

# Influence of Guidance and Counselling Appraisal Services on Learners' Discipline in Public Primary Schools in Mbeere South Sub-county, Embu County, Kenya

Patricia W. Ndwiga, Newton Asakhulu Mukolwe, and Paul Maithya

## ABSTRACT

The study sought to determine the influence of guidance and counselling appraisal/assessment services on learners' discipline in public primary schools in Mbeere South Sub County, Kenya. Survey research design was employed in the study. The population was 162 headteachers, 162 teacher counsellors, 4563 class eight pupils. The sample was 48 headteachers, 48 teacher counsellors and 384 pupils. Data for the study was collected by use of questionnaires. Data was analyzed quantitatively using descriptive statistics which included frequencies and percentages and also means and standard deviation. Data was presented by use of frequency distribution tables (FDT). Findings revealed that teachers did not employ important guidance and counselling services such as assisting pupils minimize frustrations in life, assisting pupils balance academic work and recreation, assisting pupils realize their fullest potential in school, they also did not make referral cases on pupils with severe challenges. Findings also revealed that teacher counsellors did not provide appraisal/assessment services on learners. The study concluded that teacher counsellors did not employ the required guidance and counselling practices which could be a cause for indiscipline cases in the schools. It was also concluded that schools did not have appropriate appraisal/assessment services to enhance discipline among the pupils. Among the recommendations that the study came out with included a replication of a similar study in an urban setting. It was also recommended that a study on parental upbringing and its influence on learner discipline may be carried out. Lastly there was a recommendation of a study to establish how integration of guidance and counselling has influenced curriculum implementation in schools.

**Keywords:** Adolescents, appraisal/assessment services, behavior, counselling, guidance, counselling.

**Published Online:** December 9, 2022

**ISSN:** 2736-4534

**DOI:** 10.24018/ejedu.2022.3.6.502

**P. W. Ndwiga\***

Maasai Mara University, Kenya.

(e-mail: patriciandwiga@gmail.com)

**N. A. Mukolwe**

PhD, Department of Education Foundation and Psychology, Maasai Mara University, Kenya.

(email:newton.mukolwe2008@gmail.com)

**P. Maithya**

Professor, Department of Curriculum, Instructional & Education Management, Maasai Mara University, Kenya.

(email: pmaithya2006@yahoo.com)

*\*Corresponding Author*

## I. INTRODUCTION

Guidance and Counselling has been defined as the process of assisting or helping individuals to become fully aware of themselves in a way that they are able to respond to the influences of their environment. (Akinade, 2012). Guidance and Counselling also helps individuals to find and establish meaning and behavior and to develop and classify goals and values while becoming principles of their lives and future behavior. As stated by Heyden (2011) Guidance and

Counselling is that process that occur when individuals related on a one by one basis, between a troubled individual as a results of life challenges which he or she is not able to handle, and another individual who has the professionalism and training and also experience which have qualified him to help the former where the former is assisted to find a solution to their challenges. Okoye (1990) viewed counselling as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of the self.

According to Makinde (2018), there are three major direct delivery components for guidance and counselling. These are individual student planning, guidance curriculum, and responsive services. The guidance curriculum for schools consists of various activities in career guidance and counselling as well as social and academic activities (Mapp & Robinson 2018). This curriculum identifies lessons in the most appropriate form for directing the actual teaching. The curriculum provides learners with necessary skills, attitudes, and knowledge. Individual student planning relays its focus on ensuring that pupils develop and use personal study plans (Onyango, 2007). Learners in schools use the knowledge and life skills they acquire from guidance curriculum experiences in developing and using personal study plans to guide their schoolwork and to transit successfully to higher levels of education or work. Finally, the responsive services mentioned in the Ayieko (2018), gives learners an opportunity to meet with school counsellors. This allows them to discuss their career and other related social and academic issues with the counsellors.

When guidance and counselling was introduced to schools, the expectations were that learners would be assisted to understand their interests, their abilities, and their potentials, and would further fully develop them and subsequently enable them to make informed choices about their lives. It is such benefits that guidance and counselling was formally introduced in Kenyan institutions of learning in 1971 (Chepkirui, 2011). Literature has revealed that guidance and counselling services to date have been ineffective in schools since the policy makers and the implementers of the services are ill informed. On the other hand, many parents ignore the role of guidance and counselling hence leaving the schools to provide the children with personal, social, educational and career guidance (Auni, 2009).

Over the last few years, there has been a drastic increase in guidance and counselling services in Kenyan schools hence making the government through the Ministry of Education to ensure that all schools have the guidance and counselling departments. However, despite these efforts cases of indiscipline have been witnessed in schools. These indiscipline cases are sometimes not only violent and destructive but are also premeditated and planned hence causing maximum harm to human life. These cases, when witnessed, lead the education stakeholders to question the role of guidance and counselling as a strategy to control indiscipline. While guidance and counselling are supposed to assist pupils in decision making about their lives, primary schools experience learner indiscipline. As a result, cases of pupils' indiscipline and personal challenges have increased in primary schools in Mbeere South Sub-County primary schools in Kenya.

It is important therefore to establish how primary schools offer guidance and counselling services among the pupils. One of the ways that teachers assist pupils in guidance and counselling is via appraisal and assessment services. This involved the teacher counselors collecting, analyzing, and use of a variety of data that is used in enhancing a better understanding of the student. It would be difficult for a teacher to assist such a learner if he or she does not have such data. (Makinde, 1984). The data is sought through interviewing, testing, and analyzing the history of the learner.

## II. STATEMENT OF THE PROBLEM

Cases of pupils' indiscipline and personal challenges have increased in primary schools in Kenya. Presently, in Kenya, consumption of Khat has become part of the youth culture (Okola, 2015). Primary schools in Mbeere South Sub-County have witnessed cases of pupils', drop out, unwanted pregnancy, drug abuse, absenteeism, early marriage, irresponsible sexual behavior, defilement among others. The situation has caused discontent among stakeholders yet there is provision of guidance and counselling in schools. It is upon this background that this study aimed at assessing practice of guidance and counselling appraisal/assessment services on learners' discipline in primary schools in Mbeere South Sub County, Kenya.

## III. RESEARCH METHODOLOGY

The current study was carried out by use of survey research design. The target population was 162 headteachers, 162 teacher counsellors, 4563 class eight pupils which forms the target population for the study (Sub County Director of Education office in Mbeere South Sub-County, 2021). The sample was 48 headteachers, 48 guidance and counselling teachers and 384 learners. This study employed the use of questionnaires as the tools for data collection and data was analyzed by use of descriptive statistics.

## IV. FINDINGS AND RECOMMENDATIONS

The second research objective sought to establish the effects of appraisal/assessment services on learners' discipline in primary schools in Mbeere South Sub County. The headteachers were asked to indicate the extent to which they agreed or disagreed with statements that sought to establish how appraisal/assessment services on learners' discipline in primary schools. The data from the headteachers is presented in Table I.

Data from the headteachers indicated that they disagreed that teachers analyzed and use a variety of data for the purpose of better understanding the pupils as was shown by a mean of 1.18 and SD of 1.003. The headteachers also disagreed that teachers always tried to understand pupils' abilities, interests, and special aptitudes (Mean = 2.29, SD = 0.874). It was also revealed that the headteachers disagreed that teachers always tried to acquire information about what their pupils are going through in life outside school (Mean = 2.27, SD = 0.939). Further data from the headteachers indicated that they disagreed that teachers always made referral cases on pupils with severe challenges (Mean = 2.06, SD = 0.861). Data also showed headteachers strongly disagreeing that teachers involved the use and interpretation of pupil's information and that teachers sought for facts on which to make informed choices and decisions about the pupils (Mean = 1.77, SD = 7.22).

Data further showed that headteachers disagreed that teachers facilitated self-understanding and self-development among pupils and that teachers sought to develop skills and knowledge that will assist the pupils and their choices. (Mean = 2.06, SD = 0.861). It was also revealed that headteachers disagreed that teachers worked with pupils on developing

TABLE I: HEADTEACHERS' RESPONSES ON EFFECTS OF APPRAISAL/ASSESSMENT SERVICES ON LEARNERS' DISCIPLINE

Statement	Mean	Std. Deviation
Teachers analyze and use a variety of data for the purpose of better understanding the pupils	1.81	1.003
Teachers always try to understand pupils' abilities, interests, and special aptitudes	2.29	0.874
Teachers always try to acquire information about what their pupils are going through in life outside school	2.27	0.939
Teachers always make referral cases on pupils with severe challenges	2.06	0.861
Teachers involve the use and interpretation of pupils' information	1.77	0.722
Teachers seek for facts on which to make informed choices and decisions about the pupils	1.77	0.722
Teachers facilitate self-understanding and self-development among pupils	2.06	0.861
Teachers seek to develop skills and knowledge that will assist the pupils and their choices.	2.06	0.861
Teachers work with pupils on developing their study skills and future prospects.	2.27	0.939
Teachers meet with pupils to talk about any issue that may arise in their school life	2.27	0.939

TABLE II TEACHERS RESPONSES ON EFFECTS OF APPRAISAL/ASSESSMENT SERVICES ON LEARNERS' DISCIPLINE

Statements	Mean	Std. Deviation
I analyse and use a variety of data for the purpose of better understanding the pupils	2.54	0.683
I always try to understand pupils' abilities, interests, and special aptitudes	2.54	0.898
I always try to acquire information about what their pupils are going through in life outside school	2.11	0.914
I always make referral cases on pupils with severe challenges	2.63	0.672
I involve the use and interpretation of pupils' information	2.11	0.914
I seek for facts on which to make informed choices and decisions about the pupils	2.54	0.683
I facilitate self-understanding and self-development among pupils	2.63	0.672
I seek to develop skills and knowledge that will assist the pupils and their choices	2.63	0.672
I work with pupils on developing their study skills and future prospects	2.63	0.672
I meet with pupils to talk about any issue that may arise in their school life	2.54	0.683

their study skills and future prospects as was indicated by a mean of 2.27 and SD of 0.939. The headteachers also disagreed that teachers met with pupils to talk about any issue that may arise in their school life as was shown by a mean of 2.27 and SD of 0.939.

The teachers were asked to indicate the extent to which they agreed or disagreed with statements that sought to establish how appraisal/assessment services on learners' discipline in primary schools. The data from the headteachers is presented in Table II.

Data from the responses of the teachers on the effects of appraisal/assessment services on learners' discipline revealed that teachers agreed that analyzed and used a variety of data for the purpose of better understanding the pupils and also agreed that that they always tried to understand pupils' abilities, interests and special aptitudes as it was indicated by a mean of as was show by a mean of 2.54 and SD of 0.683. It was also revealed that teachers disagreed that they tried to acquire information about what their pupils are going through in life outside school as was shown by a means of 2.11 and a standard deviation of 0.914.

Data further revealed that teachers agreed that they always made referral cases on pupils with severe challenges as it was revealed by a mean of 2.63 and a standard deviation of 0.672. They also disagreed that they involved the use and interpretation of pupils' information as it was shown by a means of 2.11 and SD of 0.914. Teachers further agreed that they sought facts on which to make informed choices and decisions about the pupils (Mean = 2.54, SD = 0.683). Teachers also agreed that they facilitated self-understanding and self-development among pupils, they sought to seek to develop skills and knowledge that will assist the pupils and their choices and worked with pupils on developing their study skills and future prospects (Mean = 2.63, SD = 0.672). Lastly teachers agreed that they met with pupils to talk about any issue that may arise in their school life as was indicated by a mean of 2.54 and a standard deviation of 0.683. Unlike the responses of the headteachers, teachers believed they

conducted appraisal/assessment services that would impact on pupils' discipline in the schools. The data from the headteachers indicate that teachers did not analyze and use a variety of data for the purpose of better understanding the pupils. They also did not try to understand pupils' abilities, interests, and special aptitudes.

Teachers, according to the headteachers, did not acquire information about what their pupils are going through in life outside school, nor did they make referral cases on pupils with severe challenges. They further did not involve the use and interpretation of pupils' information, nor did they seek facts on which to make informed choices and decisions about the pupils. There was no facilitation of self-understanding and self-development among pupils and that teachers sought to develop skills and knowledge that will assist the pupils and their choices. Gichinga (1995) states that counselling services are designed to help an individual student analyze himself/herself by relating their capabilities, achievements, interests, and mode of adjustment to what new decision they must make. Teachers also did not work with pupils on developing their study skills and future prospects nor did they meet with pupils to talk about any issue that may arise in their school life. The data shows that lack of appraisal/assessment services by the teachers to the pupils was a major contribution to indiscipline in schools.

From the responses of the teachers, they agreed with the headteachers that they did not try to acquire information about what their pupils are going through in life outside school. They also agreed that they did not involve the use and interpretation of pupils' information. These responses are a confirmation that teaches did not carry out some of appraisal/assessment services which again can make pupils become indiscipline. These findings are in line with Zeran and Antony (2017) who found that guidance is a developmental process of assisting learners. In this case appraisal services would play a big role in assisting learners with discipline issues.

## V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it was concluded that teachers did not employ the required guidance and counselling practices which could be a cause for indiscipline cases in the schools. For example, lack of assistance to pupils to minimize frustrations in life would lead to pupils' frustrations which would result to indiscipline in schools. Secondly, lack of assistance to pupils in balancing balance academic work and recreation and failure to assist pupils to realize their fullest potential in school would lead to indiscipline among the pupils. The study also concludes that lack of making referral cases on pupils with severe challenges and lack of use individual guidance and counseling on pupils' discipline would lead to a high possibility of getting pupils involved in indiscipline. Based on the conclusions of the study, it was recommended that schools should have effect guidance and counselling practices which teacher counsellors can use to minimize discipline cases. These would include assisting pupils to minimize frustrations in life, making referral cases on pupils with severe challenges assisting pupils to balance academic work and recreation.

## REFERENCES

- Akinade, E. A. (2012). *Modern behavior modification, principles, and practices*. Ibadan: Bright Way Publishers.
- Auni, R.T. (2009). *Contributions of guidance and counseling program on social adjustment of students in Siaya District public Secondary Schools* [M.Ed. thesis. Maseno University].
- Ayieko, J.S. (2018). *Solving Discipline Challenges in Kenyan Secondary schools* [Master of Education. Thesis. Unpublished. University of Nottingham].
- Chepkirui, K. (2011). *Assessment of guidance and counseling services in Kenyan secondary schools with special reference to Bureti District* [MEd Thesis Kenyatta University, Nairobi].
- Franklin, N. Zeran *et al.*, (2017) *Guidance: Theory and Practice*. New York: American Book Company, 196k. pp. 11Ç-11él.
- Heyden, S. M. (2011). *Counseling children and adolescents*. Belmont, CA: Brooks/Cole.
- Kranzler, G. A., Mayer, G. M., Dyer, G. O., & Munger, P. F. (1966). Counseling with elementary school children: an experimental study. *Personnel and Guidance Journal*, 13,153–159.
- Lieberman, M. (1996). *Education as a Profession*. New Jersey. Prentice-Hall.
- Makinde, O. (2018). *Fundamentals of Guidance and Counseling*. Hong Kong: Macmillan Education. MOEST (1977).
- Mapp and Robinson (2018). *Guidance and counseling program implementation in the school of Botswana: A report of a consultancy*. Gaborone: Ministry of Education. Botswana.
- Morris, V. C. (1966). *Existentialism in Education*. New York: Harper and Row.
- Nash, (2016). Some notes toward a philosophy of school counseling, in *Guidelines for Guidance*; Headings in the Philosophy of Guidance. William C. Brown Co., Inc., p. 166.
- Onyango, O. A. L. (2007) Conflict prevention, Management and Resolution in Educational institutions in Kenya: Mainstreaming peer counseling and mediation in Administration (Online).