
GUIDANCE AND COUNSELING AS A TOOL FOR MANAGEMENT OF STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS. A CASE STUDY OF ALERO SENIOR SECONDARY SCHOOL IN NWOYA DISTRICT UGANDA.

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ABSTRACT

The study aimed at guidance and counseling as a tool for management of students' discipline in secondary schools with a case study of Alero senior secondary school in Nwoya district Uganda and it was guided by the following objectives; To establish disciplinary problems experienced in Alero senior secondary school in Soroti district and their effects on the performance of students, to establish how guidance and counseling was used in the management of various disciplinary cases among students and the methods used to maintain them and to establish the factors that hindered effective guidance and counseling in the management of student's discipline in Alero Secondary School. From the findings, the weighted average for the two categories of respondents was calculated. It indicated that main factors that hinder effective use of guidance and counselling were lack of policy framework for implementation, too much workload for teachers hence no time for counselling and the students do not take guidance and counselling seriously had a weighted average of 20. From the recommendations, school administrators should provide facilities such as counselling offices, magazines, audio and video tapes to be used during guidance and counselling.

Key words: guidance, counseling and students' discipline

Background of the study

Professional counseling in Uganda had foundations in traditional cultures of its peoples, guidance offered in schools, and counseling to curb the HIV/AIDS epidemic. Currently, a definitive professional counselor profile in Uganda was being established. The Uganda Counselling Association continues the process of seeking legal authority

to regulate counselor training, supervision, and practice. Counselors needed to carry out more research to make counseling more relevant to the African situations, cultures, and customs.

They would then be placed under the mentorship of an elder (Nwadiora, 2015). The advent of colonialism slowly diminished this mechanism of solving family problems and religious leaders began to assume this role (Senyonyi et al., 2016). Nevertheless, there were communities in Africa that still used this model of problem solving.

With over 15 ethnic tribal groups, the Baganda (17%) and the Banyankole/Bahima (10%) were the largest ethnic groups followed by the Basoga (8%), Bakiga (7%), Banyarwanda (6%), Langi (6%) and many others. Each of these groups spoke a different language and in total, Uganda had over 45 individual languages and dialects, with English as the official language while Luganda was the most widely spoken language in Uganda (Senyonyi et al., 2012).

Statement of the problems

Despite the government efforts to enforce discipline in Ugandan schools, unrest had continued in secondary schools with a new dimension. Not only were they violent and destructive but they were also premeditated and planned and had caused maximum harm to human life. There seemed to be lack of effective alternative strategy to contain student discipline. Research had not given much attention to the role of guidance and counseling in management of student discipline.

Despite the existence of guidance and counseling in schools, indiscipline still continued unabated. This could be realized from the fact that secondary schools in the whole country continued to experience student indiscipline. Alero S.S. was not an exception with regard to student indiscipline.

Objectives of the study

- 1. To establish disciplinary problems experienced in Alero senior secondary school in Soroti district and their effects on the performance of students.*
- 2. To establish how guidance and counseling was used in the management of various disciplinary cases among students and the methods used to maintain them.*
- 3. To establish the factors that hindered effective guidance and counseling in the management of student's discipline in Alero Secondary School*

Research questions

- 1. What disciplinary problems were experienced in secondary schools in Alero senior secondary school in Nwoya district and their effects on students' performance?*
- 2. How was guidance and counseling used in the management of various disciplinary cases among students and the method used to maintain them?*
- 3. What were the factors that hinder effective guidance and counseling in the management of student's discipline in Alero senior secondary school in Nwoya District?*

Methodology

Research design:

This study employed across sectional study design. The research also adopted quantitative and qualitative approaches. The qualitative approach aimed at providing an easier understanding and description of the respondent's experiences of the study. On the other hand, the quantitative approach involved the collection and analysis of numerical data. The targeted population is 75

Sample population

The information and data related to the objectives of the study were collected from students, Head teacher and teachers in charge of guidance and counseling. The sample size according to Krejcie and Morgan 2016 as quoted by Amin (2005) should be quarter of what was expected.

Sampling Techniques:

Convenience and purposive sampling techniques were used during sample selection. Convenience sampling involved selecting human participants purely on the basis that they were conveniently available to the researcher (Gray, 2014). Teachers in charge of guidance and counseling were purposively selected because they were responsible for the implementation of guidance and counseling in their respective classes. The sampling technique was used to get the actual sample school.

sample size

The researcher dwelled on the head teacher, deputy head teacher, and teachers, heads of department guidance and counseling and students from one sample school. They were selected randomly in the study using the formula below in table 3.2

Table 1 Sample size determination

Respondents	Population	Sample	Percentage
Head teachers	1	1	70%
Deputy head teachers	1	1	70%
Teachers	23	10	45%
Students	38	12	35%

Source researcher 2022

Data analysis

Data from the answered questionnaire in this study was analyzed using percentage. The collected data were checked for consistency and the frequencies and the percentage used to show response of the distribution. The results were presented in tables and chart form. Data analysis was done using both qualitative and quantitative techniques. Quantitative data was analyzed thematically by ranging responses according to the research questions and objectives. There after similar responses were tallied and inferences, conclusions, and recommendations were drawn.

RESULTS

Background characteristics of respondents

Table 2 Distribution of respondents by gender

Gender	Type of respondents Students =75	Teachers N=10	Head/deputy teacher N=1
Male	15(43%)	7(70%)	1(100%)
Female	20(57%)	2(30%)	0
Total	35(1000%)	9(100%)	1(100%)

Table 2 showed the distribution of respondents by gender. Male respondents dominated in all the four categories of respondents; students (35%), teachers (45%), head teacher (100%) and deputy head teacher (100%). Female respondents comprised,

students (26%), teachers (31.3%), and head/deputy head teachers (0%). There was large observable disparity in the gender of the teacher counsellors and the head/deputy head teachers. The gender disparity is because there were more males than females generally in the school which was reflected in the study.

Students Disciplinary Problems Experienced in Secondary Schools in Alero senior secondary school in Nwoya district.

In answering this question, the disciplinary problems experienced by students in Alero senior secondary school in Nwoya district were obtained from students, teachers, and head/deputy head teacher through interviews and questionnaires. The findings are presented in Table 4.2 below.

Table 3 shows the common disciplinary problems that arise in school according to the three categories of respondents.

<i>Disciplinary problems</i>	<i>Students N=75</i>	<i>Head teacher/Deputy Head teacher N=1</i>	<i>Teachers N=10</i>	<i>Weighted average</i>
<i>Drug taking</i>	<i>19.3</i>	<i>10</i>	<i>0</i>	<i>77.34</i>
<i>Laziness</i>	<i>71.8</i>	<i>780.0</i>	<i>73.4</i>	<i>309.86</i>
<i>Bullying</i>	<i>82.9</i>	<i>10.0</i>	<i>6.7</i>	<i>321.03</i>
<i>Rudeness</i>	<i>51.8</i>	<i>70</i>	<i>26.6</i>	<i>216.82</i>
<i>Sneaking</i>	<i>52.6</i>	<i>60.0</i>	<i>33.4</i>	<i>280.85</i>

<i>Theft</i>	68.9	40.0	40.1	131.03
<i>Homosexuality/lesbianism</i>	32.6	10.0	23.3	133.78
<i>Fighting</i>	52.0	60.0	33.4	218.9
<i>Students not opening up to teachers.</i>	31.8	20.0	26.6	133.82

Source: Primary data.

When weighted average for the four categories were calculated it indicated that bullying of students was the most common problem with weighted average of 321.03, followed by laziness (309.86), sneaking out of the school (280.85), fighting among students (216.82), students not ready to open up (133.82), homosexuality and lesbianism (133.78), theft among students (131.03) and the lastly drug taking (77.34).

How Guidance and Counselling is used in the management of various disciplinary cases among students

Table 4 Disciplinary methods used in the schools as reported by various respondents

<i>Methods</i>	<i>Students N (75)</i>	<i>Teachers N= (10)</i>	<i>Head/deputy head teacher N= (1)</i>	<i>Weighted average</i>
<i>Manual labor</i>	56.6%	86.7%	90.0%	233.3
<i>Physical punishment</i>	60.8%	6.7%	20%	87.5

<i>Corporal punishment</i>	88.7%	100.0%	50.0%	238.7
<i>Suspension/calling parents</i>	87.1%	86.7%	100.0%	273.8
<i>Guidance and counselling</i>	47.9%	20.0%	10.0%	77.9
<i>Imposing fine</i>	44.9%	36.7%	40.0%	120.6
<i>Detention</i>	11.6%	6.7%	30.0%	48.3
<i>Expulsion</i>	0.8%	00%	30.0%	30.8

Source: Primary data.

Table 4 shows disciplinary method used in schools.

When weighted average was calculated for the four categories of respondents, it indicated that the most common disciplinary method used was corporal punishment with weighted average of 379.06, followed by suspension/calling parents (366.99), manual labor (253.09), physical punishment (238.01), putting students out of class (192.02), guidance and counselling (189.83), imposing fine (49.09), expulsion (16.03) and lastly detention (3.04).

Factors that hinder effective guidance and counselling in the management of student discipline.

The third study objective was to establish factors that hinder effective guidance and counselling in the management of student's discipline in Alero senior secondary school in Nwoya District. The views on head teacher and deputy teacher were collected using interviews and the results are indicated in Table 5 below

<i>Factors that hindered effective guidance and counseling</i>	<i>Teachers N=10</i>	<i>Deputy head teacher/head teacher</i>	<i>Weighted average</i>
<i>Disciplinary problems</i>	<i>f. %</i>	<i>f. %</i>	
<i>Lack of policy framework for implementation</i>	<i>10. 100</i>	<i>10 100</i>	<i>20</i>
<i>Lack of trained teacher counselor to lead the department</i>	<i>9. 90</i>	<i>8. 80</i>	<i>17</i>
<i>Lack of resource materials to be used during counseling sessions</i>	<i>7. 70</i>	<i>5. 50</i>	<i>12</i>
<i>Too much work over load for teachers hence no time for counseling</i>	<i>10. 100</i>	<i>10. 100</i>	<i>20</i>
<i>The students do not take guidance and counseling sessions seriously</i>	<i>10. 100</i>	<i>10. 100</i>	<i>20</i>
<i>Lack of private rooms</i>	<i>6.</i>	<i>4.</i>	<i>10</i>

for guidance and counseling	60	10	
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f=frequency

%=percentage

Source: primary data

In Table 5 above, the weighted average for the two categories of respondents was calculated. It indicated that main factors that hinder effective use of guidance and counselling were lack of policy framework for implementation, too much workload for teachers hence no time for counselling and the students do not take guidance and counselling seriously had a weighted average of 20. Followed by lack of trained teacher counsellors to head the department with 17. Lack of resource materials to be used during counselling sessions with 12 and lastly lack of private rooms for guidance and counselling with 10.

Conclusions

The school experienced disciplinary problems which include bullying of students, laziness, fighting among students, sneaking out of school, homosexuality/lesbianism. This indicates that guidance and counselling services was poorly organized in Light senior secondary school. In school, discipline is central to developing an environment that is conducive to serious learning.

Recommendations

In view of the various factors that emerged from this study, the researcher made the following recommendations:

School administrators should provide facilities such as counselling offices, magazines, audio and video tapes to be used during guidance and counselling.

Schools should sensitize the students on the importance of guidance and counselling in the management of student's discipline.

Guidance and counselling should be provided by trained counsellors in all schools.

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