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## **INSTITUTIONALIZING GUIDANCE AND COUNSELLING-A PANACEA FOR MANAGING STUDENT DISCIPLINE IN KENYAN SECONDARY SCHOOLS IN THE POST-CANING ERA.**

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**ABSTRACT:** *In Kenya, as it is elsewhere in the world, corporal punishment has been banned as a disciplinary mechanism in schools. The Ministry of Education through a circular came up with strategies that would suitably replace corporal punishment which among others included the strengthening of Guidance and Counselling services in all educational institutions. This study investigated the extent to which teachers, students and parents agreed or disagreed that the institutionalization of guidance and counseling will assist in the management of discipline in schools. The research design adopted was survey and the study was conducted in Nakuru District in the Rift Valley Province of Kenya. All the teachers, learners and parents of all the public secondary schools in Nakuru District formed the population of the study. The study employed stratified random sampling, simple random sampling and convenient sampling techniques. Data was collected by use of questionnaires and were analysed both qualitatively and quantitatively.*

**KEYWORDS:** Discipline, institutionalization, Guidance and Counselling, Secondary Schools, Post- Caning era.

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### **INTRODUCTION**

Guidance and Counselling as a movement was started in America at the beginning of the 20<sup>th</sup> century as a reaction to change process in an industrialized society. It was introduced formally in Kenya in 1967 under the Ministry of Education (Nasibi, 2003, p. 42). In Kenya, Guidance and Counselling has been the concern of some of the education commissions. In 1976 for instance, the Gachathi Report recommended that the ministry of education expand its services to include guidance and counseling services. The headteacher of each school was to assign a member of staff to be responsible for providing information on guidance and counseling to all stakeholders', teachers and parents inclusive. It was recommended that each school was to build and use a cumulative record of students' academic performance, home background, aptitudes and interests and special problems to facilitate guidance and counseling. The report also recommended the

establishment of courses at the university for training professional workers in guidance and counseling (Republic of Kenya, 1976, p. 152).

The Kamunge Report (1988) further recommended that schools should establish guidance and counseling services with senior teachers being responsible for them (Republic of Kenya, 1988, p. 34). This policy still stands as noted below:

“It is the responsibility of the headteacher to ensure that Guidance and Counselling services are offered to pupils. Each school should establish a guidance and counseling committee headed by a teacher appointed by the headteacher” (Republic of Kenya, 1988, p. 34)

The Presidential Committee on Students’ Unrest and Indiscipline in Kenyan Secondary Schools (2001) showed that the above directive has not been implemented in most schools. It attributed the problem of indiscipline in schools to a culture of violence in institutions partly because of poor guidance and counselling services. It found out that:

- The Ministry of education Science and Technology (MOEST) lacked a strong guiding and counselling division;
- The guidance and counselling services were found in more senior and urban schools but many rural schools have never established the services nor acknowledged the programme;
- Guidance and Counselling teachers in schools where the programme existed do not meet the expectations of the institutions due to lack of relevant training of the staff;
- Teacher training at all levels does not provide the teacher with adequate knowledge and skills, in guidance and counselling;and
- The parents had played a great part in the maladjustment of the children because of ignorance of child rearing practices and the fact that they were not involved in counselling services in schools.

(Republic of Kenya, 2001b, p. 50).

The importance of Guidance and Counselling in Kenya was yet again emphasized by the Ministry of Education Science and Technology when it came up with alternatives to corporal punishment, after its ban, through a circular Ref: G9/1/Vol.VIII/28 (MOEST, 2001). It stated that students/pupils should be disciplined with care and love without necessarily using the cane or harming them in the process. It suggested two main strategies that would suitably replace corporal punishment. These are:

- Initiating programmes that would educate parents, teachers, pupils and society at large on the harmful effects of corporal punishment and availability of effective alternatives; and
- Strengthening of guidance and counselling services in all educational institutions/schools.

The circular further suggested some preventive alternatives to corporal punishment and an outline of ways and means of strengthening guidance and counselling services in schools. These are:

- Headteachers should provide for effective management of curriculum and time. This would ensure that pupils are fully occupied and not idle;
- Dissemination of information to teachers on the rights of children. This is possible at the teacher training and in-service levels;

- Information should be availed to the youth on consequences of their behaviour to enable them make informed decisions and choices;
- Positive reinforcement should be given for good behaviour in order to encourage them and provoke other to do the same;
- Teachers should provide good role models since the youth learn to respect that which is good and are good at copying what the adults do. If for instance the adults exhibit a culture of violence, then they will learn to be violent;
- Teachers should find out if the youth may be showing a change in behaviour and seek ways of curtailing the same. In that way they would forestall bad behaviour before it becomes a disciplinary issue or gets out of hand;
- Teachers should also talk to parents anytime they notice behaviour that is not usual (unfamiliar behaviour) with a particular pupil; and be able to take appropriate action; and
- The school administration should create a child friendly environment to enable pupils enjoy learning.

However, a study by Kiprop (2004 p. 45) on the *challenges faced by teachers and headteachers in maintaining student discipline in the post-caning era in Kenya* revealed that teachers and headteachers experienced problems in the implementation of these alternative approaches to discipline. The study by Kiprop (2004, p. 45) established that teachers lacked the necessary skills to implement guidance and counselling programmes. Teachers felt that the Ministry's emphasis on guidance and counselling failed to take into account the fact that many schools were staffed by ill-prepared teachers and also lacked necessary resources like books and office. It was also found out that guidance and counselling as a method of disciplining learners is not comprehensive. The reason given was that teachers were not willing to subject students to guidance and counselling because of its demand in terms of time and besides this, it does not produce instant results since it requires patience.

In addressing the above issues, the task force of The Presidential Committee on Students' Unrest and Indiscipline in Kenyan Secondary Schools (2001) recommended the following:

- That guidance and counselling services need to be strengthened by equipping teacher counsellors with skills and knowledge in the area of counselling;
- There was a dire need of training of guiding and counselling teachers and this should be given priority under a crash programme by both public and private sectors;
- It was resolved that teachers with professional qualifications in guidance and counselling be identified and be deployed by the Teachers' Service Commission immediately in schools;
- The number of teaching lessons given to guidance and counselling teachers be reduced to give them enough time to effectively carry out guidance and counselling activities;
- It was also recommended that guidance and counselling teachers be given three salary increments above their present grade as an incentive;
- It was further recommended that knowledge and skills in guidance and counselling should be imparted to all teacher trainees at all levels of training;
- The heads of the guidance and counselling departments were required to have post graduate qualifications and experience in guidance and counselling;

- Guidance and counselling was to be strengthened at peer level with the setting up of peer counselling groups in every school and the peer counsellors being given necessary skills and knowledge;
- It was agreed that children with disruptive behaviour should be offered professional services within the school; and
- Most of all, parents were to be more involved in counselling services in schools.  
(Republic of Kenya, 2001b, p. 75).

Given the volatile situation in Kenyan secondary schools today as manifested in the spirit of violence, there is need for the MOEST to strengthen Guidance and Counselling both at the ministry and school level by providing teacher counsellors to every public school, facilitate their training and provide the necessary resources to enable them perform their duties effectively. It is imperative that all teachers have some basic skills in guidance and counselling services so that they can manage learners effectively. Auxiliary bodies providing for peer counseling and pastoral care should also be established in all schools (MOEST, 2000/2001, p. 16).

### **Statement of the Problem**

The foregoing background exposition clearly shows that discipline is one of the most important factors that help all social systems to function effectively and achieve their purpose (Blandford, 1998, p. 1). The main goal of discipline, both in the school and in the home, is to produce young people who will be responsible people when they become adults. Such people should be able to make their own decisions and accept the consequences of those decisions (Mbiti, 2002, p. 29).

For a long time, caning has been used as a means of enforcing discipline among students perhaps the reason being that it is the only “language” that learners, especially those hailing from a background of dogmatic authority, understand (Wragg, 2001, p. 16). Its advantage is that it is quick and efficient, but often resulted in serious injuries on pupils and in a number of cases, death (Muthiani, 1996, p. 3). The result was the banning of corporal punishment, which was viewed as being against the rights of the child as stipulated in the Children Act No. 8, 2001. This radical move in the approach to maintain or manage discipline in Kenyan schools, as shown in the background information, poses more questions than answers on the way forward among teachers. It is against this background that this research aims at investigating the extent to which the institutionalization of guidance and counseling can be used in managing discipline in secondary schools in the absence of the cane.

### **The Role of Guidance and Counselling in the Management of Discipline in Schools**

Indiscipline in schools has been on the increase with cases ranging from problems related to sexuality, adolescent development, drug abuse and general misbehaviour due to peer pressure (Kafu, 2005, p. 29). According to Lines (2002, p. 11), school is often a pressurised hive of activity where personal problems and peer group tensions arise, but have no time or place to be properly addressed. To correct such behaviour in students, the role of guidance and counselling will be crucial. According to Manthei (1997, p. 3), many people need help in coping with their difficulties.

He points out that in general, counseling seeks to help people manage their affairs more effectively in daily life, not to find a cure for some diagnosed personality deficit.

According to Kampwirth (2003, p. 65) providers of guidance and counselling have as their primary role the responsibility of providing assistance to other school personnel and parents regarding issues involving students' learning and behaviour/adjustment problems. This primary role requires skills in communication, interpersonal effectiveness, and problem solving. Manthei (1997, p. 2) indicates that effective counseling requires much more than the practice of particular verbal skills. He points out that counsellors need to know themselves well. They need to know and understand other people. They need to know a good deal about social institutions and their influences, and they need to understand the forces which influence behaviour in the society.

According to American School Counsellor Association (2004), the professional school counsellor works with the school system personnel and other stakeholders to establish and maintain policies that encourage appropriate behaviour so that schools can be a safe place where teaching and learning can be effectively accomplished. Such policies promote the use of the school counsellor as a resource person with expertise in the area of discipline plan development and intervention not as a disciplinarian. The professional school counsellor is increasingly being called upon to act as a mediator in teacher-student conflicts and in student-student conflict. Levin and Nolan (2000, p. 219) also point out that the counsellor's role is to help improve the strained teacher-student relationship by assisting the teacher and the student simultaneously. The professional school counsellor is also called upon as a support and resource for parents. Kampwirth (2003) point out that school counsellors are expected to offer counselling and consultation with parents and staff members on learning problems and guidance programmes for pupils. Manthei (1997, p.152) points out that through consultation and related activities, counsellors can reach more people, use more culturally appropriate ways of intervening with clients, contribute to institutional change and assume more active preventative roles. Blandford (1998, p. 85) outline the role of counsellors as:

- Providing direct support to individual pupils experiencing emotional and behavioural difficulties;
- Providing practical advice on support strategies to school staff working with pupils experiencing Emotional Behavioural Disorder (EBD);
- Working in partnership with parents in supporting their child's educational placement;
- Assisting schools in developing their own support structures and expertise in relation to pupils experiencing EBD;
- Working in partnership with social services, health and other education agencies to encourage continuity of support and exchange of information for all pupils experiencing EBD.
- Working with schools to develop whole-school policies for the management of pupils' behaviour; and
- Working with schools where pupil behaviour and discipline has been identified as a cause for concern as a result of school inspection.

Strategies for keeping young people in school are vital. According to McSherry (2001, p. 79), schools are required to put in place strategies to prevent students from being permanently excluded.

This is in response to growing concerns about the long-term social implications of excluding students. A study done by Bentley (1998) cited by McSherry, (2001, p. 79) indicates that only one third of students excluded in secondary school find their way back into mainstream education. Such failure is closely linked to a drastic reduction of life-chances for many young people: unemployment, crime, problem drug use, and often homelessness are the results. McSherry points out that schools should be encouraged to look for alternative processes and interventions for students who are following particular patterns of behaviour. Porteus *et al.* (2001, p. 84) suggests the use of ‘pastoral’ teachers to offer support to such students. They observe that in every school, there are educators whom learners have come to trust over time. They are natural ‘magnets’ to learners during times of trouble—whether it is personal trouble, problems at home or school conflicts. They add that these educators are important resources for school peace. They add that schools should find ways to reduce other duties, and allocate them ‘pastoral’ or ‘counselling’ duties. This addresses a range of learners’ support needs and serves to pre-empt problems by providing a channel for learners to discuss their concerns without the fear of victimisation. According to Porteus *et al.* The effective use of trusted teachers is even more important in schools that do not have guidance teachers.

The role of peer counsellors cannot be overemphasized and every guidance and counselling programme must identify a group of students who can play this role. Donald, Lazarus and Lolwana (1997, p.192) note that a more intensive level of learner involvement in counselling is possible in some school contexts, particularly at a senior secondary level. In most schools, there is an extensive need for basic counselling to help learners cope with and make decisions about a wide range of social and interpersonal problems. Donald *et al.* (1997, p. 192) suggest that schools should select mature and sensitive learners to train in basic counselling skills. According to Nasibi (2003, p. 85), they should be chosen on the basis of the foregoing qualities: good morals, ability in leadership, knowledgeable on local and social issues, average in academic performance, good listening and appropriate life skills. Student counsellors also need to be supported, particularly in early stages. There should always be someone to whom the student counsellor could refer more difficult or complex problems. This needs to be someone trained and capable who is immediately available.

If the development, implementation and monitoring and evaluation of discipline policies are to be successful, staff need to be trained (Blandford, 1998, p. 144). According to Wilson (2004, p. 88), one of the most pressing concerns for teachers is how to acquire the special skills necessary to deal with behaviour disorders in the classroom. Lumby (2003, p. 139) affirms that teachers need to improve their knowledge and skills continually, and must keep abreast of developments in education in general as well as in their own field of study. According to McLaughlin (1999, p. 15), teachers are in an ideal position to help children with their social and emotional development since they see them regularly and over a long period of time. Hornby (2003, p. 2) points out that in order to optimize the help they can provide to children and to their parents, teachers need to develop their knowledge and skills in areas of counseling and consultation. Cotton, (2005) indicates that research on the effects of teacher training programmes have proven successful in bringing about reductions of discipline problems in the classrooms of participating teachers.

Duke (1999, p.137), however, points out that it is still rare to find courses in schools of education that are devoted specifically to student behaviour problems and school discipline. Duke suggests that opportunities for school personnel should be created to assess local discipline problems and acquire the skills necessary for managing or reducing them. This should involve assessing the effectiveness of school rules and disciplinary procedures during the year just completed and agreeing on guidelines for the coming year. For areas where problems are found to exist, plans should be made for appropriate in-service activities during the coming year. Pressure should be exerted on schools of education to offer more courses devoted to student behaviour problems and school discipline. Duke (1999, p. 137) suggests that in-service activities related to student behaviour should include the following:

- General awareness of student behaviour
- Classroom management skills
- Interpersonal skills
- Conflict-resolution activities
- Academic intervention / early-warning systems.

Non-teaching staff should also receive in-service training in how to deal with student behaviour problems. Kafu (2005, p. 51) suggests that guidance and counselling units should be adequately facilitated in terms of funds, office space, communication system, and support by relevant authorities if they have to perform their duties effectively. He also points out that an appropriate assessment unit be established in the Ministry of Education to specifically evaluate the performance of guidance and counselling units in schools.

Counselling can be a tool for preventing 'normal problems from becoming more serious and resulting in delinquency, school failure and emotional disturbance. It can be a method for creating a healthy environment to assist students in coping with the stresses and conflicts of their growth and development. Counselling can also be a major remedial force for helping students in trouble through appraisal, individual or group counseling, parent or teacher consultation, or environmental changes.

## **MATERIALS AND METHODS**

The study adopted a descriptive survey research design and was based in Nakuru District, Rift Valley Province of Kenya. The target population of this study was the teachers, students and parents of secondary schools in the district. The sampling unit was the school rather than the individual or teacher. By means of stratified sampling method 8 schools were selected to include all types of schools. Teachers were selected from each type of school to give a total of 100 teachers who formed the major study sample using simple random sampling. A total of 40 students were randomly selected and 20 parents using convenient sampling were selected to participate in the study. Data was collected by means of questionnaires. Data analysis involved descriptive statistical technique.

**RESULTS AND DISCUSSIONS**

The main objective of the study was to establish the extent to which teachers, students and parent agreed or disagreed that the institutionalization of guidance and counseling would assist in managing discipline in public secondary schools in Kenya. To establish this objective, respondents were required to indicate whether they agreed or disagreed with the suggestions provided regarding how the guidance and counseling department should function in order to enhance the discipline of the learners. The results are presented in the table below:

**Table 1: Responses To Institutionalizing Guidance and Counselling**

<b>INSTITUTIONALIZE GUIDANCE AND COUNSELLING DEPARTMENT n=145</b>	<b>RESPONDENTS</b>	<b>NO. &amp; %</b>	<b>Strongly agree/ Agree</b>	<b>Uncertain</b>	<b>Disagree/ Strongly disagree</b>	<b>TOTAL</b>
Be headed by competent individuals	Teacher	No. %	88 98.8%	1 1.1%	0 .0%	89 100%
	Parent	No. %	16 100%	0 .0%	0 .0%	16 100%
	Student	No. %	34 85%	4 10%	2 5%	40 100%
Develop clear objectives for the guidance and counselling programme	Teacher	No. %	85 95.5%	2 2.2%	2 2.2%	89 100%
	Parent	No. %	16 100%	0 .0%	0 .0%	16 100%
	Student	No. %	38 95%	0 .0%	2 5%	40 100%
Involve all members of staff in the organization and administration of guidance and counselling	Teacher	No. %	79 88.8%	4 4.5%	6 6.7%	89 100%
	Parent	No. %	10 62.6%	4 25%	2 12.6%	16 100%
	Student	No. %	21 52.5%	5 12.5%	14 35%	40 100%
Play a coordinating role in the provision of guidance and counselling	Teacher	No. %	87 97.8%	2 2.2%	0 .0%	89 100%
	Parent	No. %	16 100%	0 .0%	0 .0%	16 100%
	Student	No. %	37 87.5%	2 5%	3 7.5%	40 100%
Act as a liaison, representative and	Teacher	No. %	83 93.3%	4 4.5%	2 2.2%	89 100%



mediator to help create an effective learning environment	Parent	No. %	15 93.8%	1 6.3%	0 .0%	16 100%
	Student	No. %	35 87.5%	3 7.5%	2 5%	40 100%
Work with stakeholders to establish and maintain policies that encourage appropriate behaviour	Teacher	No. %	80 89.9%	9 10.1%	0 .0%	89 100%
	Parent	No. %	15 93.8%	0 .0%	1 6.3%	16 100%
	Student	No. %	30 75%	5 12.5%	5 12.5%	40 100%
Guide students on career choices	Teacher	No. %	84 94.4%	5 5.6%	0 .0%	89 100%
	Parent	No. %	14 87.6%	2 12.5%	0 .0%	16 100%
	Student	No. %	36 90%	2 5%	2 5%	40 100%
Be adequately facilitated (funds, office space, communication system, and support by relevant authorities)	Teacher	No. %	89 100%	0 .0%	0 .0%	89 100%
	Parent	No. %	16 100%	0 .0%	0 .0%	16 100%
	Student	No. %	36 90%	3 7.5%	1 2.5%	40 100%
Have its performance evaluated by an established unit in the Ministry of education	Teacher	No. %	75 84.2%	7 7.9%	7 7.9%	89 100%
	Parent	No. %	15 93.8%	0 .0%	1 6.3%	16 100%
	Student	No. %	31 77.5%	7 17.5%	2 5%	40 100%

Source: Survey Questionnaire, Section C: Strategy 3.

The strategy on institutionalizing Guidance and Counselling also elicited a high response rate. The results from Table 6.4 show the importance teachers, parents, and students in secondary schools attach to the role of Guidance and Counselling in enhancing student discipline in the post-caning era. According to Nasibi (2003, p. 46), guidance and Counselling is an organized service established as an integral part of the school environment designed to promote the development of the students and assist them towards the realization of sound wholesome adjustment and maximum accomplishments commensurate with their potential. Through these services, an individual achieves greater awareness of his or her potential.

The results from Table 6.4 indicate that there was a high acceptance rate from the teachers (98.8 percent), parents (100 percent), and students (85 percent) that competent individuals should head the Guidance and Counselling department. This is an indication that teachers, parents and students are aware that guidance and counselling is a highly professional undertaking, which requires skills, which can only be acquired through training. According to Musomi (1997, p. 10), counsellors must commit themselves to a basic training course in counselling and undertake a further training at intervals. They should also seek ways of increasing their development and self-awareness. Oidi (2005, p. 40) also points out that there is need for schools to identify and select qualified persons to handle guidance and counselling programmes and also expose them to new ideas on student management. Kut (2005, p. 10) indicates that every school should have an effective and competent Guidance and Counselling Head of Department.

The Guidance and Counselling department should also develop clear objectives for the guidance and counselling programme. This strategy was also supported by 95.5 percent teachers, 100 percent parents, and 95 percent students. This is an indication that teachers, parents, and students appreciate the importance of guidance and counselling services as a solution to the variety of problems and difficulties, which students experience in schools. According to Nasibi (2003, p. 103), each school should have a well-organized guidance programme because “a good programme is one of the essentials of a good school.” The strategy that all members of staff be involved in the organization and administration of guidance and counselling was one of the strategies, which got the least support especially by students (52.5 percent). However, 88.8 percent of the teachers and 62.6 percent parents supported the strategy. The reason for this kind of response from the students is the fact most students do not trust all the teachers to be able to offer this kind of service and thus they lack confidence in them. They see some of them more of disciplinarians than counsellors and others not mature enough to deal with issues affecting them (students). In Kenya, after the withdrawal of the cane, the Ministry of Education emphasized the use of Guidance and Counselling as a corrective measure to replace the cane. This meant that every teacher was to become a counsellor, which according to some teachers is fallacious (Ndichu, 2006, p. 26). The teachers’ support for this strategy was therefore in line with this requirement by the Ministry of Education. According to Kut (2005, p. 9), Guidance and Counselling in schools is a collective responsibility, which can only succeed if the school administration and the teachers give support to these programmes.

The Guidance and Counselling department plays a coordinating role in the provision of guidance and counselling services. According to the responses, 97.8 percent of the teachers, 100 percent of the parents, and 87.5 percent of the students supported the strategy. Nasibi (2003, p. 52) points out that the role of the counsellor in the school setting is that of a coordinator as they coordinate the resources available in the school and the community to help a child with either psychological or health problems. The counsellor also makes, coordinates, and maintains liaison relationships with referral services. Guidance and Counselling department should also act as a liaison, representative and mediator to help create an effective learning environment. This strategy received a high acceptance rate from 93.3 percent of the teachers, 93.8 percent of the parents and 81.5 percent of the students. According to the American School Counsellor Association (2005), the professional school counsellor acts as a liaison, representative and mediator to help create an effective learning

environment, keeping in mind students' diverse cultural, developmental, emotional needs and individual needs. Kut (2005, p. 12) also notes that the guidance counsellors play varied roles. Such roles include counseling students, consulting with staff and parents as well as acting as liaison between schools, communities, health agencies and others. They should also work with stakeholders to establish and maintain policies that encourage appropriate behaviour. This strategy also received a high support from the teachers (89.9 percent), parents (93.8 percent), and students (75 percent). According to the American School Counsellor Association (2005), the professional school counsellor works with school system personnel and other stakeholders to establish and maintain policies that encourage appropriate behaviour so that schools can be a safe place where teaching and learning can be effectively accomplished. Such policies promote the use of the school counsellor as a resource person with expertise in the area of discipline plan development for prevention and intervention not as a disciplinarian.

Guiding students on career choices is also the work of the Guidance and Counselling department. This strategy was supported by 94.4 percent of the teachers, 87.6 percent of the parents, and 90 percent of the students. This shows the importance teachers, parent and students attach to career guidance as an essential component of education, which all students are entitled to. According to Nasibi (2003, p.111), the activities and content of a guidance and counselling programme should cover some of the areas like career talks. She adds that competent professionals should regularly be invited to talk to students in schools on career opportunities, university education requirements for careers, prevailing socio-economic conditions and their effect on career opportunities.

The strategy on adequately facilitating Guidance and Counselling departments by providing them with funds, office space, communication system, and support by relevant authorities received a lot of support from the teachers (100 percent), parents (100 percent), and students (90 percent). Kafu (2005, p. 51), points out that the Ministry of Education should be more involved in the administration of guidance and counselling programmes through provision of funds, establishing effective communication system, and training of Guidance and Counselling teachers. They should also have their performance evaluated by an established unit in the Ministry of Education. This was also supported by 84.2 percent of the teachers, 93.8 percent of the parents, and 77.5 percent of the students. According to Kafu (2005, p. 51), it is important that the performance of Guidance and Counselling units in schools and colleges be assessed by an appropriate assessment unit in the Ministry of Education to ascertain their levels of success.

## **RECOMMENDATIONS AND CONCLUSIONS**

The Ministry of Education should strengthen Guidance and Counselling both at the ministry and school level by providing teacher counsellors to every public school, facilitate their training and provide the necessary resources to enable them perform their duties effectively. Schools should also put in place peer counselling groups, and adopt a system of 'student mentor' whereby a teacher will be in charge of a specified number of students and will work with them as a parent. All teacher trainees at every level of training should be provided with knowledge and skills in Guidance and Counselling.

The study indicated that most of the secondary schools had in place strategies for improving the levels of discipline. However, the rising spate of indiscipline in Kenyan secondary schools is an indication that these strategies are not being implemented adequately. Teachers cited lack of training as an impediment to the implementation of the disciplinary strategies. Teachers can only be confident in implementing the disciplinary strategies if they have access to quality professional development. Time for dialogue and administrative support are also key component. Teachers should be given time to engage in conversations about strategies that work, with ample opportunities for peer coaching and refresher courses.

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