

**ADMINISTRATIVE PRACTICES INFLUENCING EFFECTIVENESS OF
PEER COUNSELORS' MANAGEMENT OF SECONDARY SCHOOL
STUDENTS' DISCIPLINE IN KAHURO SUB-COUNTY, KENYA**

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the award of Degree of Master of Education in Educational Administration
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DECLARATION

This Research Project is my original work and has not been presented for a Degree award in any other University or for any other award.

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DEDICATION

This work is dedicated to my children Edney Naisimoi Kishoyian, Sydney Parsein Kishoyian, Rodney Parsimei Kishoyian and my wife Esther Njeri Kishoyian.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Virus
BOM	Board of Management
EFA	Education for All
EMHA	Espo Mental Health Association
G & C	Guidance and Counselling
HIV	Human Immunodeficiency Virus
HOD	Head of Department
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
QASO	Quality Assurance and Standards Officer
SCT	Social Cognitive Theory
SCLT	Social Cognitive Learning Theory
SDE	Sub-county Director of Education
SLT	Social Learning Theory
STI	Sexually Transmitted Disease
SPSS	Statistical Package for the Social Sciences
TSC	Teacher Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPR	Unconditional Positive Regard

ABSTRACT

The purpose of the study was to investigate administrative practices influencing effectiveness of peer counselor's management of secondary school student's discipline in Kahuro Sub-County, Kenya. The objective of the study were: To determine the extent to which selection criteria of peer counselors, training of peer counselors, supervision of peer counselors and evaluation of peer counselors activities influences their effectiveness in management of secondary school students' discipline. The study was based on the social cognitive learning theory (SCLT) advanced by Albert Bandura (1999). Descriptive survey research design was used to carry out the study. The target population was all the 39 Public secondary schools in Kahuro Sub-County. The sample constituted of 264 respondents and was made up of 24 guidance and counseling teachers of whom 13 were male while 11 were female. 240 form three students were used of whom 127 were girls and 113 were boys. Census was used to sample guidance and counseling teachers, purposive sampling was used to sample the schools while stratified proportionate sampling was used to sample form three students. The data were collected using an interview guide and two sets of questionnaire for guidance and counseling teachers and form three students. Data analysis SPSS version 22.0 and Microsoft excel were used to yield quantitative information through tabulations, frequencies and percentages. Tables were used to present and compare responses while qualitative data was presented in narrative statements based on the related thematic areas and the research outcomes given in text form. The study established that selection criteria used to select student peer counselors still remains a challenge in relation to influencing their effectiveness in management of secondary school students' discipline. The study revealed that the thirteen selection criteria listed inform of statements and evaluated in a 5 point likert scale are used by less than 25% of the schools. The training of peer counselors needs to be considered along with the facilitators who train them and the topics covered. Majority of the peer counselors (70%) are not trained. School principals and heads of guidance and counseling departments have a challenge in ensuring that peer counselors are supervised and rewarded. 71% of the respondents revealed that peer counselors are not supervised. Further study established that evaluation of peer counselors' activities is rarely done where 60% rated it as rarely done. The study therefore concludes that administrative practices: selection, training, supervision and evaluation of peer counselors' activities seem to influence effectiveness of peer counselors in management of secondary school students' discipline. There could be other factors in play. Based on sample size the study recommended that it may be necessary to carry out a similar study with a larger sample size including private schools. It also recommended that Ministry of Education should finance training of selected peer counselors in secondary schools. School administrators should set clear criteria that use scientifically proven methods to select, Train, Supervise and Evaluate peer counselors' activities frequently and regularly. Finally, the guidance and counseling teachers should be empowered to Select, Train, Supervise and Evaluate students' peer counselor activities efficiently and effectively.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education refers to efforts that are deliberately chosen to influence and assist children with the aim of improving knowledge, physical and morals and can gradually deliver the child to the highest goals (Socrates). It is the main agent of transformation towards sustainable, individual, socio-economic growth and development of the society. It increases peoples' ability to transform their visions for the society into reality by imparting skills, knowledge and attitudes that befits the communities, more productive members. (Fitzgerald, 2011). Great emphasis should therefore be put in improving the conditions which surround the learning environment of teachers and students.

According to Matt and Matt (2010), the capacity of education to effectively and efficiently create a positive impact can only be realized by the quality and standards upon which the beneficiary access it. Many regions in the world have recognized the rewards of having good follow up activities in terms of ensuring prompt implementation, supervision and evaluation of modelled, reliable and dependable education activities. This has been by way of improving the capacity of teachers and students with the sole purpose of creating conducive working environment. Administrative practices have therefore been employed as important change agents to improve and manage secondary school students' discipline in

many countries. The main purpose of administrative practices is to offer opportunities for schools to be efficient, effective and reliable in influencing effective management of school discipline.

In Britain and America peer counselling has been part of the guidance and counselling in schools for long. This has been effectively established and managed by training and coaching learners in life skills and basic counselling skills. The teacher counsellor selects peer counsellors by inviting students to nominate two students that they are likely to confide in incase they were faced with difficulties. The nominated students are then trained and empowered with skills and techniques to help them reach out other learners (Lepan 2001). This has seen standards of discipline and education in the USA being upheld and the capacity of teachers to effectively undertake the training programme maintained (Webb, Metha and Jordan 2011).

In India, one of the major causes of indiscipline identified was negative attitude towards guidance and counselling. A study conducted by RAO (2006) in India revealed that parents generally have low opinion on the effectiveness of guidance and counselling services offered to their students, this was one of the major contribution of declining standards of discipline and performance in the schools. Baker and Gerler (2001) indicated that learners who participated in school

counselling activities had reasonably less inappropriate behaviours and more positive attitude towards schools.

A study conducted by Van and Knetze (2004) in South Africa found that effective and efficient implementation and provision of guidance and counselling services prevent indiscipline cases in schools which enable learners gain acceptable behaviours and conform to the acceptable standards of the society.

In Ethiopia higher education, guidance and counselling course was first introduced in the Curriculum of Addis Ababa University in 1967 (Alamu 2013). Since then, the course has been given to University learners at the department of psychology and graduates have been assigned to secondary schools and other social settings to provide guidance and counselling services. This clearly indicates the importance attached to the role of guidance and counselling and its effective contribution in helping manage students disciplined and uplift standards of education.

In Botswana, peer counselling is vital as it enables those in the same age bracket to discuss openly and express personal problems and shortcomings about those in authority: parents, teachers and themselves in a free atmosphere. (UNESCO, 2002). A peer will help to find answers to some intricate questions that may be out of the scope of the teacher or parents (Wango, 2009).

Research has shown that effective implementation of peer counselling activities significantly influences discipline problems among students (Arudo, 2008). A study conducted by Osodo *et al* (2016) in Ugunja in Uganda reveals that peer counselling has significant role in promoting discipline among students in public secondary schools.

According to Fourie (2010) and Eyo *et al* (2010), several factors affect successful implementation, provision of guidance and counselling in secondary schools. Lack of sufficient formal training on guidance and counselling shortage of time allocated to guidance and counselling and lack of necessary basic support given to teacher counsellors because of inadequate resources.

The success of peer counselling in managing discipline and character formation in secondary schools in Kenya depends on several factors. One is who to select as peer counsellor because it greatly affects peer counsellors effectiveness in their performance of duties and modelling desired behaviours. Students to be selected as peer counsellors should have notable positive qualities such as being sociable, discipline, average academic performance, listeners, good speakers and able to keep secrets. The second factor is quality and scope of training offered to students peer counsellors. Research findings on peer counselling consistently recommends training based on helping skills and life skills (Chereshe, 2013). The third factor is supervision of peer counsellors by teacher counsellors and principals. Regular

supervision or overseeing of the peer counsellors is important in ensuring their efficiency and effectiveness. The fourth factor is perception and attitude of teachers towards peer counsellors. Positive attitude will facilitate effective implementation of peer counselling activities (Mandera, 2013).

Despite concerted efforts and strategies in the education sector to regulate and control discipline through establishment of students council among other strategies, Kahuro Sub-County where this study was carried out continues to experience numerous cases of students unrests. This is indicated in the table below.

Table 1.1 Number of Schools involved in Students unrests in Kahuro Sub-County since 2012.

Year	No. of Schools Involved in Unrests
2012	10
2013	12
2014	10
2015	11
2016	14
2017	11
2018	9
Total	77

Source: Kahuro Sub-County Education Office

Developmental psychology identifies peer counsellors influence as a major cultural factor among the students. Peer counsellors who are good role models can influence other students in developing positive behaviours in schools, homes and churches (Kamore and Tiego, 2015). This concurs with Brown (2015) who suggests that peer counselling and building close relationships are key to personal empowerment and ability to choose ones action.

Several recommendations from various task forces investigating discipline issues in secondary schools, pointed out importance of introducing guidance and counselling in secondary schools. Recommendations of these reports have been implemented by ensuring teachers guide and counsel students at school. However, they have not been effective because teachers have big workloads and some are inadequately trained in guidance and counselling. This therefore hampered effective introduction of guidance and counselling. It is based on this foundation that peer counselling has been introduced to facilitate instilling of students' discipline and enable students to cope with education and life challenges (Kavula, 2014). Students can revolutionize guidance and counselling services when equipped with skills and knowledge in peer counselling. The main salient features of peer counselling is that the mediation process is entirely carried out by the students and for students (Haft and Weiss, 2014).

Indiscipline affects students' performance and limits their choices of joining institutions of higher learning and eventually loses on job opportunities (Nyamwamu, 2010). Therefore such state of affairs calls for urgent strategies to address discipline concerns among secondary school students. Discipline is essential for creating a positive school climate for successful teaching and learning which improves academic performance. According to Gitome, Katola and Nyabwari (2013), where there is good discipline there is improved academic performance. However, despite acknowledgement of significance of discipline for students' success in academics, the problem of indiscipline in schools is a global issue of great concern spanning political, economic, geographical, racial and even gender boundaries. For high performance and significant quality education to exist there must be well established school based administrative practices regulating and controlling activities of peer counsellors. It is for this reason that this study sought to explore administrative practices influencing effectiveness of peer counsellors' management of secondary school students' discipline in Kahuro Sub-County, Kenya.

1.2 Statement of the Problem

Discipline is an important component of human behaviour and without it; an organization cannot function effectively towards the realization of its goals. Effective management of secondary school students' discipline is integral in character formation, performance and protection of school property. According to

Gitome, Katola and Nyabwari (2013), where there is good discipline there is improved academic performance.

The high cases of student unrests in Kahuro Sub-County is an indicator that schools in the Sub-County have a challenge on discipline. In the year 2016, when there was a wave of secondary schools unrests and arson attacks, 70 students were charged with school unrests and among them 28 students were from Murang'a County with one teacher being associated with the arson case from Kahuro Sub-County. In the year 2018 there were 32 Counties affected with students strikes and Murang'a County was one of the Counties with highest number of cases recorded (4). Three of the four cases recorded were from Kahuro Sub-County according to the Kahuro Sub-County Education Officer. Kibet *et al* (2012) points out that discipline in the school is a function of the administration and therefore the Principal as a leader must have a clear discipline policy of what is required for successful management of secondary school discipline. Sithore (2018) observes the scenario that in most countries in Sub-Saharan students continue to break rules and regulations, leading to widespread acts of indiscipline. Gamage *et al* (2009) asserts that schools rules and regulations are among key strategies designed to maintain discipline in schools. Esheth, (2014) argues that discipline is key to smooth operation of an institution activities. The studies done did not involve administrative factors influencing effectiveness of peer counsellors management of secondary school students' discipline. Though many studies have carried out in

the field of peer counselling in many parts of Kenya, there is scanty information on administrative practices influencing effectiveness of peer counsellors management in secondary school. The current researcher is therefore asking could high cases of indiscipline in public secondary schools in Kahuro Sub-County be as a result of administrative factors influencing effectiveness of peer counsellors in management of secondary school students' discipline in Kahuro Sub-County?

1.3 Purpose of the Study

The purpose of this study was to investigate how administrative practices influence effectiveness of peer counsellors' management of secondary school students' discipline in Kahuro Sub-County, Kenya.

1.4 Objectives of the Study

- i) To determine how selection criteria of peer counsellors' influence their effectiveness in management of secondary school students' discipline in Kahuro Sub-County, Kenya.
- ii) To establish the influence of peer counsellors' training on their effectiveness in management of secondary school students' discipline in Kahuro Sub-County, Kenya.
- iii) To establish the influence of supervision of peer counsellors on their effectiveness in the management of secondary school students' discipline in Kahuro Sub-County, Kenya.

- iv) To establish influence of evaluation of peer counsellors activities on their effectiveness in the management of secondary school students' discipline in Kahuro Sub-County, Kenya.

1.5 Research Questions

- i) To what extent does the selection criterion used to select peer counsellors influence their effectiveness in management of secondary school students' discipline in Kahuro Sub-County?
- ii) To what extent is training given to the students' peer counsellors' influence their effectiveness in the management of secondary school students' discipline in Kahuro Sub-County?
- iii) To what extent does supervision of peer counsellors influence their effectiveness in the management of secondary school students' discipline in Kahuro Sub-County?
- iv) How does evaluation of peer counsellors' activities influence their effectiveness in management of secondary school students' discipline in Kahuro Sub-County?

1.6 Significance of the Study

It is hoped that the findings of this research study will be useful to Sub-County Director of Education (SDE) in establishing the nature of student peer counsellors structures in public secondary schools in Kahuro Sub-County, Kenya. The

findings may also be of importance to the Sub-County Quality Assurance and Standards Officer to address supervisory challenges of students' peer counsellors by the Guidance and Counselling teachers. The findings may also be useful to the Teachers Service Commission in rationalizing peer counsellors' activities and staffing needs of Guidance and Counselling teachers. The findings may also assist Principals in identifying challenges peer counsellors face and then institute robust selection, training, supervision and evaluation of peer counsellors' activities. The findings may also be useful to teachers aspiring to be Heads of Guidance and Counselling in future to acquire skills and knowledge in administrative practices so as to understand how they influence effectiveness of peer counsellors in management of secondary school students' discipline.

1.7 Limitations of the Study

The availability of the respondents due to busy schedule was a challenge since some could see it as a disturbance. This required the researcher to pre-visit the schools to familiarize prior to the actual date of data collection. The researcher encountered uncooperative respondents. To reduce this, the researcher convinced the respondents about the importance of the study and assured them of their confidentiality and privacy.

1.8 Delimitations of the Study

The researcher carried out the study in Kahuro Sub-County focusing on administrative practises influencing effectiveness of peer counsellors management of secondary school students' discipline. The study only used Heads of Guidance and Counselling, Deputy Heads of Guidance and Counselling, Guidance and Counselling teachers and form three students as respondents.

1.9 Basic Assumptions of the Study

The researcher assumed that:

- i) Schools in Kahuro Sub-County have peers counsellors who assist in management of secondary school students' discipline and serve as platform for students to air out their views, challenges and get help from their peers.
- ii) That school administrators have established guidance and counselling departments which help to select, train, supervise and evaluate peer counsellors activities.

1.10 Definition of Significant Terms

Administrative Practices refers to the Institutional choices concerning programme

structure, organisation, and management related to the overall effectiveness of developmental education programmes.

Counselling refers to an intensive helping relationship/process between the teacher counsellor and the student that is intended to assist the student to change aspects of himself or herself or the environment troubling him/her.

Discipline refers to a system of guidance/counselling aimed at helping students make reasonable decisions responsibly.

Disciplined student refers to that student whose behaviours, actions and inactions conform to the predetermined rules and regulations of the school.

Effectiveness of training refers to how well training programmes for peer counsellors equip them with skills to assist other students in sorting out common challenges.

Guidance refers to the process of assisting students understand their self-potential or giving them the right direction so as to aid appropriate adjustment in their behavior.

Management refers to the organization and coordination of the activities and resources of a school in order to achieve defined objectives.

Peer counselling refers to the use of trained student mediators to resolve disputes among their fellow students and offer guidance and counselling services.

Peer Counsellor refers to a student who provides assistance to other students to help think through and reflect on concerns they might be experiencing. They are usually trained to provide non-judgemental listening posture that encourages others to express and explore their concerns, worries or frustrations. These explorations often prevent self-destructive or other acting out behaviours by encouraging a student to talk with someone who listens or has been there or can empathize.

Selection criteria refers to the attributes a person should possess in order to be engaged in peer counselling programmes a peer counsellor.

Student Peer Counsellor refers to students that are trained to offer peer counselling to their fellow students.

Supervision refers to monitoring and follow-up of peer counsellors by guidance and counselling teachers and principal to ensure peer counselling programmes are carried out as expected.

1.11 Organization of the Study

The study is organized into five Chapters. Chapter One consist of Background to the Study, Statement of the Problem, Purpose of the Study, Research Objectives and Research Questions, Significance of the Study, Limitations and Delimitations of the study, Basic Assumptions and Definition of Significant Terms. Chapter Two contains the Survey of Related Literature and Administrative practices influencing effectiveness of student peer counsellors in management of secondary school

students' discipline, Theoretical and Conceptual Framework. Chapter Three contains the Research Methodology pointing all the Research Design and the Target Population, Sample Size and Sampling Procedures, Research Instruments, Data Collection Procedures and Data Analysis Techniques. Chapter Four contains details of data collection and data organization, analysis and presentation. Chapter Five contains the Summary, Conclusion, Recommendations and Suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature review is divided into two sections. It discusses the general concepts of discipline and administrative practices influencing effectiveness of peer counsellors' management of secondary school students' discipline. Finally a theory to guide this study and conceptual framework will conclude the discussion in this Chapter.

2.2 General Concept of Discipline

There are several definition of discipline as stated by different scholars. However, all agree that discipline has always been geared towards maintaining and seeing to it that institutions have desired order which helps in realization of intended goals. Researchers appreciate that it is an important component of human behaviour and assert that without it an organization cannot function well towards attainment of intended goals. (Ouma, Simatwa and Serem, 2013). In the context of a school system, Ali, Dida, Isiaka and Salmon (2014) defined a disciplined student as that student whose behaviours actions and inactions conform to the predetermined rules and regulations of the school. On the other hand, indiscipline which is the opposite of discipline is defined as a state of being negative and unwilling to conform to the expected standards of behaviour necessary for the achievement of the set objectives (Wambui, 2015). Ali *et al* further define indiscipline as any form of misbehaviour

which a student can display in several ways such as disobedient, destruction of school property, poor attitude to learning, immoral behaviour, drug abuse, lateness, being quarrelsome and use of abusive language.

Discipline is essential for creating a positive school climate for successful teaching and learning conducive to sound academic performance. It requires interactive collective responsibility involving administrators, teachers and students. The focus on use of positive discipline management strategies in schools globally has been guidance and counselling being adopted as one of the measures used to maintain discipline in schools. This has been necessitated by the fact that guidance and counselling contributes immensely to the overall growth and development of secondary school learners who are at adolescence stage which is characterised by many physical and psychological changes which pose a number of social, personal and educational challenges (Nyamwange *et al*, 2012). Using Guidance and Counselling in maintaining discipline in schools could continually be practiced if members of the school community are to work harmoniously for the achievement of a common purpose (Ajowi and Simatwa, 2010)

Peer counsellors are typically the same age or slightly older than the group with whom they are working with. They may work alongside the teacher or actually take the lead in organizing and implementing school based activities. They can help raise awareness, provide accurate information and help their classmates develop skills to

change behaviour. Research has shown that effective implementation of peer counselling activities significantly minimizes discipline problems among students. (Arundo 2018). A study conducted by Osodo *et al* (2016) in Ugunja in Uganda revealed that peer counselling has a significant role in promoting discipline among students in public secondary schools. The study correlates with research conducted by Kavula (2014) in Kitui County that showed peer counselling having the highest P-value compared with other alternative method of instilling discipline in secondary schools. Student peer counsellors who are good role models can influence other students and help them develop positive behaviour in schools, homes and churches (Kamore and Tiego 2015). The importance of discipline therefore is integral and administrative practices influencing effectiveness of peer counsellors in management of secondary school students' discipline cannot be ignored.

2.3 Discipline in Schools

Student discipline is a very vital element in all schools, and in real terms, it is the epicenter of success of a school as it ensures attainment of educational goals. Discipline is manifested when the school becomes a harmonious, respectable and secure place where the students are responsible for themselves and are also aware of their actions and the consequences of these actions (Onditi, 2018). Discipline is guidance and instruction that is meant to teach and enhance a social order where the rights and responsibilities of students in the school are balanced. This

assertion is supported by Kibet et.al, (2012) who point out that discipline in school is a function of the administration, and therefore the principal as a leader must have a clear discipline policy of what is required for the successful management of school discipline.

Student discipline in a school can be assessed from the degree of academic achievement or from students' behaviour. Academic discipline may mean handing in homework on time, being attentive in class, preparing fully for examinations and other activities related to academic pursuits (Simatwa, 2012). Behavioral discipline, however, is different and should be dealt with differently. The school code of conduct normally spells out the ways a student is expected to behave while in school. Gamage et.al, (2009) assert that school rules and regulations are among the key strategies designed to maintain discipline in schools. The school administration plays a critical role in designing and implementing the rules and regulations by which the school is governed. Such rules contain the dos and don'ts that prescribe and impact on students' patterns of behaviour. On admission to school, students are given these rules and regulations and must promise and bind themselves to adhere to these rules. However, Sithole (2008) observes, the scenario in most countries in Sub – Saharan Africa is that students continue to break such rules and regulations, leading to widespread acts of indiscipline.

Nakpodia (2010) confirms this by noting that it has become normal in many secondary schools for students to break school rules with impunity. Recurring indiscipline episodes in schools may perpetuate a culture of conflict amongst the students themselves, between students and the school administration, and between the school and the community. Consequently, there has been a variety of reactions on how to handle disputes that escalate into conflict so as to give students an opportunity to work on their issues and concerns without fear and intimidation. To this end, the school administration should try and promote more adaptive behaviour in students and make them better able to solve future problems more independently and effectively. This will call for positive discipline strategies that support effective discipline practices that transform student behaviour to be explored by school administrators. Studies have indicated that such strategies may entail the use of positive reinforcement, modeling, supportive teacher-student relations and stakeholders' support, and peer counselling (Nyabisi, 2012; Joubert and Serakwa, 2009).

2.4 Selection of the Peer Counsellors and its Effectiveness in Management of Secondary School Students' Discipline.

The preliminary step in developing an effective peer counselling in a high school is selection of the students peer counsellors who can be good role models and be able to influence other students in developing positive behaviours in schools, homes and churches. According to Kamore and Tiego (2015), qualities of good peer

counsellors should include openness, understanding, good communication, devotion, humility, empathy, discipline and good at listening. This is because research shows that success in counselling depends more on personal qualities of the counsellors than on the correct use of specified techniques (Green, 2010). Therefore, effectiveness of the counselling programme in managing student discipline depends on the quality of peer counsellors selected.

Research by Frenza (2017) identifies basic qualifications that should be emphasized when recruiting students peer counsellors. They include commitment to helping others and the ability to interact with a variety of people; willingness to accept standards of ethical conduct such as confidentiality of information; and willingness and ability to work within the philosophy and goals of the programme. Besides these basic qualifications, effective peer counsellors have been found to possess the facilitative skills of empathy, genuineness, and respect for others (Frenza, 2017). It is thus advisable for each school to consider these qualities when devising method of selecting student peer counsellor.

A second approach of selecting peer counsellors is by assessing trainees' potential to benefit from training. The method involves the use of a brief training session with pre- and post-testing of applicants' interpersonal skill levels, based on the idea that those who benefit from a small amount of training will more likely benefit from the whole. A third approach, frequently used at the secondary school level, is self-

selection, in which virtually everyone who applies to the programme is accepted. In this case, a pre-training interview with a counsellor to weed out those who are emotionally unstable, or a rigorous training process to discourage the uncommitted are the only screening devices (Frenza, 2017).

In the United States of America, the first step of selecting peer counsellors is students who wish to be peer counsellors to volunteer and show interest in counselling or helping other students (Robinson, Morrow, Kigin, & Lindeman, 2011). The volunteers are then asked two questions. The first is whether they have ever tried to help a friend but did not know how to do it. The second question is asking the volunteer whether they know what it is like to have worries, concerns and frustrations. In addition, students and staff are asked to nominate other students. Students are also asked to indicate names of two students whom they would go to if they had a personal problem. This is done in order to identify natural helpers in the school environment. Parents are also involved to nominate students that can be peer counsellors. Finally, they encourage use of empirical nominations that can serve as both identifying and verifying activities. Examples of such approaches include sociograms (who talks to whom), class play techniques ("who would you choose to play the role of a people helper in this play?"). Additionally diversity of peer counsellor is considered to ensure each group of people is represented. Students who receive nomination from a variety of nomination are chosen and their names published (Carr, 2014).

A study conducted by Chireshe (2013) found out that peer counsellors in Zimbabwe are not only selected depending on their characters but also they involve students in selecting their peer counsellors. Similarly, a study of some secondary schools in Kenya revealed that students peer counsellors were selected based on some notable positive qualities such as being sociable, disciplined, average academic performance, good speakers, listeners and able to keep secrets (Arudo, 2008). This is crucial and desirable because young people tend to respect, trust and support peer educators whom they have selected (KIE, 2010). However, in Kahuro Sub-County no study has been conducted to spell out an agreed selection criteria.

2.5 Training of the Peer Counsellors and its Effectiveness in Management of Secondary School Students' Discipline

The quality and scope of training offered to student peer counsellors is important for success of peer counselling programme. However, the issue of training is controversial due to lack of harmonized training manual. Research findings on peer counselling programmes consistently recommend adequate training especially in basic helping skills and life skills (Kamore & Tiego, 2015). Murangu *et al.*, (2012) concurs that training should be based on what the peer educators need to do for the planned activities. While KIE (2010) argue that training should be practical and focused on the prospective peer counsellors' values, attitudes, beliefs and weaknesses. Countries with effective peer counselling programmes conduct needs

assessment of their schools and develop relevant training for the peer counsellors to make the programmes successful (Kamore & Tiego, 2015).

A study conducted by Chereshe (2013) revealed that students peer counsellors in several schools do not receive adequate training. They lack peer-helping skills among other skills. The teachers interviewed wished that peer counsellors could receive training in managing depression, study and listening skills, ethical issues and managing disputes among students. However, study by Arudo (2008) outlines various topics that are covered in several secondary schools by students peer counsellors in Kenya. They include; Human growth and development, Personality and grooming, hygiene, Human sexuality, Adolescence and early pregnancy, Drug and substance abuse, HIV /AIDS, STIs, Relationships, Study skills, Goal setting, Career development, Time, Stress and disaster management, Self-esteem, Self-motivation and personal hygiene, Teamwork, Role modelling and Community service and graduation of peer educators. This study seeks to fill the gap in knowledge on how training of peer counsellors is carried out in Kahuro Sub-County and how this influences success of the programme.

According to Bett (2013), peer counsellor training consists of the content area, like job-specific information, which relates to particular programme objectives. These include the provision of academic advising, tutoring, career guidance or group counselling. Moreover, interpersonal skills training, that is, effective

management of relationships: key life skills such as decision-making, problem-solving, social conflict management and resolution, meditation, self-management skills, cognitive structuring, relaxation, assertiveness, self-awareness, awareness of others, basic counselling skills including the skills of attentiveness, listening, responding, empathy, understanding one's values, stereotypes and prejudices, referral skills and sexuality education are necessary (Bett, 2013). This is because PEs provide Peer Education which involves teaching peers decision-making skills to help combat the impact of negative peer pressure.

Literature review on peer counselling programmes vividly shows a big gap in the quality and scope of training offered to student peer counsellors (Chireshe, 2013). The issue of training is controversial due to lack of harmonized training processes and procedures for counsellors in secondary schools. Consequently, researchers in peer counselling programmes consistently recommend adequate training especially in basic helping skills and life skills (Murangu et. al., 2012). Training should be based on what the peer educators need to do for the planned activities; be practical and focused on the prospective peer counsellors' values, attitudes, beliefs and weaknesses (Murangu et. al., 2012). Literature review shows countries with effective peer counselling programmes conduct needs assessment of their schools and develop relevant training for the peer counsellors to make the programmes successful.

Wanjohi (2011) study was based on peer support among immigrant women to promote their psychological wellbeing. The study was based under EMY (Espoo Mental Health Association) in Espoo, Finland. EMY's peer support activities take place in a non-hospital setting. Its aims to unite activate its resident members and the neighboring municipalities, by organizing rehabilitative activities, study tours and trips for members. A qualitative design was used, and the study aimed to explore how immigrant women can use peer support as a tool to foster wellbeing based on literature reviewed. Data was collected through literature and 2 open-ended interviews conducted via telephone to EMY workers in Espoo (N=2). Data was analyzed through content analysis and, the findings showed that when immigrants actively participate in peer support activities they get empowered, they are socially integrated and they feel more confident and loneliness is reduced. Peer support foster hope and expectation for change. While the study above examined the role of peer support programmes for immigrants, the present study will examine the recruitment procedures of peer counsellors in the specific context of secondary schools in Kenya.

Kavula (2014) in a study on the effects of principals' alternative disciplinary methods on students' discipline in public secondary schools in Kitui County, Kenya, sought to investigate the effects of principals' alternative disciplinary methods on students' discipline. The study was based on the Systems theory. Ex post facto research design was adopted. The target population for the study was 333

public secondary schools consisting of 333 Principals, 333 Deputy Principals, 1665 HODs (Heads of Departments) Guidance and Counseling, Board of Management (BOM) chairpersons, the County Director of Education and Kitui law courts Resident Magistrate. The sample size was obtained by stratified proportionate sampling procedure, purposive sampling and simple random sampling. The study sample size consisted of 101 public secondary schools consisting of Principals, Deputy Principals, HODs Guidance and Counseling, 15 Board of Management members, Kitui County Director of Education and Kitui Law Courts Resident Magistrate. Purposive sampling was used to select some schools, HODs guidance and Counseling, Kitui County Director of Education and Kitui Law Courts Resident Magistrate because of their number and because they had useful information in relation to this study. The total respondents for the study were 320. A test-re-test technique was used to test reliability. Data collection tools included questionnaires and interview guides. Data was analyzed using SPSS. Descriptive statistics was used to analyze, tabulate and present data. Results of data gathered from closed ended and open ended items were reported in frequency tables, cross tabulation tables and explanation of the findings were made based on themes. The Chi-square(χ^2) test was used to determine the strength of association between alternative disciplinary methods and students' discipline and to test whether the observed relationship is significant or not. The significance level was set at $\alpha = 0.05$. The study established that peer counseling had the highest p-value 0.518. Students' expulsion was rated second with p-value 0.491. Holding class meetings with

students for collaborative decision making was rated third with a p-value 0.373 while suspension of indiscipline students was rated fourth with a p-value 0.351. It was concluded that principal use of alternative disciplinary methods had no significant effect on students' discipline. The study revealed that Peer counseling had the strongest association with students discipline with a p-value 0.518 whereas suspension has the weakest relationship with students' discipline. While Kavula (2014) studied the effect of principals' use of peer counseling; suspension of indiscipline, the present study will examine peer counselling and its effect on student discipline in secondary schools.

2.6 Supervision of Peer Counsellors and its Effectiveness in Management of Secondary School Students' Discipline

Developmental psychology identifies peer influence as major cultural factor among the adolescents. The rationale of peer counselling is based on assumption that people who share similar characteristics and age tend to influence one another's behaviour significantly Bett, (2013). An important element of counsellor development, during training and throughout the working life is supervision. Supervision role in counselling is similar to that of the tutor or consultant (Kamore & Tiego, 2015). The effort put in by the peer counsellors needs to be recognized, and experienced individuals should be given the chance to take on more responsibility, their training and supervision KIE (2004). Upon completion of the training, the peer counsellors should begin implementing the skills they have

learned. One of most important element of counsellor development, during training and throughout the working life is supervision. Supervision role in counselling is similar to that of the tutor or consultant (Robinson, Morrow, Kigin, & Lindeman, 2011). The effort put in by the peer counsellors needs to be recognized, and experienced individuals should be given the chance to take on more responsibility, their training and supervision (KIE, 2010)

Supervision in counselling literally means overseeing and in schools peer counselling supervision refers to teacher counsellors and teacher mentors overseeing the peer counsellors. Effective supervision is determined by the level of training of the teacher counsellors and peer mentors (Arudo, 2008). Such teacher counsellors cannot offer supervision to the peer counsellors. Supervisors should identify and address their own counter- transference distortions toward those whom they supervise Supervision is often resisted, because people do not use it accordingly. Counsellors who disregard the supervision relationship will lose out and run the risk of their counselling becoming stale. Supervision of the peer counsellors should be developmental, helping them examine their relationships with peer clients and the counselling process as they perfect counselling skills, gain more knowledge and experience for efficiency (Robinson, et al., 2011).

According to Mudis and Yambo, (2015) heads of guidance and counselling department work should work in conjunction with the heads of schools in the

effective implementation, management and evaluation of peer counselling programme. They further content that guidance and counselling teacher have to participate in the selection training and induction of peer counsellors in their schools. MOEST (2009) elaborates the functions of the guidance and counselling teacher as the coordinator and supervisor of the peer-counselling programme by looking at the welfare of the peer counsellors and the other students as well as setting time for peer sessions, training, induction and assigning duties to the peer counsellors.

The level of training of the teacher counsellors and peer mentors is essential to the effective supervision of peer mentorship. In some high schools counselling teachers are found to require more counselling than even the students under their charge (Arudo, 2008). Such teacher counsellors cannot offer supervision to the peer counsellors. Supervisors should identify and address their own counter-transference distortions toward those whom they supervise (Kamore & Tiego, 2015). Supervision is often resisted, because people don't use it accordingly. However, supervision of the peer counsellors should be developmental, helping them examine their relationships with peer clients and the counselling process as they perfect counselling skills, gain more knowledge and experience for efficiency(Kamore & Tiego, 2015).

According to Bernard and Luke (2015), trends in school counseling supervision research remain unclear. In their opinion, counseling and supervision journals suggests that school counseling supervision research has been scattered and inconsistent. A synthesized research agenda on school counseling supervision has not been put forward; such an agenda is critical to contextualize peer counsellor supervision for school peer counselors and to articulate important next steps to maximize the utility of peer counsellor supervision for counselors working in secondary schools in Kenya as is envisioned in the present study.

2.7 Evaluation of Peer Counsellors Activities and its Effectiveness in Management of Secondary School Students' Discipline

The implementers of peer counselling can only know the worth and impact of the programme when an evaluation is carried out. Evaluation means measuring the effectiveness of any Programme, activity, performance in terms of its pre-determined goals or objectives (Luna, 2019). According to Gordon (2019) evaluation of a programme is a systematic collection and analysis of activities, undertaken to determine the value of the Programmeme in order to aid management, Programmeme planning, staff development, public accountability and promotion. Evaluation activities make it possible to make reasonable judgments about efforts, effectiveness, adequacy, and provide a comparison of Programmeme options. They determine the worth of a Programmeme and provide an opportunity to explore other alternative approaches or strategies to reach specific objectives.

According to Keller (2011), evaluation is important for effective and functional programme planning, implementation, development and modification. The author opines that evaluation procedures create the required feedback loops for accomplishing the appropriate improvement in training, management and quality of peer counselling service delivery. Evaluation of a guidance Programme not only helps school counsellor in determining the extent to which a counselling Programme has made a positive impact on students, it also helps in identifying the problems or barriers that obstruct the desired success of the Programme (Gysbers, 2017). Thus, evaluation helps in guiding the counsellor to develop effective guidance Programme according to the objectives. It also is an important way of validating that peer counselling works.

The evaluation procedures should include both formative and summative evaluation strategies. Formative evaluation is conducted during the planning and design of the Programme. It provides immediate feedback for Programme modification and improvement. This type of evaluation is on-going. It helps to determine Programme strengths and weaknesses while summative evaluation concerned with the evaluation of already completed Programme. That means that it is conducted when all that had been planned has been done in order to find out whether the programme has achieved its goals. It summarizes the strengths and weaknesses of the programme and it can help leaders to determine whether the programme is worth continuing (Gordon, 2019).

Evaluation of any programme is based on certain principles that should be kept in mind (Kosh, 2019). One of the effective requirements for evaluation is establishment of predetermined objectives, against which evaluation is done. Second requirement is setting up an evaluation criteria. Third is application of the set evaluation criteria by making use of appropriate tools and technique necessary. Fourth is involvement of all stakeholders such as parents, teachers, students, peers and school management in the guidance programme. The fifth is proper feedback and follow up to improve guidance programme. Sixth is the continuous evaluation to rectify the weaknesses in the programme and lastly is to establish credibility and confidentiality so that all stakeholders involved share the information willingly with the counsellors (Kosh, 2019).

The process of evaluation is a cyclic process, which includes steps like identification of objectives or Programme goal; planning; analysis; reflection and follow-up (OECD, 2018). It is essential that variables and objectives that will be evaluated in the initial stages be established. After the establishment of the objectives, there is a need to identify the most appropriate way of judging the extent to which a Programme has achieved its goals and objectives. There should be specific information on how the data is collected, when it is collected, and by whom. This plan must indicate how the data is organized, and to whom it will be sent. When the evaluation plan has been approved, it can be put into effect. Its validity or success depends on the competence of the evaluator, its timing, and how effectively

it has been planned. After evaluating, the finding should be utilized to improve the programme. The application of the findings is what will make the evaluation exercise worthwhile. Keller (2011) contend that the most important areas to be evaluated include; assessment of the peer counsellor, the peer counselling processes and the outcomes of peer counselling.

A study conducted by Carr (2008) investigating 650 peer counselling programme in Greater Victoria Region of Southern Vancouver Island revealed that it is only less than 12% that use systematic or formal evaluation to determine effectiveness of the programme. This is the reason that several peer-counselling programmes investigated did not attain their expected objectives. Systematic evaluation is key to the success of peer counselling programme. In support of this a study conducted by Keller (2011) in USA found out that peer counselling programmes were very effective solving several challenges and needs of the students. The reason for success of this programme was formal formative and summative evaluation that had been carried out in the institution studied.

Osodo Osodo Mito Raburu and Aloka (2016) carried out a study was to determine the role of peer counseling in promoting discipline among students in public secondary schools in Ugunja Sub-County, Kenya. The study adopted descriptive survey design. The population of the study comprised of 3500 students from public secondary schools. The researchers used the Table of Krejcie and Morgan to

determine the sample size of 246. Instruments for data collection were questionnaires and interview schedules. Quantitative data was analyzed using descriptive statistics such as frequency counts, and percentages. Qualitative data was analyzed using thematic analysis. The study findings indicated that peer counseling has a significant role in promoting discipline among students in public secondary schools. The study recommends that peer counselors should be motivated in order for them to perform optimally. While this study focused on the role and function of peer counsellors in schools, the present study examined not just their role but also the role of counsellors evaluating their function in schools. Kamore and Tiego (2015) conducted a study in Meru County to investigate factors determining effectiveness of peer counselling programmes. The result revealed that evaluation of the peer-counselling programme was rarely done. This was the reasons that there were several challenges facing peer counselling programmes in Meru County because they had not been known and no attempt had been done to correct them. In Kahuro Sub-County where this study will be conducted, there is no study that has been done to investigate whether evaluation of peer counselling programmes is done. It is for this reason this study is being carried out to fill the gap.

Ajowi and Simatwa (2010) examined the role of guidance and counseling in promoting student discipline in secondary schools in Kisumu, District, Kenya. The study population comprised 4,570 students, 65 head teachers, 65 deputy head

teachers, and 65 heads of Guidance and Counseling Department from all the 65 secondary schools in the District. Out of this, a sample of 22 head teachers, 22 deputy head teachers, 22 heads of Guidance and Counseling and 916 students from 22 secondary schools was selected through the simple random sampling technique. Two instruments were used to collect data for the study. These were interview schedule and a questionnaire. The data collected through questionnaire were analyzed using descriptive statistics in form of frequencies and percentages. The findings show that guidance and counseling was minimally used to promote student discipline in secondary schools in Kisumu District. Punishments especially corporal punishment was widely used to solve disciplinary cases in all schools. Though dealing with pertinent issues of school discipline, the study above does not examine the role of peer counsellors in the management of discipline as the current study did.

Kanus (2017) investigated influence of guidance and counselling services on students' emotional adjustment in secondary schools in Kenya. The study targeted students from 21 secondary schools in Keiyo Sub County, Kenya. the sample size consisted of 184 were boys and 183 students sampled from, 3 single sex boarding schools, 1 mixed boarding school, and 3 mixed day schools. The study collected data through use of questionnaire and interview schedule. Analysis of data collected was done through quantitative and qualitative methods. Findings showed that there existed significant difference on students' perceptions of the influence of guidance

and counselling services and students' emotional adjustment in secondary schools. The study concluded that that guidance and counselling services was fairly effective ($M=2.51$ and $SD=0.70$) in assisting students with emotional needs in secondary schools. The study recommends that all schools should have a functional guidance and counselling department with trained counsellors to assist students who have emotional challenges. This study dwells more on the students' perceptions of guidance and counselling while the present study examines their perceptions on peer counselling and its effectiveness in management of discipline in secondary schools.

Ajowi & Simatwa (2010) examined the role of guidance and counseling in promoting student discipline in secondary schools in Kisumu, District, Kenya. The study population comprised 4,570 students, 65 head teachers, 65 deputy head teachers, and 65 heads of Guidance and Counseling Department from all the 65 secondary schools in the District. Out of this, a sample of 22 head teachers, 22 deputy head teachers, 22 heads of Guidance and Counseling and 916 students from 22 secondary schools was selected through the simple random sampling technique. Two instruments were used to collect data for the study. These were interview schedule and a questionnaire. The data collected through questionnaire were analyzed using descriptive statistics in form of frequencies and percentages. While data collected using interview schedule were audio taped and transcribed into themes, categories and sub-categories as they emerged from the data. They were

analyzed using summary Tables for the purpose of data presentation and interpretation. The findings show that guidance and counseling was minimally used to promote student discipline in secondary schools in Kisumu District. Punishments especially corporal punishment was widely used to solve disciplinary cases in all schools. It was however; found that there were no policy guidelines from the Ministry of Education on how the schools could use guidance and counseling to manage the student disciplinary cases. Based on the findings, it was recommended that Ministry of Education should provide policy guidelines on the use of guidance and counseling for the management of discipline in secondary schools. Increased efforts should also be made by the Ministry of Education, Department of Directorate of Quality Assurance and Standards to regularly supervise and monitor the schools which were not adhering to the ban on corporal punishment and were violating the child rights.

Wamugunda, Gachahi and Kimosop (2019) sought to establish students' conceptions of the role of GC in managing discipline among learners in public secondary' schools in Kirinyaga County, Kenya. The descriptive survey research design was used and a sample of 167 students was randomly taken from 13 secondary schools and questionnaires used to collect data. Results indicated that though students knew of availability of counselling services, they rarely sought them. The study further noted that students experienced punitive forms of punishment, including corporal punishment, despite availability of GC departments

and government policies guiding the handling of learners' discipline in Kenyan schools. The study concluded that secondary school students sampled have not fully embraced GC services. Therefore, the practice of GC as currently structured, may fail as a discipline management strategy. The recommendations based on findings are that the Education Ministry and School Boards of Management should not only enforce government policies on discipline management and explore ways of winning students' confidence in the GC services. The current study equally recommended the enforcement of peer counseling programmes to manage discipline in secondary schools.

Mudis, and Yambo, (2015) sought to assess the role of peer counseling on the relationship between prefects and the students' body. To achieve this objective, a descriptive cross-sectional survey design was adopted. The population targeted were the prefects and the form three students in these schools. Simple random sampling technique was employed in this study. Data was collected using questionnaires. The study employed the test retest method to do a pilot study in 3 schools that was not part of the sample used in the final data collection. Cronbach's alpha was used to measure internal consistency ("reliability") of the instrument the r value of 0.72 was realized, hence reliable. The study interviewed 76 students, 74 prefects, heads of guidance and counseling department. The study established that peer counseling is beneficial in nurturing healthy relationship between prefects and the students' body, yet in its present form is less effective. The

study also revealed that, there is antagonism between prefects and the students they lead. The study recommended that guidance and counseling department should be more vibrant in enhancing peer counseling in their schools and addressing issues in a timely manner in Secondary schools in Kenya.

Tiego and Kamore (2015) probed pertinent issues pertaining to the efficiency and role of Guidance and Counseling in tackling cases of indiscipline in high schools in Kiambu County. A cross sectional parallel sample survey design was used. A total of 31 respondents from high schools in Kiambu County were randomly sampled. The respondents were either teachers or heads of department from Guidance and Counseling. This research endeavors to establish the professional grounding and knowledge of teachers in Guidance and counseling departments in high schools in Kiambu. The capacity of the respondents was investigated.

Kute (2014) examined the attitude of students on the role of peer counsellors in managing student discipline based on a study of public secondary schools in Kisumu Municipality. Cross-sectional survey design was used in the study. The study population consisted of 28 head teachers, 28 heads of guidance and counselling department, 532 peer counsellors and 3,250 students in 28 public secondary schools. Stratified random sampling was used to select 10 head teachers, 10 Heads of Department of Guidance and Counselling, 110 peer counsellors and 300 form two and three students. Questionnaire and interview guide were used to

collect data. Questionnaires were administered to heads of guidance and counselling and students while head teachers were interviewed, face to face. Research instruments were piloted in three secondary schools to determine their reliability and validity. Descriptive statistics in the form of frequencies and percentages were used to analyze the quantitative data generated by questionnaires while qualitative data from interviews were transcribed and organized into themes, categories and subcategories as they emerged during the study. The study established that students valued peer counsellors and had a positive attitude towards them. It was thus recommended that all peer counsellors be trained to effectively, efficiently and ethically handle counselling issues that students consult them about. The findings of this study may help teachers and education stakeholders to appreciate the role played by peer counsellors in managing student discipline and engage them more often.

Osodo, Osodo, Wagumba; Raburu, & Aloka, (2016) investigated the role of peer counseling in promoting discipline among students in public secondary schools in Ugunja Sub-County, Kenya. The study adopted descriptive survey design. The population of the study comprised of 3,500 students from public secondary schools. The researchers used the Table of Krejcie and Morgan to determine the sample size of 246. Instruments for data collection were questionnaires and interview schedules. Piloting was done in 4 institutions to obtain the instruments reliability. Face validity of the instruments was ascertained by the experts from the Department

of Psychology and Educational Foundations. Quantitative data was analyzed using descriptive statistics such as frequency counts, and percentages. Qualitative data was analyzed using thematic analysis. The study findings indicated that peer counseling has a significant role in promoting discipline among students in public secondary schools. The study recommends that peer counselors should be motivated in order for them to perform optimally. Despite the above studies examining pertinent issues regarding counseling generally little is discussed on peer counseling. Moreover, there is no examination of peer counseling and management of school discipline that has been addressed in these studies. It is this gap in knowledge that the study sought to fill.

2.8 Summary of the Reviewed Literature

Several studies that have been reviewed indicate that administrative practices are support processes with major focus on improvement of pedagogy. The studies further shows that different researchers are in agreement that certain factors influence effectiveness of peer counsellors in management of secondary school students' discipline. Wamugunda, Gachahi and Kimosop (2019), in a study worked out in Kirinyaga County, Kenya indicated that though students know availability of peer counselling services, they rarely sought them. Tiego and Kamore (2015) probed pertinent issues pertaining efficiency of role of Guidance and Counselling in managing cases of indiscipline in high schools in Kiambu County, Kenya and recommended that Guidance and Counselling teachers need

more professional knowledge in Guidance and Counselling to effectively be able to execute their mandate. Freza (2017) identifies basic qualifications that should be emphasized while recruiting students' peer counsellors. He recommends commitment to helping others, willingness to accept standards of ethics and confidentiality. Therefore it is advisable for schools to consider these basic qualities when selecting peer counsellors.

On training of peer counsellors, Kamore and Tiego (2015) recommends adequate training especially on basic helping and life skills. Murangu *et al*, (2012) concurs that training should be based on what the peer counsellors need to do on the planned activities while KIE (2010) argue that training should be practical and focus on the prospective peer counsellors values, attitudes, beliefs and weakness. A study conducted by Arundo (2008) outlines various topics that should be covered during training of peer counsellors in secondary schools. Training of peer counsellors has a significant relationship in their execution of their roles. The current study sought to investigate whether training of peer counsellors influence their effectiveness in management of secondary school students' discipline. A study Chireshe (2013) shows a big gap in the quality and scoop of training offered to students' peer counsellors.

According to Robinson Morrow, Kingin and Lindeman, (2011) one of the most important element of peer counsellors development is that of supervision. Arundo

(2018) concurs that effective supervision of peer counsellors is determined by the degree of training by the teacher counsellors and peer counsellors. According to Bernard and Luke (2015) trends in school counselling supervision remains unclear. The current study therefore sought to establish whether supervision of peer counsellors influence their effectiveness in management of secondary school students' discipline.

According to Keller (2011) evaluation is important for effective and functional programme, planning, implementation, development and modification. Kosh (2019) argues that evaluation of any programme should be based on certain principles that should be kept in mind. Keller (2011) contents that most important areas to be evaluated include: assessment of peer counsellors, peer counselling processes and outcomes of peer counselling. Kamore and Tiego (2015) conducted a study in Meru County, Kenya which revealed that evaluation of peer counselling activities is rarely done. This study therefore sought to determine whether evaluation of peer counsellors activities influence their effectiveness in management of secondary school students discipline in Kahuro Sub-County.

Kute (2014) examined the attitude of students on the role of peer counsellors in managing secondary school students discipline. The findings indicated that students peer counsellors and had positive attitude towards them. This concurs with a study carried out by Osodo, Wagumba, Raburu and Aloka (2016) which

investigated role of peer counselling in promoting discipline in public secondary schools in Ugunja Sub-County, Uganda, which indicated that peer counselling had a major role in promoting discipline among students in public secondary schools. In conclusion therefore, the current study sought to investigate administrative practices influencing effectiveness of peer counsellors in management of secondary students' discipline in public secondary schools in Kahuro Sub-County, Kenya.

2.9 Theoretical Framework

The study was based on the Social Cognitive Learning Theory (SCLT) advanced by Albert Bandura. According to the Theory, desirable behaviour can be modelled through dynamic and reciprocal interactions of the person, environment and behaviour. The key assumptions of the theory are that people can learn by observing others, learning is an internal process, learning may or may not result in behaviour change, behaviour is directed towards specific goals and cognition plays a role in learning (Razieh, 2012).

According to this theory students can learn by observing others with human thought being key to understand personality. In this study, peer counsellors are seen to model and influence desired behaviour which other students can emulate. Students selected as peer counsellors should possess desirable qualities so as to model behaviour and discipline of others. Their training, supervision and

evaluation of their activities should go a long way in shaping and enhancing desired traits which other students can copy and help improve management of secondary school students' discipline. According to the theory, desired behaviour is acquired through a modelling process which has four basic steps which are attention, retention, reproduction and motivation. The students must be attracted to the behaviour being modelled by the peer counsellors. This can be enhanced by the peer counsellor being unique and their behaviours being regarded as valuable. The behaviour being modelled can be enhanced through rehearsal. The Guidance and Counselling teachers have to be good role models and be careful when selecting peer counsellors, only peer counsellors with desirable qualities can model accepted behaviour. The desired behaviour is acquired through a modelling process that involves four basic steps which are attention, retention, reproduction and motivation. According to Bett (2013) peer counsellors training consist of content area like job specific information which relates to particular program objectives. This concurs with this theory which suggest that cognition plays a role in learning and influencing behaviour change and has to be directed towards specific goals. Peer counsellors effectiveness in modelling desired behaviour change can greatly be enhanced through training which broadens their perceptions and focus towards attainment of the desired goals. The training should encompass relevant areas that will help detect and shape desired behaviours and help attain institutional goals.

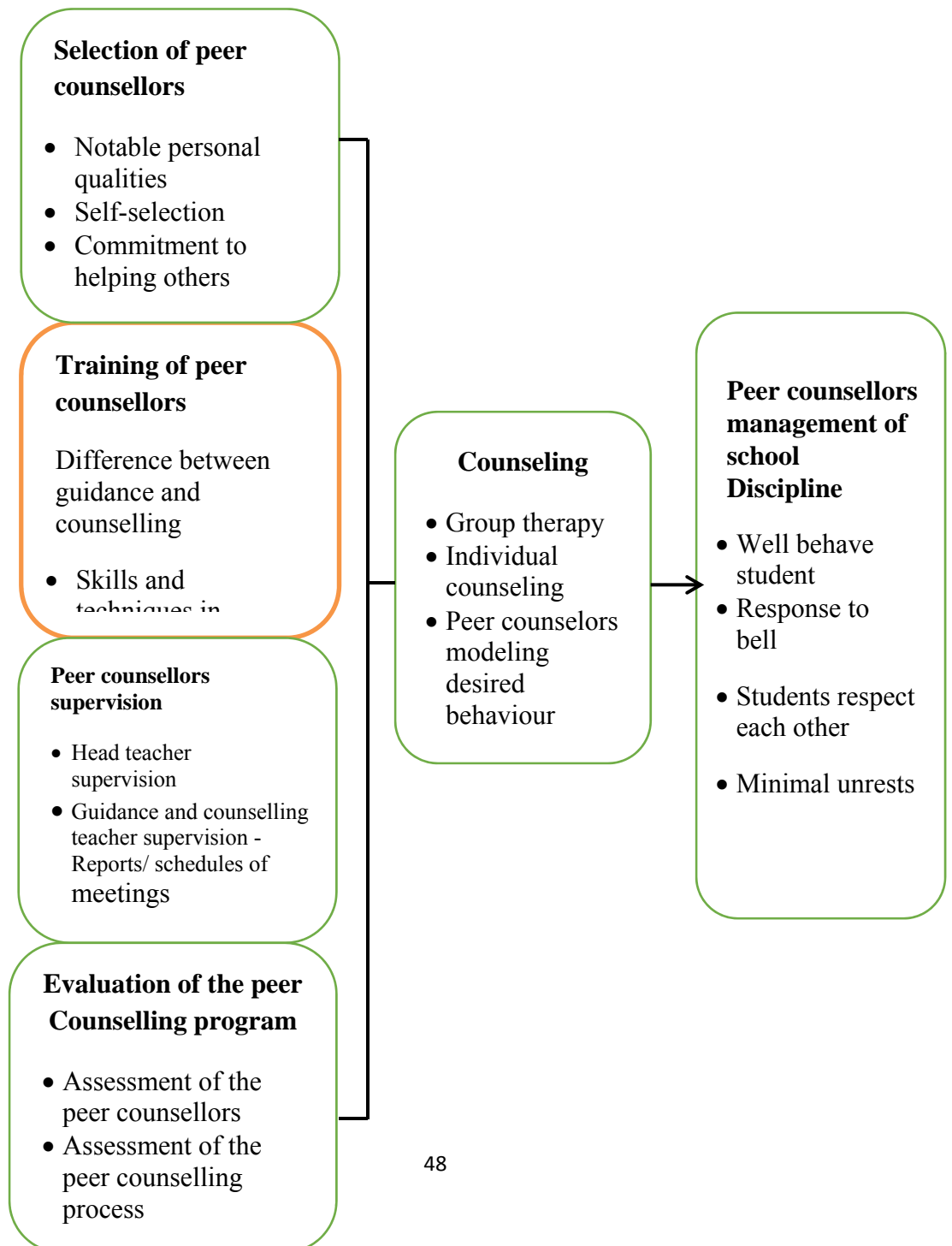
According to this theory, a student observing another student being rewarded for a particular behaviour is more likely to repeat that behaviour him or herself. This is known as vicarious reinforcement. This relates to an attachment to specific models that possess qualities seen as rewarding. Supervision, evaluation and motivation of student peer counsellors goes along way to model desired behaviour of the student and thus continuously assist in influencing peer counsellors activities in management of secondary school students' discipline.

2.9.1 Conceptual Framework

The study was conceptualized as shown in the diagram below.

Figure 2.1: Conceptual Framework

Administrative Practices



In this study the researcher conceptualized that if per counsellors are well selected using set criteria, trained on relevant topics, supervised, evaluated and well-motivated discipline will become easy to manage and consequently influence effectiveness of their management of secondary school students' discipline.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter contained the Research Design and details of the target population, sample size and sampling procedures, research instruments, instruments reliability and validity, data collection and data analysis techniques.

3.2 Research Design

Borg and Gaal (1989) defines Research Design as a plan that shows how the study will be conducted. The study employed descriptive survey Research Design to conduct the research. The research design was considered suitable since it would enable the researcher to collect information about the attitudes, opinions and habits of the respondents in order to establish the current situation (Orotho, 2004). It is used to obtain data useful in evaluating present practice and providing basis for decision making (Mugenda and Mugenda, 2012). The researcher administered questionnaires to the guidance and counselling teachers and students' peer counsellors to establish administrative practices influencing effectiveness of peer counsellors' management of secondary school students' discipline in public secondary schools in Kahuro Sub-County.

3.3 Target Population

A population is defined as a complete set of individuals, cases or objects with some common observable characteristics (Mugenda and Mugenda, 2003). Target population represents the total number of units for which the study was designed to be carried out. The target population of this study was drawn from 8 public secondary schools in Kahuro Sub-County. It comprised of 8 Heads of Guidance and Counselling, 8 Deputy Heads of Guidance and Counselling and 8 Teachers in the Department of Guidance and Counselling. Total of 24 teachers, 13 of whom were male and 11 were female took part in the study. 240 form three students were involved in the study; 127 of whom were girls and 113 were boys.

3.4 Sample Size and Sampling Procedures

Sampling is the process of selecting a number of individuals for study in such a way that individuals selected represents the larger group from which they are selected hence representing the characteristics found in the entire group (Orodho, 2003). Purposive sampling method was used to sample the schools since not all schools in Kahuro Sub-County have peer counsellors. According to Matula, Kyalo, Mulwa and Gichuhi (2018) purposive sampling enables the researcher to use personal judgment to select subjects that are representative of the population based on the research goal. The 8 schools were stratified into four strata, girls boarding, boys boarding, mixed day and mixed day and boarding. Thus 2 girls boarding, 2 boys boarding, 2 mixed day and 2 mixed day and boarding secondary schools were

involved in the study. Stratified sampling technique ensured that each category of the subject was selected therefore minimizing biasness.

The study used census method for Heads of Guidance and Counselling Department, Deputy Heads of Guidance and Counselling and Guidance and Counselling teachers since they are homogenous. Stratified proportionate sampling technique was used to sample form three peer counselors since they were not homogeneous. Form three peer counsellors were selected because they have been in the school long to enough learn the school ethos and practices hence competent to answer the questions that were used to collect data in this study.

According to Kothari (2004) stratified proportionate sampling is considered appropriate since the sizes of the sample from different strata are kept proportionate to the size of the strata. The Guidance and Counselling teachers and the students were divided into two strata namely; male and female. According to Marshall (1993), men and women differ in what they value, women value receptivity, synthesizing, cooperation and interdependence while men value control, assertion and focused perception. These differences determine how they execute their roles in relation to administrative practices influencing effectiveness of students' peer counsellors in management of secondary schools students' discipline.

The rationale of the sample size by Norman and Fraenkel (2001) recommends a sample of 20 percent as adequate. According to Mugenda and Mugenda (2003), the more heterogeneous the sample is, the bigger the sample required to capture diversity within the population.

Table 3.1 Target Population.

Target Population	N	Percentage	Sample Size
Male Teachers	13	100	13
Female Teachers	11	100	11
Girls	127	100	127
Boys	113	100	113
Total	264	100	264

3.5 Research Instruments

According to Mugenda and Mugenda (2003), research instruments are tools used by the researcher to collect the necessary data. Questionnaires and interview schedule were used to collect data for this study. The researcher used two sets of questionnaires for Guidanec and Counselling teachers and students' peer counsellors. Questionnaires were regarded appropriate for this study since they could enable the researcher to collect information from various people simultaneously, enable researcher obtain indepth information on the respondent , permit the use of standardized questions, offer a quick way to get results, help gather information from a larger audience (Orotho and Kombo, 2003) and allows the respondents to maintain anonymity. The questionnaires were divided into two

sections; Section one dealt with the background information: Gender, Age, Type of school, Professional Qualification and Experience of Guidance and Counselling teachers. Section two elicited information about different administrative practices influencing effectiveness of peer counsellors management of secondary schools students discipline. In addition interview schedules were used for Head of Guidance and Counselling department. They were regarded appropriate for this study because they could allow collection of indepth information, flexibility and verification of facts.

3.6 Validity of the Research Instruments.

Validity is the extent in which a research instrument measures elements in research (Orodho, 2013). Content validity is the extent to which the instruments measures what the test is designed to measure. This is integral in the establishment of accuracy and truthfulness of the research. According to Mugenda nd Mugenda , (2003), the usual procedure in assessing content validity of a measure is to seek experts or professional advice in that particular area. In this regard, the two supervisors in the School of Education, Department of Educational Administration and Planning, University of Nairobi, who are experts in this field of study were consulted to validate the instruments. Their comments were taken into account in revising the instruments so as to collect valid data.

3.7 Reliability of the Data Instruments

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition over a period of time. In this study, the test-retest technique was used to assess the reliability of the research instrument. The method encompasses administering and unchanged research instruments two times to the same group of respondents of the study. After the first test, the same instruments were given again to the same respondents after one week. This was followed by a reliability coefficient that was computed using Pearson's product moment correlation coefficient formula. The coefficient was 0.82 and hence the instruments were found reliable and used for the study. If coefficient is 0.7 and above, then the instrument is reliable and can be used for the research (Best and Kahn, 1988).

3.8 Data Collection Procedures.

A letter was obtained from the Department of Educational Administration and Planning to enable the researcher seek a research permit from the national Commission of Science Technology and Innovation (NACOSTI). The researcher contacted the Murang'a County Commissioner, Kahuro Sub-County Commissioner and Murang'a County Director of Education for a consent letter addressed to Kahuro Sub-County Director of Education, who then gave an authority letter addressed to the relevant Principals and Heads of Guidance and

Counselling Departments of the schools of interest in the study. The researcher clarified to the respondents the intention of the study and assured them of confidentiality. The questionnaires were administered and collected immediately after they had been filled.

3.9 Data Analysis Techniques

Mugenda and Mugenda (2003), point out that editing, classification and tabulation are the processes of bringing out order, structure and meaning of the mass information collected. Data to be collected was collected and keyed into the computer for analysis. Descriptive statistics was used to analyze demographic information of Heads of Guidance and Counselling department, Deputy Heads of Guidance and Counselling department, Guidance and Counselling teachers and students' peer counsellors. Graphs, Charts, Frequency distributions and percentages were used to present the data.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This Chapter presents the Analysis, Interpretation and Discussion of the collected data. Data analysis was aimed at addressing the purpose of the study which was to investigate administrative practices influencing effectiveness of peer counselors' management of secondary school students discipline in Kahuro Sub County. Table 4.1 presents the questionnaire return rate.

4.2 Questionnaire Return Rate

Two sets of questionnaires were used to collect data from 24 guidance and counseling teachers and 240 students. Table 4.1 presents the questionnaire return rate.

Table 4.1: Questionnaire Return Rate

	Teachers Guidance and Counselling Questionnaire			Students Questionnaires		
	Administered	Received F	%	Administered	Received F	%
Males	13	13	100	113	107	94.69
Females	11	11	100	127	122	96.06
Total	24	24	100	240	229	95.41

Table 4.1 above shows that a 100 percent response rate was obtained from the guidance and counseling teachers and 95.41 percent from the students. According to Kothari (2004), a return rate of 60 percent and above is acceptable. This was

attributed to the fact that the participants were informed well in advance of the purpose of the study. The researcher administered the instruments in person and collected them immediately. Therefore, the response rate in this study was a sufficient representation of the target population that can be reliable for data analysis.

4.3. Demographic Information of the Respondents

The study sought to explore the demographic information of the respondents. This was to help the researcher understand the personal characteristics of guidance and counseling teachers and students as their background could influence effectiveness of peer counselors management of secondary school students discipline. Background information on the type of school gender, age, academics qualifications and teachers experience were analyzed and the results presented in frequency table, charts and graphs.

4.3.1. Distribution of Respondents by Gender

The study sought to establish the respondents distribution by gender. Gender is crucial in identifying if gender is considered in assigning students and teachers' guidance and Counselling roles. Gender of the teacher and students was sought because it is important to understand the gender prevalence in guidance and counselling in Kahuro Sub-County. Figure 4.1 presents the information obtained on the gender of Guidance and Counselling teachers and students' peer counsellors.

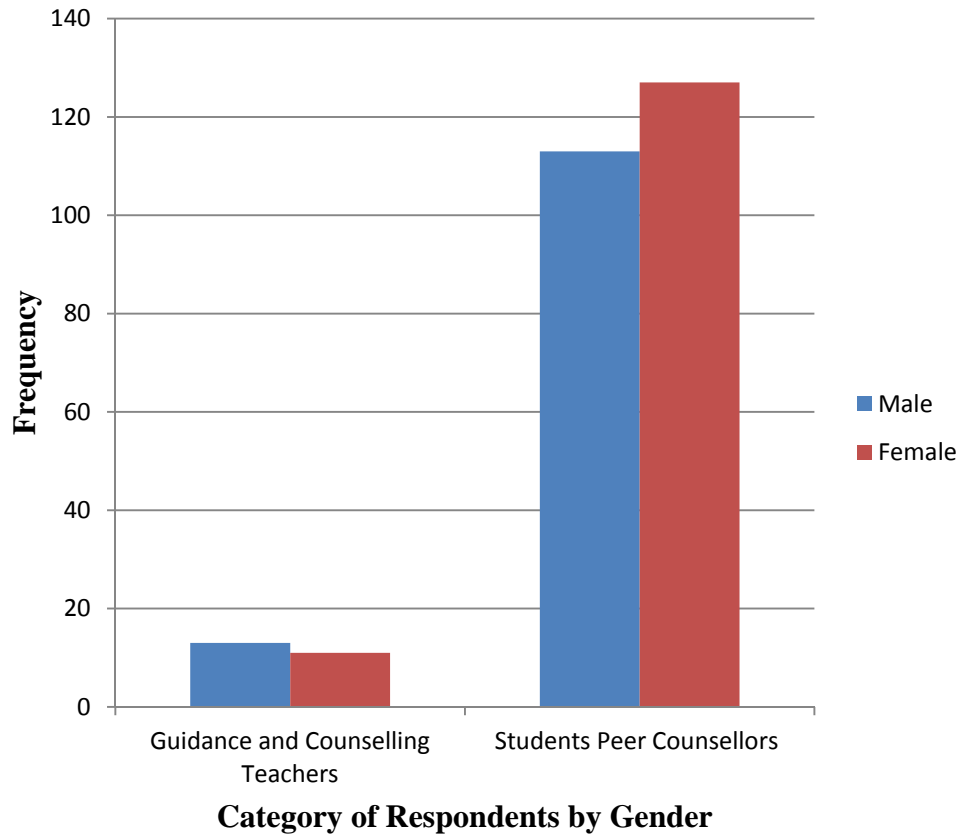


Figure 4.1: Findings on Gender

The results obtained in figure 4.1 indicate that male teachers were more (13) than the female teachers (11) while for the students' peer counsellors, girls were more (127) than the boys (113). In Table 4.2, the results showed that most of the schools were mixed schools. This affirms the fact that the research was not gender biased and therefore was able to give credible data. This agrees with Kombo and Tromp (2009) who suggested that all individuals should be given an equivalent and independent chance of being picked as a participant of the sample. This therefore implies that single gender being dominant in an area can influence the

carrying out of peer counselling activities and hence influence their effectiveness in management of secondary school students' discipline.

4.3.2 Type of Schools that Participated in the Study

The study sought to establish the type and category of secondary schools sampled for study in Kahuro Sub-County. The purpose of this information was to find out if there is an equal representation of all the categories of schools found in the study area hence providing a representative sample. The findings were shown in the following Table. Table 4.2 shows the category of schools.

Table 4.2: Category According to Level of School

School Category	Frequency	Percentages
National	1	12.5%
Extra County	2	25.0%
County	1	12.5%
Sub-County	4	50.0%
Total	8	100%

From the findings in Table 4.2, the results indicated that all the category of school participated in the study. The study findings therefore imply that all category of school participated in the study thereby eliminating biased data.

The study further sought to establish the type of schools that participated in the study. Responses are as indicated in Table 4.3

Table 4.3: Type of School

Type of School		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Girls	2	25	25	25
	Boarding				
	Boys	2	25	25	50
	Boarding				
	Mixed Day	2	25	25	75
	Mixed Day and Girls Boarding	2	25	25	100
Total		8	100	100	100

Table 4.3 indicates that 50% of the schools sampled for study were mixed schools. This indicates that most of the students were day-scholars and therefore vulnerable to being influenced by the surrounding communities towards many indiscipline issues such as early pregnancies, drug and substance abuse, cheap labour, dropout rates among others. The finding concurs with Thornberg (2007) who agrees that the school mirrors the problems in the community in which it is located.

4.3.3. Teachers Professional Qualification.

The study further sought to find out the level of academic qualification of guidance and counseling teachers in Kahuro Sub-County who participated in the study. The purpose of this information was to find out whether teachers in the department of guidance and counseling had attained a relevant academic level that is expected for them to be able to select, train, supervise and evaluate peer counselors activities. Figure 4.2 shows the level of education of teachers

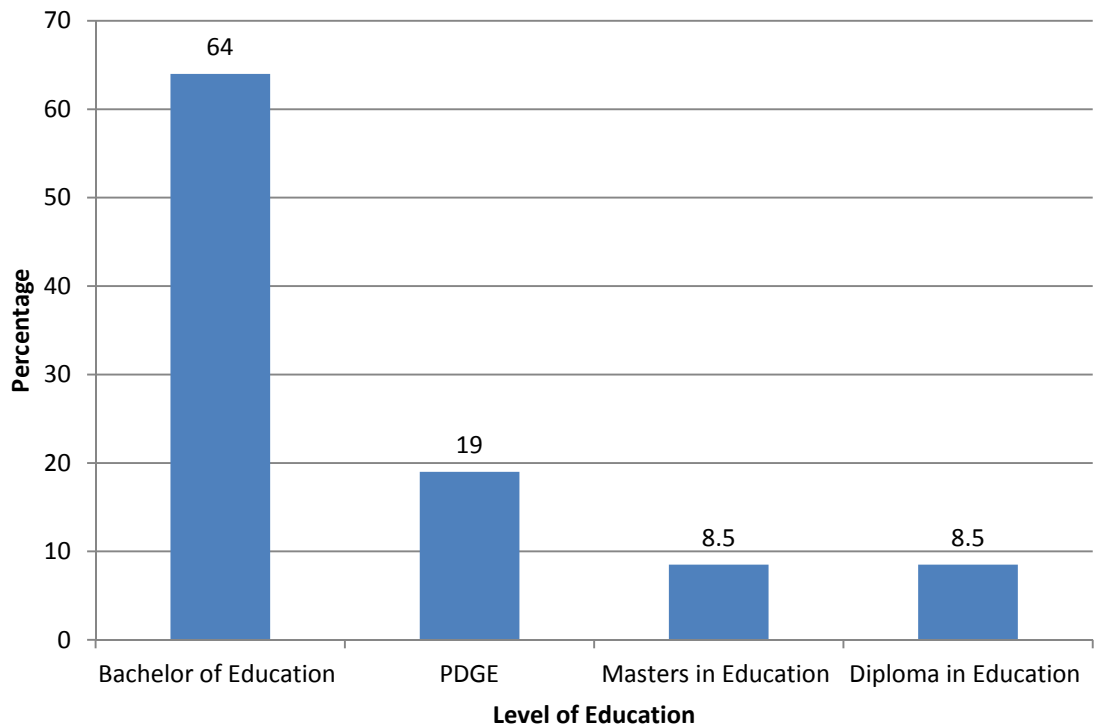


Figure 4.2: Level of Education for Teachers

Figure 4.2 focuses on distribution of teachers by professional qualifications. The figure shows varied academic qualifications for guidance and counseling teachers. Majority of the teachers were first degree holders (64%). According to MOEST,

(2002) secondary school teachers should be degree holders in Education or at least a diploma in Education. The findings indicate that all the teachers in the Sub-County have the minimum qualification necessary for translating and implementing administrative influencing effectiveness of peer counsellors in management of secondary school students' discipline. practices key among them selection, training, supervision and evaluation of peer counselors activities.

The statics imply that all the teachers have pedagogical knowledge and skills required by the Ministry of Education in the teaching profession to effectively transfer guidance and counseling skills to student peer counselors. The findings are in agreement with Obongo and Maina (2018) who agree that teachers professional qualifications and their level of education is crucial in enabling the school attain their objectives. In this case, implementation and supervision of peer counselling activities.

4.3.4 Distribution of Teachers by Teaching Experience

The purpose of seeking information on teaching experience was to determine if teachers in guidance and counseling department had been exposed long enough to educational matter in a way to be able to understand issues related to student peer counselors and thus be able to help them effectively take part in management of students' discipline. The findings were as shown in Table 4.4. Distribution of teachers by teaching experience.

Table 4.4 Distribution of Teachers by Teaching Experience.

Experience	Frequency	Percent
1- 5 years	1	4
6- 10 years	2	8
11-15 years	12	50
16 -20 years	7	30
20 -25 years	2	8
>25 years	0	0
Total	24	100

The data in Table 4.4 indicates that the respondents had gained experience of varying periods in their teaching careers with majority of teachers (50%) having taught for more than 10 years. The findings imply that the respondents had been exposed to administrative practices influencing peer counselors activities long enough to enable them appreciate its contribution to effective managements of secondary school students discipline. This is in agreement with Grossman (1990) who notes that experienced teachers are much more sensitive to students' needs and individual differences and can call upon a wider repertoire of instructional practices for addressing students' needs. This implies that teacher's experience is an important attribute in helping deliver quality and effectiveness in supervision of peer counselors (Ndwiga 2015). The implication of this is that it is important to

assign guidance and counselling roles to those teachers with wide range of teaching experience.

4.4 Selection of Students Peer Counsellors and its Effectiveness in Management of Secondary Students' Discipline.

The first objective of this study was to determine how selection criteria of student peer counselors influence their effectiveness in management of secondary school students' discipline. Selection criteria focused on methods applied to select student peer counselors. They were required to indicate the selection criteria used using a scale of 1 – 5 Strongly Agree (SA)- 5, Agree (A) - 4, Uncertain (U) – 3, Disagree (D)–2 and Strongly Disagree (SD)- 1.

The findings are presented in Table 4.5

Table 4.5 Criteria used to Select Student Peer Counsellors

Statement	Freq	SA %	Freq	A %	Freq	U %	Freq	DA %	Freq	SDA %
Peer counsellors are selected based on academic Performance	32	13.8	27	11.7	29	12.6	13	5.7	129	56.9
Peer counsellors are selected based on their commitment to help others	6	2.8	8	3.3	14	5.9	175	76.3	27	11.7
Students are involved in selection of peer counsellors	8	3.4	8	3.4	19	8.2	158	68.6	37	16.4
Peer counsellors are selected based on respect for privacy of others	12	05	16	07	3	1.2	198	85.9	1	11.7
Peer counsellors are selected based on willingness to accept ethical conducts such as confidentiality of information	8	3.3	6	2.8	27	11.7	175	76.3	14	5.9
Peer counsellors are selected based on willingness and ability to work within the philosophy and goals of the programme	0	0.3	0	0.2	13	5.5	164	71.1	53	26.2
Peer counsellors go through brief training before selection by the teachers	0	0.3	0	0.3	4	1.9	86	37.5	140	61.9
It is only disciplined student and those with notable qualities like being sociable, good in communication, humility and understanding that are selected to become student peer counsellors	27	11.7	17	7.4	5	2.1	150	65.3	31	13.5
Everybody that apply to be a peer counsellors is accepted	9	3.9	5	2.2	2	0.9	66	28.9	142	61.4
Existence of a communication strategy for Peer Counsellors	1	0.5	2	0.9	0	0	152	66.9	75	31.7
Students who volunteer and show interest are the ones selected to become student peer counsellors	27	11.7	17	7.4	150	65.3	27	11.7	17	7.4
Only those who fear God are selected to be student peer counsellors	1	0.5	2	0.9	0	0.0	152	66.9	75	31.7

The findings in Table 4.5 shows that the thirteen different criteria listed in form of statements and evaluated on a five point Likert Scale are rarely used by the respondents. 61.4% strongly disagreed that everybody who apply to be a peer counselor is selected while 76.3% disagreed that peer counsellors are selected on their commitment to help others. The findings concur with a study carried out by Wamocho who stated that there is no clear procedure outlined on how teachers should be appointed as teachers' counsellors because the policy documents only state a responsible senior teacher should be appointed (Wamocho *et al* 2008). This therefore implies that schools in Kahuro Sub-County use different criteria to select student peer counselors. This could probably be because of lack of policy guidance on establishment of student peer counselor in secondary schools. The implication is that the Teachers Service Commission and Ministry of Education should come out with an articulate criteria on notable possible attributes to guide those who should be selected as peer counsellors.

Table 4.5 also indicate that a significant percentage of students peer counselor are not selected on basis of academic performance, commitment to help others (56.9%), respect for privacy (85.9%), volunteering and showing interest. These findings seems to contradict the assertion made by Kamore and Tiego (2015) that in some high schools in Kenya those selected as per counselors had some notable positive qualities such as being sociable, disciplined, average academic performance, good speakers, listeners and able to keep secrets. The response given

by students peer counselors point to a lack of an established criterion for inclusion of student in the peer counselors activities. As a result, we can conjecture that this lack of a selection standard criteria may have contributed to failure by peer counselors to manage students discipline since they may not be role models to the students. Chireshe (2013) further assert that while methods of selecting peer counselors can vary, the qualities of the students appointed should never be compromised.

Table 4.5 also indicate that a major percentage of guidance and counseling teachers do not involve students in selection of peer counselors 68.6 percent disagreed. This could be attributed due to lack of an administrative strategy. This contradicts Kamore and Tiego (2015) who argued that student peer counselor should be selected based on those who are good role models and can influence other students and help them develop positive behaviours in schools. This implies that involvement of students in selecting peer counselors is crucial and desirable as it goes a long way to model, manage and influence students' discipline. This implies that schools in Kahuro Sub-County lack an administrative strategy for recruitment of students peer counselors in secondary schools. It is important to involve students in selecting their peer counselor this is desirable because young people tend to respect, trust and support peer counselors whom they have selected (K.I.E, 2010).

Table 4.5 further shows that 66.9 percent disagree that there exists a communication strategy between teachers and students. On enquiry during the interview with Heads of Guidance and Counselling teachers, it was revealed that the teachers involved in Guidance and Counselling lack appropriate time plan and communication strategy with the peer counsellors. The results concur with Egbo Chukwu and Auka (2010) statement that teachers are crowded with so many responsibilities already and giving them extra roles as guidance and counselling teachers in addition to their work makes them ineffective. This is further in agreement with Samoei (2009) who in his study found out that teachers workload has become the greatest obstacle to their participation in guidance and counselling. The implication of this is that counselling teachers lack adequate time to interact with the peer counsellors. It is therefore important to review the workload of teachers assigned Guidance and Counselling roles to help improve on their efficiency in guiding peer counsellors. This strategy would ensure that the students are properly informed of the requirements of peer counseling and they become involved all processes.

4.5 Training of Students Peer Counsellors and its Effectiveness in Management of Secondary School Student Discipline.

The second objective of the study sought to establish the influence of the students peer counsellors training on peer counsellors' effectiveness in management of secondary school students' discipline. The study focused on whether students peer

counsellors in Kahuro Sub-County undergo any training and its quality, topics covered and how it has helped them in effective management of secondary school students' discipline. They were to indicate their level of agreement on different statements using a scale of 1-4: Adequate (VD) – 4, fair (F)- 3, Inadequate (I)- 2 and waiting (W)-1. The findings are shown in Figure 4.3.

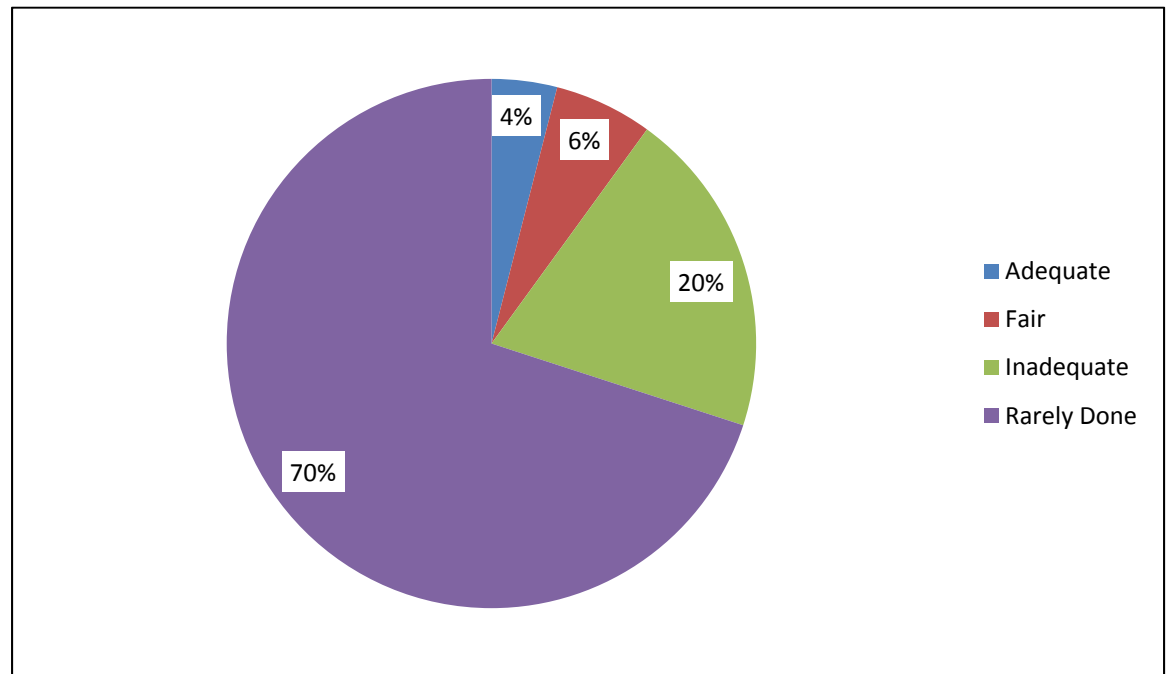


Figure 4.3: Training of Students' Peer Counsellors.

As indicated in Figure 4.4, most students (70 percent) responded that training is rarely done. Further enquiries with Guidance and Counselling teachers revealed that training of peer counsellors is rarely done. The findings contradicts with Chirehe (2013) who argues that peer counsellors should be trained consistently especially in basic helping skills. The findings imply that lack of training greatly

reduce efficiency of peer counsellors in management of secondary school students' discipline.

Figure 4.4 further revealed that those that received the training only 4 percent rated it as adequate. The findings are in tune with the findings by Kelly *et al* (2016) who argues that there is a direct relationship between peer counsellors training and their effectiveness. This implies that the scope of training offered to peer counsellors is of great importance for the success in their responsibilities.

4.5.1 The study further sought to find out the topics covered during peer counselors training and their frequency. This was to further establish the influence of topics covered and their effectiveness in helping students peer counselor's management of secondary school student discipline. The findings are as shown in Table 4.5.

Table 4.6: Topics Covered During Peer Counsellors' Training.

Topics Covered	Frequency	%
Self- Awareness and Self Esteem	150	63
Drug and substance abuse	149	62
Adolescence and early pregnancy	145	60.4
Conflict resolutions	136	57
Time management	133	55
Basic helping skills	127	53
Depression	23	9.5
Human growth and development	12	5
Study and listening skills	9	3.7
Self-motivation	7	3
Team work	6	2.5
Community service	5	2
Human sexuality personality and grooming	4	1.6
Role model	3	1.2
	N=24	N=240

Findings in table 4.6 show that the most commonly covered topics during training of students' peer counsellors is self-awareness and self-esteem (63 percent). This was affirmed by a notable percentage (64 percent) of the respondents. This could be due to the relevance of the topics in helping peer counsellors first understand themselves so that they can be able to help others. This is an indication that the facilitators have a great value they attached to self-awareness and self-esteem in its influence on peer counsellors effectiveness in management of secondary school students' discipline. This study finding are in agreement with a study conducted by Arudo (2008) that outlines various topics that are covered by peer

counsellors during training. This implies that the topics covered by peer counsellors helps them improve in their personality thus influencing their effectiveness in management of secondary school students' discipline.

Table 4.6 also reveals that drug and substance abuse, time management (55 percent), conflict resolutions (57 percent), adolescence and early pregnancy (60.4 percent) had a significant percentage. This could be due to the fact that this contributes to a greater extent to discipline in secondary schools. Other topics such as personality and grooming, community service, growth and development attracted a reasonably small percentage. This could be attributed to the fact that facilitators do not rate them highly in helping students peer counsellors effectively influence management of discipline in secondary schools. The findings however disagrees with Arudo (2008) who outlines these topics and rates them highly as topics which should be covered during training of students peer counsellors in secondary schools.

4.6 Influence of Supervision of Students Peer Counsellors and its Effectiveness in Management of Secondary School Students' Discipline.

The third objective of the study sought to establish the influence of supervision of peer counsellors on their effectiveness in management of Secondary School students' discipline. The respondents were required to indicate the interval of the

supervision using a scale of 1 to 4. Once a week (OW) – 4, Once a Term (OT) – 3, Once a Year (OY) – 2, Never Done (NO) - 1

Table 4.7: Influence of Supervision of Peer Counsellors on their Effectiveness in Management of Secondary School Students’ Discipline.

Interval of Supervision	Frequency	Percentage
Once a Week	22	8
Once a Term	18	7
Once a Year	37	14
Never	187	71
Total	264	100
	N = 24	N = 240

The findings in table 4.7 indicate that majority of the students peer counsellors (71 percent) are not supervised. The reasons why students peer counsellors are not supervised could probably be due to heavy workload on teachers and lack of properly established administrative structures of how supervision should be carried out. The findings therefore impact negatively on students peer counsellors effectiveness in management of secondary schools students’ discipline. This is contrary to a study conducted by Cinotti and Springer (2016) that recommended supervision of students’ peer counsellors. According to the study supervision improves self-efficacy of students’ peer counsellors. Similarly, a study conducted by Ladbury (2012) revealed that supervision of student peer counsellors facilitates

professional growth and development, establishes a collaborative working relationships between the teachers and peer counsellors and establishes an environment that is conducive to learning and maintain professional identity of a school counselor.

4.7 Evaluation of Students' Peer Counsellors Activities and its Effectiveness in the Management of Secondary School Students' Discipline.

The fourth objective of the study sought to establish the influence of evaluation of peer counsellors activities and its effectiveness in management of secondary students' discipline in Kahuro Sub-County. The respondents were asked to rate in a scale of 1 to 5 their level of agreement on different statements intended to elicit their responses on evaluation of students' peer counsellors' activities and its influence on discipline. The findings on intensity of evaluation of student peer counsellors' activities are as shown in Table 4.8

Table 4.8: Evaluation of Peer Counselors' Activities

Statements	Always		Often		Sometime		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Peer counselling is frequently evaluated	0	0	1	0.5	2	0.7	138	60.1	89	38.3
Assessment of the peer counsellors is frequently done	5	2.2	4	1.6	3	1.2	132	57.4	86	37.6
The school frequently conduct need assessment research to improve peer counselling programme	1	0.5	3	1.2	0	0.0	156	67.9	70	30.4
Parents, teachers, students and peer counsellors are all involved in evaluation of peer counselling programme	5	2.1	10	4.3	3	1.2	70	30.5	142	61.9
The school has a set criteria for evaluating peer counselling programme	2	0.7	2	1.0	6	2.6	158	68.6	168	27.1
Objectives of peer counselling are usually predetermined prior to evaluation	6	2.6	2	0.7	2	1.0	62	27.1	158	68.6
Feedback from evaluation of peer counselling are incorporated to improve the programme	17	7.6	27	11.9	49	21.4	88	38.4	49	20.7
Confidentiality is maintained during evaluation	6	2.4	7	3.1	3	1.2	77	33.5	131	59.8
There is a continuous evaluation to rectify the weakness of the peer counselling programme	1	0.5	0	0.4	2	0.7	138	60.1	89	38.3
Different approaches are usually incorporated in the counselling programme to improve it	17	7.4	18	7.9	19	8.3	125	54.2	51	22.2

Table 4.8 shows that majority of the teachers and students responded with rarely combined with never done stood at 98.4 percent. From an enquiry from the Heads of Guidance and Counselling it was revealed that peer counsellors are not evaluated. The findings of this study are in agreement with Kamore and Tiego (2015) who observed that evaluation of peer counsellors is rarely done in secondary schools. Keller (2011) opines that evaluation is important for effective and functional planning, implementation, development and modification of secondary school peer counselling activities. Carr (2008) contends that use of systemic or formal evaluation helps determine effectiveness of students' peer counselling activities. This could be a reason for the high number of cases of student unrests in Kahuro Sub-County.

The findings in Table 4.8 further indicated the lack of an organized clear set criteria of evaluation of peer counsellors' activities. Majority of the Guidance and Counselling teachers and peer counsellors responded with rarely combined with never done which stood at 95.7 percent. From an enquiry from the Heads of Guidance and Counselling it was noted that it is not done. This therefore implies that peer counsellors are not evaluated and where it is done, a haphazard approach is applied. This contradicts findings by Deluccia-Reinstei (2009) who adds that Principals as heads of schools have the responsibility of overseeing the full implementation of Guidance and Counselling in their schools irrespective of the appointment authority of the Guidance and Counselling teacher. This implies that

the Principal and Guidance and Counselling teachers should come up with modalities of implementation and evaluation of peer counsellors activities in order to improve their efficiency in management of secondary school students' discipline.

4.8 Relationship between Evaluation and Rewarding of Peer Counsellors.

The purpose of this study was to establish whether after evaluation, peer counsellors are rewarded and its effect in influencing their effectiveness in management of secondary school students' discipline. The findings are shown in Figure 4.5

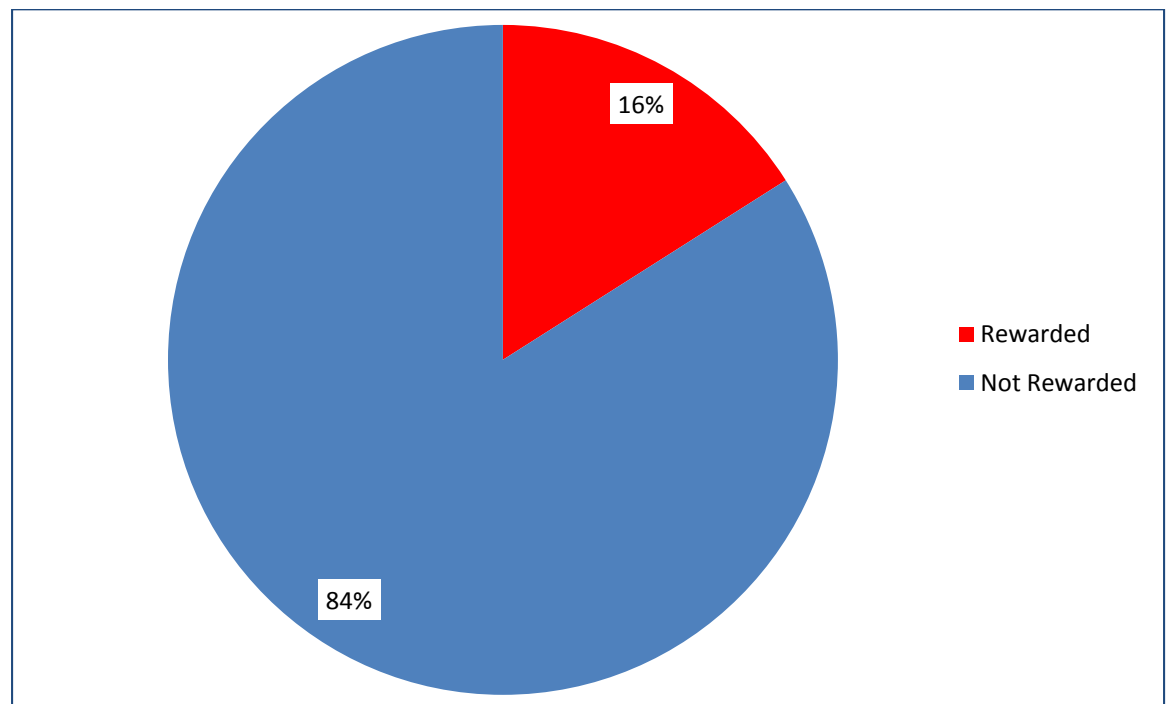


Figure 4.4: Relation between Evaluation and Rewarding of Peer Counsellors

The Figure 4.4 indicate that majority of the schools do not reward peer counsellors (85 percent). The minimal percentage (15 percent) that rewards them awards gifts during prize giving day or take them for a trip as an incentive. The findings are in disagreement with the views of KIE (2010) which recommends that effort put by peer counselors need to be recognized by rewarding them to boost their morale, commitment and efficiency in this noble duties.

The findings imply that level of motivation of student peer counsellors and its influence in effective management of secondary school students' discipline is significantly low. This could be probably due to lack of significance attached to students' peer counsellors activities or unwillingness by the principals to commit resources for the same.

4.8.1 Influence of Peer Counselling Activities on Effective Management of Secondary School Students' Discipline.

The study sought to investigate the influence of selection, training, supervision and evaluation of peer counsellors activities and their influence in effective management of secondary school students' discipline. Respondents were required to show their level of agreement on different statements using a likert scale of 1 to 5. Strongly Agree (SA) – 5, Agree (A) – 4, Undecided (U) – 3, Disagree (DA) – 2 and Strongly Disagree (SDA) – 1.

4.8.2 Influence of Students' Peer Counsellors Activities on Effective Management of Secondary School Students Discipline.

The aim of seeking this information on administrative practices influencing effectiveness of peer counselors' management of secondary school students' discipline was to determine if the respondents were well selected , trained, supervised and evaluated to enable them influence effectively management of secondary school students' discipline. The findings were as shown on table 4.9

Table 4.9 Influence of Students Peer Counsellors' Activities on Effective Management of Secondary Students Discipline.

Statement	SA		A		U		DA		SDA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The number of students who complete assignment has increased since introduction of peer counselling	6	2.4	16	6.9	52	22.4	106	45.9	52	22.4
All the student usually ask for permission before leaving school compound	78	34.0	50	21.6	44	19.1	31	13.4	27	11.9
All the students attend all classes and school activities	74	32.2	97	42.1	52	22.9	6	2.8	0	0.0
The number of students who disturb or make noise in class during prep time has reduced since introduction of peer counselling programme	78	34.1	109	47.6	26	11.1	16	6.9	0	0.0
Theft cases and number of items stolen have reduced since introduction of peer counselling programme	74	32.3	118	51.4	22	9.7	12	5.2	3	1.4
The number of students who sneak out of school without permission has reduced due to peer counselling	77	33.4	114	49.7	31	13.3	4	1.9	4	1.7
Peer counselling has reduced number of cases of student molesting new students	97	42.1	113	49.0	13	5.5	3	1.6	4	1.8
Students peer counsellors have reduced drug abuse	14	49.7	106	45.9	2	1.0	4	1.6	4	1.8
Students peer counsellors have reduced arson attack and burning of school in this school.	24	10.3	31	13.3	138	60.2	23	10	14	6.2
Students peer counsellors have reduced fight among students in this school	119	51.9	81	35.2	17	7.6	12	5.3	0	0.0
Students peer counsellors assist in solving conflicts between student within the class and outside the class	124	54.1	78	34.1	23	10.2	4	1.6	0	0.0
The overall discipline of this school has improved due to peer counselling programme	124	53.8	80	34.8	19	8.4	4	1.7	3	1.3

Table 4.9 shows that majority of the Guidance and Counselling teachers and peer counsellors responded with strongly agree combined with agree which stood at 88.6 percent. From an enquiry from Guidance and Counselling teachers, it was established that most of the indiscipline cases like conflict amongst students has significantly reduced. This is in agreement with a study conducted by Osodo *et al* (2016) who observed that students' peer counsellors have a significant role in promoting discipline among secondary school students in public schools. Similarly Kavula (2014) showed that peer counselling can be used as an alternative method of instilling discipline to students in secondary schools. The implication of this could be due to careful selection of peer counsellors through well-defined criteria, well stipulated guidelines of training, supervision and evaluation of peer counsellors' activities which enable students' peer counsellors to work efficiently and effectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter gives a Summary, Conclusion and Recommendation drawn from the findings. The purpose of the study was to establish administrative practices influencing effectiveness of peer counselors' management of secondary school students' discipline in Kahuro Sub- County, Kenya

5.2 Summary of the Study

The study sought to investigate administrative practices influencing effectiveness of peer counselors' management of secondary school students' discipline in Kahuro Sub-County. The objectives of the study were to determine how selection of peer counsellors, training, supervision and evaluation of their activities influence their effectiveness in management of secondary school students' discipline. The study used descriptive survey research design. The target population was all 39 public secondary school in Kahuro Sub-County. The sample size comprised of 24 Guidance and Counselling teachers and 240 Form three student.

Two sets of questionnaires and an interview guide were used to collect primary data. Descriptive statistic analysis were used for quantitative data whereby computer software SPSS was used to generate tables and percentages. Tables and

figures were used to present data and facilitate comparison. Qualitative data was transcribed and analyzed using content analysis and organized along themes.

5.3 Major Findings of the Study

The major findings of the study were presented in this section.

5.3.1 Selection of Peer Counsellors.

The first objective sought to determine how selection criteria of peer counselors' influences their effectiveness in management of secondary school students' discipline in Kahuro Sub-County. Varied responses were obtained from heads of guidance and counseling departments, guidance and counseling teachers and students. Under this objective it was revealed that there is no specific criterion used to select student peer counselors in Kahuro Sub-County secondary schools. Schools rarely use scientifically proven good methods that were evaluated in this study. However, respondents were of the opinion that multi- approach method of selecting students peer counselors including all the parties such as students, teachers, parents and school administrators should be adopted. They also suggested use of students with notable qualities and those with natural abilities of helping others. The study revealed that the challenges encountered in the management of secondary school students' discipline by students peer counselors emanate from among other factors lack of an administrative strategy for recruitments of peer counsellors.

5.3.2 Training of Peer Counsellors

The second objective sought to establish the influence of peer counselors training on peer counselor's effectiveness in management of secondary school students' discipline. The study revealed that majority of the heads of guidance and counseling, deputy heads guidance and peer counsellors revealed that majority of the peer counselors are not trained and those that have training, it is inadequate. 70 percent of the respondents said there is no training done. 20 percent agreed there is inadequate training of students' peer counsellors. The study revealed that those peer counselors' who had training and were committed in their work contributed to a reasonable degree in effective management of secondary school students' discipline in Kahuro Sub-County.

5.3.3 Supervision of Peer Counsellors

The third objective sought to establish the influence of supervision of peer counsellors' on their effectiveness in management of secondary school students' discipline. Majority of heads of guidance and counseling departments, deputy of heads of guidance and counseling departments and students' peer counselors are not supervised while executing their duties. 71 percent of the responds indicated they are not supervised while 29 percent indicated they are supervised. The study revealed that where supervision was done, guidance and counseling teachers were adequately updated on many challenges and discipline issues affecting the students and such challenges were adequately addressed on time.

5.3.4 Evaluation of Peer Counsellors Activities

The fourth objective sought to establish the influence of evaluation of students peer counselors activities on the effectiveness of peer counsellors' management of discipline among secondary school students in Kahuro Sub-County. Majority of the heads of guidance and counseling departments, deputy heads of guidance and counselling departments, teachers in guidance and counseling departments and students' peer counselors indicated that evaluation of students' peer counselors' activities is crucial in effective management of secondary school students' discipline. However results indicated that evaluation of peer counselors' activities is really done in secondary schools in Kahuro Sub- County.

Finally it was revealed that peer counseling has reduced indiscipline cases such as fights in schools, sneaking out of school without permission, drug and substance abuse, theft cases, bullying, noisemaking among other issues. Since introduction of peer counselors students' overall discipline has improved and number of indiscipline cases has reduced significantly.

5.4 Conclusions

The study drew the following conclusion based on the findings of the study.

- i. From the data obtained, selection criteria for peer counselors has a substantial role in influencing peer counselors' management of secondary school students' discipline in Kahuro Sub-County. There could be other

factors for instance commitment, willingness, motivation and encouragements which go along way in influencing their management of secondary school students' discipline.

- ii. Training of peer counsellors is critical to their success in effective management of secondary school students' discipline. There could be other factors in play for instance duration and frequency of training.
- iii. Supervision of peer counselors' activities is crucial in influencing their effectiveness in management of secondary school students' discipline there could be other factors in play, for instance, peer counselors self-image, perception of other students towards peer counselors, guidance and counseling teachers' ability to handle peer counselors with different perception towards supervision.
- iv. Evaluation of peer counselors' activities is basic in influencing their effectiveness in management of secondary school students' discipline. There could be other factors in play for instance, guidance and counseling teachers training and skills in peer counseling, ability and competence to communicate, team work and motivation of peer counselors.

5.5 Recommendations

The study made the following recommendations:-

- i. Peer counselors' structures should be established and recognized by the school administration for effective management and promotion of students' discipline in secondary schools.
- ii. Secondary school administrators should set clear criteria that uses scientifically proven methods of selecting students peer counselors' that involve students and teachers.
- iii. The Ministry of Education Science and Technology to ensure that financing and training of selected peer counsellors' in secondary school in peer counseling is a requisite adhered to before one is allowed to work as a peer counselor.
- iv. Teachers in charge of guidance and counseling activities should be empowered to supervise the peer counselors by training them on how to supervise effectively.
- v. Secondary school should evaluate their peer counselors' activities and use the evaluation report to help them improve on their efficiency in management of secondary school students' discipline.
- vi. Directorate of Quality Assurance and Standard to team up with Kenya Education Management Institute and develop a module for selection, training, supervision and evaluation of peer counsellors' activities.

- vii. Director of Quality Assurance and standards to team up with Kenya Education Management Institute to organize workshops and seminars to sensitize the teachers on the benefits of peer counselors' influence in effective management of secondary school students' discipline. This may be one way of creating awareness on the integral role peer counselors play in influencing effectiveness in management of secondary school students' discipline.

5.6 Suggestions for Further Research

The study recommends the following areas for further research:

- i. Based on the sample size, it would be necessary to carry out a similar study in a location with a larger sample size to establish the reasons behind the inconsistencies in the findings with other research studies.
- ii. Similar research could be conducted in private schools to get more insight of the situation and compare the result.
- iii. Another research can be conducted to find out methods that should be used to improve peer counselling programme.

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APPENDICES

Appendix 1 - Letter of Introduction

Seki Patrick Kishoyian

P. O. Box,

Nairobi

5th June, 2019

The Principal

Dear Sir/Madam

RE: LETTER OF INTRODUCTION

Your institution has been selected to participate in the study on “**Administrative Practices Influencing Effectiveness of Peer Counsellors Management of School Discipline among Secondary School Students’ in Kahuro Sub-County, Muranga County, Kenya**”. The attached questionnaires have been designed to assist the researcher gather data for the purpose of the research only. Respondents will not be required to write their name or the name of the institution. Respondents are kindly requested to respond to all items thoughtfully and honestly. Information received will be used for the purpose of the study.

Thank you in advance.

Yours faithfully

Seki Patrick Kishoyian

Appendix 2 – Questionnaire for the Students

Dear Respondent

You are requested to participate in the study by providing answers to the items in the sections as indicated. Where appropriate use tick (✓) to indicate the information asked for.

General Information

1. Kindly indicate your sex with a tick

i) Male ()

ii) Female ()

2. What is the type your school? Tick where appropriate

i) Girls Boarding () ii) Boys boarding () iii) Mixed boarding () iv) Mixed day ()

v) Any other. Please indicate.....

Section A: Student Peer Counsellors Selection Criteria

In the table below, use a tick (✓) to indicate your level of agreement as it relates to the following statements related to selection criteria used in your school to select student peer counsellors. Where SA = Strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree

	Statements explaining selection criteria for student peer counsellors	SA	A	U	DA	SDA
1	Peer counsellors are selected based on academic performance					
2	Peer counsellors are selected based on their commitment to help others					
3	Peer counsellors are selected by teachers					
4	Peer counsellors are selected based on respect for privacy of others					
6	Peer counsellors are selected based on willingness to accept ethical conducts such as confidentiality of information					
7	Peer counsellors are selected based on willingness and ability to work within the philosophy and goals of the programme					
8	Peer counsellors go through brief training before selection by the teachers					
9	It is only disciplined student and those with notable qualities like being sociable, good in communication, humility and understanding that are selected to become student peer counsellors					
10	Everybody that apply to be a peer counsellors is accepted					
11	Students select their peer counsellors					
12	Students who volunteer and show interest are the one that are selected to become student peer counsellors					
13	It is the most popular students that are selected as student peer counsellors					
	Only those who fear God are selected to be student peer counsellors					

a) Write down any other method used to select students peer counsellors that is not included in the table above

.....

b) Which criteria do you think should be used to select student peer counsellors

.....
.....

Section B: Training of Students Peer Counsellor

1. Does the school take peer counsellors for training? Tick where appropriate

i) Yes () ii) No ()

2. How can you rate quality of training provided to peer counsellors

i) Successful () ii) adequate () iii) fair () iv) inadequate () v) Wanting ()

3. Give brief Reason for your answer above

.....
.....

4. Tick where appropriate what is covered during peer counselling training.

- i) Time Management ()
- ii) Management of depression ()
- iii) Basic helping skills ()
- iv) Human growth and development ()
- v) Drug and substance abuse ()
- vi) Study and listening skills ()
- vii) Managing disputes among the students ()
- viii) Self-esteem ()
- ix) Human sexuality, personality and grooming ()
- x) Role modelling ()
- xi) Adolescence and early pregnancy ()

- xii) Community service
- xiii) Self-motivation
- xiv) Teamwork

5. Write down anything else taught not in the list above

.....

.....

.....

6. How useful was the peer counselling training

.....

.....

.....

7. Does peer counselling training enable or assist student peer counsellors to reduce cases of indiscipline in this school?

.....

Section C: Supervision of Student Peer Counsellors

1. Are the student peer counsellors supervised by guidance and counselling teacher?

Yes () No ()

2. If Yes How often? Tick Where Appropriate

i) Everyday () ii) Twice per week iii) Once per week () iv) Once per two week ()

3. Does the school reward effort put by peer counsellors?

Yes () No ()

4. If Yes How are they rewarded?

.....

.....

5. Does the guidance and counselling teacher give more responsibility to experienced peer counsellors?

Yes () No ()

Section D: Evaluation of the peer counsellors' activities

In the table below, use a tick (√) to indicate your level of agreement as it relates to the following statements related to evaluation of peer counsellors. Where A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

NO.	Statements assessing evaluation of the peer counsellors activities	A	O	S	R	N
1	Peer counsellors have a programme of evaluation of their activities.					
2	Assessment of the peer counsellors is frequently done					
3	The school frequently conduct need assessment research to improve peer Counsellors' activities.					
4	Parents, teachers, students and peer counsellors are all involved in evaluation of peer Counsellors' activities					
5	The school has a set criteria for evaluating peer Counsellors' activities					
6	Objectives of peer counselling are usually predetermined prior to evaluation					
7	Feedback from evaluation of peer counsellors are incorporated to improve the programme					
8	Confidentiality is maintained during evaluation					
9	There is a continuous evaluation to rectify the weakness of the peer Counsellors' activities					
10	Different approaches are usually incorporated in the Counsellors' activities to improve it					

Section E: Influence of Peer Counselling on Student discipline

In the table below, use a tick (√) to indicate your level of agreement as it relates to the following statements. Where SA = strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree

NO.	Statement	SA	A	U	D	SD
1	The number of students who complete assignment has increased since introduction of peer counselling					
2	All the student usually ask for permission before leaving school compound					
3	All the students attend all classes and school activities					
4	The number of students who disturb or make noise in class during prep time has reduced since introduction of peer Counsellors' activities					
5	Theft cases and number of items stolen have reduced since introduction of peer counselling programme					
6	The number of students who sneak out of school without permission has reduced due to Counsellors' activities					
7	Peer counselling has reduced number of cases of student molesting new students					
8	Students peer counsellors have reduced drug abuse					
9	Students peer counsellors have reduced arson attack and burning of school in this school.					
10	Students peer counsellors have reduced fight among students in this school					
11	Students peer counsellors assist in solving conflicts between student within the class and outside the class					
12	The overall discipline of this school has improved due to peer Counsellors' activities					

Briefly explain how peer counselling has affected students discipline and behaviour in this school.

.....

.....

.....

Appendix 3- Questionnaire for the Teachers

Dear Respondent

You are requested to participate in the study by providing answers to the items in the sections as indicated. Where appropriate use tick (✓) to indicate the information asked for.

Respondent Characteristics

1. Kindly indicate your sex i) Male () ii) Female ()
2. What your highest professional qualification?
i) Diploma Education () ii) B.ED () iii) PGDE () iv) M.ED () v) Other specify
.....
3. Your age
i) Below 20 years () ii) 20-30 years () iii) 31- 40 years ()
iv) 41-50 years () v) Over 51 years ()
5. How many years have you been teaching?
i) 0-5 years () ii) 6-10 years () iii) 11-15 years iv) 16-20 years v) 21-25
years ()

Section A: Student Peer Counsellors Selection Criteria

In the table below, use a tick (✓) to indicate your level of agreement as it relates to the following statements related to selection criteria used in your school to select student peer counsellors. Where SA = Strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree

NO.	Statements explaining selection criteria for student peer counsellors	SA	A	U	D	SD
1	Peer counsellors are selected based on academic performance					
2	Peer counsellors are selected based on their commitment to help others					
3	Peer counsellors are selected by teachers					
4	Peer counsellors are selected based on respect for privacy of others					
5	Peer counsellors are selected based on willingness to accept ethical conducts such as confidentiality of information					
6	Peer counsellors are selected based on willingness and ability to work within the philosophy and goals of the programme					
7	Peer counsellors go through brief training before selection by the teachers					
8	It is only disciplined student and those with notable qualities like being					
	sociable, good in communication, humility and understanding that are selected to become student peer counsellors					
9	Everybody that apply to be a peer counsellors is accepted					
10	Students select their peer counsellors					
11	Students who volunteer and show interest are the one that are selected to become student peer counsellors					
12	It is the most popular students that are selected as student peer counsellors					
13	Only those who fear God are selected to be student peer counsellors					

Section B: Training of Students Peer Counsellor

1. Does the school take peer counsellors for training? Tick where appropriate.

- i) Yes () ii) No ()

2. How can you rate quality of training provided to student peer counsellors

- i) Successful () ii) adequate () iii) fair () iv) inadequate () v) wanting ()

3. Give brief Reason for your answer above.....

4. Tick where appropriate what is covered during peer counselling training

- i) Time Management () ii) Management of depression ()
- iii) Basic helping skills () iv) Human growth and development ()
- v) Drug and substance abuse () vi) Study and listening skills ()
- vii) Managing disputes among the students () viii) Self-esteem ()
- ix) Human sexuality, personality and grooming () x) Role modelling ()
- xi) Adolescence and early pregnancy () xii) Community service
- xiii) Self-motivation xiv) Teamwork

5. Write down anything else taught not in the list above.

.....
.....

6. How useful was the peer counselling training

.....
.....

Does peer counselling training enable or assist student peer counselors to reduce cases of indiscipline in this school?

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

Section C: Supervision of Student Peer Counsellors

1. Are the student peer counsellors supervised by guidance and counselling teacher? i) Yes () No ()

2. If Yes How often? Tick Where Appropriate

i) Everyday () ii) Twice per week iii) Once per week () iv) Once per two week ()

3. Does the school reward effort put by peer counsellors? i) Yes () ii) No ()

4. If Yes. How are they rewarded?

.....

 .

5. Does the guidance and counselling teacher give more responsibility to experienced peer counsellors?

i) Yes () ii) No

Section D: Evaluation of the peer counselling programme

In the table below, use a tick (√) to indicate your level of agreement as it relates to the following statements related to evaluation of peer counselling. Where A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

NO.	Statements assessing evaluation of the peer counselling programme	A	O	S	R	N
1	Peer counselling is frequently evaluated					
2	Assessment of the peer counsellors is frequently done					
3	The school frequently conduct need assessment research to improve peer counselling programme					

4	Parents, teachers, students and peer counsellors are all involved in evaluation of peer counselling programme					
5	The school has a set criteria for evaluating peer counselling programme					
6	Objectives of peer counselling are usually predetermined prior to evaluation					
7	Feedback from evaluation of peer counselling are incorporated to improve the programme					
8	Confidentiality is maintained during evaluation					
9	There is a continuous evaluation to rectify the weakness of the peer counselling programme					
10	Different approaches are usually incorporated in the counselling programme to improve it					

Section E: Influence of Peer Counselling on Student discipline

In the table below, use a tick (✓) to indicate your level of agreement as it relates to the following statements. Where SA = strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree

NO.	Statement	SA	A	U	D	SD
1	The number of students who complete assignment has increased since introduction of peer counselling					
2	All the student usually ask for permission before leaving school compound					
3	All the students attend all classes and school activities					
4	The number of students who disturb or make noise in class during prep time has reduced since introduction of peer counselling programme					
5	Theft cases and number of items stolen have					

	reduced since introduction of peer counselling programme					
6	The number of students who sneak out of school without permission has reduced due to peer counselling					
7	Peer counselling has reduced number of cases of student molesting new students					
8	Students peer counsellors have reduced drug abuse					
9	Students peer counsellors have reduced arson attack and burning of school in this school.					
10	Students peer counsellors have reduced fight among students in this school					
11	Students peer counsellors assist in solving conflicts between student within the class and outside the class					
12	The overall discipline of this school has improved due to peer counselling programme					

Appendix 4- Interview Schedule for Head of Guidance and Counselling

1. Which selection criteria of students peer counsellors does the school use?
.....
2. Which criteria do you think should be used to select student peer counsellors?
.....
3. Does the school take peer counsellors for training?
.....
4. If yes, how can you rate quality of training provided to student peer counsellors

-
5. Why do you think peer counsellors are not taken for training?
.....
6. What is covered during peer counsellors' training?
.....
7. How would you rate the quality of training?
.....
8. Does peer counselling training enable or assist student peer counsellors to
reduc cases of indiscipline in this school?
.....
9. Are the student peer counsellors' supervised by guidance and counselling
teacher, and if so, how often?
.....
10. Does the school reward effort put by peer counsellors and if so how?
.....
11. Briefly explain how peer counselling has influenced students' discipline
behaviour in this school
.....

Appendix 5- Letter of Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
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Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/73973/31515**

Date: **26th July, 2019**

Patrick Kishoyian Seki
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Administrative practices influencing effectiveness of peer counsellors management of secondary schools students discipline in Kahuro Sub-County*” I am pleased to inform you that you have been authorized to undertake research in **Murang’a County** for the period ending **23rd July, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Murang’a County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**




Copy to:


The County Commissioner
Murang’a County.

The County Director of Education
Murang’a County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix 6– Research Permit

<p>THIS IS TO CERTIFY THAT: MR. PATRICK KISHOYIAN SEKI of THE UNIVERSITY OF NAIROBI, 20-10201 KAHURO, has been permitted to conduct research in Muranga County</p> <p>on the topic: ADMINISTRATIVE PRACTICES INFLUENCING EFFECTIVENESS OF PEER COUNSELLORS MANAGEMENT OF SECONDARY SCHOOLS STUDENTS DISCIPLINE IN KAHURO SUB-COUNTY.</p> <p>for the period ending: 23rd July,2020</p> <p style="text-align: center;"></p> <p>..... Applicant's Signature</p>	<p>Permit No : NACOSTI/P/19/73973/31515 Date Of Issue : 26th July,2019 Fee Received :Ksh 1000</p> <div style="text-align: center;">  </div> <p style="text-align: center;"></p> <p>..... Director General National Commission for Science, Technology & Innovation</p>
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<p style="text-align: center;">THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013</p> <p>The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.</p> <p>CONDITIONS</p> <ol style="list-style-type: none"> 1. The License is valid for the proposed research, location and specified period. 2. The License and any rights thereunder are non-transferable. 3. The Licensee shall inform the County Governor before commencement of the research. 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies. 5. The License does not give authority to transfer research materials. 6. NACOSTI may monitor and evaluate the licensed research project. 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research. 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice. <p>National Commission for Science, Technology and innovation P.O. Box 30623 - 00100, Nairobi, Kenya TEL: 020 400 7000, 0713 788787, 0735 404245 Email: dg@nacosti.go.ke, registry@nacosti.go.ke Website: www.nacosti.go.ke</p>	 <p>REPUBLIC OF KENYA</p> <hr style="width: 10%; margin: auto;"/>  <p>National Commission for Science, Technology and Innovation</p> <p>RESEARCH LICENSE</p> <p>Serial No.A 26188</p> <p>CONDITIONS: see back page</p>
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