

Influence Of Counselling Type On Student Perception Of Guidance And Counselling In Discipline Management In Selected Public Secondary Schools In, Kenya

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Abstract

Secondary schools ensuring strict compliance to the rules and regulations and making the learner's able to discern what is right or wrong provides the society disciplined and academically sound youths. In response the Kenyan government through the Ministry of Education implemented guidance and counselling programs in secondary schools to abate indiscipline and positively shape their growth. However, most students do not maximally utilize the guidance and counselling programs. Thus, students' maladjustment to the social, personal and academic demands should be attenuated by effective guidance and counselling. In this regard, the purpose of this study was to examine the relationship between students' perception of counselling type and effectiveness of guidance and counseling programs in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. An explanatory research design was adopted for this research with a target population of 30 teachers – counselors and another approximately 2,200 students in their third form. The teachers were not sampled because of their low numbers while 327 students were sampled by use of the Krejcie and Morgan table and stratified random sampling method. Two sets of Structured and pre-tested questionnaires were used to gather the primary quantitative data from both students and teacher counsellors. Data was analyzed using descriptive and inferential statistical techniques. From the findings, students' perception of counselling type have a significant relationship with effectiveness of counselling in management of discipline in public secondary schools in public secondary schools within Kapsabet Sub – County, Kenya thus rejection of null hypothesis. This implies Policy makers should ensure that teacher counsellors sensitize the student by giving the right information on the available counselling types in school to use in case of any challenges they need addressed.

Keywords: *students' perception, counselling type and discipline*

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I. Background Of The Study

Globally students in secondary education settings face a wide range of ongoing stressors related to social, personal and academic demands which impairs their academic outcomes and well-being. Thus, there is an increased prevalence of psychological and physical problems like depression, anxiety, nervousness and stress related disorders, which are occasioning indiscipline and poor academic results (Gyan, 2021). These repercussions have evolved from simple protests to destruction of property and killing of fellow students incriminated for student's inadequate adaptation to the ongoing stressors which is of concern to educators, counselors and psychologists (Waithaka, 2017). If this trend of students' indiscipline is allowed to continue then the achievement of the goals of secondary school education would be a mirage. Despite the concerted efforts, indiscipline in secondary schools is still a persistent problem. This altogether warrants strengthening of preventative attention through guidance and counseling units in all secondary schools to stem student indiscipline (Karega, 2012).

Discipline ensures a safe, orderly, and productive learning environment in which students and teachers can focus on academic tasks without disruptions (Jeruto, 2025). Discipline is the practice of making people obey rules or standards of behaviour, and punishing them when they do not (Wun, 2016). Discipline is the quality of being able to behave and work in a controlled way which involves obeying particular rules or standards. Learners discipline governs the learner's knowledge on acceptable and unacceptable behaviour guiding their interactions within the secondary school context and the community. Discipline is an indispensable component of instructional programmes in schools. Those who fail to conform to the rules and regulations are disciplined in a defined manner (Ndaita, 2016). The converse of discipline is referred to as indiscipline. Lack of discipline is called indiscipline and is any action considered to be wrong and not generally accepted as proper in the society (Njoroge & Nyabuto, 2014). The problem of indiscipline in schools has persisted over the years. Students' indiscipline generally militates against effective teaching, learning and production of useful members of society (Idu & Ojedapo, 2011).

In fine indiscipline among secondary school students is adversely affecting their performance academically. Thus, order and discipline have been placed in the hands of principles and governing bodies to stem school indiscipline (Nussbaum, 2017). These disciplinary challenges compromise school safety, lower academic performance, and erode the moral development of learners.

School indiscipline can be defined as unruly acts and behavior, acts of lawlessness and disobedience to school rules and regulation (Ali et al, 2014). Indiscipline is consistently identified as a serious problem across many secondary schools (Salgong et al., 2016). Student indiscipline has forced schools to deal with behavioral, social and psychological problems such as drug and substance abuse, bullying, violence, suicides and high dropout rates (Wambu & Fisher, 2015). The abolition of corporal punishment in Kenya created a paradigm shift in how discipline is managed, compelling schools to explore alternative approaches such as guidance and counselling, mentorship, and behavior management programs (Mwenesi, 2024). Schools increasingly rely on guidance and counselling as a non-punitive and student-centered strategy to manage discipline while promoting personal growth and self-regulation (Ochieng & Simatwa, 2022).

Guidance and counselling has been singled out as a critical strategy for addressing behavioral issues in schools by promoting self-awareness, decision-making, and positive character formation (Kariithi, 2024). Guidance and counselling has been promoted by the Ministry of Education as a constructive mechanism for addressing behavioral issues by enhancing students' emotional well-being, decision-making skills, and personal responsibility (Kariithi, 2024). However, the effectiveness of counselling interventions depends not only on school structures but also on the type of counselling approaches applied and how students perceive these approaches. Students' perceptions are shaped by the degree of autonomy, respect, and empathy they experience during counselling interactions. According to students perceive non-directive and eclectic approaches more positively because they respect learner autonomy and encourage participation, while directive counselling is sometimes seen as authoritarian, leading to resistance (Koech, 2024).

Studies in Kenyan counties have shown that students counseled through participatory and supportive methods are more receptive to discipline measures and exhibit reduced cases of defiance (Jeruto, 2025). In contrast, directive counselling, though effective for urgent or severe indiscipline cases, can be perceived as coercive. This often undermines the very objective of guidance and counselling by discouraging disclosure and reducing student ownership of behavior change (Mwenesi, 2024). Eclectic counselling, which balances authority with empathy, has been found to generate more positive perceptions among students because it adapts flexibly to different disciplinary contexts (Koech, 2024). Group counselling and individual counselling represent two major modalities in secondary school settings. Individual counselling provides a confidential, one-on-one platform where students can express personal issues, receive tailored guidance, and build trust with the counsellor (Ndegwa, 2023). Conversely, group counselling leverages peer interaction, shared experiences, and collective problem-solving to address common behavioural issues while fostering empathy and accountability (Adu & Agyemang, 2021). Nonetheless, group settings may also limit openness, especially when confidentiality concerns or peer pressure exist (Choge, 2024).

Thus, the variation in perception suggests that the effectiveness of guidance and counselling in discipline management depends on aligning the type of counselling with the nature of the disciplinary issue and the students' preferences. The perceived relevance, confidentiality, and cultural acceptance of each counselling type affect its ability to foster behavioural change and discipline compliance (Otieno & Wekesa, 2022). Additionally, counselling is not merely an administrative tool but a relational process whose impact depends on the alignment between counselling type and student expectations. Therefore, the type of counselling employed in secondary schools is not just a professional choice but a determinant of student perception and willingness to engage in the counselling process. This study is premised on the hypothesis that the type of counselling significantly influences student perception of guidance and counselling as a tool for discipline management, and seeks to provide empirical evidence to guide schools in strengthening discipline management frameworks.

Statement of the Problem

A culture of discipline is ingrained by a perception of the teachers and students towards a discipline management strategy adopted by the school system. In response the government through the Ministry of Education have implemented guidance and counselling programs in secondary schools to abate indiscipline and positively shape their growth, learning and career choices as enshrined in the Gathachi report of 1976, Koech Education Commission (1999) among others. In addition the Teachers Service Commission (TSC) has officially appointed heads of departments of guidance and counselling in secondary schools to oversee the implementation and proper running of this programme (Nyamwaka, Ondima, Nyamwange, Ombaba & Magaki, 2013). However, most students do not maximally utilize the guidance and counselling program (Siro, 2008; Atodo, 2008). This is due to the negative perception of guidance and counselling programme in schools among students which is a big impediment in their quest to seek counselling services on the psycho-social challenges facing them (Kiptui, 2016). Thus the rise in indiscipline cases despite the government efforts to strengthen guidance and counselling

(Lodunga, 2018; Najoli, Runhare & Ouda, 2019; Aswani & Anika, 2020). These glitches have led to suspensions and even expulsions of some students with others completely opting to drop out of schools and poor performance (Karanja & Bowen, 2012). However, most of studies done so far are on effect of guidance and counselling on student performance (Renuka, Devaki, Madhavan, & Saikumar, 2013; Dabone, Graham, & Fabea, 2015) with very few on perception on the effectiveness of guidance and counselling on management of student discipline (Onyango, Aloka, & Raburu, 2018). Thus, a gap to be filled by the current study by finding out perception of students on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

Specific objectives of the study

The specific objectives of the study was:

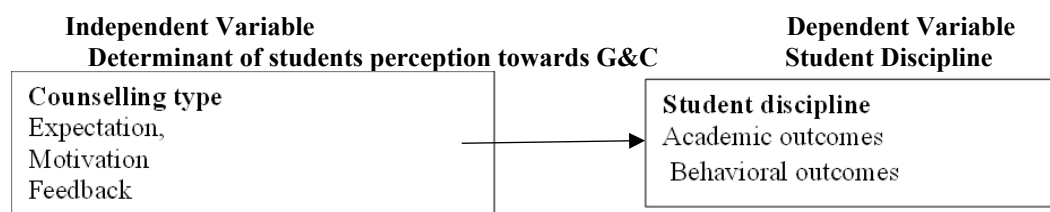
1. To analyze the relationship between students' perception of counselling type and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

Hypothesis of the study

H₀₁: There is no statistically significant relationship between students' perception of counselling type and effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

Conceptual Framework

A conceptual framework includes one or more formal theories (in part or whole) as well as other concepts and empirical findings from the literature (Hughes, Davis, & Imenda, 2019). The study conceptualized the link between student perceptions of counselling type, and effectiveness of guidance and counselling in management of the discipline in secondary schools. The counselling type was measured based on counseling behaviors such as expectation, motivation, interaction and obtaining feedback (Law & Versteeg, 2012). The management of school discipline was assessed based on the academic and behavioral outcomes according to (Lacoe & Steinberg, 2019).



Source (Researcher, 2022)

Figure 1.1: Conceptual Framework

II. Literature Review

Student perception of counselling type and effectiveness of guidance and counseling programmes in managing discipline

Humans are complex, to say the least, as are the ways to help them with their psychological and emotional problems, but the different types of counseling can be broken down into clear categories. Psychodynamic, humanistic, and behavioral approaches are the most common and each support different individual therapies (Roth, 2015). Psychodynamic or psychoanalytic techniques have their roots in Papa Psychoanalysis himself, Sigmund Freud, although the method has evolved over the decades (Dimitrijević, Cassullo, & Frankel, 2018). The main idea is that to understand someone's problem, a counselor must first explore and understand that person's mind. Behavioral counseling is for patients struggling with unwanted behaviors, such as eating disorders or anxiety attacks. With this method, it's believed that a person's behavior is determined by their environment, and that the problem will persist as long as the patient remains in the environment that reinforces or encourages it. The humanistic type of counseling is based on the assumption that every individual is unique and has room to grow emotionally and psychologically (Dimitrijević, Cassullo, & Frankel, 2018).

Individual counseling is a personal opportunity to receive support and experience growth during challenging times in life. Mwangi and Otanga (2015) found out students did not value individual counseling as a tool to help them improve their behaviour. Negative attitude towards individual counseling was due to fear of being seen with a counsellor and fear of lack of confidentiality. However, Daniunaite, Cooper and Forster (2015) notes that individual counseling is viewed as an accessible service, increasing the range of options available to children and youth who need to discuss issues in their lives with a professional. Concomitantly, better outcomes have been associated with particular kinds of initial problems, such as family relationships or behavioral problems

Tsai and Ray (2011), low parental level of education and the presence of both parents in family Gardner, et al. (2009), older age and disability (Cooper, Stewart, Sparks, & Bunting, 2013). Anyanwu, Ileri, and Kitonga (2019) who also found that majority of the students were in agreement that through individual counselling students learn how to manage behavior that could jeopardize good inter-personal relationships. Providing immediate feedback enables students undergoing certain difficulties in their lives, to ask questions and clarify them through guiding and counselling.

Andina (2019) investigated reality group counseling to reduce disturbing behavior for youth problem with destructive behavior classroom. Research results obtained were the occurrence of behavioral changes that became good, did not violate school rules and were more mixed in the classroom. Follow-up was done a month after the study ends. Results from behavioral research that still persisted in all four participants. However the study only focused on the destructive behaviour of the students and not their academic performance. Besides the study was not conducted in the Kenyan context. Ghebrehiwet (2020) assessed counselling approaches used in solving students' disciplinary problems in secondary schools in Keren sub-zone, Anseba Region, Eritrea. This study adopted a mixed method research design across a target population that comprised 5 schools, 1,500 students, 100 teachers, 5 teacher counsellors and 5 head teachers. The results of this study showed that most students (59.8%) and teachers (56.3%) reported that a combination of corporal punishment and counselling was used to handle students' discipline. This study also found out that corporal punishment was more practiced by public schools compared to private schools. This study further found out that approaches such as individual counselling, peer counselling and group counselling were rarely used in managing students' discipline. However, the study was conducted in a non-Kenyan context.

Len (2018) investigated the extent to which group counseling techniques can influence risk behavior management among secondary school students in Cameroon. The data collected were analyzed thematically following the main objective of the study. Overall, the results of this study revealed that group counseling techniques influence risk behavior management among secondary school students. However, the study focused on a non-Kenyan context limiting its generalization. Besides the study didn't focus on the student's perception but the school counsellor's perception. Agi (2017) investigated effects of group counseling and self-reinforcement on students study behavior in selected universities in Nigeria. Quasi-experimental, pretest, post-test control, group design guided the study. Data were analysed using one-way and two way analysis of covariance (ANCOVA). The results indicated that the counseling strategies were effective in improving student's study behavior. However the study was conducted in Universities in Nigerian context limiting the generalization of the findings to the Kenyan high schools. Besides the study utilized a low sample size thus low statistical power.

Ngotho (2013) sought to establish the influence of different counseling methods in promoting indiscipline in district public secondary schools in Kikuyu District. Data collected was analyzed using the Statistical Packages for Social Science (SPSS) in forms of frequency and percentages and were presented in charts and tables. Study findings indicated that group counseling was the most popular method of guidance and counseling compared to individual counseling and peer counseling. Lack of parent participation in their children's discipline was also identified as a challenge that school headteachers faced in promoting discipline in the schools. Headteachers and teacher guidance and counselors also indicated a lack of resources as a challenge to the implementation of successful and effective school guidance and counseling programme. However the study had a small sample size affecting the reliability of a survey's results because it leads to a higher variability, which may lead to bias.

Daniunaite, Cooper and Forster (2015) studied counseling in UK primary schools: Outcomes and predictors of change. Individual counseling within secondary schools has been shown to bring about significant reductions in psychological distress in the short term, and to help young people move towards their personal goals. The study also revealed that, there is good evidence that counseling is associated with reductions in psychological difficulties and reduction of students' indiscipline. School staff and children and youth usually positively evaluate school-based counseling, viewing it as an effective way to bring about improvements in mental health and well-being, and helping children and youth to engage in learning and study. However the study didn't focus on management of discipline in secondary schools in the Kenyan context.

Dumigan (2017) analyzed if individual counseling can be used as an intervention to help those students who have continual, problematic, disciplinary issues. Results supported the claim that counseling can be used as an effective intervention with this population. Both the participants' self-report and disciplinary records proved that counseling was an effective way to minimize disciplinary referrals and aid in student self-awareness and coping skills. However the study was conducted in a non Kenyan context limiting the generalization of the findings.

Lubis and Novia (2019) determined the effect of individual counseling with the REBT approach to the resilience of students who are victims of bullying in the Amir Hamzah Medan private middle school of academic year 2018/2019. It was a quantitative study with Quasi Experimental design type One Group Pre-test and Post-test design. The data of this study were collected using a questionnaire of resilience totaling 42 items that were

valid and reliable. The difference between pretest and posttest was 83.5 and changes in interval of resilience of students were 52.26%. This shows that there is an influence of individual counseling with the rational emotive behavior therapy (REBT) approach to the resilience of students who are victims of bullying in the Amir Hamzah Private Middle School in the Academic Year of Medan 2018/2019 or hypothesis can be accepted. However, the study was in a non-Kenyan context limiting the generalization of the findings. Besides the study had a small sample size which affects the reliability of a survey's results because it leads to a higher variability, which may lead to bias.

III. Research Design And Methodology

Research Design: An explanatory research design was adopted for this research. According Elahi and Dehdashti (2011) this type of research design is applicable when the researcher wants to find out the degree of association of variables and when deriving predictions of the experiences of both societal and physical occurrences

Target population : the target population for the study were all teacher – counselors and third form student in 10 (ten) public secondary schools within Kapsabet sub – County of which seven (7) were co-educational education centre and three (3) single sex schools. this was a total of 30 teachers – counselors and another approximately 2,200 students in their third form.

Sample size: The teachers were not sampled because of their low numbers while 327 students were sampled by use of the Krejcie and Morgan table .

Table 3.1 Sample population

Strata	Target population	Sample population
Teacher - counselors	30	30
Students	2,200	327
Total	2230	357

Data collection instruments: Two sets of Structured and pre-tested questionnaires were used to gather the primary data quantitatively about the counselling type as a determinant of students’ perception on the effectiveness of guidance and counseling in managing discipline in public secondary schools from both students and teacher counsellors.

Data analysis and Presentation: Data was analyzed using and inferential statistical techniques. Under inferential statistics, chi-square test was used to determine the relationship between the independent variable (Counselling type as a determinants of students perceptions) and dependent variable (effective management of discipline), coefficient of correlation.

IV. Data Analysis, Results And Discussion

Effectiveness of guidance and counseling in managing discipline

The study further sought to determine the respondents’ level of agreement with the various statements on effectiveness of guidance and counseling in managing discipline. Table 1 shows the findings.

Table 1 Descriptive Statistics for effectiveness of guidance and counseling in managing discipline as Perceived by the Students

	N	S.A (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std. Dev
I need guidance and counselling services for effective learning	219	8.7	57.1	29.2	5.0	0.0	3.69	.669
I prefer guidance on my future career	219	17.4	30.6	6.8	40.6	4.6	3.16	1.254
When I have personal problems I would resort to guidance and counselling	219	15.5	39.3	30.6	9.1	5.5	3.50	1.038
When I have problems i use the appropriate channels of communication	219	2.7	32.9	52.5	6.8	5.0	3.21	.815
I have a friendly relationship with my teachers	219	17.4	32.9	11.4	38.4	0.0	3.29	1.152
Weighted Mean							3.37	
Valid N (Listwise)	219							

The findings from Table 1 indicate that the majority of the respondents agreed that they need guidance and counselling services for effective learning (Mean = 3.69; Std Dev =0.669). This implies that majority of the learners appreciate that guidance and counselling can assist them maneuver through their challenges for effective learning. However, some of the learners still don’t understand the place of guidance and counselling in assisting them achieve their academic goals basing on the 29.2% who were undecided and 5.0% in disagreement.

Therefore, the public secondary schools should effectively utilize the guidance and counselling services as a means of promoting students' performance. Besides more awareness should be created amongst the students to seek for the guidance and counselling services as a means of addressing their academic challenges. Salgong, Ngumi, and Chege (2016) affirms that through guidance and counseling, students are given solutions on how to deal with psychological problems which might affect their studies. Besides majority of the students at 48% were also in agreement that they prefer guidance on their future career while 45.2% were in disagreement and 6.8% were undecided (Mean = 3.16; Std Dev =1.254). Gallant and Zhao (2011) notes that less than 50% reported visiting the school counselling office at least once for college preparation, career, personal, social, or emotional services. This implies that the utilization of students utilizes career guidance and counselling in public secondary schools in their career choices low. Though there is an awakening call for the public secondary schools to strengthen the utilization of career guidance and counselling services in secondary schools based on the wider variation in responses from the mean so that the utilization of services can increase. From the findings, according to 54.8% of the students when they have personal problems, they would resort to guidance and counselling while 14.6 % and 30.6% were in disagreement and undecided respectively (Mean = 3.50; Std Dev =1.038). This an index of gaps in awareness creation in the utilization guidance and counselling by the students in addressing their challenges. A trend that if allowed to continues then management of discipline invoked by life challenges would be a problem in many public secondary schools. The variation in responses from the mean is another wake up call to the school management. Andegiorgis, (2020) confirms that majority of students do not use counselling services in schools.

According to the findings 35.6% of the students also notes that when they have problems, they use the appropriate channels of communication while 11.8% were in disagreement and majority at 52.5% were undecided (Mean = 3.21; Std Dev = .815). This implies that there is an infective utilization of communication channels by students in public secondary schools in Kapsabet Subcounty. According to Owuor, Kalai and Okoth (2022) notes that communication accounts for variation in student discipline among the secondary school. Therefore, the students should be enlightened on the need for confidently utilizing the available channels of communication as means of seeking for solutions to their challenges. The converse would be ineffective communication which results in conflict, chaos, misunderstanding and lack of confidence in school administration precipitating indiscipline amongst students. Thus, guidance and counselling should be strengthened as a way of promoting communication and negating its barriers and amongst students as means of managing discipline and building good relationship between teachers and the students. Majority of the students at 50.3% agreed that they have a friendly relationship with their teachers while 11.4% were undecided and 38.4% were in disagreement (Mean = 3.29; Std Dev =1.152). This implies that the schools in Kapsabet Subcounty have enhanced a positive environment for boosting a positive student relationship with their teachers which is important in managing the student's discipline. According to Sara and Lia, (2015) Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. The study further sought to determine the respondents' level of agreement with the various statements on discipline management. Table 2 shows the findings.

Table 2 : Descriptive Statistics for effectiveness of guidance and counseling in managing discipline as Perceived by the Teacher Counsellors

	N	S.A (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std. Dev
Guidance is being given based on need assessment	31	35.5	51.6	12.9	0.0	0.0	4.23	.669
There have been reduced cases of students drop out as result of guidance and counselling	31	9.7	48.4	12.9	25.8	3.2	3.35	1.082
Counselling services has led to reduction in student suspensions owing to violation of code of behavior	31	25.8	35.5	12.9	25.8	0.0	3.61	1.145
Violence amongst students and with teachers have been low	31	29.0	48.4	6.5	16.1	0.0	3.90	1.012
The students' academic performance has been on the rise	31	16.1	29.0	19.4	32.3	3.2	3.23	1.175
Students understand and use communication channels to address their problems	31	3.2	41.9	29.0	16.1	9.7	3.13	1.056
Weighted Mean							3.58	
Valid N (Listwise)	31							

The findings from Table 2 indicate that majority of the teacher counsellors were in agreement that guidance is being given based on need assessment (Mean = 4.23; Std Dev =0.669). Majority of teacher counsellors also agreed that there have been reduced cases of students drop out as result of guidance and counselling (Mean = 3.35; Std Dev = 1.082). In addition, the findings further indicates that counselling services has led to reduction

in student suspensions owing to violation of code of behavior (Mean = 3.61; Std Dev = 1.145). Majority of the teacher counsellors were also in agreement that violence amongst students and with teachers have been low (Mean = 3.90; Std Dev =1.012). The findings also indicate with that the student's academic performance has been on the rise (Mean = 3.23; Std Dev = 1.175). Finally, the study indicates that majority of the teacher counsellors were in agreement that students understand and use communication channels to address their problems (Mean = 3.13; Std Dev = 1.056). However, based on the dissenting responses on state of discipline the public secondary schools in Kapsabet Subcounty by the teachers counsellors there is need for continuously encouraging the students to positively perceive counselling as an appropriate strategy of addressing their challenges amidst leaving up to the standards of the prescribed school rules and regulation to maintain their discipline beyond reproach. With regards to educational systems, disciplined students are those whose practices, actions and inactions adjust to the set standards and guidelines within the school (Amin, Alimni, Kurniawan, Septi, & Azzahra, 2021).

Relationship between students' perception of counselling type with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya

The study conceptualized that counselling type had an effect on managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. It established the prevailing status of counselling types used in public secondary schools within Kapsabet Sub – County using five questionnaire items from the students perspective.

Table 3 : Descriptive Statistics for counselling type as the student's response

	N	S.A (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std. Dev
I feel more encouraged to share my challenges when in a group of friends	219	59.4	32.0	8.2	0.4	0.0	4.49	.617
Through group counselling I am motivated to discuss my challenges with my colleagues after the counselling session	219	51.2	29.2	17.8	1.8	0.0	4.31	.767
Individual sessions approach helps me preserve my privacy	219	43.4	32.4	19.2	5.0	0.0	4.16	.861
Through individual counselling students learn how to manage behaviour that could negatively affect good inter-personal relationships	219	46.6	29.2	23.7	0.5	0.0	4.28	.766
I would be happy if group counseling continues for a longer period of time	219	20.9	53.1	24.2	1.8	0.0	3.91	.636
Valid N (Listwise)	219							
Weighted Mean							4.23	

The findings from Table 3 indicate that 91.4% of the students were in agreement that they feel more encouraged to share their challenges when in a group of friends while 0.4% disagreed while 8.2% were undecided (Mean = 4.49; Std Dev =0.617). This implies that most of the students at this level have similar challenges thus are not ashamed to share with friends for solutions. Therefore, creating a more conducive environment for group counselling would remain key in managing some of the student disciplinary issues. This is in line with the argument of Tanuchoksi., (2021) that group counseling is a safe space where everyone can share their problems without being afraid of being judged, evaluated, or misunderstood. This is further affirmed by the responses where a majority of the students at 80.4% were in agreement that through group counselling they are motivated to discuss their challenges with their colleagues after the counselling session while 1.8 % were in disagreement and 17.8% undecided (Mean = 4.31; Std Dev =0.767). However there circumstances that students would also prefer individual counselling when they are interested in preserving their privacy. This has been underpinned by a majority of the students at 75.8% who were also in agreement that the Individual sessions approach helps me preserve my privacy while 5.0% were in disagreement and 19.2% undecided (Mean = 4.16; Std Dev = 0.861). Wendy, (2023) confirms that the information shared during sessions of individual counselling remains completely private is the reason for its preference. In this connection 75.8% respondents agreed that through individual counselling, students learn how to manage behaviour that could negatively affect good inter-personal relationships while 0.5% of the respondents were in disagreement while 23.7% were undecided (Mean = 4.46; Std Dev =1.243). Finally, the study indicates that 74% of respondents were in agreement that they would be happy if group counseling continues for a longer period of time while 1.8% were in disagreement and 24.2 % were undecided (Mean = 3.91; Std Dev = 0.636). From the weighted mean 4.23 the respondents were in agreement of the presence of the counselling types in their schools. This implies that the institution use both individual and group counselling in addressing student challenges or behavioral issues to manage discipline. Igwe, (2013) advocates for the adoption of both individual and group counselling by counsellors in managing students issues.

The study further sought for the perception of teacher counsellors on the type of counselling used in management of discipline and presented the findings on table 4.

Table 4: Descriptive Statistics for perception of teacher counsellors on the type of counselling used in management of discipline

	N	S.A (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Std. Dev
During group counselling session there is active participation amongst the students	31	32.3	48.4	6.5	12.9	0.0	3.81	1.327
The counsellors give immediate response to all the questions raised by the students to address their social challenges in group counselling	31	16.1	38.7	35.5	9.7	0.0	3.61	.882
Individual sessions approach helps to preserve student privacy	31	48.4	32.3	12.8	6.5	0.0	4.23	.920
Through individual counselling students learn how to manage behaviour that could jeopardize good inter-personal relationships	31	22.5	64.5	6.5	6.5	0.0	4.03	.752
I am able to communicate more easily about feelings when counselled individually	31	58.1	29.0	6.5	6.5	0.0	4.39	.882
Valid N (Listwise)	31							
Weighted Mean							4.01	

The findings from Table 5 indicate that the respondents were in agreement at 80.7% that during group counselling session there is active participation amongst the students while 12.9% were in disagreement and 6.5% undecided (Mean = 3.81; Std Dev =1.327). In addition, 54.8% of the teacher counsellors were also in agreement that the counsellors give immediate response to all the questions raised by the students to address their social challenges in group counselling while 9.7% were in disagreement and 35.5% were undecided (Mean = 3.61; Std Dev =0.882). Providing immediate feedback enables students undergoing certain difficulties in their lives, to ask questions and clarify them through guiding and counselling. The provision of immediate feedback therefore provides a conducive environment which encourages openness and trust during the counselling session to help the student overcome his/her life challenges and associated problems that face them both inside and outside the school environment. The findings further indicates with that individual sessions approach helps to preserve student privacy (Mean = 4.23; Std Dev = 0.920). This implies that that the students are only willing to undergo counselling if their confidentiality is guaranteed. However, it the responsibility the teacher counsellor to leave up to the promise of confidential boundary within the terms of their engagement. As a counsellor, the relationship with the clients has therapeutic, economic, and legal dimensions. In addition, 87% of the respondents concurred that through individual counselling students learn how to manage behavior that could jeopardize good inter-personal relationships while 6.5% of the respondents were in disagreement and 6.5% undecided (Mean = 4.03; Std Dev =0.752). This in line with the findings of Anyanwu, Ileri, and Kitonga (2019) who also found that majority of the students were in agreement that through individual counselling students learn how to manage behavior that could jeopardize good inter-personal relationships. Finally, the study indicates that 87.1% of the teacher counsellors are in agreement that they are able to communicate more easily about feelings when counselled individually while 6.5% of the respondents were in disagreement and 6.5% undecided (Mean = 4.39; Std Dev = 0.882). From the weighted mean of 4.01, it implies that the teacher counsellors were in agreement with the statements on counselling type. Therefore it mean a positive perception towards identification of the most appropriate type of counselling used in management of discipline. This is further underscored by Chaitali, (2020) who notes that proper guidance helps them achieve their goals, well guided & counselled students know what to do and how to do things in the best possible way.

Hypothesis testing on the relationship between Counselling type and Management of Discipline in selected public secondary schools within Kapsabet Sub – County

The study also established the relationship between Counselling type and Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The chi-square for independence was computed and results presented in Table 6.

Table 6: Chi-Square Test for the Association Between Counselling type and Management of Discipline in selected public secondary schools within Kapsabet Sub – County, Kenya

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8000.000 ^a	7584	.000
Likelihood Ratio	1629.505	7584	1.000
Linear-by-Linear Association	30.583	1	.000

N of Valid Cases	250		
a. 7854 cells (100.0%) have expected count less than 5. The minimum expected count is .00.			

Source: Research study 2023

As shown in Table 6, the association between counselling type and management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya is statistically significant since the P value is less than (.05), X^2 (7584, N=250) =8000.000^a. This implies that counselling type has a statistically significant relationship with management of discipline in selected public secondary schools within Kapsabet Sub – County, Kenya. The null hypothesis was rejected when the t-calculated was strictly greater than the t-tabulated. This was as follows:

H₀₁: There is no statistically significant relationship between students’ perception of counselling type with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya.

This study therefore rejected the null hypothesis and concludes that counselling type has a statistically significant relationship with effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet Sub – County, Kenya. The study hence fails to reject the alternative hypothesis. This findings are in line with the findings of Anyanwu, Niceta and Kitonga (2019), Kamundia and Maria (2017) who also found a positive and significant effect of counselling type on the effectiveness of guidance and counseling in the mangement of discipline in secondary schools. This implies that the type of counselling chosen by the student has the potential of aiding the students in the challenges they have. Thus the schools should strive to have a variety of counselling types with competent counsellors in each for effective management of discipline in secondary schools using guidance and counseling. This is further underscored by Chaitali, (2020) who notes that proper guidance and counselling helps students achieve their goals, well guided & counselled students know what to do and how to do things in the best possible way. This finding is premised on Gibson’s theory of direct perception which posits that students will form and create perceptions of guidance and counselling services based on what they have heard and seen in the external environment. In this regard there is need for the teacher counsellors to sensitize the studedent by giving the right information on the available counselling types in school to use incase of any challenges they need addressed. This implies that the institution should strengthen the use both individual and group counselling in addressing student challenges or behavioral issues to manage discipline. Igwe, (2013) advocates for the adoption of both individual and group counselling by counsellors in managing students issues.

V. Conclusion

In conclusion, there is a significant effect of students perception on counselling type, on demographic factors of the teacher counsellor on the effectiveness of guidance and counseling in managing discipline in public secondary schools within Kapsabet sub – county. Students perception on counselling type significantly affects the effectiveness of guidance and counseling in managing discipline in public secondary schools. This implies that the type of counselling chosen by the student has the potential of aiding the students in the challenges they have. Thus the schools should strive to have a variety of counselling types with competent counsellors in each for effective management of discipline in secondary schools using guidance and counseling.

VI. Recommendations

There is need for the teacher counsellors to sensitize the studedent by giving the right information on the available counselling types in school to use incase of any challenges they need addressed. The secondary schools should strengthen the use both individual and group counselling in addressing student challenges or behavioral issues to manage discipline. It means a positive perception towards identification of the most appropriate type of counselling used in management of discipline. The adoption of both individual and group counselling by counsellors in managing students issues.

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