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The Role of Peer Counselors in the Promotion of Student Discipline in Ugunja Sub-County, Kenya

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Abstract

In spite of the existence of guidance and counseling services in schools in Siaya County for the management of discipline, in 2012, 32 schools went on the rampage. This scenario was suspected to be occasioned by lack of an effective alternative strategy to contain student indiscipline. The purpose of this study was to determine the role of peer counseling in promoting discipline among students in public secondary schools in Ugunja Sub-County, Kenya. The study adopted descriptive survey design. The population of the study comprised of 3500 students from public secondary schools. The researchers used the Table of Krejcie and Morgan to determine the sample size of 246. Instruments for data collection were questionnaires and interview schedules. Piloting was done in 4 institutions to obtain the instruments reliability. Face validity of the instruments was ascertained by the experts from the Department of Psychology and Educational Foundations. Quantitative data was analyzed using descriptive statistics such as frequency counts, and percentages. Qualitative data was analyzed using thematic analysis. The study findings indicated that peer counseling has a significant role in promoting discipline among students in public secondary schools. The study recommends that peer counselors should be motivated in order for them to perform optimally.

Contents

1. Introduction

Counseling was first introduced into schools in the late nineteenth century. This program focused on helping "students develop character, avoid problems, and relate vocational interests to coursework (Dahir and Stone, 2012). Since then, the field of school counseling changed. In United Kingdom, guidance and counseling services was noted to have enhanced the educational skills, self management skills and knowledge of self among the students in Washington State Middle School (Webs *et al.*, 2005). Similarly, in United States of America, guidance and counseling services was reported to have impacted positively on the students' academic performance and behavior (National Center for Education Statistics, 2005). The study further reported that guidance and counseling services and programs helped students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs are important to the school climate and a crucial element in improving student achievement (NCES, 2005).

In addition, Carey (2013) highlighted that school counseling design deliver comprehensive school Counseling programs that promote student achievement. Guidance and counseling provide Individual and small group counseling services to students, ensure student records are maintained, provide counseling to students who have disciplinary actions and provide teachers with suggestions for effective management.

Moreover, Bano and Ahmed (2013) mentioned that the purpose of guidance and counseling (G&C) is to ensure that each student acquires the knowledge, skills, habits, and attitudes necessary for success in school and in life by focusing on the success of each individual student. That requires the working together by many people including the students themselves, work done by teachers, administrators, staff, families, and volunteers in support of the student.

Wanjohi (2011) established the role of peer support among immigrants while the present study established the role of peer counselors in promoting discipline among students in secondary schools. Moreover the foregoing study was carried out in Finland whereas the current study was done in Ugunja Sub-County. In the reviewed study open-ended interviews were conducted via telephone with immigrants while the present study did its open-interviews face-to-face with principals.

In contrast, Chireshe (2013) in a study on peer counseling in Zimbabwean secondary schools sought to establish the status peer counseling in some Zimbabwean secondary schools as perceived by teachers. A qualitative design was used. An open-questionnaire was completed by 26 secondary school teachers who were then enrolled for Bachelor's degree. The results revealed that most of the secondary schools from which the respondents came from, did not have peer counselors and the few which had selected the peer counselors on the basis of their good characters. The peer counselors were involved in HIV and AIDS, and related issues such as unwanted pregnancies, sexual abuse, drug abuse, problem solving and overcoming peer pressure. The teachers wished the peer counselors could receive training in managing depression study and listening skills, ethical issues and managing disputes among students.

Chireshe (2013) however, focused on the status of peer counselors as perceived by teachers whereas the current study was based on the role of peer counselors on promotion of discipline among students in public secondary schools in Ugunja Sub-County in Kenya. Open-ended questionnaires were completed by 26 teachers in reviewed study while the present study employed close-ended questionnaires that were filled by 246 students and 12 teacher counselors and open-ended interview schedules completed by 12 principals in Ugunja Sub-County Kenya.

2. Objective of the Study

The objective of the study was to establish the role of peer counseling in promoting discipline among students in public secondary schools in Ugunja Sub-County.

3. Literature Review

Adolescence establish a sense of personal identity and avoid the dangers of role diffusion and identity confusion. Identity achievement implies that the individual access their strengths and weakness and determines how they deal with the same. To achieve this, the adolescent must find an identity or senses of sameness and continuity thus PATH (2006) posits that during this time young people are deciding who they are, what they do well, and what they wish to be after school. As they begin to evaluate their strengths, skills and abilities, the peer group influences them significantly (PATH, 2006).

Wanjohi (2011) study was based on peer support among immigrant women to promote their psychological wellbeing. The study was based under EMY (Espoo Mental Health Association) in Espoo, Finland. EMY's peer support activities take place in a non-hospital setting. Its aims to unite activate its resident members and the neighboring municipalities, by organizing rehabilitative activities, study tours and trips for members. A qualitative design was used, and the study aimed to explore how immigrant women can use peer support as a tool to foster wellbeing based on literature reviewed. Data was collected through literature and 2 open-ended interviews conducted via telephone to EMY workers in Espoo (N=2). Data was analyzed through content analysis and, the findings showed that when immigrants actively participate in peer support activities they get empowered, they are socially integrated and they feel more confident and loneliness is reduced. Peer support foster hope and expectation for change.

In Zambia, according to Youth Net Brief: Zambia (2005) a case study with high HIV prevalence found it difficult to reach young people with HIV and reproductive health information in the schools in order to protect the nation's future. Handling reproductive health (RH)/HIV issues was difficult or was considered embarrassing by the teachers. They could also not be held accountable for teaching what amount to optional subjects. The only solution that was found to be working was peer educator program. It helped reduce the number of pregnancies in the schools, assisting girl students to be assertive and to understand the consequences of getting pregnant.

Kavula (2014) in a study on the effects of principals' alternative disciplinary methods on students' discipline in public secondary schools in Kitui County, Kenya, sought to investigate the effects of principals' alternative

disciplinary methods on students' discipline. The study was based on the Systems theory. Ex post facto research design was adopted. The target population for the study was 333 public secondary schools consisting of 333 Principals, 333 Deputy Principals, 1665 HODs (Heads of Departments) Guidance and Counseling, Board of Management (BOM) chairpersons, the County Director of Education and Kitui law courts Resident Magistrate. The sample size was obtained by stratified proportionate sampling procedure, purposive sampling and simple random sampling. The study sample size consisted of 101 public secondary schools consisting of Principals, Deputy Principals, HODs Guidance and Counseling, 15 Board of Management members, Kitui County Director of Education and Kitui Law Courts Resident Magistrate. Purposive sampling was used to select some schools, HODs guidance and Counseling, Kitui County Director of Education and Kitui Law Courts Resident Magistrate because of their number and because they had useful information in relation to this study. The total respondents for the study were 320. A test-re-test technique was used to test reliability. Data collection tools included questionnaires and interview guides. Data was analyzed using SPSS.

Descriptive statistics was used to analyze, tabulate and present data. Results of data gathered from closed ended and open ended items were reported in frequency tables, cross tabulation tables and explanation of the findings were made based on themes. The Chi-square($x2$) test was used to determine the strength of association between alternative disciplinary methods and students' discipline and to test whether the observed relationship is significant or not. The significance level was set at alpha = 0.05. The study established that peer counseling had the highest p-value 0.518. Students' expulsion was rated second with p-value 0.491. Holding class meetings with students for collaborative decision making was rated third with a p-value 0.373 while suspension of indiscipline students was rated fourth with a p-value 0.351. It was concluded that principal use of alternative disciplinary methods had no significant effect on students' discipline. The study revealed that Peer counseling had the strongest association with students discipline with a p-value 0.518 whereas suspension has the weakest relationship with students' discipline.

Kavula (2014) studied the effect of principals' use of peer counseling; suspension of indiscipline students; students' expulsion and use of class meetings with students for collaborative decision making on students' discipline in Kitui County, Kenya while the present study was on the role of peer counseling on promotion of student discipline in secondary schools in Ugunja Sub-County, Kenya where such a study has not been done. Moreover, the reviewed study did not use students as respondents thereby excluding a lot of information, a gap which the present study filled by interviewing students.

According to Arudo (2008) the area of specific need varies from school to school and generally includes human growth and development, personality and grooming (hygiene), human sexuality, adolescence and early pregnancy, drug and substance abuse, HIV /AIDS, STDs (Sexually Transmitted Diseases), relationships, study skills, goal setting, career development and the media. In concurrence, Arudo (2008) in his study on peer counseling stated that peer education aimed at reducing irresponsible behavior, sexual responsibilities, unwanted pregnancies, sexually transmitted infections, including HIV/AIDS and drug abuse. On personal issues areas that needed to be addressed included academic group discussions, time, stress and disaster management, self esteem, self motivation and personal hygiene, teamwork, special activity such as debate, and role modeling (Arudo, 2008). The large number of students, limited number of teacher counselors, heavy workloads, and social economic and technological changes all put pressure on the teacher, students, parents and society (Arudo, 2008). The above study though done in Kenya, was not carried out in Ugunja Sub-County Siaya.

Ndichu (2005) highlighted that while in the area of HIV stigma and health seeking behavior it made both teachers and students to open up and attend VCTs. The teachers wanted peer education program to continue because they feel that students were more likely to respond positively to messages heard from their peers, and more likely to approach their peers with a question or problem (Ndichu, 2005).

In Siaya County, Kenyatta University Peer Counselors attached its members to St. Francis Rang'ala Girls, Rang'ala Boys, Jera Mixed, Sega Girls, Inungo Mixed Day and Bishop Okoth Mbaga Girls due to demand to bring a change in academic performance by offering guidance and counseling services to the learners so as to enrich their moral, psychological and academic performance by addressing areas touching most of the students which are abject poverty, domestic violence and family related issues and HIV/AIDS Pandemic (Kenyatta University Peer Counselors (KUPC), 2012).

While concurring with the present study on the role played by the peer counselors, the past reviews done by KUPC (2012) did not specify the aspect of time, academic ability of the peer counselors, the role of the teacher to the peer counselor and the contribution of the administration on peer counseling which the present study intends to address. Additionally, in spite of the facts that peer counseling is established in many secondary schools in Kenya, its contribution to behavior change in secondary schools has not been documented through research. The present study therefore sought to find out the contribution of peer counseling to student behavior change in Ugunja Sub-County, Kenya.

4. Research Methodology

This study used descriptive survey design, which Creswell (2014) describes as a type of research that depicts the state of affairs as it exists, where the researcher has no control over the variables and can only report what has happened or what is happening and attempts to discover causes when they cannot control the variables. According to Kothari (2011) descriptive research is a systematic collection and analysis of data in order to answer questions concerning current status of a program, project or activity. It is used to obtain data useful in evaluating present practice and providing basis for decision (Mugenda and Mugenda, 2013). This design was appropriate for this study as it focused on determining the role of peer counselors, role of teachers and the challenges of guidance and counseling in the promotion of discipline.

The total number of students in the sub-county was 3500 and the researcher used the Table of Krejcie and Morgan (1970) to determine the sample size, which were 246 students. These participants were selected using simple random sampling technique.

The study utilized questionnaires for the students. These were used to collect information on students' opinions on the role of guidance and counseling services on promotion of discipline. The questionnaire had closed ended items. According to Mugenda and Mugenda (2013) closed-ended items have an advantage that they are easy to administer, analyze and also economical in terms of time.

According to Frankel and Wallen (2006) validity is the accuracy and meaningfulness of inferences based on research results. It is the ability of the instrument to measure well what it purports to measure. Face Validity of the instruments was ascertained by the assistance of experts from the Department of Psychology and Educational Foundation, Jaramogi Oginga Odinga University of Science and Technology (JOOUST). Their suggestions and recommendations were used to improve on the instruments with a view to make it more valid. The questionnaire was tested in order to check its content, construct and face validity. Content validity was done to ensure it contains adequate domain of content it was supposed to represent. Face validity dealt with formatting the instrument and included aspects like clarity of printing, font size and type, adequacy of workspace, and appropriateness of language among others. Construct validity determined the nature of psychological construct or characteristics measured by the instrument. Experts and peers in research were engaged to ensure the instrument accurately measured the variables it was supposed to measure.

Kasomo (2006) recommended a test of reliability of instruments in order to ensure dependability. In case the reliability is low, correction and modification is done to attain a Cronbach reliability of $\alpha = .7$ which is the minimum threshold for social sciences research. The instrument was pre-tested for reliability using Cronbach alpha approach with a sample of 12 secondary schools (33.33%) in Siaya County, Kenya randomly selected from the target population. The reliability coefficient was 0.73. The number 12 was chosen for pre-test because it is the smallest number that could yield meaningful results in data analysis of a survey research (Mugenda and Mugenda, 2013).

Quantitative data from closed ended items of the questionnaires were coded and analyzed by descriptive statistics such as frequency counts and percentages. Thereafter, data were entered into the computer clearing process and analyzed using Statistical Package for Social Sciences (SPSS) version 22.0. According to Kothari (2011) descriptive analysis involves a process of transforming a mass of data into tables, charts, with frequency distribution and percentages. Data from questionnaire were analyzed using descriptive analysis with the help of SPSS version 22.

The researcher informed the selected participants about the purpose of the study and gave the freedom to participate in the study or not. Confidentiality and anonymity was achieved by not asking the participants not to write their names on the questionnaires. Participants were identified by serial numbers instead of by names. Anonymity was also guaranteed through grouping data rather than presenting individual responses. The respondents in this study were not exposed to any form of harm by not seeking from them private or sensitive information.

5. Findings and Discussion

Out of the 223 students' respondents, whose questionnaires were received back, the females were 58 (26.01%) and males were 165 (73.99%). This means that for every one girl in a secondary school in this area of the study there were nearly three boys; high disparity in terms of gender balance was therefore noted. It was observed that more than half (56.05%) of student respondents were from mixed secondary schools. The remaining students came from boys boarding (20.67%) and mixed boarding secondary schools (23.32%). None of the students came from purely girls' secondary school.

Table 1 shows the percentage distribution of the student respondents in terms of their age and gender.

Table-1. Distribution of students, respondents by age and gender

Gender/age	18-20 yrs	Over 20 yrs	Total
Frequency	201(90.13%)	22(9.87%)	223(100.0%)
Male	149(90.30%)	16(9.7%)	165(100.0%)
Female	52(89.66%)	6(10.34%)	58(100.0%)

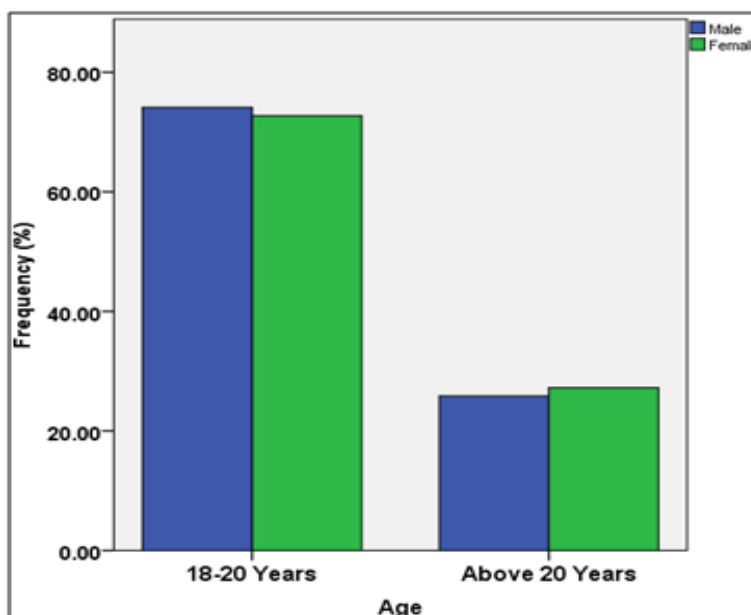**Source:** Ugunja Sub County Education Office,, Kenya

Figure-1. Distribution Age by Gender of the Respondents
Source: Ugunja Sub County Education Offie,Kenya

From Table 1, it is indicative that a bigger majority (90.13%) of the student respondents were in the age group of 18-20 years and those who were in the age of over 20 years constituted only 9.87% of the students' respondents. In the age group of 18-20 years, which was the majority of respondents, male students had the highest proportion (74.13%). The table also reveals that out of the 9.87% of the student's respondents whose ages were above 20 years, there were still more males (72.73%) than females (27.27%). It was further noted that, whereas 10.3% of the female students' respondents were aged above 20 years, only 9.7% of the male counterparts were in the same age group. This fact is further shown by Figure 1.

On the side of representation per class, the findings of the study show that 71.75% of the respondents were form three students and the rest (28.25%) were formed four students. The exploratory findings of the study reveal that each class had unbalanced gender proportions; there were more male students than female students in class. 73.75% of the form three students' respondents were males and similarly 77.78% of the form four students were males too. Girls only constituted just about a quarter of population of each class; form three (26.25%) and Form Four (22.22%).

The findings of the study also revealed that out of all the form three students' respondents, 88.75% of them were in the age group of 18-20 years. This was also replicated in Form Four, where the majority (93.65%) of them was 18-20 year olds.

The research objective was to establish the role of peer counseling in promoting discipline among students in public secondary schools in Ugunja Sub-County. The researchers developed questionnaire designed to determine role of peer counselors in promoting discipline among students in school. In exploring this construct, items were drawn relating to concepts which were important components of the role of peer counsellors. They were Likert-scaled item type questions, in which respondents choose from 5-point score; Strongly Agree(SA), Agree(A), Undecided(U), Disagree(D) and Strongly Disagree(D). The respondents were asked to score on statements about the role of peer counselors in promoting discipline among the students in school.The researchers computed percentage frequencies of the responses from the students on role of peer counsellors' in schools and were tabulated as shown in Table 2.

Table-2. Importance of peer counseling in schools

Statement	SA	A	U	D	SD
Peer counselors show new students around.	27.06	41.76	17.06	0.00	14.1
Peer counselors listen to peers who have concerns.	27.60	59.73	3.17	4.98	4.52
Peer counselors identify students with problems and referring them to school counselor	35.29	33.03	2.71	11.31	17.65
Peer counselors conduct HIV/AIDS peer education.	14.03	31.22	25.79	9.05	19.91
Peer counselors attend to withdrawn peers.	5.05	46.79	20.18	22.02	5.96
Peer counseling lessen school counselors' workload by assisting students with minor problems.	25.23	3.21	23.39	30.73	17.43
Peer counseling helps to improve the study habits.	50.70	30.70	0.00	9.30	9.30
Peer counseling helps to improve on time management.	56.77	23.96	0.00	8.85	10.42
Peer counseling helps to improve on academic achievements	61.01	25.23	5.96	7.80	0.00
Peer counseling helps to improve classroom behavior.	50.92	33.49	7.80	7.80	0.00
Peer counseling helps to develop positive attitude towards the school.	42.66	44.95	9.17	3.21	0.00
Peer counseling helps to reduce student's anxiety.	25.64	18.46	28.21	27.69	0.00
Peer counseling helps to develop a positive self-image.	19.27	70.64	3.21	5.50	1.38
Peer counseling helps to provide knowledge on how to apply for a job.	16.97	33.94	15.14	10.55	23.39
Peer counseling helps to provide knowledge of various careers.	40.83	24.31	17.43	5.05	12.39
Peer counseling helps to enables one to understand oneself.	49.54	33.49	0.00	4.59	12.39
Peer counseling helps to establishing a secure school environment.	26.51	35.81	15.35	13.02	9.30

Source: Researcher

The findings of the study showed that peer counseling has substantial role in helping to promote discipline among students in public secondary schools. This has been attributed to their being able to identify the needs of their fellow students in time quite easily, as observed by 87.33% of the respondents who reiterated that peer counselors are always available to listen to peers who have concerns. They argue that peer counselors are likely to respond positively to messages from their peers, approach them regularly and influence them more effectively. This statement is supported by Ndichu (2005) who highlighted that students are more likely to respond more positively to messages heard from their peers and more likely to approach their peers with a question or problem.

The assertion that students are likely to contact fellow students when they are experiencing certain problems and concerns before they approach their teachers especially on matters they consider embarrassing such as rape, HIV/AIDS and STIs, the study established that peer counselors conducted HIV/AIDS peer education among their fellow students, as was noted by 45.25% of the respondents. This is in concurrent with Chireshe (2013) who observed that peer counselors were involved in HIV and AIDS peer education. On the same note, 68.32% of the respondents said Peer counselors were able to identify students with problems and refer them to school counselor on areas they are not able to address. This finding of the study was in agreement with Ndichu (2005) who established that students were able to respond positively to messages they heard from their peer, and more likely to approach

their peers with a question or problem. This calls for need to have peer counselors' equipped with adequate sexual reproductive health knowledge and information about the risks, responsibilities, outcomes, and impacts of sexual actions with their peers.

Despite the challenges faced by Peer Counselors such as lack of expertise especially on how to deal with unpleasant and acute emotional disturbance among their fellow students, the findings of this study indicate that peer counseling help in promoting discipline among students by enabling the students to understand themselves and their fellow students. More than four out five (82.99%) of the respondents affirm that when peer counselors are supported and developed, they may become the best group to reach out to the fellow students in curbing disciplinary issues. Allen and Antonishak (2008) argued that Peer Counseling is founded on the premise that young people are more likely to change their behavior if peers they like and trust advocate change of social norms on community context. Youth Net Brief: Zambia (2005) also confirmed this by stating that peer counseling is based on the fact that students are more likely to accept and feel at home with counseling information validated and disciplined to them by their peers than they would receive the same from trained professionals whom they often consider as out of tune with needs of younger generation. Ndichu (2005) also concurs that peer counselors are often more perceptive and sympathetic than the teacher counselor for they are the first to notice when their own fellow student is worried or depressed, and they often confide in one another's immediate concerns, fears and issues that disturb them. The peer counselors' reaction is immediate acceptance, both understanding and consoling, as well as provision of a warm and physical support.

Another important role of the peer counselors, as found out by this study, is promotion of discipline by encouraging good academic participation and achievement among the fellow students, as was noted by 86.24% of the respondents who said that Peer counseling helps to improve on academic achievements. This was confirmed by 84.41% of the respondents who agreed that Peer counseling helps to improve classroom behavior, which of course is prerequisite condition for good academic achievement. Chireshe (2013) concurs with this finding stating that peer counselors help other students in problem solving and problems of study and listening skills.

Another 87.64% of respondents support this by saying that Peer counseling helps to develop positive attitude among the fellow students towards the school. This improved attitude among the students impact positively towards academic achievement as it breeds character of self-motivation which is an essential condition for good performance. The findings of this study concurs with PATH (2006) that highlighted that peer counseling would help students to identify their strengths and weakness and thus influence the students attitude towards academics. Majority (81%) of the respondents also observed that Peer counseling helps to improve study habits and another 80.73% of the student respondents argue that Peer counseling helps to improve on time management in school. This finding is in consistence with Arudo (2008) who established that peer counseling assist students to reduce irresponsible behavior, sexual responsibilities, unwanted pregnancies, sexually transmitted infections including HIV/AIDS and drug abuse. It is generally known that counselors' may possess wide knowledge in counseling both theoretical and practical yet lack human qualities of comparison, caring, honesty, realness and sensitivity hence rendering one to be a mere technician. The findings of this study revealed that when Peer counselors act as role model among their fellow students, good character in them are often admired and copied by other students. KUPC (2012) concurs with this finding citing that peer counselors can bring behavior change among students.

Contrary to the common notion that disciplinary matters in secondary schools today is a preserve for the teachers alone, the results of this study revealed otherwise. Peer counselors have got a niche in issues of school discipline and order. It overwhelmingly emerged from the findings of this study that Peer counseling helps in establishing a secure school environment, as pointed out by 62.32% of the students' respondents. This finding concurs with that of Kavula (2014) who established that Peer counseling had the strongest association with students' discipline.

Although more than a fifth (23.39%) of the respondents were undecided on the issue of whether Peer counseling lessen school teacher counselors' workload by assisting students with minor problems and another 17.43% strongly refuted the fact that Peer counselors in any way lessen teachers tasks, nearly a third (28.44%) of the students' respondents agreed that peer counselors significantly lessen school teacher counselors' workload. This finding is in line with PATH (2006) which established that peer counselors helped students especially the adolescence to establish a sense of personal identity and avoid dangers of role diffusion and identity of confusion. This is true because Peer counseling programmes in schools integrate into the range of preventive strategies that promotes harmony, between the students and the school administration.

Peer counseling reinforces the value of discussing problems and difficulties experienced by the students amicably without resulting into violence that is, talk it out rather than act it out. This creates ownership amongst the students of the need to maintain peace by recognizing the peers' role in problem-solving. On the same note, it is generally believed that benefits from the use of peer counselors include: expanded services and reduced costs because professionals are freed for other duties; traditional counseling services enhanced by the unique abilities and skills of peers; the opportunity to gain special insight into the needs and problems of the students; and a bridge for the gap between professionals and the diverse student body.

On career development, the findings of this study reveal that Peer counseling helps to provide knowledge in various careers that are available. This fact was supported by nearly two thirds (65.14%) of the respondents against just a mere 12.39% of the students who had a conflicting perception. However, on whether Peer counseling could help in providing knowledge on how to apply for a job the respondents had markedly divergent views; whereas 15% of them were undecided, about half (50.91%) of the students felt that peer counselors could help in provision of knowledge and information on job related matters and 33.94% argued that peer counselors do not have the right knowledge and experience to provide information on job applications. This finding is in agreement with the KUPC (2012) that highlighted that peer counseling helped students to enrich their moral, psychological and academic performance by addressing areas touching most of the students.

Where there was evidently commonness in thought among the students' respondents was in the issue of image of students. Whilst only 6.86% of the respondents refuted the assertion that peer counseling helps to develop a positive

self-image of the students, almost nine out ten (89.91%) of the students' respondents granted that Peer counseling helps to develop a positive self-image of the students. This finding concur with PATH (2006) which established that peer counselors helped students especially the adolescence to establish a sense of personal identity and avoid dangers of role diffusion and identity of confusion peer counseling is the best alternative for the adolescents' need to identify with their peers. Students join cliques and groups for the various divergent reasons such as provision of personal needs of affiliation and companionship, for reward that is either material or psychological; that is prestige and recognition, enjoyment and excitement, provision of information for raising of their self-esteem and as a means of gaining identity. This is in agreement with PATH (2006) which observes that adolescents establish a sense of personal identity, senses of sameness and continuity.

6. Conclusion

The study concluded that Peer counseling has substantial role in helping to promote discipline among students in public secondary schools. Peer counseling helped students to improve their behaviors. It concluded that peer counseling helped students to understand themselves and their fellow. Further, peer counseling helped students to improve on time management, classroom behavior. The study further concluded that peer counseling helped to establish secure school environment and also assisted students in developing self-image. Similarly, the study concluded that peer counseling help students to improve academic achievements and also provided knowledge and information on job related matters.

Based on the study findings, the following recommendations are made:

- Peer counselor structures should be established and recognized by the school administration for effective promotion of students discipline in school.
- Motivation for peer counselors as leaders should be enforced as school policy because other students tend to approach them more with their personal problems.

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