
INFLUENCE OF GUIDANCE AND COUNSELLING ON THE BEHAVIOUR OF STUDENTS IN SECONDARY SCHOOLS. A CASE STUDY OF CRESTED HIGH SCHOOL IN KALUNGU DISTRICT

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ABSTRACT

The purpose of the study was to examine the role of guidance and counseling in enhancing student discipline in secondary schools in Kalungu district. The study was guided by Alfred Adler (1998) theory of personality, and humanistic theory of Albert Bandura (1995) social learning model. The study adopted a descriptive survey research design. Out of those a purposive sampling was used to select teachers, students and headteachers. Simple random sampling and stratified Random sampling was used to select 24 teachers and 262 students. The instruments used to collect data for the study were questionnaires and interview schedule. The study reliability coefficient of 0.81 was obtained. The data was analyzed using descriptive statistics such as frequencies, percentages, mean scores, summary tables, and Statistical Package for Social Science (SPSS) program version 16. Findings indicated that teachers employ dynamic interactions of a group of student's approach. Further, computer facilities were inadequate in guidance and counseling. From the findings, guidance and counseling has improved discipline and academic performance. There is enough proofing that lack of guidance and counseling to students leads to indiscipline in schools. However, there is lack of legal and policy framework, lack of trained teacher counselor and too much workload for teachers hence making it difficult for guidance and counseling to succeed in promoting student discipline. There is need to embrace dialogue in resolution of conflict. This can be enhanced through building a strong relationship between the students, counselors, teachers and administrators to an extent that they are free to speak out issueless the affect both parties.

Keywords: Guidance and Counseling, Students Disciplinary, students, Counselor and Teacher

Background of the study

The need for guidance and counselling services in all secondary schools cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on secondary school students. These students are

faced with numerous personal, academic, social and emotional needs and problems in which if unattended could lead to host patterns of undesirable behaviours (Victor et al., 2023).

Behaviours of students in a school is determined by very many factors including the ability of the individual student, the quality of the teachers, the staffing level, availability of facilities, and guidance and counseling, among others (Christopher et al., 2022). Other factors like extraneous and intervening variables are controlled using one of the methods of controlling variance that of holding factors constant. This involves reducing a variable to a constant which helps in reducing their effects on the dependent variable. Therefore, the influence of these factors, though present, was not directly captured. The actual influence of guidance and counseling programme on the behaviours of the student is in turn given chance to be assessed

The Ministry of Education has directed all learning institutions in the country to establish guidance and counselling programme as a continuous sequential education process aimed at bridging the gap between one education level and another. The need to strengthen guidance and counselling has been further reinforced by the government directive to ban corporal punishment in schools (Emmanuel et al., 2023).

Guidance and counselling of young adults in secondary schools has been noted to be essential in promoting discipline. Its services should help students to value themselves and their function as individuals who build the nation and to grow with the right attitudes towards punishment. (The Republic of Kenya 1988) The dispute of misbehavior in secondary schools has been on the rise rising particularly after corporal punishment was done away with in 2001 (Richard et al., 2023).

Problems statement

Guidance and counselling departments have been set up since 1970s, almost every school has a department and teachers have some knowledge on guidance and counselling, though there are still many challenges that are on the increase within Kalungu district. This includes drug abuse, teenage pregnancies, dropping out of

school among others (Anthony et al., 2023).

However, there seems to be lack of effective alternative strategy to contain student indiscipline. That can be realized from the facts that the whole country has been experiencing student violence and secondary schools are not exceptional to student violence. Indiscipline cases in secondary schools in Kalungu District are becoming a matter of concern in recent years to all stakeholders. Sources from district education office (2011) indicate that for the last three years over ten schools have had major indiscipline cases and caused harm to the students, teachers, and parents (Anthony et al., 2023). Student discipline task force (2009) recognized the use of guidance and counseling service to manage indiscipline. In Kalungu District the use guidance and counseling in enhancing student discipline secondary schools is wanting.

Despite the effort made by the ministry of education, to manage indiscipline in secondary school as evidence by establishment of guidance and counseling department in every secondary school, Indiscipline of varied nature continued in these schools with a new dimension. Not only, were they violent and destructive but premeditated, planned and caused maximum harm to human life. There is need to investigate this problem and from the results of the findings a workable solution to be arrived at otherwise our students will continue dropping out of schools, educational goals will not be achieved and morals within our community will deteriorate drastically (Sub-county et al., 2023).

Specific objectives

- 1. To establish the approaches used in guidance and counseling in solving student's disciplinary problems in secondary schools in Uganda.*
- 2. To determine factors that hinder effective guidance and counseling in secondary schools*
- 3. To examine the status of guidance and counseling in secondary schools*

Research questions

- 1. What are the approaches used in guidance and counseling in solving*

student's

disciplinary problems in secondary schools in Uganda?

2. *What are the factors that hinder effective guidance and counseling in secondary schools?*

3. *What is the status of guidance and counseling in secondary schools?*

Methodology

Research Design

The study used a descriptive cross-sectional design that was conducted at a single place in time and focused to the research under study (Amin 2005). The descriptive cross-sectional design was used to establish whether there was a significant relationship between job rotation and employee performance. The ex-post fact design was to be used because respondents were asked things that had already happened. The cross-sectional design was employed because a cross-section of respondents may be selected to participate in the study all at once.

Sources of information

Considering the nature of the research, the study used both primary and secondary data. This enabled the researcher to gather qualitative and quantitative information. The two main sources of data the researcher used are primary and secondary sources.

Primary data

In primary data the researcher collected data from respondents through the use of interviews, and questionnaires because they save time, easy to use and helps to collect a detailed information from the respondents.

Secondary data

Secondary data was collected to supplement the primary data. This data was collected from documented information on guidance and counselling and juvenile delinquency. Sources of this information was including government offices and libraries (books, journals, theses, periodicals, and other publications).

Target Population

Babbie (2014) defines target population as a complete set of individuals, cases or objects with some common observable characteristics. The target population was 90 respondents including students, teacher counsellors, class teachers and head teacher of Crested High School in Kalungu District because they the key formants with the necessary information to complete this study.

Sample size and selection method

A sample was a subgroup of the target population which used to generate the required data for the study (Creswell, 2014). According to Orodho (2012) when the target population is small, the researcher can sample the entire population. Scheaffer, Mendenhall, Ott and Gerow (2011) assert that census survey is the approach where the population is equal to the sample. Thus, the researcher used census sampling technique to sample all the 237 respondents.

Data Collection Procedures

The researcher was proceeded to collect data from the selected respondents after receiving permission from the University and Divisional Education Office in Kalungu District. The researcher also sought the permission from the head teacher of Crested High School. The researcher visited the school before hand for acquaintance with targeted respondents, especially teacher counsellors and head teachers. This exercise assisted the researcher in familiarizing herself with the respondents, explaining the essence of the study and booking appointments for the data collection.

Data collection instruments

Questionnaires

The researcher used self-administered questionnaires for the respondents. These were distributed among the respondents in their respective positions. The justification for using this instrument was that questionnaires are easy to quantify and analyze. In addition, the questionnaire was used because the study focused on opinions, attitudes, feelings and perceptions of the respondents.

Data Analysis

Data collected was processed, coded and analyzed to facilitate answering the

research questions. This was done using descriptive, the descriptive analyses using frequencies, percentages and tables were used to summarize and organize data and to describe the characteristics of the sample population using SPSS (Nelson et al., 2022).

RESULTS

Table 1: Approaches used in guidance and counseling

		SA	A	N	D	SD
<i>I employ dynamic interactions of a group of students approach</i>	Freq. %	9 60	6 40	0 0	0 0	0 0
<i>As school counselor use small-group counseling approach</i>	Freq. %	0 0	5 33.3	0 0	10 66.7	0 0
<i>I use therapeutic interventions approach</i>	Freq. %	3 20	6 40	0 0	5 33.3	1 6.7
<i>I use student-focused interventions</i>	Freq. %	1 6.7	5 33.3	0 0	4 26.7	5 33.3
<i>As a counselor I understands and respects the society</i>	Freq. %	0 0	3 20	0 0	5 33.3	7 46.7
<i>Am sensitive to all levels of communication being used by the student being counseled</i>	Freq. %	1 6.7	9 60	1 6.7	3 20	1 6.7
<i>I make counseling office an enjoyable</i>	Freq. %	5 33.3	5 33.3	2 13.3	1 6.7	2 13.3
<i>I use one-to-one sessions</i>	Freq. %	7 46.7	8 53.3	0 0	0 0	0 0
<i>I use Nondirective Counseling</i>	Freq. %	4 26.7	8 53.3	1 6.7	2 13.3	0 0
<i>I employ open-ended questions to help the child-</i>	Freq. %	1 6.7	2 13.3	0 0	3 20	9 60
<i>I use of online systems to provide individual and group counseling</i>	Freq. %	1 6.7	2 13.3	0 0	3 20	9 60

Source; Primary data Key: Freq- Frequency, %- Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree, SA=strongly agree.

From the findings in table 1, it is evident that 60% (9) of the teachers employed dynamic interactions of a group of students' approach which aids in shaping and managing the behavior of students (Mutie and Ndambuki, 2002). Even so, 66.7% (10) of the teachers disagreed that they use small-group counseling approach. In addition, 40% (6) of the teachers affirmed that they use therapeutic interventions approach while 33.3% (5) of the teachers noted that they use

student-focused interventions. On the contrary, 46.7% (7) of the teachers strongly disagreed that they understand and respect the society created by students. Therefore, teachers tend to impose things on the students rather than making use of dialogue since they do not understand the environment created by students (Musembi and Siele, 2004). Nonetheless, 60% (9) of the teachers confirmed that they are sensitive to all levels of communication being used by the student being counseled.

Teachers also make the counseling office enjoyable as evidenced by 33.3% (5) of the teachers. Further, 53.3% (8) of the teachers confirmed to using one-to-one sessions and nondirective counseling as shown by 53.3% (8) of the teachers. Also, 60% (9) of the teachers denied to having employed open-ended questions to help the child-clients enter into a dialogue. Similarly, 60% (9) of the teachers strongly disagreed that they use online systems to provide individual and group counseling.

Status of Guidance and Counseling

Table 2: Status of Guidance and Counseling

	SA		A		N		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Available guidance and counseling	3	20.0	2	13.3	0	0.0	5	33.3	5	33.3
Computer facilities	3	20.0	2	13.3	1	6.7	9	60.0	0	0.0
Books and journals	3	20.0	1	6.7	6	40.0	5	33.3	0	0.0
Secretarial services	5	33.3	5	33.3	1	6.7	4	26.7	0	0.0
Time allocation	4	26.7	5	33.3	6	40.0	0	0.0	0	0.0
Video camera	4	26.7	5	33.3	6	40.0	0	0.0	0	0.0
Communication facilities	6	40.0	4.0	26.7	0	0.0	2	13.3	3.0	20.0
Storage facilities	3	20.0	4.0	26.7	0	0.0	0	0.0	8.0	53.3
Stationery	5	33.3	5.0	33.3	5	33.3	0	0.0	0.0	0.0

<i>Counseling</i>	5	33.3	2.0	13.3	0	0.0	8	53.3	0.0	0.0
<i>Notice boards</i>	0	0.0	6.0	40.0	0	0.0	5	33.3	4.0	26.7
<i>Career materials</i>	6	40.0	3.0	20.0	2	13.3	2	13.3	2.0	13.3
<i>Individual students</i>	2	13.3	5	33.3	0	0.0	6	40.0	2	13.3

Source; Primary data

Key: Freq- Frequency, %- Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree, SA=strongly agree

In relation to the status of guidance and counseling, table 2 showed that 33.3% (5) of the respondents strongly disagreed that guidance and counseling is available in the curriculum. In a similar vein, 60% (9) of the respondents disagreed that computer facilities are available in guidance and counseling. Nonetheless, 40% (6) of the respondents were neutral on whether books and journals were available.

Moreover, secretarial services were available as evidenced by 33.3% (5) of the respondents. In regards to time allocation, 40% (6) of the respondents were neutral. In the same way, 40% (6) of the respondents were neutral on whether there was time allocated to guidance and counseling. In addition, 40% (6) of the respondents were also neutral on whether there was a video camera and 40% (6) of the respondents disagreed that there were communication facilities in place. Further, 53.3% (8) of the respondents disagreed that there were storage facilities. Besides, 33.3% of the respondents were neutral on whether there is stationery whereas 53.3% (8) of the respondents denied there was counseling room/office. Additionally,

40% (6) of the respondents noted that notice boards were available, 40% (6) of the respondents strongly agreed that career materials were available whereas 40% (6) of the respondents disagreed that individual student files were available. From the foregoing, it is evident that guidance and counseling lacks the required resources in enhancing student discipline in school. Specifically, computer facilities, individual student files and storage facilities need to be looked into

critically.

Role of Guidance and Counseling in Student's Discipline

Table 3: Role of Guidance and Counseling in Students' Discipline

	SA		A		U		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Improve in discipline and academic performance	13	5.5	117	49.4	47	19.8	43	18.1	17	7.2
Know when to seek help and information from peer counselor and teachers' counselors	65	27.3	108	45.5	17	7.3	17	7.3	30	12.7
Balance leisure time with sports, games, clubs, societies and	91	38.2	142	60	4	1.8	0	0	0	0
Reduces students disciplinary problems	56	23.6	146	61.8	13	5.5	22	9.1	0	0
Behave according to the school expectation of school family and	35	14.6	30	12.7	4	1.8	17	7.3	151	63.6
Plays a key role in enhancing student	37	15.6	103	43.4	28	11.8	52	21.9	17	7.3
Can handles challenges, hardships and difficulties	48	20.3	30	12.7	0	0	82	34.5	77	32.5
Methods used has enhances	0	0	43	18.2	43	18.2	65	27.3	86	36.3
Understand and respect self	80	33.8	124	52.3	0	0	18	7.7	15	6.2
Avoid self-harming habits and practice	69	29.2	69	29.2	73	30.8	0	0	26	10.8

Source; Primary data

Key: Freq- Frequency, %- Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree, SA=strongly agree.

From the findings in table 3, 49.4% (117) of the respondents affirmed that guidance and counseling has improved discipline and academic performance. Similarly, 45.5% (108) of the respondents noted that that they know when to seek help and information from peer counselor and teacher counselors.

Guidance and counseling have also promoted a balanced leisure time with sports, games, clubs, societies and academics as shown by 60% (142) of the respondents. Besides, 61.8% (146) of the respondents agreed that it has reduced student disciplinary problems. Even so, 63.6% (151) of the respondents strongly disagreed that students behave according to the school expectation of school family and society. Besides, 43.4% (103) of the respondents agreed that guidance and counseling play a key role in enhancing student discipline. However, 34.5% (82) of the respondents disagreed that they can handle challenges, hardships and difficulties successfully. Likewise, 36.3% (86) of the respondents disagreed that the methods used in guidance and counseling has enhanced student discipline. Similarly, 52.3% (124) of the respondents affirmed that they understand and respect self and others. Finally, 30.8% (73) of the respondents were neutral on whether they avoid self-harming habits and practice.

Conclusions

There is enough proofing that lack of guidance and counseling to students leads to indiscipline in schools. Similarly, whenever students are less involved in decision making, they are highly likely to react negatively by getting involved in indiscipline cases. Further, when the administration imposes things to students rather than focusing on dialogue, students become indiscipline. As evident from the findings, students engage in unfriendly behavior due to fear feeling of inadequacy, insecurity and poor socialization. Cheating during examination was also evident among the students and in most cases; students cause havoc so that they can find an excuse as to why they have performed poorly.

Recommendations

Study findings also showed that unfriendliness and cheating in examination was prevalent among the students. Also, findings showed that students were involved in destruction of plants and improper placement of visual aids/instructional materials. As a result, there is need for guidance and counseling measures to focus on correcting insecurity and poor socialization among the students so that they are friendly to each other. Further, students should be guided on how to take care of their environment and also the need of taking care of learning

materials.

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