabir, 2016). In this accord, research instruments are said to be valid when they actually measure the intended parameters. In the current study, face, content and construct validity which are non-statistical methods were used to validate the content and instruments employed in the research instrument. The researcher ensured the face validity by assessing the appearance of the questionnaire in terms of validity, readability, consistency of style and formatting and the clarity of the language used. To ensure content validity, the researcher sought the input of professional guidance of university supervisors who ascertained that the test items are relevant and contain the desired content domain. Construct validity was confirmed by attesting that the tests

items relates as they should be to other tests of similar variables with which it should theoretically correlate and that the test measured the constructs they claimed to be measuring. Further, the ease with which the respondents answered the research questions was also assessed. All the necessary corrections and alterations were made to the instruments before they were used in the actual data collection in the field. To control threats to external validity, the researcher used random sampling techniques to select respondents in order to guarantee representation and allow generalization of the results to other populations which shares similar characteristics as the sample.

3.8 Data Collection Procedures

The researcher sought research approval from the graduate school of Maasai Mara University and obtained a research letter from the university (see appendix VI), thereafter the researcher obtained research permit from the National Commission for Science, Technology and Innovation (NACOSTI) (see Appendix VII). After obtaining a research permit, the researcher sought authorization to conduct research in the schools from the Kiambu County Director of Education (see Appendix VI).

The principals of the sampled schools were requested to give the necessary assistance during the data collection. The purpose of the study and the expected benefits of the findings were explained to the principals. The researcher then visited the study area and made appointments with the various targeted study participants for data collection. The first research instruments to be administered were the questionnaires. As such, the researcher visited the schools sampled and distributed the questionnaires to the teachers and students through the principals. The researcher collected primary, quantitative data through a self-designed questionnaire which was delivered and

distributed to the respondents by the researcher in person. The questionnaire was administered through self-completion strategy that is the respondents were asked to complete the questionnaires themselves and collected after the agreed-on time by the researcher. This was intended to increase the response rate. The questionnaire was administered to all the selected teachers and students in a school at the same time to ensure that there was no discussion among the respondent.

The researcher also made appointments with the study participants for interviews. This was done concurrently with the distribution of the questionnaires. At the appointed time, the researcher visited each respondent and conducted the interviews. Due to limitations related to the COVID 19 pandemic, the interviews were conducted in a spacious room. The respondents were issued with masks, kept social distance and observed social distance. The whole exercise took four weeks.

3.9 Data Analysis

The qualitative data collected from the questionnaires was scored and coded for statistical analysis using Statistical Package for Social Sciences -SPSS- version 20 software. After data entry, coding and editing was done, descriptive statistics that is percentages, frequencies, means, range, standard deviations and skewness were used to describe characteristics of the participants and summarize the data collected with reference to the objectives of the study.

Data was also analyzed inferentially by use of Pearson correlation and multiple regression analysis. Pearson correlation was done to establish the linear relationship between the independent variable (teacher counselling interventions, peer counselling

interventions, mentorship interventions and, disciplinary actions) and the dependent variable (students' discipline). Multiple regression analysis was also done so as to establish the relative contribution of each factor assessed. The regression model that was adopted by this study was:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \mu$$

Where:

Y = Discipline among public secondary school students

X₁= Teacher counselling interventions

X₂= Peer counselling interventions

X₃= Mentorship on discipline

X₄= Disciplinary action

β₀ = Regression Constant

β₁, β₂, β₃, β₄ = coefficients

μ = error term

The association between the study variables was tested as shown in Table 4.

Table 4

Method of Analysis

Hypotheses	Indicators	Test	Decision
HO1: There is no statistically significant relationship between teacher counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.	<ul style="list-style-type: none"> • Counselling programme • No. of guidance and counselling teachers • Time allocated 	Correlations and Regression Analysis (F-test & t-test).	t-test & reject null hypothesis if $p < 0.05$
HO2: There is no statistically significant relationship between student peer counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.	<ul style="list-style-type: none"> • Peer counselling programme • No. of peer counsellors • Time allocated 	Correlations and Regression Analysis (F-test & t-test).	t-test & reject null hypothesis if $p < 0.05$
HO3: There is no statistically significant relationship between mentorship interventions and discipline among public secondary school students in Kiambu County, Kenya.	<ul style="list-style-type: none"> • Mentorship programme • No. of mentors • Duration of mentorship 	Correlations and Regression Analysis (F-test & t-test).	t-test & reject null hypothesis if $p < 0.05$
HO4: There is no statistically significant relationship between disciplinary actions and discipline among public secondary school students in Kiambu County, Kenya.	<ul style="list-style-type: none"> • Suspension • Expulsion • Punishment at school 	Correlations and Regression Analysis (F-test & t-test).	t-test & reject null hypothesis if $p < 0.05$

Source: Research 2022

Data from interview guides and observation schedules were subjected to content analysis procedures.

3.10 Ethical and Logistical Consideration

The researcher followed the followed logistics by first obtaining clearance from the Graduate School of Maasai Mara University to conduct the study (see appendix VI). The researcher then proceeded to seek authority to conduct research from National Council for Science and Technology (NACOSTI) upon which a permit was granted) (see appendix VIII). The researcher then sought for permission from Kiambu County Director of Education office (see appendix VII). The researcher then visited the sampled schools to acquaint herself with the school, create rapport with the school principals before data collection. During the visit the researcher secured permission from schools' principals and teachers to collect data within their institution and the purpose of the data collected, date and time of data collection were agreed upon.

The participants were assured of confidentiality which was achieved by keeping their names anonymous. To ensure anonymity and privacy, no identifying information were included in the questionnaire. There was an introductory to the questionnaire explaining the purpose and nature of the study, what the participants were required to do and the potential benefits of the study. In addition, the researcher assured the participants that there were no risks involved in this study and she obtained informed consent from the participants to confirm that they were participating voluntary.

CHAPTER FOUR

DATA, ANALYSIS, PRESENTATION, AND DISCUSSION

4.1 Introduction

This chapter presents the study findings, interpretations and discussions of the hypotheses that were tested in the study. The relevant descriptive statistics for each objective are given, followed by the specific inferential statistics used to test the null hypotheses stated in order to achieve the study objective. The data was presented using frequency distribution tables and figures. Pearson correlation and multivariate regression analysis was used in statistical hypotheses testing. The chapter is organized into introduction, questionnaire response rate of the respondents, demographic information of the respondents, findings of the study hypotheses, interpretations and discussion of the findings. The presentation of research findings, interpretations and discussion were related to the study objectives and hypotheses as presented below:

- (i) To explore the influence of teacher counselling interventions on discipline among public secondary school students in Kiambu County, Kenya. H_{01} : There is no statistically significant relationship between teacher counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.
- (ii) To examine the influence of student peer counselling interventions on discipline among public secondary school students in Kiambu County, Kenya. H_{02} : There is no statistically significant relationship between student peer counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.
- (iii) To assess the influence of mentorship interventions on discipline among public secondary school students in Kiambu County, Kenya. H_{03} : There is no

statistically significant relationship between mentorship interventions and discipline among public secondary school students in Kiambu County, Kenya.

- (iv) To determine the influence of disciplinary action on discipline among public secondary school students in Kiambu County, Kenya. H_{04} : There is no statistically significant relationship between disciplinary actions and discipline among public secondary school students in Kiambu County, Kenya.

4.2 Return Rate

This section presents the return rate of the study participants. Data was collected using questionnaires and interviewing various respondents. Table 5 shows the return rate from the sampled participants in the three categories that is principals, teachers and students. Four hundred and ninety-nine (499) respondents of the 518 respondents (96.3%) sampled participated in the study. From these respondents, 18 out of 23 principals (78.3%) were interviewed. At the same time, 83 out of 97 teachers (85.6%) were interviewed while 398 out of 398 students (100.0%) responded to the questionnaires. According to Saleh and Bista (2017) the return rate is a critical aspect of the study as it reflects the proportion of participants who actively engaged in the research. A higher return rate (above 60%) generally enhances the reliability and generalizability of the study's findings, as it suggests that the sample is more representative of the target population. In this case, the return rates for principals, teachers, and students indicated a good level of participation, which enhanced the credibility of the study's results. The return rate is shown in Table 5 below:

Table 5*Return Rate*

Category	Sample	Responded	Return Rate
Principals	23	18	78.3
Teachers	97	83	85.6
Students	398	398	100.0
Average	518	499	96.3

Source: Research 2022

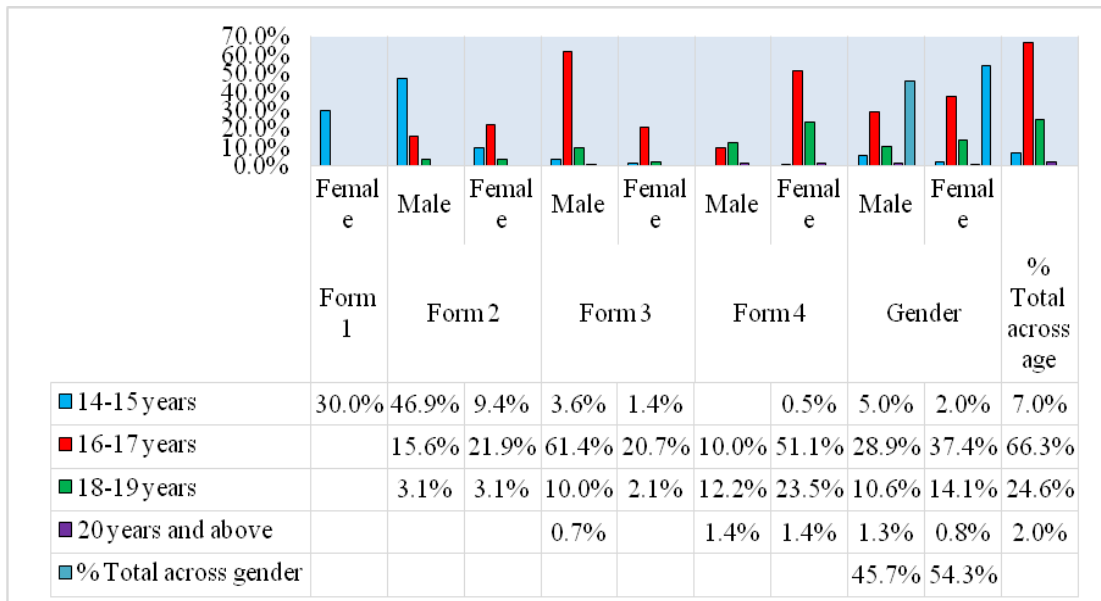
4.3 Demographics Characteristics of the Participants

The study went on to determine general demographic information about the students and teachers using frequencies and percentages. The demographic variables analysed were age, gender and class. This was pivotal in gaining a comprehensive knowledge about the characteristics of the respondents that may have influenced the study's findings. Firstly, the respondents were asked to indicate their age. Figure 2 shows that 45.7 % male student and 54.3 % female students took part in the study. The findings show that most of the respondents were female. This could be due to the fact that women are more likely to participate in survey than men as posited by (Curtin et al., 2000). However, both genders were well represented in the study which could avert gender bias. Most of the students were in Form 3 and were male and were aged 16-17 years (61.4%) These were followed by females in Form 4 who were also aged 16-17 years (51.4%). The next important groups were males who were aged 14-15 years in Form 2 (46.9%). Knäuper et al. (2004), suggested that questionnaire characteristics and the cognitive processes involved in answering questions have varied effects on older and younger respondents.

Distinct question kinds require different cognitive processes. More specifically, information retrieval differs significantly depending on whether the question is about facts and knowledge or attitudes and behaviour (Olson et al., 2018). Inquiries of the two remaining types are more likely to be available or accessible, but questions regarding attitudes or behaviours are likely to demand that respondents provide information that was not in their memories (Silber et al., 2021).

Figure 2

Students' Gender, Age and Class

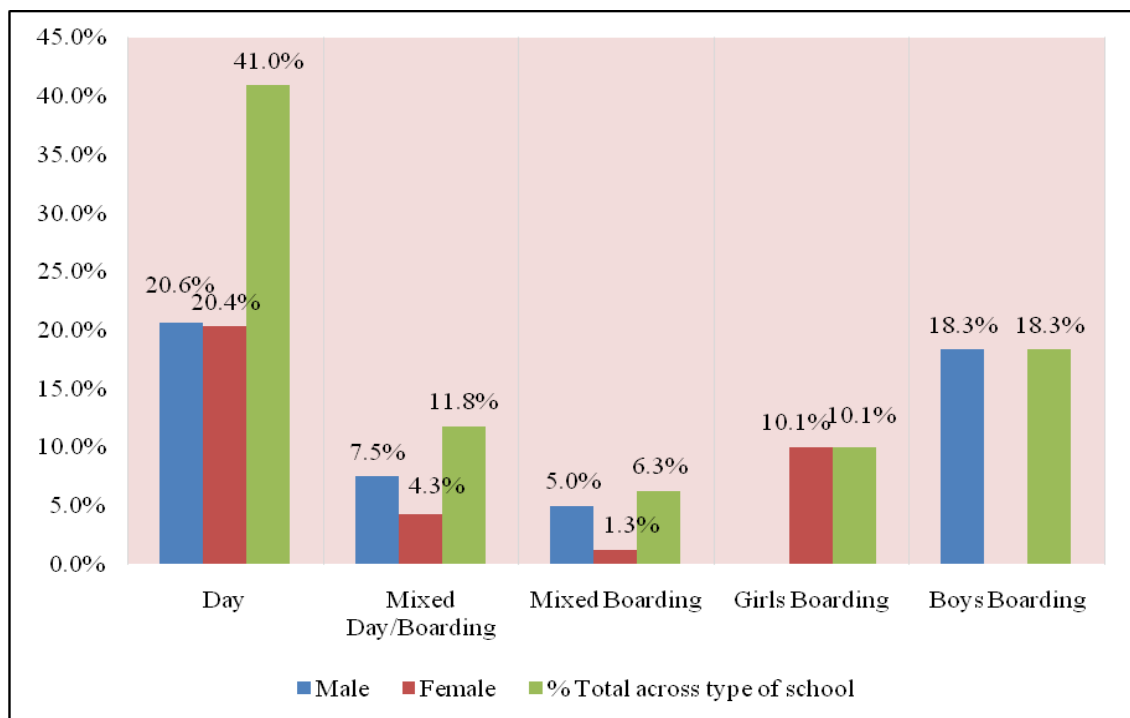


The study aimed to determine the gender distribution and type of schools from which the students in the sample originated. The findings revealed that the majority of students were male followed by females, with day schools accounting for 20.6% of the total, closely followed by day schools for girls at 20.4%. The next highest percentages were observed among boys from boarding schools at 18.3% and girls from boarding schools at 10.1%. Males from mixed day and boarding schools

accounted for 7.5% of the sample, while those from mixed boarding schools represented 5% of the total. Understanding the distribution of students across different school types helps in contextualizing the research findings and drawing more accurate conclusions. These findings are visually presented in Figure 2.

Figure 3

Students' Gender and Type of School



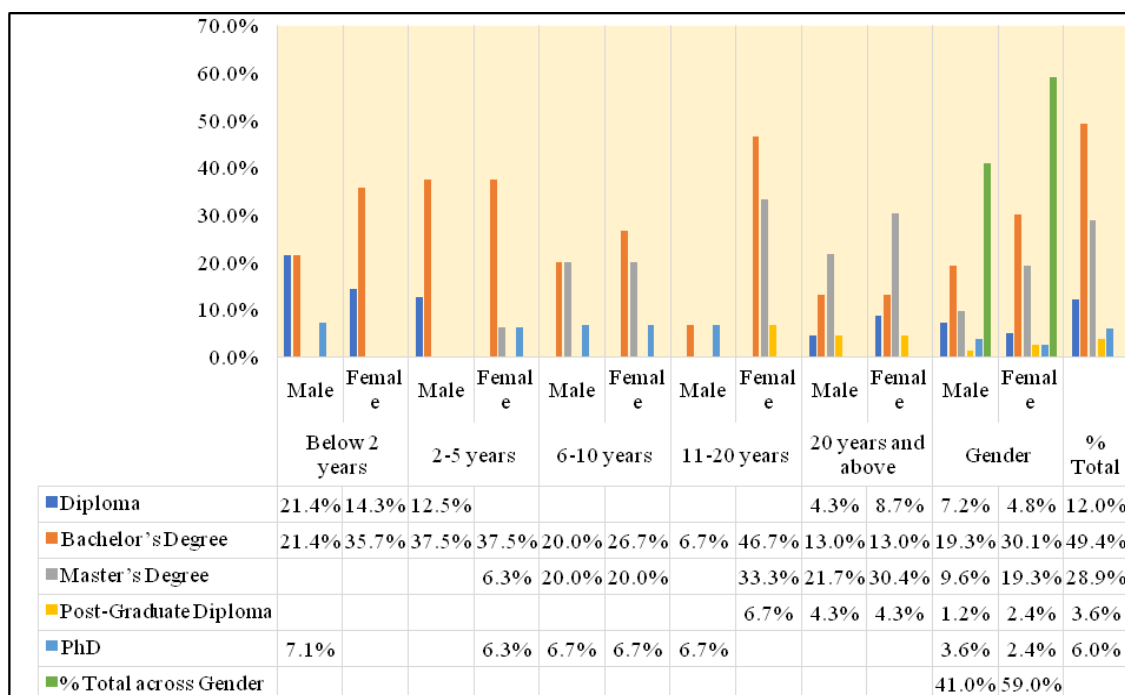
The objective of the study was to determine the gender distribution, academic qualifications, and working experience of the participating teachers. The findings reveal that 41% of the teachers were male, while 59% were female. The higher representation of female respondents aligns with the research by Sawadogo-Lewis et al. (2018), which suggests that females are more inclined to participate in studies. Nevertheless, both genders were well-represented in the study, indicating a balanced sample that mitigates potential gender bias. Sawadogo-Lewis et al. (2018) further

argues that studies on survey response and non-response have indicated certain tendencies in survey participation based on conventional administration methods. According to their findings, women are more likely to participate in surveys compared to men; younger individuals are more likely to participate than older individuals. Overall, the study's findings regarding the gender distribution of teachers align with previous research, highlighting the importance of including diverse participants to minimize biases and obtain a more accurate representation of the target population (Sawadogo-Lewis et al., 2018).

The findings also showed that most of the teachers were female, had bachelor's degrees and had worked for 11-20 years at (46.7%) while male teachers with similar qualifications and working duration were 6.7%. These were followed by males and female teachers who had bachelor's degrees and had worked for 2-5 years each at 37.5%. All in all, the majority (49.4%) of the teachers had a Bachelor's degree. About 28.9 % had attained master's degree; 12% diploma; 6% PhD and 3.6 % had postgraduate diploma. This was indicative of the fact that the teachers had sufficient qualifications and could make significant contributions to the subject under investigation. In general, more educated people are more likely to participate in surveys than less educated people (Reinikainen, 2018). Most of the respondents had also worked long enough in public secondary schools and could make significant contributions on the subject under investigation. This was in line with Mathers et al. (2000) who explained that duration of work could influence the ability of respondents to have a strong grasp of the subject under investigation.

Figure 4

Teachers Gender, Academic qualifications and Working Experience



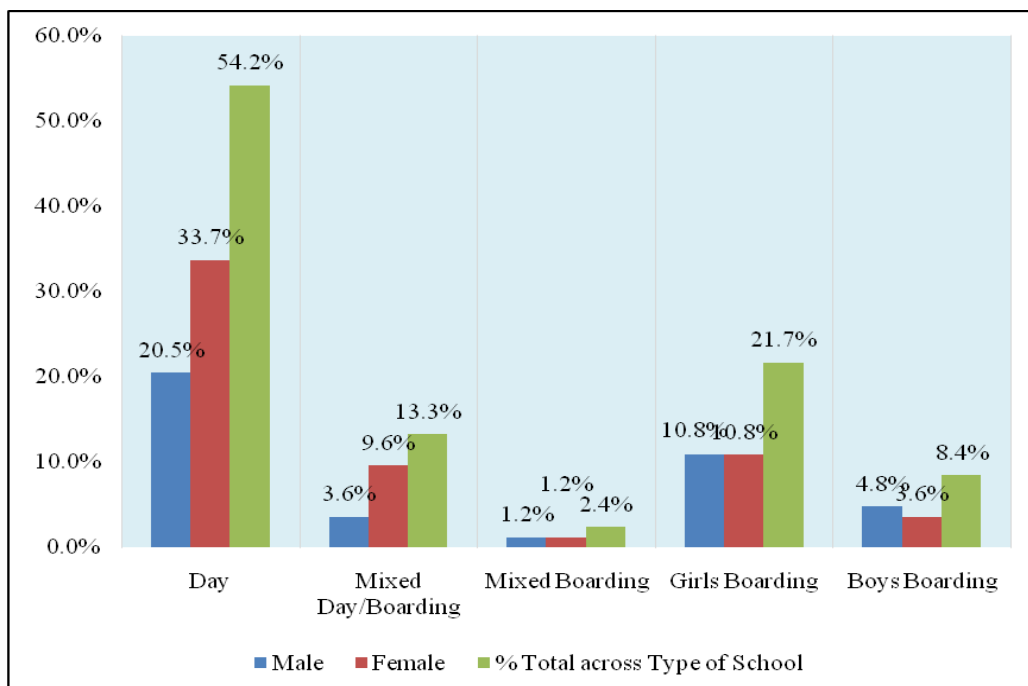
The study included an investigation of the types of schools in which the teachers taught. The findings revealed that the majority of the respondents were female teachers who taught in day schools, representing 33.7% of the total. The next highest percentage was male teachers from day schools, accounting for 20.5%. Both males and females teaching in girls' boarding schools had a relatively lower representation, each at 10.8%. A smaller proportion of female teachers from mixed day/boarding schools, at 9.6%, were also included in the study. The remaining participants were teachers from mixed day/boarding schools and boys' boarding schools. The findings indicated that the study encompassed teachers from various types of schools, allowing for a comprehensive examination of opinions and experiences related to different

school settings. These findings, along with the corresponding proportions, are visually presented in Figure 4.

Regarding the influence of school types on student discipline, it was plausible that different types of schools may have varying impacts. Factors such as the school's environment, resources, discipline policies, and support systems can all contribute to shaping student behaviour and discipline (Welsh & Little, 2018). By including teachers from different school types in the study, it becomes possible to capture a range of perspectives and experiences related to student discipline. The findings could shed light on the potential variations in student discipline across different school settings, providing insights into the effectiveness of disciplinary measures, counselling interventions, and overall school climate.

Figure 5

Teachers' Gender and Type of School



4.4 Teacher Counselling Interventions and Students' Discipline

The first objective of the study was to explore the influence of teacher counselling interventions on discipline among public secondary school students in Kiambu County, Kenya. Firstly, the study required the respondents to reply to a series of statements on a scale of 1-5 where 1= to a very low extent, 2= to a low extent, 3= to a moderate extent, 4= to a high extent, and 5=to a very high extent, in order to determine how teacher counselling interventions affects the students' discipline. The findings on the ratings for the various statements are presented in the form of mean and standard deviations.

Table 6

Counselling Interventions, Character Education and Healthy Lifestyle Behaviours

Descriptive Statistics					
Counselling interventions inculcates character education and healthy lifestyle behaviours					
	N	Min	Max	Mean	Std. Dev.
Students	398	1	5.00	4	1.08
Teachers	83	1.00	5.00	3	1.14

Source: Researcher 2022

According to the findings presented in Table 6, both students and teachers agreed that counselling interventions foster character education and promote healthy lifestyle behaviours, with a mean score of 4. This implies that character education and healthy lifestyle practices contribute to enhanced discipline among students in the study area. These results are consistent with the study conducted by Sancassiani et al. (2015), which aimed to explore how improving the emotional and social skills of young

individuals contributes to their overall well-being and positive development. The researchers found that enhancing social and emotional skills was crucial in promoting positive youth development, with school interventions playing a significant role in cultivating these skills.

In the context of the current study, the implementation of guidance and counselling interventions in schools served as a means to instill character education and encourage healthy lifestyle behaviours among students. This approach proved effective in reducing various negative behavioural outcomes, such as conflict, depression, anxiety, violence, bullying, conduct disorders, and anger, among others.

The findings of the present study aligned with and corroborate previous research, highlighting the critical role of guidance and counselling interventions in enhancing character education and fostering positive lifestyle behaviours among students. Similar to the perspectives of Nen et al. (2021) and Wilmots et al. (2020), counselling was defined as a professional connection between a licensed counselor and a client, aimed at assisting individuals in gaining insights into their perspectives on life and space. Consequently, counselling interventions seek to empower students to make thoughtful, well-informed decisions and find solutions to interpersonal or emotional issues, contributing to their personal growth and self-awareness.

Additionally, the findings echoed the importance of counselling highlighted by Ramdani et al. (2020) and Kirangari (2014) in addressing the physical, emotional, social, and intellectual challenges faced by adolescents in secondary schools. As a result, counselling interventions played a pivotal role in shaping student discipline and

attitudes, fostering a positive and conducive learning environment. Undoubtedly, discipline remains a pressing concern in the global education industry, as emphasized by Lelei and Weidman (2012). Consequently, schools require discipline to function cohesively, and counselling interventions contribute to establishing norms of acceptable behaviour, respect, and desirable values that encourage self-direction and respect for others.

Similarly, the study's findings aligned with the findings by Schaefer and Ginsberg (2015) in the United States, demonstrating the impact of counselling services on improving student behaviour and attitudes towards learning. In further support, the findings by Makhanu (2015) in Kenya showed that the absence of a formal and comprehensive counselling program has led to a decline in high school disciplinary standards, particularly among male students.

However, the study differed from the findings of various researchers (Ngwokabuenui, 2015; Constantino, 2016), which highlighted the prevalence of student indiscipline in secondary schools. Furthermore, there was minimal use of counselling and guidance to encourage positive student behaviour, with punitive measures like corporal punishment being more prevalent (Ajowi & Simatwa, 2010). As a result, the unique contexts of these studies pose challenges in terms of inadequate counselling resources, services, and qualified counsellors, leading to a lack of the desired impact on addressing student indiscipline. Consequently, this disparity underscores the need for clearer policy directives from the Ministry of Education on utilizing counselling and guidance for student discipline in schools.

In conclusion, the present study's findings, along with existing research, underscore the significance of guidance and counselling interventions in positively shaping students' character, behaviour, and overall well-being. As a result, integrating well-structured counselling programs in schools can foster a more conducive learning environment and contribute to students' holistic development.

Table 7

Counselling Interventions and Behavioural and Academic Performance Intentions

Descriptive Statistics					
Counselling interventions have significant influences on behavioural and academic performance intentions					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.05
Teachers	83	2.00	5.00	4	0.94

Source: Researcher 2022

The findings in Table 7 indicate that both students and teachers agreed (M=4) that counselling interventions significantly influenced behavioural and academic performance intentions. The meticulous implementation of guidance and counselling interventions could thus effectively address indiscipline in schools in Kiambu County. These results align with a study by Cortina and Fazel (2015), which demonstrated improvements in discipline among students who underwent guidance and counselling at school. Effective school counselling has been shown to have a significant impact on discipline issues. Firman (2018) found that students who engaged in successful school counselling exhibited significantly fewer improper behaviours and more positive attitudes toward learning compared to students who did not participate in the program.

Additionally, group counselling offered by school counsellors dramatically reduced angry and aggressive behaviours among students.

Furthermore, the study supports the findings by Wainberg et al. (2017), who argued that incidences of indiscipline in schools often stem from social, psychological, and academic issues that could be effectively addressed through sufficient provision of counselling services. Thus, one of the most crucial elements in ensuring successful counselling outcomes is the clients' optimistic expectation of positive results, wherein they have faith and trust in the therapeutic process. Kabir (2017) emphasizes that the goal of counselling is to help clients change their behaviour patterns or mental processes and subsequently develop new coping mechanisms. The counselor's duty is to instill hope and trust in the counselling process, regardless of the client's expectations. Therapy involves a commitment to making challenging alterations in thought patterns, feelings, and behaviours.

According to Kabir and Rashid (2017), clients' hopes for counselling success may result in favorable opinions of counselling and inspire them to engage more fully and consistently in interventions to resolve their difficulties. In this context, three clearly defined expectations concerning counselling are personal commitment, facilitative conditions, and counselor expertise. These expectations are anticipated to impact attitudes toward seeking psychological assistance, which, in turn, influences the intention to seek counselling. Henretty and Levitt (2009) stated that expectations regarding counselling relate to people's ideas about the therapy process, the therapist's personality traits, and the level of emotional disclosure necessary during counselling sessions. Consequently, counselling is designed to assist individuals in overcoming

life's obstacles, regaining control over their lives, feeling empowered, finding happiness, and experiencing a more flexible, wider spectrum of emotional maturity.

Table 8

Counselling and Behavioural Improvements

Descriptive Statistics					
Students who undergo counselling at school have behavioural improvements at school					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.01
Teachers	83	1.00	5.00	4	0.91

Source: Researcher 2022

The findings in Table 8 show that teachers and students also agreed (M=4) that students who undergo counselling at school have behavioural improvements at school. These findings are pointer to the fact that students who undergo counselling at school have behavioural improvements at school. These findings further aligned with the study by Cortina and Fazel (2015) that showed that students who underwent guidance and counselling at school had improvements in their discipline. Rabia (2017) claimed that academic achievement, which results from a student's performance at various levels and is a product of behaviour in their study habits and attitude, was a good indicator of the quality of education. Therefore, it's important to improve students' study habits and attitudes in order to increase the quality of education. This could be achieved by identifying the variables that have a negative impact on study behaviour, leading to the application of corrective measures and methods for the growth of positive study habits and attitudes.

Table 9

Enacting New Policies to Enhance Counselling Services and Discipline of Students

Descriptive Statistics					
Enacting new policies aimed at enhancing counselling services in school have positive influences on the discipline of students					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.01
Teachers	83	2.00	5.00	4	0.87

Source: Researcher 2022

As presented in Table 9, the students and teachers agreed to a high extent (M=4) that enacting new policies aimed at enhancing counselling services in school had positive influences on the discipline of student as shown in Table 9. The findings showed that when policies for strengthening guidance and counselling programmes are enacted, the efficacy of these programmes was strengthened. This goes on to contribute to positive behavioural outcomes. These findings aligned with a study by Kavlak (2018) that showed that policies aimed at enhancing guidance and counselling services in school contributed to behavioural improvements among students.

The role of policy research in shaping counselling services and practices is paramount, as demonstrated by the current study. Policy advocates, including non-governmental organizations, play a vital role in supporting policies aligned with their organizational goals. By commissioning studies on essential school counselling topics, these advocates strategically influence policymakers and shape public perceptions. This strategic approach increases the likelihood of effective policies

being implemented, ultimately leading to improved counselling services and positive outcomes for students (Gen & Conley, 2013).

The historical development of guidance and counselling in Kenya, as depicted in this study, underscores the recognition of the importance of addressing students' psychological well-being in conjunction with academic development. The establishment of the guidance and counselling division at the Ministry of Education in 1971 and subsequent efforts to strengthen counselling services through policy initiatives and training of teacher counsellors demonstrate the commitment to providing comprehensive support to students. However, continuous evaluation of the impact of these initiatives is essential to ensure their ongoing effectiveness and relevance in the evolving educational landscape (Republic of Kenya, 1974; Republic of Kenya, 1979).

Despite the positive efforts made to improve guidance and counselling services, this study also revealed some challenges. In some schools, students did not receive adequate counselling due to lack of qualified counsellors and insufficient knowledge among teachers to effectively provide counselling services. These gaps highlight the need for ongoing professional development and training to equip educators with the necessary skills to support students' social-emotional well-being. Addressing these challenges is critical to ensuring that all students have access to quality counselling services (Wango, 2018).

The UNESCO program on guidance and counselling, while initially designed with a focus on females' needs, emphasizes inclusivity and does not exclude boys. This recognition of diversity and inclusivity is crucial in addressing the varied needs of

students and fostering a supportive and equitable learning environment for all. It underscores the importance of tailoring counselling services to meet the unique requirements of individual students regardless of gender (UNESCO, 2006).

The study findings also shed light on the importance of policy support in addressing broader societal issues. For instance, laws such as the re-admission policy for pregnant girls in schools, as implemented in Kenya and Botswana, are essential in promoting equal access to education and fostering a supportive environment for vulnerable students. These policy initiatives aim to create a conducive educational setting that supports the well-being and academic success of all students, including those facing unique challenges (Republic of Kenya, 1998).

Therefore, the findings of this study underscored the significance of policy support in enhancing guidance and counselling services in schools and its positive impact on student discipline and well-being. Policymakers, educators, and stakeholders must continue to collaborate to ensure the effective implementation of counselling policies and programs to support students' holistic development. Additionally, ongoing training and support for educators are crucial in ensuring that students receive the counselling services they need. By fostering a conducive learning environment that prioritizes students' social-emotional well-being, schools can contribute to the overall positive development and academic success of their students. Efforts to address challenges and ensure inclusivity are vital in creating a nurturing educational environment that meets the diverse needs of all students, ultimately fostering a positive learning experience for every individual.

Table 10

Lack of Clear Policies to Leverage the Use of Counselling and Disciplinary Cases

Descriptive Statistics					
Lack of clear policies on how to leverage the use of counselling to manage students' disciplinary cases is a major challenge facing schools					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.01
Teachers	83	1.00	5.00	4	1.06

Source: Researcher 2022

As presented in Table 10, the students and teachers also pointed out that lack of clear policies on how to leverage the use of counselling to manage students' disciplinary cases is a major challenge facing schools (M=4). These findings showed that failure to have clear policies to reinforce the use of guidance and counselling in schools could adversely affect students' discipline. These findings supported the study by Ajowi and Simatwa (2010) that underlines the importance of strengthening guidance and counselling policy in schools. This could have negative the use of counselling interventions in dealing with disciplinary issues among students in the study area.

It was evident that the implementation of guidance and counselling services is crucial in addressing student discipline and promoting positive behaviour in schools. Sibanda (2016) highlights the potential impact of passing new laws to improve counselling services and student discipline. By incorporating character education programs within schools, suitable strategies need to be identified to cater to the developmental needs of middle school students, especially in the context of Indonesian learners.

One effective approach to enhance guidance and counselling services is by utilizing successful graduates as role models for current students. This could be achieved through various means such as movie counselling, where successful graduates share their experiences and insights through films or videos. Additionally, bibliocounselling can be used, where students are exposed to books and resources that emphasize character development and positive values. Site visits to schools that have successfully implemented counselling services in character development can provide valuable insights and best practices for other schools to adopt.

Furthermore, a well-structured work program is essential for guidance and counselling services to fulfill their functions of prevention, development, and alleviation (Oozerally & Hookoomsing, 2021). The program should aim at helping students realize their full potential in terms of personal, social, academic, and professional growth. Shifting the paradigm of guidance and counselling services from a remedial and clinical focus to a growth-oriented and preventive approach can significantly impact the effectiveness of the program.

Implementing both individual and group approaches to counselling could further accelerate the growth of guidance and counselling services. While individual counselling and consulting focused on addressing specific student needs and issues, group guidance and counselling could have a more preventive and developmental orientation. These services could complement each other to provide comprehensive support to students.

To ensure the continuous improvement of school counselling services, it was essential to analyze the satisfaction of students (service users) with the services they received (Eliamani et al., 2014). By understanding students' voices, including their demands, wants, expectations, and levels of satisfaction, schools could make informed decisions to enhance the quality of their counselling services.

Consequently, a multi-faceted approach was needed to promote effective guidance and counselling services in schools. This included passing new laws to support counselling and discipline efforts, implementing character education programs, incorporating successful graduates as role models, and adopting a well-structured work program with a focus on prevention, development, and alleviation. Utilizing both individual and group counselling approaches and regularly assessing student satisfaction are essential elements to enhance the effectiveness and impact of guidance and counselling services in educational institutions.

Table 11

Current Policy Frameworks in Counselling Processes and Discipline

Descriptive Statistics					
Current policy frameworks in counselling processes have positive contributions to the discipline of students.					
	N	Min	Max	Mean	Std. Dev.
Teachers	83	1.00	5.00	4	0.96

Source: Researcher 2022

Teachers, as shown in Table 11, agreed to a high extent that current policy frameworks in counselling processes had positive contributions to the discipline of

students (M=4). Salgong et al. (2016) in, *Role of Guidance and Counselling in Enhancing Student Discipline in Secondary Schools in the Koibatek District of Kenya*, showed that there was a need for legal and policy frameworks in guidance and counselling processes. In line with this current study, it was evident that guidance and counselling policies were pivotal in enhancing counselling services, which would go on to have positive contributions to the discipline of students.

The students' experience was critical factor in the successful implementation of guidance and counselling services in schools. Okoroji et al. (2015) emphasized that counselling services were not just for students who are experiencing difficulties or breaking from the norm. Instead, these services were essential for all students to improve their academic, social, and personal skills. This inclusive approach ensured that every student receives the support they need to reach their full potential and navigate challenges effectively.

Duffy (2012) supported this viewpoint by affirming that counselling played a key role in changing student behaviour. By addressing underlying issues and providing appropriate guidance, counselling helps students develop self-awareness, problem-solving skills, and emotional resilience. As a result, students could make positive changes in their behaviour and decision-making processes.

Despite the government's emphasis on implementing guidance and counselling programs in schools, there were still challenges, as highlighted by Wambu and Fisher (2015). One of the main issues was the lack of standardized training curricula for school counsellors. This could lead to variations in the quality and effectiveness of

counselling services provided by different counsellors. Additionally, the absence of clear ethical standards and counselling models might further contribute to inconsistency in service delivery.

Another challenge was role ambiguity, where the roles and responsibilities of school counsellors were not clearly defined. This could lead to confusion among both students and counsellors, affecting the overall effectiveness of the guidance and counselling programs.

To address these challenges, Wambu and Fisher (2015) proposed a paradigm shift in the provision of guidance and counselling services in Kenyan schools. They advocated for the development of structured and comprehensive guidance and counselling programs that covered various aspects of students' academic, social, and personal development. By establishing standardized training curricula, ethical guidelines, and counselling models, the quality and consistency of counselling services could be significantly improved.

In conclusion, effective guidance and counselling services are vital for all students, not just those facing difficulties. These services played a key role in improving academic performance, social skills, and personal development. However, challenges such as the lack of standardized training curricula, ethical standards, counselling models, and role ambiguity need to be addressed to enhance the overall quality and impact of guidance and counselling programs in schools. Embracing a structured and all-encompassing approach to counselling could lead to positive outcomes for students and foster a conducive learning environment.

Table 12*Training of Teacher Counsellors and the Discipline of Students*

Descriptive Statistics					
Training of teacher counsellors has positive influences on the discipline of students					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.15
Teachers	83	1.00	5.00	4	0.99

Source: Researcher 2022

The students and teachers also agreed that training of teacher counsellors has positive influences on the discipline of students (M=4). When teacher counsellors are trained, they are likely to strengthen guidance and counselling programmes in their schools. This could go on to enhance students' discipline. These findings aligned with a study by Njega et al. (2019) that showed that guidance and counselling interventions had positive influences on behavioural outcomes, self-efficacy, and academic performance. Enhancing the capacity of teachers through training thus played pivotal roles in leveraging the benefits of guidance and counselling in schools. Kabir (2017) proposed three general goals for counselling. These were intended to support individual students in achieving an increasing level of maturity in problem-solving; to support school staff in obtaining, interpreting, and using information obtained in student counselling; and to support the school and its staff in comprehending and cooperating with the community in various service endeavors. Counsellors were supposed to develop the abilities and characteristics necessary for effective counselling, according to (Dhal., 2020).

Competent counsellors played a multifaceted and vital role in supporting the holistic development and well-being of students. Their proficiency in various skills allowed them to create safe and nurturing environment for students to explore their emotions, challenges, and aspirations. According to Riess and Kraft-Todd (2014) a key aspect of competence in counselling is the art of active listening. Skillful counsellors go beyond just hearing the words; they actively engage with students, providing their undivided attention and displaying genuine interest in their concerns. This active listening fosters trust and openness, encouraging students to express themselves freely.

Effective communication was another cornerstone of competent counselling. Counsellors should be adept at conveying their insights, guidance, and support in a clear and empathetic manner. The ability to articulate complex ideas in simple terms helps students grasp the strategies and coping mechanisms shared during counselling sessions. Additionally, empathy was a powerful tool in a counsellor's arsenal. By placing themselves in the shoes of their students, counsellors can better understand their emotions and perspectives. This empathetic approach validates students' feelings and encourages them to explore their emotions without fear of judgment (Petruzzi, 2023).

Nonverbal cues played a crucial role in counselling, and competent counsellors were skilled at interpreting these cues. From subtle facial expressions to body language, these cues provide invaluable insights into students' emotional states, allowing counsellors to tailor their approach accordingly. Furthermore, sensitivity to voice quality is an often-overlooked aspect of counselling competence. The tone, pitch, and rhythm of a student's voice can convey a wealth of information about their emotions

and state of mind. By being attuned to voice cues, counsellors gained deeper insights into students' feelings and can offer more targeted support (Scherer et al., 2017).

The ability to respond to emotional expression is an essential skill for counsellors. Students may experience a range of emotions during counselling sessions, and competent counsellors respond with compassion, encouragement, and validation. This helps students feel understood and supported throughout their counselling journey. However, to adequately address the student's concerns, time management is a practical aspect of counselling competence. Efficiently utilizing the allocated counselling time ensures that students' concerns are addressed adequately, and progress is made toward the desired outcomes.

Furthermore, language use is a powerful tool for counsellors to create a supportive environment. Using inclusive and affirming language fosters a sense of safety and acceptance, enabling students to discuss sensitive topics openly. According to Bhargava and Sriram (2016), counsellors must be aware of personal differences to provide fair and inclusive counselling. Cultural competence was also essential in understanding and respecting the diverse backgrounds and experiences of students. This knowledge enabled counsellors to tailor their approach to meet each student's unique needs and create an environment where all students feel heard and valued.

As a result of these competencies, the school counselor could thoroughly comprehend and evaluate student problems. By identifying the root causes of challenges and considering personal differences, counsellors could offer targeted guidance and support to help students overcome obstacles and make informed decisions.

Additionally, competent counsellors had the foresight to anticipate the potential outcomes of different actions chosen by students. This proactive approach enabled counsellors to provide valuable guidance and support, helping students navigate challenges and make positive choices.

Ultimately, a competent school counselor's role extends beyond individual sessions. They retained a deep understanding of each student's knowledge, challenges, and progress, allowing them to provide ongoing support and guidance as needed.

Table 13

Expanding Facilities for Carrying Out Counselling Services and Students Discipline

Descriptive Statistics					
Expanding facilities for carrying out counselling services can enhance students' discipline					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.21
Teachers	83	2.00	5.00	4	0.90

Source: Researcher 2022

As presented in Table 13, the students and teachers agreed that expanding facilities for carrying out counselling services could enhance students discipline (M=4). Expanding facilities were thus possible ways for enabling schools to reap the benefits associated with the practice of guidance and counselling in schools. This emphasized the need for guidance and counselling strengthening in schools as supported by Pei-Boon et al. (2020) who explained that application of divergent counselling practices

had a multifactorial influence on students' discipline as well as other outputs such as the efficacy of guidance and counselling in schools.

The presence and adequacy of infrastructural facilities in schools play a crucial role in the successful implementation of counselling services, as discussed by Sikanyika (2021). Despite the counselor's expertise in science and technology, without suitable infrastructure, the desired outcomes of counselling services cannot be fully realized. Educational infrastructure was essential for raising educational standards and meeting the established requirements for delivering effective counselling services in schools.

Moreover, Ngira and Njabi (2021) emphasized the strong correlation between infrastructural adequacy and the quality of counselling services in schools. To develop effective counselling programs and address various counselling issues, counsellors must consider the level of infrastructure available. Adequate facilities and resources facilitated the creation of well-structured programs and contributed to continuous improvement in counselling services.

The cooperation and support of other school staff, especially the school principal, are vital for the smooth deployment of counselling services, as highlighted by Tatar (2009). The school principal played a significant role in the establishment of counselling services within the broader context of educational implementation in schools. Principals are responsible for coordinating all school activities, including teaching, training, and counselling services, to ensure they are integrated, harmonious, and dynamic.

Furthermore, the school principal's involvement in providing infrastructure, resources, and various facilities directly impacted on the effectiveness and efficiency of counselling services. Their ability to fulfill their roles and responsibilities determines the overall success of counselling goals in schools. Principals who prioritized and allocated resources for counselling services demonstrate their commitment to student well-being and academic success.

Table 14

Interactive Counselling Sessions and Behavioural Changes among Students

Descriptive Statistics					
Interactive counselling sessions contribute to positive behavioural changes among students					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.03
Teachers	83	2.00	5.00	4	0.76

Source: Researcher 2022

As presented in Table 14, the teachers and students agreed to a high extent that interactive counselling sessions contribute to positive behavioural changes among students (M=4). The findings showed that students are of the opinion that teacher counselling interventions had direct impact on student discipline. These findings supported the study by Momanyi (2013) that underlined the importance of facilities for mainstreaming guidance and counselling interventions enhanced the provision of such services in schools. These findings were in agreement with the study by Dar and Peer (2022) who affirmed that guidance and counselling could be used to control pupils' conduct. The researchers argued that before facing punishment, students

should be informed of the laws and regulations in a school environment. This helped the student to recognize mistakes and the consequences of bad behaviour. The idea of combining behaviour management with counselling and guidance allowed one to quantify its influence on secondary school students' behaviour. It was the joint responsibility of parents, the community, and schools to ensure the development of values and norms that would assist young people in establishing appropriate standards of behaviour among themselves.

According to Mincy et al. (2016) providing a program for children by consistently enforcing rules, and being tenacious is the major way in securing a child's compliance to acceptable behaviour. The researchers conceded that the way parents communicate showed how much they solicit their children's thoughts and feelings in shaping their behaviour. In this context, the parents need to employ logic to win their children over. This was consistent with William Glasser's reality theory, which holds that humans are self-determining beings and that following self-evaluation, behaviour improves to become more responsible (Mincy et al., 2016).

Table 15

Lack of Standardized Counselling Models and Indiscipline in Kenya Schools

Descriptive Statistics					
Lack of standardized counselling models challenge the capacity of counselling programmes to curb indiscipline in Kenya schools					
	N	Min	Max	Mean	Std. Dev.
Teachers	83	1.00	5.00	4	0.91

Source: Researcher 2022

In Table 15, the teachers went on to agree (M=4) that lack of standardized counselling models challenge the capacity of counselling programmes to curb indiscipline in Kenya schools. It was thus clear that failure to standardize counselling models would have negative effects on students discipline in the wake of weak counselling programmes. This was in accordance with the study by Wambu and Fisher (2015) that found that guidance and counselling was often challenged by lack of standardized training. This went on to challenge its efficacy in checking indiscipline in schools. There was thus need to standardize counselling interventions in schools. The knowledge and attitudes of the service providers were crucial to the effectiveness of a guidance and counselling program (Nkechi, 2016). Therefore, training was essential for the guidance and counselling program's success since it facilitated the acquisition of knowledge and a positive outlook.

However, there was a severe dearth of qualified teacher counsellors in many Sub-Saharan African nations (Mushaandja, 2013.) One of the issues mentioned by teacher counsellors was the lack of qualified professionals. Numerous academics have brought up the issue of the lack of qualified workers (Mushaandja, 2013). According to Koc (2016), certificate-course teachers do not receive enough advice and counselling training to be able to provide these services successfully. As a result, the expertise and readiness of staff members participating in guidance and counselling in schools was wanting. According to a study by Wango (2018) only one head teacher had the necessary training in guidance and counselling (a certificate in systemic counselling not intended solely for counsellors). The researcher discovered that although instructors are required to provide advice and counselling in schools, they did not have specialized training in either field, making them unable to fulfill their

mandates. However, in industrialized nations, school counsellors must obtain a master's degree and be licensed before they were allowed to provide guidance and counselling services (Amat, 2019).

When asked about the status of guidance and counselling services in secondary schools, the students pointed out that there was need to enforce the policies on counselling by even enshrining in the education policy as proposed by Ajowi and Simatwa (2010). To this end one of the respondents said:

The guidance and counselling policies are weak and thus are not enforced. The policies need to be well implemented so as to have effective guidance and counselling practices in schools (Respondent 1, Kiambu County, May 2022).

The effectiveness of guidance and counselling practices in schools was hindered by the weakness and lack of enforcement of guidance and counselling policies. This view was supported by Agi (2013) who argued that when the guidance and counselling policies are weak, it means that there might be gaps in terms of the strategies, procedures, and standards outlined for the delivery of counselling services. Without clear guidelines and expectations, there was risk of inconsistent implementation and lack of accountability. This could undermine the potential benefits of guidance and counselling, as students might not receive the necessary support and guidance they require.

To address this issue, it was essential to strengthen and enforce guidance and counselling policies in schools. This involved developing comprehensive and well-defined policies that outline the objectives, roles, and responsibilities of counsellors,

as well as the procedures for accessing counselling services. Additionally, effective implementation required providing adequate training and professional development opportunities for counsellors, ensuring their competency in delivering counselling interventions. By improving the implementation of guidance and counselling policies, schools could enhance the overall quality and effectiveness of counselling services. Students would have access to consistent and reliable support, leading to improved emotional well-being, personal development, and ultimately, a positive impact on student discipline.

When asked about the role of guidance and counselling in schools, the students noted that counselling played an important role as it helped the students to improve in their behaviour and thus focused more on their studies. This in turn improved their academic performance. To this end one of the respondents said:

Counselling helps students clear their minds on things affecting them which make them reason critically, hence good discipline helps students to get focused on their studies (Respondent 2, Kiambu County, May 2022).

The findings showed that counselling played a crucial role in helping students clear their minds and address issues that may be affecting them as demonstrated by Ng et al. (2017). By providing a supportive and confidential space for students to express their concerns, counselling allows them to gain clarity and perspective. This process enables students to think critically about their challenges and develop effective strategies to overcome them. As a result, counselling contributes to fostering good discipline among students.

When students received counselling support, they were better equipped to manage their emotions and handle external pressures that might distract them from their studies. By addressing underlying issues such as stress, anxiety, or personal conflicts, counselling helps students regain focus on their academic pursuits. Through guidance and reflection, students could develop the skills and resilience needed to navigate challenges and maintain discipline in their daily lives.

Moreover, counselling promoted self-awareness and self-reflection, which were essential components of good discipline. By exploring their thoughts, feelings, and behaviours, students could gain a deeper understanding of themselves and their goals. This introspective process enabled them to align their actions with their aspirations and make choices that prioritize their academic success. As a result, students are more likely to stay committed to their studies, exhibit self-discipline, and make wise decisions that contribute to their overall academic achievement.

When asked about the role of guidance and counselling in enhancing student discipline in secondary schools, the teachers pointed out that counselling helped the student to distinguish between good and bad behaviours. The findings showed that there was a positive association between teacher counselling intervention and student discipline. Most public schools had put in place measures for the teachers to offer counselling intervention to students. This view was supported by Goodman-Scott et al. (2018) who claimed that aligning comprehensive school counselling programmes and disciplinary measures have positive behavioural interventions and that; when implemented, it was thus imperative to strengthen peer counselling interventions

among teachers. This was particularly so since guidance and counselling created a positive school climate and militated against indiscipline among students.

This was in tandem with government policies that emphasized strategies such as punishing, guidance and counselling, suspensions and parental involvement in dealing with indiscipline (M'muyuri, 2021). To this, one of the respondents said:

Counselling give students ideas, choices, answers and solution to one's problems. Counselling reduces cases of indiscipline among students (Respondent 3, Kiambu County, May 2022).

The findings showed that counselling plays a vital role in equipping students with ideas, choices, answers, and solutions to their problems, which in turn positively influences student discipline. By providing guidance and support, counselling empowers students with the necessary tools to effectively navigate challenges they encounter. This holistic approach not only fosters personal growth but also contributes to a reduction in disciplinary cases among students. These findings aligned with the study conducted by Ajowi and Simatwa (2010), who similarly found that guidance and counselling promoted student discipline in secondary schools. However, the study also identified a significant challenge faced by schools, which was the lack of clear policies on how to effectively utilize guidance and counselling to manage student disciplinary cases.

The absence of explicit guidelines regarding the implementation of guidance and counselling interventions presented a major obstacle for schools. Without clear policies in place, schools might struggle to fully leverage the potential of counselling to address disciplinary issues. Establishing comprehensive policies and frameworks could provide a structured approach for counsellors to effectively handle disciplinary

concerns. By doing so, schools could ensure consistency in interventions, promote a positive school environment and enhance student discipline. The study's findings, coupled with the challenges identified by Ajowi and Simatwa (2010), emphasized the need for schools to develop clear policies that enable the optimal utilization of guidance and counselling practices in managing student disciplinary cases. The first research hypothesis was to examine the relationship between teacher counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.

H₀₁: There is no statistically significant relationship between teacher counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.

Table 16

Correlation between Teacher Counselling Interventions and Discipline

		Students Discipline Scores
Teacher Counselling	Pearson Correlation	.481 ^{**}
Scores	Sig. (2-tailed)	0.000
	R ²	0.231
	N	481

****.** *Correlation is significant at the 0.01 level (2-tailed).*

Source: Researcher 2022

The results in Table 16 provide a statistical hypothesis test for the hypothesis that teacher counselling intervention and student are independent of each other. The findings showed that there was positive and significant correlation between students discipline and teacher counselling interventions ($r=0.481$, $p<0.05$). As such, the null

hypothesis was thus rejected. These findings implied that the counselling interventions made significant contributions to students' discipline in Kiambu County. These findings agreed with a study by Sancassiani et al. (2015) aimed at "finding out how enhancing the emotional and social skills of the youth promoted their wellbeing and positive development." The former study established that enhanced social and emotional skills were pivotal in enhancing positive youth development. In this light, school interventions played crucial roles in enhancing these skills. Through guidance and counselling interventions, schools inculcated character education and healthy lifestyle behaviours. This led to a reduction in conflict, depression and anxiety, violence, bullying, conduct disorders, and anger among others. In line with the findings obtained in this study, it was evident that guidance and counselling played crucial roles in enhancing character education and healthy lifestyle behaviours which led to a reduction in negative behavioural outcomes.

4.5 Peer Counselling Intervention and Students' Discipline

The second objective of the study was to examine the influence of student peer counselling interventions on discipline among public secondary school students in Kiambu County, Kenya. This section presents the findings from Likert-scale statements, open-ended questions and interviews.

Table 17

Peer Counselling Component, Positive School Climate and Indiscipline among Students

Descriptive Statistics					
Peer counselling component creates a positive school climate and reduces indiscipline among students.					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.19
Teachers	83	1.00	5.00	4	3.46

Source: Researcher 2022

According to findings in table 17, the students and teachers agreed (M=4) that peer counselling components created a positive school climate and reduces indiscipline among students. When schools implemented guidance and counselling interventions, the learning environment was significantly improved which went on to enhance positive behavioural outcomes among the students. This finding was aligned with Goodman-Scott et al. (2018) who argued that peer counselling components created a positive school climate. The fact that peer counselling components create a positive school climate and militate against indiscipline among students was also supported by Ambayo and Ngumi (2016) who elicited that peer counselling also had positive influences on students' academic performance.

A supportive environment that fosters healthy competition and cooperation is what Astor & Moore (2021) defined as a positive school climate. Due to the climate's impact on educational attainment, it was linked to the students' school performance. Teachers who wanted to build favorable and secure climates in their classrooms can identify the important topics they would concentrate on by understanding the climate

framework. A stable and supportive school environment aids in the growth of students and the imparting of critical knowledge to enable them to lead fruitful and fulfilling lives in a democratic society.

According to Cohen et al. (2009) a good school climate provides a conducive environment that emphasizes the importance of the teacher-student interaction. As a result, the study proposed a model that has respect for diversity, which is connected to respect for various racial and religious identities. Additionally, it deals with involvement, namely participation in school life, which is taking part in activities that can improve the environment (extracurricular activities of children, trips, etc.). It encompasses both emotional and physical safety, especially in circumstances where the student doesn't have to worry about their peers or teachers. On the other hand, Flash and Anson (2021) asserts that “the teacher's traits, such as empathy, ‘non-authoritative’ genuine behaviour, acceptance of others, self-identity, and activity, impact a positive school climate.” It was thus important for schools to have strong peer counselling interventions that were responsive to the nitty-gritty expectations of the students.

Table 18

Peer Counselling Interventions and Students’ Discipline

Descriptive Statistics					
Peer counselling interventions have direct influences on students’ discipline					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.23
Teachers	83	1.00	5.00	4	0.86

Source: Researcher 2022

In Table 18 the students and teachers agreed (M=4) that peer counselling interventions had direct influence on students' discipline. This showed that schools that implemented peer counselling interventions were likely to have better discipline outcomes among students. These findings supported the study by Ambayo and Ngumi (2016), who underlined that although peer counselling had positive influences on students' academic performance, it did not seem to have direct influences on their social and emotional behaviour. This showed that peer counselling had a bidirectional effect on students' discipline in various parts of Kenya. The findings of this current study indicated that strengthening peer counselling programmes could enhance discipline among public secondary school students. Peer counselling interventions should thus be enhanced in schools to enhance discipline among students. Schools should thus put in place interventions aimed at strengthening peer counselling activities in schools.

Table 19

Integrating Peer Counsellors and Students' Discipline.

Descriptive Statistics					
Integrating peer counsellors has an exponential influence on students' discipline					
	N	Min	Max	Mean	Std. Dev.
Teachers	83	1.00	5.00	4	4.54

Source: Researcher 2022

According to findings presented in Table 19, the teachers further reiterated (M=4) that integrating peer counsellors had exponential as well as direct influences on students' discipline. School peer counselling were thus a significant factor in inculcating discipline among students. These findings showed that schools ought to enhance

discipline in schools through enhanced integration of peer counsellors. These findings further corroborated the study by Ambayo and Ngumi (2016) who underlined the importance of peer counsellors in influencing students' behavioural choices and their discipline by extension.

The findings were further aligned with the study by Warui (2018) that found out that there was a need to enhance peer counselling practices among other measures. This was in line with this current study that peer counselling interventions on the behavioural outcomes of students.

Table 20

Expanding Training Facilities for Offering Peer Counselling Services

Descriptive Statistics					
Expanding training facilities for offering peer counselling services in school could enhance the efficacy of peer counselling services					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.11
Teachers	83	2.00	5.00	4	0.84

Source: Researcher 2022

According to Table 20, the students and teachers went on to agree to a high extent (M=4) that expanding training facilities for offering peer counselling services in school could enhance the efficacy of peer counselling services. These findings were supported by Arudo and Okeyo (2008) who suggested that it was common practice for schools to use peer counselling especially where teacher counsellors are

inadequate. These findings were a pointer to the fact that the peer counselling indeed played an important role as an intervention tool to stem student's indiscipline cases.

Table 21

Strengthening Peer Counselling Services and Discipline of Students

Descriptive Statistics					
Strengthening peer counselling services in schools has positive influences on the discipline of students.					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.03
Teachers	83	2.00	5.00	4	0.82

Source: Researcher 2022

The students and teachers reiterated the need for strengthening peer counselling services in schools had positive influences on the discipline of students (M=4) as shown in Table 21. These findings underlined the pertinence of expanding training facilities for offering guidance and counselling services in schools to enhance students' discipline. This corroborated the study by Ambayo and Ngumi (2016) who emphasized that strengthening peer counselling programmes could enhance discipline among public secondary school students. These findings of this study showed the pertinence of strengthening peer counselling interventions in schools. The findings therefore indicated that schools that adopted peer counselling were likely to have positive behavioural outcomes for their students.

Table 22*Strong Peer Counselling and Academic Performance*

Descriptive Statistics					
Strong peer counselling interventions enhance students to focus on academic performance					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.14
Teachers	83	2.00	5.00	4	0.86

Source: Researcher 2022

As shown in Table 22, the teachers and students agreed to a high extent (M=4) that strong peer counselling interventions enhanced students to focus on academic performance. These findings showed that the teachers appreciated the role peer counselling played in addressing student's indiscipline cases. These findings corroborated a study by Agi (2013) which focused on 14 schools in Port Harcourt, Nigeria and established that policies on guidance and counselling practices enhanced discipline and academic performance. These findings showed that counselling intervention such as peer counselling among others should also be reinforced in Kenya schools.

The findings also showed that schools were faced with numerous challenges such as large numbers of students and few trained teacher counsellors. This put pressure on guidance and counselling programmes; making it untenable for schools to check on indiscipline cases. It was thus evident that schools were often faced with lack of adequate trained counsellors, a situation which was also identified by Arudo and

Okeyo (2008). In this context, schools often deployed peer counselling approaches to handles some of these indiscipline issues in the schools.

The students stated that peer counselling interventions had a positive effect on students' discipline. The students said that peer counselling helped students to attain both short and long-term goals. One of the respondents affirmed this by saying:

It has helped in changing student's behaviour by helping students to make self-discovery and align their behaviour with society expectations (Respondent 4, Kiambu County, May 2022).

According to the findings, peer counselling interventions were reported to have a positive impact on students' discipline. This finding was similar to the finding by Arudo and Okeyo (2008) who stated that peer counselling played a crucial role in facilitating behavioural changes by aiding them in self-discovery and aligning their behaviour with societal expectations.

Through peer counselling, students had the opportunity to engage with their peers who provide support, understanding, and guidance. This supportive environment allowed students to openly discuss their challenges, concerns, and personal experiences. By sharing their stories and perspectives, peers could relate to one another and offer valuable insights and advice.

Peer counselling interventions also promoted self-reflection and self-awareness among students. Through these interactions, students gained deeper understanding of their own behaviour and how they align with societal norms and expectations. They received constructive feedback and suggestions from their peers, which helped them identify areas for improvement and make necessary changes.

By engaging in peer counselling, students not only received support but also learned from the experiences of their peers. This shared knowledge and guidance empowered students to make informed decisions and modify their behaviour in line with societal expectations. It fosters a sense of responsibility and accountability, as students recognize the impact of their actions on themselves and the larger community.

Peer counselling was also lauded because students tend to relate well with fellow students than teachers which makes it easier to be helped. This means that more emphasize should be given to peer counselling as pointed out by one of the respondents:

In schools where there is counselling teacher shortage, more students need to be trained to be peer counsellors (Respondent 5, Kiambu County, May 2022).

In schools where there was a shortage of counselling teachers, it became crucial to explore alternative solutions to ensure adequate support for students as stated by Arudo and Okeyo (2008). One effective approach was to provide training for students to become peer counsellors. By training more students to be peer counsellors, schools could expand their counselling resources and reach a larger number of students in need. Peer counsellors are students who receive specialized training to offer support and guidance to their fellow students. They serve as a valuable resource within the school community, providing a peer-to-peer approach to counselling. The training process equips students with the necessary skills to actively listen, empathize, and offer support to their peers. They learnt techniques for effective communication, problem-solving, and conflict resolution. As peer counsellors, these trained students could provide a safe and confidential space for their peers to express their concerns and seek guidance.

According to Osodo et al. (2016), introducing peer counselling programmes not only addresses the shortage of counselling teachers but also promotes a sense of peer support and a positive school climate. Peer counsellors were more accessible to students, as they are familiar faces within the school community. This proximity encourages students to seek help and advice from their peers, reducing barriers to accessing support. Moreover, training students as peer counsellors offers additional benefits. It enhanced the leadership skills and personal development of the peer counsellors themselves, as they gained valuable experience in actively helping others. It also created a culture of empathy and support among students, fostering a sense of community and belonging.

When asked “in which other ways do peer counselling interventions contribute to students’ discipline in your school?” the teachers noted that peer counsellors are frequently more perceptive and compassionate than teacher counsellors because they are the first to notice when a fellow student is anxious or sad and because they frequently confide in one another about their current concerns, anxieties, and troubling circumstances. Another important role of the peer counsellors, was promotion of discipline by encouraging good academic participation and achievement among the fellow students. Osodo et al. (2016) concurred with this finding stating that peer counsellors helped other students in problem solving and problems of study and listening skills.

The aforesaid findings contributed to the recognition given to peer counselling in addressing student’s discipline issues as supported by the teachers. The respondent noted that teachers are required to train more students to take up peer counselling

responsibility. As a result, teachers are often obligated to conduct regular meetings during life skill lessons so as to meet these demands. This has been very instrumental in helping students realize that they don't come from the same background and therefore, a conducive environment characterized by high discipline need to be created for all to enable learning which is in line with the Ecological Systems Theory (EST) as advanced by Bronfenbrenner (1979; 1993) that showed that the environment of a person influences their behavioural outcomes.

Peer counselling motivates students and urges them to work hard. It also helps them manage personal problems by providing them with a shoulder to lean on. This plays pivotal roles in boosting the self-esteem of students as well as to deal with behavioural problems.

These findings were supported by one of the respondents who said:

Peer counselling plays an important role in the lives of students. It helps them deal with personal problems. For those with behavioural problems, peers can also help them have a positive outlook to life (Respondent 6, Kiambu County, May 2022).

The findings showed that peer counselling played significant role in the lives of students as it provides valuable support in dealing with personal problems. These findings were supported by the findings by Ecological Systems Theory by Bronfenbrenner (1993) that advanced that when students face challenges or difficulties, peers can offer a unique perspective and understanding. Through peer counselling, students can find comfort in knowing that they were not alone in their struggles.

Peers who engaged in counselling could provide a safe and non-judgmental space for their fellow students to share their concerns. They offered empathy, active listening, and guidance, which could be immensely beneficial for those experiencing personal problems. Peer counsellors could provide a source of emotional support, helping their peers navigate through difficult times and find healthier coping mechanisms.

Additionally, peer counselling was particularly valuable for students with behavioural problems. Peers could play a crucial role in helping them develop positive outlook on life. By offering encouragement, motivation, and positive reinforcement, peer counsellors could inspire behavioural change and assist their peers in making better choices.

Peer counselling had several advantages, including the reliability factor. According to Osodo et al. (2016), peers often understand the unique challenges and pressures faced by their fellow students, making it easier for them to connect on a deeper level. This relatability fosters trust and open communication, creating a supportive environment where students feel understood and accepted.

Moreover, peer counselling promotes mutual growth and personal development. Peer counsellors gain valuable skills such as active listening, empathy, and problem-solving, while the students seeking counselling receive the support they need. This reciprocal process allows both parties to benefit and contribute to the overall well-being of the school community. The second hypothesis of the study was to examine if there was a relationship between student peer counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.

H₀₂: There is no statistically significant relationship between student peer counselling interventions and discipline among public secondary school students in Kiambu County, Kenya.

Table 23

Correlation between Student Peer Counselling Interventions and Discipline

		Students Discipline Scores
Peer Counselling Scores	Pearson Correlation	.476**
	Sig. (2-tailed)	0.000
	R ²	0.227
	N	481

***.* Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher 2022

The findings show that there was positive and significant correlation between student peer counselling and discipline ($r=0.476$, $p<0.05$). The null hypothesis was thus rejected. These findings corroborate those by Arudo and Okeyo (2008) who suggested that it was common practice for schools to use peer counselling especially where teacher counsellors are inadequate.

4.6 Mentorship Interventions and Students' Discipline

The third objective of the study was to assess the influence of mentorship interventions on discipline among public secondary school students in Kiambu County, Kenya. The findings from Likert-scale type statements are presented in the following sections.

Table 24*Presence and Participation of Students in Mentorship Programmes*

Descriptive Statistics					
My school has numerous mentoring programmes					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	2	2.99
Teachers	83	1.00	5.00	3	1.22

Descriptive Statistics					
All students in my school take part in mentorship programmes					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	2	1.48
Teachers	83	1.00	5.00	3	1.22

Source: Researcher 2022

Table 24 shows that students to a low extent (M=2) agreed that their school had numerous mentoring programmes and that all students in school take part in mentorship programmes (M=2). Teachers however agreed with these statements to a moderate extent (M=3). This shows that mentorship programmes were either absent or weak which could rob schools of the associated benefits as identified by studies by studies that underlines the pertinence of these programmes (Ng et al., 2017). Randolph and Johnson (2008) supported this view by explaining that schools and communities had started to create school mentoring programmes to promote positive outcomes for students and teenagers in an effort to boost student performance. One strategy used to offer help and support to a range of pupils is the creation of mentorship programmes (Ngongalah et al., 2021). Typically, the goal of mentoring is to empower a vulnerable person through a close friendship with a knowledgeable and compassionate mentor. The individual develops character and competence and starts

defining constructive life objectives through shared activities, direction, information, and encouragement. These initiatives aim to pair nonparent adult mentors with students to act as role models by exchanging information, abilities, and know-how and by providing one-on-one assistance (Ngongalah, et al., 2021).

Table 25

Mentorship Programmes and Students' Discipline in Schools

Descriptive Statistics					
Mentoring interventions influence students' discipline in secondary schools					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.22
Teachers	83	1.00	5.00	4	1.00

Descriptive Statistics					
There is a direct link between mentoring programmes and discipline and dedication to the achievement of personal goals among students					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.09
Teachers	83	1.00	5.00	4	0.98

Source: Researcher 2022

Table 25 shows that to a high extent (M=4) the teachers and students noted that mentoring interventions influence students' discipline in secondary schools and that there was a direct link between mentoring programmes and discipline and dedication to the achievement of personal goals among students (M=4). It was evident that when mentoring students were implemented in schools, the discipline of students in schools was enhanced. These findings as shown in Table 25 were in line with the study by Ames et al. (2015) who pointed out that there was a direct link between mentoring programmes and discipline.

Programmes for mentoring and leadership could help to lessen or eliminate the obstacles that cause the problems that student's experience (Gupta & Bundela, 2021). Currently, a large number of nonprofit and government organizations are attempting to enhance the results for at-risk students through mentorship programmes. Additionally, organized philanthropy has been at the vanguard of these efforts, particularly in defining key indicators, finding and sharing information that can be used, and building a strong infrastructure for bringing together and funding effective programmes and organizations (Gupta & Bundela, 2021). Teachers must therefore, provide an example for students by demonstrating appropriate actions that conform to society norms in addition to creating a learning atmosphere where students feel safe and secure.

The importance of listening and encouraging pupils has been acknowledged as a key component of mentoring and as a factor in boosting their self-esteem and achievement (St-Jean, 2009). Therefore, high academic accomplishment can happen when teacher and student relationships are characterized by respectable rapport, little conflict, and excellent academics according to this study. As a result, within the context of respectable rapport, a teacher's most crucial responsibility was to help their students cultivate suitable social connections that would help them in the future. In addition, teachers must comprehend the detrimental environmental elements that their pupils encounter on a daily basis in order to assist them in helping them establishing a variety of appropriate social relationships and healthy coping mechanisms (St-Jean, 2009).

Table 26*Mentorship Programmes and Students' Discipline in Schools*

Descriptive Statistics					
Mentoring could influence the positive interaction between students and teachers					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.07
Teachers	83	1.00	5.00	4	0.86

Source: Researcher 2022

According to the students and teachers also stated to a high extent (M=4) that mentoring could influence the positive interaction between students and teachers. The study showed that there was a direct link between mentoring programmes and discipline and dedication to the achievement of personal goals among students. This was in line with a study by Ames et al. (2015) in *Overview and Evaluation of a Mentorship Program for University Students with ASD* that showed that there was a direct link between mentoring programmes and discipline and dedication to the achievement of personal goals among students. Mentoring programmes should thus be applied and strengthened in secondary schools within the process of enhancing discipline among students as stated by (Sharpe et al., 2017).

Table 27*Mentoring, Comportment of Students and Academic Performance*

Descriptive Statistics					
Mentoring is pivotal in regulating the behaviour and comportment of students with discipline issues					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.08
Teachers	83	1.00	5.00	4	0.93
Descriptive Statistics					
Mentoring programmes offer emotional support to students and influences their focus on academic performance					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.10
Teachers	83	1.00	5.00	4	0.90

Source: Researcher 2022

Table 27 shows that the students and teachers agreed to a high extent (M=4), that mentoring is pivotal in regulating the behaviour and comportment of students with discipline issues. The findings indicated that mentorship influenced students in Kiambu County and should be strengthened. The findings agreed with Curtin et al. (2016) who were of the view that various kinds of mentoring such as: “instrumental, psychosocial, and sponsorship” had direct and indirect significant influences on “academic career self-efficacy, interests, and goals.”

The respondents also noted to a high extent (M=4) that mentoring programmes offered emotional support to students and influences their focus on academic performance. These findings as presented in Table 27 showed that mentorship programmes in schools were important as they helped to shape the behaviour of

students. They further supported the study by Du Plessis (2017) “on mentorship challenges in the teaching practice of distance learning students” who showed that mentoring programmes offered emotional support to teachers. However, the study also noted that schools do not have adequate mentorship programmes.

Mentors have the chance to inspire and counsel pupils by sharing their own experiences and knowledge by serving as a friend, teacher, and guide to the real world. This view was supported by Ames et al. (2015) who conceded that there was a direct link between mentoring programmes and discipline and dedication to the achievement of personal goals among students. Thus, students should be encouraged to join mentorship programmes so as to stay focused.

The analysis of the open question showed that mentorship interventions had positive effect on discipline among public secondary school students. The study showed that mentorship helped students behave well and manage their time effectively. In addition, it helped students to handle their current challenges and focus more on who to become in future.

These findings agreed with the study by Drape et al. (2016) in study on “Challenges and Solutions to HEI in Africa,” that showed that mentorship programmes contribute to changes aimed at achieving the desired educational as well as behavioural outcomes. This current study corroborated with these findings by affirming the relationship between mentorship and discipline among public secondary school students in Kiambu County.

In some instances, schools where teachers become mentors, the students learnt social skills by interacting with teachers and they stop fearing them but look up to them as mentors. This improved the students' discipline and gave them positive attitudes towards their academics. This led to responsible behaviour such as obeying school rules and regulations. Mentorship, thus, had a complementary role to teachers in reining in on indiscipline among students (Du Plessis, 2017). Mentors and mentor programmes provide positive support for not only academic achievement but also development of a moral code by which a young person should abide. Mentors who invest time in the lives of young people build a bond that works to the benefit of not only the mentee, but the mentor as well (Guhan et al., 2020).

Programmes for mentoring and leadership could help to lessen or eliminate the obstacles that cause the problems that student's experience (Bayer & DuBois, 2015). Currently, a large number of nonprofit and government organizations are attempting to enhance the results for at-risk students through mentorship programmes. Moreover, organized philanthropy has been at the forefront of these initiatives, particularly in defining key indicators, finding and disseminating actionable knowledge to important nonprofit, private, and public partners and stakeholders, and building a strong infrastructure for bringing together and funding effective programmes and organizations (Lyons & McQuillin, 2019). The learning and growth of the pupils in these programmes have benefited from this.

These finding were supported by one respondent who said that:

Mentorship programmes enable students to believe in themselves and follow their dreams without losing hope and working smart (Respondent 7, Kiambu County, May 2022).

The findings showed that mentorship programmes played a crucial role in empowering students to believe in themselves and pursue their dreams with resilience and determination. This finding was supported by Robinson (2014) who stated that by connecting students with mentors who provide guidance and support, these programmes instilled a sense of hope and optimism, helping students navigate challenges and work diligently towards their goals.

Through mentorship, students receive valuable advice and insights from individuals who had experienced similar paths or achieved success in their respective fields. Mentors serve as role models, inspiring students to believe in their abilities and fostering a mindset of possibility. By sharing their own journeys and offering guidance, mentors help students develop a sense of self-confidence and the belief that they can overcome obstacles.

Mentorship programmes also emphasized the importance of working smart and making informed decisions. Mentors could provide practical strategies, tools, and resources to help students make the most of their potential. They encouraged students to set realistic goals, create action plans, and take proactive steps towards success. By instilling a strong work ethic and teaching effective problem-solving skills, mentors empower students to approach challenges with determination and strategic thinking.

Furthermore, mentorship programmes contributed to the holistic development of students. Mentors not only support academic growth but also foster personal and professional development. They provide guidance on important life skills, character development, and ethical decision-making. By nurturing well-rounded individuals,

mentorship programmes equip students with the necessary skills and mindset to thrive in various aspects of life.

The study also showed that mentorship enables the teacher to guide students on ways to overcome personal issues such as grief and depression. In most cases, mentorship strengthens the bond between the teachers and the students as posited by Okonofua et al. (2016). As students tend to strive to be better mentally and academically. This helps improve on their academic endeavors. These finding were supported by one respondent who said that:

Mentoring helps prepare the next generation of leaders and workers in various cadres. Teachers play a very important role in advising students to have their own goals and to work towards achieving them (Respondent 8, Kiambu County, May 2022).

The findings showed that mentoring plays a vital role in preparing the next generation of leaders and professionals across various fields. Within this context, teachers hold a significant responsibility in guidance and advising students to develop their own goals and work diligently towards achieving them.

According to Okonofua et al. (2016) teachers serve as mentors who not only impart knowledge but also provide invaluable guidance and support to students. They played a crucial role in helping students identify their strengths, interests, and aspirations. By encouraging students to set their own goals, teachers empower them to take ownership of their future and instill a sense of purpose in their academic and personal endeavors.

Through mentorship, teachers inspired students to think critically, explore different career paths, and develop the necessary skills and competencies for success. They offered insights into the real-world application of knowledge, expose students to diverse opportunities, and help them make informed decisions about their educational and professional journeys.

Teachers also acted as role models, showcasing the qualities of effective leadership and professional conduct. By demonstrating integrity, dedication, and a passion for lifelong learning, teachers inspire students to emulate these qualities and strive for excellence in their chosen paths.

Moreover, teachers provide mentorship beyond academic matters. They offered guidance on personal development, character building, and ethical decision-making, preparing students to become responsible and ethical members of society. By fostering a supportive and nurturing environment, teachers create opportunities for students to develop resilience, self-confidence, and the necessary skills to overcome challenges. The third hypothesis of the study was to examine if there was a relationship between mentorship interventions and discipline among public secondary school students in Kiambu County.

H₀₃: There is no statistically significant relationship between mentorship interventions and discipline among public secondary school students in Kiambu County, Kenya.

Table 28*Correlation between mentorship interventions and discipline*

		Students Discipline Scores
Mentorship Scores	Pearson	.403**
	Correlation	
	Sig. (2-tailed)	0.000
	R ²	0.162
	N	481

***. Correlation is significant at the 0.01 level (2-tailed).*

Source: Researcher 2022

The findings of the study indicated a positive and significant correlation ($r=0.403$, $p<0.05$) between mentorship and discipline. This finding indicated that mentorship programmes had a direct impact on promoting discipline among students. As a result, the null hypothesis was rejected. These findings aligned with a previous study conducted by Ames et al. (2015), which acknowledged the direct connection between mentoring programmes and discipline, as well as the commitment to achieving personal goals among students.

The positive correlation between mentorship and discipline suggested that when students receive guidance, support, and mentorship from experienced individuals, they were more likely to exhibit disciplined behaviour. Mentorship programmes provide students with the necessary guidance, advice, and role modeling to foster discipline and dedication towards their personal goals. The findings of this study reinforced the notion that mentorship played a significant role in shaping students' behaviour and encouraging them to strive for excellence.

By acknowledging the impact of mentorship on discipline, educational institutions and policymakers could recognize the importance of implementing effective mentorship programmes. These programmes could be designed to provide students with access to mentors who can offer guidance, inspire discipline, and support them in their personal and academic endeavors. Through mentorship, students can develop essential skills, values, and a sense of responsibility, contributing to their overall growth and success.

4.7 Disciplinary Actions and Students' Discipline

The fourth objective of the study was to determine the influence of disciplinary action on discipline among public secondary school students in Kiambu County, Kenya. The findings from likert-scale statements, open-ended questions and interviews are presented in the following sections.

Table 29

Disciplinary Frameworks and Better Behavioural Outcomes

Descriptive Statistics					
School disciplinary frameworks contribute to better behavioural outcomes					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.20
Teachers	83	1.00	5.00	4	1.28

Source: Researcher 2022

Table 29 shows that to a high extent (M=4) the students noted that school disciplinary frameworks contribute to better behavioural outcomes. These findings underlined the pertinence of strong disciplinary frameworks and their implementation in schools

since they could contribute to better behavioural outcomes among students in Kiambu County. The finding aligned with the study by Williams et al. (2019) who established that “school disciplinary frameworks in the USA contributed to better behavioural outcomes.” The study established the various interventions put in place by assistant principals to deal with indiscipline cases in schools. Based on the critical race theoretical framework, the study showed that various school discipline interventions for African American students such as peer counselling and assorted guidance and counselling interventions were employed. These played pivotal roles in checking indiscipline among the students studied. The findings of this current study agreed with those of the former study that shows that disciplinary actions militate against indiscipline in Kenyan schools.

Table 30

Violent Disciplinary Methods and Positive Students’ Disciplinary Outcomes

Descriptive Statistics					
Violent disciplinary methods such as canning in schools have positive students’ disciplinary outcomes					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	3	1.66
Teachers	83	1.00	5.00	2	1.28

Source: Researcher 2022

Table 30 shows that to a moderate extent (M=3) the students and teachers agreed that violent disciplinary methods such as canning in schools had positive students’ disciplinary outcomes. The teachers agreed to a low extent (M=2) to the statement. The findings showed that canning and other violent disciplinary actions should be

used as a last result among students since they did not have strong positive outcomes. This aligned with the findings by Ssenyonga et al. (2019) who showed that there was no significant relationship between teacher’s violent disciplinary methods and students’ disciplinary outcomes. As such, disciplinary practices could have inverse as well as direct influences on students’ disciplines. In this case of this study, it was evident that disciplinary actions had direct influence on school indiscipline.

Table 31

Discipline Measures and Positive and Negative Effects on Students

Descriptive Statistics					
Discipline measures have both positive and negative effects on the students					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.10
Teachers	83	1.00	5.00	4	0.98

Source: Researcher 2022

Table 31 show to a high extent (M=4) that the students and teachers agreed that discipline measures had both positive and negative effects on the students as shown in Table 31. This means that whereas disciplinary actions could contribute to better disciplinary outcomes among students, sometimes it could affect them, negatively; defeating the essence of such actions. These findings agreed with the study by Williams et al. (2019) who drew a positive link between disciplinary actions and behavioural outcomes among students. It was thus important to enhance students’ behaviours through stringent behavioural interventions. These findings further disagreed with the study by Ssenyonga et al. (2019) who elicited that there was no significant relationship between teacher’s violent disciplinary methods and students’

disciplinary outcomes. As such, from the study findings disciplinary measures could have both positive and negative influence on the students' behaviour.

Table 32

Schools with effective disciplinary frameworks and Reduced Students' Indiscipline

Descriptive Statistics					
Schools with effective disciplinary frameworks have fewer indiscipline cases than schools without such frameworks					
	N	Min	Max	Mean	Std. Dev.
Teachers	83	2.00	5.00	4	0.84

Source: Researcher 2022

Table 32 shows that the teachers agreed to a high extent (M=4) that schools with effective disciplinary frameworks had fewer indiscipline cases than schools without such frameworks (M=4). This shows that when schools put in place effective disciplinary frameworks their tendency curb indiscipline was enhanced. It was thus necessary for schools strengthen their disciplinary actions. These findings further align with the study by Williams et al. (2019) that showed that disciplinary measures affected the discipline of students positively. There is need to constantly review disciplinary frameworks regularly to ensure that they remain effective. This study established that effective disciplinary framework had positive effects on students' behaviour in Kiambu County.

The study by Nyongesa et al. (2016) on *Teachers' disciplining styles and their influence on pupils' behaviour modification in primary schools in Kimilili Sub-County, Kenya* showed that disciplinary actions played key roles in the discipline of

students. Nyongesa established that although various disciplinary styles were in place in schools - corrective, supportive, and preventive - indiscipline had constantly escalated in Kenya. This was evidenced by “general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use” among others. Most of the disciplinary methods employed had positive effects on the students’ behaviours

Table 33

Discipline Actions Based on Individual Students’ Attributes and Students Discipline

Descriptive Statistics					
Responsive discipline actions based on individual students’ attributes affect students discipline in our school					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	33.00	4	1.90
Teachers	83	1.00	5.00	4	1.00

Source: Researcher 2022

Table 33 shows to a high extent (M=4) that the student and teachers agreed that discipline actions based on individual students’ attributes affect students discipline in our school. Thus, the disciplinary actions that were effective and aligned with the needs of the students affected behavioural outcomes among such students. Edwards (2016) investigated the connection between school racial composition and racial inequality in the discipline. The findings showed that discriminatory disciplinary interventions meted on students from minority groups resulted in differential effects on behaviour. In this regard, it was pertinent for disciplinary actions to take cognizance of the different demographic attributes of students to check discipline

inequality. Since schools have students with various backgrounds, it was important to ensure balance in dispensing discipline. This current study finding showed that when the disciplinary actions are aligned to individual students needs they are effective on the students' behaviour in Kiambu County

Table 34

Negative Attitudes towards Discipline Actions and Students' Discipline

Descriptive Statistics					
Negative attitudes towards discipline actions could challenge students' discipline as well as their academic performance					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.13
Teachers	83	1.00	5.00	4	1.13

Source: Researcher 2022

Table 34 shows that the students and teacher agreed to a high extent (M=4) that negative attitudes towards discipline actions could challenge students' discipline as well as their academic performance. This study findings showed the perceptions and receptivity of students towards disciplinary actions could determine their likelihood to register positive behavioural outcomes after being disciplined. The study by Okonofua et al. (2016) on “Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents” showed that teachers’ mindsets regarding discipline had a direct effect on the quality of teacher-student relationships. It also affected students’ suspensions. This called for interventions aimed at enhancing teacher-student relationships through interventions aimed at appreciating the essence of various disciplinary actions among students. This study emphasized the need to

overcome negative attitudes towards discipline actions in secondary schools. If these disciplinary actions do not factor in the potential impacts that such actions could have on attitudes towards them, the reasons for these actions can be defeated.

In this regard, it was pertinent for disciplinary actions to take cognizance of the different demographic attributes of students to check discipline inequality. Since schools have students' various backgrounds, it is important to ensure balance in dispensing discipline. This current study corroborates the study by Edwards (2016) that shows that responsive discipline actions based on individual students' attributes affect the discipline of students in Kiambu County. Schools should thus study students carefully before embarking on disciplinary interventions to ensure that the chose actions are responsive to the needs of the specific students.

Furthermore, both students and teachers noted to a high extent (M=4) that the school administration supports the disciplinary actions used on students as presented in Table 35 below.

Table 35

School Administration Supports the Disciplinary Actions

Descriptive Statistics					
The school administration supports the disciplinary actions used on students					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.34
Teachers	83	1.00	5.00	4	0.93

Source: Researcher 2022

Furthermore, both students and teachers noted to a high extent (M=4) that the school administration supports the disciplinary actions used on students as presented in Table 35.

The findings showed that the pertinence of support of disciplinary actions by schools since it contributed to better disciplinary outcomes among students. The school administration could play a key role in creating an environment that supports the application of disciplinary actions in schools. This could go on to enhance students' discipline in secondary schools. The main preoccupation of schools should thus be ensuring that the school environment is well set to respond to students' disciplinary problems. This can be achieved by ensuring that all the various interventions take into consideration the specific needs of the schools. This is pivotal since as explained by the Problem Behaviour Theory (PBT) (Jessor, 1977), *The behavioural choices of students can be influenced by the relationships that they sustain in their environment*, (Ma & Shive, 2000).

The importance of the support of schools for disciplinary actions cannot be overemphasized. Schools play a critical role in providing a safe and supportive learning environment, as emphasized by Hussein and Hussein (2010). By ensuring security and removing triggers for conflict and violence, schools created a foundation for positive behaviour and discipline among students. This allowed students to communicate their thoughts, ideas, and motivations, engage constructively in classroom activities, meet their psychosocial needs, and work through challenges in a way that connects together different facets of their personalities thanks to a supportive learning environment (Omar, 2013).

On the other hand, the teacher must depend on positive reinforcement techniques rather than punitive ones while using contemporary disciplinary measures to teach discipline and protect the student's honor and reputation (Darwazah, 2014). This was crucial to enhance the receptivity of students to disciplinary actions. If the gap was created between students and teachers within the processes of implementing different behaviour management strategies in Kiambu County, then their efficacy would be greatly reduced.

A supportive learning environment, as noted by Omar (2013), enabled students to freely communicate their thoughts, engage constructively in classroom activities, and work through challenges. This environment allowed students to connect different facets of their personalities, fostering personal growth and development. Teachers' use of positive reinforcement techniques and contemporary disciplinary measures, rather than punitive approaches, as suggested by Darwazah (2014), was crucial in enhancing students' receptivity to disciplinary actions. When students feel respected and supported, they were more likely to respond positively to discipline and guidance.

As such, the effectiveness of behaviour management strategies depends on the relationship between students and teachers. Creating a positive and engaging school climate reduces the emergence of negative behaviours and promotes positive social behaviours and beliefs (Masadia, 2014). A positive school climate nurtured the academic, emotional, and social abilities of students, contributing to a harmonious and cohesive learning environment. This perspective is supported by William et al. (2012) who demonstrated the academic excellence of students in small schools and the superior academic performance of students in modern small and large schools

compared to older institutions. William et al. (2012) highlighted the need to improve learning settings to maximize the anticipated gains. The school administration should, therefore, meticulously integrate disciplinary actions into their work processes to create a conducive learning environment that fosters academic excellence and positive behaviour.

Conversely, Dare & O'Donovan (2002) shed light on the influence of school administration in fostering a stimulating learning environment. The results showed that, from the perspective of instructors, school administration had little involvement in creating an engaging learning environment. To address this, the researcher suggested holding workshops and seminars on contemporary classroom management and effective student interaction. Achieving these goals should be a priority for school administrators to ensure a positive and supportive learning environment. By prioritizing a positive school climate, schools in Kiambu County can ensure that disciplinary actions are more successful in achieving their intended goals.

As a result, schools should be well poised to ensure that disciplinary actions succeeded through collaboration between teachers and students as affirmed by one of the respondents who said that:

The school administration has a key role to play in disciplinary processes in schools. The schools should ensure that the behaviour management interventions they roll out succeed by integrating the input of teachers and school administrators as well as that of students (Respondent 6, Kiambu County, May 2022).

These findings were consistent with previous research conducted by Valdebenito et al. (2018), which also highlighted the significance of school interventions in shaping

students' discipline. According to Valdebenito et al. (2018), the way interventions are implemented within the school environment can have a profound impact on students' behavioural choices. When students are provided with proper guidance and support to avoid problem behaviour, they are more likely to refrain from engaging in such behaviours. This aligns with the outcomes observed in this study.

The role of parents in supporting school-level interventions cannot be understated, as noted by Oyieyo (2012). Collaborative efforts between schools and parents can significantly influence students' behaviour. By fostering a positive and supportive environment both at home and in school, students are more likely to demonstrate improved discipline and conduct.

In Kiambu County, the interventions implemented proved to be pivotal in enhancing discipline among secondary school students. The interventions were thoughtfully designed to be responsive to the unique behaviour management needs of schools. This adaptability allowed for interventions that effectively addressed specific challenges and promoted positive behavioural change.

The current findings resonate with the previous research by Valdebenito et al. (2018) and Oyieyo (2012), as both studies underlined the efficacy of school behaviour change interventions in mitigating disciplinary issues. The positive impact of such interventions was evident in the improved discipline observed among students in secondary schools. When implemented effectively and with parental support, these interventions can foster a positive and supportive environment that encourages students to make better behavioural choices.

Table 36*Restorative Interventions and Balanced Behavioural Outcomes among the Students*

Descriptive Statistics					
Restorative interventions aimed at achieving balanced disciplinary interventions enhance balanced behavioural outcomes among the students					
	N	Min	Max	Mean	Std. Dev.
Teachers	83	3.00	5.00	4	0.65

Source: Researcher 2022

Table 36 shows that the teachers went on to agree to a high extent (M=4) that restorative interventions aimed at achieving balanced disciplinary interventions enhanced balanced behavioural outcomes among the students. In this regard, it can be deduced that efforts to ensure balance in disciplinary actions contributed to favourable behavioural outcomes among students. These findings were presented in Table 36. Anyon et al. (2016) in “Restorative Interventions and School Discipline Sanctions in a Large Urban School District” found that restorative interventions aimed at achieving balanced disciplinary interventions ensure enhanced students’ discipline. The study showed that some discipline actions tended to focus on special groups of students. In this regard, youth from “black, Latino, and Native American youth groups, boys, and students” in special education tended to be overrepresented in suspensions and expulsions.” This also led to skewed disciplinary outcomes among students from these groups. Restorative interventions aimed at achieving balanced disciplinary interventions were thus recommended to ensure balanced behavioural outcomes among the students. This current study investigated the level to which the disciplinary actions, and their perceived impartiality, affected the behaviour of students’ behavioural outcomes among the students.

This current study showed that disciplinary actions, and their perceived impartiality, affected the behaviour of students. It was thus pertinent for schools to establish strong and responsive strategies aimed at strengthen disciplinary intervention in schools.

The response to interview questions showed that disciplinary action has a significant effect on the discipline among public secondary school students. The findings showed that the specific disciplinary interventions had different outcomes for students' academic performance and discipline among the students studied. These findings were in line with a study by Williams et al. (2019) that shows that "school disciplinary frameworks contributed to better behavioural outcomes." These firms were corroborated by one of the respondents who said:

There is need to ensure that schools have elaborated disciplinary frameworks. This is important since schools that have good frameworks manage indiscipline well than schools that do not have such frameworks. It is also important to come up with good approaches to enhance behavioural outcomes (Respondent 5, Kiambu County, May 2022).

This study showed that it is essential to establish well-defined disciplinary frameworks within schools as emphasized by (Fabelo et al., 2011). Schools that have comprehensive disciplinary frameworks tend to effectively manage issues of indiscipline compared to those that lack such frameworks. A clear and elaborated disciplinary framework provides a structure and set of guidelines for addressing disciplinary incidents, promoting consistency and fairness in disciplinary actions. It helped create a conducive learning environment where students understand the boundaries and expectations of behaviour.

Furthermore, developing effective approaches to enhance behavioural outcomes is crucial. Schools should adopt strategies that go beyond punitive measures and focus on preventive and proactive interventions. Such approaches may include promoting positive behaviour through rewards and recognition, implementing social-emotional learning programmes, fostering a sense of belonging and connectedness among students, and providing counselling and support services.

By emphasizing positive behavioural outcomes and implementing proactive measures, schools can create a culture that encourages responsible behaviour and reduces instances of indiscipline. It was important to foster a collaborative approach involving teachers, administrators, students, and parents to develop and implement these approaches effectively. Regular evaluation and monitoring of the outcomes will help identify areas of improvement and ensure the continuous enhancement of behavioural outcomes in schools.

Overall, having well-elaborated disciplinary frameworks and implementing effective approaches to enhance behavioural outcomes are vital in promoting a positive and disciplined school environment. These efforts contribute to the overall well-being and academic success of students while fostering a culture of respect, responsibility, and positive behaviour.

Therefore, repeating a grade or leaving school was twice as likely for students with just one disciplinary contact during their middle and high school years as it was for those without any. In Kiambu County, the findings make it apparent that indiscipline could affect the performance of students. In this regard, one of the respondents said.

Students with behavioural problems are likely to perform poorly as compared to students with good behaviour. It was thus important for schools to constantly monitor students to ensure that their negative behaviours were put in check (Respondent 7, Kiambu County, May 2022).

Academic success among students was typically further hampered when disciplinary actions result in expulsion from the learning environment. Numerous mechanisms that contributed to the issue have been identified through studies. First, suspensions result in a straightforward loss of teaching time. According to Skiba and Noguera (2010), increased academic learning time was associated with higher levels of student accomplishment; thus, denying students access to this learning time is counterproductive. Second, when a student is expelled from school, they may lose interest in the institution, its rules, and their coursework, which will lower their motivation to succeed academically (Gregory et al., 2010). Students were more prone to repeat inappropriate behaviour and even turn to breaking the law in the greater society when ties to school were severed. In Kiambu County, it was important, as result of these potential implications of indiscipline, to ensure that disciplinary challenges among students were quickly dealt with through all possible means. In this regard, one of the respondents said that:

Indiscipline has myriads of negative influences on the performance of students. In this regard, it was important to deal with indiscipline promptly through all possible means (Respondent 5, Kiambu County, May 2022).

Simba et al. (2004) advanced that academic achievement was better if there was good discipline. Academic performance measures a learner's aptitude and proficiency in a subject, a school, or a specific set of skills. Discipline was beneficial because it

developed character and helped people learn in productive ways. Nobody can succeed in life unless they have self-discipline. In the context of Kiambu County, it was important to ensure that indiscipline in schools was dealt with through the creation of a firm environment that incorporates all indiscipline cases.

The foregoing findings were aligned with the Ecological Systems Theory (EST) (Bronfenbrenner, 1979). The findings showed clearly that the school environment in Kiambu County schools influenced students' behavioural outcomes. Bronfenbrenner discussed the different system levels as Bronfenbrenner (1979) shows five systems that influence the development of a person. These include the microsystem whereby the person is exposed to a pattern of activities, roles, and interpersonal relations in one on one setting such as home, school, peers, neighbourhood etc. The school environment in Kiambu County as a micro environment played important roles in dealing with students' indiscipline through the interventions that were put in place there. The second system is the meso-system which incorporates linkages occurring between numerous settings where the developing person is located such as home and school. It was thus pertinent for parents in Kiambu County to collaborate with teachers in creating "a meso-environment which guided students in the right directions." Parents should support teachers in ensuring that indiscipline was managed. This was supported by one of the teachers who said that:

The home environment plays a crucial role in guidance students in the right directions. It was thus important to ensure that parents back up teachers and the school environment in ensuring that indiscipline is checked. (Respondent 5, Kiambu County, May 2022).

The third system is the exo-system which includes one or more social settings that do not involve the developing person as an active participant. In these settings, events occur that affect or are affected by what happens in the set containing the developing person. These could be the parental workplace whereby an individual can be affected by the context in which the parent works through acquired values among others. The last system is the macro-system. This includes influences from culture, subculture, and other extended social structures (Bronfenbrenner, 1993). The last system is chrono-system. In this one, the development of a person is affected by affected over time by numerous influences that occur at school, home, or in the country at large. In line with these findings, it is imperative for the larger community to support behavioural interventions in schools. Some of the respondents in this study pointed out that religious and government institutions could play important roles in guidance students appropriately. Risk-taking behaviours at the community level should be controlled by reducing the risks in the community: One of the respondents had this to say to this end:

It is important to control risk taking behaviours in the community. This can be achieved by ensuring that the community was devoid of negative influences that could promote or sustain indiscipline among students. This was possible by creating rapport between the society and the schools. The government can also support schools by support disciplinary interventions through relevant policies. (Respondent 5, Kiambu County, May 2022).

It can be concluded that disciplinary actions in schools aligned to the EST since the home, societal and school ecologies of students affected their behaviour. In this regard, school behaviour change interventions determine the discipline of students. Measures such as guidance and counselling, peer counselling, mentoring and parental

involvement within disciplinary processes in secondary schools create an ecology in which indiscipline among students can be checked. Schools should thus constantly strengthen behavioural interventions within the student's environment.

Brugar (2016) in a study on teaching social studies/history to elementary school students through a discipline-specific approach show that the specific disciplinary interventions had different outcomes for students' academic performance and discipline in the schools studied. Schools with effective disciplinary frameworks had fewer indiscipline cases than schools. This current study affirmed that disciplinary actions of schools affected students' discipline in Kiambu County. To this end, schools with effective disciplinary frameworks had fewer indiscipline cases than schools' situations where disciplinary actions were not effected. To support this, one of the respondents said:

Discipline measures had both positive and negative effects on the students. This in turn affects the academic performance of the students (Respondent 10, Kiambu County, May 2022).

Furthermore, the majority of schools already had stringent measures to implement enforce discipline in schools. For example, during opening days, students are searched at the gate to make sure they do not smuggle in goods that are prohibited. The schools also made sure that students behave well all the times while on school premises, encourage students to cooperate with each other, and by punishing and caning. However, this could be challenged by the fact that government policy had called for banning of canning in schools (Khatete, 2014). Since April 2001, the MOE laid emphasis on "the rights of children which culminated in the banning of corporal punishment from schools." The key aim of the policy was to enhance students

discipline by checking riots, truancy, and all manner of rebellion among other behavioural problems. Nevertheless, schools in Kiambu County continued to face numerous behavioural challenges which had pushed them to constantly come up with a blend of interventions to curb it. Furthermore, discipline was influenced by peer pressure. As such, peer pressure breeds bad character. To support this, one of the respondents said:

Peer pressure convinces them to take certain actions, and when they do, they suffer the natural consequences – which they are not mature enough to handle. Peer pressure can lead students to alcohol, drugs, unsafe sex practices, blatant disrespect for authority, and aggression toward family member (Respondent 8, Kiambu County, May 2022).

The findings showed that to improve discipline, schools must make sure that the classroom has a routine and a rhythm. Students need to know what to expect from the class and what is required of them in this manner. This study finding was aligned with the findings by Gage et al. (2019) who noted that classroom management lead to fewer cases of indiscipline. This showed possible changes in negative behaviours. In addition, the teachers noted that school should have a discipline control procedure to keep the students in check. A proper code of conduct, rules, and regulations must be followed. This view was supported by Ssenyonga et al. (2019) who found that strict school rules kept bad behaviour such as school violence at bay. Further, the findings showed that schools should reward good behaviour. This would encourage other students to behave better. As a result, they would put in an effort to become a better student and to be disciplined (Okonofua et al., 2016).

The findings showed that principals were working hard to implement disciplinary measures in schools. Specifically, there was reduction of drug and substance abuse in

schools. The teachers also encourage students to be honest with each other, avoid stealing from other students, respecting each other and avoid speaking mother tongues. As a result, the findings showed that Schools with effective disciplinary frameworks had fewer indiscipline cases than schools' situations where disciplinary actions were not affected which further supports the findings by (Williams et al., 2019). Furthermore, students who observed high discipline experience improvement in their academic performance. To support this, one of the respondents said:

High discipline means keeping yourself focused on assignments or in classes, not getting yourself distracted during learning or times of study and making sure that you're on track with deadline, this will ultimately lead to high academic performance (Respondent 12, Kiambu County, May 2022).

The fourth hypothesis was to examine if there was a statistically significantly relationship between and discipline among public secondary school students in Kiambu County.

H₀₄: There is no statistically significant relationship between disciplinary actions and discipline among public secondary school students in Kiambu County, Kenya

Table 37*Correlation between Disciplinary Actions and Discipline*

		Students Discipline Scores
Disciplinary Actions Scores	Pearson Correlation	.599**
	Sig. (2-tailed)	0.000
	R2	0.359
	N	481

***. Correlation is significant at the 0.01 level (2-tailed).*

Source: Researcher 2022

The findings in table 37 shows that there was positive and significant correlation between disciplinary actions and discipline ($r=0.599$, $p<0.05$). These findings showed that the disciplinary actions meted on students were correlated with their behavioural outcomes. The null hypothesis was thus rejected. These findings aligned with the study by Williams et al. (2019) who “examined middle school teachers’ academic and behavioural perceptions of their students and expectations for high school graduation.” The study established that school disciplinary frameworks contributed to better behavioural outcomes. Brugar (2016) supports these findings by affirming that the specific disciplinary interventions had different outcomes for students’ academic performance and discipline in the schools studied. Schools with effective disciplinary frameworks had fewer indiscipline cases than schools without. The findings of this current study affirmed that the disciplinary actions of schools reinforced school behaviour change interventions.

The findings further aligned with the study by Gage et al. (2019) on “the effect of school-wide positive behaviour interventions and supports on disciplinary exclusions (SWPBIS).” The study showed that the disciplinary actions used by schools such as suspension and expulsion rates for 98 schools that were implementing SWPBIS and those who were not doing so had fewer cases of suspensions. This showed that disciplinary action had positive impacts on students’ discipline.

The findings of this study were in disparity with those of Ssenyonga (2019) in Uganda on “stress and positive attitudes towards violent discipline are associated with school violence by Ugandan teachers.” The study showed that there was no significant relationship between teacher’s violent disciplinary methods and students’ disciplinary outcomes. These findings showed that disciplinary actions do not always yield the desired outcomes. Whereas disciplinary actions could have positive effects in some instances and negative effects in other cases. Schools should thus meticulously choose the disciplinary actions they apply on their students to make them more responsive to disciplinary needs.

4.8 Students’ Discipline

The respondents were asked to indicate their level of agreement with the following statements regarding students’ discipline. The findings were presented in the following sections. The students agreed to a high extent (M=4) that school behaviour change interventions have enhanced participation in school programmes as presented in Table 38. This could contribute to enhanced discipline as shown by Government of Kenya in “The Basic Education Act” that enacted democratic policies aimed at

including students in Board of Management (BOM) meetings (Republic of Kenya, 2013).

Table 38

School behaviour Change Interventions and Participation in School Programmes

Descriptive Statistics					
School behaviour change interventions have enhanced participation in school programmes					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.37
Teachers	83	1.00	5.00	4	0.99

Source: Researcher 2022

The aforementioned act created a good platform for propping up students' participation in decision making as well as bridging the gap between students, teachers and the school administration. This was aimed at curbing negative perceptions of teachers as "dictators, cruel, and punishers" and by so doing enhancing discipline among students. This was in line with Ministry of Education guidelines (GOK, 2013). In line with the provisions of the government of Kenya Act, it is evident that the measures put in place by the government to check indiscipline, when coupled with school interventions play pivotal roles in checking indiscipline among students.

Table 39*Reduction in Absenteeism Due to School behaviour Change Interventions*

Descriptive Statistics					
There is a reduction in absenteeism due to school behaviour change interventions					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.18
Teachers	83	1.00	5.00	4	1.11

Source: Researcher 2022

As presented in Table 39, the students and teachers also agreed to a high extent (M=4) that there was a reduction in absenteeism due to school behaviour change interventions.

The findings showed that reduction of absenteeism was an indicator of enhanced discipline among students. As the behaviours of students changed positively, there were likely to remain in school and focus on their studies. These findings were in line with the study by Nyongesa et al. (2016) in “teachers’ disciplining styles and their influence on pupils’ behaviour modification in primary schools in Kimilili Sub-County, Kenya.” The study by Nyongesa was motivated by the fact that although various disciplinary styles were in place in schools - corrective, supportive, and preventive- indiscipline had constantly escalated in Kenya. This was evidenced by “general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use” among others. The findings of this study showed that “the majority of teachers preferred caning pupils rather than guidance and counselling them.” Further, most of the disciplinary methods employed had positive effects on the pupils’

behaviours. This current study affirmed that the influence of disciplinary actions on students' behaviour in Kiambu County.

Table 40

Reduction in Drug and Substance Abuse Due to School behaviour Change Interventions

Descriptive Statistics					
There is a reduction in drug and substance abuse in our schools due to School Preventive interventions					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.32
Teachers	83	1.00	4.00	4	4.52

Source: Researcher 2022

The study also sought to find out if there was reduction in drug and substance abuse due to school behaviour change interventions. The findings are presented in Table 40.

The teachers and students also agreed to a high extent (M=4) that there was a reduction in drug and substance abuse in our schools due to School Preventive interventions. The high standard deviation in teachers' responses (4.52) showed that their opinions were very diverse. Nevertheless, the findings showed that reduction in abuse of drugs and substances was a main indicator of disciplinary outcomes in the study population. The findings were aligned with a study by Magai and Malik (2018) on "Emotional and Behavioural Problems in Children and Adolescents in Central Kenya in Kiambu County" that showed that substance use was a challenge facing students in the county. The findings of this current study were significant since they

showed the contribution of behaviour management strategies towards enhancing students' discipline in the county. The findings of the study also agreed with a study by Nyongesa et al. (2016) that showed that disciplinary management strategies play key roles aimed at dealing with “general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use” among others.

Table 41

Reduction in Drug and Substance Abuse in Schools Due to School Preventive Interventions.

Descriptive Statistics					
Behavioural interventions have led to a reduction in unsafe sexual behaviours and abortions in our schools					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.36
Teachers	83	1.00	5.00	4	0.89

Source: Researcher 2022

The teachers and students agreed that behavioural interventions had led to a reduction in unsafe sexual behaviours and abortions in our schools (M=4) as shown in Table 41. The findings as shown in Table 40 indicate that Kiambu County was faced with high incidences of indiscipline cases and risk-taking behaviour such as drug and substance abuse, truancy, gang behaviour, and early sexual debut. Reduction in these vices was thus a pointer of enhanced behavioural outcomes. Schools should thus put in place responsive interventions aimed at reining in on indiscipline among students. This was

aligned with the study by Magai and Malik (2018) which showed that these were the main indicators of discipline among students.

There are numerous indiscipline challenges facing students in Kenyan schools. Carpenter et al. (2002) pointed out that disciplinary challenges among students such as truancy, disruptive behaviour, and low academic achievement are factors that often degrade the quality of educational outcomes. Interventions by mentors are crucial allies in the attempt to develop and mold students, and they have a significant impact on the personality features of the students. Mentoring has a beneficial impact on students' achievement, behaviour, and academic success when teachers and administrators collaborate to help pupils. The foregoing findings show that behaviour management strategies such as mentoring among others which were investigated in this study are crucial in dealing with indiscipline among students in Kenya.

Table 42

Reduction in Reduction in Fighting in Schools Due to School Preventive

Descriptive Statistics					
There is a reduction in fighting in our schools due to the disciplinary interventions					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.28
Teachers	83	1.00	5.00	4	0.88

Source: Researcher 2022

The findings in Table 42, shows that discipline interventions had managed to check indiscipline among students in Kiambu County. This showed that behavioural interventions had positive impacts on students' discipline. This finding is supported

by the finding by Magai and Malik (2018) that showed the immense discipline challenges facing students in Kiambu County. The two found that in the county, 27% of those aged 6 to 18 years had behavioural problems compared. These high levels of indiscipline thus call for informed interventions. Reduction in fighting incidences could show the success of School Preventive interventions. This underlined the importance of checking unruly behaviour among students.

The findings of this study affirmed that it was important to have responsive discipline management strategies among students as shown by Anyanwu et al. (2019) in the study, *on students' perception on the effect of disciplinary suspension on their psychological well-being in public secondary schools in Lang'ata Sub-County, Nairobi County, Kenya*. The study was anchored on the deterrent and reformative theories of punishment. The findings of this current study showed that disciplinary action focused on students as envisaged by theories of punishment play crucial roles in dealing with school indiscipline. This was particularly so since discipline measures had both positive and negative effects on the students.

Table 43

Reduction in Bullying in Schools Due to School Preventive Interventions

Descriptive Statistics					
There is a reduction of bullying of others among students due to the school-preventive measures					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.17
Teachers	83	1.00	5.00	4	0.82

Source: Researcher 2022

The students and teachers agreed to a high extent that there was a reduction of bullying of others among students due to school-preventive measures as presented in Table 43. The findings affirmed that reduction in bullying was a main indicator of school behavioural outcomes. The gravity of indiscipline cases in Kiambu County were identified by Ndaita (2016) in “teachers’ disciplining styles and their influence on pupils’ behaviour modification in primary schools in Kimilili Sub-County, Kenya.” The study was motivated by the fact that although various disciplinary styles were in place in schools - corrective, supportive, and preventive- indiscipline had constantly escalated in Kenya. This was evidenced by “general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use” among others.”

The findings of this current study supported the findings by Ndaita which showed high levels of drug use, sneaking out of school, bullying and rudeness in Kiambu County among others despite the fact that the schools deployed various discipline management interventions. The reduction in bullying incidences was thus a gain in checking indiscipline in the county through behaviour change interventions. These findings were a pointer to the need for systematic school behaviour management interventions aimed checking indiscipline in schools within the stipulated time period.

Table 44*Behaviour Change Strategies Have Led Reduction of Destruction of School Property*

Descriptive Statistics					
Behaviour change strategies have led reduction of destruction of school property					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.26
Teachers	83	1.00	5.00	4	0.90

Source: Researcher 2022

Furthermore, to a high extent (M=4), the students and teachers observed that behaviour change strategies had led reduction of destruction of school property as shown in Table 44.

The findings showed that disciplinary actions employed had positive effects on students' behaviours. When the behaviours changes, wanton destruction of school property was curbed. This finding was similar to the finding by Nyongesa et al. (2016) in "*teachers' disciplining styles and their influence on pupils' behaviour modification in primary schools in Kimilili Sub-County, Kenya*" underlines the importance of reduction in indiscipline cases among students.

The study by Nyongesa et al. (2016) was motivated by the fact that although various disciplinary styles were in place in schools - corrective, supportive, and preventive-indiscipline had constantly escalated in Kenya. This was evidenced by "general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use" among others. Based on the mixed research approach, findings show that "the majority of teachers preferred caning pupils rather than guiding and counseling them."

Further, most of the disciplinary methods employed had positive effects on the pupils' behaviours. This current, although undertaken in Kiambu County which is in another part of Kenya underlines the importance of the influence of disciplinary actions on students' behaviour. As such, the findings of this study were a pointer to the fact that School Preventive interventions were bearing the expected results.

The findings from interviews showed that the various school measures put in place to check indiscipline had resulted in positive discipline outcomes among the students studied. These findings agreed with the study by Williams et al. (2019) in "The discipline gatekeeper: assistant principals' experiences with managing school discipline in urban middle schools." The study sought to establish the various interventions put in place by assistant principals to deal with indiscipline cases in schools. Based on the critical race theoretical framework, the study showed that various school discipline interventions for African American students such as peer counselling and assorted guidance and counselling interventions were employed. These played pivotal roles in checking indiscipline among the students studied. This current study affirmed that there was "a positive link between disciplinary actions and behavioural outcomes among students."

Students responded positively to interventions put in place to check their discipline and this had created a conducive learning environment in the schools. In support of this, one of the respondents said:

There were improvements in students discipline among students. Some of our colleagues who were previously faced with discipline challenges were now well behaved and were performing well in school due to the interventions put in place by schools to enhance discipline (Respondent 17, Kiambu County, May 2022).

The findings further showed that the students' discipline was changing positively due to the discipline interventions put in place in the schools, further supporting the findings by Williams et al. (2019). As such, it was pertinent to reinforce disciplinary actions in the schools since this had positive implications on the discipline of the students. In support of this, one of the respondents said:

Our students were recording good disciplinary outcomes due to the various measures put in place in our schools to check disciplinary challenges. Students who had improvements in discipline started performing well in examinations. In a nutshell, it can be concluded that interventions to enhance discipline among students (Respondent 8, Kiambu County, May 2022).

According to the findings schools had implemented various measures to address disciplinary challenges, and as a result, students have been achieving positive disciplinary outcomes. Those students who had shown improvements in their discipline have also experienced a positive impact on their academic performance, as reflected in their examination results.

By implementing effective disciplinary strategies and interventions, our schools had created an environment that promotes responsible behaviour and encourages students to adhere to the expected standards of conduct. These measures have helped in instilling discipline among the students, leading to improvements in their overall behaviour and attitudes.

The positive correlation between improved discipline and academic performance suggests that when students exhibit discipline, they are better able to focus on their studies, engage in learning activities, and perform well in their examinations. Disciplinary interventions have not only fostered a conducive learning environment

but have also had a direct impact on students' motivation, self-discipline, and academic achievements.

Therefore, it was evident that the interventions implemented to enhance discipline among students had played a crucial role in promoting their academic success and overall development. These positive outcomes further highlighted the importance of continued efforts to nurture discipline and maintain a supportive disciplinary framework within our schools.

4.9 Regression Analysis for All Variables

Regression analysis was also utilized to test the study level to which each independent study variable predicted the dependent variable. The findings were presented in the following sections.

4.9.1 Model Summary

The findings of the study revealed that the independent variables, including School Discipline Actions, Mentorship Interventions, Student Peer Counselling, and Teacher Counselling Interventions, accounted for a significant portion of the variance in discipline among public secondary school students and teachers. Specifically, these variables explained approximately 49.7% ($r^2 = 0.497$) of the change in discipline for students and 14% ($r^2 = 0.140$) for teachers.

The high value of R-squared (0.497) for students indicates that almost half of the variation in discipline can be attributed to the independent variables examined in the study. This implies that School Discipline Actions, Mentorship Interventions, Student

Peer Counselling, and Teacher Counselling Interventions collectively have a substantial influence on students' disciplinary outcomes. These findings suggest that implementing effective disciplinary measures, providing mentorship programmes, and promoting counselling interventions can significantly contribute to improving student discipline in public secondary schools.

On the other hand, the lower value of R-squared (0.140) for teachers indicates that the independent variables accounted for a smaller proportion of the variation in discipline among teachers. This suggests that other factors not considered in the study may also influence teachers' discipline. It is important to further explore and understand these additional factors to develop a more comprehensive understanding of the disciplinary dynamics among teachers.

Overall, the findings highlight the importance of School Discipline Actions, Mentorship Interventions, Student Peer Counselling, and Teacher Counselling Interventions in shaping discipline outcomes. They emphasize the need for schools and educational institutions to implement effective strategies and interventions that address various aspects of discipline to create a positive and conducive learning environment for both students and teachers.

Table 45*Model Summary (Students)*

Model Summary (Students)				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705 ^a	.497	.491	.63843

Model Summary (Teachers)				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.374 ^a	.140	.096	.94839

a. Predictors: (Constant), School Discipline Actions, Student Peer Counselling, Mentorship Interventions, Teacher Counselling Interventions

Source: Researcher 2022

4.9.2 Analysis of Variance

According to Table 45, all the variables in Models 1 to 3, for both students and teachers, exhibited statistical significance in predicting students' discipline in public secondary schools in Kiambu County. These findings indicate that the variables, whether considered independently or with the potential moderating influence of other factors, have a significant predictive ability for students' discipline.

The statistical significance, denoted by $p < 0.05$ in the F-test for all variables, suggests that the relationships between the independent variables and students' discipline are not due to chance but have a meaningful and significant impact. This implies that the variables included in the models, such as School Discipline Actions, Mentorship Interventions, Student Peer Counselling, and Teacher Counselling Interventions, collectively contribute to explaining and predicting variations in students' discipline.

These results underscore the importance of these variables in shaping and maintaining a positive disciplinary environment within public secondary schools. They suggest that interventions targeting these areas, such as implementing effective school disciplinary policies, providing mentorship programmes, and offering counselling support for students and teachers, can have a significant impact on students' discipline outcomes.

Overall, the findings presented in Table 45 highlight the significance of these variables in predicting students' discipline, thereby emphasizing the need for continued attention and investment in these areas to foster a conducive and disciplined learning environment in public secondary schools in Kiambu County.

Table 46

Analysis of Variance

ANOVA ^a (Students)						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	157.959	4	39.490	96.885	.000 ^b
1	Residual	160.184	393	.408		
	Total	318.143	397			
ANOVA ^a (Teachers)						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	11.386	4	2.846	3.165	.008 ^b
1	Residual	70.157	78	.899		
	Total	81.542	82			

a. Dependent Variable: Students' Discipline

b. Predictors: (Constant), School Discipline Actions, Student Peer Counselling, Mentorship Interventions, Teacher Counselling Interventions

Source: Researcher 2022

4.9.3 Regression Coefficients

The regression coefficients, in Model 1-3, shows that the independent variables could statistically predict statistically significantly the discipline of students in public secondary schools ($p < 0.05$) for students. For teachers, models 1 and 2, only teacher counselling interventions could statistically significantly predict the discipline of students in public secondary schools ($p < 0.05$). Teacher counselling interventions under Model 3 for teacher as well as for all other variables in Models 1-3 for teachers do not statistically significantly predict the discipline of students in public secondary schools ($p > 0.05$). The findings are presented in Table 46

Table 47*Regression Coefficients*

Coefficients^a (Students)						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	.160	.194		.826	.009
1	Teacher Counselling Interventions	.301	.058	.252	5.208	.000
	Student Peer Counselling	.147	.050	.141	2.938	.003
	Mentorship Interventions	.106	.041	.105	2.587	.010
	School Discipline Actions	.394	.042	.395	9.388	.000
	(Constant)	.116	.195		.597	.001
2	Teacher Counselling Interventions	.298	.058	.249	5.164	.000
	Student Peer Counselling	.133	.050	.127	2.640	.009
	Mentorship Interventions	.094	.041	.093	2.277	.003
	School Discipline Actions	.372	.043	.372	8.554	.000
	Other Factors (M)	.061	.031	.080	1.948	.002
	(Constant)	.570	.639		.893	.002
3	Teacher Counselling Interventions	.264	.073	.221	3.617	.000
	Student Peer Counselling	.107	.061	.103	1.758	.000
	Mentorship Interventions	.059	.063	.058	.947	.004
	School Discipline Actions	.344	.057	.345	6.043	.000
	Other Factors (M)	-.058	.162	-.076	-.356	.002
	Moderator Variable X IVs	.031	.042	.213	.746	.006

a. Dependent Variable: Students' Discipline

Coefficients^a (Teachers)						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	1.342	.762		1.762	.082
1	Teacher Counselling Interventions	.401	.185	.272	2.168	.033
	Student Peer Counselling	.001	.093	.001	.007	.994
	Mentorship Interventions	.021	.151	.016	.138	.891
	School Discipline Actions	.236	.189	.151	1.249	.215
	(Constant)	1.297	.779		1.665	.100
2	Teacher Counselling Interventions	.394	.188	.267	2.099	.039
	Student Peer Counselling	-.002	.094	-.003	-.026	.979
	Mentorship Interventions	.024	.152	.018	.158	.875
	School Discipline Actions	.223	.195	.143	1.142	.257
	Other Factors (M)	.032	.103	.036	.313	.755
	(Constant)	1.563	1.384		1.130	.262
3	Teacher Counselling Interventions	.375	.205	.254	1.827	.072
	Student Peer Counselling	-.022	.127	-.027	-.176	.861
	Mentorship Interventions	.002	.181	.001	.009	.993
	School Discipline Actions	.209	.205	.134	1.016	.313
	Other Factors (M)	-.039	.321	-.043	-.120	.904
	Moderator Variable X IVs	.020	.087	.103	.233	.816

a. Dependent Variable: Students' Discipline

Table 47 provided shows the results of a regression analysis predicting students' discipline from teacher counselling interventions, student peer counselling, mentorship interventions, school discipline actions, other factors, and a moderator variable.

The coefficients in the table represent the change in the dependent variable (students' discipline) for a one-unit change in the independent variable (e.g., teacher counselling interventions), holding all other variables constant. The standardized coefficients represent the effect of each independent variable on the dependent variable, in units of standard deviations. The t-values and p-values test the statistical significance of each coefficient.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter makes a presentation of summary of the research findings, conclusions and recommendations for both the policy issues and further research. The research findings have been summarised based on the four research objectives and the related null hypotheses

5.2 Summary of the findings

The study aimed at investigating the influence of school behaviour change interventions on the students' discipline in public secondary schools in Kiambu County. The study further explored the relationship between the teacher counselling intervention, peer counselling intervention, mentorship intervention, disciplinary action intervention and students' discipline. This section presents a summary of the study findings.

5.2.1 Teacher Counselling Interventions and Students' Discipline

The study investigated the impact of teacher counselling interventions on discipline among public secondary school students in Kiambu County, Kenya. The findings revealed that both students and teachers agreed that counselling interventions promote character education and healthy lifestyle behaviours. They also agreed that counselling interventions significantly influence students' behavioural and academic performance intentions and that student who undergo counselling at school exhibit behavioural improvements.

The lack of clear policies on how to effectively use counselling to manage disciplinary cases was identified as a major challenge in schools. However, current policy frameworks in counselling were seen to contribute positively to student discipline. Training teacher counsellors was found to have a positive impact on student discipline, and expanding facilities for counselling services was viewed as a way to enhance student discipline.

Interactive counselling sessions were found to contribute to positive behavioural changes among students. The study also revealed that the lack of standardized counselling models hinders the effectiveness of counselling programs in addressing indiscipline in Kenyan schools, suggesting the need for standardizing counselling interventions.

Overall, the findings indicated a positive association between teacher counselling interventions and student discipline. Most public schools have implemented measures for teachers to offer counselling interventions, leading to improved behaviour and a positive school climate that discourages indiscipline. Students expressed the need for policy enforcement regarding counselling, and teachers highlighted the importance of counselling in helping students differentiate between good and bad behaviours.

The research hypothesis on the relationship between teacher counselling interventions and discipline among students was supported, showing a positive and significant correlation between student discipline and teacher counselling interventions. This means that teacher counselling interventions are associated with improved student discipline in public secondary schools in Kiambu County, Kenya.

5.2.2 Peer Counselling Interventions and Students' Discipline

The study focused on two key objectives: examining the impact of teacher counselling interventions and student peer counselling interventions on discipline among public secondary school students in Kiambu County, Kenya. The findings from the study revealed that both students and teachers agreed that teacher counselling interventions had a positive influence on students' discipline. They recognized that counselling interventions promoted character education and healthy lifestyle behaviours, as well as improved students' behavioural and academic performance intentions. Students who underwent counselling at school exhibited behavioural improvements, and implementing new policies to enhance counselling services in schools positively affected student discipline.

Similarly, the study found that student peer counselling interventions played a crucial role in creating a positive school climate and reducing indiscipline among students. Both students and teachers recognized the direct influence of peer counselling on students' discipline and stressed the importance of enhancing peer counselling services in schools.

Expanding training facilities for offering peer counselling services was seen as a way to improve the efficacy of such interventions, and strengthening peer counselling services in schools was deemed essential for promoting discipline. Students expressed that peer counselling helped them achieve their academic goals and provided them with much-needed emotional support. They appreciated the understanding and compassion of their fellow students who acted as peer counsellors.

The study also identified some challenges in schools, such as large student populations and a shortage of trained teacher counsellors. In response, schools often relied on peer counselling approaches to address indiscipline issues effectively.

The research findings supported the hypothesis that there is a positive and significant correlation between student peer counselling interventions and discipline. This suggested that peer counselling interventions indeed have a meaningful impact on students' discipline in public secondary schools in Kiambu County.

5.2.3 Mentorship Interventions and Students' Discipline

The study aimed to assess the influence of mentorship interventions on discipline among public secondary school students in Kiambu County, Kenya. The findings revealed that mentorship programs were lacking or weak in schools, as indicated by students' low agreement that numerous mentoring programs existed and all students participated in them, and teachers' moderate agreement with the same statement. This deficiency in mentorship programs could potentially deprive schools of the associated benefits.

However, both students and teachers acknowledged the positive impact of mentoring interventions on students' discipline. They strongly agreed that mentoring programs had a direct link to discipline and dedication to personal goals among students. Moreover, they recognized that mentoring fostered positive interactions between students and teachers, indicating its potential to create a conducive learning environment.

The study examined different types of mentoring, such as instrumental, psychosocial, and sponsorship, and their connection to academic career self-efficacy, interests, and goals. It found significant direct and indirect influences on these dependent variables, underlining the importance of reinforcing mentorship programs in Kiambu County schools.

Furthermore, both students and teachers highly agreed that mentoring played a pivotal role in regulating the behaviour and conduct of students with discipline issues. This demonstrates the crucial role of mentorship in shaping students' behaviour positively. Students also expressed that teachers often faced overwhelming workloads in today's classrooms, leading to disconnect between students and educators. Additionally, schools lacked sufficient counsellors and teachers, highlighting the need for additional adult support networks. In this context, mentorship programs could be highly beneficial, as students valued them for the opportunities they provided to interact with professionals. These programs allowed mentors to inspire and counsel students by sharing their own experiences and knowledge, acting as friends, teachers, and guides to the real world. Encouraging students to join mentorship programs could help them stay focused on their academic journey.

The analysis of open-ended questions supported the positive effects of mentorship interventions on discipline among public secondary school students. Students reported improved behaviour and effective time management as a result of mentorship. They also found assistance in overcoming personal problems and gained a better focus on their future aspirations. In cases where teachers served as mentors, students learned valuable social skills through interactions, dispelling fear, and developing positive

attitudes towards academics. As a result, responsible behaviour, including adherence to school rules and regulations, was observed.

The study highlighted that in mentorship programs, students collaborated closely with their mentors to establish future goals. These programs allowed mentees to learn about success in specific industries or career paths through the encouraging examples set by their mentors. Short-term and long-term goals were developed, action plans were created, and students learned time management and planning techniques in a stress-free and non-judgmental environment. The program was dedicated to helping participants throughout the mentoring process while continuously improving its effectiveness. Teachers also emphasized that mentorship programs facilitated the development of trusting and fulfilling relationships between mentors and students, further contributing to students' skills and self-confidence.

5.2.4 Disciplinary Actions and Students' Discipline

The study aimed to assess the impact of disciplinary action on discipline among public secondary school students in Kiambu County, Kenya. Students recognized that school disciplinary frameworks contributed to better behavioural outcomes, while teachers had a more moderate view on the positive effects of violent disciplinary methods. Both students and teachers acknowledged that discipline measures had both positive and negative effects on students, highlighting the need for stringent behavioural interventions and regular reviews of disciplinary frameworks.

The study emphasized the significance of considering individual students' attributes to ensure equality in disciplinary actions. Negative attitudes towards discipline actions

posed challenges to students' discipline and academic performance in secondary schools. The support of the school administration for disciplinary actions played a vital role in creating an environment that fostered effective disciplinary measures and enhanced students' discipline. Restorative interventions aimed at achieving balanced disciplinary approaches were well-supported by teachers, showing positive effects on students' behavioural outcomes.

The study found that disciplinary actions had different outcomes on students' academic performance and discipline, with effective disciplinary frameworks leading to fewer indiscipline cases in schools. While schools already implemented stringent measures for discipline enforcement, government policies and peer pressure influenced student behaviour, presenting some challenges.

Principals' efforts in implementing disciplinary measures led to reduced drug and substance abuse in schools, promoting honesty, respect, and improved academic performance among students. Ultimately, the study established a statistically significant positive correlation between disciplinary actions and discipline among public secondary school students in Kiambu County, supporting the rejection of the null hypothesis.

5.2.5 Students' Discipline

The students who participated in the study expressed a strong agreement that school behaviour change interventions had a positive impact on their involvement in school programs and contributed to an overall improvement in discipline. Similarly, both students and teachers acknowledged the effectiveness of school preventive

interventions in reducing drug and substance abuse, leading to enhanced discipline within the school environment.

The implementation of behaviour interventions was found to be successful in addressing the issue of unsafe sexual behaviours and abortions in schools, effectively tackling challenges faced by Kiambu County in this regard. Furthermore, school disciplinary interventions were shown to be instrumental in curbing instances of fighting, bullying, and the destruction of school property, showcasing their efficacy in managing discipline-related issues.

The findings from interviews conducted as part of the study provided further support for the positive outcomes of school measures in creating a conducive and productive learning environment. Moreover, the regression analysis conducted to explore the relationship between various independent variables and student discipline revealed that school discipline actions, mentorship interventions, student peer counselling, and teacher counselling interventions collectively indicated a significant predictive power of these variables on student discipline.

Specifically, for students, all independent variables were found to have a statistically significant predictive effect on discipline in public secondary schools. On the other hand, for teachers, only teacher counselling interventions demonstrated a significant predictive influence on student discipline in the same educational setting.

Overall, the findings highlighted the effectiveness of school interventions in fostering positive changes in student behaviour, promoting discipline, and contributing to an

improved learning environment in public secondary schools in Kiambu County, Kenya.

5.3 Conclusions

The purpose of this study was to examine the impact of school behaviour change interventions on students' discipline in public secondary schools in Kiambu County. The study aimed to investigate the influence of preventive measures such as counselling, mentorship, and disciplinary actions on indiscipline among students. The findings indicate a positive and significant correlation between students' discipline and teacher counselling interventions, student peer counselling, mentorship interventions, and school discipline actions. Regardless of other factors, all these variables could predict students' discipline in public secondary schools in Kiambu County.

These findings highlight the influence of school discipline actions, mentorship interventions, student peer counselling, and teacher counselling interventions on students' discipline in the study area. Despite the potential influence of the school environment on student indiscipline, interventions implemented within the same environment effectively curbed such behaviour. This aligns with the ecological systems theory, which suggests that an individual's behaviour is influenced by their environment. According to the personal construct theory, consistent exposure to guidance and counselling through peers and counselling teachers, mentorship, and disciplinary actions can impact students' behavioural choices and reduce indiscipline by reshaping their value systems. It is crucial to strengthen interventions related to

these school behaviour change strategies in order to comprehensively enhance students' discipline in the schools under study.

5.4 Recommendations

The researcher guided by the findings of the study, made the following recommendations for policy and further research in line with the study objectives.

5.4.1 Policy Recommendation

The Ministry of Education and the Teachers Service Commission should strengthen guidance and counselling programmes in schools by recruiting more teacher counsellors. This will ensure that students have access to adequate support and guidance in managing their behaviour.

The school administration should enhance peer counselling by equipping guidance and counselling facilities and training peer counselors in order to reach more students. Providing well-equipped spaces for counselling sessions will create a conducive environment for students to address their behavioural challenges.

Schools, as well as the Ministry of Education, should initiate mentorship programmes where they are lacking. Mentorship programmes have the potential to greatly enhance students' discipline. Schools should establish mentorship initiatives and ensure mentors are carefully selected and motivated to regularly engage with students.

School disciplinary actions should be well-regulated by government policy to ensure they are responsive to the punishment needs of schools. Clear guidelines and

regulations regarding disciplinary actions will help maintain fairness, consistency, and effectiveness in addressing disciplinary issues.

5.4.2 Recommendation for further research

This study focused on Kiambu County. Studies in other rural counties are recommended to draw comparisons

There is also need to carry out further research in this area since contradicting and mixed findings have been reported particularly on the influence of counselling, mentorship and disciplinary action on students' discipline.

In addition, there is need for further investigation on other variables that are associated with students' discipline such as school culture, student socioeconomic status and students' family background and their influence on students' discipline. There is need to conduct more studies on different types of samples such as primary school pupils and college students to enhance research literature.

REFERENCES

- Abbas, F., Fakher, K., & Khan, D. (2023). *Nourishing Health: Exploring the Vital Role of Dietitians in Promoting Well-being through Nutrition*. Department of public health, Yale University.
- Agi, C. (2013). Evaluation of the Status of Guidance Services in Secondary Schools in Rivers State, Nigeria. *Journal of Education and Practice*, 4(1), 78-84.
- Agot, G., Mweu, M., Wang'ombe, J. (2021). Risk Factors for Major External Structural Birth Defects Among Children in Kiambu County, Kenya: A Case-control Study. *F1000Res*, (10), 59. <https://doi.org/10.12688/f1000research.50738.2>
- Ajowi, J. O., & Simatwa, E.M (2010). The role of guidance and counselling in promoting student discipline in secondary schools in Kenya: A case study of Kisumu District. *Research Gate*, 9(1), 1-7.
- Allain, K.A, Crath, R., & Çalışkan, G. (2019). Speaking welcome: A discursive analysis of an immigrant mentorship event in Atlantic Canada. *Ethnicities*, 20 (6), 1197-1217.
- Alzayyat, A., Al-Gamal, E., & Ahmad, M.M. (2015). Psychosocial correlates of internet addiction among Jordanian University Students. *Journal of Psychosocial Nursing and Mental Health Services*, 53(4), 43-51.
- Amat, S. (2019). Guidance and Counselling in Schools. 10.2991/iccie-18.2019.3. Conference: *Proceedings of the 3rd International Conference on Current Issues in Education (ICCIE 2018)*
- Ambayo, M.A., & Ngumi, O. (2016). Influence of Peer Counselling on Students' Behaviour Change in Secondary Schools in Nakuru Municipality. *International Journal of Science and Research (IJSR)*, 5 (9), 125.
- American School Counselling Association. (2016). *ASCA Executive Summary*. ASACA. <http://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/ANMExecSumm.pdf>
- Ames, M.E., McMorris, C.A., Alli, L.A., & Bebko, J.A. (2015). Overview and Evaluation of a Mentorship Program for University Students with ASD. *Focus on autism and other developmental disabilities*, 31 (1), 27-36.
- Anyanwu, C., Kanga, A., & Adhiambo, J. (2019). Students' Perception on the Effect of Disciplinary Suspension on their Psychological Well-being in Public Secondary Schools in Lang'ata Sub-County, Nairobi, Kenya. *International journal of education theory and practice*, 2 (2), 1-17.
- Anyon, Y., Gregory, A., Stone, S., Farrar, J., Jenson, J., McQueen, J., Simmons, J. (2016). Restorative Interventions and School Discipline Sanctions in a Large Urban School District. *American Educational Research Journal*, 53(6), 1663-1697.

- Aomo, J. A., Raburu, P., Aloka, P. J. O., & Ogolla, P. O. (2018). Relationship between self-efficacy and indulgence in behaviour problems among Kenyan secondary students. *International Journal of Applied Psychology*, 8(1), 12-15. <https://doi.org/10.5923/j.ijap.20180801.03>
- Appiah-Brempong, E., Newton, S., Harris, M.J., Newton, S., & Gulis, G. (2019). Effect of a theory-based hand hygiene educational intervention for enhancing behavioural outcomes in Ghanaian schools: a cluster-randomised controlled trial. *International Journal of Public Health*, 65(1), 99-109.
- Arudo, T., & Okeyo, O. (2008). Peer Counselling Experience among Selected Kenyan Secondary Schools. *Proceedings of KAPC Conference*. Safari Park Hotel, 2nd to 4th September, 1-20.
- Astor, R., & Moore, H. (2021). Positive school climate for school staff? The roles of administrators, staff beliefs, and school organization in high and low resource school districts. *Journal of Community Psychology*. 1-23. 10.1002/jcop.22701.
- Astramovich, R. (2016). Program evaluation interest and skills of school counsellors. *Professional School Counselling*, 20(1), 54-64.
- Ateequ, W. (2022). Effects of Guidance and Counselling Services on Students' Academic Performance and Career Choice in Selected Secondary Schools of Yola Metropolis (Thesis, Adamawa State University), Mubi, Nigeria.
- Barbour, R. (2014). *Analyzing Focus Groups*. In ed. U. Flick (Ed), *The SAGE Handbook of Qualitative Data Analysis* (pp. 313–326). London: SAGE Publications
- Baria, K., & Gomez, D. (2022). Influence of social support to student learning and development. *International Journal of Research Studies in Education*, 1(1). 11. 10.5861/ijrse.2022.112.
- Beatty, P., & Herrmann, D. (2002). *To answer or not to answer: Decision processes related to survey item nonresponse*. In R. Groves, D. Dillman, J. Eltinge & R. Little (Eds.), *Survey nonresponse* (pp. 71–69). New York, NY: John Wiley & Sons
- Best, J.W., & Kahn, J.V. (2006). *Research in Education* (10th Ed). Pearson Education Inc., Cape Town.
- Bhargava, S., & Sriram, S. (2016). Counsellor Characteristics and the Counselling Experience. 10.1007/978-981-10-0584-8_2.
- Bottiani, J. H., Bradshaw, C. P., & Gregory, A. (2018). Nudging the gap: Introduction to the special issue "Closing in on Discipline Disproportionality. *School Psychology Review*, 47(2), 109–117. <https://doi.org/10.17105/SPR-2018-0023.V47-2>
- British Association for Counselling and Psychotherapy (BACP) (n. d.): <https://www.bacp.co.uk/> (Accessed 30 January 2020)
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

- Brugar, K. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. *The Journal of Education*, 196(2), 101-110.
- Carpenter, V., McMurchy-Pilkington, C., & Sutherland, S. (2002). Kaiako Toa: Highly successful teachers in low decile schools. *Set: Research Information for Teachers*. 10.18296/set.0737.
- Chi, N., Demiris, G., Lewis, F.M., Walker, A.J., & Langer, S.L. (2015). Behavioural and Educational Interventions to Support Family Caregivers in End-of-Life Care: A Systematic Review. *American Journal of Hospice and Palliative Medicine*, 33 (9), 894-908.
- Chindo, H. S. (2022). The Use of Guidance and Counselling Services for Students with Special Educational Needs in Nigeria. In book: *Contemporary issues and challenges facing guidance and counselling in school system in Nigeria* (pp.130-134). Nigeria: MMR publishers Ltd
- Cohen, J. M., & Michelli, N., & Pickeral, N.M. (2009). School Climate: Research, Policy, Teacher Education and Practice. *Teachers College Record*. 3(1). 180-213. 10.1177/016146810911100108.
- Constantino, D. (2016). *How to cope up with indiscipline when teaching English as foreign language in state secondary schools in Tete province, Mozambique*". A case study of students' and teachers' perception on the occurrence of indiscipline in three state secondary schools, Tete, Manhanga and SOS in Mozambique. 10.13140/RG.2.2.17810.04807.
- Cortina, M.A., &Fazel, M. (2015). The Art Room: An evaluation of a targeted schoolgroup intervention for students with emotional and behavioural difficulties. *The Arts in Psychotherapy*, 42 (1), 35-40.
- Cummings, K.P. (2017). Supporting parent engagement in programme-wide behavioural intervention implementation. *Early Child Development and Care*, 187(11), 2.
- Curtin, N., Malley, J., & Stewart, A. (2016). Mentoring the next generation of faculty: supporting academic career aspirations among doctoral students. *Research in Higher Education*, 57(6), 714-738.
- Dar, R., & Peer, N. (2022). Importance of Guidance and Counselling in Effective Teaching and Learning in School. *International Journal of Scientific Research*. 4. 123 126. 10.31426/ijamsr.2021.4.3.411345.
- Dhal, P. (2020). "Guidance and Counselling in Teacher Education. Conference: Guidance and Counselling in Teacher Education." Paper presented at the National Seminar at Ratu, Ranchi, Dec. (22-23), 2017 https://www.researchgate.net/publication/339629443_Guidance_and_Counseling_in_Teacher_Education
- Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health*, 8, 163–176. Doi: 10.1007/s12310-016-9177-0

- Dos R. K., Venter, A., & Mcghie, V. (2019). Are high school teachers and university academics on the same page? A case of the university readiness of business education learners at two schools and two universities. *Journal of Education*. 10.17159/2520-9868/i76a09.
- Drape, T., Rudd, R.D., Lopez, M., & Radford, D. (2016). Challenges and Solutions to Higher Education Institutions in Africa. *Research-Gate*, 9(1), 3-9.
- Du Plessis, E. (2017). Mentorship challenges in the teaching practice of distance learning students. *Research-gate*, 21(1), 1-7.
- Duffy, F. (2012). Counselling for Behaviour Change. 10.1016/B978-1-4377-1604-7.00013-0.
- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of schooluniversal interventions. *Child Development*, 82(1), 405–432.
- Edwards, L. (2016). Homogeneity and Inequality: School Discipline Inequality and the Role of Racial Composition. *Social Forces*, 95(1), 55-75.
- Ehiane, S. (2014). Discipline and Academic Performance (A Study of Selected secondary Schools in Lagos, Nigeria). *International Journal of Academic Research in Progressive Education and Development*. 3(1). 1-9. 10.6007/IJARPED/v3-i1/758.
- Ehiane, S. (2018). Discipline and Academic Performance: A Study of Selected Secondary Schools in Lagos, Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 3 (1), 1.
- Eliamani, M., Mghweno, L., & Baguma, P. (2014). Access to guidance and counselling services and its influence on Students' school life and career choice. *African Journal of Guidance and Counselling*, 1(1). 2142-6785.
- Ettekal, A., & Mahoney, J. (2017). Ecological Systems Theory. In book: *The SAGE Encyclopedia of Out-of-School Learning* (pp.239-241). Sage.
- Fabelo, T., Thompson, M., Plotkin, M., Carmichael, D., Marchbanks, M., & Booth, E. (2011). *Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement*. Council of State Governments Justice Center.
- Feldman, D. H. (2003). A developmental, evolutionary perspective on giftedness. In J. H. Borland (Ed.), *Rethinking gifted education* (pp.9-33). New York: Teachers College Press.
- Fincham J. E. (2008). Response rates and responsiveness for surveys, standards, and the Journal. *American Journal of Pharmaceutical Education*, 72(2), 43. <https://doi.org/10.5688/aj720243>
- Firman, F. (2018). Group Counselling Service Guidelines to Decrease the Students' Aggressiveness in Senior High Schools in Padang. *Proceedings of the 5th Annual International Seminar on Trends in Science and Science Education*. AISTSSE .2(1). 18-19 October 2018, Medan, Indonesia.

- Flash, P., & Anson, C. (2021). *Writing-Enriched Curricula: Models of Faculty-Driven and Departmental Transformation*. WAC Clearing house
- Froiland, J.M., & Worrell, F.C. (2017). Parental autonomy support, community feeling, and student expectations as contributors to later achievement among adolescents. *Educational Psychology. An International Journal of Experimental Educational Psychology*, 37(3), 261-271.
- Gage, N.A., Grasley-Boy, N., & Lombardo, M. (2019). The Effect of School-Wide Positive Behaviour Interventions and Supports on Disciplinary Exclusions: A Conceptual Replication. *Behavioural Disorders*, 26(1), 1-7.
- Gahir, S., Sahu, S., & Sahoo, S. (2022). Relationship between Study Habits and Academic Achievement of Secondary School Students. *Contemporary Research in Education and English Language Teaching*. 4(1). 1-9. 10.55214/26410230.v4i1.187.
- Garbacz, S.A. (2018). Enhancing Family Engagement in School-wide Positive Behavioural Interventions and Supports. *Intervention in School and Clinic*, 54 (4), 195-203.
- Garbacz, S.A., McIntosh, K., Vatland, C.H., Minch, D.R., & Eagle, J.W. (2018). Identifying and Examining School Approaches to Family Engagement within School-wide Positive Behavioural Interventions and Supports. *Journal of Positive Behaviour Interventions*, 20 (3), 127-137.
- Gen, S., & Conley W. A. (2013). Policy Advocacy Organizations: A Framework Linking Theory and Practice. *Journal of Policy Practice*. 12(1). 163-193. 10.1080/15588742.2013.795477.
- George, R. & Cristiani, T. (1990). *Counselling: Theory and Practise*, (3rdEd.) New Jersey, USA, Prentice Hall.
- Gesare, M. (2019). *Effectiveness of counselling and non-counselling interventions in preventing alcohol and marijuana abuse among high school students in Kiambu* (Master's Thesis), United States International University - Africa.
- Githaiga, S., Kirimi, F., Thuita, C. (2023). Influence of Student'-peer Interactions on Academic Delinquency Amongst Undergraduate Students in Public Universities in Kiambu and Nairobi Counties- Kenya. *East Afr. j. educ. stud.*, 1(6), 164-177. <https://doi.org/10.37284/eajes.6.1.1091>
- Goodman-Scott, E., Betters-Bubon, J., & Peg, D. (2018). Aligning Comprehensive School Counselling Programmes and Positive Behavioural Interventions and Supports to Maximize School Counsellors' Efforts. *Professional School Counselling*, 19 (1), 1-15.
- Goodman-Scott, E., Carlisle, R., Clark, M., & Burgess, M. (2016). "A powerful tool": a phenomenological study of school counsellors' experiences with social stories. *Professional School Counselling*, 20(1), 25-35.
- Goyder, J., Warriner, K., & Miller, S. (2002). Evaluating socio-economic status (SES) bias in survey non-response. *Journal of Official Statistics* 18(1), 1-11.

- Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher*, 39(1), 59-68. <https://doi.org/10.3102/0013189X09357621>
- Groves, R. M., Cialdini, R. B., & Couper, M. P. (1992). Understanding the Decision to Participate in a Survey. *The Public Opinion Quarterly*, 56(4), 475-495. <http://www.jstor.org/stable/2749203>.
- Guhan N., Krishnan P., Dharshini P., Abraham P., & Thomas S. (2020). The effect of a mentorship program in enhancing the academic performance of first MBBS students. *J Adv Med Educ*. 8(4), 196-199.
- Gupta, B., & Bundela, P. (2021). Strategies to Deal with Barriers to Mentoring Faculty Members in Higher Education Institutions in the Context of NEP 2020. Conference: a national conference on Innovations in Technical Education at NITTTR, Bhopal on 18th Nov.2021At: Bhopal.
- Hanley, T., Noble, J., & Toor, N. (2017). Policy, Policy Research on SchoolCounselling in the United Kingdom. In book: *International Handbook for Policy Research on SchoolCounselling*. 10.1007/978-3-319-58179-8_23.
- Henretty, J., & Levitt, H. (2009). The role of therapist self-disclosure in psychotherapy: A qualitative review. *Clinical psychology review*. 30, 63-77. 10.1016/j.cpr.2009.09.004.
- Igoki, N. (2013). *Impact of Headteachers' Support on the Implementation of Guidance and Counselling in Secondary Schools in Mombasa District, Kenya* (Master's Thesis), Kenyatta University.
- Jessor, R., & Jessor, S. L. (1977). *Problem behaviour and psychosocial development: A longitudinal study of youth*. New York: Academic Press.
- Jessor, R., Turbin, M., & Costa, F. (2017). Problem Behaviour Theory and Success despite Disadvantage. In *Problem Behaviour Theory and the Social Context*. Springer (pp.31-56). 10.1007/978-3-319-57885-9_3.
- Johnson-Bailey, J., & Cervero, R. (2002). Cross-Cultural Mentoring as a Context for Learning. *New Directions for Adult and Continuing Education*. 15 - 26. 10.1002/ace.75.
- Kabir, S. M. (2016). *Methods of Data Collection*. In book: *Basic Guidelines for Research: An Introductory Approach for All Disciplines* (pp.201-275). Chittagong-4203, Bangladesh: Book Zone Publication.
- Kabir, S. M. (2017). *Introduction to Counselling*. In book: *Essentials of Counselling* (21-44) Edition: First Chapter: Publisher: Abosar Prokashana Sangstha, Banglabazar, Dhaka-1100.
- Kabir, S.M.S. & Rashid, U.K. (2017). Interpersonal Values, Inferiority Complex, and Psychological Well-Being of Teenage Students. *Jagannath University Journal of Life and Earth Sciences*. 3(1&2), 127-135.
- Kabiru, C.W., Elung'ata, P., & Mojola, S.A. (2018). Adverse life events and delinquent behaviour among Kenyan adolescents: a cross-sectional study on the protective role of parental monitoring, religiosity, and self-esteem. *Child Adolescent Psychiatry Mental Health*, 8 (24), 1.

- Kasomo, D. (2007). *Research Methods in Humanities and Education. Research, Statistics, Measurement, Evaluation and Testing*. Eldoret, Kenya: Zapf Chancery.
- Kavlak, Y. (2018). *Perceptions and Experiences of Finnish General Upper Secondary School Students Regarding Guidance and Counselling Services* (Master's Thesis in Education), The University of Jyväskylä.
- Kazdin, A.E. (2015). Psychosocial treatments for conduct disorder in children and adolescents. In P.E. Nathan & J.M. Gorman (Eds.), *A guide to treatments that work* (pp.141-173). London, UK: Oxford University Press.
- Khatete, I.D.M. (2014). Influence of the ban of corporal punishment on level of discipline in secondary schools in Kenya: A Case of Eldoret Municipality. *International Journal of Education and Research*, 2(1) 1-12
- Kiambi, M. J. (2018). Factors influencing drugs and substance abuse among public secondary school students in Kiambu County, Kenya. *International Journal of Psychology*, 3(1), 1-23.
- Kindiki, J.N. (2009). *Effectiveness of Communication on Students Discipline in the Secondary Schools in Kenya* (Ph.D. Thesis), Kenyatta University.
- Kirangari, E. (2014). *The Effectiveness of Guidance and Counselling In managing Students' Discipline In Public Secondary Schools in Kandara District, Murang'a County, Kenya* (Thesis), Kenyatta University.
- Knäuper, B., Rabiau, M., Cohen, O., & Patriciu, N. (2004). Compensatory health beliefs: scale development and psychometric properties. *Psychology & Health*, 19(5), 607-624.
- KNBS. (2019). *Kenya Population and Housing Census: Population by County and Sub-County*. Kenya National Bureau of Statistics. <http://housingfinanceafrica.org/app/uploads/Volume-I-Kphc-2019.pdf>
- Koc, E. (2016). A General Investigation of the In-Service Training of English Language Teachers at Elementary Schools in Turkey. *International Electronic Journal of Elementary Education*. 8(1). 455-466
- .Korn, L., & Shaked, Y., & Fogel-Grinvald, H. (2014). Problem Behaviours among Israeli Undergraduate Students: Applying Jessor's Problem Behaviour Theory among Young Adult Students. *Frontiers in public health*, 2(1), 273. 10.3389/fpubh.2014.00273.
- Kutsyuruba, B., Klinger, D., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. *Review of Education*. 3(2). 4-8. 103-135. 10.1002/rev3.3043.
- Lelei, M., & Weidman, J. (2012). Education Development in Kenya: *Enhancing Access and Quality*. 10.1007/978-94-6091-951-0_8.
- Leong, V., Wing, S., & Chee S, L., Sabran, M., & Ibrani, M. (2015). Factors Influence Intention to Seek Counselling Service among Health Professionals: Application of Theory of Planned Behaviour. *International Journal of Humanities & Social Science Studies*. 3(2). 87-95.

- Lopes, J., & Oliveira, C. (2017). Classroom Discipline: Theory and Practice. In book: *Classrooms: Academic Content and Behaviour Strategy Instruction for Students with and without Disabilities*. *Nova Science* 2(1). 231-253.
- Lutomia, G. A. & Sikolia L. W. (2008). *Guidance and Counselling for Schools and Colleges*. Nairobi: Uzima Publishing House
- .Lydia, N., & Jack, N. (2021). An assessment of the adequacy of guidance and counselling programme in secondary schools in the Republic of South Sudan. *International Journal of Psychology and Counselling*. 13(1), 63-74. 10.5897/IJPC2021.0649.
- M'muyuri, M.M. (2021). *Education democratization and students' discipline in public secondary schools in Meru County* (PhD thesis), Kenya Methodist University.
- Ma, G.X., & Shive, S. (2000). A comparative analysis of perceived risks and substance use among ethnic groups. *Addictive Behaviours*, 25(1) 361-371.
- Macleod, J. (1993). *An introduction to Counselling*. Burkingham: Open University Press
- Magai, D., & Malik, J. (2018). Emotional and Behavioural Problems in Children and Adolescents in Central Kenya. *Child Psychiatry & Human Development*, 49(1), 659–671.
- Makhanu, F. (2015). Disciplinary Procedures and Counselling Efficiency in Schools. https://www.researchgate.net/publication/290446482_Disciplinary_Procedures_and_Counselling_Efficiency_in_Schools.
- Malhotra, N.K. (2004). *Marketing research: An applied orientation* (4th Ed.). New Jersey: Pearson Education Inc.
- Martínez-Mesa, J., González-Chica, D. A., Duquia, R. P., Bonamigo, R. R., & Bastos, J. L. (2016). Sampling: how to select participants in my research study? *Anais brasileiros de dermatologia*, 91(3), 326–330. <https://doi.org/10.1590/abd1806-4841.20165254>
- Masadia, H. (2014). *The reality of the school environment and its role in consolidating the dimensions of environmental education. An exploratory field study on a sample of primary schools in the province of Kalma*. (Doctoral Dissertation), University of Mohamed Khayder-Biskra, Algeria.
- Mathers, N., Fox, N., & Hunn, A. (2009). *Surveys and Questionnaires*. National Institute for Health Research, 4-39. https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/12_Surveys_and_Questionnaires_Revision_2009.pdf
- Meany-Walen, K., Teeling, S., Davis, A., Artley, G., & Vignovich, A. (2016). Effectiveness of a play therapy intervention on children's externalizing and off-task behaviours *Professional School Counselling*, 20(1), 89-101.
- Mincy, R., Miller, D., & Toledo, E. (2016). Child support compliance during economic downturns. *Children and Youth Services Review*. 65. 10.1016/j.childyouth. 2016.03.018.

- Momanyi, L.M. (2013). *Perceptions of teachers and students towards guidance and counselling services in public secondary schools in Ongata Rongai and Ngong Zones of Kajiado North District, Kajiado County-Kenya* (Master's Thesis). The Catholic University of Eastern Africa, Nairobi, Kenya
- .Mugenda, O.M., & Mugenda, A. G. (2003). *Research Methods Quantitative and Qualitative Approaches* Nairobi: ACTS Press Publishers.
- Mungai, C. (2010). *Factors Affecting the Effectiveness of Guidance and Counselling Services in Kenyan Secondary Schools: A Case Study of Thika Town of Ruiru Educational Zone* (Master's Thesis), Kenyatta University.
- Mushaandja, J. (2013). Major Challenges Facing Teacher Counsellors in Schools in Namibia. *Education Journal*. 2(1). 77. 10.11648/j.edu.20130203.13.
- Musingafi, M. (2014). The Classroom Situation: Improving Study Habits of Secondary School Students in Zimbabwe. *Journal of Education and Literature*. 1(1). 133-138.
- Mwaniki, S. (2018). Students' Indiscipline: A Reflection on the Causes of Misbehaviour among Learners in Kenyan Secondary Schools. *Global Journal of Advanced Research*, 5(4), 171-177.
- Ndaita, J.S. (2016). The nature and causes of indiscipline cases among public secondary school students in Thika Sub-County, Kiambu County, Kenya. *British Journal of Education*, 4 (7), 55-66.
- Nderitu, T.W. (2007). *Hindrance to effective implementation of guidance and counselling in secondary schools in Kamwangi Division, Thika District* (Masters' Thesis). Tangaza College.
- Nen, S., Subhi, N., Rohaizad, N. A., & Adnan, H. (2021). Connecting with Clients: Assessing Clients Preference of Counsellor. *International Journal of Academic Research in Business and Social Sciences*. 12(1). 1-6. 10.6007/IJARBS/v12-i1/12107.
- Netolicky, D.M. (2020). School leadership during a pandemic: navigating tensions. *Journal of Professional Capital and Community*, 5 (3/4, pp. 391-395. <https://doi.org/10.1108/JPC-05-2020-0017>
- Ng, S., Leng, L., & Wang, Q. (2017). Active Interest Mentorship for Soon-to-Retire People: A Self-Sustaining Retirement Preparation Program. *Journal of applied gerontology*, 38 (3), 344-364.
- Ngongalah, L., Niba, R.N., Musisi, J., Awanchiri, K., Akwah, E., Ngeh, E., & Ssemwanga, A. (2021). Mentorship as a strategy to improve research ability of students and young researchers in Africa: an exploratory study and initial findings on the CORE Africa Research Mentorship Scheme. 10.1101/2021.01.29.428492.
- Ngwokabuenui, P. (2015). Students' Indiscipline: Types, Causes and Possible Solutions: The Case of Secondary Schools in Cameroon. *Journal of Education and Practice*. 6(22).

- Njega, S.W., Njoka, J., & Ndung'u, C. (2019). Relationship between Psychosocial Dynamics and Academic Performance of Secondary School Students: A Comparative Study between Murang'a and Kirinyaga Counties, Kenya. *Journal of Arts and Humanities*, 8 (9), 1.
- Njeri, A. C. K. (2022). *Correlation between destructive anger and academic achievement of secondary school students: Case of selected public secondary schools in Ruiru Sub County, Kiambu County, Kenya*. Thesis, Dayster University.
- Njoroge, D. (2014). *The role of principals in enhancing guidance and counselling services in secondary schools: a case of Gatanga District, Muranga County*. (Masters Project), Kenyatta University.
- Njoroge, P., & Nyabuto, A. (2014). Discipline as a Factor in Academic Performance in Kenya. *Journal of Educational and Social Research*. 10.5901/jesr.2014.4(1), 289.
- Nkechi, E. E., Ewomaoghene, E. E., & Egenti, N. (2016). The role of guidance and counselling in effective teaching and learning in schools. *RAY: International Journal of Multidisciplinary Studies*, 1(2), 36-48.
- Nkinga, M., Ogolla, F., & Mwaura, K. (2018). Influence of Self-Esteem on Students' Discipline in Secondary Schools in Tharaka Nithi County, Kenya. *Journal of Education and Practice*, 9(23).
- Nyongesa, D.N., Chonge, H.M., & Yegon, B.K. (2016). Teachers' Disciplining Styles Influence on Pupils' Behaviour Modification in Primary Schools in Kimilili Sub-County, Kenya. *International Journal of Education and Research*, 4 (2), 415.
- Nyutu, J. G. (2020). *Effectiveness of counselling services on academic performance and retention rate of undergraduate students in selected universities in Kenya* (Thesis), Kenyatta University.
- Okonofua, J., Paunesku, D., & Walton, G. (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences of the United States of America*, 113(19), 5221-5226.
- Okopi, F., & Amini, C. (2020). Influence of Clients' Counselling Expectations on Psychological Help Seeking Behaviour among Students in National Open University of Nigeria. *Journal on Educational Psychology*. 6(1). 55-75. 10.26634/jpsy.14.1.16213.
- Okoroji, L. U., & Kelechi, A. (2015). Evaluation of School Counselling Services and Students Performance in Secondary Education. 3(1). 64-71.
- Olson, K., Smyth, J. D., & Ganshert, A. (2018). The effects of respondent and question characteristics on respondent answering behaviours in telephone interviews. *Journal of Survey Statistics and Methodology*, 7(1). 275– 308
- Oozeerally, S., & Hookoomsing, H. (2021). *Strengthening Teacher Education for the Promotion of Ecological Social Justice*. Mauritius, Higher Education engages with SDG 16 Peace, Justice and Strong Institutions, IAU and UNODC.

- Oreng, E. (2011). *The Status of Career Guidance and Counselling Services for Students in Nairobi Province*. (Masters Project), Kenyatta University.
- Orenstein GA, Lewis L. Eriksons Stages of Psychosocial Development. [Updated 2021 Nov 14]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2022 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK556096/>
- Orodho, J. A. (2005). *Techniques of writing research proposals and reports in education and social sciences* (2nd ed.). Nairobi: Kenezja Hp Enterprises.
- Osodo, J., Osodo, J., Mito, J., Raburu, P., & Aloka, P. (2016). The Role of Peer Counsellors in the Promotion of Student Discipline in Ugunja Sub-County, Kenya. *Asian Journal of Education and Training*, 2(1), 63-69. 10.20448/journal.522/2016.2.2/522.2.63.69.
- Oyieyo D.M. (2012). *Influence of Guidance and Counselling on Students' Discipline in Public Secondary Schools in Kabondo Division* (Master's Thesis). University of Nairobi, Kenya.
- Pei-Boon, O., Marzuki, W., Jaafar, W., Chin-Siang, A., & Nee-Nee, C. (2020). Psychometric Properties of the Sources of Counselling Self Efficacy in a Sample of Malaysian Secondary School Counsellors. *SAGE Open*, 10 (1), 1.
- Peterson, A., Donze, M., Allen, E., & Bonell, C. (2018). Effects of Interventions Addressing School Environments or Educational Assets on Adolescent Sexual Health: Systematic Review and Meta-analysis. *International Perspectives on Sexual and Reproductive Health*, 44(3), 111-131.
- Petruzzi, J. (2023). *Module 3: The Counselling Relationship the Importance of Empathy in Relationship Building*. *Counselling Skills: A Short e-Manual*. Research Gate Publication.
- Popov, N., & Spasenovic, V. (2020). School Counselling: A Comparative Study in 12 Countries. Conference: Educational Reforms Worldwide | XVIII Annual International Conference of the Bulgarian Comparative Education Society (BCES) at: Sofia, Bulgaria
- Rabia, M., Mubarak, N., Tallat, H., & Nasir, W. (2017). A Study on Study Habits and Academic Performance of Students. *International Journal of Asian Social Science*. 7(1). 891-897. 10.18488/journal.1.2017.710.891.897.
- Ramdani, R., Rofiqah, T., Khairat, I., Saragi, M., & Saputra, R. (2020). The Role of School Counsellors to Helping Student in Puberty through the Collaborative Paradigm. *Enlighten (Jurnal Bimbingan dan Konseling Islam)*, 3(1), 10-18. 10.32505/enlighten. v3i1.1528.
- Randolph, KA & Johnson, J. (2008). SchoolMentoring Programmes: A Review of the Research. *Children & Schools*. 30(1). 177-185. 10.1093/cs/30.3.177.
- Reinikainen, J. (2018). Participation rates by educational levels have diverged during 25 years in Finnish health examination surveys. *European Journal of Public Health*, 28(2), 237–243. <https://doi.org/10.1093/eurpub/ckx151>
- Republic of Kenya (1964). *Education Commission Report*. Nairobi: Government Printer.

- Republic of Kenya (1974). *The National Development Plan 1974-1976*. Nairobi: Government Printer
- .Republic of Kenya (2013). *The Basic Education Act*. Nairobi: Government printing Press. <http://kenyalaw.org:8181/exist/kenyalex/actview.xql?actid=No.%2014%20of%202013>
- Republic of Kenya (2016). *Ministry of Health adolescent sexual and reproductive health in Kiambu County*. Government of Kenya. Accessed on January 7, 2020, from https://www.afidep.org/download/Afidep_ASRH-Kiambu-County-.pdf
- Republic of Kenya. (1976). *Report of the national committee on educational objectives and policies*. Nairobi, Kenya: Government Printers.
- Republic of Kenya. (2001). *Report of the task force on students' discipline and unrest in secondary schools*. Nairobi, Kenya: Jomo Kenyatta Foundations.
- Richter A., Sjunnestrand M., Romare S. M., & Hasson H. (2022). Implementing SchoolMental Health Services: A Scoping Review of the Literature Summarizing the Factors That Affect Implementation. *Int J Environ Res Public Health*, 15, 19(6), 3489. Doi: 10.3390/ijerph19063489. PMID: 35329175; PMCID: PMC8948726.
- Rickard, E.D., Brosnan, E., O'Laoide, A., Wynne, C., Keane, M., McCormack, M., &Sharry, J. (2015). A first-level evaluation of a schoolfamily programme for adolescent social, emotional, and behavioural difficulties. *Clinical Child Psychology and Psychiatry*, 21 (4), 603-617.
- Riess, H., & Kraft-Todd, G. (2014). Empathy: A Tool to Enhance Nonverbal Communication between Clinicians and Their Patients. *Academic medicine: Journal of the Association of American Medical Colleges*. 2(1). 89. 10.1097/ACM.0000000000000287.
- Rintaugu, L. N. & Ngalamu, J. N. (2021). An assessment of adequacy of guidance and counselling programme in secondary schools in the Republic of South Sudan. *International Journal of Psychology and Counselling*, 13(3), 63-74.
- Saleh, A., & Bista, K. (2017). Examining Factors Impacting Online Survey Response Rates in Educational Research: Perceptions of Graduate Students. *Journal of MultiDisciplinary Evaluation*, 13(29). ISSN 1556-8180. Retrieved from <http://www.jmde.com>
- Salgong, V.K., Ngumi, O., & Chege, K. (2016). The Role of Guidance and Counselling in Enhancing Student Discipline in Secondary Schools in Koibatek District. *Journal of Education and Practice*, 7 (13), 142.
- Sancassiani, F., Pintus, E., Holte, A., Paulus, P., Moro, M.F., Cossu, G., Angermeyer, M.C., Carta, M.G., & Lindert, J. (2015). Enhancing the emotional and social skills of the youth to promote their wellbeing and positive development: a systematic review of universal schoolrandomized controlled trials. *Clinical Practice and Epidemiol Mental Health*, 11(1), 21-40.

- Sasi, A., & Anju, R. (2020). The Correlation between Study Habits and the Academic Achievement of High School Pupils. *Universal Journal of Educational Research*, 8(1), 7359-7366. 10.13189/ujer.2020.082520.
- Sawadogo-Lewis, T., Cane, R. M., Morgan, R., Qiu, M., Magaço, A., Ngale, K., & Robertson, T. (2018). Reaching substantive female representation among decision-makers: A qualitative research study of gender-related experiences from the health sector in Mozambique. *PloS one*, 13(11), e0207225. <https://doi.org/10.1371/journal.pone.0207225>
- Schaefer, k. & Ginsberg, A.P (2015). The effectiveness of the warning signs program in educating youth about violence prevention: A study with urban high school students. *Professional school counselling*, 7(1), (1-11)
- Scherer, K., Trznadel, S., & Fantini, B., & Sundberg, J. (2017). Recognizing Emotions in the Singing Voice. *Psychomusicology: Music, Mind, and Brain*, 27(4), 244-255. 10.1037/pmu0000193.
- Shakir, M., & Rahman, A. u. (2022). Conducting Pilot Study in a Qualitative Inquiry: Learning Some Useful Lessons. *Journal of Positive School Psychology*, 6(10), 1620-1624.
- Sharpe, R., Abrahams, I., & Fotou, N. (2017). Does paired mentoring work? A study of the effectiveness and affective value of academically asymmetrical peer mentoring in supporting disadvantaged students in school science. *Research in Science & Technological Education*. 1-21. 10.1080/02635143.2017.1355783.
- Sibanda, L. (2016). Implementation of Guidance and Counselling as a Positive Discipline Management Strategy in Bulawayo Metropolitan Province Secondary Schools. *Journal of Social Sciences*, 47(1), 191-205.
- Sikanyika, F. S. (2021). Factors Hindering the Implementation of Guidance and Counselling Programmes in Secondary Schools in Lunga District, Zambia.
- Silber, H., Roßmann, J., Gummer, T., Zins, S., & Weyandt, K. W. (2021). The Effects of Question, Respondent and Interviewer Characteristics on Two Types of Item Nonresponse. *Journal of the Royal Statistical Society Series A: Statistics in Society*, 184(3), 1052–1069. <https://doi.org/10.1111/rssa.12703>
- Simba, N.O., Agak, J.O., & Kabuka, E.K. (2016). Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice*, 7(6), 164
- Ssenyonga, J., Hermenau, K., Nkubab, M., & Hecker, T. (2019). Stress and positive attitudes towards violent discipline are associated with school violence by Ugandan teachers. *Child Abuse and Neglect*, 93(1), 15-26.
- St-Jean, E. (2009). The role of mentoring in the learning development of the novice entrepreneur. *International Entrepreneurship and Management Journal*, 8(1), 119-140. 10.1007/s11365-009-0130-7.
- Tatar, M. (2009). Teachers turning for help to school counsellors and colleagues: Toward a mapping of relevant predictors. *British Journal of Guidance & Counselling* - BRIT J GUID COUNS. 37(1). 107-127. 10.1080/0306988090272 8564.

- Thapa, A., Cohen, J., Guffey, S., & Alessandro, A. H. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357-385.
- Thompson, L., & Kelly-Vance, L. (2001). The Impact of Mentoring on Academic Achievement of At-risk Youth. *Children and Youth Services Review*. 23(1). 227-242. 10.1016/S0190-7409(01)00134-7.
- Tudge, J. R. H., Payir, A., Merçon-Vargas, E., Cao, H., Liang, Y., Li, J., & O'Brien, L. (2016). Still Misused After All These Years? A Reevaluation of the Uses of Bronfenbrenner's Bioecological Theory of Human Development. *Journal of Family Theory and Review*, 8(4), 427-445.
- Valdebenito, S., Eisner, M., Farrington, D. P., Ttofi, M. M., & Sutherland, A. (2018). Schoolinterventions for reducing disciplinary school exclusion: a systematic review. *Campbell Systematic Reviews*, 14(1), 216.
- Voigt, L., Koepsell, T., & Daling, J. (2003). Characteristics of Telephone Survey Respondents According to Willingness to Participate. *American journal of epidemiology*. 157. 66-73. 10.1093/aje/kwf185
- .Wainberg ML., Scorza P., Shultz JM., Helpman L., Mootz JJ., Johnson KA., Neria Y., Bradford JE., Oquendo MA., & Arbuckle MR. (2017). Challenges and Opportunities in Global Mental Health: a Research-to-Practice Perspective.
- Waithaka, T. (2017). *Indiscipline in Public Secondary Schools: The Case of Nairobi County* (Thesis), University of Nairobi.
- Wambu, G., & Fisher, T. (2015). School Guidance and Counselling in Kenya: Historical Development, Current Status, and Future Prospects. *Journal of Education and Practice*. 6(1). 93-102.
- Wambu, G.W., & Fisher, T.A. (2015). School Guidance and Counselling in Kenya: Historical Development, Current Status, and Future Prospects. *Journal of Education and Practice*, 6 (11), 93.
- Wambua, P., Kalai, J., & Okoth, U. (2017). Principals' Use of Student Mentorship Programmes and Students' Discipline in Secondary Schools in Machakos County, Kenya. *European Scientific Journal*, 13.
- Wango, G. (2018). Counselling Psychology Legal Regulatory Framework in Kenya
Counselling Psychology Legal Regulatory Framework in Kenya. University of Nairobi.
- Wango, G. (2018). *Curbing Violence in Schools and Teacher Preparedness*. Nairobi: Kenya Institute of Professional Counselling.
- Warui, J.W. (2018). *Status and challenges of guidance and counselling programme in discipline management in public secondary schools in Kiambu County, Kenya* (Master's Thesis), Kenyatta University, Kenya.
- Wasila, A., & Salihi, S. (2022). Effects of Guidance and Counselling Services on Students' Academic Performance and Career Choice in Selected Secondary Schools of Yola Metropolis. *Effects of Guidance and Counselling* 13(1), 199.
- Weiss, H. (2004). On Theory-Based Evaluation: Winning Friends and Influencing People. *Evaluation Exchange*, 9(4), 2-7.

- Welsh, R.O., & Little, S. (2018). The School Discipline Dilemma: A Comprehensive Review of Disparities and Alternative Approaches. *Review of Educational Research*, 88 (5), 752-794.
- Williams, A.L., Giano, Z., Merten, M.J., Herring, A., Delk, C.A., Gallus, K.L., Cox, R.B., & Shreffler, K.M. (2019). Middle School Teachers' Academic and Behavioural Perceptions of Their Students and Expectations for High School Graduation. *The Journal of Early Adolescence*, 1(1), 1-3.
- Williams, J.A., Lewis, C., Glass, T.S., Butler, B.R., & Lim, J.H. (2020). The discipline gatekeeper: assistant principals' experiences with managing school discipline in urban middle schools. *Urban Education*.
- Wilmots E., Midgley, N., Thackeray, L., Reynolds S., & Loades M. (2020). The therapeutic relationship in Cognitive Behaviour Therapy with depressed adolescents: A qualitative study of good-outcome cases. *Psychology Psychotherapy*. 93(2), 276-291. Doi: 10.1111/papt.12232. PMID: 31119849; PMCID: PMC7216827.
- Yamane, T. (1967). *Statistics, An Introductory Analysis* (2nd Ed). New York: Harper and Row.
- Yao, M., Kadetz, P., Sidibe, A., Yedong, W., Li, J., Lyu, J., Ma, C., & Hesketh, T. (2021). Teachers' Perceptions of Student Mental Health in Eastern China: A Qualitative Study. *International Journal of Environmental Research and Public Health*. 18(2). 8-15. 10.3390/ijerph18147271.

APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear respondent,

I am a Ph.D. student undertaking a study aimed at assessing the influence of school behaviour change interventions on students' discipline in public secondary schools in Kiambu County.

This study is for academic purposes only and the responses shall be handled confidentially. Please fill this questionnaire by ticking or writing in the spaces provided where applicable.

No individual names shall be ascribed to the findings provided.

Thank you in advance

Anne Wanjugu Kariithi

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

Please fill this questionnaire by ticking or writing in the spaces provided where applicable. Do not write your name anywhere on this questionnaire.

SECTION A: GENERAL INFORMATION

Tick where appropriate

1. Gender: Male [] Female []

2. Type of School: Day [] Mixed Day/Boarding [] Mixed Boarding [] Girls Boarding [] Boys Boarding []

3. Duration of working as a teacher: Below 2 years [] 2-5 [] 6-10 [] 11-20 [] 20 years and above []

4. What is your highest academic qualification? Diploma [] Bachelor's Degree [] Master's Degree [] Post-Graduate Diploma [] PhD []

SECTION B: TEACHER COUNSELLING INTERVENTIONS AND STUDENTS' DISCIPLINE

5. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (✓) indicating your level of agreement with the following statements regarding the relationship between teacher counselling interventions and students' discipline.

Statements	1	2	3	4	5
(i) Counselling interventions inculcated character education and healthy lifestyle behaviours					
(ii) Students who undergo counselling at school have behavioural improvements at school					
(iii) Counselling interventions have significant influences on behavioural and academic performance intentions					
(iv) Current policy frameworks in counselling processes have positive contributions to the discipline of students.					
(v) Lack of clear policies on how to leverage the use of counselling to manage students' disciplinary cases is a major challenge facing schools.					
(vi) Lack of standardized counselling models challenge the capacity of counselling programmes to curb indiscipline in Kenya schools					
(vii) Enacting new policies aimed at enhancing counselling services in school have positive influences on the discipline of students.					
(viii) Training of teacher counsellors has positive influences on the discipline of students.					
(ix) Expanding facilities for carrying out counselling services					
(x) Interactive counselling sessions contribute to positive behavioural changes among students.					

6. In which other ways do teacher counselling interventions contribute to students' discipline in your school?

.....
.....
.....

SECTION C: PEER COUNSELLING INTERVENTIONS AND STUDENTS' DISCIPLINE

7. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (√) indicating your level of agreement with the following statements regarding the relationship between peer counselling interventions and students' discipline.

Statements	1	2	3	4	5
(i) Peer counselling components create a positive school climate and militate against indiscipline among students.					
(ii) Integrating peer counsellors has an exponential influence on students' discipline					
(iii) Peer counselling interventions have direct influences on students' discipline					
(iv) Expanding training facilities for offering peer counselling services in school could enhance the efficacy of peer counselling services					
(v) Strengthening peer counselling services in schools has positive influences on the discipline of students.					
(vi) Strong peer counselling interventions enhance students to focus on academic performance					

8. In which other ways do peer counselling interventions contribute to students' discipline in your school?

.....

.....

.....

SECTION D: MENTORSHIP INTERVENTIONS AND STUDENTS'

DISCIPLINE

9. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (√) indicating your level of agreement with the following statements regarding the relationship between mentorship interventions and students' discipline.

Statements	1	2	3	4	5
(i) My school has numerous mentoring programmes					
(ii) All students in my school take part in mentorship programmes					
(iii) Mentoring interventions influence students' discipline in secondary schools					
(iv) There is a direct link between mentoring programmes and discipline and dedication to the achievement of personal goals among students					
(v) Mentoring could influence the positive interaction between students and teachers					
(vi) Mentoring is pivotal in regulating the behaviour and comportsment of students with discipline issues					
(vii) Mentoring programmes offer emotional support to students and influences their focus on academic performance					

10. In which other ways do mentorship interventions contribute to students' discipline in your school?

.....

.....

.....

SECTION E: DISCIPLINARY ACTIONS AND STUDENTS' DISCIPLINE

11. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (√) indicating your level of agreement with the following statements regarding the relationship between disciplinary actions and students' discipline.

Statements	1	2	3	4	5
(i) School disciplinary frameworks contribute to better behavioural outcomes					
(ii) Violent disciplinary methods in schools have positive students' disciplinary outcomes					
(iii) Discipline measures have both positive and negative effects on the students					
(iv) Schools with effective disciplinary frameworks have fewer indiscipline cases than schools without such frameworks					
(v) Responsive discipline actions based on individual students' attributes affect students discipline in our school					

(vi) Restorative interventions aimed at achieving balanced disciplinary interventions enhance balanced behavioural outcomes among the students					
(vii) Negative attitudes towards discipline actions could challenge students' discipline as well as their academic performance					
(viii) The school administration supports the disciplinary actions used on students					

12. In which other ways do disciplinary actions contribute to students' discipline in your school?

.....

.....

.....

SECTION F: STUDENTS' DISCIPLINE

14. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (√) indicating your level of agreement with the following statements regarding students' discipline in your school.

Statements	1	2	3	4	5
(i) School behaviour change interventions have enhanced participation in school programmes					
(ii) There is a reduction in truancy due to school behaviour change interventions					

(iii) There is a reduction in drug and substance abuse in our schools due to school preventive interventions					
(iv) Behavioural interventions have led to a reduction in unsafe sexual behaviours and abortions in our schools					
(v) There is a reduction in fighting in our schools due to the disciplinary interventions					
(vi) There is a reduction of bullying of others among students due to the school-preventive measures					
(vii) Behaviour change strategies have led reduction of destruction of school property					

15. In which other ways can you rate students' discipline in your school?

.....

.....

*****THANK YOU*****

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

Please fill this questionnaire by ticking or writing in the spaces provided where applicable. Do not write your name anywhere on this questionnaire.

SECTION A: GENERAL INFORMATION

Tick where appropriate

1. Gender: Male Female

2. Age? Less than 14 14-15 16-17 18-19 20 and above

3. Type of School: Day Mixed Day/Boarding Mixed Boarding Girls Boarding Boys Boarding

4. Class: Form 1 Form 2 Form 3 Form 4

SECTION B: TEACHER COUNSELLING INTERVENTIONS AND STUDENTS' DISCIPLINE

5. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (√) indicating your level of agreement with the following statements regarding the influence of teacher counselling interventions on students' discipline.

Statements	1	2	3	4	5
(i) Counselling interventions inculcates character education and healthy lifestyle behaviours					

(ii) Students who undergo counselling at school have behavioural improvements at school					
(iii) Counselling interventions have significant influences on behavioural and academic performance intentions					
(iv) Enacting new policies aimed at enhancing counselling services in school have positive influences on the discipline of students.					
(v) Training of teacher counsellors has positive influences on the discipline of students.					
(vi) Expanding facilities for carrying out counselling services can enhance students' discipline					
(vii) Interactive counselling sessions contribute to positive behavioural changes among students.					

6. In which other ways do teacher counselling interventions contribute to students' discipline in your school?

.....

.....

.....

SECTION C: PEER COUNSELLING INTERVENTIONS AND STUDENTS' DISCIPLINE

7. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (√) indicating your level

of agreement with the following statements regarding the influence of peer counselling interventions on students' discipline.

Statements	1	2	3	4	5
(i) Peer counselling components create a positive school climate and reduces indiscipline among students.					
(ii) Peer counselling interventions have direct influences on students' discipline					
(iii) Expanding training facilities for offering peer counselling services in school could enhance the efficacy of peer counselling services					
(iv) Strengthening peer counselling services in schools has positive influences on the discipline of students.					
(v) Strong peer counselling interventions enhance students to focus on academic performance					

8. In which other ways do peer counselling interventions contribute to students' discipline in your school?

.....

SECTION D: MENTORSHIP INTERVENTIONS AND STUDENTS' DISCIPLINE

9. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (√) indicating your level

of agreement with the following statements regarding the influence of mentorship interventions on students' discipline.

Statements	1	2	3	4	5
(i) My school has numerous mentoring programmes					
(ii) All students in my school take part in mentorship programmes					
(iii) Mentoring interventions influence students' discipline in secondary schools					
(iv) There is a direct link between mentoring programmes and discipline and dedication to the achievement of personal goals among students					
(v) Mentoring could influence the positive interaction between students and teachers					
(vi) Mentoring is pivotal in regulating the behaviour and comportment of students with discipline issues					
(vii) Mentoring programmes offer emotional support to students and influences their focus on academic performance					

10. In which other ways do mentorship interventions contribute to students' discipline in your school?

.....

SECTION E: DISCIPLINARY ACTIONS AND STUDENTS' DISCIPLINE

11. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (√) indicating your level of agreement with the following statements regarding the influence of disciplinary actions on students' discipline.

Statements	1	2	3	4	5
(i) School disciplinary frameworks contribute to better behavioural outcomes					
(ii) Violent disciplinary methods such as canning in schools have positive students' disciplinary outcomes					
(iii) Discipline measures have both positive and negative effects on the students					
(iv) Discipline actions based on individual students' attributes affect students discipline in our school					
(v) Negative attitudes towards discipline actions could challenge students' discipline as well as their academic performance					
(vi) The school administration supports the disciplinary actions used on students					

12. In which other ways do disciplinary actions contribute to students' discipline in your school?

.....

.....

.....

SECTION F: STUDENTS' DISCIPLINE

14. On a scale of 1-5 where 1-to a very low extent; 2-to a low extent; 3- to a moderate extent; 4-to a high extent and; 5-to a very high extent, kindly (√) indicating your level of agreement with the following statements regarding students' discipline in your school.

Statements	1	2	3	4	5
(i) School behaviour change interventions have enhanced participation in school programmes					
(ii) There is a reduction in absenteeism due to school behaviour change interventions					
(iii) There is a reduction in drug and substance abuse in our schools due to School Preventive interventions					
(iv) Behavioural interventions have led to a reduction in unsafe sexual behaviours and abortions in our schools					
(v) There is a reduction in fighting in our schools due to the disciplinary interventions					
(vi) There is a reduction of bullying of others among students due to the school-preventive measures					
(vii) Behaviour change strategies have led reduction of destruction of school property					

15. In which other ways can you rate students' discipline in your school?

.....

.....

.....

*****THANK YOU*****

APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS

1. Does the school have counselling programmes/departments?
2. How do teacher counselling interventions contribute to students' discipline in your school? [Please Explain]
3. Are peer counselling interventions use in the school?
4. How do such peer counselling interventions [if any] contribute to students' discipline in your school?
5. Does the school run mentorship programmes?
6. In which ways do such mentorship interventions [if any] contribute to students' discipline in your school?
7. In which ways do disciplinary actions contribute to students' discipline in your school?
8. Does the school involve parents in disciplining their children?
9. How does parental involvement [if any] contribute to students' discipline in your school?
10. How can you rate students' discipline in your school? [Please Explain]

APPENDIX V: OBSERVATION SCHEDULES

Item	Source of Data	Findings
Behaviour change interventions		
Guidance and counselling		
Mentorship		
Peer counselling		
Challenges to behaviour change		

APPENDIX VI: RESEARCH AUTHORIZATION LETTER FROM MAASAI

MARA UNIVERSITY



Maasai Mara University

BOARD OF POSTGRADUATE STUDIES

OFFICE OF THE DIRECTOR

P.O. BOX 861 – 20500
Narok, Kenya www.mmarau.ac.ke

Tel: +254 – 20 -2066042
+254 – 20 - 8081874

30th March, 2022

RESEARCH PERMITS SECTION
NACOSTI
UTALII HOUSE

REF: KARIITHI ANNE WANJUGU (REG. NO DE04/4032/2012)

We wish to confirm that the above named is a *bona fide* PhD student at Maasai Mara University pursuing PhD in Educational Psychology in the School of Education. Her proposed research is '*Influence of school-based behaviour change interventions on students discipline in public secondary schools in Kiambu County, Kenya*'. She would like to apply for a research permit from NACOSTI before she can proceed for field work and data collection.

We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to issue her with a research permit.

Faithfully yours,

A handwritten signature in black ink, appearing to read 'R. Abila'.

Prof. Romulus Abila, PhD.

DIRECTOR, BOARD OF POSTGRADUATE STUDIES

abila@mmarau.ac.ke, <https://orcid.org/0000-0001-8762-7153>

**APPENDIX VII: RESEARCH AUTHORIZATION LETTER FROM
EDUCATION DIRECTOR KIAMBU COUNTY**



**MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education**

Telephone: Kiambu (office)
FAX NO. 0768 970412
Email: directoreducationkiambu@yahoo.com

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300-00900
KIAMBU

When replying please quote

KBU/CDE/DEPT 8/Vol. I

6th May, 2022


Ms. Anne Wanjugu Kariithi
Maasai Mara University
P.O. Box 861-20500
NAROK

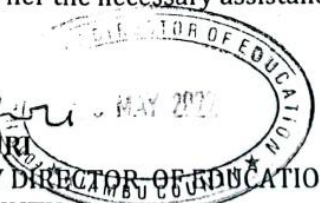
RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter NACOSTI/P/22/16824 dated 9th April, 2022.






You have been authorized to conduct research on "***Influence of school based behavior change interventions on students' discipline in public secondary schools in Kiambu County***" for a period ending 9th April, 2023.

Please accord her the necessary assistance.


AGNES THEURI
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY



APPENDIX VIII: RESEARCH PERMIT FROM NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 782253	Date of Issue: 09/April/2022
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. Anne Wanjugu Kariithi of Maasai Mara University, has been licensed to conduct research in Kiambu on the topic: INFLUENCE OF SCHOOL-BASED BEHAVIOUR CHANGE INTERVENTIONS ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA for the period ending : 09/April/2023.</p>	
License No: NACOSTI/P/22/16824	
782253 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

APPENDIX IX: MAP OF STUDY AREA

