

Influence Of Provision Of Orientation Counselling Services On Obedience To School Authority As An Indicator Of Student Discipline In Homabay Sub County, Kenya

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Abstract

The increase misconduct in schools shows that discipline has become a major problem of educational management worldwide. Counselling is seen to be a major component in management of discipline in schools. In Kenya the school's unrest is more common in secondary schools. The Ministry of Education (MOE) did away with use of corporal punishment instead impressed counselling as a key factor in management of discipline. However, the waves of unrest that result from inadequate discipline has at times led to massive destruction of property or death. The purpose of this study was to establish the influence of provision of orientation counselling services on obedience to school authority as an indicator of student discipline in Homabay Sub-County, Homabay County, Kenya. A total of 375 students and 14 teacher counsellors were involved in the study. Data was collected by use of questionnaires for students and an interview for teacher counsellor. Teacher counsellors' information was used to corroborate, the students' responses. Validity of the instruments were ascertained by experts while reliability was ensured by analysing responses from 20 respondents during the pilot study in five secondary schools in Rachuonyo Sub-County. Quantitative data were analysed by use of frequency counts, means, percentages, t-Tests and regression to determine the coefficient of determination. Qualitative data from the interviews schedule were classified then analysed using thematic analysis. The findings revealed that a high percentage of participants agreed that guidance and counselling services influenced discipline. The result showed a significant influence at $p < .05$, meaning that a considerable number of students recognized that orientation counselling services influenced obedience to school authority. The R^2 value was .034 indicating that orientation counselling services actually predicted obedience to school authority.

Based on this finding, the study recommended the strengthening training and professional development for teacher counsellors and peer counsellors. It also recommended enhancing awareness and promotion of guidance services, and adopting a collaborative approach involving teachers, parents, and other stakeholders in counselling programmes. The findings may significant to policy makers and entities such as, Teachers Service Commission (TSC), tertiary training institutions and the Ministry of Education (MOE). From the findings, TSC and MOE may come up with a policy that will compel teacher training institution to review or introduce a curriculum in guidance and counselling that will adequately deal with common indiscipline vice

Key words: Influence; Orientation; Counselling; Obedience; Authority;

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I. Introduction

Globally, issues of secondary students' discipline have reached alarming rate, where indiscipline within classrooms especially violence and bullying around the world has been witnessed (UNESCO, 2019). There have been cases of indiscipline in various countries, for instance, in Argentina, cases of shooting which left a student wounded from a gunshot in school, was reported in 2018, (Jiris, 2018). The same was also witnessed in the Springfield, United States of America where one student died and thirty wounded, (Kute, 2014). In addition, a fourteen-year-old student killed his fellow student in Kobe School, Japan.

Reports on killings, physical attacks, robberies, attempted arson and fights between students that ended in tragedies have also been reported all over the world, (IES, 2021). Further, violence that involves use of knives, guns and even bombs have become common in Mexico, Italy, Germany, India, Comoros and Spain, Dave, (2014).

In Malaysia, indiscipline has been ranked as the major problem among students which has raised concern to parents, teachers and students whose education may be adversely affected.

In Africa, there have been several disruption and harm in schools. For example, in Tanzania there have been some changes of indiscipline behaviours from the 1980s to 2000s. Students girl's pregnancy, bullying teachers and to own phone emerged in the year 2000-2021, Blandina and Leonce, (2021).

Indiscipline and violent behaviours have increased, thus making teachers to recognize undesired behaviour in most of schools they teach, Mokaya, Ruth and Mosiori (2014). These include; racially motivated violence, physical violence, fighting, bullying, gang violence, fighting, intimidation and verbal abuse. There are also drug and substance abuse, as well as theft of property which characterize the indiscipline problems in South Africa. In Botswana, students died and others became blind after they broke into school laboratory and consumed amount of methanol and ethanol (Botswana Press Agency, 3rd January, 2015).

In Kenya the increase wave of misconduct and consultant effect shows that discipline has become a major problem of educational management. The study by (Solomon, 2018) revealed that; the common indiscipline cases in schools are; sneaking out of the school compound, drug abuse, thefts and vernacular speaking. In addition, based on the research findings, by (Justina, 2016) it was also noted that, other common cases of indiscipline include noise making, bullying, fighting, failing to complete assignments, sexual deviance and general defiance of school authority and rules. It has therefore been observed that students have resorted to unconstitutional measures in channelling their grievances and it is also not unusual that school students have been blamed for the awkward and uncivilized behaviour.

II. Methodology

The study used mixed method approach involving both qualitative and quantitative research. The quantitative aspect used *ex-post facto* research design. The study was carried out in secondary schools in Homabay Sub-County, Kenya. This is one of the six sub counties within Homabay County. The Sub-County has an area of approximately 198.60 square kilometre lying along the shores of Lake Victoria. It lies between latitudes 0° 15' South and 0° 52' South, and between longitudes 34° East and 35° East. There are 31 secondary schools in the Sub-County. In each of these schools, students were targeted because they were the receiver of guidance and counselling services while teacher counsellors were the providers of these services. In order to determine the sample size of the participants to be drawn from the accessible population of 15003 students, this study adopted a formula provided by Krejcie and Morgan (1970) as cited by Kathuri and Pals (1993).

The total sampled schools were 14 out of 31 while 375 students were proportionately sampled from the three zones in Homabay sub county. Further, stratified random sampling was used to sub-divide students into strata as form 1 form 2, form 3 and form 4. A proportionate number of participants was selected from each stratum by simple random sampling in order to obtain a sample of 375 participants. A total of 14 Teacher counsellors were purposively selected, one from each school sampled. In this study, two data collection instruments were used, namely: Students questionnaires and teacher counsellors' interview schedule. Face, construct and content validity of the instruments were ascertained by experts judgment through review of tools by the researcher's supervisors in Tom Mboya University (TMU).

The reliability was ensured by analysing responses from 20 respondents during the pilot study in five secondary schools in Rachuonyo Sub-County. The pilot study assisted in checking on the suitability, clarity and precision of the items in the instruments. Reliability of the instruments was established using test-retest method. The data was then analysed using Pearson's correlation where, the co-efficient of .71 at P value of 0.05 was realized and accepted as reliable for both SQ. TCIS was analysed thematically and found to correlate well.

The questionnaires were administered by trained research assistants and completed by the respondents. The respondents were given a time frame within which they were required to respond to the questionnaire. Upon completion, the research assistants collected the questionnaires and ensured high completion rate and return of the completed questionnaires. The researcher personally conducted interviews with the Teacher counsellors, within their offices. The study generated both quantitative and qualitative data. Quantitative data were analysed by use of frequency counts, means, percentages, t-Tests and regression to determine the coefficient of determination using SPSS version 25. This was done by first organizing and scoring the data obtained on Likert scale before feeding the data into SPSS. Counts, percentages and means were calculated during preliminary analysis to describe the trends.

III. Findings

This section was guided by the first objective of the study. This was to establish the influence of provision of orientation counselling services on obedience to school authority as an indicator of student discipline in public secondary schools in Homabay Sub-County. The preliminary findings were obtained by calculating frequencies and percentages of the responses. The main question posed was: Based on your experience on guidance and counselling services provided in school give your opinion by rating the following statement on how much you

agree. Where 1= Strongly Disagree; 2= Disagree; 3= No opinion; 4= Agree and 5= Strongly Agree. The results on provision of orientation counselling were as shown in Table 1.

Table 1
Frequency of Item Rating on Provision of Orientation Counselling

Items on Provision of Orientation Counselling Services	Rating					Total
	Strongly Disagree (1)	Disagree (2)	No opinion (3)	Agree (4)	Strongly Agree (5)	
1. There is always organized reception of new students in the school	0 (0%)	21(5.67)	160(43.2)	122(32.94)	72(19.44)	375(100)
2. Students are always sensitized on school rules and regulations	0 (0)	25(6.75)	155(41.85)	121(32.67)	74(19.98)	375(100)
3. Students have information on relationship when in school.	0 (0%)	20(5.4)	150(40.5)	126(34.02)	79(21.33)	375(100)
4. Orientation is given on school ethos, culture and social activities	0 (0)	23(6.21)	149(40.23)	122(32.94)	81(21.87)	375(100)
5. Students are Sensitized on handling school properties	0 (0)	23(6.21)	153(41.31)	120(32.4)	79(21.33)	375(100)

Note: Figures in parentheses () are percentages

Looking at the response in table1, majority of the respondents (40-43%) felt they had no strait forward opinion, (32-34 %) agreed with the statement and 19- 21% strongly agreed with the statement. To obtain a clearer observation of mean rating for all participant mean of individual rating was analysed. The results were as indicated in table 2.

Table 2
Frequency of Mean rating on Provision of Orientation Counselling

Provision of orientation counselling services	Means of Individuals' rating rounded off to a whole number	Frequency	Percent
Strongly Disagree	1	0	0.00
Disagree	2	18	4.80
No Opinion	3	159	42.40
Agree	4	118	31.50
Strongly Agree	5	80	21.30
Total		375	100.0

From the Table 2, 4.80% had a mean rating of 2 showing that they disagreed with the statements. This implied that they did not believe that orientation counselling services was not offered to students. It is important to note that this group may have different reasons or perspectives regarding the effectiveness of orientation counselling in promoting obedience. Around 42.4% of the participants had no opinion on the matter, indicating that they were neutral or unsure about the provision of orientation counselling services to students. This suggests a lack of strong consensus or awareness among this group regarding the orientation counselling services.

On the other hand, those who agreed were 31.5 % and those who strongly agreed was 21.3 % these totals up to 52.8%. The total percentage is high enough for the study to conclude that there was orientation counselling provided in schools in the Sub-County. This indicates a significant proportion of participants recognizing the potential value of orientation counselling in shaping student behaviour. Additionally, 21.3% of the participants strongly agreed with the statement, indicating a higher level of conviction in the provision of orientation counselling services. This group likely perceives orientation counselling as a crucial component in fostering adherence to school rules and authority.

Further analysis was done to obtain the overall Sub-County mean rating and standard deviation of the responses of provision of orientation counselling services in the entire Sub-County and the results are shown in table 3.

Table 3

Overall mean rating and standard deviation of Response on Provision of Orientation Counselling

Descriptive Statistics					
	N	Minimum Rating	Maximum Rating	Sub-County Mean Rating	Std. Deviation
Provision of orientation counselling services	375	2	5	3.69	.859
Valid N (listwise)	375				

Table 3 show that the mean response for the entire Sub- County was 3.69. This was rounded off to a rating of 4, implying that students agreed that there was provision of orientation counselling in secondary schools in Homa bay Sub-County. Similarly, the standard deviation of .859 indicated that the response was widely varied from individual to individual. This distribution of responses reflects the diverse opinions and perspectives among the participants regarding the provision of orientation counselling services to student in Homa bay Sub-County. The results indicate that while a considerable proportion agreed or strongly agreed with the statement, there was also a notable percentage who had no opinion and disagreement. The range of responses highlights the need for further exploration and examination of the effectiveness and level of provision of orientation counselling services in in the Sub-County. Factors such as individual experiences, cultural backgrounds, and prior exposure to counselling services may contribute to the variation in participants' viewpoints. These findings emphasize the importance of considering different perspectives and engaging in further discussions and research to better understand the level of orientation counselling services in secondary schools in Homa Bay Sub-County.

In determining the level of obedience to school authority as an indicator of discipline, the researcher looked at the responses to items on discipline. The main question posed was: On a scale of 1 to 5 indicate the frequency of occurrences of these cases relating to Obedience to school authority as indicator of discipline in your school? Where, 1= Always; 2= Sometimes; 3=Once in a while; 4=Rarely; 5=Never. The responses on every item were as indicated in table 4.

Table 4

Frequency of Response on Cases Relating to Obedience as Indicator of Discipline

ITEM ON STUDENTS' DISCIPLINE	Rating					
	Always (1)	Sometimes (2)	Once in a while (3)	Rarely (4)	Never (5)	Total
1. Assault and/or Insult on teachers	0(0)	45(12.15)	220(59.4)	110(29.7)	0(0)	375(100)
2. Assault and/or Insult on non-teachers	0(0)	49(13.23)	219(59.13)	107(28.89)	0(0)	375(100)
3. Assault and/or Insult on fellow students	0(0)	42(11.34)	223(60.21)	110(29.7)	0(0)	375(100)
4. Sneaking out of school	0(0)	44(11.88)	222(59.96)	109(29.43)	0(0)	375(100)
5. Use of Foul Language in school	0(0)	50(13.5)	217(58.59)	108(29.16)	0(0)	375(100)
6. Not doing assignments	0(0)	52(14.04)	216(58.32)	104(28.08)	0(0)	375(100)
7. Disrupting organized class activities	0(0)	48(12.96)	218(58.86)	109(29.43)	0(0)	375(100)
8. Cultism and devil warship	0(0)	47(12.69)	220(59.4)	108(29.16)	0(0)	375(100)

Note: Figures in parentheses () are percentages

From the response in table 4, majority of the respondents (58-59%) said that cases relating to obedience to school authority as indicator of discipline occurs once in a while, (28-29 %) said that they rarely occur and 11-13% said that they occur sometimes. None of the respondents said that they always occur or they never occur. A further analysis was done to obtain clearer observation of mean rating. This involved analysis of all participant means of individual rating. The results were as indicated in table 5.

Table 5

Frequency of Response on Cases Relating to Obedience as Indicator of Discipline

Occurrence of cases relating to obedience to school authority Response	Means of Individuals' rating rounded off to a whole number	Frequency	Percent
Always	1	0	0.0
Sometimes	2	48	12.8
Once in a while	3	210	56.0
Rarely	4	117	31.2
Never	5	0	0.0

Total		375	100.0
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Table 5 shows that majority of students (56.0 %) reported that cases related to obedience to authority occur once in a while. This was followed by those who reported that, there was rare occurrence at (31.2%). Lastly those who said that the cases occur sometimes were 12.8 %. This high percentage of once in a while and rare responses on occurrence of cases relating obedience to authority were interpreted to mean that; there was substantially high level of obedience to authority among students in secondary schools in Homabay Sub-County. There was need to calculate overall Sub-County mean of rating and standard deviation for conclusion purpose. The result was as shown in table 6.

Table 6
Overall mean rating and standard deviation of Items on Cases Relating to Obedience as Indicator of Discipline

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Occurrence of cases relating to obedience to school authority	375	2	4	3.18	.638
Valid N (listwise)	375				

From Table 6 the mean rating for the entire Sub-County on occurrence of cases relating to obedience to school authority as an indicator of discipline was 3.18 which was rounded off to 3. The response for this rating meant that the cases occurred once in a while. The interpretation was that students agreed that there was very little cases relating to obedience to school authority in secondary schools in Homabay Sub-County. Similarly, the standard deviation of .638 indicated that the response was widely varied from individual to individual. This distribution of responses reflects the diverse opinions and perspectives among the participants regarding the discipline in terms of obedience of student to authority. The results showed that student level of discipline in terms of this indicator was high in public secondary schools in Homabay Sub-County.

Research hypothesis tested under this objective was; HO₁: Provision of orientation counselling services have no statistically significant influence on students' level of obedience as indicator of discipline in secondary schools in Homa bay Sub-County, Kenya. The study hypothesis was tested by use of paired sample t-test at .05 alpha level of significance. The purpose of the test was to determine whether there was significant difference between paired observations. The results were as indicated in table 7

Table 7
Paired Samples Test of Provisions of Orientation Counselling Services and Students' Obedience as Indicator of Discipline

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	Provision of orientation counselling services - Occurrence of cases relating to obedience to school authority	.509	1.161	.060	.391	.627	8.499	374	.000

Table 7 presents the results of the paired samples test, which compares the mean difference between the provision of orientation counselling services and cases relating to obedience to school authority. In the table hypothesis was tested to find out if there was a deference in means of independent and dependent variable. The Hypothesis testing principle was that when a p-value is less than or equal to a significance level ($p \leq .05$), the null hypothesis is rejected. This meant that the data favours the alternative hypothesis. When the p-value is greater than significance level ($p \geq .05$), the null hypothesis is accepted.

The paired mean difference of 0.509 indicates that, on average, provision of orientation counselling services was associated with occurrence of cases relating to obedience to school authority as an indicator of discipline. The t-value of 8.499, calculated with 374 degrees of freedom, is a measure of how large the difference is relative to the variability within the data. In this case, the t-value indicates a significant difference between the mean scores of the two variables. The Table also showed that, the Sig. (2- tailed) $p = 0.00$ when compared to $\alpha = .05$ it was revealed that the $p < 0.05$. Therefore, the null hypothesis was rejected. The study rejected the null hypothesis and adopted the alternative hypothesis, that the provision of orientation counselling services has significant influence on occurrence of cases relating to obedience to school authority as an indicator of discipline.

It was then concluded that, provision of orientation counselling influence occurrence of cases relating to obedience to school authority as an indicator of discipline in secondary schools in Homabay Sub-County. Based on the data presented, it can be inferred that the provision of orientation counselling services has an influence on students' level of obedience in secondary schools in Homa Bay Sub- County, Kenya. However, it's important to note that while the statistical analysis demonstrates a significant difference, further analysis and consideration of other factors are necessary to fully understand the practical implications and causal relationships between the provision of orientation counselling services and occurrence of cases relating to obedience to school authority as an indicator of discipline. Further to this, the study carried out regression analysis to determine coefficient of determination (R^2). The result was as indicated in table 8.

Table 8
Statistical Model of Occurrence of Cases Relating to Obedience Dependence on Provision of Orientation Counselling

Model Summary			
r	r ²	Adjusted R Square	Std. Error of the Estimate
.185 ^a	.034	.032	.628
a. Predictors: (Constant), Provision of orientation counselling services			

From table 8, the coefficient of determination (r^2) is a number between 0 and 1 that measured how well independent predicted a dependent variable. It is interpreted as the proportion of variation in the dependent variable that is predicted by the statistical model. The table shows that a proportion of .034 out of 1 of Occurrence of cases relating to obedience to school authority as indicator of discipline was influenced by Provision of orientation counselling. The study found that when orientation counselling services are provided, there is a decrease in instances of disobedience to school authority. These findings emphasize the importance of orientation counselling services in promoting student discipline and fostering a positive school environment. Orientation counselling helps students understand and internalize school rules, expectations, and values, which can contribute to their obedience and compliance with authority figures.

The findings were in agreement with what the teacher counsellor mentioned during the conducted interview regarding the provision of orientation counselling services in secondary schools. According to the responses gathered, most participants confirmed that once admitted to the school, students receive orientation. This indicates that orientation counselling services are being offered to new students as part of their introduction to the school environment, however, it was not uniform in all schools. A striking remark by one of the respondents was:

‘Once admitted in a school within the first two weeks, students are given orientation, however, the new students are welcomed differently depending on their gender. Girls a welcomed in a more favourable ways than boys. They are treated in a more tender approach where old students are assigned to lead and guide them. Boys on the other hand are left to find their own guides. This stems from the traditional believe that men are supposed to be hardy. For me I believe that when a new students should be treated equally”

Regarding the welcoming of new students, the majority of the teacher counsellors stated that it is done by the head of the counselling department. There were, however, a few who stated that they are done by the school principal and their deputies who identifies talents, interests, and abilities. These variations indicated that the schools had deferent ways of recognizing and nurturing students' individual strengths, which can contribute to discipline in schools. When asked about how new students learn about school rules and regulations, most participants gave deferent views. One of them responded that: “It is through charts that are posted all-over the corridors in the school compound. The charts give students briefed about school rules, history, ethos and other ethics.”

This implied that such school incorporates self-directed guidance into the orientation process, helping students understand the expectations and guidelines for their academic and personal development by themself.

When asked how students get to know about school history, ethos, and other programmes, most teacher counsellors indicated that it is done by the head of guidance and counselling in school. One of them responded that: “The school relies on the expertise and counselling professionals to provide students with comprehensive information about the school's values, culture, and educational programs. They are introduced to the school infrastructure and programmes by those who have expertise in the respective field. This is done through orientation.”

This reaffirms the importance of orientation counselling services in familiarizing students with the physical aspects of the school, promoting a sense of belonging and understanding of their new environment.

When asked about the potential impact of not providing orientation counselling services on student discipline one argued that: “without orientation, students might go against rules and regulations.” This response highlights the perceived importance of orientation counselling in instilling discipline and guiding students towards

adhering to school rules and expectations. To make orientation counselling more effective in influencing student discipline, most participants recommended regular and timely orientation sessions. This indicates the need for continuous and consistent orientation counselling services to reinforce obedience and maintain discipline among students.

In conclusion, the analysis of the data from the teacher counsellor's interview supports the significance of orientation counselling services in secondary schools in Homabay Sub-County. The majority of them confirmed that orientation counselling is being provided to new students, with a focus on instilling obedience of rules and regulations, respecting school history and ethos, and making students learn and respect their school environment. Participants also emphasized the importance of orientation counselling in positively impacting student discipline, highlighting the need for regular and prompt counselling sessions to make the services more effective in guiding students towards responsible and obedient behaviour.

These findings underscore the importance of orientation counselling services as designed to introduce students to the school and its rules and regulations, and to help them adjust to the new environment. It is in agreement with the findings of a similar study by Akello *et al* (2023). According to the study by Akello *et al*, orientation counselling services have a positive influence on student's obedience. They revealed that students who received orientation counselling services were more likely to obey the school rules and regulations. Additionally, they argued that students were also more likely to comply with the school's disciplinary code and to display good behaviour in class and at school.

A close study that also agreed with this study findings was one conducted by Broglia, *et al* (2018). In their study Broglia, *et al* focused on the effects of guidance and counselling services on students' obedience. They applied a case study design and used survey questionnaires to collect data from a sample of 100 students, 6 guidance and counselling teachers, and 4 school administrators from two secondary schools. The findings showed that the provision of orientation counselling services had a positive influence on student's obedience. This was evident from the fact that students, who were exposed to orientation counselling services, were more likely to display obedience in the school environment. The study also found that the most effective orientation counselling services were those that focused on teaching how to be obedient in the school environment and how to respect the school rules and regulations. Though the results were similar the knowledge gap that was identified was; the participants were only 100 and it used a case study design, whereas this study has used 375 and it used an *ex post facto* design. It then reveals that irrespective of the design the result is similar.

Another finding that had a close result to this study was by Joseph, (2022). They studied the effectiveness of school guidance services as perceived by secondary school principals. Though not directly linked to honesty as an indicator of discipline, Joseph, revealed that school principals perceived orientation services to be the only effective guidance service in the schools that inspires discipline among students. Their further study recommended that, teacher counsellors in secondary school should realize that, their orientation guidance services are framed in a way that that will enable them meet the need of students in schools. It was also recommended that school heads, teachers, parents and government must also actively be involved in providing their support for the delivery of the orientation services when necessary.

The study Joseph, (2022) adopted descriptive survey method where questionnaire was used as the research instrument compared to the current which used questionnaire but in an *ex post facto* design. These facts make the current study finding to be the affirmation of the cited previous studies. The introduction of the interview schedule as instrument of corroboration fills the research methodological gap that were missing.

Studies in Kenya by Kimanzi, (2022) and other countries Ransdell, *et al* (2018) had similar result where they suggested that guidance and counselling services were effective in producing positive changes in student's behaviour and hence improving the indicators of discipline such as obedience. For instance, Kimanzi, found out that guidance and counselling services had a positive influence on student's obedience in public secondary schools in Homa bay Sub- County. He found that students who received guidance and counselling services were more obedient to their teachers and school rules than those who did not receive such services. All the studies conducted has shown that providing guidance and counselling services to students in secondary schools improves their obedience.

Another study that has a close link to this is by Omozele and Toyosi, (2018). The study was on the effectiveness of school guidance services as perceived by secondary school principals. The study used self-developed questionnaire as the research instrument and adopted descriptive survey method with a sample size of 36 schools which was drawn through purposive random sampling. In their study, findings revealed that school principals perceived orientation services to be the only effective guidance service in the schools. They therefore recommended that, teacher counsellors in secondary school should realize that, their guidance services are framed in a way that that will enable them meet the need of learners in schools (Omozele & Toyosi, 2018). The study by was conducted on the school principals of Edo State in Nigeria, while the current study was conducted on student in public secondary schools in Homabay Sub-County in Kenya. The study adopted descriptive survey method while the current study adopted *Ex-post facto* research designs. This methodological and targeted population

differences bridge the knowledge gap about the response on topical matter in different regions and category of people.

IV. Conclusion

The paired samples t-test results for the first hypothesis; “Provision of orientation counselling services have no statistically significant influence on students’ level of obedience as indicator of discipline in secondary schools in Homa bay Sub-County, Kenya” showed $p < .05$. on the basis of this, the null hypothesis was rejected meaning that a considerable number of students recognized that orientation counselling services influenced obedience to school authority as an indicator of discipline. The coefficient of determinant (r^2) value was .034 indicating that orientation counselling services actually predicted obedience to school authority to a by almost 3.4%. It was then concluded that provision of orientation counselling services, influenced students’ level of obedience as indicator of discipline in secondary schools in Homa bay Sub- County, Kenya.

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