

Relationship Between Peer Counselling Programs and Student Discipline Management in Public Secondary Schools in Isiolo North Sub-County, Kenya

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Abstract

To examine the relationship between peer counselling programs and student discipline management in public secondary schools in Isiolo North Sub-County, Kenya. The study adopted a census design involving all 134 teachers from the 13 public secondary schools in Isiolo North Sub-County, Kenya. Data were collected using structured questionnaires comprising closed-ended items measured on a five-point Likert scale. Prior to the main study, the questionnaire was piloted in two public secondary schools in Isiolo South Sub-County to establish its reliability and validity. Reliability was assessed using Cronbach's Alpha, which yielded an overall coefficient of 0.860. The collected data were coded and analyzed using SPSS version 27 through descriptive statistics (frequencies, percentages, means, and standard deviations) and correlation analysis to test the study hypothesis. The study found that, to enhance discipline management, schools had put in place peer support programs, student mentorship activities, peer mediation, and communication-based counseling structures. The results demonstrated that peer counseling strengthened student responsibility, improved polite conversation among students, and decreased instances of wrongdoing. The study did find, however, that peer counseling programs were occasionally constrained by insufficient training for peer counselors and an excessive dependence on teacher intervention in conflict resolution. Peer counseling programs and student discipline management have a statistically significant beneficial link, according to correlation analysis ($r = 0.359$, $p < 0.05$). Peer counselling programs are effective in strengthening student participation in discipline management by encouraging peer mentorship, communication, and positive behavioral influence. However, the effectiveness of peer counselling depends on proper training, supervision, and support from school leadership and teachers. The study recommends that peer counselling programs should be strengthened in public secondary schools through proper training, supervision, and empowerment of peer counsellors. The school administration should further allocate adequate time and resources for peer counselling activities to improve student participation and enhance discipline management. Continuous collaboration between teacher counsellors and peer counsellors should also be promoted to improve guidance services and student trust in counselling programs.

Keywords: *Peer Counselling Programs, Student Discipline Management, Public Secondary Schools, Isiolo North Sub-County, Kenya.*

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1. Introduction

Student discipline management is essential in creating a conducive learning environment by promoting positive behaviour, reducing misconduct, and fostering respect among learners (Burden, 2025). Effective discipline enables students to regulate their behaviour, understand consequences, and develop into responsible citizens. Peer counselling programs involve training selected students to provide emotional and social support to their fellow learners through active listening, empathy, and guidance (Kariithi, Mukolwe, & Mwaura, 2022). These programs encourage peer-to-peer mentorship, open communication, conflict resolution, and responsible decision-making, thereby promoting positive behaviour and improving discipline among students (Juma, 2021; Kute, 2021).

Globally, peer counselling programs have been associated with improved student discipline. In Canada, they reduced student conflicts by 30% and improved academic performance (Miller, 2021), while in Nigeria they contributed to a 25% decrease in student conflicts (Oluwaseun, 2020). In Kenya, counselling programs have been adopted to address discipline challenges such as violence, truancy, bullying, and absenteeism by providing emotional support and promoting positive behavioural change (Nyambura, 2020). Schools implementing counselling services have reported improved student discipline and reduced bullying (Kamau, 2021; Ochieng, 2020).

In Isiolo North Sub-County, public secondary schools continue to experience disciplinary challenges, including absenteeism, violence, and poor academic engagement due to poverty, socio-cultural influences, and limited psychosocial support services (Abdi & Ruto, 2021; Chege, 2021). Although guidance and counselling programs have been introduced, their implementation remains inconsistent because of inadequate resources and a shortage of trained personnel (Wambugu & Muthoni, 2019; Kariuki & Njagi, 2020). Consequently, this study seeks to examine the relationship between peer counselling programs and student discipline management in public secondary schools in Isiolo North Sub-County, Kenya.

1.1 Problem Statement

Traditional disciplinary approaches, particularly corporal punishment, have become increasingly ineffective in addressing the growing number of behavioral issues among students (Wambui, 2020). Global studies demonstrate positive outcomes from structured counselling programs in diverse settings. For example, in America, such programs reduced school violence and improved school climate (Smith & Jones, 2020). In China, they mitigated truancy and academic issues (Li, 2019), while in South Africa and East Africa, counselling has improved behavioural outcomes linked to trauma and social stress (Mkhize, 2021; Mwandosya, 2020; Kato, 2021).

Locally in Kenyan secondary schools, discipline problems such as violence, truancy, and indiscipline are prevalent, with recent reports indicating that over 60% of schools experience some form of indiscipline (Wambui, 2019). These challenges often affect academic performance, with studies showing that schools with high indiscipline cases report a 20% lower pass rate in national exams compared to those with effective discipline management. As a response, structured counselling programs have been integrated into school systems, aimed at

addressing these challenges by offering emotional support, conflict resolution skills, and promoting positive behaviour among students (Nyambura, 2020).

Isiolo County, located in the arid and semi-arid regions of northern Kenya, is characterized by socio-economic challenges that significantly impact the education sector. Public secondary schools in Isiolo North Sub-County often experience disciplinary issues among students, including absenteeism, indiscipline, and poor academic engagement, largely due to socio-cultural influences, poverty, and weak parental involvement (Abdi & Ruto, 2021). These challenges are compounded by limited access to professional psychosocial support structures such as trained school counsellors, leading to ineffective discipline management in many institutions (Chege, 2021). Counselling services are increasingly recognized as vital tools for promoting discipline, fostering self-regulation, and improving the academic atmosphere in Kenyan schools, with 75% of school administrators reporting improved discipline post-counselling interventions (Ochieng, 2020).

High incidences of student indiscipline, including absenteeism and violence, have been directly linked to adverse environmental factors such as poor infrastructure and economic hardship (Abdi et al., 2020). Approximately 35% of students in the region have reportedly been involved in violent incidents, underscoring the urgency for non-punitive, proactive approaches to discipline (Abdi, Muriithi, & Kamau, 2020; Li, 2019). Although initial implementation of counselling programs in some schools has shown early signs of improved discipline and student-teacher relationships (Mwangi, 2020), there remains a lack of rigorous assessment of their long-term effectiveness. Without evidence-based evaluations, it is difficult to determine the sustainability and scalability of these interventions in Isiolo's unique educational context (Gikonyo, Wambui, & Mwangi, 2019). Therefore, this study determined the relationship between peer counselling programs and student discipline management in public secondary schools in Isiolo North Sub-County, Kenya.

1.2 Purpose of the Study

To examine the relationship between peer counselling programs and student discipline management in public secondary schools in Isiolo North Sub-County, Kenya.

1.3 Research Hypothesis

H₀1: There is no significant relationship between peer counselling programs and student discipline management in public secondary schools in Isiolo North Sub-County, Kenya.

2. Literature Review

2.1 Theoretical Review

Behaviorist Theory was developed by B.F. Skinner in the mid-20th century, centers on operant conditioning, the concept that behavior is shaped by its consequences (Skinner, 1953; Cooper, Heron, & Heward, 2020). This theory asserted that behaviors followed by positive reinforcement are more likely to be repeated, whereas those followed by punishment tend to decrease (Miltenberger, 2015). Within educational contexts, this principle underpinned structured counselling programs that systematically rewarded desirable behaviors while addressing misconduct, offering practical strategies to manage student discipline.

Behaviorist theory guided peer counseling programs by emphasizing that trained student representatives were essential for supporting struggling students to speak out on issues facing them (Juma, 2021; Kariithi, Mukolwe, & Mwaura, 2022). Therefore, encouraging speaking out through systems such as mentorship and peer tutoring greatly enhanced student discipline.

According to Kamau and Muriithi (2021), whenever students felt that they had peers who could support them, talk to them, and were directly involved in what they were undergoing in life, they periodically improved their discipline.

Despite its practical benefits, Behaviorist Theory's emphasis on observable behavior overlooks deeper psychological, emotional, and social factors that influence student conduct (Slavin, 2020). Many students' behavior problems were rooted in trauma, mental health issues, or adverse home environments that reinforcement alone could not address (Reynolds, Davies, & McGregor, 2008). Moreover, over-reliance on extrinsic rewards may undermine intrinsic motivation, where students act based on personal values rather than external incentives (Deci & Ryan, 2000). Punitive measures risk fostering resentment or rebellion if perceived as unjust (Ormrod, 2012). Therefore, while Behaviourist Theory provided effective behavioral tools, it required integration with cognitive and emotional support strategies to address the complexity of student discipline holistically.

2.2 Empirical Review

Globally, Kumari and Sahoo (2023) explored how higher secondary school curriculum was influenced by career counselling programs in India. The study aimed to analyze how career counselling programs affected students in secondary schools. It was concluded that career counselling programs positively influenced students at higher secondary schools by allowing them to know their professional journey at an early stage. The study noted that introducing a career counseling program in the secondary curriculum allowed students to resolve career-related issues, leading to enhanced self-awareness. However, Kumari and Sahoo (2023) did not mention how career counselling programs reduced the rate of dropout within secondary schools.

Regionally, Viashima, Aliboh, and Iorbee (2024) conducted research in Abuja, Nigeria, demonstrating that peer counselling significantly enhanced secondary students' academic, social, and emotional behavior, which translated into better discipline and interpersonal relationships. This study's relevance lies in its potential applicability to Kenyan schools like those in Isiolo North Sub-County, where similar behavioral challenges exist. However, Viashima et al. (2024) did not investigate the long-term sustainability of these positive outcomes, leaving a critical gap regarding whether improvements persist over time.

Locally, Nyanga'ara (2025) examined how Kenya's Nakuru County public secondary school students viewed the effectiveness of counseling programs. Through a descriptive research design, the study targeted a total of two thousand and two hundred students, who were sampled using a random technique, with three hundred and twenty-seven as the sample size. Data used in the study were collected using questionnaires, which were distributed to the respondents and later collected. The findings showed that counseling programs positively influenced students' guidance skills.

3. Methodology

The study adopted a census design involving all 134 teachers from the 13 public secondary schools in Isiolo North Sub-County, Kenya. Data were collected using structured questionnaires comprising closed-ended items measured on a five-point Likert scale. Prior to the main study, the questionnaire was piloted in two public secondary schools in Isiolo South Sub-County to establish its reliability and validity. The internal consistency of the instruments was assessed using Cronbach's Alpha, which measures the correlation between different items within the same instrument.

In this study, both face and content validity were emphasized to ensure that the data collection tools capture relevant, accurate, and representative information. The instruments were subjected to a content validity test through review by education professionals and supervisors, whose feedback helped assess clarity, appropriateness, and alignment with research objectives. Suggestions from this process guided the revision of ambiguous items, the rewording of unclear questions, and the inclusion or exclusion of content to enhance relevance and coherence. Collected data were coded and analyzed using SPSS version 27 through descriptive statistics (frequencies, percentages, means, and standard deviations) and correlation analysis to test the study hypothesis. The results will be presented through tables.

4. Results and Discussion

4.1 Response Rate

Data were collected from 134 teachers using the census method. The teachers responded to structured questionnaires, and the findings obtained from their responses are presented in Table 1.

Table 1: Response Rate

Respondents	Sampled	Response	Percentage (%)
Teachers	134	119	89
Total	134	119	89

The results in Table 1 show that 119(89%) teachers responded to the study. The response shows a high response rate from the respondents since their role aligns with student discipline management in public schools; hence, they considered the study relevant and valuable. Additionally, the high response rate could have emanated from being informed about the purpose of the study in curbing indiscipline in secondary schools.

The high response of 89% is supported by notable studies such as Sataloff and Vontela (2021), who revealed that for a study to have responses of 60%-70%, it is very good, and responses exceeding 70% are considered excellent.

4.2 Reliability Results

A pilot study was carried out at Isiolo South since it was not part of the main study and shares similar conditions with secondary school teachers in Isiolo North. Table 2 provides results.

Table 2: Reliability Results

Instrument	Cronbach's Alpha
Peer Counseling Programs	0.873
Student Discipline Management	0.846
Average	0.860

According to Table 2, the Cronbach Alpha Coefficient for peer counseling programs is 0.873, and student discipline management is 0.846. The average Cronbach Alpha Coefficient is 0.860, indicating good internal consistency of the study instruments since the values are above 0.7

and are considered acceptable. According to Ahmad (2024), a reliability coefficient (α) of 0.70 or higher was considered acceptable, indicating that the tool yields consistent responses across related items.

4.3 Descriptive Results of Student Discipline Management

The dependent variable of the study was student discipline management, and the indicators measured were: student-teacher relationships, adherence to rules, and behavioral transformation. The table used an ordinal Likert Scale where 1=Strongly Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, and 5=Very Satisfied. Table 3 provides the results.

Table 3: Descriptive Statistics of Student Discipline Management

Statements N=119	1	2	3	4	5	Mean	SD
Students in my school openly communicate with their class teachers.	43 (36.1%)	33 (27.7%)	10 (8.4%)	11 (9.2%)	22 (18.5%)	2.46	1.511
There is mutual respect between students and teachers in school.	8 (6.7%)	9 (7.6%)	52 (43.7%)	36 (30.3%)	16 (11.8%)	3.33	1.009
In my school, students trust teachers with personal concerns.	10 (8.4%)	6 (5.0%)	43 (36.1%)	56 (47.1%)	4 (3.4%)	3.32	1.083
Students in my school consistently follow the school rules.	6 (5.0%)	10 (8.4%)	56 (47.1%)	30 (25.2%)	17 (14.3%)	3.35	0.997
There is strict enforcement of discipline rules in my school.	10 (8.4%)	7 (5.9%)	11 (9.2%)	27 (22.7%)	64 (53.8%)	4.08	1.277
My school regularly reminds students of behavior expectations and rules.	3 (2.5%)	1 (0.8%)	4 (3.4%)	27 (22.7%)	84 (70.6%)	4.58	0.818
I have seen students change behavior after receiving guidance here.	3 (2.5%)	5 (4.2%)	14 (11.8%)	35 (29.4%)	62 (52.1%)	4.24	0.991
My school helps students grow through discipline and counselling.	5 (4.2%)	4 (3.4%)	62 (52.1%)	36 (30.3%)	12 (10.1%)	3.39	0.874
Students in my school learn from past disciplinary experiences.	13 (10.9%)	4 (3.4%)	56 (47.1%)	38 (31.9%)	8 (6.7%)	3.20	1.013

As per Table 3, 84 (70.6%) of the respondents strongly agreed, and 27 (22.7%) agreed, with a mean of 4.58 and an SD of 0.818, that their school regularly reminded students of behavior expectations and rules. In addition, 62 (52.1%) strongly agreed and 35 (29.4%) agreed, with a mean of 4.24 and an SD of 0.991, that they had seen students change behavior after receiving guidance. Nonetheless, 43 (36.1%) strongly disagreed and 33 (27.7%) disagreed, with a mean of 2.46 and an SD of 1.511, that students in their school openly communicated with their class teachers.

The findings in Table 4.9 indicate that student discipline management in public secondary schools in Isiolo North Sub-County was influenced by continuous communication of school expectations, counselling interventions, and enforcement of discipline policies. The majority of the respondents, 84 (70.6%), strongly agreed, and 27 (22.7%) agreed, with a mean of 4.58 and an SD of 0.818, that their school regularly reminded students of behavior expectations and rules. Further, 62 (52.1%) strongly agreed, and 35 (29.4%) agreed, with a mean of 4.24 and an SD of 0.991, that students changed behavior after receiving guidance and counseling support. Additionally, 64 (53.8%) strongly agreed and 27 (22.7%) agreed, with a mean of 4.08 and an SD of 1.277, that there was strict enforcement of discipline rules in their schools. However, 43 (36.1%) strongly disagreed, and 33 (27.7%) disagreed, with a mean of 2.46 and an SD of 1.511, that students openly communicated with their class teachers.

The findings imply that student discipline management was largely supported through structured communication systems, counselling programs, and enforcement of school rules by school leadership. The regular communication of behavioral expectations enabled students to understand acceptable conduct, thereby strengthening compliance with school regulations and reducing indiscipline cases. These findings agree with Williams (2023) and Wu and Zheng (2021), who established that effective discipline management depended on consistent communication of school expectations, supportive leadership, and implementation of guidance and counselling programs. Similarly, Ogola, Warui, and Nderitu (2023) observed that school management structures that integrated counselling with discipline policies enhanced behavioral regulation among students.

The findings further demonstrate that counselling programs contributed to behavioral transformation among students by helping them reflect on their conduct, regulate emotions, and develop positive social interactions. However, weak communication between students and teachers limited the effectiveness of some discipline management interventions. The findings concur with Tanaka and Yamada (2020), Eddy, Huang, Prewett, Herman, Hrabal, Marchena, and Reinke (2024), and Olatunji (2025), who argued that poor communication systems between teachers and students weakened behavioral correction mechanisms and increased misunderstandings within schools. Likewise, Samimi, Han, Nawab, and Sedivy (2023) established that counselling-based disciplinary approaches improved student self-regulation and reduced confrontational disciplinary practices. In addition, Mokomane (2021) and Nyang'ara (2025) found that counselling interventions strengthened students' accountability and emotional stability, which contributed to improved discipline management outcomes.

4.4 Descriptive Statistics of Peer Counseling Programs

The study examined the relationship between peer counselling programs and student discipline management in public secondary schools in Isiolo North Sub-County, Kenya. The measured indicators were: peer support, student involvement, communication skills, mentorship, and peer tutoring. The descriptive analysis results are provided in Table 4.

Table 4: Descriptive Statistics of Peer Counseling Program

Statements N=119	1	2	3	4	5	Mean	SD
Peer counselling enhances support during discipline challenges	4 (3.4%)	13 (10.9%)	54 (45.4%)	29 (24.4%)	19 (16.0%)	3.43	1.038
Strong peer support reduces student indiscipline	5 (4.2%)	11 (9.2%)	55 (46.2%)	27 (22.7%)	21 (17.6%)	3.40	1.019
Peer counsellors help resolve conflicts without teachers	47 (39.5%)	42 (35.3%)	7 (5.9%)	12 (10.1%)	11 (9.2%)	2.14	1.297
Peer counselling improves discipline management	17 (14.3%)	8 (6.7%)	48 (40.3%)	34 (28.6%)	12 (10.1%)	3.13	1.149
The school promotes student participation in peer programs	4 (3.4%)	6 (5.0%)	15 (12.6%)	38 (31.9%)	56 (47.1%)	4.14	1.044
Student involvement promotes responsibility and reduces misconduct.	7 (5.9%)	4 (3.4%)	13 (10.9%)	28 (23.9%)	67 (56.3%)	4.21	1.141
Peer counsellors show strong listening and communication skills	5 (4.2%)	8 (6.7%)	20 (16.8%)	38 (31.9%)	49 (40.3%)	3.97	1.108
Peer counselling promotes respectful conflict resolution	4 (3.4%)	8 (6.7%)	8 (6.7%)	39 (32.8%)	60 (50.4%)	4.20	1.054
Better communication reduces classroom disruptions	0 (0.0%)	10 (8.4%)	11 (9.2%)	47 (39.5%)	51 (42.9%)	4.17	0.914

Table 4 shows that the majority of respondents, 67 (56.3%), strongly agreed and 28 (23.9%) agreed, with a mean of 4.20 and an SD of 1.141, that involving students in discipline programs promoted responsibility and reduced misconduct cases. Additionally, 60(50.4%) strongly agreed, and 39(32.8%) agreed on a mean of 4.20 and an SD of 1.054 that their school's peer counselling promoted respectful dialogue in resolving student discipline cases. Nevertheless, 47(39.5%) strongly disagreed, and 35.3% disagreed, with a mean of 2.14 and an SD of 1.297, that peer counselors in their school helped others resolve conflicts without teacher involvement.

According to respondents, student involvement in peer counseling encouraged accountability, decreased misbehavior, and improved polite communication among students. These results align with research by Kute (2021), Njeri, Mumiukha, and Ronoh (2023), and Kariithi, Mukolwe, and Mwaura (2022), which showed that peer counseling programs enhanced student discipline through improved peer relationships, learner accountability, and collaborative behavior management. The results also demonstrated that peer counseling programs reduced classroom disruptions and improved school communication frameworks. Respondents concurred that effective student communication enhanced respect between students and teachers and encouraged amicable dispute resolution. From the standpoint of educational leadership and management, the findings suggest that peer counseling programs serve as institutional support mechanisms that supplement administrative initiatives and school punishment regulations. The results agree with Mutua and Muthoni (2019), Mwangi and Nyabera (2024), and Viashima, Aliboh, and Iorbee (2024), who discovered that peer counseling improved communication, promoted student cooperation, and helped create more orderly and disciplined school environments.

The study found that the schools have a variety of peer counseling services. Peer assistance networks, mentorship programs, peer tutoring programs, communication forums, and student engagement frameworks in discipline management were among them. Through these programs, students were inspired to mentor one another, adhere to school policies, and cultivate a sense of shared accountability for upholding order in the classroom. The results affirm those of Baliach, Mbiriri, and Nyangwencha (2024), Muga, Raburu, and Odongo (2022), and Njeru (2020), who observed that structured peer counseling programs, such as mentorship and peer support, made a substantial contribution to student accountability and behavior control in secondary schools.

The findings also showed that student participation in peer counseling programs increased accountability and encouraged compliance with school policies. These results suggest that student participation in discipline management develops participatory leadership structures that help school administration uphold discipline and order. Students gained a sense of ownership over school principals and took an active role in encouraging positive behavior among their classmates through peer counseling programs. Rakiro, Otara, and Otengah (2021), Kamau and Muriithi (2021), and Korugyendo, Kintu, and Ahabwe (2022) reported similar results, demonstrating that collaborative discipline management strategies enhanced student behavior, strengthened learner responsibility, and supported efficient school governance.

The study did find, however, that peer counselors were less successful in settling disputes on their own without the assistance of teachers. Peer counseling programs remained strongly reliant on administrative advice and oversight, as indicated by the majority of respondents' disagreement that peer counselors could handle discipline matters on their own. From a leadership and management standpoint, this implies that teacher counselors and school administrators continue to play a crucial role in organizing counseling services and

guaranteeing the smooth operation of peer counseling systems. The results are consistent with those of Kute (2021), Njeri, Mumiukha, and Ronoh (2023), and Ogola, Warui, and Nderitu (2023), who noted that effective implementation of peer counseling programs in schools required teacher support, institutional coordination, and sufficient monitoring.

4.5 Pearson Correlation of Peer Counselling Programs

The study used Pearson correlation analysis to test the hypothesis that stated that there is no significant relationship between peer counselling programs and student discipline management in public secondary schools in Isiolo North Sub-County, Kenya. Table 5 provides the results of correlation analysis.

Table 5: Pearson Correlation of Peer Counselling Programs

		Employee performance	Peer Counselling Programs
Student Discipline Management	Peer Counselling Programs	1	.359
	Sig. (2-tailed)		.001
Peer Counselling Programs	N	119	119
	Pearson Correlation	.359	1
	Sig. (2-tailed)	.001	
	N	119	119

**. Correlation is significant at the 0.01 level (2-tailed)

As per Table 5, it indicates that the Pearson correlation coefficient for peer counselling programs is $r=0.359$ at $\alpha < 0.001$ and a 99% significance level. Therefore, since the significance value is less than 0.05, the study rejects the null hypothesis that there is no significant relationship between peer counselling programs and student discipline management in public secondary schools in Isiolo North Sub-County, Kenya. Viashima, Aliboh, and Iorbee (2024) demonstrated that peer counselling significantly enhanced secondary students’ academic, social, and emotional behavior. Baliach, Mbiriri, and Nyangwencha (2024) examined how Kericho’s high schools maintained student discipline through peer counselors’ selection and training. The findings of the study indicated that the presence of peer counsellors had enhanced student discipline.

4.6 Summary

The study found that, to enhance discipline management, schools had put in place peer support programs, student mentorship activities, peer mediation, and communication-based counseling structures. The results demonstrated that peer counseling strengthened student responsibility, improved polite conversation among students, and decreased instances of wrongdoing. Through peer support networks, students were more inclined to discuss discipline-related issues, which enhanced behavioral control. The study did find, however, that peer counseling programs were occasionally constrained by insufficient training for peer counselors and an excessive dependence on teacher intervention in conflict resolution. Peer counseling programs

and student discipline management have a statistically significant beneficial link, according to correlation analysis ($r = 0.359$, $p < 0.05$).

5. Conclusion

The study concludes that peer counselling programs are effective in strengthening student participation in discipline management by encouraging peer mentorship, communication, and positive behavioural influence. However, the effectiveness of peer counselling depends on proper training, supervision, and support from school leadership and teachers.

6. Recommendations

Peer counselling programs should be strengthened in public secondary schools through proper training, supervision, and empowerment of peer counsellors. Schools should establish structured peer mentorship systems that encourage students to support one another in addressing behavioural challenges and conflict resolution. The school administration should further allocate adequate time and resources for peer counselling activities to improve student participation and enhance discipline management. Continuous collaboration between teacher counsellors and peer counsellors should also be promoted to improve guidance services and student trust in counselling programs.

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