PEER COUNSELLORS' TRAINING EFFECT ON STUDENTS' BEHAVIOUR MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN MIRANGINE SUB COUNTY, NYANDARUA COUNTY, KENYA.

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ABSTRACT
Students in secondary school experience rapid physical, intellectual, social and emotional growth, which results to behaviour change normally accompanied by behavioral problems. The students are therefore in need of information, understanding and guidance to help them adjust to such changes. The Koech and Kamunge reports recommended introduction of peer counselling programme in secondary schools to enhance effectiveness of schools' guidance and counseling programme in Kenya by increasing outreach of the programme and raising students' awareness of the services offered. The purpose of this study was to assess effectiveness of peer counsellors training on students' behaviour management in public secondary schools in Mirangine Sub-County. The study was guided by diffusion of innovation theory and person centered theory. The study applied descriptive survey research design and was conducted in 15 public secondary schools found in Mirangine Sub-County. The target population comprised of 5,222 students, 15 heads of guidance and counselling department and 15 deputy principals' respondents. A sample size of 130 participants was used in the study which comprised of 50 boys, 50 girls, 15 Deputy Principals and 15 Heads of Guidance and Counselling Department. Simple random sampling was applied to select form two and three male and female peer counsellor students' respondents in their respective schools while purposive sampling was used in selecting heads of guidance and counselling department and deputy principal respondents. Data was collected using questionnaires and observation checklist. To enhance validity of the instruments, the questionnaire and observation checklist were subjected to expert judgment in the department of psychology, counselling and educational foundation, Laikipia University. Piloting of the instruments was done in two schools in the neighboring Nakuru East Sub-county. Test-retest method was used to determine instruments' reliability and a reliability coefficient of 0.78 was obtained for questionnaires of deputy principals and heads of guidance and counselling department while 0.80 was achieved for peer counsellors' questionnaires and observation checklists for heads of guidance and counselling department. Data analysis was done using statistical package of social sciences version 24.0. Quantitative data was analysed using descriptive statistics such as frequencies, mean and percentages. The study findings indicated peer counsellors' training had positive effect on students' behavior management despite lack of peer counsellors' training in some schools. This study would benefit school administrators in curbing indiscipline cases in schools. Teacher counsellors would use peer counsellors training program to promote students' behavior management while peer counsellors would be empowered and equipped with skills needed in management of students' behaviour. The study would also contribute knowledge to the Ministry of Education for the purpose of future planning of peer counsellors training programmes and fill the gap by introducing better and effective methods of peer counselling as a way of promoting positive student behaviour in secondary schools.

Introduction

Students experience immense socio-economic and psychological pressures in today's world, which disturbs them and interfere with their learning process (Mapfumo & Nkoma, 2013). According to Boitte (2016) negative societal trends has underscored the increasing demand for teacher counsellors to offer a comprehensive guidance and counselling programme in secondary schools to effectively address the needs of students. Therefore, in response to this demand, peer counselling was introduced in Guidance and counselling to try and curb some of the challenges. The Ministry of Education (2009) explains the need to adopt strategies that would benefit students who need counselling, owing to the large student population in schools, low number of teacher counsellors and heavy workload of teacher counsellors (Mghweno & Mghweno, 2014). One of the strategy used was peer counselling programme in secondary schools.

Peer counselling is considered as the encouraging concerted effort to harness the capacity which members with common interest console, appease, befriends, mediate and reconcile those alienated from one another informally without resorting to discipline, professionals or those in authority (Arudo,2008). Peer counselling is carried out by peer counsellors who are paraprofessionals who had been chosen from the group, trained and given on-going supervision to perform some key functions generally performed by professionals.

Peer counselling, normally consisted of members of a given group who effect change among other members of the same group. It brought change both at the individual level by attempting to modify a person's knowledge, attitudes, beliefs or behaviour and at the group level by modifying the norms and stimulating collective action that led to change in programmes and policies (Bette, 2013). Peer counselling has highly been accepted as an important contributor of behaviour management among learners in learning institutions (Bururia, 2014). It is based on the promise that young people are likely to change their behaviour if peers they liked and trusted advocated change of their current behaviour (Allen & Antonishak 2008). Muriithi (2007) also confirmed that peer counselling based on the fact that students were likely to accept and feel at home with counselling information validated and disciplined to them by peers than when received from trained professionals whom they considered as out of tune with the needs of younger generation.

According to Yambo (2015) peer counseling had been in existence for a long period and its benefits noted in many parts of the world such as in America and Britain where peer counselling programme had been part of the guidance and counselling programme in schools for so many decades. This programme was well established and managed by training and coaching learners in life skills and on basic counselling skills. The selection of peer counsellors was done by teacher counsellors whereby they invited students to nominate students whom they would freely confide in whenever they had any difficulties. These students were then trained and empowered with skills and techniques which enabled them to reach out to other learners (Lepan, 2001).

The benefits of peer counselling had also been noted in so many countries in the world for example in Canada, organizations like Alcoholic Anonymous, Canadian Paraplegic Association, and Canadian Association for children with learning disabilities, parents, groups and the school system indicated peer counselling as an important service worth rendering (Berger, 2002). Furthermore, Young (2006) indicated that peer counselling is more effective than teacher-learner counselling and schools using peer counselling showed success in establishing and nurturing positive relationships and conducive school environment. In South Korea, peer counselling programme is considered very important since peers are more likely to share with their peers and friends than with adult, and share understanding of their problems (Rho & Kim, 2007). Furthermore, Rho and Kim also indicated that peer counsellors could prevent problems from becoming more serious, and provide an extra source of support where school counsellors were limited.

The Youth Net (2015) stated that in Zambia, it was usually difficult to reach young people with HIV and reproductive health information in the schools with an aim of protecting the nation's future. Handling reproductive health related to HIV issues was difficult or was considered embarrassing by the teachers. Peer counselling programme was found to be helpful in reducing the number of pregnancies in the schools, assisting female students to become assertive and understanding the consequences of getting pregnant.

In countries such as Botswana and Uganda, peer counselling programme for teenagers had been of great benefit as it helped those in the same age bracket to discuss openly and be able to express their personal problems and short coming about those in authority, parents, teachers and themselves in a free and relaxed atmosphere (Rutundoki,2000; UNESCO, 2002). Rutondoki (2000) also indicated that peer counsellors made use of peer education to increase the students' knowledge on peer counselling programme in Ugandan schools. These peer counsellors eventually became a source of help and information to fellow students and also managed to pass information that seemed not easy for a teacher or parent to release. In both countries peer counselling was based on the principle that individuals with similar qualities and of the same age influenced each other. This was due to the fact that the peer would help the other peer to find answers to some intricate questions that may have been out of scope of a teacher or a parent (Wango, 2009).

The Koech Commission report (Republic of Kenya, 2001) being aware of the Peer Approach Counselling by Teens (PACT) in other countries, also noted the need of peer counselling services in the education and training institutions throughout Kenya. The peer counsellors could then be entrusted with the task of disseminating knowledge, skills and attitudes learnt and acquired to the peers in the schools and in the community (Yambo, 2015). APHIA (2008) indicated that students discipline level and quality largely depended on number of trained peer counsellors that the school had.

Wango (2006) revealed that 74% of secondary schools in the country had peer counsellors in each class who managed to give direction to other students and were able to support them when in need. The Koech report (1999) indicated that peer counselling programme had been embraced in Kenyan public secondary schools and its complimentary roles in peer education and peer support was wide spread (Wango & Mungai, 2007). According to Bette (2013) peer counselling is viewed as an interactive relationship within age groups aimed at influencing positive change. The peers discussed their problems amicably without getting involved in bad behaviour hence being able to manage their behaviour. In Meru, Kenya, it was established that selection of peer counsellors as good role models was an element of effective peer counselling programme in realizing positive behaviour change (Kamore &Tiego 2015).

However, peer counselors just like teacher counsellors would sometimes be overwhelmed with their own personal concerns to an extent where their functioning would be affected hence they also need personal therapy, apart from mentorship, school support and training to effectively deliver their services to other students. According to Tarus and Mwirotsi (2016) personal therapy is crucial on peer counsellors' mental wellness and competences because it made a peer counsellor develop a greater empathy for their fellow students and also is a core component of the peer counsellor's self-care which is one way of preventing client's harm and enhanced his or personal sustainability and capacity building.

According to Munyeki (2019) Nyandarua County still faces challenges such as drug and substance abuse, school absenteeism, teenage pregnancy, early marriages, negative peer influence and disobedience to school rules and regulations in public secondary schools hence the need to strengthen guidance and counselling services through carrying out intensive orientation of new

students and establishing alumni associations to mentor students. Despite having peer counselling programme in place, as one of services offered by guidance and counselling, there is very little research done and less information written on the state of peer counselling programme in Mirangine sub-county hence posing the need for this study.

It was therefore very important to assess the effectiveness of peer counselling programme on students' behaviour management by establishing whether peer counsellors' training, peer counsellors' mentorship, peer counsellors' personal therapy and school support of peer counsellors influenced students' behaviour management in public secondary schools in Mirangine Sub-County, Nyandarua County, Kenya.

Statement of the Problem

Peer counselling programme was integrated into guidance and counselling department by the Ministry of Education to help learners cope with personal, socio-emotional and academic problems. This was done through assigning teacher counsellors as coordinators and supervisors of peer counselling programme. The Ministry of Education aimed at encouraging peers to interact, listen to and address each other's social, academic, emotional and personal needs with the sole aim of enhancing student behaviour management. In spite of this support from the Ministry of Education there is still a problem in students' behaviour management. Schools have continued to experience indiscipline cases, anti-social behaviours such as bullying and defiance, maladaptive behaviour including drug and substance abuse and disobedience to school rules and regulations. In Nyandarua County, major challenges were noted such as drug and substance abuse, school absenteeism, teenage pregnancies, low students' retention in schools and general indiscipline among others and yet very little research had been done in this area of study. This posed the need for this study, which sought to assess the effect of peer counsellors training on student behaviour management in public secondary schools in Mirangine Sub County, Nyandarua County, Kenya.

Purpose of the Study

The purpose of the study was to carry out an assessment of effect of peer counsellors training on students' behaviour management in public secondary schools in Mirangine Sub County, Nyandarua County, Kenya.

Objective of the Study

To establish whether peer counsellors' training had an effect on students' behaviour management in public secondary schools in Mirangine Sub County, Nyandarua County, Kenya.

Research Question

What effect does peer counsellors' training has on students' behaviour management in public secondary schools in Mirangine Sub-County, Nyandarua County, Kenya?

Review of Related Literature

One of the pillars of peer counselling programme was training of peer counsellors with an aim of equipping them with skills to help their peers. Flanagan and Hallymahler (2000) clearly indicated that it was less expensive to implement peer counselling programme if the initial training was thorough. This showed that in cases where training was comprehensive then there were low chances of peer counsellors dropping out, there was less supervision expected from teacher counsellors and minimal retraining given to the peer counsellors later.

UNPF (2007) in "The Youth Education Toolkit" suggested that for effective training of peer counsellors, arrangement for qualified trainers who were well informed and prepared with

knowledge and skills relevant to the responsibilities of peer counsellors should be emphasized. This was because trained peer counsellors were able to informally interact with their colleagues in class, during games, in hostel and any time whenever there was an opportunity. Peer counsellors were normally available to help peers at any time unlike the teacher counsellors and also their counselling sessions always tended to be informal discussions and conversations which were not threatening. Owaa (2010) stated that peer counsellors had greater opportunities and influence on fellow students hence serving as powerful role models to their fellow students. However very few peer counsellors were well informed, trained and had relevant reference materials in solving some issues at hand before worsening.

In order for peer counsellors to be effective, the quality of peer counsellors' relationship was very important (Stoltz, 2005). Peer counsellors' relationships tended to succeed whenever peer counsellors' cared for the whole person, not academic performance or career side of a counselee. Therefore, availability of an effective peer counsellors, knowledgeable, educated in diversity of issues, empathetic, encouraging, supportive and passionate was important. According to Nyaga (2011) personal development for the peer counsellors was vital and therefore it should be an on-going process which should also involve the peer counsellor undergoing counselling during their training in order to promote their self-exploration and also enhance client's experiences.

UNICEF (2012) indicated that a proportion of schools had established the peer counselling programme yet peer counsellors had not received the necessary training required for them to offer support to other students. According to Pederson, Dragun, Lonner and Trimble (2008) peer counselling programmes provided training in specific skills which are related to helping relationships and that the method used to advertise for recruit should also include information on basic qualification, emphasize on commitment to helping others and ability to interact with different people.

Furthermore, Aloka, et.al. (2016) indicated that the willingness of recruits to accept standards of ethical conducts such as confidentiality of information and their ability to work within set goals was very essential for one to become an effective peer counsellor. Therefore, there was need for peer counsellors to have these facilitative skills of empathy and genuineness. K.I.E (2004) indicated that training should be based on what peer counsellors need to do for the planned activities. The training should be practical and should focus on peer counsellor's values, attitudes, beliefs and weaknesses. According to Kamore (2015) most countries with effective peer counselling programme conducted need assessment of their schools before developing relevant training for peer counsellors to make the programme successful on students' behaviour management.

According to the MoE (2009) peer counsellors' training covered three main areas, that included information on policies, procedures, organization of the programme, ethical and legal consideration such as confidentiality, ways of establishing support networks, sources of support, limitation of peer counsellors, sign indicating when professional help was needed and procedures for referrals. Secondly, the training had content area for job specification information, which related to particular programme objectives such as giving academic advice, tutoring, career guidance or group counselling. Thirdly, it comprised of interpersonal skills training such as effective management of relationships, key life skills like decision making, problem solving, social conflict management and resolutions, self-management skills, mediation, cognitive structuring relaxation, assertiveness, self-awareness, awareness of others and basic counselling skills.

Tiego and Kamore (2015) indicated that peer counselling programme experienced a great gap in the quality and scope of training offered to peer counsellors. Training of peer counsellors was controversial due to lack of harmonized training manual to be used during training of peer

counsellors. Moreover, Comer, Meier and Galinsky (2004) noted that some counselling micro skills currently used in training the adolescent peer counsellors were not easy or were considered not helpful by the adolescents. Geldard (2005) also noted the failure of the current training adolescent peer counselling programme on discovering the skills adolescents bring to the helping conversation. Kalmuss, et.al. (2003) clearly indicated that teachers in secondary schools in Zambia realized a challenge in training of peer counsellors especially on HIV/ Aids. This was because the peer counsellors were still lacking in peer helping technique hence recommended training on basic helping skills like making decision, clarifying values and acting in accordance with those values. Chireshe (2013) revealed that most of the secondary schools in Zimbabwe lacked trained peer counsellors and because of this peer counselling in Zimbabwean secondary schools was ineffective. Rutondoki (2000) established that peer counsellors in Ugandan schools made use of peer education to increase the knowledge on peer counselling of students. This made them a source of help and information to fellow students but the training was expensive since most schools had one teacher counselor making most schools to receive inadequate training posing a serious challenge in regard to the development of the peer counsellor.

APHIA (2008) noted significant improvement in schools having trained peer counsellors than those lacking in Kenya in terms of students' discipline level and quality. Wango and Mungai (2007) indicated that peer counsellors lack expertise especially on how to deal with unpleasant and acute emotional disturbances which pose a challenge to the peer counselling programme. A research finding by Ambayo and Ngumi (2016) in Nakuru Municipality indicated that peer counsellors had inadequate training, with 25% and less having not received training in any single counselling area, hence the need of peer counsellors in secondary schools to be given quality, detailed and progressive training in peer counselling. This would enhance peer counselling in secondary schools within Nakuru. Despite the on-going peer counselling programme in public secondary schools in Mirangine Sub-County there was less information captured on effectiveness of peer counsellors' training on management of students' maladaptive behaviours and anti-social behaviour. This was why the study sought to establish whether peer counsellors' training had an effect on students' behaviour management in public secondary schools in Mirangine Sub County, Nyandarua County, Kenya. To achieve this, it was very necessary to assess the effectiveness of peer counselling programme on students' behaviour management in public secondary schools in Mirangine Sub-County, Nyandarua County, Kenya.

Conceptual Framework
Conceptual framework explains the relationship between independent and dependent variable. In this study the independent variable was peer counselors training whereas dependent variable was student behavior management. Student's behavior management would depend on effectiveness of peer counselors training. When the peer counselling programme is well established in schools through effective peer counsellor's training peer counsellors are likely to identify the students' needs and in the process help other students solve their problems, hence this is likely to lead to students' behavior management. However, if the programme is unavailable or poorly established in schools the students' needs and problems might not be properly identified making it difficult for the peer counsellors to meet their needs thus leading to unacceptable behaviour among students. Students' behaviour management which is a dependent variable is possible through effective peer counselling training programme if the extraneous variables such as religious background, parenting styles and school culture were properly controlled and managed. The relationship of the variables in this study is illustrated in Figure 1

Figure 1: Interrelationships between Study Variables

Independent Variable	Extraneous Variable	Dependent Variable
• Peer counsellors' Training	• Religious background • Parenting style • School culture	Students'behavior management. • Emotional behaviour • Academic behaviour • Social
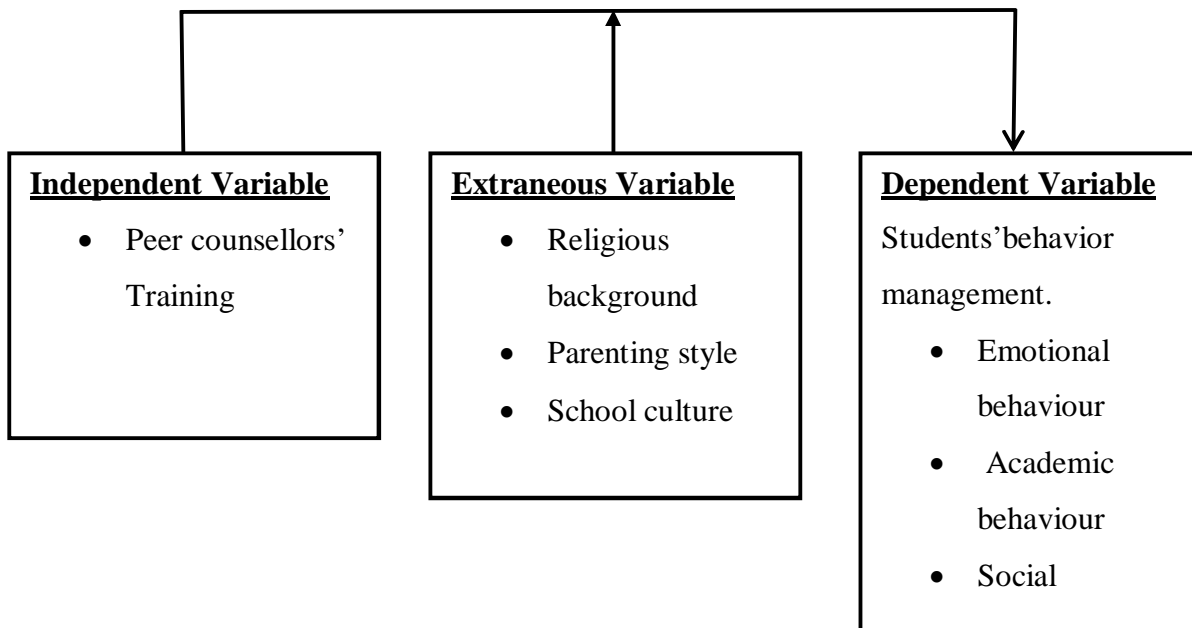
Research Design

This study employed a descriptive survey research design. In this type of research design, research examines relationships among the variable made systematically and empirically without direct control of independent variables since their manifestation had already happened and also they were non-manipulative (Kerlinger &Lee 2000). Mugenda and Mugenda (2013) defined descriptive survey as an attempt to collect data from population members in order to come up with the current status of that population with respect to one or more variables. In this study peer counselling programme is the independent variable while students' behavior management is the dependent variable. Their interactions are not to be manipulated.

Location of Study

The study was conducted in Mirangine Sub-County, Nyandarua County, Kenya. It was done in 15 public secondary schools which were distributed within Tumaini and Dundori zones in Mirangine Sub-County which is bordered by the following sub counties;Oljororok on the North, Olkalou on the East, Gilgil on the South and Bahati on the West. The choice of Mirangine Sub-County was due to minimal information on research outcomes conducted in this location in regard to effect of peer counselling training on students' behaviour management. In addition to this, most of the students fail to complete their secondary education as result of indiscipline in school. This high dropout cases as reported by Munyeki (2019) called for an assessment of the effectiveness of peer counselling training in handling such issues among students in secondary schools in Mirangine Sub-county.

Population of the Study

Target population of this study constituted all Deputy Principals, all Heads of Guidance and Counselling department and all students in the 15 public secondary schools within Mirangine Sub-County distributed in two zones. Table 1 provides a summary of the study population:

Table 1: *Population of the Study*

School type	Number of schools	Heads of guidance and counselling department	Deputy principals	Boys	Girls
Mixed day Mixed day	12	12	12	1520	1592
and boarding	2	2	2	577	711
Boarding girls	1	1	1	0	822
TOTAL	**15**	**15**	**15**	**2097**	**3125**

Source: Nyandarua County, Mirangine Sub- County Education Office (2020)

Sample Size and Sampling Procedure

According to Kasomo (2006) it was possible to get accurate conclusion by examining only a small part of the group. Normally a representative sample is important because the researcher would wish to generalize the results observed in a sample to those in the target population (Privitera, 2014). In this study a total sample size of 130 respondents was used which comprised of 15 Deputy principals respondents, 15 Heads of Guidance and Counselling Department respondents and 100 peer counsellors constituting of 50 boys and 50 girls. The 100 peer counsellors' students' respondents were proportionate to the school population size and the sample size was determined using Nassiuma (2000) formula as shown.

$$where \; n = \frac{NC^2}{C^2 + (N-1)e^2}$$

n=sample size
N=population size=5222
C=coefficient of variation which is 50%=0.5
e=error margin which is 0.05.
Substitution in the above equation;

$\frac{5222 \times 0.5 \times 0.5}{0.5 \times 0.5 + (5222-1)0.05 \times 0.05}$ = 100 students respondents.

To get 50 boys and 50 girls, the sub-population of boys and girls in each category of schools were divided by total population of boys and girls respectively then multiplied by 50 to get the sample unit for the specific school type. Table 2 provides a summary of the sample size.

Table 2: *Respondents' Sample Size*

School type	Number of schools	Heads of guidance and counselling department.	Deputy principals	Peer counsellors	
				Boys	Girls
Mixed day Mixed	12	12	12	36	25
day& boarding	2	2	2	14	11
Boarding girls	1	1	1	0	14
TOTAL	**15**	**15**	**15**	**50**	**50**

Orodho (2004) referred to sampling as the process of selecting a sub-set of cases in orders to draw conclusions about the entire population. Kombo and Tromp (2006) noted that in random sampling, all individuals in the defined population have equal and independent chances of being selected as members of the sample. In the study, fifteen public secondary schools in Mirangine Sub-county were included. The 15 public secondary schools were categorized according to school type that is mixed day, mixed day and boarding, and girls' boarding school. Simple random sampling technique was used to select peer counsellors in form two and three to give equal chance to participants without bias (Grix, 2006), so as to meet the rule of thumb that the larger the sample size, the smaller the sampling error (Dierekx, 2013). Form two and three were selected to participate and not form one because of having stayed relatively longer as compared to form one who were relatively new in the school hence they were still learning the system. On the other hand, form four students were exempted from the study because of being busy preparing for the final exam hence could not find time to participate. The researcher then used purposive sampling to select deputy principals and heads of guidance and counselling department.

Validity of the Research Instrument
The research instruments were validated before being used for data collection. According to Priviteria (2014) validity refers to the extent to which an assessment measures what is purported to measure. Validity is concerned with establishing whether the questionnaire content measures what is supposed to measure (Orodho, 2005). To enhance validity of the research instruments, the questionnaires and observation checklist were subjected to a thorough scrutiny by experts, psychologists and counsellors from the department of psychology, counselling and educational foundation, Laikipia University and their recommendations were incorporated in improving the final instruments.

Reliability of the Research Instruments
Reliability of an instrument refers to the level of the internal consistency or stability of the measuring device (Mugenda & Mugenda, 2013). A pilot study was done which was helpful in determining the reliability of the instrument, improving the reliability of the instruments and in adjustment of the instruments where necessary. Pre-testing of the questionnaire and the observation checklist was important to establish ambiguities, poorly worded questions, and questions that were not understandable. In this study pre- testing was done using test- retest method to determine the reliability of the research instruments. The pilot study involving pre-testing of the instrument tools was conducted in two schools in neighboring Nakuru East Sub-County with similar characteristics as the area of study. The two schools used in piloting were not involved in the final study. Data collected from this pilot study was used to compute the reliability of the instruments. The reliability Coefficient of 0.78 was achieved for the questionnaires of deputy principals and heads of guidance and counselling department while 0.80 was achieved for the questionnaire of peer counselors and observation checklist for heads of guidance and counselling department. Thus the research instruments were considered reliable since they yielded a reliability coefficient of above 0.70 as recommended by Orodho (2009) for social science research.

Data Collection Procedure
The researcher upon obtaining an introduction letter from Graduate school of Laikipia University sought a permit from the National Council for Science and Technology Innovations (NACOSTI). Thereafter the researcher reported to the County director of Education to obtain an introductory letter to issue to school principals to facilitate data collection. On the actual visit to the sampled

schools the researcher created a rapport with teachers with a view of verbally explaining to them the purpose of the study before administering the research instruments. The researcher did not disrupt the school programme as schools tended to disregard any activity that was likely to interfere with the normal running of the school routine (Wango, 2006)

Data Analysis

Analysis of data was done with first checking gathered raw data for accuracy and completeness. Then the data was organized, coded, and analysed using the Statistical Package for Social Sciences program (SPSS) version 24. Data was then analysed using descriptive statistics which involved getting frequencies, percentages, mean scores and standard deviations as part of the analysis in the study.

RESULTS AND DISCUSSION

Demographic Characteristics of the Respondents

The respondents comprised of 15 deputy principals, 15 heads of guidance and counselling department, and 100 peer counsellors. Characteristics of peer counsellors discussed were gender, distribution of peer counsellors per form and number of peer counselors in each of the form two and three classes while for heads of guidance and counselling department, gender, period as a head of guidance and counselling department, professional training as teacher counsellors and other extra responsibilities were discussed. These respondents' characteristics were important since they contributed directly or indirectly to the finding of the study.

Gender Distribution of Peer Counsellors

The respondents gender was recorded and their responses given in Table 3

Table 3: Gender Distribution of Peer Counsellors

Gender	Frequency	Percentage
Male	50	50.0
Female	50	50.0

n =100

The results in the table above indicated that out of a total of 100 peer counsellors 50 (50%) were male and 50(50%) were female. In this study, the total number of boys' respondents was equal to girls' respondents as providers of peer counseling service.

Distribution of Peer Counsellors per Form

The peer counsellor respondents' distribution per form were recorded in Table 4

Table 4: **Distribution of Peer Counsellors per Form**

Characteristic	Frequency	Percentage
Form 2	28	28.0
Form 3	72	72.0

n =100

The results showed that out of 100 peer counsellors, 28 (28%) were from form 2 class whereas72 (72%) were from form 3 class.

Number of Peer Counsellors in each of the Form Two and Three Classes
The total number of peer counselors in each of the form 2 and form 3 classes was recorded from the peer counsellors' respondents as shown in Table 5

Table 5: Number of Peer Counsellors in each of the Form Two and Three Classes

Number of peer counsellor (s) in each of the form two and three classes	Frequency	Percentage
1	8	8.0
2	28	28.0
3	11	11.0
4	35	35.0
7	1	1.0
9	1	1.0
14	2	13.0
15	1	1.0
None	13	13.0

n =100
The results in the table above showed that majority of the form two and three classes had more than one peer counsellor while 13(13.0%) had no peer counsellors in their classes. According to Wango (2006) 74% of secondary schools in the country had peer counsellors in each class which is a clear indication that some schools had not embraced peer counselling programme hence posing a challenge in students' behaviour management. It was therefore important for all schools to ensure that peer counselling programme was effectively implemented and each class had more than one peer counsellors in order for them to reach out to many needy students.

Effectiveness of Peer Counsellor's Training on Students' Behavior Management.
The objective of this study was to establish whether peer counsellor's training had an effect on students' behaviour management in public secondary schools in Mirangine sub-county Nyandarua. To achieve this, researcher had to focus on a few aspects of formal training such as whether peer counselors were trained, frequency of training and peer counsellors' training on students' behaviour management from different respondents.

Formal Training and Frequency of Peer Counsellors
Training of peer counsellors was very important in ensuring that peer counselling programme became effective in schools. Nyaga (2011) stressed that personal development for counsellors and peer counsellors was vital and should be an on- going process. Table 6 indicated the results on training of peer counsellors and frequency of training according to peer counsellor respondents.

Table 6: Formal Training and Frequency of Training According to Peer Counsellor Respondents

Characteristic	Variable	Frequency	Percentage
Trained as peer counselors	Yes	54	54.0
	No	46	46.0
Frequency of training	Weekly	6	6.0
	Termly	22	22.0
	Yearly	14	14.0
	Others (specify)	9	9.0
	None	49	49.0

n=100

Table 6 indicated that 54 (54%) of the peer counsellors had received training while 46 (46%) had not received formal training. Moreover, from the results on frequency of training, 49 (49%) of the peer counsellors had never received training. This was a clear indication that a good number of peer counsellors in schools were inadequately trained and therefore majority lacked basic counseling skills that were very useful in students' behaviour management.

This was supported by the information gotten from heads of guidance and counselling department where by, it was established that most schools had peer counselling programme in schools but most peer counsellors were untrained and if they had trained, the frequency of training was so minimal. This is clearly indicated in Table 7

Table 7: Peer Counselling Services Availability, Training and Frequency of Training as per Heads of Guidance and Counselling Department

Characteristic	Variable	Frequency	Percentage
Availability of peer counseling services	Yes	14	93.3
	No	1	6.7
Trained as peer counselors	Yes	7	46.7
	No	8	53.3
Frequency of training	None	7	46.7
	Termly	2	13.3
	Yearly	5	33.3
	Others(Occasionally)	1	6.7

n=15

An examination of Table 7 indicated that 14 (93.3%) of heads of guidance and counselling department noted that schools had peer counseling programme while 1 (6.7 %) lacked the peer counselling programme.8 (53.3%) of heads of guidance and counselling department had their peer counsellors trained while 7 (46.7%) reported lack of training of peer counsellors despite some having done the selection of peer counsellors. This posed a challenge to most peer counsellors in managing students' behavior due to lack of knowledge and skills in peer counselling. According to MoE (2009)   peer counsellors' training entailed three main important areas that included interpersonal skills training, information on job specification and information on policies, procedures, organization of the programme, ethical and legal consideration. Therefore, peer counsellors would be more effective if all of them are given quality training.

Effect of Peer Counsellors' Training on Students Behaviour Management

Many schools had peer counseling programme as reported by heads of guidance and counselling department but it is not clear whether peer counsellors' training has an effect on students' behaviour management. To achieve the first objective, participants were also provided with 7 to 8 statements on likert scale (n= Number of respondents, 1- Strongly Disagree, 2- Disagree,3- Undecided, 4- Agree, 5- Strongly Agree) that assessed the effectiveness of peer counsellors' training on students' behaviour management. The findings were established and presented in percentages and frequencies as shown in the Table 8

Table 8: Effect of Peer Counsellors' Training on Students' behaviour Management

	SD	D	U	A	SA	Mean	Std. Dev.
Peer counsellors usually undergo special training before they start working	3(3%)	23(23%)	5(5%)	51(51%)	18(18%)	3.58	1.121
During training peer counsellors were given adequate time to participate in several activities to better their skills	7(7%)	19(19%)	10(10%)	51(51%)	13(13%)	3.44	1.149
After the first training peer counsellors underwent several in-service training	7(7%)	22(22%)	13(13%)	48(48%)	10(10%)	3.32	1.136
Peer counsellors had relevant materials such as books on behaviour management to read and issue to other students where necessary	9(9%)	24(24%)	11(11%)	34(34%)	22(22%)	3.36	1.307
Peer counsellors did an oral or written examination after training before they start working	11(11%)	32(32%)	16(16%)	29(29%)	12(12%)	2.99	1.243
Peer counsellors went for workshops and seminars whenever available	8(8 %)	29(29%)	7(7%)	33(33%)	35(35%)	3.70	1.322
Peer counsellor's training had been of benefit to peer counsellors in terms of managing students' behaviour in our school	3(3%)	4(4%)	5(5%)	35(35%)	53(53%)	4.31	0.961

n =100

Seven questions were asked to gauge the effectiveness of peer counsellors' training on students' behaviour management. It was observed that 69 (69.0%) of peer counsellors' respondents agreed that guidance and counseling department had special training for peer counsellors before they

started working. This went hand in hand with the higher percentage of heads of guidance and counselling department respondents and deputy principal respondents who were in agreement with this statement by having about 10 (66.7%) and 8 (53.3%) respectively being in support. Furthermore 68 (68.0%) of peer counsellor respondents indicated that they attended workshops and seminars whenever available. Furthermore 58 (58.0%) of the peer counsellor respondents indicated that peer counsellors continued to receive in-service training after their first training. This was encouraging because peer counsellors were provided with counseling skills that enabled them to help other students in managing their behaviour in schools. This was supported by the study done in Nakuru Municipality by Ambayo and Ngumi (2016) which noted that when peer counsellors were provided with counseling skills, they were likely to be of great help where authority and professional services might be inadequate or not readily available.

Though a high percentage of peer counsellors went through a special training before starting to work and even continuously received training after their first training. It was evident that 26 (26.0%) of peer counsellors disagreed because they had never received training from the time they were selected. This clearly indicated that some schools had untrained peer counsellors which made them ineffective in managing students' behaviour. This was supported by the research finding by Ambayo and Ngumi (2016) in Nakuru Municipality which indicated that peer counsellors had inadequate training with 25% and less having not received training in any single counselling area, hence the need of peer counsellors in secondary schools to be given quality, detailed and progressive training in peer counselling to make them effective in students behaviour management.

About 64 (64.0%) of the peer counsellor respondents viewed that during training they were given adequate time to participate in several activities to better their skills. However about 26 (26.0%) of the respondents disagreed. This was also noted by 7 (46.0%) heads of guidance and counselling department who indicated that during training there was inadequate time for peer counsellors to participate in activities that better their counselling skills. This clearly showed that despite peer counsellors receiving training, the time given for training was not enough to accommodate peer counsellors participation in several activities that helped them better their skills. According to K.I.E (2004) training should be based on what peer counsellors needed to do for the planned activities. This was also noted by Lutomia and Sikolia (2008) who indicated that training should be practical focused on the prospective peer counsellor's values, attitudes, beliefs and weakness. In addition to this 43 (43.0%) of peer counsellors respondents disagreed with having done an oral examination after training before starting to work as peer counsellors. This was supported by the majority of heads of guidance and counselling department 10 (66.7%) who also disagreed on the same. This clearly indicated that during training, most peer counsellors were not evaluated after completion of training to check whether they were fit enough to work as peer counsellors. This was likely to affect the performance of peer counsellors in managing students' behaviour.

About 56(56.0%) of the peer counsellor respondents noted that they had relevant materials such books on behaviour management to read and also help others. This was backed up by 7(58.0%) heads of guidance and counselling department and 7(46.7%) deputy principals. However it was evident that about 34 (34%) peer counsellor respondents, 7(29%) heads of guidance and counselling department and 7 (46.7%) deputy principals indicated that peer counsellors lacked relevant material to equip them well for service delivery. This clearly indicated that some peer counsellors lacked relevant references and materials to equip them with the required knowledge and skills for service delivery. This was also supported by study findings on challenges faced by school counsellors in Nandi District Kenya. Choge, Tanui and Ndegwa (2011) indicated that schools in Nandi district had no reference materials or books in counseling and also lacked reserved sections in their school library for counseling materials or career literature for career counselling which students would

refer to. This showed that some peer counsellors and other students, lacked exposure to counselling materials and career literature.

Lastly 88 (88%) of the peer counsellor respondents indicated that peer counsellor's training had been of benefit to them in term of managing students' behaviour in schools. This was supported by 12 (80%) heads of guidance and counselling department and 12(80%) deputy principal respondents. This was a huge vote of confidence on peer counsellors' training on students' behaviours management. This was also in agreement with K.I.E (2004) which clearly noted that schools where peer counselling programmes had been established and peer counsellors equipped with relevant knowledge and skills, there was significant degree of success in positive behavior. This also concurred with study findings of APHIA (2008) which established a great improvement in schools that had trained peer counsellors than those lacking in Kenya in terms of students' discipline level and quality.

Therefore, from the research findings above there was clear indication that peer counsellors' training had an effect on students' behavior management in Mirangine Sub- County although a few schools had not embraced peer counsellors' training in their peer counselling programme which posed a challenge on it' s effectiveness on students' behavior management.

Conclusion

The conclusions drawn from the above summary of findings is that Peer counsellors' training is very essential and crucial in promoting students behaviour management in schools.

Recommendation

The study made the following recommendations based on the research findings of the study.

i)   The Ministry of Education, Teacher Service Commission and school administrators need to ensure that Head of Department in guidance and counselling and teacher counsellors have professional counselling skills and are also regularly taken for in-service training, workshop and seminars to enhance their professional growth in counselling and cascade this to the peer counselors.

ii)   All peer counsellors in secondary schools need to be given quality, detailed and progressive training in counselling to equip them with knowledge and skills.

iii) The Ministry of Education, Board of Management, school administrators and Heads of Department in guidance and counselling in all secondary schools to ensure peer counselors training programme are in place and well-funded to fully support the peer counselors' activities.

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