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TEACHERS' AND PUPILS' PERCEPTION ON THE ROLE OF GUIDANCE  
AND COUNSELING PROGRAMME IN MANAGEMENT OF PRIMARY  
SCHOOL DISCIPLINE IN KENYA

MINING' REBECCA

A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the  
Degree of Master of Education in Guidance and Counseling of Masinde Muliro  
University of Science and Technology

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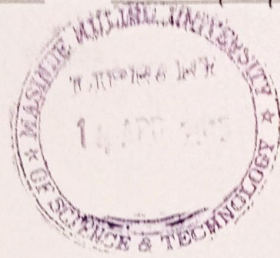
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### Certification

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled: "**Teachers' and pupils' perception on the role of guidance and counseling programme in management of primary school discipline in Kenya.**"

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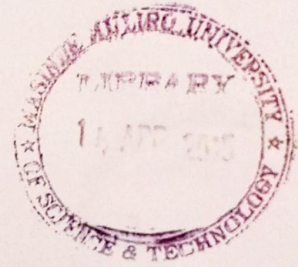
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## DEDICATION

I dedicate this thesis to my beloved husband Mr. Wilson K. Sirma, our children Diana, Daisy, Denise, Deniala and Darwin, parents Mr and Mrs James Sirma and Mr and Mrs Josephat Mining for the prayers, love and unwavering support and encouragement.



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## ABSTRACT

Indiscipline among pupils is on the increase in schools. This is a fact borne out by daily happenings in schools. Pupils go on strikes, girls drop out due to early pregnancy, pupils copy and cheat in the exams and also insult their teachers and school principals. The study assessed the teachers' and pupils' perception on the role of guidance and counseling in discipline in primary schools in Eldoret West district, Kenya. The specific objectives of the study were; to find out the teachers' and pupils' perception on the role of guidance and counseling programme in pupils discipline, to identify the challenges facing the implementation of guidance and counseling programmes as a measure of pupil's discipline in primary schools and to determine measures to improve guidance and counseling as a disciplinary measure on pupils' discipline. The study was undertaken in Eldoret West District, Uasin Gishu County. The study adopted a descriptive survey design. A target population of 97 head teachers, 378 guidance and counseling teachers and 6011 pupils was used. A sample size selected from the target population comprised of 29 head teachers, 113 teachers and 310 pupils. The teachers and pupils were sampled using the simple random sampling method. The data was collected using questionnaires and interview schedules. A pilot study was conducted in three schools and experts were consulted to ascertain the validity of the instruments. The test retest method was used to establish reliability yielding a correlation coefficient of 0.7 and above. The data was analyzed using descriptive and inferential statistics. The research used the Statistical Package for Social Sciences (SPSS) Version 16.0. The information was presented in form frequency and percentage tables. The study findings indicated that guidance and counseling can produce a positive impact on pupils discipline if consistently conducted. The major challenge facing the implementation of guidance and counseling was found to be insufficient ministerial policies on the implementation of guidance and counseling programme in schools and at the ministerial level. On the measures to improve guidance and counseling as a disciplinary measure, the research findings indicated that proper implementation of the programme be put in place in order to meet the needs of pupils' discipline in primary schools. The findings, conclusions and recommendations of the study may be useful to the department of guidance and counseling, ministry of education, policy maker, researchers, practioneers and stakeholders in various institutions to enhance the program and also equip the guidance and counseling units in their institutions.

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