

**INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON
LEARNERS' DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN MBEERE
SOUTH SUB-COUNTY, EMBU COUNTY, KENYA.**

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DECLARATION

I confirm that this thesis represents my unique creation and has not been submitted elsewhere for the purpose of obtaining a master's degree.

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This thesis is devoted to my spouse, Alfred Muriithi and our children; Daniel Gatumu Muriithi and Maxwel Mutugi Muriithi.

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ABBREVIATIONS AND ACRONYMS

FDT	Frequency Distribution Tables
G&C	Guidance and Counselling
HIV/AIDS	Human Immunodeficiency Virus Acquired Immuno-Deficiency Syndrome
HOD	Heads of Department
KIE	Kenya Institute of Education
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
NCES	National Centre for Education Statistics
NGOs	Non-Governmental Organisations
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization.
UNFP	United Nations Fund for Population
UNICEF	United Nations International Children Education Fund.
USA	United States of America

ABSTRACT

Guidance and counselling are a process aimed at helping individuals gain a deep understanding of themselves and how they respond to external influences. In recent times, cases of student indiscipline and personal challenges have been on the rise in public primary schools in Kenya, particularly in Mbeere South Sub-County. Despite the provision of guidance and counselling services in these schools, there has been discontent among stakeholders regarding this issue. Therefore, the main objective of this study was to assess how guidance and counselling services influence the discipline of learners in primary schools in Mbeere South Sub-County, Kenya. The study had three specific research objectives: To determine how pupil appraisal services influence learners' behavioural challenges, to establish the influence of information services on learners' behavioural challenges, and to assess the impact of learners' response to guidance and counselling services on their discipline. The study employed a descriptive survey design, targeting a population of 162 head teachers, 162 teacher counsellors, and 4,563 class eight pupils. A sample size of 48 head teachers, 48 teacher counsellors, and 384 pupils was selected, representing 30 percent of the population. Data was collected using questionnaires, and the reliability of the instruments was established through Cronbach's alpha coefficient, resulting in a reliability coefficient of 0.76 for head teachers and 0.75 for teachers' questionnaires. Data analysis involved the use of frequencies, percentages, means, and standard deviations. The findings from the first objective indicated that head teachers disagreed with the notion that teachers consistently attempted to understand pupils' abilities, interests, and special aptitudes. Similarly, they disagreed that teachers consistently sought information about pupils' experiences outside of school. The second objective revealed that teachers generally made referrals for pupils with severe challenges but disagreed that they actively assisted pupils in avoiding unsocial behaviour. However, teachers agreed that they assisted pupils in making responsible use of social media. Regarding the third objective, a majority of pupils expressed a lack of liking for their guidance and counselling teachers, suggesting that learner response to guidance and counselling played a significant role in their willingness to seek these services. In conclusion, the study found that teacher counsellors did not effectively employ the necessary guidance and counselling techniques, contributing to indiscipline cases in schools. Additionally, the lack of utilization of information services by teachers negatively impacted learners' discipline. The study recommended that schools establish effective guidance and counselling programs, implement appraisal services, and promote information services to enhance learners' discipline. These findings may inform policy development and teacher sensitization efforts to improve guidance and counselling management in primary schools.

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter introduces the research study and includes the following sections: overview, background, statement of the problem, objectives, research questions, purpose, significance, scope, limitations, assumptions, and operational definitions of key terms used in this research.

1.1 Background to the Study

The objective of this study was to evaluate the impact of guidance and counselling services, namely pupil appraisal services and information services, on the discipline of learners in primary schools located in Mbeere South Sub-County, Embu County, Kenya. According to Egger (2022), the incorporation of guidance and counselling is vital in effectively managing discipline among individuals throughout various communities. According to Engelks and Vandergoot (2019), the emergence of even the most rudimentary civilizations can be attributed to the need for regulating the behavioural patterns of individuals in order to promote the collective welfare. The functioning of society is contingent upon the implementation of discipline. According to Hendrikz (2019), the consistent implementation of advice and counselling is essential for promoting discipline and fostering a collaborative environment conducive to the attainment of shared objectives.

The inception of the guidance and counselling movement in the United States occurred during the early 20th century, in response to the transformative processes taking place within an industrialized society. In September 1968, the department of education established guidance and counselling services based on the recommendations of Louis,

a consultant dispatched to Malta by the United Nations Educational Scientific and Cultural Organization (UNESCO) (Summit, 2019). Guidance and counselling services play a crucial role in the administration of discipline among individuals across societies on a global scale. The exercise of discipline is crucial for the effective functioning of any civilization (Zins & Elias, 2019).

In order to address the various difficulties encountered by students in both their home and school environments, educational institutions have implemented guidance and counselling programs. These initiatives aim to provide support and assistance to students in overcoming these obstacles. According to Nziramasanga (2019), the presence of several external demands on families often results in less parental availability to provide essential advice to their children. The parents hold the school responsible for addressing the issue of student indiscipline in secondary schools.

According to Ayieko (2019), guidance and counselling can be understood as a systematic process aimed at facilitating an individual's comprehensive self-awareness and understanding of their responses to environmental stimuli. Moreover, this process aids individuals in establishing personal significance for this behaviour and in formulating and categorizing a collection of objectives and principles for subsequent conduct. According to Biswalo (2021), counselling is a relational process that takes place between an individual who is experiencing difficulties beyond their ability to manage and a trained professional who possesses the necessary qualifications and expertise to assist others in finding resolutions to their particular requirements. According to Bulus (2020), counselling can be conceptualized as an interactive connection that aims to support individuals in their personal growth, enhance their decision-making abilities, and foster self-awareness.

The provision of guidance and counselling services is of utmost importance for contemporary youngsters, who are increasingly characterized as being highly motivated but without clear direction (Lai-Yeung, 2021). The National Centre for Education Statistics (NCES) (2021) reports that students in the United States exhibit ambitious aspirations for their future, desiring high levels of education and successful professional careers. However, Krombohz's (2018) research reveals that a significant portion of these students lack well-defined strategies for attaining their life goals.

It is imperative that learners, particularly adolescents, are provided with accurate and relevant information. The optimal influences in the realm of guidance and counselling play a crucial role in the establishment of a conducive learning environment, ultimately resulting in the attainment of high-quality education. According to Mapp and Robinson (2022), the provision of quality education plays a crucial role in stimulating economic growth, fostering innovation, and generating employment opportunities. Moreover, it enables nations and individuals to acquire the necessary skills to break free from poverty and cultivate inclusive economic advancement. Moreover, it facilitates individuals in establishing stable means of subsistence, experiencing improved well-being, and engaging in political mechanisms that have an impact on their existence (Vogel, 2021). The provision of guidance and counselling services yields numerous advantages for both students and teachers.

In the United States, educational administrators emphasize the significance of School Guidance and Counselling services as a fundamental component of the educational system, viewing it as both a valuable resource and an equitable collaborator. This perspective is supported by Gysbers and Henderson (2021), who present justifications for the necessity of students acquiring competencies through these services. Group

therapy possesses distinct elements that contribute to its efficacy in facilitating personal transformation. According to Hartman (2022), in Canada, school counsellors play a crucial role in facilitating the referral process for students and families who require external support.

Counselling services in Botswana are grounded in principles that emphasize the recognition of people' distinctiveness, dignity, worth, and respect. These services encompass evaluation methods such as questionnaires, tests, interviews, observations, and the examination of records (Mapp & Robinson, 2018). Chirese (2018) conducted a study in Zimbabwe that identified the essential elements of effective School Guidance and Counselling services. These components include policy and mission statements, services planning, needs assessment, responsive services, peer counselling, and services evaluation. According to Rutondoki (2021), peer counselling in Uganda facilitates open discussions among teenagers, allowing them to freely communicate their personal issues related to parents, authoritative figures, and self-identity.

Makinde (2020) identifies three primary components of direct delivery in the field of advice and counselling. The aforementioned components encompass personalized student planning, guiding curricula, and response services. The guidance curriculum implemented at educational institutions encompasses a range of activities that encompass career guidance and counselling, as well as social and academic initiatives (Mapp & Robinson, 2018). The curriculum delineates instructional units in a manner that effectively guides the implementation of teaching practices. The curriculum facilitates the acquisition of essential skills, attitudes, and knowledge among learners. The primary objective of individual student planning is to facilitate the cultivation and implementation of personal study plans among students (Onyango, 2018). Within

educational institutions, students utilize the knowledge and life skills acquired through guidance curriculum experiences to construct and utilize personal study plans, which serve as a framework for their academic endeavours and facilitate a smooth transition to advanced educational or professional pursuits. According to Ayieko (2019), the aforementioned responsive services provide learners the chance to engage with school counsellors. This enables individuals to engage in conversations with counsellors regarding their professional trajectory as well as other pertinent social and intellectual matters.

In the pre-20th century era, the provision of guidance and counselling predominantly adhered to religious frameworks. The implementation of this initiative was undertaken in order to address and mitigate behavioural difficulties within the local populations. In the year 1911, Godwin, a prominent figure recognized for his significant contributions to the guidance movement in the United States, orchestrated a large-scale guidance initiative across high schools in the state of Ohio, USA. Weaver (2020) advocated for the implementation of guidance programs throughout schools in New York City, as reported by Bailey. The field of guidance and counselling has had significant development throughout the course of history, tracing its origins back to the 19th century. However, it experienced a notable surge in progress during the 20th century, particularly in the United States and Europe. In the United States, the emergence of guiding and counselling can be attributed to the societal transformations that occurred throughout the industrialization period. Frank Parsons of Boston, U.S.A., is recognized as one of the prominent figures in the field of guiding and counselling (Nelson, 2019). Frank had a significant role in the establishment of the Vocational Bureau. The author penned his inaugural publication, entitled "Choosing a Vocation," between the years

1905 to 1909. During this period, there was a significant advancement in the field of guidance and counselling in the United States. Guidance and counselling has a long-standing historical presence and has witnessed ongoing advancements in many global contexts (Franklin & Zeran, 2018).

In traditional African society, guidance and counselling were prevalent, with a focus on educating the youth about communal norms and traditions. The act of assuming social obligations was carried out by the older generation in a manner that was aligned with generational considerations. According to Biswalo (2021), During the 19th century, significant advancements were made in the medical domain, particularly in relation to the expedited treatment of some mental disorders that were potentially precipitated by psychological variables, such as an individual's inability to effectively manage internal frustrations and conflicts (Vigel, 2021). This paradigm shift resulted in a transition from religious-based approaches to psychiatric procedures in the treatment of mental behaviour.

In the African context, the incorporation of Guidance and Counselling inside educational systems has gained significant traction, with a majority of governments demonstrating support for this notion (UNESCO, 2001). The incidence of risk-taking adolescents attending secondary education in South Africa has been shown in a study conducted by Oakley, Rajan, and Robertson (2021). The inclusion of primary school kids was not considered in this research study. Another study undertaken in South Africa aimed to evaluate the difficulties encountered by educational institutions. The findings indicated that insufficient financial and human resources, as well as a lack of understanding among those responsible for implementation, were the primary obstacles (Mahlangu, 2021). Several academics in Botswana and UNESCO in Zambia have also

conducted similar studies. Makinde (2021) asserts that the prominence of advice and counselling has notably increased, particularly in several African nations, in response to the emergence of the HIV/AIDS pandemic. There was a prevailing belief among persons, particularly in the field of education, that the provision of guidance and counselling services should be limited to those who were either infected with or impacted by HIV/AIDS.

The introduction of advice and counselling in schools was anticipated to facilitate learners' enhanced comprehension of their individual interests, capabilities, and potentials. This, in turn, would enable them to cultivate these attributes to their fullest extent and afterwards make well-informed judgments on their career paths. The formal introduction of guidance and counselling in educational institutions in Kenya occurred in 1971, as documented by Chepkirui (2021) and Gichinga (2022), who highlight the comparable advantages associated with this implementation. The existing body of literature indicates that guidance and counselling services in schools have been found to be inconsistent and lacking in effectiveness. This can be attributed to a lack of knowledge and awareness among decision makers and policy makers. According to Kute (2018), it is observed that a significant number of parents disregard the importance of seeking guidance and counselling services, instead relying on schools to provide their children with personal, social, educational, and professional help.

Parents are frequently occupied with economic and political engagements, resulting in limited or negligible time available for providing essential guidance or counselling to their children. According to a study conducted by UNESCO in 2002, it was observed that contemporary African parents are increasingly allocating a greater portion of their time towards engaging in income-generating economic endeavours. Consequently, they

have become less involved in the traditional responsibilities and influences that were historically recognized as contributing to the favourable development of their children within traditional African societies (Rukunga, 2016).

The formal introduction of Guidance and Counselling in Kenya took place in 1967, under the auspices of the Ministry of Education. Regrettably, the issue of advice and counselling has emerged as a significant focal point for several education commissioners inside the nation. The Gachathi Report of 1976 made a recommendation for the Ministry of Education to enhance its scope of services by incorporating guidance and counselling programs in all educational institutions. It was mandated that the administrative leader of each educational institution designate a staff person who would be responsible for offering guidance and counselling services to teachers, students, and parents. The research further suggested that educational institutions should establish and employ comprehensive learners' records that encompass their scholastic achievements, abilities and interests, familial backgrounds, and any unique obstacles they may face. This information would enhance the efficacy of the guiding and counselling process. Certainly, the availability of such information would facilitate the teacher counsellor in identifying students who exhibit a lack of discipline and are in need of corresponding support services.

The current state of schools reveals a conspicuous deficit in the availability of adequately educated teacher counsellors and other related resources. In addition to exacerbating the situation, the teacher counsellor is burdened with the typical teaching workload, so impeding their ability to allocate sufficient time for providing comprehensive guidance and counselling to the students. This may serve as a plausible explanation for the subpar behaviour observed among school-age children. In

educational institutions that are equipped with teacher counsellors, the task of adequately attending to the needs of numerous students becomes exceedingly challenging.

The limited progress of this significant program can be attributed to the insufficient administrative management and assistance provided to guidance employees in educational institutions (Nderitu, 2021). The Ministry of Education in Kenya is currently enhancing the provision of advising and counselling services. Private agencies, institutions, and nongovernmental organizations (NGOs) are actively involved in the promotion of guidance within and beyond the school environment through the provision of extracurricular programs. The training provided at several levels, including certificate, diploma, and degree programs, incorporates guidance and counselling as an integral component of the teacher training curriculum.

The Ministry of Education, Science, and Technology (MOEST) is currently undertaking initiatives to establish guidance and counselling offices within schools, although their efficacy may not be readily apparent. The provision of guidance and counselling services in Mbeere South Sub-County has presented a significant issue. The region's various economic activities have made significant contributions to the state of guidance and counselling. Several examples of economic activities in the region encompass miraa cultivation, sand extraction, and quarrying. One concern pertains to the little attention given by local educators towards the guidance and counselling of students, as their direct involvement in these activities may be a contributing factor. This is a challenge for educators in providing guidance and counselling to learners who encounter difficulties associated with these challenges. It is possible that this factor may have an impact on the behaviour of the learners.

The demand for guidance and counselling services in Kenyan schools has been on the rise, prompting the Ministry of Education to mandate the establishment of guidance and counselling departments in all schools. Despite these government efforts to instil discipline in schools, instances of unrest and indiscipline persist, often taking a more violent and premeditated form. These incidents have caused significant harm to individuals. It appears that there is a need for more effective strategies to address student discipline issues, as the existing guidance and counselling measures have not been entirely successful.

Despite the presence of guidance and counselling programs in schools, cases of indiscipline continue to be a challenge. This is evident in primary schools across the country, including those in Mbeere South Sub-County. The establishment and implementation of guidance and counselling services in primary schools have not been fully realized, even though government policies require all schools to have such services. Consequently, cases of student indiscipline and personal challenges have been on the rise in public primary schools in Mbeere South Sub-County, Kenya.

1.2 Statement of the Problem

Despite the implementation of guidance and counselling programs in public primary schools, the problem of student indiscipline continues to persist. A significant number of parents have shifted their responsibility for educating their children onto teachers, which has contributed to this issue. In response to this challenge, the Ministry of Education has issued a directive requiring the implementation of guidance and counselling programs in all schools as an additional measure to address disciplinary

issues. However, despite this mandate, educational institutions continue to grapple with an increasing prevalence of disciplinary problems. This prevalence raises questions about the effectiveness and utilization of guidance and counselling services in promoting discipline among students.

In Mbeere South Sub-County, the use of Khat, locally known as miraa or muguka, has become deeply entrenched in youth culture. This trend has also extended to primary school students, who are not exempt from the challenges associated with it, along with other forms of indiscipline. Despite the availability of guidance and counselling services in educational institutions, this ongoing situation has led to dissatisfaction among stakeholders. Consequently, there is a pressing need to assess the impact of guidance and counselling services on the discipline of students in primary schools located in Mbeere South Sub-County, Embu County, Kenya.

1.3 Purpose of the Study

The primary purpose of this research was to examine how guidance and counselling services influence the behaviour and conduct of pupils attending public primary schools situated in the region of Mbeere South Sub-County, which is part of Embu County in Kenya.

1.4 Objectives of the Study

The study was guided by the following research objectives:

- i. To determine the influence of pupils' appraisal service on learners' discipline in public primary schools in Mbeere South Sub-County, Embu County, Kenya.
- ii. To establish the influence of information service by the teachers on learners' discipline in public primary schools in Mbeere South Sub-County, Embu County, Kenya.
- iii. To explore the influence of assessment of learner's response to guidance and counselling on their discipline in Mbeere South Sub-County, Embu County, Kenya.

1.4 Research Questions

The study aimed at answering the following research questions:

- i. How does pupils' appraisal service influence learners' discipline in public primary schools in Mbeere South Sub-County, Kenya?
- ii. How does information service by teachers' influence discipline in public primary schools in Mbeere South Sub-County, Kenya?
- iii. Does the assessment of learner's response to guidance and counselling influence their discipline in Mbeere South Sub-County, Embu County, Kenya?

1.6 Significance of the Study

The outcomes and recommendations of this study can offer valuable guidance to policymakers as they formulate relevant policies related to the adoption of efficient approaches for handling student conduct in public primary schools. In particular, it is advisable to place greater emphasis on improving guidance and counselling services as

a method for efficiently addressing issues of student discipline. The results might also serve to enlighten primary school principals and educators on the significance of employing effective techniques for managing students' behaviour through the use of guidance and counselling services.

The findings of this study and its recommendations may aid decision-makers in developing efficient management policies and methods for guidance and counselling to ensure that they can fulfil their intended roles in schools. In particular, the findings can assist them in developing new ways for enhancing guidance and counselling to control the discipline of the learners in the classroom and at home.

These findings may also be important in sensitising the primary school teachers as well as the head teachers on the need for effective management of guidance and counselling in schools. The study findings may help to sensitize teachers to understand the need of having formal training not only on teaching subject matter but also on learners' discipline management.

The findings of this study can contribute to a deeper understanding of the effectiveness of guidance and counselling programs within educational institutions. These results will offer guidance and counselling teachers valuable insights into how teachers and students perceive the effectiveness of guidance and counselling services. The Ministry of Education may use the study's results to evaluate the current status of guidance and counselling services in public educational institutions and potentially make improvements in the near future. Lastly, future researchers who may wish to do research in similar fields may use the available data to identify gaps for further research.

1.7 Scope of the Study

The study specifically focused on public primary schools located in Mbeere South Sub-County, which is situated within Embu County, Kenya. Its scope was limited to evaluating the effect of teacher counsellor qualifications on students' behavioural challenges. Additionally, it aimed to investigate how planning and processes, including resource allocation and time management, impact of the provision of guidance and counselling and its influence on students' behavioural challenges. Furthermore, the study sought to assess the support systems in place to facilitate the delivery of guidance and counselling services for students' behavioural challenges. Lastly, it aimed to analyse the strategies implemented to ensure the effective delivery of guidance and counselling services in Mbeere South Sub-County, Embu County, Kenya. The study primarily involved the participation of head teachers, teacher counsellors, and pupils in the selected schools.

1.8 Limitations of the Study

The study faced the following limitations

- i. That the study was subject to biasness that sometimes makes the results unreliable.
- ii. Teachers and students had little background knowledge on role of guidance and counselling in enhancing students' discipline.
- iii. That the attitudes and perceptions of respondents in the study may not be controlled by the researcher but however reliable data for analysis would be obtained.

1.9 Assumptions of the Study

The following were the assumptions of the study

- i. Schools value and recognize the important role played by guidance and counselling services in addressing discipline problems.
- ii. That teacher counsellors in the schools have some professional training in guidance and counselling and hence likely to understand and respond to the questionnaires.
- iii. Students were aware of the existence of guidance and counselling services in addressing their discipline problems in schools.
- iv. That the data collection tools were reliable and valid and would gather the intended information.
- v. That the study time for carrying out the study as planned would be adequate.

1.10 Operational Definition of Terms

Behaviour: The way in which one acts or conducts oneself, especially towards others.

Client: A primary school learner who is receiving guidance and counselling services from a teacher counsellor.

Counselling: The therapeutic process that involves the establishment of a secure and unique bond between the counsellor and the client. Through this relationship, they collaboratively delve into the ideas, emotions, and attitudes of the client, aiming to access the client's own resources in order to facilitate healing and personal growth.

Counsellor: This term refers to a professional who possesses the skills to assist individuals in addressing challenges in their lives. They do so by establishing a collaborative relationship with them, guiding decision-making, and facilitating the achievement of satisfactory life adjustments.

Discipline: – This term refers to a professional who possesses the skills to assist individuals in addressing challenges in their lives. They do so by establishing a collaborative relationship with them, guiding decision-making, and facilitating the achievement of satisfactory life adjustments.

Effectiveness: – In the context of this study, "effectiveness" refers to the capacity of guidance and counselling services to produce a desired outcome, specifically, their ability to improve and enhance students' discipline.

Guidance: – In the context of this study, "appraisal service" refers to an ongoing process focused on identifying and addressing the developmental needs of learners to make informed academic decisions.

Khat: This is a stimulating drug usually chewed.

Learners: Refers to class 8 pupils in the primary schools.

Teacher counsellor:A "teacher counsellor" in this study refers to an educator who is officially assigned the responsibility of counselling pupils to address their challenges.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of the literature relevant to the study. It delves into the conceptualization of guidance and counselling and explores various aspects related to guidance and counselling in educational settings, counselling influences influenced by teachers, influence of pupils' appraisal service on learners' behavioural challenges, influence of information service on learners' behavioural challenges and learners' response to G&C influences and its influence on learners' behavioural challenges. Additionally, this chapter introduces the theoretical and conceptual frameworks that underpin the research.

2.2 Guidance and counselling services

The guidance and counselling program assumes responsibility for coordinating all guidance and counselling endeavours within primary schools. These endeavours encompass both private and public guidance and therapy, where peer counselling, the methods by which teachers establish their clientele (i.e., pupils), the specific issues addressed during counselling sessions, the maintenance of confidentiality, the evaluation of services, and the handling of referral cases (Nderitu, 2021). Learners may encounter several obstacles that necessitate referral, including but not limited to serious emotional disorders, incidents of rape or defilement, instances of sexual abuse, thoughts of committing suicide, depression, drug and substance abuse, as well as familial challenges or issues.

The influence of teachers on guidance and counselling encompasses the implementation of a functional instructional guidance and counselling program. This

program holds significant importance in establishing an environment that is conducive to learning and facilitates the realization of students' maximum potential. Additionally, it serves to minimize frustrations, strike a balance between academic responsibilities and recreational activities, and facilitate a seamless transition from kindergarten to secondary education (MOEST, 2004). According to KIE (2004), a successful G&C program aims to achieve three key elements: open communication, trust, and confidentiality.

According to Okola's (2018) study, there is a notable emphasis placed by students, particularly adolescents, on the manner in which their concerns are addressed, with a particular focus on their self-image and self-esteem. The individuals in question place a high importance on maintaining secrecy and are reluctant to publicly acknowledge any difficulties or obstacles they may be facing. In the Kenyan educational context, the direction and counselling teacher can employ individual or group advice and counselling approaches inside the school setting. Individual counselling is a therapeutic intervention that involves doing one-on-one, in-person counselling sessions with an individual who may be experiencing a particular issue and is not yet prepared to disclose this matter in the company of others, except for the counsellor providing the intervention (Mahlangu, 2021).

According to Makinde (2018), the concept of guidance groups is around facilitating productive discourse regarding the consequences of information and the various obstacles that may arise from personal adjustments and difficulties. It is worth noting that there is a degree of overlap between collective guidance and group counselling. According to a study conducted by Wango and Mungai (2017) in Kenya, it was

stressed that the process of counselling and guidance plays a crucial role in facilitating the development of people' potentials. According to Mapp and Robinson (2018), it is posited that a counsellor who has received training in individual counselling may encounter challenges while attempting to engage in group counselling without proper training in group dynamics. Group counselling is an effective method of providing assistance to teenagers who place significant importance on peer group values.

According to Simatwa (2021), there exists a perception among several educators and prefects that guidance and counselling is a program that consumes valuable time and lacks effectiveness. The absence of adequately trained personnel in the field of guidance and counselling inside educational institutions may be identified as a contributing factor to the observed ineffectiveness. According to a study conducted by Mutie and Ndambuki (2004), the effectiveness of an educational and vocational service that provides information within an educational institution is heavily influenced by its systematic organization, consistent utilization of the guidance and counselling centre, and appropriate maintenance. In her 2019 study, Kagendo examined the efficacy of strategies employed in the management of student indiscipline within secondary schools. The findings of a study conducted in the Mara District of Kenya indicate that the implementation of carefully planned tactics had a crucial role in mitigating disciplinary issues inside educational institutions. Ideally, the optimal configuration for a guidance and counselling centre would encompass a spacious area equipped with essential furniture such as filing cabinets, tables, bulletin boards, display racks, and seats. These provisions would facilitate the effective presentation and maintenance of advice and counselling materials. According to Okoth

(2022), financial resources play a crucial role in ensuring the provision of all necessary facilities in the field of governance and compliance. The presence of these facilities enhances the sustainability and efficacy of the guidance and counselling program. Once more, it appears that there is a dearth of evidence about the implementation and subsequent effects of the Ministry of Education's policies aimed at fostering positive changes in learners' behaviour.

According to Nakipodia's (2020) study, it was found that teachers exhibited a deficiency in the requisite competencies for providing guidance and counselling services. The educators expressed the belief that the Ministry's prioritization of advice and counselling disregarded the prevalent issue of underqualified teachers and insufficient resources, including as books and office spaces, within several schools. Consequently, these limitations hindered the schools' ability to provide effective guidance and counselling services. Additionally, it has been determined that the utilization of advice and counselling as a disciplinary approach for learners lacks comprehensiveness. The rationale provided was that educators exhibited reluctance to expose kids to guidance and counselling due to the resource-intensive nature of these interventions (in terms of time, space, and expense) and their perceived lack of immediate outcomes.

2.3 Influence of pupils' appraisal service on learners' behavioural challenges

According to Ubana (2018), it is imperative for every student within an educational institution to receive support in the process of self-discovery, self-assessment of abilities, selection of an appropriate academic program or course, cultivation of talents, identification of a suitable occupation aligned with individual aptitudes and

capabilities, and establishment of meaningful connections with the community and broader life experiences. Guidance services have the capacity to assist young individuals in fulfilling these requirements. According to Pecku (2021), guiding in educational institutions is a focal point and a systematic approach that aims to comprehend the unique characteristics of each student and facilitate their self-awareness, comprehension of available opportunities, and recognition of their societal obligations.

Counselling services aim to assist students in conducting self-analysis by examining their abilities, accomplishments, interests, and methods of adaptation in relation to the decisions they are faced with (Yunis, 2019). These services play a crucial role in supporting students as they navigate various obstacles related to their career, academic pursuits, personal growth, and social interactions. According to Yunis (2019), the educational institution is responsible for offering the necessary resources, including time, location, and qualified staff, to support students in effectively addressing their personal difficulties. An effective counselling service should aim to enhance students' self-image and promote improved academic performance.

The evaluation and assessment services provided to students encompass the activities of a teacher counsellor who gathers, analyses, and utilizes a range of objective data to facilitate a deeper comprehension of the student (Nyaegah, 2019). A teacher counsellor who lacks sufficient and dependable knowledge about a student may encounter challenges in providing effective assistance (Makinde, 2020). Hence, it is imperative to gather and provide a diverse range of information pertaining to individual students, encompassing observation, interviews, testing, historical records,

and social adjustment data. This comprehensive approach enables the formulation of well-informed educational, vocational, and social programs. Consequently, the implementation of a proficient guidance and counselling program is crucial for the success of an educational institution (Mutie & Ndambuki, 2003). In order to effectively influence the development and progress of children, as well as enhance the quality of their school programs, it is imperative that the counselling and mentoring program be structured as an organized service. According to Pecku (1991, p. 82), there are five objectives that an efficient Guidance and Counselling program in a secondary school should strive to achieve. These interventions aim to facilitate the learner in attaining self-awareness, developing skills to navigate complex interpersonal dynamics, achieving academic success, addressing specific personal or emotional difficulties, and making informed choices regarding education and career paths.

In the past thirty years, guidance services programs have prioritized addressing the specific requirements of students by focusing on fostering self-realization and providing support to help them reach their maximum potential. In his seminal work on the self, Rogers (1959) highlights the inherent subjectivity of an individual's existence, emphasizing that humans primarily inhabit their own particular and subjective realities. Consequently, he argues that the primary objective of school guidance services is to facilitate the personal growth and psychological maturation of their recipients, ultimately fostering a sense of social integration and maturity.

Nash (2018) underscores the significance of realizing oneself in the context of guidance, asserting that school recommendations service programs have the capacity to foster students' aspirations and ambitions while simultaneously promoting

introspection and the exploration of the connection between their talents and aspirations. The evaluation of the efficacy of the program of instruction is contingent upon the degree to which an educational institution caters to the unique requirements of its student body. According to Zegna et al. (2020), for school guidance services to be efficacious, it is imperative that they support every student in their pursuit of realizing their full potential.

It is important to acknowledge that the provision of services within guidance and counselling units may vary and be contingent upon the specific setting of a school or community. In the Kenyan setting, the objectives of advice and counselling align with the overarching goals of education, hence shaping the character of guidance and counselling practices inside schools. The effectiveness of counselling services is contingent upon achieving a harmonious equilibrium between corrective, preventative, and developmental functions.

The study conducted by Kranzler et al. (2019) examined the impact of counselling interventions on children at the fourth-grade level inside the United States. The individual held the belief that the provision of close personal relationships to pupils allocated to counselling would lead to a notable increase in their socio-metric position. The evaluation studies revealed a statistically significant difference between the groups that received counselling and the control groups. Based on the assessment conducted, it became apparent that the implementation of Guidance and Counselling yielded positive outcomes. This study shares similarities with Kanzler's research as it likewise concentrates on a certain grade level of learners, specifically form four students, who were picked through a random sampling method. Nevertheless, there are

notable distinctions between this study and Kanzler's research. Firstly, the present study focuses on a different cohort of learners, thereby expanding the scope of investigation. Additionally, unlike Kanzler's study, the current research does not examine the impact of counselling on students; rather, it centers on analysing the specific types of services provided by Guidance and Counselling units.

According to Lukanow et al. (1991), their study on the guidance and therapy services required by secondary school students revealed that there is a significant need for increased awareness and understanding among students regarding pregnancy and sexual behaviour. According to Muithya (2021), it is suggested that secondary school students should receive education and information regarding health risks associated with sexuality, encompassing topics such as the prevention of unwanted pregnancies, sexually transmitted diseases (including HIV/AIDS), and sexual dysfunction. The areas which guidance and counselling units should focus on include providing individuals with information to aid in the development of their sexual identities and equipping them with the necessary tools to make informed decisions in the realm of sexuality.

Rothney (2018) conducted a series research investigations aimed at assessing the efficacy and worth of counselling services. The treatment group was provided with comprehensive guidance and counselling, resulting in superior academic performance, more practical vocational decision-making, reduced dissatisfaction with their high school background, enhanced progress in employment, increased engagement in self-improvement activities, a more positive attitude towards counselling, and greater life satisfaction compared to individuals who did not receive any counselling support.

However, the implications might be deduced from the services provided by the educational units inside schools.

In a study conducted by Schmidt (2020) in the United States, an investigation was undertaken to examine the effects of classroom guidance programs. The study revealed that the implementation of a comprehensive curriculum encompassing professional, academic, and social/personal development had a favourable influence on students' knowledge in each of these domains. The enhancement of social skills has the potential to augment the social appeal of both gifted along with special needs kids. Additionally, the implementation of international resolution of conflicts education has the capacity to offer pupils more constructive viewpoints on conflict and facilitate the development of relevant skills.

2.4 Influence of information service on learners' behavioural challenges

According to Uba (2021), the information service provided by the school counselling program aims to provide students with a comprehensive awareness of educational, vocationally and personal-social prospects. This is done to empower them in making sound decisions and choices within a society that is becoming progressively intricate. According to Uba (2021), the inclusion of an information service inside the school counselling program is intended to offer students the means to obtain relevant data pertaining to educational options, as well as personal and career-related matters. The purpose of this tool is to aid individuals in making real, reliable, and responsible choices and judgments. In order to ensure the efficacy of the information service, it is imperative that the information imparted to students possesses not only significance

and pertinence, but also accuracy, comprehensiveness, timelessness, and the incorporation of previously undisclosed or unverified facts by the students.

According to Ekwe (2021), counsellors has the ability to provide students and parents with information regarding academics and career-related resources through the knowledge service. Additionally, the author emphasizes the role of counsellors in strategizing and executing the provision of information services. This entails furnishing individuals with comprehensive information pertaining to diverse areas such as academic programs, financial assistance, and local support networks. The information service functions as a method for the generation, encoding, storage, retrieval, and dissemination of information from the surrounding environment to individuals. In accordance with Ekwe's (2021) findings, the primary objective of an information service is to furnish students with accurate and reliable information pertaining to their job decisions, educational endeavours, and personal-social dimensions. Uba (2021) and Ekwe (2021) have identified three primary domains in which information provision plays a crucial role: academic occupational, and personal-social.

Personal information refers to the collection of data pertaining to persons and their immediate social environment. According to Uba (2021), personal/social information encompasses several aspects of students' lives, including their instructional, health, passionate, leisure, moral, and social demands. These characteristics play a crucial role in determining their preparedness for appropriate career paths. Personal/social

information refers to information that serves to enhance individuals' self-awareness and facilitate the development of their interpersonal connections with classmates, caregivers, educators, and other significant individuals in their social environment.

The data gathering service primarily focuses on the study of the human condition and aims to facilitate individuals in developing a deeper self-awareness, hence improving their interpersonal relationships. According to Oakley (2021), the information service offers individuals valuable insights into the human condition, facilitating a deeper understanding of oneself and fostering enhanced interpersonal connections. The domain of individual and social information encompasses a wide range of factors, such as the understanding of gender roles, interactions with individuals of the opposite sex, adherence to social norms, physical attributes, mental and physical well-being, how to develop one's personality, self-perception, the efficient utilization of time for recreation, financial management, and the acquisition of social competencies.

2.5 Assessment of learners' response to guidance and counselling services on their discipline

The manner in which students react to guidance and counselling services is of utmost importance in gauging their level of engagement, commitment, and regularity in utilizing those services. The response of students to guidance and counselling might vary, either positively or negatively, based on the attitudes and emotions of both educators and learners towards counselling. Shertzer and Stone (2019) underscore the importance of acknowledging the impact of external perspectives and choices on the overall efficacy of guidance and counselling services. Within an educational setting, it is anticipated that teachers and students will possess a range of attitudes and

perspectives when confronted with situations that necessitate collaborative focus. In order to effectively address such situations, it is imperative to establish a consensus among the parties involved (UNESCO, 2020).

The success of guidance and counselling services in schools can be strongly influenced by learners' perspectives. Despite the extensive documentation of the advantages associated with advice and counselling, there continue to be obstacles in its execution (Yunis, 2019). The proper execution of these services is hindered by the perspectives and interpretations held by both teachers and pupils. The impact of guidance and counselling can be influenced either positively or negatively by the perceptions held by teachers and students.

The utilization of counselling services by students is frequently influenced by their perceptions, attitudes, and beliefs regarding therapy. Several reasons may contribute to students' reluctance to seek counselling services. In the study conducted by Taylor and Francis (2020), it is asserted that developmental guidance plays a crucial role in the establishment of self-concept. This perspective posits that students' views and perceptions of themselves and the world are influenced by their interactions and experiences within the familial and educational contexts. Guidance is deemed necessary for students in order to effectively navigate various challenges and exercise sound judgment in decision-making processes.

According to Ubana (2018), the primary responsibility for personal development and change lies with individuals. When faced with perceived problems, it becomes incumbent upon the individual to proactively initiate actions aimed at effecting change. The responsibility for facilitating personal development lies with the client, while the counsellor's primary function is to empower the client in order to initiate change within the problem-solving process. Nonetheless, the inclination to resist autonomous action might impede the efficacy of counselling programs, as the likelihood of behaviour change diminishes when decisions are not motivated by the client's own volition. According to Piaget's (1965) observations, it has been noted that during adolescence, individuals tend to exhibit a heightened degree of egocentrism, displaying a tendency to adhere firmly to their own viewpoints while resisting the notion that their opinions may be flawed. Some individuals may perceive counselling as solely essential for individuals who have obvious mental, learning, or behavioural difficulties.

As per the perspective of these learners, they may just seek the aid of a counsellor when they are in need of academic assistance. The aforementioned demographic frequently exhibits a reluctance to publicly acknowledge any difficulties, as such an admission may be perceived as indicative of vulnerability (Vogel, 2021). According to Abiri (2019), there exists a certain level of scepticism among learners when it comes to seeking advice and counselling services. This scepticism arises from their reluctance to divulge their personal concerns to their teacher-counsellor. The learners fear that by sharing their issues, they may inadvertently become topics of discussion

among the staff members. According to Al-Rowaie (2019), a significant number of students possess erroneous beliefs regarding guidance and counselling, which therefore discourage them from engaging in open discussions about their difficulties with teacher-counsellors due to apprehensions of prospective disciplinary actions.

In a study done by Ayieko (2019), an examination was made on the reception of guidance and counselling services among secondary school students in Rivers State. The findings revealed a prevailing inclination towards a negative response from the students towards these services. Notably, there was no substantial impact observed on the attitudes of students towards guidance and counselling services based on their gender or the geographical location of their school. In relation to gender, it has been observed that male and female students tend to display positive views towards counselling services, despite potential physiological and psychological distinctions (Onyejiaku, 2011).

In a study conducted by Yunis (2019), the focus was on examining the perspectives of students regarding guidance and counselling in secondary schools in Loreto. The findings of the study indicated that the students' impressions of the guidance and counselling program were not found to be significantly impacted by factors such as the age, gender, or amount of training of the teacher-counsellors. Nevertheless, it was observed that the quantity of students availing themselves of guidance and counselling services fell below the mean. In a study done by Wachira (2021), the focus was on the preparation of secondary school heads and its impact on their performance. The

findings revealed that a deficiency in training related to guidance and counselling had a significant role in the ineffectiveness of teacher-counsellors. Consequently, this led to unfavourable attitudes towards the program.

Mutie and Ndambuki (1999) emphasized that students' erroneous perceptions about guidance and counselling have played a role in the program's lack of success, hence impacting the educational process. It is of utmost importance to rectify students' ideas regarding guidance and counselling in order to foster their willingness to actively pursue these services. According to Yunis (2021), the extent to which students effectively utilize counselling options is influenced by their attitudes towards requesting help. As a result, students who possess favourable attitudes towards requesting assistance are more inclined to make use of counselling services compared to those who hold unfavourable attitudes. Hence, it is imperative to examine the attitudes of students towards guidance and counselling services as well as counsellors, in order to cultivate a disposition that encourages the utilization of such services.

2.6 Summary of Literature Review and Research Gaps

The literature study elucidates that several research have demonstrated the influence of advice and encouragement on the conduct of pupils in publicly funded elementary schools. According to Muithya (2020), the process of character development may be facilitated by the implementation of both official and unofficial coaching and mentoring programs. These programs assist students in cultivating and sustaining discipline and concentration in their daily lives. According to Collins (2022), it is crucial to recognize the significant role that counselling and direction play in fostering

discipline development among children. These interventions are vital in preparing children with the necessary skills to effectively traverse the many problems they may experience within their educational institutions, social, and physical contexts. Nevertheless, despite the diligent endeavours, the persistent alteration of cultural standards and the gradual erosion of societal expectations continue to provide potential hazards to the conduct of students.

The efficacy of programs for guidance and counselling is frequently impeded by many circumstances, including insufficient personnel and finance, resulting in delays in the provision of crucial program services. The aforementioned problems also have a role in the existence of gaps when it comes to effectively managing discipline concerns (Ndirangu, 2021). Despite the existence of counselling and guidance facilities inside educational institutions, there is a notable deficiency in students' and the general public's understanding of the extent and possible advantages associated with these services.

The results of the literature evaluation indicate that the two forms of group and individual therapy have demonstrated efficacy in treating particular behavioural concerns among adolescents. However, the incorporation of counselling and advisory services inside educational institutions is essential for addressing and reducing unfavourable character characteristics. Given the aforementioned factors, the objective of this research was to examine the impact of guidance and counselling services on the disciplinary behaviour of students in public primary schools located in Mbeere South Sub-County, Embu County, Kenya.

2.7 Theoretical Framework

This research is based on Fullan's Model of Educational Change, as described by Fullan in 2003. The present model provides an examination of diverse elements that influence the execution of educational strategies, and it was slightly modified for this investigation owing to its acknowledgment that transformation within the realm of education does not occur spontaneously. In the context of Kenya, the governing body has implemented a range of education policies, hence rendering Fullan's approach applicable for comprehending the intricacies associated with policy execution. The provision of guidance and counselling services is not universally accessible, since not all individuals possess the necessary qualifications and expertise. Furthermore, the conduct of customers, especially students, cannot be assumed to adhere to a standardized or predictable pattern.

According to Fullan (2003), there are three primary factors that contribute to the lack of automaticity in the process of transformation. The phenomenon of change is subject to the effect of several local circumstances, including the specific characteristics of the educational institution and the persons who hold positions of authority within the school administration. Furthermore, the inherent attributes of the modification might impede its seamless execution. Ultimately, external influences exert a substantial influence on the process of transformation. Hence, the pivotal significance of the government, Ministry of Education, and other relevant players becomes evident in the context of formulating and executing advice and coaching policies.

While it is true that the government has a responsibility to ensure that students attend school, it is important to acknowledge that societal forces also play a significant role in this matter. The inclusion of these aspects contributes to the intricacy involved in the execution of counselling and direction programs. Within the context of this research, the term "change" pertains primarily to the implementation of psychological and guidance services within educational institutions, and the anticipated effects it will have on students. There are several obstacles that hinder the implementation of change, such as challenges related to staff motivation, organizational structures that are not suitable, a deficiency in implementation skills, inadequate teaching materials, and probable lack of comprehension of the innovation among instructors.

According to Fullan (2001), the change process may be categorized into three overarching phases: the beginning, mobilization, and endorsement; deployment; and institutionalized. The deployment of advice and support programs in schools is well-aligned with a non-linear transformation process that incorporates feedback loops at each level. Assessing the efficacy of counselling and direction in elementary schools may be regarded as a means of evaluating the enactment of change within this particular setting. The objective of this study is to evaluate the influence of counsel and instruction in elementary schools as a transformative process, utilizing the provided framework.

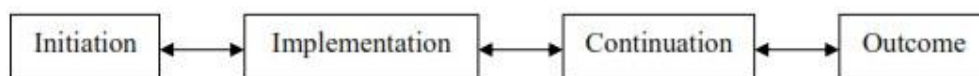
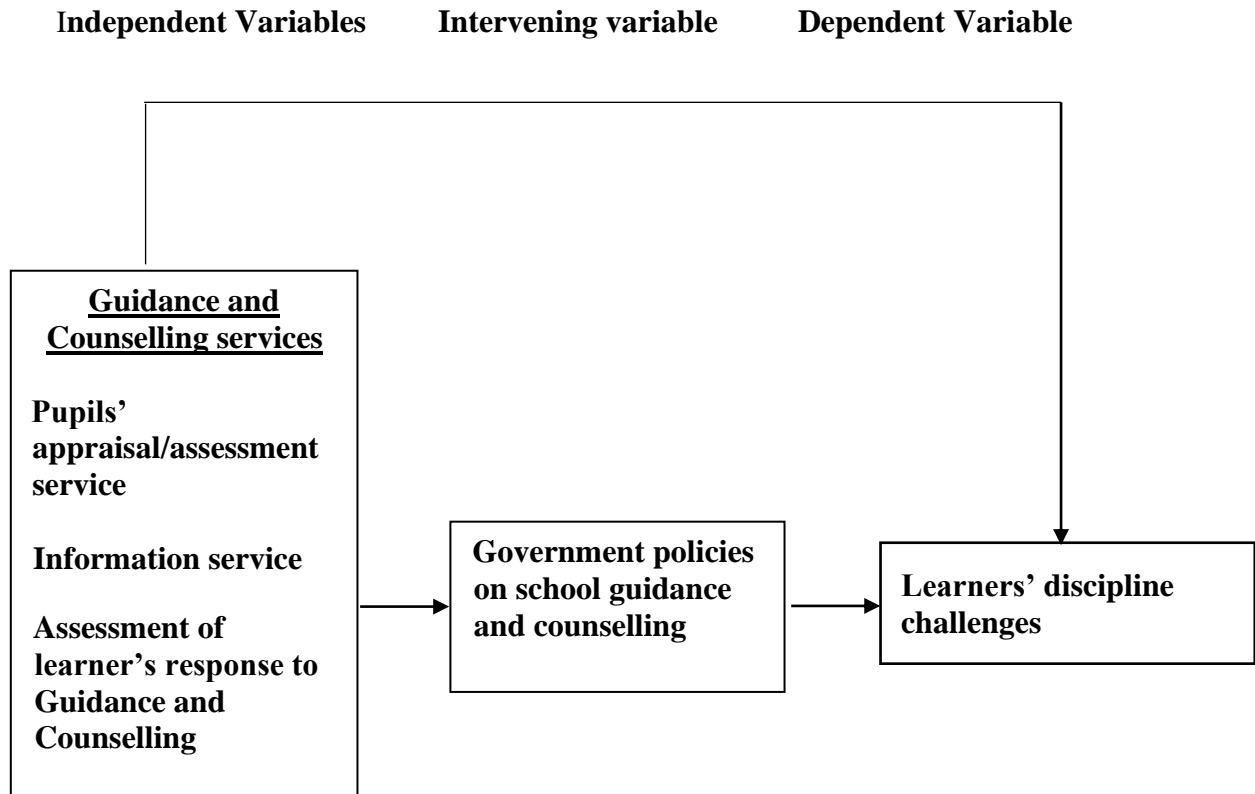


Figure 1: Change process in guidance and counselling

2.8 Conceptual Framework



Source: Author, (2023)

Figure 2: Conceptual framework

The interconnection among the variables of the research is depicted in Figure 2, which represents the conceptual framework of the study. The behavioural issues experienced by learners in this figure are impacted by the consequences of advice and support services, particularly those given by the counselling and mentoring program. These services include the evaluation of students, provision of information, and analysis of students' responses to guidance and counselling interventions. The provision of these services might potentially result in either an escalation or a reduction in behavioural problems exhibited by learners. Furthermore, within the complex interplay between the variables that are both dependent and independent, there is a mediating variable known as government policies concerning school guidance as well as counselling. The

intervening variable functions as a catalyst that exerts effect on the interactions between the remaining variables within the framework.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section offers a summary of the research plan, the group under study, the approach used for sampling and determining the sample size, the methods employed for data collection, the validity and reliability of research tools, the techniques for analysing data, and the precise definitions of variables used in the study.

3.2 Research Design

The study employed a descriptive survey approach. The rationale behind this decision was based on the need to collect data for a research study that entails selecting a sample of participants, distributing questionnaires, and conducting interviews. The objective of the study is to gather information on the impact of counsel and instruction on student discipline. In accordance with the methodology outlined by Kothari (2018), the researcher gathered data from participants in order to gain insights into their experiences and perspectives, with the aim of deriving findings that may be generalized to the target group. The research findings indicated that employing a descriptive survey methodology was suitable for effectively obtaining both objective factual information and subjective attitudinal viewpoints.

3.3 Location of the study

The study region was the Mbeere South Sub-County of Embu County, Kenya. This area is part of Embu County, which also comprises the Sub-Counties of Embu East, Embu West, Embu North, and Mbeere North, among others. In Mbeere South Sub-County, there are 162 elementary schools open to the public. Studying how advice and counselling affects kids' behaviour in public elementary schools was the study's major

focus. Since Khat is widely used in Mbeere South Sub-County and is known to cause cognitive impairment and poor academic performance, this area was selected for the study. Students may find it more difficult to succeed in their studies under these conditions. Because of its accessibility and low cost, Khat usage has become a serious problem in Mbeere South Sub-County. Khat is widely available to students because to its widespread local cultivation and commercialization. Khat parents may also be less likely to provide for their children's basic necessities including nutrition, clothes, housing, and health care.

3.4 Target Population

The target population for the study was all the head teachers, teacher counsellors and class 8 pupils. According to records from the Sub-County Director of Education office in Mbeere South Sub-County, there are 162 primary schools in Mbeere SouthSub-County. This gives 162 head teachers, 162 teacher counsellors, 4563 class eight pupils which forms the target population for the study. The choice of class eight pupils was based on the fact that they have been in the schools for a relatively long time and were therefore in a better position of assessing the influence of guidance and counselling on learners' discipline problems more objectively. (Sub-County Director of Education office in Mbeere South Sub-County, 2021).

3.5 Sampling Procedure and size

Sampling refers to the procedure of selecting a representative subset from a larger group or collection and utilizing it to make inferences about the entire population under consideration. Additionally, Wiersema (2009) emphasizes that the sample size should

be of sufficient magnitude to guarantee the truthfulness and precision of the data. He further recommends that when the total population exceeds 30 individuals, a sample size equivalent to 30% of the population is suitable. The researcher therefore selected a 30% of the schools which is 48 schools. In these 48 schools, all the head teachers and teacher counsellors were selected for the study which formed the sample for the study. To obtain the average number of pupils per school the researcher divided the total number of class eight pupils in the Sub-County by the number of schools. That is, 4563 pupils divided by the number of schools (162) which was 28 class eight pupils in each school. The sample for the pupils was therefore 384 pupils. In each of the sampled schools, a 30% of 28 pupils were selected which means 8 pupils per institution. To choose the individual students, the investigator will use simple random sampling. Table 1 summarises the entire population and the selected sample.

Table 1: Study population and the sample

SN	Category	Population	Sample
1	Head teachers	162	48
2	Teacher counsellors	162	48
3	Pupils	4563	384

Source: Researcher (2023)

3.6 Data Collection Instruments.

In this study, questionnaires were the main method of data collecting. To get information from a sizable population, researchers often resort to questionnaires

(Kombo & Tromp, 2006). They provide a simple and efficient approach to collecting data from responders. Questionnaires worked well for this study since they allowed the researcher to get a large quantity of information in a short amount of time and at little cost. Respondents were able to take their time and think carefully about their answers because of the length of the questionnaires. Principals, school counsellors, and students themselves all filled out surveys. The next paragraphs detail the three different sets of questionnaires.

3.6.1 Questionnaire for head teachers

The questionnaire for the head teachers consisted of four sections, namely A, B, C, and D. Section A contained demographic information. Section B comprised ten 4-point Likert-type questions designed to elicit the respondents' opinions regarding the impact of pupils' appraisal service on learners' discipline in primary schools within Mbeere South Sub-County, Embu County. Section C included ten 4-point Likert-type questions aimed at gauging the respondents' perspectives on the influence of information service on learners' discipline in primary schools. Section D also contained ten 4-point Likert-type questions that sought to determine the respondents' opinions about information service and its impact on learners' discipline in primary schools.

3.6.2 Questionnaire for teachers

The questionnaire designed for teacher counsellors also consisted of four sections, labelled as A, B, C, and D. Section A included demographic information. Section B contained ten 4-point Likert-type questions aimed at capturing the respondents' viewpoints regarding the impact of pupils' appraisal service on learners' discipline in primary schools within Mbeere South Sub-County, Embu County. Section C

encompassed ten 4-point Likert-type questions intended to assess the respondents' perspectives on the influence of information service on learners' discipline in primary schools. Section D included ten 4-point Likert-type questions designed to determine the respondents' opinions about information service and its impact on learners' discipline in primary schools.

3.6.3 Questionnaire for pupils

Questionnaire for the pupils had only one section with fifteen questions seeking to identify G&C influences influenced by teachers, questions seeking to determine the influence of pupils' appraisal service on learners' behavioural challenges, questions seeking to establish the influence of information service on learners' behavioural challenges and lastly questions on learners' response to G&C influences and its influence on learners' behavioural challenges.

3.7 Piloting

In order to ascertain the efficacy and precision of data gathering instruments, researchers frequently undertake an initial investigation referred to as a pilot study. The primary objectives of this pilot study are the estimation of the duration needed for data collection, the identification of potential mistakes in the research equipment, and the implementation of any necessary revisions prior to the commencement of the main study (Cooper and Schindler, 2014). This process is commonly known as a "feasibility study" and its purpose is to aid the researcher in enhancing the study's design and instruments. The act of conducting a pilot study is a widely employed methodology in the field of research. It involves the selection of a smaller group of participants who are tasked with completing questionnaires or other data collecting techniques. This

first phase serves as a preparatory step for the subsequent and more extensive data gathering process involving the final sample. This procedure aids in ensuring the dependability of the research and authenticates the instruments of measurement employed. In this particular study, a pilot research was conducted to evaluate the research instrument, with the participation of five schools located in Mbeere North Sub-County. It is noteworthy to mention that the findings of the pilot research were not incorporated into the ultimate analysis. Gay (2022) states that in a descriptive study, it is often recommended to have a pilot study with a sample size ranging from 10 to 20 percent of the overall sample size. This pilot study encompassed a cohort of 32 kids, alongside three administrators and three counsellors, who actively participated in the initiative. The preliminary investigation uncovered inquiries that exhibited either excessive generality or insufficient specificity, necessitating a revision in order to extract the requisite information in a more efficient manner.

3.8 Validity of Research Instrument

Validity, as described by Hayes (2002), pertains to the extent to which an instrument can effectively measure what it is intended to measure. In other words, it assesses whether the instrument is asking the right questions accurately and meaningfully, based on research results. Validity revolves around the instrument's ability to measure precisely what it claims to measure (Mohajan, 2019). To ensure content validity in this study, a thorough process was undertaken. This process involved reviewing the responses obtained to determine whether they align with the intended responses to the research questions. Furthermore, the instrument underwent scrutiny by the researchers, supervisors, and other research experts affiliated with Maasai Mara University. In the

development of an instrument aimed at yielding content-valid data, the research team initially delineated the domain indicators relevant to the concept under investigation. This step was crucial in ensuring that all potential items pertinent to the concept were encompassed within the instrument.

3.9 Reliability of Research Instruments

The test-retest approach was employed to assess the reliability of the measurement instruments utilized in this investigation. This study employs a method for assessing reliability, wherein the researcher distributes questionnaires to a pilot group. After a two-week interval, the same group is offered the identical questionnaire to determine whether there are any variations in their replies. The Cronbach alpha (α) coefficient of confidence was employed to assess the internal consistency of responses across the two administrations. The Cronbach α , which runs from 0 to 1, is used to assess the reliability of a measure. A value of 0 indicates the lowest level of dependability, while a value of 1 represents complete reliability. The coefficient of confidence overall head teachers was determined to be 0.76, while the coefficient for teachers was found to be 0.75. As a result, the instrument used in the study was considered to be reliable. In Larry's study conducted in 2013, it was determined that an α value more than 0.7 indicated the instrument's reliability, whereas values lower than 0.7 necessitated revisions to the instruments.

3.10 Data Collection Procedures

The researcher initiated the process by securing a letter of recommendation from the Faculty of Education at Maasai Mara University. This letter was instrumental in supporting her application for research authorization from the National Council for

Science, Technology, and Innovation (NACOSTI). Once NACOSTI granted its approval, the researcher proceeded to seek consent from the Director of Education in Embu County and the Sub-County Commissioner of Mbeere. These permissions were essential for authorizing data collection from the study's participants. Subsequently, the researcher coordinated with the school principals to arrange suitable visitation dates for data collection at their respective educational institutions. During these visits, the respondents were briefed on the study's objectives, and they received assurances regarding the confidentiality of their responses. The researcher guaranteed that their identities would remain undisclosed throughout the research process. After the completion of the surveys, the researcher collected them from the participants.

3.11 Data analysis procedures

Data analysis is a systematic process that involves the organization and synthesis of research data, as well as the testing of research hypotheses using that data. It also entails categorizing, ordering, manipulating, and summarizing the data in a way that provides meaningful descriptions. The initial step in data analysis is to examine the collected data for completeness, accuracy, and consistency, a process known as data cleaning. This is crucial for ensuring the validity of the data. In this study, the researcher employed descriptive analysis as a systematic approach to evaluate the data. The collected data was systematically organized in a structured format to enhance the ease of analysis. Numerical values were assigned to the responses in the questionnaires, particularly for closed-ended questions. The codes that were assigned were comprehensive and mutually exclusive, ensuring that each response category had a unique code. Quantitative data description was carried out using descriptive statistics,

which involved calculating frequencies, means, and percentages. The Statistical Package for Social Science (SPSS) version 17 for Windows was utilized to perform these statistical analyses. The use of this software enabled the researcher to compute and present frequencies, percentages, means, and standard deviations, all of which played a crucial role in addressing the research questions.

3.12 Ethical and logistical Considerations

Ethics can be defined as a set of moral principles that offer guidelines and expectations for appropriate conduct (Strydom, 2018). The initial ethical consideration focused on the principle of respecting the participants' rights and well-being. Participants were given the opportunity to provide informed consent before participating in the research. They were presented with a comprehensive explanation of the study's objectives, presented in a language they understood, before seeking their consent. It was emphasized to the participants that their involvement in the study was entirely voluntary, and they had the freedom to withdraw their participation at any time without any repercussions.

To uphold the principles of confidentiality and anonymity, participants were instructed not to provide their names on the questionnaires, ensuring that their responses remained anonymous. In order to address logistical requirements and ethical considerations, the researchers obtained a letter of recommendation from Maasai Mara University and obtained permission from the National Commission for Science, Technology, and Innovation (NACOSTI). Furthermore, the researcher scheduled appointments with school administrators in advance to coordinate data collection activities at their respective educational institutions.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter, we delve into the examination of the gathered data and explore them in alignment with the research questions, all with the goal of fulfilling the specified objectives. The chapter encompasses the rate of questionnaire responses, details about the participants' demographic backgrounds, and a thorough analysis of the data, all in accordance with the research objectives that steered this study.

4.2 Questionnaire return rate

In survey research, the term "questionnaire return rate" is synonymous with "response rate." The response rate quantifies the number of questionnaires that were completed and collected after they were distributed. It is determined by dividing the number of collected questionnaires by the total number that was initially distributed. While various researchers propose different benchmarks for an acceptable response rate, the majority agree that a response rate of 70 percent or higher is considered satisfactory.

In the context of this study, all 48 questionnaires distributed to the head teachers were returned, resulting in a 100 percent response rate. Similarly, all 48 questionnaires administered to the guidance and counselling teachers were returned, achieving a 100 percent response rate as well. This aligns with the recommendations of Mugenda and Mugenda (2013) and Kothari (2013), who suggest that a response rate of 50 percent or higher is adequate. Out of the 384 questionnaires distributed to the pupils, 370 were returned, yielding a response rate of 96.4 percent. This percentage falls within the acceptable range, as advocated by Babbie (2022), who deems a response rate

exceeding 70 percent to be very good. Consequently, the response rate for this study can be characterized as very good, implying that the findings can be generalized to the entire population without bias.

4.3 Demographic data of the respondents

Demographic information serves as a foundational basis around which the study's interpretations are built. Moreover, the inclusion of background material serves to enhance confidence in the study's reliability for both the person conducting the study and the readers. Demographic information plays a crucial role in providing the necessary foundation for the development of interpretations. As a result, the researcher acknowledged the significance of determining the demographic characteristics of the participants, specifically focusing on the participant's age, gender, highest level of education completed, administrative experience, and length of service at their present educational institution. The purpose of this study was to investigate the possible relationships between demographic variables and the influence of supervision on learners' discipline.

4.3.1 Demographic information of the head teachers

The study primarily examined the demographic characteristics of the participants, including their gender, age, greatest level of educational attainment, administrative experience, and tenure in their present educational institutions. Table 2 displays the gender breakdown of the head teachers.

Table 2: Distribution of the head teachers by gender

Gender	F	%
Male	31	64.6
Female	17	35.4
Total	48	100.0

The data obtained from the head teachers indicated that a significant proportion of them, specifically 31 individuals (64.6%), were male, while the remaining 17 individuals (35.4%) were female. The results of this study suggest that a significant proportion of educational institutions within the Sub-County were under the leadership of male head teachers. The head teachers were further instructed to provide details on their ages, and the information pertaining to their ages is displayed in Table 3.

Table 3: Distribution of head teachers by age

Age	F	%
20 – 30 years	1	2.1
31 - 40 years	18	37.5
41 – 50 years	24	50.0
51 - 60 years	5	10.4
Total	48	100.0

Regarding the age of the head teachers, the data indicated that half of them, 24 (50%), were aged between 41 and 50 years, while 18 (37.5%) fell within the age range of 31

to 40 years. Additionally, 5 (10.4%) of the head teachers were aged between 51 and 60 years, and only 1 (2.1%) was in the age range of 20 to 30 years. These findings suggest that the head teachers were generally in their middle-age, which could potentially enable them to better understand the challenges faced by the pupils in their schools and the potential benefits of guidance and counselling.

Furthermore, the researcher sought to determine the highest academic qualifications of the head teachers, and the corresponding data is presented in Table 4.

Table 4: Distribution of head teachers by highest academic qualifications

Highest academic qualification	F	%
P1	12	25.0
Diploma	8	16.7
Degree	23	47.9
Masters	5	10.4
Total	48	100.0

Findings from the head teachers' highest academic qualifications showed that almost half of them 23 (47.9%) were holders of degree while 12 (25%) were P1 holders and 8 (16.7%) having a diploma and 5 (10.4%) having a master's degree. The data indicates that all the head teachers in charge of these schools were highly qualified. Consequently, they were well-equipped to provide insights into the influence of guidance and counselling services on learners' discipline in primary schools within Mbeere South Sub-County.

The head teachers were also queried about their administrative experience, and the corresponding data is summarized in Table 5.

Table 5: Distribution of head teachers by administrative experience.

Administrative experience in years	F	%
1 -5 years	12	25.0
6 -10 years	16	33.3
11 - 15 years	6	12.5
16 - 20 years	3	6.3
21 years and above	11	22.9
Total	48	100.0

Data on the head teachers administrative experience indicated that 12 (25%) had been among the head teachers, 16 of them (33.3%) had administrative experience ranging from 1 to 5 years, 16 (33.3%) had between 6 and 10 years of experience, and 6 (12.5%) had between 11 and 15 years of administrative experience. 3 (6.3%) had an administrative experience of between 16 and 20 years while 11 (22.9%) had been head teachers for 21 years and above.

The other demographic information that the researcher established from the head teachers. Their responses regarding the duration of their tenure in their current school are presented in Table 6.

Table 6: Distribution of the head teachers by duration in the current school

Duration as a head teacher in the current school	F	%
Below 1 year	4	8.3
1 - 5 years	30	62.5
6 - 10 years	6	12.5
11 - 15 years	5	10.4
16 - 20 years	3	6.3
Total	48	100.0

Results from the head teachers regarding the duration of their tenure in the current school indicate that the majority, 30 (62.5%), had been in the current school for a duration of between 1 and 5 years, 6 (12.5%) for between 6 and 10 years, 5 (10.4%) for between 11 and 15 years, while 3 (6.3%) had been in the current school for between 16 and 20 years. This data suggests that the head teachers had considerable experience in their current schools, enabling them to provide insights into the influence of guidance and counselling services on learners' discipline in primary schools.

4.3.2 Demographic information of the guidance and counselling teachers

The demographic information of the teacher counsellors aimed to ascertain their gender, age, greatest level of educational attainment, teaching experience, and tenure within the educational institutions. The distribution among instructional counsellors by gender is presented in Table 7.

Table 7: Distribution of teacher counsellors by gender

Gender	F	%
Male	11	22.9
Female	37	77.1
Total	48	100.0

Information regarding the gender of the teacher counsellors, as displayed in Table 7, indicated that the majority of them, 37 (77.11%), were females, while 11 (22.9%) were males. This data illustrates that there is a higher representation of female teacher counsellors in the schools. The participants were also requested to specify their age, and the corresponding data is shown in Table 8.

Table 8: Distribution of teacher counsellors by age

Age	F	%
20 – 30 years	5	10.4
31 – 40 years	8	16.7
41 – 50 years	26	54.2
51 – 60 years	9	18.8
Total	48	100.0

The data concerning the age of the teacher counsellors revealed that the majority, 26 (54.2%), fell within the age bracket of 41 to 50 years. Additionally, 9 (18.8%) were aged between 51 and 60 years, while 8 (16.7%) were between 31 and 40 years old. A

smaller percentage, 5 (10.4%), was in the age range of 20 to 30 years. This data suggests that a significant portion of the teacher counsellors were relatively older, possibly due to schools' preferences for more experienced individuals to handle pupils. The researcher also aimed to determine the highest academic qualifications of the teacher counsellors, and the corresponding data is displayed in Table 9.

Table 9: Distribution of teacher counsellors by highest academic qualifications

Highest academic qualification	F	%
P1	27	56.3
Diploma	5	10.4
Degree	13	27.1
Masters' degree	3	6.3
Total	48	100.0

The information revealed that most of the teacher counsellors possessed P1 qualifications, with a smaller proportion holding a Diploma (10.4%), Degree (27.1%), and Masters' Degree (6.3%). This data indicates that all teacher counsellors met the minimum teaching qualifications required for primary schools, allowing them to offer insights into the impact of guidance and counselling services on learners' discipline in their respective schools. Additionally, the teacher counsellors were queried about their teaching experience, and the results are outlined in Table 10.

Table 10: Distribution of teacher counsellors by teaching experience

Teaching experience in years	F	%
1 - 5 years	12	25.0
6-10 years	6	12.5
11-15 years	13	27.1
16-20 years	5	10.4
21-25 years	8	16.7
Over 26 years	4	8.3
Total	48	100.0

The study also aimed to determine the teaching experience of the teacher counsellors. The findings indicated that teacher counsellors had varying years of teaching experience, with a majority having taught for over 10 years. This extensive teaching experience provides them with the knowledge to assess the impact of guidance and counselling services on learners' discipline in their respective schools.

In the final section of demographic information for the teacher counsellors, they were requested to specify the length of time they had been at their current assignments. The data related to this is displayed in Table 11.

Table 11: Distribution of teacher counsellors by duration in the current schools.

Duration	F	%
1 - 5 years	14	29.2
6-10 years	4	8.3
11-15 years	17	35.4
16-20 years	2	4.2
21-25 years	7	14.6
Over 26 years	4	8.3
Total	48	100.0

Information regarding the length of time teacher counsellors had spent at their current school indicated that a majority of them, 17 (35.4%), had been at the school for a duration ranging from 11 to 15 years. Additionally, 14 (29.2%) teacher counsellors had worked at their current school for a period between 1 and 5 years. Other teacher counsellors had varying lengths of service, with 4.2% having been in the school for 16 to 20 years, 14.6% for 21 to 25 years, and 8.3% for over 26 years.

4.4 Analysis of the research questions

4.4.1 Influence of pupils' appraisal services on learners' discipline in primary schools in Mbeere South Sub-County

The primary aim of the initial research objective was to determine the impact of pupils' appraisal services on learners' discipline in primary schools located in Mbeere South Sub-County. Head teachers were requested to express their level of agreement or disagreement with a series of statements designed to assess the influence of pupils'

appraisal services on learners' discipline in primary schools. The data collected from the head teachers is displayed in Table 12.

Table 12:Head teachers' responses on influence of pupils' appraisal services on learners' discipline

Statement	Mean	Std. Deviation
Teachers analyse and use a variety of data for the purpose of better understanding the pupils	1.81	1.003
Teachers always try to understand pupils' abilities, interests and special aptitudes	2.29	.874
Teachers always try to acquire information about what their pupils are going through in life outside school	2.27	.939
Teachers always make referral cases on pupils with severe challenges	2.06	.861
Teachers involve the use and interpretation of pupils' information	1.77	.722
Teachers seek for facts on which to make informed choices and decisions about the pupils	1.77	.722
Teachers facilitate self-understanding and self-development among pupils	2.06	.861
Teachers seek to develop skills and knowledge that will assist the pupils and their choices.	2.06	.861
Teachers work with pupils on developing their study skills and future prospects.	2.27	.939
Teachers meet with pupils to talk about any issue that may arise in their school life	2.27	.939

The data collected from the head teachers revealed that they did not agree that teachers analyzed and utilized various data to gain a better understanding of the pupils, as indicated by a mean of 1.18 and a standard deviation (SD) of 1.003. Additionally, head teachers disagreed with the statement that teachers consistently attempted to comprehend pupils' abilities, interests, and special aptitudes (Mean=2.29, SD=0.874). Furthermore, the head teachers expressed disagreement with the idea that teachers consistently sought information about their pupils' lives outside of school (Mean=2.27, SD=0.939). The data also showed that head teachers disagreed with the notion that teachers frequently referred cases of pupils with severe challenges (Mean=2.06, SD=0.861). Head teachers strongly disagreed with the statement that teachers utilized and interpreted pupils' information and actively sought facts to make informed choices and decisions regarding the pupils (Mean=1.77, SD=0.722).

The data further revealed that head teachers disagreed with the statement that teachers facilitated self-understanding and self-development among pupils, as well as the notion that teachers aimed to develop skills and knowledge to assist pupils in making choices (Mean=2.06, SD=0.861). It was also indicated that head teachers disagreed with the idea that teachers collaborated with pupils to enhance their study skills and future prospects, as shown by a mean of 2.27 and an SD of 0.939. Furthermore, head teachers disagreed with the statement that teachers met with pupils to discuss any issues that may arise in their school life, as indicated by a mean of 2.27 and an SD of 0.939.

The teachers were also asked to express their level of agreement or disagreement with statements regarding the impact of pupils' appraisal services on learners' discipline in primary schools. The data from the teachers is presented in Table 13.

Table 13: Teachers’ responses on influence of pupils’ appraisal services on learners’ discipline

Statements	Mean	SD
I analyse and use a variety of data for the purpose of better understanding the pupils	2.54	.683
I always try to understand pupils’ abilities, interests and special aptitudes	2.54	.898
I always try to acquire information about what their pupils are going through in life outside school	2.11	.914
I always make referral cases on pupils with severe challenges	2.63	.672
I involve the use and interpretation of pupils’ information	2.11	.914
I seek for facts on which to make informed choices and decisions about the pupils	2.54	.683
I facilitate self-understanding and self-development among pupils	2.63	.672
I seek to develop skills and knowledge that will assist the pupils and their choices	2.63	.672
I work with pupils on developing their study skills and future prospects	2.63	.672
I meet with pupils to talk about any issue that may arise in their school life	2.54	.683

The findings derived from the survey responses provided by teachers regarding the impact of students' appraisal services on their discipline indicate that teachers acknowledged the utilization of diverse data sources to enhance their understanding of students. Additionally, teachers expressed a consistent effort to comprehend students' capabilities, interests, and unique talents, as evidenced by a mean score of 2.54 and a

standard deviation of 0.683. Additionally, it was shown that educators expressed a lack of agreement on their efforts to gather information about their students' personal experiences beyond the classroom setting, as indicated by a mean score of 2.11 and a standard deviation of .914.

The data additionally indicated that instructors consistently reported making referrals for students with significant problems, as evidenced by a mean score of 2.63 and a standard deviation of 0.672. Additionally, there was disagreement on the incorporation and interpretation of students' data, as evidenced by a mean of 2.11 and a standard deviation of .914. Teachers also expressed their need to get factual information to make well-informed choices and judgments regarding their students (Mean=2.54, SD=.683). Educators also concurred that they played a role in fostering self-awareness and personal growth among students. They aimed to cultivate abilities and information that would benefit students in their decision-making processes. Additionally, they collaborated with students to enhance their study skills and prospects for the future (Mean=2.63, SD .672). Finally, it was agreed by the instructors that they engaged in meetings with students to discuss any potential concerns that may develop in their academic lives within the school setting. This agreement was supported by a mean value of 2.54 and a standard deviation of 0.683. In contrast to the viewpoints expressed by the head teachers, instructors held the belief that they were responsible for administering assessments that would have an influence on students' disciplinary behaviour within educational institutions.

The evaluation and assessment services provided to students encompass the activities of a teacher counsellor who gathers, analysis, and utilizes a range of objective data to

facilitate a deeper comprehension of the student. Every student in an educational institution requires support in exploring their authentic identity, assessing their individual capacities, selecting an appropriate educational path or university program that will facilitate the cultivation of their talents, assisting them in identifying a profession that aligns with their innate abilities, and ultimately, aiding them in establishing meaningful connections with the community and the broader context of life.

According to the data provided by the head teachers, it is evident that instructors did not engage in the analysis and utilization of diverse data sources to enhance their comprehension of the students. Furthermore, there was a lack of effort in comprehending the talents, interests, and unique aptitudes of the students. According to the head teachers, instructors lacked knowledge on the personal circumstances of their students outside of the school environment, and they also failed to initiate the process of referring students who faced significant issues. Furthermore, they did not engage in the use and analysis of students' data, nor did they actively pursue empirical evidence to facilitate informed decision-making regarding the students. The absence of a deliberate effort to foster self-awareness and personal growth among students was seen, as educators primarily focused on cultivating competencies and information that would support students in their decision-making processes.

According to Gichinga (2021), counselling services aim to assist students in engaging in self-analysis by considering their talents, accomplishments, interests, and methods of adaptation in relation to the decisions they need to make. In addition, teachers did not engage in the facilitation of students' study abilities and long-term aspirations, nor

did they arrange meetings with students to address any potential challenges that may occur within their academic lives. The research indicates that a significant factor contributing to indiscipline in schools was the absence of teachers providing students with assessment services.

Based on the feedback provided by the teachers, it was found that they concurred with the head teachers' perspective that they had not made efforts to gather information on the personal experiences of their students beyond the school environment. Additionally, it was mutually acknowledged that the utilization and interpretation of students' data was not implicated. These replies provide evidence that teachers failed to conduct certain student evaluation services, which in turn can contribute to students displaying disciplinary issues. According to Zeran and Antony (2019), guidance is a developmental procedure that involves providing assistance to individuals in comprehending and embracing their abilities, aptitudes, interests, and attitudes in relation to their aspirations. The ultimate goal is to enhance their capacity to make informed and prudent decisions, both as individuals and as contributing members of a vibrant and growing society.

4.4.2 Influence of information service on learners' discipline in primary schools in Mbeere South Sub-County

The second research objective aims to examine how information services affect the discipline of students in primary schools in Mbeere South Sub-County. Headteachers and teachers were surveyed to gauge their degree of agreement or disagreement with statements designed to assess the influence of information services on student discipline. The responses from headteachers are presented in Table 14.

Table 14: Head teachers' responses on influence of information service on learners' discipline

Statement	Mean	SD
Teachers provide pupils with a greater knowledge of the importance of their education	2.27	.939
Teachers assist pupils to avoid unsocial behaviour	2.29	.874
Teachers provide pupils with a greater knowledge of effects of indiscipline	2.27	.939
Teachers assist pupils understand the negative effect of drugs	2.06	.861
Teachers are able to provide data on pupils as well as on the social environment	1.77	.722
Teachers help pupils to have a better understanding of themselves	2.29	.874
Teachers assist pupils to plan their lives in the educational and personal-social areas	2.27	.939
Teachers assist pupils to make good use of social media	2.06	.861
Teachers assist pupils to have good relationship with other pupils	1.77	.722
Teachers assist pupils to have good relationship with their parents and teachers and everybody in their life	1.77	.722

The data collected from headteachers concerning the influence of information services on students' discipline reveals a general disagreement among headteachers on various aspects. They disagreed with the notion that teachers effectively conveyed to students the importance of their education, as indicated by a mean score of 2.27 and a standard deviation of 0.939. Furthermore, they expressed disagreement with the idea that teachers played a role in helping students avoid unsocial behaviour, as reflected by a mean score of 2.29 and a standard deviation of 0.874. Additionally, headteachers did

not believe that teachers assisted students in comprehending the adverse effects of drugs, as demonstrated by a mean score of 2.06 and a standard deviation of 0.861.

In addition to the above, headteachers also expressed disagreement when it came to teachers' ability to provide data on students and their social environment, with a mean score of 1.77 and a standard deviation of 0.722. They also denied that teachers contributed significantly to students' self-understanding, as evidenced by a mean score of 2.29 and a standard deviation of 0.874. Furthermore, headteachers disagreed with the idea that teachers actively assisted students in planning their lives, both in terms of their education and personal-social aspects, as indicated by a mean score of 2.27 and a standard deviation of 0.939.

The data further highlights that teachers were not seen as effective in helping students make optimal use of social media, as indicated by a mean score of 2.06 and a standard deviation of 0.861. Additionally, headteachers believed that teachers did not play a significant role in helping students establish positive relationships with their peers, parents, teachers, and other individuals in their lives, as reflected by a mean score of 1.77 and a standard deviation of 0.722.

Table 15: Teachers’ responses on influence of information service on learners’ discipline

Statement	Mean	SD
I provide pupils with a greater knowledge of the importance of their education	2.54	.898
I assist pupils to avoid unsocial behaviour	2.11	.914
I provide pupils with a greater knowledge of effects of indiscipline	2.63	.672
I assist pupils understand the negative effect of drugs	2.11	.914
I am able to provide data on pupils as well as on the social environment	2.54	.683
I help pupils to have a better understanding of themselves	2.63	.672
I assist pupils to plan their lives in the educational and personal-social areas	2.63	.672
I assist pupils to make good use of social media	2.63	.672
I assist pupils to have good relationship with other pupils	2.11	.914
I assist pupils to have good relationship with their parents and teachers and everybody in their life	2.54	.683

The data from the teachers revealed that they were in agreement when it came to providing students with a deeper understanding of the significance of their education, as indicated by a mean score of 2.54 and a standard deviation of 0.898. However, they denied that they played a role in helping students avoid unsocial behaviour, with a mean score of 2.11 and a standard deviation of 0.914. Teachers also acknowledged that they imparted greater knowledge to students regarding the consequences of indiscipline, with a mean score of 2.63 and a standard deviation of 0.672. On the other

hand, they disagreed that they assisted students in comprehending the negative effects of drugs, as indicated by a mean score of 2.11 and a standard deviation of 0.914.

Teachers also agreed that they were capable of providing students with data regarding students themselves and the social environment, with a mean score of 2.54 and a standard deviation of 0.683. They also concurred that they played a role in helping students gain a better understanding of themselves and in assisting students in planning their lives, both in educational and personal-social aspects, as reflected by a mean score of 2.63 and a standard deviation of 0.672. Furthermore, teachers agreed that they facilitated students in making effective use of social media, with a mean score of 2.63 and a standard deviation of 0.672. However, they disagreed when it came to assisting students in building positive relationships with their peers, as indicated by a mean score of 2.11 and a standard deviation of 0.914. Finally, teachers agreed that they contributed to helping students establish positive relationships with their parents, teachers, and everyone in their lives, with a mean score of 2.54 and a standard deviation of 0.683.

In contrast, based on the head teachers' responses, it was observed that teachers did not effectively provide students with a deeper understanding of the importance of their education. Additionally, they did not play a significant role in assisting students in avoiding unsocial behaviour. Teachers were also perceived as not helping students comprehend the negative effects of drugs, fostering students' self-awareness, assisting in life planning, facilitating the responsible use of social media, or promoting positive relationships among students. This indicates that the lack of information services to students could potentially impact their discipline negatively. Often, students may find

themselves in disciplinary issues due to a lack of sufficient information. According to Ekwe (2021), information services should aim to provide students with accurate and relevant information regarding their careers, education, and personal-social aspects of life. Ekwe (2021) further emphasizes that for information services to be effective, the information provided to students must be meaningful and applicable.

Looking at the teachers' responses, they agreed with the head teachers' perspective that they did not assist students in avoiding unsocial behaviour. They also concurred that they did not effectively help students understand the negative effects of drugs and did not contribute significantly to building positive relationships among students. This again highlights that the lack of information services provided by teachers to students could lead to disciplinary issues. According to Bedu-Addo (2014), the information services offered through school guidance programs are designed to provide students with a better understanding of educational, vocational, and personal-social opportunities, enabling them to make well-informed choices and decisions in an increasingly complex society.

4.4.3 Influence of learners' response to guidance and counselling services on their discipline in public primary schools in Mbeere South Sub-County

The third research inquiry aimed to evaluate the impact of students' reactions to guidance and counselling services on their disciplinary conduct in public primary schools within Mbeere South Sub-County, Kenya. To address this specific research query, the head teachers were requested to express their level of agreement or

disagreement with statements designed to elucidate how students' responses to guidance and counselling influenced their discipline. The responses provided by the head teachers can be found in Table 16.

Table 16: Head teachers' responses to learners' response to guidance and counselling

Statements	Mean	SD
Pupils are always willing to go for guidance and counselling	2.06	.861
Pupils go to teachers when they have personal challenges	2.44	.965
Pupils are not interested in listening to teachers' advice	1.77	.722
Pupils disregard guidance and counselling sessions	2.71	.988
Pupils have a negative attitude towards guidance and counselling	2.65	1.000
Pupils have no faith in guidance and counselling teachers	2.11	.914
Pupils feel uneasy talking about their challenges to teachers	2.79	.988
Pupils feel that the guidance and counselling does not assist them in their life	2.62	.981
Pupils want to work on their challenges rather than going for guidance and counselling	2.69	.949
Pupils feel that they are exposing themselves when they go for guidance and counselling	2.71	.967

Data derived from the responses of the head teachers revealed that they did not believe that pupils consistently demonstrated a willingness to seek guidance and counselling services (Mean=2.06, SD=.861). Furthermore, they disagreed with the notion that pupils typically turned to teachers when faced with personal challenges, and they also disagreed with the assertion that pupils lacked interest in heeding teachers' advice (Mean=2.44, SD=.965).

Moreover, the data showed that head teachers concurred that pupils often disregarded guidance and counselling sessions (Mean=2.65, SD=1.00) and held a negative attitude towards such services (Mean=2.65, SD=1.00).

Interestingly, it was revealed that head teachers disagreed with the idea that pupils possessed a negative attitude toward guidance and counselling (Mean=1.77. SD=1.00). They also expressed disagreement with the notion that pupils lacked trust in guidance and counselling teachers (Mean=2.11. SD .914).

Additional findings indicated that head teachers believed that pupils generally felt uncomfortable discussing their challenges with teachers (Mean=2.79 SD=.988) and had the perception that guidance and counselling did not significantly assist them in their lives (Mean=2.62 SD=.981). Furthermore, head teachers agreed that pupils preferred addressing their challenges independently rather than seeking guidance and counselling (Mean=2.69 SD=.949). Finally, head teachers agreed that pupils often felt exposed when engaging in guidance and counselling sessions (Mean=2.71 SD=.967).

To address this particular research question, teachers were also asked to express their level of agreement or disagreement with statements intended to elucidate how learners' responses to guidance and counselling impacted discipline. The responses provided by the teachers can be found in Table 17.

Table 17: Teachers' responses to learners' response to guidance and counselling

Statements	Mean	SD
Pupils are always willing to go for guidance and counselling	2.75	.812
Pupils go to teachers when they have personal challenges	2.73	.893
Pupils are not interested in listening to teachers' advice	2.67	.883
Pupils disregard guidance and counselling sessions	2.04	1.062
Pupils have a negative attitude towards guidance and counselling	2.73	.939
Pupils have no faith in guidance and counselling teachers	2.06	.942
Pupils feel uneasy talking about their challenges to teachers	2.65	.812
Pupils feel that the guidance and counselling does not assist them in their life	2.54	.683
Pupils want to work on their challenges rather than going for guidance and counselling	2.63	.841
Pupils feel that they are exposing themselves when they go for guidance and counselling	2.44	.965

Data extracted from the responses of the teachers revealed that teachers concurred that pupils consistently showed a willingness to participate in guidance and counselling (Mean=2.75, SD=.812). Teachers also acknowledged that pupils often approach them when facing personal challenges (Mean=2.73, SD=.893). However, it was noted that teachers believed that pupils were generally uninterested in heeding teachers' advice (Mean=2.67, SD=.883).

Additionally, the data revealed that teachers disagreed with the notion that pupils frequently disregarded guidance and counselling sessions (Mean=2.04, SD=1.062). Conversely, teachers agreed that pupils displayed a negative attitude towards guidance and counselling (Mean=2.73, SD=.939). It was also established that teachers disagreed with the idea that pupils lacked faith in guidance and counselling teachers (Mean=2.06,

SD=.942). Furthermore, teachers agreed that pupils often felt uncomfortable discussing their challenges with teachers (Mean=2.65, SD=.812). Teachers' responses also indicated that they believed pupils perceived guidance and counselling as not particularly helpful in their lives (Mean=2.54, SD=.683).

Teachers also concurred that pupils preferred to work on their challenges independently rather than seeking guidance and counselling (Mean=2.63, SD=.841). Lastly, it was found that teachers disagreed with the notion that pupils felt they were exposing themselves when participating in guidance and counselling sessions (Mean=2.44, SD=.965).

The researcher also collected responses from the pupils regarding their perceptions of guidance and counselling in schools. The pupil data is presented in Table 18.

Table 18: Pupils’ responses to the influence of guidance and counselling services on their discipline

Statement	Always		Sometimes		Never	
	F	%	F	%	F	%
Our teachers provide guidance and counselling to all of us together	109	29.5	175	47.3	86	23.2
Our teachers call us individually and talk to us	47	12.7	146	39.5	177	47.8
Our teachers assist us balance between recreation and studies	18	4.9	134	36.2	218	58.9
Our teachers make us aware of the effects of indiscipline on our studies	199	53.8	85	23.0	86	23.2
Our teachers assist us understand the importance of our education	48	13.0	175	47.3	147	39.7
Our teachers make us understand our abilities, interests and special aptitudes	48	13.0	86	23.2	236	63.8
Our teachers assist us make informed choices and decisions	48	13.0	119	32.2	203	54.9
Our teachers assist us know the importance of our education	54	14.6	87	23.5	229	61.9
Our teachers meet with us to talk about any issue about our life	48	13.0	230	62.2	92	24.9
Our teachers make us become aware of ourselves	21	5.7	92	24.9	257	69.5
I am always willing to go for guidance and counselling	55	14.9	229	61.9	86	23.2
I usually go to my teachers when I have personal challenges	54	14.6	175	47.3	141	38.1
I do not have faith in guidance and counselling teachers	104	28.1	140	37.8	126	34.1
I do not want to expose my challenges to my teachers	192	51.9	31	8.4	147	39.7
I do not like my guidance and counselling teacher	56	15.1	31	8.4	283	76.5

Data collected from the pupils' responses regarding their experiences with guidance and counselling services revealed various aspects of their perceptions: Nearly half of

the pupils, 175 (47.3%), stated that their teachers occasionally provided guidance and counselling to all of them together, while 109 (29.5%) indicated that this happened sometimes, and 86 (23.2%) reported that teachers never did so. When asked whether teachers individually called them to discuss personal challenges, 177 (47.8%) said it never occurred, 146 (39.5%) stated it happened sometimes, and only 47 (12.7%) mentioned it always occurred. The majority of pupils, 218 (58.9%), felt that their teachers never helped them balance between recreation and studies. Regarding awareness of the effects of indiscipline on their studies, most pupils, 199 (53.8%), reported that teachers always made them aware of this, while 85 (23%) and 86 (23.2%) felt this occurred sometimes and never, respectively. Pupils expressed mixed feelings about whether their teachers helped them understand the importance of their education.

Specifically, 175 (47.3%) believed teachers did this only sometimes, while 147 (39.7%) thought it never happened. A significant number of pupils, 236 (63.8%), perceived that teachers never helped them understand their abilities, interests, and special aptitudes, with only 86 (23.2%) indicating it occurred sometimes. The majority of pupils, 203 (54.9%), believed that teachers never assisted them in making informed choices and decisions. A considerable number of pupils, 229 (61.9%), stated that teachers never helped them recognize the importance of their education. Similarly, the majority, 230 (62.2%), mentioned that teachers only occasionally met with them to discuss issues in their lives. Pupils' responses showed that 257 (69.5%) felt that teachers helped them become more self-aware. Regarding their willingness to seek guidance and counselling, most pupils, 229 (61.9%), indicated that they were

sometimes willing to do so. In terms of approaching teachers with personal challenges, 175 (47.3%) stated that they usually went to their teachers only sometimes. When asked if they had faith in their guidance and counselling teachers, 104 (28.1%) expressed unwavering faith, 140 (37.8%) had faith only sometimes, and 126 (34.1%) never had faith. Many pupils, 192 (51.9%), disclosed that they always preferred not to disclose their challenges to their teachers, while 147 (39.7%) never wanted to expose their challenges. A significant majority, 283 (76.5%), expressed a lack of liking for their guidance and counselling teachers. Learners' responses to guidance and counselling services play a crucial role in influencing their attitude, commitment, and consistency in seeking such services. These responses varied, with pupils displaying a range of attitudes and preferences. It was evident that some pupils were not consistently receptive to guidance and counselling services, which could potentially contribute to indiscipline. From the pupils' perspective, teachers often did not individually engage them in discussions, and they believed that teachers rarely helped them balance their recreational and academic pursuits.

Moreover, pupils expressed reservations about teachers' effectiveness in conveying the importance of education and understanding their abilities. Many pupils did not perceive that teachers facilitated informed decision-making or appreciated the significance of education. Additionally, some pupils were hesitant to share their challenges with teachers and harboured negative perceptions of their guidance and counselling teachers. These responses align with previous research, which has indicated that students may be hesitant to seek guidance and counselling due to concerns about revealing personal challenges or holding negative perceptions about the process. Such

perceptions can potentially impact the success of guidance and counselling programs in schools.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Strictly paraphrase each word in this “This study aimed at assessing the influence of guidance and counselling services on learners’ discipline in primary schools in Mbeere South Sub-County, Embu County, Kenya. The study was guided by three research objectives. The objectives sought to determine the influence of pupils’ appraisal services on learners’ discipline in public primary schools; establish the influence of information service on learners’ discipline in public primary schools and lastly assess the influence of learners’ response to guidance and counselling services on their discipline in public primary schools in Mbeere South Sub-County, Embu County, Kenya. This chapter therefore contains a summary of this study, the conclusions drawn and the recommendations made.

5.2 Summary of findings

The study adhered to its research objectives. Information was gathered through questionnaires and subsequently analysed utilizing descriptive statistical methods, yielding the subsequent findings:**Research objective one: Influence of pupils’ appraisal services on learners’ discipline in public primary schools in Mbeere South Sub-County**

The outcomes of this research objective indicated that teacher counsellors did not engage in the analysis and utilization of a diverse range of data to enhance their comprehension of the students. Additionally, teachers did not make efforts to understand the capabilities, interests, and special talents of the students. According to

the head teachers' responses, teacher counsellors failed to gather information about their students' life experiences beyond the school environment, and they did not initiate the process of referring students facing significant challenges. Moreover, teacher counsellors did not collaborate with students to enhance their study skills and prospects for the future, nor did they hold meetings with students to address any potential issues that may arise in their academic life. Furthermore, it was found that teachers did not engage in the utilization and interpretation of students' information. These findings affirm that teachers did not fulfil certain aspects of students' appraisal services, which could potentially contribute to students displaying indiscipline.

Research objective two: To establish the Influence of information service by the teachers on learners' discipline in public primary schools in Mbeere South Sub-County, Kenya

The findings from this research objective indicated that teacher counsellors did not impart to pupils a deeper understanding of the significance of their education. Furthermore, it was revealed that teachers did not actively contribute to preventing unsocial behaviour among pupils. Teacher counsellors also failed to help pupils comprehend the adverse effects of drug use, and teachers did not play a role in fostering a better self-understanding among pupils. It was also evident from the findings that teacher counsellors did not support pupils in avoiding unsocial behaviour. The data indicated that teachers did not facilitate pupils' understanding of the negative consequences of drug use, and they did not assist pupils in establishing positive relationships with their peers. These findings highlight the potential impact of the

absence of information services provided by teacher counsellors on students' discipline. It underscores how the lack of information provision could lead to disciplinary issues among pupils. It is evident that students may face disciplinary problems due to insufficient information.

Research objective three: To assess the influence of learners' response to guidance and counselling services on their discipline in primary schools in Mbeere South Sub-County, Kenya

The findings related to this research objective indicated that pupils exhibited a lack of interest in heeding teachers' advice. They also displayed a negative attitude towards the guidance and counselling services. Teacher counsellors, based on the findings, perceived that pupils felt uncomfortable discussing their challenges with teachers and believed that the guidance and counselling sessions did not benefit them in their lives. Moreover, the findings revealed that pupils preferred addressing their challenges independently rather than seeking guidance and counselling, and they felt that seeking such help exposed their vulnerabilities.

Additionally, the data showed that teacher counsellors did not assist pupils in striking a balance between recreational activities and their studies. It was also uncovered that pupils reported that teachers failed to help them recognize their abilities, interests, and special talents. Teachers did not actively support pupils in making informed choices and decisions, understanding the significance of their education, or engaging in discussions about various life issues. Furthermore, the findings indicated that pupils were hesitant to share their challenges with their teacher counsellors, preferring not to

expose their difficulties to teachers, and they generally expressed dislike for their guidance and counselling teachers.

5.3 Conclusions

Based on the findings of the first research objective, which aimed to ascertain the impact of pupils' appraisal services on learners' discipline, it can be concluded that teachers did not effectively implement the necessary guidance and counselling measures. This lack of support in helping pupils balance their academic responsibilities with recreational activities and the failure to enable students to realize their full potential in school could contribute to disciplinary issues among the pupils. Furthermore, the study concludes that schools did not have adequate pupils' appraisal services in place to foster discipline among the students. The study also suggests that teachers' inability to analyse and utilize a variety of data to better understand their pupils, as well as the teacher counsellors' failure to grasp students' abilities, interests, and unique aptitudes, could lead to a deterioration in students' discipline. Additionally, the inability of teacher counsellors to use and interpret students' information may hinder their ability to understand and address their pupils' needs, potentially leading to disciplinary problems.

Based on the second research objective, which sought to determine the influence of teachers' information services on learners' discipline, it is concluded that the lack of utilization of information services can affect learners' discipline. Failure by teacher counsellors to provide students with a deeper understanding of the importance of

education and their inability to help students avoid unsocial behaviour can significantly impact student discipline. The study also suggests that teacher counsellors' failure to assist students in comprehending the negative effects of drugs and their inability to foster positive relationships among students could expose students to drug abuse, thereby affecting their discipline.

Regarding the third research objective, which aimed to assess the influence of learners' response to guidance and counselling services on their discipline in primary schools, it is concluded that students' responses to guidance and counselling can determine their discipline in schools. Students' lack of interest in heeding teachers' advice and their negative attitudes toward guidance and counselling can lead to indiscipline. Students feeling uncomfortable discussing their challenges with teachers and perceiving that guidance and counselling does not benefit them in their lives can also contribute to disciplinary issues. Such attitudes toward guidance and counselling are likely to be significant determinants of indiscipline among students. Additionally, teachers' failure to assist students in balancing recreation and studies can contribute to indiscipline. The study also concludes that students' reluctance to share their challenges with their teachers, fearing that they are exposing their difficulties, can lead to students struggling with their challenges and, subsequently, indiscipline.

5.4 Recommendations

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

1. That schools should have effective guidance and counselling influences which teacher counsellors can use to minimize discipline cases.
2. It was also recommended that schools should have effective pupils' appraisal services that could assist pupils in their discipline.
3. The study also recommended that schools should have effective information service that could assist pupils cultivate discipline among themselves.

5.5 Suggestions for further research

The researcher proposes the following areas for further studies

- i. That a replication of this study be carried out in an urban setting.
- ii. The researcher recommends a study on student discipline in relation to parent or guardian upbringing to be carried out.
- iii. There is need to have a study on the influence of minimal integration of guidance and counselling in selected subjects in the curriculum. The objective is to curb the long-standing problem of lack of time to influence guidance and counselling.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Patricia WawiraNdwiga

School of Education

MaasaiMara University

The Head teacher

_____ Primary school

Dear Sir / Madam,

RE: PERMISSION TO COLLECT DATA

I am post-graduate student at Maasai Mara University. I am currently carrying out a research as part of my final year project. This research is a requirement of the master's programme. My study is on "**Influence of guidance and counselling services on learners' discipline in Public primary schools in Mbeere South Sub-County, Embu County, Kenya**". Your school has been selected to participate in this study. I hereby humbly request your office to accord the study any assistance that will make the study a success.

Yours faithfully,

Patricia Wawira

APPENDIX II: QUESTIONNAIRE FOR THE HEADTEACHER

The purpose of this questionnaire is to solicit information on “Influence of guidance and counselling services on learners’ discipline in primary schools in Mbeere South Sub-County, Kenya”. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A: Demographic data

Please tick against your Gender

Male Female

What is your age?

20 – 30 years 31 – 40 years

41 – 50 years 51 – 60 years

What is your Highest academic qualification?

PI Diploma

Degree Masters

Indicate your administrative experience in years (tick one)

1 - 5 years 6 – 10 years

11 – 15 years 16 years and above

How long have you been in this school?

0 – 5 years 6 – 10 years

11- 15 years Over 15 years

Section B: Influence of pupils' appraisal service on learners' discipline

This section of the questionnaire seeks to establish your opinions about influence of pupils' appraisal service on learners' discipline in primary schools. Using this key where 4 = Strongly Agree; 3 = Agree; 2 = Disagree and 1 = strongly disagree, indicate your opinion on the following statements.

	Statement	4	3	2	1
1	Teachers analyse and use a variety of data for the purpose of better understanding the pupils				
2	Teachers always try to understand pupils' abilities, interests and special aptitudes				
3	Teachers always try to acquire information about what their pupils are going through in life outside school				
4	Teachers always make referral cases on pupils with severe challenges				
5	Teachers involve the use and interpretation of pupils' information				
6	Teachers seek for facts on which to make informed choices and decisions about the pupils				
7	Teachers facilitate self-understanding and self-development among pupils				
8	Teachers seek to develop skills and knowledge that will assist the pupils and their choices.				
9	Teachers work with pupils on developing their study skills and future prospects.				
10	Teachers meet with pupils to talk about any issue that may arise in				

	their school life				
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Section C: Influence of information service on learners' discipline

This section of the questionnaire seeks to establish your opinions about information service on learners' discipline in primary schools. Using this key where 4 = Strongly Agree; 3 = Agree; 2 = Disagree and 1 = Strongly Disagree, indicate your opinion on the following statements.

	Statement	4	3	2	1
1	Teachers provide pupils with a greater knowledge of the importance of their education				
2	Teachers assist pupils to avoid unsocial behaviour				
3	Teachers provide pupils with a greater knowledge of effects of indiscipline				
4	Teachers assist pupils understand the negative effect of drugs				
5	Teachers are able to provide data on pupils as well as on the social environment				
6	Teachers help pupils to have a better understanding of themselves				
7	Teachers assist pupils to plan their lives in the educational and personal-social areas				
8	Teachers assist pupils to make good use of social media				
9	Teachers assist pupils to have good relationship with other pupils				
10	Teachers assist pupils to have good relationship with their parents and teachers everybody in their life				

Section D: Influence of learners’ response to guidance and counselling services on their discipline

This section of the questionnaire seeks to establish your opinions on the influence of learners’ response to guidance and counselling services on their discipline in primary schools. Using this key where 4 = Strongly Agree; 3 = Agree; 2 = Disagree and 1 = Strongly Disagree, indicate your opinion on the following statements.

	Statement	4	3	2	1
1	Pupils are always willing to go for guidance and counselling				
2	Pupils go to teachers when they have personal challenges				
3	Pupils are not interested in listening to teachers’ advice				
4	Pupils disregard guidance and counselling sessions				
5	Pupils have a negative attitude towards guidance and counselling				
6	Pupils have no faith in guidance and counselling teachers				
7	Pupils feel uneasy talking about their challenges to teachers				
8	Pupils feel that the guidance and counselling does not assist them in their life				
9	Pupils want to work on their challenges rather than going for guidance and counselling				
10	Pupils feel that they are exposing themselves when they go for guidance and counselling				

APPENDIX III QUESTIONNAIRE FOR TEACHER COUNSELLORS

The purpose of this questionnaire is to solicit information on “Influence of guidance and counselling services on learners’ discipline in primary schools in Mbeere South Sub-County, Kenya”. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A: Demographic data

Please tick against your gender

Male [] Female []

What is your age?

20 – 30 years [] 31 – 40 years []

41 – 50 years [] 51 – 60 years []

What is your Highest academic qualification?

PI [] Diploma []

Degree [] Masters []

What is your Teaching experience in years (tick one)?

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 years and above []

How long have you been teaching in this school?

0 – 5 years [] 6 – 10 years []

11- 15 years [] Over 15 years []

Section B: Influence of pupils’ appraisal service on learners’ discipline

This section of the questionnaire seeks to establish your opinions about influence of pupils’ appraisal service on learners’ discipline in primary schools. Using this key where 4 = Strongly Agree; 3 = Agree; 2 = Disagree and 1 = Strongly Disagree, indicate your opinion on the following statements.

	Statement	4	3	2	1
1	I analyse and use a variety of data for the purpose of better understanding the pupils				
2	I always try to understand pupils’ abilities, interests and special aptitudes				
3	I always try to acquire information about what their pupils are going through in life outside school				
4	I always make referral cases on pupils with severe challenges				
5	I involve the use and interpretation of pupils information				
6	I seek for facts on which to make informed choices and decisions about the pupils				
7	I facilitate self-understanding and self-development among pupils				
8	I seek to develop skills and knowledge that will assist the pupils and their choices.				
9	I work with pupils on developing their study skills and future prospects.				
10	I meet with pupils to talk about any issue that may arise in their school life				

Section C: Influence of information service on learners' discipline

This section of the questionnaire seeks to establish your opinions about information service on learners' discipline in primary schools. Using this key where 4 = Strongly Agree; 3 = Agree; 2 = Disagree and 1 = Strongly Disagree, indicate your opinion on the following statements.

	Statement	4	3	2	1
1	I provide pupils with a greater knowledge of the importance of their education				
2	I assist pupils to avoid unsocial behaviour				
3	I provide pupils with a greater knowledge of effects of indiscipline				
4	I assist pupils understand the negative effect of drugs				
5	I am able to provide data on pupils as well as on the social environment				
6	I help pupils to have a better understanding of themselves				
7	I assist pupils to plan their lives in the educational and personal-social areas				
8	I assist pupils to make good use of social media				
9	I assist pupils to have good relationship with other pupils				
10	I assist pupils to have good relationship with their parents and teachers everybody in their life				

Section D: Influence of learners’ response to guidance and counselling services on their discipline

This section of the questionnaire seeks to establish your opinions on the influence of learners’ response to guidance and counselling services on their discipline in primary schools. Using this key where 4 = Strongly Agree; 3 = Agree; 2 = Disagree and 1 = Strongly Disagree, indicate your opinion on the following statements.

	Statement	4	3	2	1
1	Pupils are always willing to go for guidance and counselling				
2	Pupils go to teachers when they have personal challenges				
3	Pupils are not interested in listening to teachers advice				
4	Pupils disregard guidance and counselling sessions				
5	Pupils have a negative attitude towards guidance and counselling				
6	Pupils have no faith in guidance and counselling teachers				
7	Pupils feel uneasy talking about their challenges to teachers				
8	Pupils feel that the guidance and counselling does not assist them in their life				
9	Pupils want to work on their challenges rather than going for guidance and counselling				
10	Pupils feel that they are exposing themselves when they go for guidance and counselling				

APPENDIX IV QUESTIONNAIRE FOR PUPILS

Please answer the following questions as they apply to you.

	Statement	Always	Sometimes	Never
1	Our teachers provide guidance and counselling to all of us together			
2	Our teachers call us individually and talk to us			
3	Our teachers assist us balance between recreation and studies			
4	Our teachers make us aware of the effects indiscipline on our studies			
5	Our teachers assist us understand the importance of their education			
6	Our teachers make us understand our abilities, interests and special aptitudes			
7	Our teachers assist us make informed choices and decisions			
8	Our teachers assist us know the importance of our education			
9	Our teachers meet with us to talk about any issue about our life			
10	Our teachers make us become aware of ourselves			
11	I am always willing to go for guidance and counselling			
12	I usually go to my teachers when I have personal challenges			
13	I do not have faith in guidance and counselling teachers			


14	I do not want to expose my challenges to my teachers			
15	I do not like my guidance and counselling teacher			

APPENDIX V: RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
REPUBLIC OF KENYA

Ref No: 883537

RESEARCH LICENSE




This is to Certify that Ms. PATRICIA WAWIRA NDWIGA of Maasai Mara University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Embu on the topic: PRACTICE OF GUIDANCE AND COUNSELLING SERVICES ON LEARNERS' DISCIPLINE IN PRIMARY SCHOOLS IN MBEERE SOUTH SUB COUNTY, KENYA. for the period ending : 02/August/2024.

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APPENDIX VI: MAP OF EMBU COUNTY SHOWING MBEERE SOUTH SUB-COUNTY

