STRESS MANAGEMENT STRATEGIES AND THEIR INFLUENCE IN ENHANCING DISCIPLINE AMONG SECONDARY SCHOOL STUDENTS IN ELBURGON DIVISION, NAKURU COUNTY, KENYA

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DECLARATION AND RECOMMENDATION

Declaration

I declare that this research project is my original work and has not been presented for award of a degree in this or any other University.

Signature…………………………………………   …………………….

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Recommendation

This research project has been submitted for examination with my approval as a University Supervisor.

Signature…………………………………………   …………………….

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DEDICATION

Dedicated to my husband John Gachoka and our beloved children Hellen, Kelvin and Stephen who persistently maintained an encouraging disposition and willpower in the face of challenges all along the study period. May God bless you.

ACKNOWLEDGEMENT

ABSTRACT

Educationists are currently paying more attention to the effects of stress on students in relation to school discipline. Inability to cope with stress culminates to indiscipline behaviour that has rocked many schools in Kenya. Stress management strategies are a set of techniques and programme intended to help people experiencing stress to acquire appropriate measures to avert harmful behaviour. The purpose of this study therefore was to determine the influence of these stress management strategies in enhancing students' discipline in secondary schools in Elburgon Division, Nakuru County, Kenya. The study adopted the correlational research design. A total of 317 students and 14 teacher counsellors were randomly selected. A structured questionnaire with 21 items was used to collect data using a 5 point Likert scale. The responses were converted into scores and added together to form an index of stress management with a Cronbach alpha of .801. Four stress management strategies were assessed, they included: avoiding stressful situations, altering stressful situations, accepting stressful situations that cannot be changed, and adapting a healthy life-style. Six variables were used as indicators of student discipline, they included: medical check-ups, feeding habits, drug abuse, negative experiences, relaxation and physical exercises, and unhealthy relationships. The data collected was analysed using descriptive (Means and frequencies) and inferential statistics (t-test and regression analysis). The mean age of the respondents was 16.9 years. Female students were 54.6 %, while the male were 45.4 %. The female students were found to have a higher level of stress management (mean 4.38) than the male student (mean 4.08) and these differences were statistically significant. The stress management strategies significantly (β=.841, p=.01) enhanced student discipline. Specific strategies significantly (p<.05) influenced discipline as follows: avoiding stressful situations influenced β=.397, adaption of a healthy life style β= .345, acceptance of situations that one cannot change β=.017, and altering the situations β=.016. The study concluded that the application of stress management strategies in secondary schools significantly reduced stress among students and enhanced their discipline. The study recommended that stress management strategies be taught to secondary students to control their stress and enhance their discipline. If the recommendations of this study are applied to secondary school students by teacher counsellors, school administrators and parents, then stress would be minimised and discipline would be enhanced.

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LIST OF ABREVIATIONS AND ACRONYMS

ARTS	:	Applied Research and Training Services
EFA	:	Education for All
G & C	:	Guidance and Counselling
GOK	:	Government of Kenya
KESSP	:	Kenya Education Sector Support Programme
KICD	:	Kenya Institute of Curriculum Development
LSP	:	Life Skills Programme
MOE	:	Ministry of Education
PTSD	:	Post Trauma Stress Disorder
UNDP	:	United Nations Development Programme
UNESCO	:	United Nations, Educational, Scientific and Cultural Organization
UNICEF	:	United Nations International Children's Education Fund
USAID	:	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Stress management strategies have an enormous influence on enhancement of students'
discipline in the awake of indiscipline, which has become a worldwide phenomenon in
institutions of learning dating back to the time of industrial revolution(s) (Baker, 2005).
Globally student's indiscipline has existed, strikes have been witnessed in countries like
Britain, USA and France (Robertson, 2010). Students' disturbances in the institutions of
learning are sparked off by various reasons: in 2013 students in Quebec protested against the
increase of tuition fees and in the demonstration, one students' eye was wounded, sporadic
acts of violence were witnessed and massive vandalism. A series of school protests in Britain
have been reported with the focal point of the demonstrations in London (UNESCO, 2004).

Students' indiscipline and protests are a social problem in Africa. A study done by Korzbski
(2009) in Lagos, discerned that 85 % of the secondary school students protested against the
administration for disrupting the school calendar which affected students' time frame of
examination preparations. Scores of students faced off with police and demanded that they
must be involved in all decisions and negotiations. These young people are the most
vulnerable to stress resulting in a series of destructive behaviour, and discipline problems.

In addition, studies show that there has been numerous students' unrests in most secondary
schools in Africa and Kenya. Dondo (2004) holds the view that secondary school students
encounter a wide range of stressful events whereby if not well managed, these students may
develop or adopt erroneous and destructive coping mechanisms. Since the attainment of
independence in Kenya, in 1963, the issue of discipline in secondary schools has periodically
been debated and has featured repeatedly in several schools as well as national agendas.
Such organizations where these discussions have taken place include National Assembly,
Teachers Service Commission (TSC), Kenya National Union of Teachers (KNUT), Kenya
National Examination Council (KNEC) and Kenya Secondary School Heads Association
among others (MOE, 2008). As noted by Hoberman (2007), life for many young people is a
painful tug of war filled with mixed messages and conflicting demands and challenges from

inevitable changes within and without them. Melgosa (2009) observes that adolescents are growing up negotiating a path between independence and reliance on others as a tough business that creates serious stress for young people that may lead to destructive behaviour and thus increase in indiscipline cases and endless unrests in secondary schools.

To curb these menaces and to assist the students the government of Kenya (GOK) is currently putting in place several measures with a purpose of curbing the rampant cases of indiscipline in learning institutions. Such measures include changing and revising of administrative structures, building of more schools to ease congestion and increase form one enrolment, double the supervision panels and recruitment of more teachers (MOE, 2006). Also in 2001, corporal punishment was abolished in Kenyan schools as elaborated in the Children Act of 2001. Guidance and counselling was introduced in secondary education sector in 2001 as had been recommended in several education committees, commissions and taskforces appointed to investigate better ways of enhancing students discipline and improvement of quality of education in Kenya.

Many examples of student unrest have occurred in Kenya. In June 2008, there were media reports of over 300 protests in Kenyan secondary school with most of the these cases involving mass destruction of property and loss of life of students from upper secondary school (KIE, 2008).Some 200 teenagers faced criminal charges over the unrests and tens of thousands were sent home (Kigotho, 2013). Mathenge (2006) contends that students of Nairobi Ridgeway's Academy were forced to suffer severe cold nights as their dormitory was burned by students. In Kenya, education is everything and examinations have a sense of finality. This leads to high levels of stress around the exam period. These cases have been attributed to gaps in stress management strategies among students and within schools. It is believed that school administration is expected to promote and enhance desirable behaviour among students (MOE, 2006).Strikes in secondary schools have been caused by among others stress due to an overloaded curriculum and pressure for academic performance which has been worsened by lack of an effective school guidance and counselling system.

On 3rd June 2013, students of Embu High School demonstrated at 1.30am against suspension of their colleagues due to indiscipline. There was a lot of mass destruction and burning of property before police intervention (Kigotho, 2013).Numerous extreme cases of student destructive behaviours have been attributed to gaps in stress management strategies among

students and within schools. It is believed that school administration is solely responsible for levels of students' discipline. In actual fact, the school administration is expected to promote and enhance desirable behaviour among students (MOE, 2006).

USAID (Kenya 2008) holds the view that school administrators attempt to control students by imposing some forms of punishment to deter maladaptive behaviour that inhibit a smooth learning environment. As observed by Sushita (2004) in support of Mutie and Ndambuki (1999) 78% of punitive measures in secondary schools result to anger, aggressiveness, bitterness and thus deterioration of discipline among students. Wango (2009) articulates that at some point, drastic change of behaviour patterns indicate symptoms of underlying issues or stress that need management or coping skills. These strategies may avert pending thrust of tragedy behaviour in schools. While mainstreaming peer counselling and mediation in Kenyan schools, Onyango (2003) contends that following the unstoppable and inevitable daily demands and challenges affecting the young people in secondary schools, these adolescents are prone and most vulnerable to stress that need proper management strategies in order to mitigate deteriorating levels of discipline in Kenyan secondary schools. This study therefore hopes to determine the influence of stress management strategies on enhancement of students discipline in secondary schools in Elburgon Division, in Nakuru County.

1.2   Statement of the Problem

In the light of growing cases of indiscipline in Kenyan secondary schools in quantity and magnitude, stress has been identified as one of the key causes of indiscipline amongst secondary school students. In this regard, the attempts to improve students' discipline has become imperative in all secondary schools. The Government of Kenya has implemented several measures aimed at curbing the increasing cases of indiscipline in learning institutions. These include introduction of prefect's council in schools, open forums by educational stakeholders and introduction of guidance and counselling departments meant to address stressful issues and their effects in students in all secondary schools. Though this has been done, cases of indiscipline are still in the lime light. However establishment of guidance and counselling services in secondary schools in Elburgon Division seem to have controlled strikes and protests that used to rock the schools in the area in the last one decade. This has necessitated this study to examine the influence of these stress management strategies on the

enhancement of students' discipline in secondary schools in Elburgon Division, Nakuru County, Kenya.

1.3   Purpose of the Study

The purpose of this study was to investigate the influence of stress management strategies on the enhancement of students' discipline in secondary schools in Elburgon Division, Nakuru County, Kenya.

1.4   Objectives of the Study

This study was guided by the following objectives:

(i) To assess the effectiveness of the stress management strategies (avoiding stressful situations, altering stressful situations, accepting stressful situations that cannot be changed, and adapting a healthy life-style) adopted by secondary school students in Elburgon Division.

(ii) To determine gender differences in the levels of stress management strategies practiced by secondary school students in Elburgon Division

(iii) To investigate the influence of stress management strategies practiced by students in enhancing discipline in secondary schools in Elburgon Division

(iv) To evaluate the role played by teacher counsellors in enhancing stress management strategies among secondary school students in Elburgon Division

1.5   Research Questions/Hypothesis

This study attempted to respond to three study questions and tested one hypothesis as follows:

(i) How effective are the stress management strategies adopted by secondary school students in Elburgon Division?

(ii) Are there gender differences in the levels of stress management strategies adopted by secondary school students in Elburgon Division?

(iii) $H0_1$: There is no statistically significant influence of stress management strategies practiced by students on their discipline in secondary school in Elburgon Division.

(iv) Do teacher counsellors enhance student discipline through the stress management programme?

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1.6   Significance of the Study

It is anticipated that this study may provide information on the influence of stress management strategies on enhancement of students' discipline in secondary schools. The ministry of Education may see need to encourage the use of stress management strategies in addressing indiscipline issues in education sector.

The findings of this study may assist school guidance and counselling units to apply the stress management strategies in their daily encounter with stress related issues among students. School administrators may benefit from the findings of this study by adopting stress management strategies to curb indiscipline in their schools. The findings of this study may also benefit parents who would better understand the problem behaviour among their children and employ stress management strategies to correct undesired behaviour. Classroom and even subject teachers may gain from the findings of this study by employing stress management strategies to create less stressful environment. Adolescents social and behaviour correction centres may also gain from the findings of this study equipping their clients with stress management strategies thus attaining incredible behaviour change for a disciplined and responsible young generation.

1.7   Scope of the Study

The study was carried out in Elburgon Division, Nakuru County, Kenya. It covered only secondary schools in the area on investigating the influence of stress management strategies on enhancement of students' discipline in secondary schools. In the context of this study, stress management strategies adopted in Elburgon secondary schools were examined, gender difference in stress management strategies in secondary schools and the role of school guidance counsellors were put into consideration in the establishment of the influence of stress management strategies in enhancement of students' discipline in Elburgon.

1.8 Limitations of the Study

The limitations to this study, included:

(i) The results of the study were limited to Elburgon Division secondary school students only and may not be generalized to other areas unless with caution.

(ii) Some students' unwillingness to disclose about their experiences when under stress. This was delimited by promising them confidentiality.

1.9 Assumptions of the Study

This study was carried out under the following assumptions:

i) Respondents would provide free and honest responses.

ii) The schools under study have knowledge and skills of applying stress management strategies as measures to avert indiscipline in their schools.

1.10   Definition of Terms

For the purpose of this study, the following are the operational definition of key terms:

Adolescence: A period of growth to maturity that begins at puberty and extends to late teen or early twenties which is characterized by many challenges; emotional, demands, pressures from personal, family and societal aspects.

Counselling: It's a process in which the school counsellor establishes a trusting and confidential caring relationship with students experiencing stressful moments.

Discipline: Reproduction of trained and acquired behaviour by students in relation to expected outcome after going through stress management sessions and adhere to established code of conduct by the school administration.

Enhancement: Application of stress management strategies in order to improve and boost desirable and agreed discipline

Guidance: A process, developmental in perspective by which an individual student or a group of students are assisted to change irrational thoughts, feelings, or actions that lead to indiscipline acts and aided to manage stress in appropriate manner.

Management: The process of dealing and controlling issues of indiscipline in amicable ways among secondary school students

Strategy: Appropriate measure, timely and positioned accurately action intended to avert harmful behaviour when students are stressed.

Stress: A physical or psychological stimulus that can produce mental tension or physical reaction that may lead to regrettable and antisocial behaviour when students are stressed.

Stressors: In this study, stressors are the factors which elicit some negative feelings and other emotional disturbances resulting to undesired behavioural patterns amongst secondary school students.

Stress Management Strategies: There are techniques to help secondary school student's deal effectively with stress and improve behaviour.

Students: In the study these are the respondents used, who are learners in secondary schools or institutions of learning in Elburgon Division.

Secondary Schools: Post-primary institutions of learning in which most of the learners are between 14-20 years of age.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This study sought to establish the influence of stress management strategies on enhancement of discipline in secondary schools. The literature review presents definition and an overview of indiscipline cases related to stress among students and the stress management strategies on enhancement of students' discipline in secondary school. Theoretical Framework and finally conceptual frame work are also included in this chapter.

2.2   An Overview of Stress

Melgosa (2009) defines stress as any circumstances that threaten or are perceived to threaten one's responses and coping abilities. These threats may be perceived to impede one's physical safety, long range security, self –esteem, reputation, peace of mind or most valuable things in present and future life. Further, Wayne (2007) refers to stress as resulting from an imbalance between demands and resources or as occurring when pressure in daily challenges and demands seem to exceed one's perceived resources and ability to cope with immediate stress response and unable to change and hence allowing stress response to be controlled.

Stress may also be a physical or psychological stimulus that can produce mental tension or physical reaction that may lead to regrettable behaviour patterns (Harber, 2001). In this regard stress tends to induce feelings and demands that exceeds the personal and social resources the individual can mobilize. Therefore, stress leads to wear and tear that disturbs and distorts the body's normal way of functioning.

Majority of teenagers who face the stress of negative life events hardly find internal or external resources to cope with situations (Bakhada, 2004). Reswell (2003) holds that stress among high school students is a common phenomenon marked during the school life. This stress is mostly associated with risky behaviour of adolescents which threaten security in many schools where massive destruction of property, unwarranted deaths and shuttering of aspirations for many other students have been experienced. Mutie and Ndambuki (1999) postulate that most young people experiencing stress are commonly vulnerable to reacting in

destructive behaviour. Such behaviour culminates to indiscipline cases in secondary schools. Thomson (2002) puts it right that indiscipline cases especially in high schools become a major challenge for the government in achieving educational goals. MOE (2008) asserts that the current policy frame work on Education (GOK, 2005a) sets out the national philosophy, vision, mission and objectives of Kenya's education and training as being guided by such attributes as: -

(i). National unity where education should inculcate patriotism and nationalism without compromising responsibility and accountability for enhancement of moral values and character development.

(ii). Social responsibility in which education and training should integrate social responsibility that include nurturing African and more so Kenyan cultural norms and values that govern Cohesion and peaceful co-existence. This national goal hopes to combat undesirable behaviour among students and promote high standards of discipline by means of equipping learners with stress management techniques.

Kenya Education Sector Support Programme (2005 – 2010) (KESSP) observes that managing student's stress is a key icon that enhances controlling of learner's behaviour and thus increase discipline in schools. This provides an effective and sustainable measure of ensuring education for all (EFA) impartation and acquisition of quality and globally competitive education and moral character (MOE, 2008). Wai-shing (2008) contends that a modern holistic and useful conceptualization of ideal classroom and school environment as a safe zone for learning should focus on establishing reliable stress management strategies. The report of Education Committee (GOK 2000) suggested the need for establishing guidance and counselling unit in secondary schools as a lasting measure for helping students cope with day to day demands and pressures thus enhancing school discipline.

Further, Task Force on students' indiscipline and unrest in Secondary Schools (GOK, 2001) strongly echoes the need to empower students with stress management strategies in order to avert escalating secondary school indiscipline cases in form of riots and strikes that rock most schools in Kenya especially in second and third terms. A renowned disciplinarian, Griffin (2001) observes that intimidatory and wholly authoritarian strategies are often counterproductive as far as discipline is concerned. The eminent suggestion for enhancing discipline in schools is the need to understand the uniqueness of individual learners, empower and involve them in all aspects of discipline measures such as emphasis on teaching of stress

management skills. These skills enhance individual's discipline and eventual responsibility and accountability to one's modes of tenets of behaviours. Trained school counselors ought to work with students on how they should take and control their reactions in times of crisis, conflicts or deprivation of some commodities (Gichaga, 2006). According to Keetley (2003) stress management strategies is a responsibility based, as opposed to a consequence based strategies to learners' discipline. It is done with the realization that punishment – based disciplinary measures like suspension do little to help learn new responsible behaviours to replace the ones that are not working for their school community. Such measures ultimately have the effect of taking responsibility away from the learners because they are never asked to reflect on what they do, to fix away damage that is done or plan to do better. The hallmark of stress management strategies is identification of the problematic stress responses, recognition of the real stressor and training students on the productive stress coping strategies thus enhancing individual and collective discipline in secondary schools (Lutomia & Sikolia, 2008).

2.3 Common Causes of Stress among Students in Secondary Schools

Young people become stressed for varied reasons. Kenda (2003) articulates that students in secondary schools encounter numerous stressful events which when they keep piling end up in undesirable and antisocial behaviour. As outlined by Pandy (2010), learners experience continuous stress due to the following factors.

2.3.1 Pressure of Expectations

According to Melinda (2011) 69% of high school learners live and survive many pressures each day. This comes as a result of inevitable daily demands in the areas that include academic, social expectations and personal demands. Also, Kenda (2003) contends that secondary school students experience great amounts of stress which need to be addressed in a more constructive manner. On the same note, students in secondary schools are said to be in the midst of adolescents' state of confusion and emotional turmoil. This has been determined as one of the common factors that affect the academic performance among the students. They ride the academic stress roller coaster every day. Dondo (2004) opines that academic pressure takes the lead on the causes of stress on students. This has been confirmed by Wosyanju (2009) who states that one of the biggest contributors of students' stress is the need to perform well in classroom in order to get higher grades in consequent exams and better final

grade in Kenya Certificate of Secondary Education (KCSE). For high school students KCSE grades become the main determinant that affect college placement, university admissions, scholarships and even privileges at home and society. Worrying about academic performance as expected by individual students, teachers, and parents and significant others mounts to considerable pressure on students resulting to anxiety, insomnia that may vent out in form of self defensive behaviour. Both Collins (2007) and Castillo (2006) express their believe that students in high schools experience some stressful pressure from their peers in expectations of behaving in a particular manner for either heroism or in show of solidarity during moments of crisis in schools.

2.3.2 Family Stressors

Dysfunctional family issues is one of the most contributing factors to students' stress (Melgosa, 2000). Parents want their children to succeed in school although most of them hardly spend considerable time with their children which implies that children (teens) gain little advice from parents but more pressure for exemplary performance. Buchman (1999) also views family as a potential source of stress to the students especially when there seems to be persistent misunderstandings and conflicts between parents and their children. Next to that, Education Information Centre (2006) outlines sibling rivalry as a major cause of stress among teenagers. Habitual conflict and quarrels between the parents induce psychological and emotional disturbances among the students. Parents in such marital discontented and antagonistic marriages cause confusion and fear of uncertainty in children. This unbearable home environment leads to tantamount anger, guilt and loneliness in children, which are symptoms of stress among students.

2.3.3. Tragedies as Stressors

The students' aspirations and expectations are more often affected when learners are exposed to stressful events perceived to be holding pending dangerous outcome (UNESCO, 2008). As explained by UNICEF (2008) awful events such as prolonged illness or terminal illness or death of a member of the family or close friends points to a painful and stressful moment in students. To add on that Smith (2011) gives a demonstration that tragedies such as accidents, divorce, separation of parents, imprisonment of either of the parents, family financial crisis and loss of either personal or family property are weighty in causing stress among teenagers, secondary school students.

Stress management strategies are an important skill for learners in order to improve themselves become problem solvers and be in control of their behaviour (Peiffer, 2000). Learners should be assertive and express their feelings and experiences instead of resulting to indiscipline behaviour. The body of learners can react either by preparing for flight or fight which may lead to indiscipline (Velten, 2010). This would be managed through stress management strategies. Kigotho (2006) further affirms that disciplines is typically integral to the success of a student, learners enter school with limited discipline and have to learn the hard way to rapidly develop discipline strategies to perform better and balance life demands (Wango, 2009). This study further argues that discipline of learners usually leads to completion of homework and a better overall learning experience in combination with classroom engagement which enhances discipline.

In another study conducted by the MOE (2008) school discipline aims at ensuring the safety of students and creating an environment conducive for learning and serious student misconduct involving violent or criminal behaviour defeats these goals. The MOE (2008) further states that disruptions in schools interrupt lessons for all students and the disruptive students lose even more learning time. The goal of good behaviour is necessary to ensure learners' growth. This can be effective through stress management strategies which seek to encourage responsible behaviour and provide all learners with a satisfying school experience as well as discourage misconduct (Thomson, 2002). From this study Thomson (2002) it is observed that the school authority can help decrease disruptive behaviour by ensuring that the school rules and the consequences of breaking them are clearly specified and communicated to the learners and they should be periodically restated. Fair and consistent enforcement of school rules helps maintaining respect for the schools discipline system (Kigotho, 2006).

The school counsellors should provide hearing process for students to present their side of the story and establish an appeal process which will increase student's perceptions of fairness. A study by Steward (2008) shows that problem behaviour in students occurs because they do not know how to act appropriately and therefore application of stress management strategies will help to enhance discipline.

Schools require trained student counsellors to complement the guidance and counselling teachers. Such students are able to informally interact with their colleagues in class, during games, in hostels and at any time whenever there is an opportunity (MOE, 2008). The

Ministry further observes that learners share many things in common, have their own language code and trust each other more and the peer counsellors become very handy in solving problems before they explode. Maragia (2011) points out that learners need redirection and positive discipline practices and the schools should therefore develop appropriate strategies for students with discipline problems. Some of the basic practices are as follows:

(i) Establishing a school-wide behaviour support system which include teaching appropriate behaviour and positive reinforcement.

(ii) Assisting students in the development of resiliency skills which is the ability to overcome the negative influences or risk factors that often stop students from becoming successful. This may include:

- Developing supportive relationships with students.
- Providing opportunities for learners to participate and give contributions in discussions
- Teaching students that they are capable and have strengths.
- Providing opportunities to work with other students.

(iii) Assisting students in developing pro-social skills to ensure that they obtain the necessary skills required to function socially in school such as anger management and conflict resolution.

(iv) Developing administrative procedures and policies for dealing with behavioural concerns.

2.4   Common Types of Stress

KIE (2003) states that young people are prone to experiencing different types of stress. According to Melgosa (2000) there exist three common types of stress. Millers (2003) discusses the three types of stress which are acute, episodic and chronic.

Acute stress: According to Miller (2003) acute stress is the most common form of stress that comes from demands and pressures of the recent, past and anticipated near future. This type of stress is exhausting and taxing especially when the challenge is persistent. It usually happens as short-term due to work pressure, meeting deadline pressures, over exertion or inability to achieve set or expected goals. Farrant (1999) holds that acute stress is common in people who are disorganized, time wasters and those who feel overloaded but it is due to procrastination. Miller (2003) contends that symptoms associated with acute stress are easy to

be noted at onset and are highly manageable. They include emotional distress - anger, irritability, anxiety and fear.

Episodic stress: is common to those who suffer acute stress frequently, whose lives are so disordered and oscillate between chaos and crisis (Melinda, 2011). Episodic stress comes from ceaseless worry "Worry warts". People in episodic stress tend to see disaster around every corner and pessimistically forecast catastrophe in every situation. The world and the environment is a dangerous, unrewarding punitive place where something awful is always about to happen. Walker (2002) holds that those experiencing episodic stress have mood swings, a deep -seated insecurity.

Chronic stress Eileen (2010) points out chronic stress as a common type of stress that wears people away day after day. Chronic stress affects, distorts reasoning ability and weakens individual's aspirations. As identified by Bakhda(2004)/ chronic stress originates from a dysfunctional family or institutions where stressors as threats with no or little hope of attaining meaningful solutions. Lierop (1991) contends that chronic stress is harmful and mostly leads to violent conflicts. As identified by Eileen (2010) young people especially adolescents are most vulnerable to chronic stress since demands and pressures tend to increase as they experience life changes in development. Collins (2007) holds the view that teenagers in high schools more often encounter chronic stress due to increasing demands and high performing expectations from self, schools and society. Dondo (2004) postulates that secondary school students with negative and deep seated convictions and beliefs that escalate fear and worry of uncertainty, feelings of hopelessness and worthlessness,- are prone to aggressive reactions to people or perceived unfavourable situations.USA1D (2007) holds that professional counsellors are able to help secondary school students experiencing life challenges undergo radical behavioural and emotional changes.

2.5   Fight or Flight Response to Stressors

Neil (2007) defines fight or flight responses to stress as our bodies primitive, automatic inborn response that prepares the body to "fight or flee' from a perceived attack, harmor threat to our survival. Melinda (2011) explains that when fight or flight system is activated, people tend to perceive everything within the environment as a possible threat to their survival. By its very nature, the fight or flight system bypasses our rational mind, where our

more well thought out beliefs exist and moves into attack mood. Obai, Pere, Mutua and Ringa (2009) in their attempt to illustrate fight and flight response to stress, have demonstrated how secondary school students may overreact even to the slightest comments. The fear of uncertainty is always exaggerated. Most students' rational thinking get distorted where they see everything through the filter of possible danger. They narrow their focus to those things that can harm them while fear becomes the icon through which they see the school environment. Melgosa (2009) explains that responses to intense stress largely depend on each person's personality type, strengths, past experiences, support network, proximity and duration of stressor or ability to control and cope with circumstances. How one reacts also depends on how the stressor is perceived. If an event is viewed as being dangerous, physically harmful, or otherwise threatening and disruptive, there is likelihood to be a stress or anxiety reaction even if perceived threat is not substantially real.

According to Obai et al., (2009) when secondary school students are overwhelmed with excessive stress, their life becomes a series of short-term emergencies, they lose the ability to manage stress and govern their behaviour. They tend to live from crisis to crisis with negligible relief in sight. High school students more often express their responses to stress through regrettable reactions which include engaging in fights, violent quarrelling, insulting others, indulging in drug and substances abuse, withdrawal and isolation and destruction of property (Melinda, 2011). Other acts of indiscipline as a result of stress among students are burning institutions, murder, suicide, theft, truancy and burglary which have paralyzed learning in many schools.

2.6   Stress Management Strategies

Wayne (2007) defines stress management strategies as a set of techniques and programmes intended to help people deal more effectively with stress in their lives by analysing specific stressors and taking positive and constructive actions to minimize their effects. Collins (2007) asserts that stress management strategies in secondary schools are a necessary component for enhancing desired behaviour among the students. The ultimate goal of stress management is to help individuals manage common emerging stressful demands and pressures of everyday life, by increasing individuals' ability to cope with stressors (UNICEF, 2008). Life Skills Promoters (2005) believes that young people especially secondary school students need value based abilities to cope with life's demands and challenges. USAID (2007) holds that

professional counsellors are able to help secondary school students experiencing life challenges undergo radical behavioural and emotional recovery through employing and application of varied stress management strategies.

Further, Stewart (2008) contends that if young people are empowered with stress management strategies they are able to make right choices through situational analysis, critical thinking and making informed decisions thereby avoiding risky behaviour and reduce their vulnerability to indiscipline incidences such as violent strikes in schools. Ray (2003) quoting Selye (1956) one of the founding fathers of stress management, explains that every person has a unique response to stress and that there is no "one size fits all" solution to managing stress. No single strategy works for everyone or in every situation and therefore, different stress management strategies help different people differently in different situations making them feel calm and in control. While elimination of stress is unrealistic, management of stress is an attainable and realistic goal that can be achieved by application of a number of strategies. In secondary school, situation stress management strategies most applicable are vivid, they include: avoiding stressful situations, altering the situations, accepting situations that cannot be changed, and adopting a healthy life style.

2.6.1 Avoiding Stressful Situations

Hadulla (2001) points at avoiding unnecessary stress as a management strategy. Although not all stress can be avoided, the learners can eliminate some stressors by becoming more assertive. They are empowered to identify sources of stress and learn how to say "NO" by knowing their limits through application of SWOT analysis.

According to Wayne (2007) stress management strategies helps the learners to identify the stressors and then are empowered to avoid any unnecessary stress. Melgosa (2009) explains that responses to intense stress largely depends on each person's personality type, strength, past experiences and support network.

Unnecessary stress can also be avoided by learners taking control of their environments by avoiding unnecessary peers and engagement in hot-button topics of social issues. Obai, Pere, Mutua and Ringa (2009) demonstrates how secondary school students may overreact even to the slightest comments and hence need to avoid any discussion that would stress them.

Mwale (2010) view adolescence as a time of stress and storm, strums and drag which mirrors teenagers as fragile and volatile in their attempt to internalize idealism, commitment to goals, revolution, passion and feelings resulting to contradictions and wide swings in mood and emotions. Therefore learners should not allow stress to control them but engage themselves in what will help clear their minds and allow them to feel calmer, not to replace the feelings of stress with equally strong frustrations. Collins (2007) concurs with Mwale (2010) that adolescence is a turbulent period charged with endless conflicts where thoughts, feelings and actions oscillate between humility and conceit, goodness and temptation, happiness and sadness. Daily life of learners will be less stressful if they understand instructions given and pay particular attention to the school rules and regulations.

A learner should evaluate what he is spending his time doing. Unnecessary things can only make him more overwhelmed. As identified by Eileen (2010) young people especially adolescents are most vulnerable to stress since demands and pressures tend to increase as they experience life changes in development. Learners should therefore learn to say "NO" to things that are unnecessary to avoid stress. Taking on more than they can handle is a sure fire recipe of stress. Managing time can make life easier, less stressful and more meaningful. A learner should focus on things that are of necessity. Melinda (2011) states that stress is more frequent to people whose lives are so disordered and oscillate between chaos and crisis.

An efficient system of personal organization can significantly lessen a learners stress experiences. Stress often happens during ordinary times when a learner forgets to do his assignments and getting organized will put the learner back in the driver's seat of stress. He should analyse his duties and responsibilities and daily tasks and distinguish between "should" and "musts" and drop what is unnecessary to the bottom of the list. A learner should avoid negative peer influence. If a student consistently causes stress in your life and cannot turn the relationship around, the student should limit the amount of time he spends with that person or end the relationship entirely (MOE, 2008).

2.6.2. Altering the Situation

According to Peiffer (2000) stress management strategy of altering the situation empowers students to analyse the stressful situation, figure out how to alter the situation so that the problem does not present itself in the future. According to Education Information Centre (2006) habitual conflicts and quarrels induce psychological and emotional disturbances among students. Effective communication is therefore a powerful tool that alters stressful situation (Stewart, 2008).

Learners are encouraged to express their feelings instead of bottling them up, failure could cause resentment. Alteration of situation involves willingness to compromise. Collins, (2007) states that students in high schools experience some stressful pressure from peers in expectations of behaving in a particular manner for either heroism or in show of solidarity during moments of crisis in schools.

Learners are often overwhelmed by schoolwork. According to Melinda (2011) high school learners live and survive many pressures each day. This is as a result of inevitable daily demands in the areas that include academic, social expectations and personal demands. Kenda (2003) contends that secondary school students experience great amounts of stress which need to be addressed in a more constructive manner.

Wosyonju (2009) states that one of the biggest contributors to students' stress is the need to perform well in classroom in order to get higher grades in consequent exams and better final grade in Kenya Certificate of Secondary Education (KCSE). When the students feel the effects of stress weighing them down they are unable to perform well which leads to indiscipline. If their stress level exceeds their ability to cope, they need to restore the balance by altering the situation. Learners should think and control the influences upon them by reducing the negatives and increasing the positives which will most certainly reduce their stress levels.

It is extremely beneficial to envision the things that make a learner feel relaxed and peaceful (Wosyanju, 2009). He need to take a moment and cast his mind back to situations and things that he has found enjoyable and relaxing not just giving them a fleeting thought, but seeking the things that make him feel happy and calm. USAID (2007) points out that a learner should be more assertive, he should not take a back seat in his life but do his best to anticipate and

prevent stress. If he has an exam to study for and a fellow student has a story to tell the learner should say upfront that he only has a few minutes to talk.

Poor time management can cause a lot of stress to learners (Hoberman, 2007). When a learner is stretched too thin and running behind, it is hard to stay calm and focused, but if he plans ahead and make sure he does not over extend himself, he can alter the amount of stress he is under. He should rearrange the surroundings hence reap the benefit of a lighter load.

Stress reduces productivity and affects performance of the brain including memory, concentration and learning. According to Collins (2007) developing new habits will help to remove everything that is distraction which is essential in managing stress in a more permanent basis. Developing new habits which help to remove and distract one from essential in managing stress in a more permanent basis (Collins, 2007).

Altering the situation will more importantly enable one to change his situation. It gets the brain thinking and working in a different way, distracts one's thoughts away is the stress and thereby diffuses the stressful feelings (Lutomia, 2008).

2.6.3. Ability to Accept the Things One Cannot Change

Jacob (2001) describes the ability to accept the things one cannot change as a stress management strategy. Individuals are helped to identify some sources of stress which are unavoidable such as death of a loved one, government decisions and policies, family matters and school rules and regulations. According to Obai et al (2009) when secondary school students are overwhelmed with excessive stress, their life becomes a series of short-term emergencies, they lose the ability to manage stress and govern their behaviour, hence need to be empowered with the ability to accept the things in life beyond their control rather than stressing out over the uncontrollable situation. They should focus on the things they can control (Waishing, 2008). When facing major challenges, student should try to look at them as opportunities for personal growth. According to Stewart (2008) it is cathartic for learners to express what they are going through, how they feel and the way they deal with a situation. A learner should look at a situation and ask himself 'is this something I can change? If so, they should start exploring positive ways to change the situation. If the situation cannot be changed, such as illness they should accept it for what it is. Accepting does not mean giving

up but rather accepting the situation and finding ways one can cope with what cannot be changed. This can reduce stress drastically.

The serenity prayer "God grant me the serenity to accept the things I cannot change, the courage to change the things I can and the wisdom to know the differences" if applied can be a great stress reliever. Eileen (2010) stipulates that one should exchange attitude for gratitude. Our attitude has a profound effect on how we deal with situations. Negative attitudes affect our physical, spiritual and mental well-beings.

Amidst the hustle and bustle of everyday life, we should relax which rejuvenates the body, mind and spirit and leaves us better to handle stressful situations when they come. Many things in life are beyond our control and the best way to cope with stress is to accept things as they are. Acceptance may be difficult but in the long run, it is easier than rallying against a situation you cannot change as the saying goes "what does not kill us makes us stronger".

Abrams (2008) stipulates that one should accept that we live in an imperfect world and that people make mistakes and therefore let go anger and resentments, free ourselves from negative energy by forgiving and moving on.

Accepting things we cannot change is a stress management strategy rather than resulting to unhealthy ways of coping with stress for instance smoking, drinking too much, withdrawing and procrastination.

2.6.4 Adopting a Healthy Life-Style

Stress is proven beyond doubt to make people ill and evidence is increasing to a large number of ailments and diseases caused by stress. Howard (2000) holds that adopting a healthy life-style is a major stress management strategy. This is confirmed by Hambly (2002) who articulates that stress is known to contribute to heart disease, causes hypertension and high blood pressure and impairs the immune system. Adopting a healthy lifestyle as a management strategy improves specific aspects of health and reduces the risk of such ailments.

Haddulla (2001) states that stress significantly reduces brain functions such as memory, concentration and learning, all of which are central to effective performance. Some health effects caused by stress are irreversible and at worse terminal. Melgosa (2009) states that

nutritional deficiency impairs the health of the body and it is unrealistic not to expect the brain to be affected as well by poor diet. If the brain is affected, so are the thoughts, feelings and behaviours.

In another study, Velten (2010) observes that sleep and rest are also essential for a healthy life balance. Resisting and breaking out from programmed sleep and rest patterns creates internal conflicts and stresses, just as if we were to eat unnatural foods or breathe unnatural air. It recharges our energies, helps wipe the brain of pressures and unpleasant feelings. Melgosa (2009) stipulates that physical exercises are part of a healthy life-style and it is immensely beneficial in managing stress, it releases helpful chemicals in our brain and body that are good for use, distracts us from causes of stress, relaxes and warms cold, tight muscles and tissues which contribute to stress feelings. This develops and maintains a healthy body which directly reduces stress susceptibility.

USAID (2008) points out that just as you are what you eat, it suggest that "you are what you watch". If you subject yourself to miserable, negative experiences portrayed on film and television and computer games you will feel unhappy or even depressed. They produce stress, anxiety and adversely affect a person's physical health. A learner should think about and control the influences upon himself, should avoid unhealthy ways of coping with stress for instance abuse of drugs, lashing out, physical violence, overeating or under eating.

Relationships are very crucial and a learner should spend time with positive people who enhance their life. A strong support system will buffer him from the negative effects of stress. Relaxing may include humour which is one of the greatest and quickest devices of reducing stress for it gets the brain thinking and working in a different way.

2.7 Theoretical Framework

Research studies show that life for young people is a painful tug of war filled with mixed messages and conflict demands and pressures that make students most vulnerable to stress and destructive behaviour and indiscipline, (Walker, 2005). As explained by Melgosa (2002) high school students are continuously too overwhelmed by demands and expectations which exert lots of pressure which may pile and vent out in form of indiscipline incidences such as school unrests, fighting's and destruction of life and property. Dondo (2004) postulates that

high levels of stress among students are likely to be the contributing factor to the increasingly trend of indiscipline in secondary schools. K.I.E. (2003) contends that guidance and counselling was introduced in 2001 as an attempt of helping students manage and cope with daily demands and pressure and thus mitigate the intensity of stress and reduce calamitous reactions to perceived stressful events among students, hence enhance discipline in schools. There seems to be a gap that needs to be researched on and be filled with the influence of stress management strategies on enhancement of discipline among students in secondary schools. Therefore, this study intends to establish the influence of stress management strategies on enhancement of discipline among public secondary school students in Elburgon Division, in Nakuru County. This study will employ and be guided by Rational Emotive Behaviour Therapy.

2.7.1   Rational Emotive Behaviour Theory

Rational Emotive Behaviour Therapy (REBT) previously called rational therapy and rational emotive therapy is a comprehensive and empirically based psychotherapy which focuses on helping individuals and groups of people resolve emotional and behavioural problems and disturbances and enabling people to lead happier and more fulfilling lives. REBT was created and developed by the American Psychotherapist and psychologist Albert Ellis in mid 1950's when it was first expounded. REBT has been going through a series of development until the death of the founder in 2007.

According to Abrams and Abrams (2008) men are disturbed (stressed) not by things, but by the views which they take of them and that there is nothing good or bad but thinking makes it so. In school setting, daily demands and pressures being experienced by students become stressful at different levels to some students because of the perception and attitudes associated to them as either harmful or dangerous.

(i) REBT Theoretical Assumptions

One of the fundamental premises of REBT is that humans, in most cases, do not merely get upset (stressed) by unfortunate occurrences, but more so by how they construct their views of reality through their language evaluative beliefs, meanings and philosophies about their world, themselves, and others. There is an assumption that beliefs that are most important are highly evaluative and consist of interrelated and integrated cognitive, emotional and behavioural aspects and dimensions. According to REBT, if a person's evaluative belief

about activating event is rigid, absolutistic and dysfunctional, the emotional and behavioural consequence is likely to be self-defeating and destructive. Alternatively, if a person's evaluative belief is preferential, flexible and constructive, then the emotional and behavioural consequence is likely to be self-helping and constructive.

The REBT therapy also assumes that humans have both innate rational (self – and social helping) and irrational (self – and social – defeating and un-helpful) tendencies. As such, REBT claims that people to a large degree consciously and unconsciously construct emotions such as self-blame, blame game, self-pity, anger, hurt, guilt, shame, anxiety and stress and behaviour tendencies like procrastination, over-compulsiveness, avoidance, addiction and withdrawal by means of their irrational, a self-defeating thinking, emoting and behaving. Also, REBT assumes that human thinking, emotion and actions are not really separate or disparate processes, but that they all significantly overlap and are rarely experienced in a pure state. Much of what we call emotion is mainly a certain kind – a biased, prejudiced, or strongly evaluative kind of thought. However, emotions and behaviour significantly influence and affect thinking, just as thinking influences emotions and behaviour (Ellis, 1994). REBT is then applied as a better option for stress management and enhancement of discipline in schools.

(ii) REBT View on Human Nature
Rational Emotive Behaviour therapy views human beings as "responsibly hedonistic" in the sense that they strive to remain alive and achieve some degree of happiness (Korzbski, 2010). REBT also holds that humans are prone to adapting irrational beliefs and behaviours which stand in the way of their achieving their goals and purposes. More often these irrational beliefs, attitudes and philosophies take the form of extreme or dogmatic "Musts", "Should", or "Oughts", they construct with rational and flexible desires, wishes, preferences and wants. The presence of extreme philosophies can make all the difference between negative emotions such as anger and anxiety at different times on different events in life. Most important, REBT maintains that individuals have it within their power to change their distorted and irrational perceptions, beliefs, attitudes and eventual reactions thus enhancing discipline in the desired direction (Abrams & Abrams 2008). Additionally, REBT clearly acknowledges that people in addition to stressing (disturbing) themselves, are also innately constructivists. They largely upset themselves with distorted beliefs, emotions and behaviours and that they can be helped

in a multimodal manner, dispute and question irrational issues and develop a more workable, more self-helping set of constructs (Ellis, 1994). As noted by Velten (2010) REBT argues that human mental wellness and mental health to a large degree results from an adequate amount of self-helping, flexible, logical-empirical ways of thinking, emoting and behaving.

(iii) REBT Intervention

As explained by Korzybski (2010) REBT is a therapeutic system of both theory and practice: one of the goals of REBT is to help the client see the way in which they have learned how they often needlessly upset (stress) themselves, teach them how to un-upset (stress management) themselves and then how to empower themselves (use of stress management strategies) to lead more happier and more fulfilling lives in the midst of daily demands, pressures and expectations. The emphasis in therapy is generally to establish a successful collaborative therapeutic working alliance based on the REBT educational model. The ultimate task of the counsellor include understanding the clients concerns from his / her point of reference and work as a facilitator, teacher and encourager. Omulema (2001) holds that REBT is appropriately applicable as an educational process in which the school counselor often active-directives teaches the students under stress how to identify irrational and self-defeating beliefs, attitudes, and philosophies and reactions which in nature are rigid, extreme, unrealistic, illogical and absolutist. Then, the counsellor facilitates and actively questions and disputes those irrational issues and replaces them with more rational and self-helping ones. By using different cognitive, emotive and behavioural stress management strategies, the students experiencing stress acquire substantial help from the REBT counsellors where they gain a more rational, self-help and constructive rational way of thinking, emoting and behaving and thus enhancing school discipline. Robertson (2010) holds that one of the main pillars of REBT is that irrational and dysfunctional ways and patterns of thinking, feeling and behaving are contributing human disturbances, emotional and behaviour self-and social defeatism. According to Abrams and Abrams(2008) REBT employs the ABC framework to clarify the relationship between activating events (stressors) (A), our beliefs about them (b) and the cognitive, emotional or behavioural consequences of our beliefs (C).Ivey Ivey and Simek-Morgan (1997) single out the main objectives in REBT as to show the client that whatever unpleasant and unfortunate activating events occur in people's lives where each one has a choice of making him/herself feel healthy and self-defeating, horrified, terrified, panicked, depressed, self hating, stressed and self pitying.

In school settings the counsellors work closely with students encountering stress hoping to impart incredible knowledge and skills on stress management strategies. Lewis (2004) contends that by attaining and ingraining a more rational and a self-constructive philosophy, attitude and beliefs of themselves, others and the world, clients are more likely to behave and emote in more life-saving and adoptive ways. This is in line with stress management strategies carried out in secondary schools where students are empowered to manage and cope with stressful events and behave rather rationally and in a more mature manner that result in controlling indiscipline incidences. Maragia, Nabiswa and Amadolo (2011) opine that students with indiscipline cases normally have underlying issues leading to irrational beliefs, and attitudes and reactions. Such students have inner cry for help where counsellors work closely with them with the main objective of empowering them with strategies of dealing with overwhelming demand and pressures. Mutie and Ndambuki (1999) contend that students tend to think rationally and in control of their reactions when they are helped to identify their problems, distorted beliefs and irrational reactions. Makinde (1984) sums it all that undisciplined students' needs to be empowered on how to manage their activating stressful events in order to maintain peace and harmony among students in schools. Consequently, stress management strategies drastically bring to halt exaggerated indiscipline incidences where adolescents congregate for learning.

2.7.2 Behavioural theory

Behavioural theory places emphasis on the interplay between the individuals and the environment. Skinner (1975) confirms that a person has the potential of being good or bad and the environment can affect the behaviour. The theory is diverse with respect to techniques that can be applied in coping with specific problems. This has been confirmed by M.O.E (2008) which recommends the application of strategies to enhance students discipline in secondary schools.

The effectiveness of these strategies and behavioural change will be determined by the individual students. A study by MITIE and Ndambuki (2003) stipulates that mal-adaptive behaviour can be unlearnt just as good behaviour can be learnt. It is therefore the responsibility of the school counsellor to assist the learners to determine the behaviour that need to be changed as the counsellor also determines how this behaviour can best be modified. Behavioural techniques have generally been shown to be frequently more effective in changing target behaviour (UNDP, 2008).

2.8 Student Discipline in Schools

Antisocial behaviour, academic underachievement, and poor development of pro-social skills among students attending our nation's public schools remain a concern for educators, parents, and the lay public (Durlak, 1995). Problems such as violence, vandalism, bullying, and similar behaviours create an unsafe learning environment, undermine instruction, and pose a threat to the school population.

Furthermore, early onset of discipline problems in school children predicts later maladjustment (Hawkins, Catalano, & Miller, 1992). Thus, children who engage in antisocial behaviours at a young age are more likely than their nonaggressive peers to respond similarly when older and as adults. Accordingly, longitudinal research points to large-scale primary and secondary prevention models as the logical intervention foci to influence positive school climate and youth behaviour (Dryfoos, 1990). The concern about student discipline has produced many intervention and prevention-focused programs to improve character and moral development promote exemplary social skills, reduce antisocial behaviours, and strengthen academic competencies. Unfortunately, many of these programs have conceptual limitations, were publicized without supporting empirical data, or had minimal to no positive effects when evaluated objectively through randomized controlled trials (Tolan & Guerra, 1996; Weisz & Hawley, 1998).

Discipline is probably the most difficult and unpleasant part of any educator's job. When instructors effectively communicate rules, set high expectations and provided frequent feedback, the need for discipline will likely be infrequent. However, action is occasionally required to correct a situation where a student has broken the rules or is not putting in the required amount of effort. The approach taken to the disciplinary action often determines its effectiveness, (Sugai*et al.,* 2000). Many traditional approaches to discipline are negative, punitive and reactive, which result in bad feelings for all parties involved. A positive approach to discipline involves a process designed to solve performance problems and encourage good performance. The basic theory behind the positive discipline approach is that when a student is treated as an adult who must solve a problem, rather than as a child who must be punished, the student is more likely to respond positively and correct the problem (Sheldon and Epstein 2000; Finn, Pannozzo & Archilles 2003).

School discipline serves the important purpose of maintaining safe and orderly learning environments in our schools, but research shows that an emphasis on harsh, punitive practices, such as "zero tolerance" policies, does not improve school safety. Instead, student behaviour and learning outcomes can be improved through the use of an evidence-based approach known as school-wide positive behaviour support, (Martens *et al.,*2003; Webb, Nemer & Ing 2006) Such an approach relies on teaching and reinforcing clear behavioural expectations, providing supports and interventions for students with challenging behaviours, and using alternatives to suspension or expulsion. Both students and society benefit when youth are not excluded from school, since such exclusion places students at greater risk of dropping out and engaging in crime and violence.

Discipline can be distinguished from the broader area of classroom management in that the latter emphasizes the provision of quality instruction as a means of minimizing disruption in classrooms whereas discipline is generally represented as what teachers do in response to students' misbehaviour. The importance of classroom discipline is two-fold. First, without the order provided by effective classroom discipline there is very little opportunity for teachers to instruct students in language skills, number skills, art, music, or whatever. This aspect of discipline has recently been characterized as its managerial function (Baker, 2005).

2.9   Conceptual Framework

Stress management strategies assist in widening educational opportunities to students and empower their ability to resolve specific problems, make wise choices and decisions, cope with crisis-demands pressures and expectations, work through irrational philosophies and reactions which in nature are rigid, extreme, unrealistic, and illogical and absolutist. REBT counsellors dispute irrational attributes and replace them with more rational beliefs, attitudes and constructive reactions. Therefore, the proper application of rational emotive behaviour therapy by counsellors leads to empowering students with stress management strategies which have positive influence on enhancement of discipline among students and in secondary schools. This study will use a model on the influence of stress management strategies on enhancement of students' discipline in secondary schools. The independent variable is enhancement of student's indiscipline. Since the dependent variable may be influenced by other factors as well as independent variable, the study will consider the effect of intervening

variables which include school administration, government policy on errant students, religious values and significant others.

Independent variable **Intervening variables** **Dependent variable**

Stress management strategies.
- Avoiding unnecessary stress.
- Altering the situation.
- Accept unchangeable occurrences.
- Adopting a healthy lifestyle

- School administration.
- Government policy.
- Significant others.
  - Parents
  - Friends

-Enhanced student's discipline.

-Peaceful co existence.

-Obedience to authority.

-Self-discipline.

-Desired interpersonal relationship

Figure 1: Effects of stress management strategies on enhancement of students' discipline in secondary schools

As indicated in the conceptual framework in figure 1strategies are identified as avoiding unnecessary stress, altering the stressful situation, accepting things we cannot change and adopting a healthy lifestyle. This effect can also be influenced by intervening variables which include school administration, government policy and significant others. The dependant variable in reference is enhancement of student's discipline in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents a summary of the research design and the location of the study. The sampling procedures and sample size, instrumentation and data collection methods are presented. Lastly, the procedures of data analysis are explained and presented.

3.2   Research Design

This study employed the correlational research design. This design is the most appropriate for this study since it does not allow manipulation of the independent variable as noted by Goddard (2004). This aspect is in line with ethical guidance for educational research and social sciences research studies. According to Creswell (2003) this design allows use of large sample size making the finding more applicable for generalization as articulated by Nyaga (2009). Also, Mugenda and Mugenda (1999) holds that this design yield a high and acceptable reliability.

3.3   Location of the Study

The study was conducted in public secondary schools in Elburgon Division, Molo Sub-County, Nakuru County. The study involved eight Secondary Schools. The Location of this study was appropriately chosen since there have been manifestations of the phenomenon under the study.

3.4   Population of the Study

The target population was 4,145 students, 20 school counsellors while the accessible population was 2072 students, 16 school counsellors. This was according to DEO's statistics (2012) in Molo Sub-county. The study drew a sample size of 317 students and 14 counsellors.

3.5   Sampling Procedure and Sample Size

The study drew a sample size of 317 student respondents from the accessible population of 2072 students and 16 counsellors.

In this respect, the total sample size was 317 respondents including school counselors. The students sample size was arrived at by employing the formula provided by Kathuri and Pals (1993). The formula states that:

$$n = \frac{\chi^2 * N * P(1-P)}{(ME^2 * (N-1)) + (\chi^2 * P(1-P))}$$

Where:

 n = The required sample size, given by the following:

χ^2 = The table value of chi square for one degree of freedom relative to the desired
  level of confidence which was 0.95. [The chi-square value used was 3.841].

N = The population within the study area [2,072]

P = The population proportion [assumed to be 0.50], as this magnitude yields the
  maximum possible sample size required.

ME = desired margin of error (expressed as a proportion). This is the degree of accuracy as
  reflected by the amount of error that can be tolerated in the fluctuation of a sample
  proportion about the population **P**. The value of d was taken as 0.05, which is equal
  to plus or minus 1.96σp. ME^2=[0.05^2 =0.0025]

The students' sample size was drawn from the simple randomly selected secondary schools. Further, proportionate sampling was employed to identify the individual school sample size in all secondary schools. Purposive sampling techniques was used to select 16 school counselors. Purposive sampling method was involved since the respondents were possessing the information that meet the purpose of this study. Table 1 shows the distribution of the sample size of the study.

Table 1
Distribution of the Sample Size
MD – Mixed Day
MDB – Mixed Day/Boarding

School Code & type	Boys	Girls	School Counsellor
EN 001/MDB	29	27	2
EN 002/MD	27	17	2
EN 003/MD	22	21	2
EN 004/MD	11	16	2
EN 005/MD	10	31	2
EA 006/MD	19	18	2
EA 007/MDB	15	15	2
EA 008/MD	12	27	2
Total	**145**	**172**	**16**

3.6   Instrumentation

The researcher developed the research instruments based on the study objectives, research questions and the related literature consisting of a 5 points Likert scale questionnaire for students and school counselors. Mugenda (2008) contends that questionnaires are more appropriate tools for data collection in research studies. Further, Oso and Onen (2009) postulate that questionnaires are commonly employed in social science and educational research studies as in this study.

3.6.1 Validity and Reliability of the Instruments

The researcher ascertained the content and construct validity of the instruments through the aid of supervisor and other Lecturers from the Department of Psychology. The supervisor and the experts ensured that the items in the questionnaires addressed the objectives of the study.

A pilot study was conducted before the main study in 2 Secondary schools which did not participate in the actual study. Forty students were involved twenty from each school. Two school counselors from each school participated in the pilot study, giving a total of 42 respondents. The study adopted Cronbach's alpha coefficient to determine the internal consistency of the items. The study was considered sufficiently reliable and acceptable since the Cronbach's coefficient alpha arrived at was 0.861 which is above the suggested 0.7 by Mugenda & Mugenda (1999).

3.7 Data Collection Procedures

The researcher acquired an introductory letter from Egerton University which aided in seeking a research permit from the National Commission for Science Technology and Innovation (NACOSTI) to conduct the research. Further, the researcher proceeded to the target schools and arranged with the school authorities for the appropriate date and time for the data collection. On the actual date of collecting the data, the researcher administered the questionnaires to the student respondents with the aid of school counsellors. Also, the interview schedule was conducted to the intended respondents and the information collected through recording. The questionnaires were collected two days later.

3.8 Data Analysis

The collected data was coded and keyed using 5 for strongly agree; 4 agree; 3 uncertain; 2 disagree; 1 strongly disagree. The coded data was then analyzed with the help of Statistical Package for Social Sciences (SPSS) version 22 for Windows. The data was analyzed using descriptive statistical techniques (frequencies and percentages and were presented using tables) and inferential statistics (*t*-test and regression analysis).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents results and discussions from the study on the Influence of stress management strategies on enhancing discipline among secondary school students in Elburgon Division, Nakuru County, Kenya. Data were analysed using Statistical Package for Social Sciences (SPSS version 22) software, and were based on the objectives of the study. Descriptive statistics of frequencies and percentages as well as inferential statistics of chi-square and t- test were used to analyse the data. The chapter is divided into the following sections: (i) response rate for the study, (ii) characteristics of the student respondents, (iii) stress management strategies, (iv) Gender differences in stress management, (v) stress management and discipline, (vi) and role of student counsellor.

4.2   Characteristics of the Student Respondents

The characteristics of the student respondents have been organized in to two categories namely age and gender of the respondents.

4.2.1. Age of Respondents

The age of respondents is a factor considered important to this study. This is due to the fact that the age between 15 and 20 is the adolescence period, which is a period when the students undergo a lot of emotional instability which can lead to indiscipline behaviour. The students were asked to state their age and the results are indicated in Table 2.

Table 2

Students Age Distribution

	Frequency	Percent
14	1	.3
15	11	3.5
16	88	27.8
17	141	44.5
18	55	17.4
19	14	4.4
20	7	2.2
Total	317	100.0

Mean 16.97±0.56, median 17, mode 17, std dev 0.994, minimum 15, and maximum 20

The majority of the respondents were between the age of 16 and 18 years, with only 6.6 % of them being above 18 years. The youngest respondent was aged 14 years, while the oldest was aged 20 years. The mean age was 16.9 years with a standard deviation of 0.994, meaning that there was a small variation in the age of the respondents. These findings reveal that majority of the respondents were in the age bracket when the adolescent problems are manifested. () states that social issues become difficult for young adults between the age of 15-17 years. During this time, they encounter developmental changes which bring about concern about being accepted by their peers. He continues to state that majority of the adolescents have to endure social rejection, low self-esteem and awkward physical changes at this age.

4.3.2 Gender of the Student Respondents

The study aimed at determining whether there existed gender differences that were related to indiscipline among students. The respondent's gender was recorded and their responses are given in Table 3.

Table 3
Gender of the Student Respondents

Gender	Frequency	Percent
Male	144	45.4
Female	173	54.6
Total	317	100.0

From the data gathered majority of the respondents (54.6%) were female, while the males formed 45.4 % of the sample. The differences in the number of the male and female students were in line with the proportions that existed in the student population in the Division. The male population of the boys in the Division schools was 1001 (48.31 %), while the female was 1071 (51.68 %).

4.4 Stress Management Strategies

This section deals with objective number one of the study, which was intended to determine stress management strategies adopted by secondary school students in Elburgon division of Nakuru County. The variable stress management strategy involved different well developed set of activities grouped into four categories that the students were encouraged to perform in their day to day life within and outside the school compound, these categories of activities

included: (i) Avoiding stressful situations, (ii) Altering the situations, (iii) Acceptance of situations that one cannot change, (iv) adaption of a healthy life style.

4.5.1 Avoiding stressful situations

The variable "avoidance of stressful situations" as a stress management strategy was operationalized as an index involving five different indicator items that the student responded to using the Likert scale, the indicator items included: (i) whether they avoided the stressors, (ii) whether they avoided stressful discussions, (iii) whether they avoided demands from their peers, (iv) whether they avoided stressful films, (v) whether they were assertive in dealing with situations.

The respondents were asked to rate these indicators using a 5 point Likert scale. The individual responses by the students for each survey item forming the 5 indicators dealing with student avoidance of stressful situations were converted to scores ranging between 1 and 5, with the most positive response "Strongly Agree" being rated highly with a score of 5, Agree a score of 4, Neutral 3, Disagree 2 and the most negative response "Strongly Disagree" being rated lowly, a score of 1. The total scores for each indicator item were calculated and the mean, standard error (SE), Standard deviation (SD) and range determined and the results are given in Table 4.

Table 4

Descriptive Statistics for Indicator Variables of Avoidance of stressful situations

Indicators	Mean	SE	SD	Range
Avoiding stressors	4.258	0.061	1.086	4
Avoiding stressful discussions	4.195	0.063	1.130	4
Avoiding stressful peer demands	3.993	0.071	1.267	4
Avoiding stressful films and videos	4.075	0.069	1.240	4
Being assertive in dealing with situations	4.135	0.065	1.168	4
Index of stress avoidance by students	**4.131**	**0.062**	**1.111**	**4**

n=317

The scores for the five indicator variables were then added together to create an index of stress avoidance by students (Table 9). The index had a mean of 4.131 and varied between 1 and 5. The reliability of the index using Cronbach's alpha was found to be 0.861.

The means of the resulting index were grouped into five categories in order to indicate the level of agreement that avoiding stressful situation enhances stress management as follows: 1 – 1.5 Strongly Disagree; 1.6 – 2.5 Disagree; 2.6 – 3.5 Uncertain; 3.6 – 4.5 Agree; 4.6 – 5 Strongly Agree. The frequency distribution of the index is given in Table 5.

Table 5

Frequency Distribution of Index of Avoidance of Stress by Students

Categories	Frequency	Percent
Strongly Disagree	14	4.4
Disagree	14	4.4
Uncertain	52	16.4
Agree	72	22.7
Strongly Agree	165	52.1
Total	317	100.0

The results in Table 5 indicate that 165 students out of 317 which represent 52.1 % strongly agreed while 72 respondents agreed representing 22.7 % which vividly indicated that there is high agreement that avoiding stressful situations does enhance management of stress among students in secondary schools. The results indicated a total of 74.8 % of the total student respondents did agree that the avoidance of stressful situations has an effect on enhancement of stress management.

Studies by Collins (2006) and Buchman (2009) concur and confirm that avoidance of the stressful situations in deed has an influence on stress management and in reducing students' discipline. On the other hand, a total of 8.8 % of the students' respondents disagreed that the avoidance of stressful situation does enhance the reduction of stress among students. This score is much far below the average which ascertains that avoidance of the stressful situation has a role in enhancing students' discipline. Out of 317 respondents only 52 participants translating to 16.4% were not certain of whether avoiding stressful situation does have an influence on stress. According to Mutie and Ndambuki (1999), a few students seem to be ignorant of the happening and occurrences of the school each day. Further, they contend that such students' attitude does not have meaningful change of the perception of the majority of the rest of the school population. As such Cohen (2004) is in support that negligence of the

insignificant participants does not have negative influence on the study pertaining to human behaviours.

Melgosa (2008) holds the view that secondary school students need to be assisted in making choices in times of emotional turbulence caused by inevitable changes, demands and pressures in everyday life. Melgosa (2002) postulates that young people are in high demand of guidance and counselling in order to navigate skilfully daily challenges emanating from varied situational changes. Additionally, Macharia (2007) articulates that students should be empowered with assertive communication. Further Stewart (2008) contends that secondary school students consistently cry for assistance on how to cope and overcome negative peer influence in which more often may lead to unwarranted behavioural patterns, a potential source of stress and deviant behaviour amongst them. Makinde (1984) contends that youths are more often fond of persuading each other and influencing others to indulge in antisocial behaviour. However, school guidance counsellors play a significant role of empowering students with assertive communication skills so that they may be able to say no and give a nod where necessary. The response of the students confirms that avoiding stressful situations enhances students' discipline.

These findings have been supported by Hadulla (2001) who states that learners can eliminate some stressors in their learning process. This is possible if learners could be able to identify the sources of stress. School counsellors should be in a position to help learners identify these stressors and assist them on how to avoid any stressful situations. Maragia (2011) concurs that learners should avoid unnecessary discussions that could lead to stress, they should do this by avoiding hot-button topics and pick a favourable one that would help them in the process of learning. Peer pressure could also lead to stress and a study by MOE (2008) points out that learners should avoid unnecessary demands from peers and identify with learners who would add value in their lives, this will help learners to avoid circumstances that could lead to indiscipline. Learners should use their free time appropriately rather than watching unnecessary TV programmes. They could do this by only watching what is related to their studies. This has been affirmed by Selye (2006) who stipulates that students' behaviour is influenced by what they watch in the TV. Assertion is of paramount importance in the life of a learner who should learn to say 'No' to all external influences that would lead to misconduct. Learners may always have a priority when they are in school and plan to do first

things that enhance their academic performance. This has been concurred by studies by Wosyanju, (2009).

4.5.2 Altering stressful situations

The variable "altering stressful situations" as a stress management strategy was operationalized as an index involving five different indicator items that the student responded to using the Likert scale, the indicator items included: (i) planning for events ahead of time, (ii) seeking counselling assistance from teacher counsellors, (iii) willing to compromise issues, (iv) avoiding procrastination, (v) not dwelling on negatives.

The respondents were asked to rate these indicators using a 5 point Likert scale. The individual responses by the students for each survey item forming the 5 indicators dealing with student altering of stressful situations were converted to scores ranging between 1 and 5, with the most positive response "Strongly Agree" being rated highly with a score of 5, Agree a score of 4, Neutral 3, Disagree 2 and the most negative response "Strongly Disagree" being rated lowly, a score of 1. The total scores for each indicator item were calculated and the mean, standard error (SE), Standard deviation (SD) and range determined and the results are given in Table 6.

Table 6

Descriptive Statistics for Indicator Variables of Altering of Stressful Situations

Indicators	Mean	SE	SD	Range
Planning of events beforehand	4.302	0.055	.9887	4
Seeking counselling services from counsellors	4.300	0.056	1.130	4
Willing to compromise on stressful situations	4.265	0.056	1.009	4
Avoiding procrastination	4.315	0.054	.9750	4
Not dwelling on negatives	4.343	0.054	.9637	4
Index of Altering stressful situations by students	**4.306**	**0.053**	**0.949**	**4**

n=317

The scores for the five indicator variables were then added together to create an index of altering stressful situations by students (Table 9). The index had a mean of 4.306 and varied between 1 and 5. The reliability of the index using Cronbach's alpha was found to be 0.861.

The means of the resulting index were grouped into five categories in order to indicate the level of agreement to the fact that altering stressful situations enhances stress management as follows: 1 – 1.5 Strongly Disagree; 1.6 – 2.5 Disagree; 2.6 – 3.5 Uncertain; 3.6 – 4.5 Agree; 4.6 – 5 Strongly Agree. The frequency distribution of the index is given in Table 7.

Table 7

Frequency Distribution of Index of Altering Stressful Situations

Categories	Frequency	Percent
Strongly Disagree	5	1.6
Disagree	21	6.6
Uncertain	17	5.4
Agree	103	32.5
Strongly Agree	171	53.9
Total	317	100.0

The results in Table 7 indicate that 86.4 % of the total respondents agreed that managing situations can reduce stress. In contrast, only 8.2 % disagreed with the fact, this is quite insignificant when compared with the huge percent that agreed. A study by Melinda (2011) concurs with these study findings by supporting the idea of school guidance counsellors need to alleviate students' incidences of riots and other indiscipline manifestations by empowering students with skills of time management. Training students to manage their time as expected assist in keeping them busy and engaging in more profitable activities during their disposal time. Macharia (2007) supports the view that young people, especially high school students face challenges in their transition period. This period seems to be the most stressing in the stages of human development, life span, where stressors are more natural occurrences. Time management has taken the lead as a technique of altering stress among secondary school students in attempt to combat indiscipline incidences. This has been supported by a study by (Melgosa, 2002).

Counselling programme in schools offers a conducive environment for self-disclosure which proves to be an effective way of altering stressful situations in school settings. By coming out confidently to the school counsellor and emptying all baggage aids in letting go feelings that could result in indiscipline activities amongst students. Wosyanju (2009) confirms that the role of the school guidance counsellors majors on helping students to have self-awareness,

which helps in exploring some of the distorted views whereby with time they desire to change the attitude, thought patterns and behaviour. In learning institutions learners experience stressful situations in their lives which if altered could enhance discipline. Wosyanju, (2009) affirms that altering stressful situations enhances students' discipline. According to Melinda (2011) students face many challenges and demands and must alter the situations that could enhance their discipline. This will help them plan ahead and have proper time management.

A study by Stewart (2008) supports these results by stating that interpersonal communication is very effective in enhancing discipline. A further study by Smith (2011) states that if the demands on a student exceeds their ability to cope there is need to compromise issues which could help enhance discipline.

4.5.3 Accepting Situations that cannot be changed

The variable "accepting situations that cannot be changed" as a stress management strategy was operationalized as an index involving five different indicator items that the student responded to using the Likert scale, the indicator items included: (i) Acceptance of issues that cannot be changed, (ii) identification of issues that cannot be changed, (iii) exploration of positive methods of accepting issues, (iv) acceptance to avoid stress, (v) focusing on what can be done.

The respondents were asked to rate these indicators using a 5 point Likert scale. The individual responses by the students for each survey item forming the 5 indicators dealing with student acceptance of situations they cannot change were converted to scores ranging between 1 and 5, with the most positive response "Strongly Agree" being rated highly with a score of 5, Agree a score of 4, Neutral 3, Disagree 2 and the most negative response "Strongly Disagree" being rated lowly, a score of 1. The total scores for each indicator item were calculated and the mean, standard error (SE), Standard deviation (SD) and range determined and the results are given in Table 8.

Table 8

Descriptive Statistics for Indicator Variables of Acceptance of Situations

Indicators	Mean	SE	SD	Range
Acceptance of issues that cannot be changed	4.290	0.056	1.014	4
Identification of issues that cannot be changed	4.258	0.054	0.969	4
Exploration of positive methods of acceptance	4.306	0.071	1.267	4
Acceptance to avoid stress	4.206	0.071	0.952	4
Focusing on what can be done	4.265	0.056	1.005	4
Index of Acceptance of situations	**4.293**	**0.053**	**0.960**	**4**

n=317

The scores for the five indicator variables were then added together to create an index of acceptance of situations that cannot be changed by students (Table 11). The index had a mean of 4.293 and varied between 1 and 5. The reliability of the index using Cronbach's alpha was found to be 0.871.

The means of the resulting index were grouped into five categories in order to indicate the level of agreement to the fact that altering stressful situations enhances stress management as follows: 1 – 1.5 Strongly Disagree; 1.6 – 2.5 Disagree; 2.6 – 3.5 Uncertain; 3.6 – 4.5 Agree; 4.6 – 5 Strongly Agree. The frequency distribution of the index is given in Table 9.

Table 9

Frequency Distribution of Index of Avoidance of Stress by Students

Categories	Frequency	Percent
Strongly Disagreed	8	2.5
Disagreed	16	5.0
Uncertain	19	6.0
Agree	108	34.1
Strongly Agreed	166	52.4
Total	317	100.0

Table 9 shows that whenever students accept unchangeable occurrences their discipline is enhanced. This was agreed by 166 out of 317 students which represents an average of 52.4

%. These students confirmed that upon realizing that there are occurrences which they cannot change they have been able to perform well. A mean score of 5.3% of the total respondents disagreed. Identifying occurrences that a student cannot change enhances students' discipline, which was confirmed by 86.5 % of the respondents. Adjustment to the new conditions or environment helps students cope with situations. These findings has been supported by Lutomia, (2008) who states that most young people in secondary education should be empowered to cope and adjust to the new conditions and life situations in order to excel in life both in school and outside.

According to Obai*et al*., (2009) when students are unable to cope with life occurrences, they get stressed which influences behaviour negatively hence there is need for students to accept some of these occurrences that are beyond them. For instance if one of the members of the family is terminally ill, the learner may not be able to do anything about it. A study by Lutomia (2008) further confirms that life has many issues that are beyond our control and the best way to cope with the occurrences is to accept them the way they are. This has further been affirmed by a study from Waishing, (2008).

It is of utmost importance if learners identify occurrences that are beyond them. When students are stressed it is important to identify the stressors which cannot be changed; this would help the student to cope with it through the assistance of the counselling teachers as confirmed by Simek, (2011).

4.5.4 Adapting a Healthy Life-style

The variable "adapting a healthy life-style" as a stress management strategy was operationalized as an index involving five different indicator items that the student responded to using the Likert scale, the indicator items included: (i) frequent medical checkups, (ii) feeding habits, (iii) not abusing drugs, (iv) frequent relation and exercise, (v) avoiding unhealthy relationships.

The respondents were asked to rate these indicators using a 5 point Likert scale. The individual responses by the students for each survey item forming the 5 indicators dealing with student adoption of a life style that is healthy were converted to scores ranging between 1 and 5, with the most positive response "Strongly Agree" being rated highly with a score of

5, Agree a score of 4, Neutral 3, Disagree 2 and the most negative response "Strongly Disagree" being rated lowly, a score of 1. The total scores for each indicator item were calculated and the mean, standard error (SE), Standard deviation (SD) and range determined and the results are given in Table 10.

Table 10

Descriptive Statistics for Indicator Variables of Adaption of Healthy Life Style

Indicators	Mean	SE	SD	Range
Taking frequent medical checkups	4.324	0.053	0.094	4
Feeding habits	4.195	0.062	1.107	4
Avoiding drug abuse	4.318	0.052	0.956	4
Avoid negative experiences	4.271	0.056	1.013	4
Relaxation and physical exercises	4.170	0.065	1.004	4
Avoiding unhealthy relationships	4.071	0.059	1.001	4
Index of Adaption of Healthy life styles	**4.258**	**0.054**	**0.969**	**4**

n=317

The scores for the five indicator variables were then added together to create an index of adoption of a healthy life style by the students (Table 13). The index had a mean of 4.258 and varied between 1 and 5. The reliability of the index using Cronbach's alpha was found to be 0.801.

The means of the resulting index were grouped into five categories in order to indicate the level of agreement to the fact that adoption of a healthy life style enhances stress management as follows: 1 – 1.5 Strongly Disagree; 1.6 – 2.5 Disagree; 2.6 – 3.5 Uncertain; 3.6 – 4.5 Agree; and 4.6 – 5 Strongly Agree. The frequency distribution of the index is given in Table 11.

Table 11
Frequency Distribution of Index of Adoption of Healthy Lifestyle

Categories	Frequency	Percent
Strongly Disagree	8	2.5
Disagree	16	5.0
Uncertain	22	6.9
Agree	111	35.0
Strongly Agree	160	50.5
Total	317	100.0

Table 11 indicates that a total of 85.5 % of the respondents agreed that a healthy life style reduces stress and promotes discipline among the secondary school students. In contrast, only 7.5 % of the respondents disagreed with this view. Several studies concur with the findings of this study that a healthy lifestyle is key in developing students' discipline in a less stressed environment. A study by Wai-shing (2008) found that excessive stress contributes to some diseases and adopting a healthy life-style would go a long way to help a student. Nutritional deficiency may have a negative effect on one's brain and if the brain is affected the learner's feelings and thoughts would be affected, which could lead to stress. Another study by Macharia (2007) indicated that healthy lifestyle can be adopted as a strong strategy for stress management among secondary school students. This is also supported by Gatua (2008) that feeding habits do influence students' health that consequently determine behaviour. The students who have some eating disorders such as bulimia or anorexia disorder tend to exhibit antisocial behaviour tenets (ibid).

Whenever students are stressed they lose the ability to concentrate and hence engage in misconduct. It is important for learners to have a study programme which allows them to have time to rest after every day's lessons. This helps them relieve any stress by engaging in exercises or games. Melgosa (2009) confirms that relaxation is helpful in managing stress and learners must have breaks in the middle of lessons. Drug abuse could also affect the performance of a student. Whenever a student engages in such unhealthy habits they end up picking quarrels with their fellow students. Many learners end up abusing drugs as they try to cope with stress. A study by USAID (2008) concur that learners should be assisted in order to think on how to cope with stress rather than abusing drugs.

4.6 Gender Differences in Stress Management Strategies

The second objective of this study intended to determine whether gender differences existed in stress management strategies among secondary school students in Elburgon Division, Nakuru County.

The variable stress management strategy involved different well developed set of 21 activities grouped into four categories that the students were encouraged to perform in their day to day life within and outside the school compound, these categories of activities included: (i) Avoiding stressful situations, (ii) altering the situations, (iii) acceptance of situations that one cannot change, (iv) adaption of a healthy life style. The variable was operationalized as an index that consisted of an addition of the 21 items and a grand mean was sought. These means were divided into 5 categories to indicate the levels of stress management strategies practiced by the students in Elburgon Division as follows: 1 – 1.5 Very Low; 1.6 – 2.5 Low; 2.6 – 3.5 Medium; 3.6 – 4.5 High; and 4.6 – 5 Very High levels. The resulting levels, descriptive statistics and their frequency distributions are shown in Table 12.

Table 12

Levels of Stress Management among Students in Elburgon Division

Stress management levels	Frequency	Percent
Very low	7	2.2
Low	13	4.1
Medium	31	9.8
High	113	35.6
Very High	153	48.3
Total	317	100.0

Mean 4.25±0.51, median 4.44, mode 5, std. dev 0.913, minimum 1, and maximum 5

The results in Table 12 indicate that majority of the surveyed students (48.3 %) had very high levels of stress management strategies, this is an indication they had adopted many of the strategies as part of their life styles with the help of the teacher counsellors. It is also evident that not all of the students had adopted the stress management strategies, a small percent (6.3 %) had low levels of adoption.

Gender differences in the stress management levels were determined using the independent *t*-test and the results are given in Table 13.

Table 13

Gender Differences using the *t*-Test

Gender	n	Mean	Std. Deviation	Std. Error Mean	*t*-Value	*p*
Male	144	4.0864	1.05490	.08791	2.978	0.003
Female	173	4.3895	.75216	.05719		

The results of the *t*-test (Table 16) indicate that the mean levels for the female students were significantly (*t=2.978, df 315, p=0.003*) higher than the male students. This could be due to

4.7 Influence of Stress Management Strategies on Student Discipline

The objective 3 of this study was to determine the influence of stress management studies in reducing student indiscipline among secondary school students in Elburgon division, Nakuru County.

4.7.1 Assessment of student discipline

The variable student discipline was operationalized as an index involving 6 items, which included: (i) suspension due to misbehaviour, (ii) respect shown to school rules and regulations, (iii) peer quarrels and fights, (iv) substance and drug abuse, (v) peer influence, (v) stealing of each other's properties.

The students were asked to rate these items in reference to their occurrence in their school using a 5 point Likert scale The individual responses by the students for each survey item forming the 6 indicators dealing with student discipline were converted to scores ranging between 1 and 5, with the most positive response "Strongly Agree" being rated highly with a score of 5, Agree a score of 4, Neutral 3, Disagree 2 and the most negative response "Strongly Disagree" being rated lowly, a score of 1. The total scores for each indicator item were calculated and the mean, standard error (SE), Standard deviation (SD) and range determined and the results are given in Table 14.

Table 14

Descriptive Statistics for Indicator Variables of Student Discipline

Indicators	Mean	SE	SD	Range
Taking frequent medical checkups	4.324	0.053	0.094	4
Feeding habits	4.195	0.062	1.107	4
Avoiding drug abuse	4.318	0.052	0.956	4
Avoid negative experiences	4.271	0.056	1.013	4
Relaxation and physical exercises	4.170	0.065	1.004	4
Avoiding unhealthy relationships	4.071	0.059	1.001	4
Index of levels of Student Discipline	**4.258**	**0.054**	**0.969**	**4**

n=317

The scores for the five indicator variables were then added together to create an index of student discipline (Table 14). The index had a mean of 4.258 and varied between 1 and 5. The reliability of the index using Cronbach's alpha was found to be 0.881.

The means of the resulting index were grouped into five categories in order to indicate the level of student discipline in schools as follows: 1 – 1.5 Very Low; 1.6 – 2.5 Low; 2.6 – 3.5 Medium; 3.6 – 4.5 High; and 4.6 – 5 Very High. The frequency distribution of the index is given in Table 15.

Table 15
Levels of Student Discipline among Students in Elburgon Division

Levels of discipline	Frequency	Percent
Very low	4	1.3
Low	21	6.6
Medium	34	10.7
High	124	39.1
Very High	134	42.3
Total	317	100.0

Mean 4.15±0.45, median 4.50, mode 5, std. dev 0.045, minimum 1, and maximum 5

The student disciplinary levels were found to be of high levels (mean 4.15), this could be attributed to the stress management strategies practiced by the students in Elburgon Division.

4.7.2 Influence of Stress Management on Student Discipline

The null hypothesis for this study was stated as: *There is no statistically significant influence of stress management strategies practiced by students on their discipline in secondary school in Elburgon Division.*

The null hypothesis was tested using the simple linear regression analysis which deals with relationships between two variables (X and Y) or bivariate relationships. The total score for student discipline formed the dependent variable, while the index of the stress management strategies by the students formed the independent variable. The results of the regression model are presented in Table 16 and the regression coefficients are given in Table 17.

Table 16
Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841[a]	.707	.706	0.436

a. Predictors: (Constant), Index of stress management

The regression analysis results are given in Table 16 The model indicates an adjusted R^2 value of 0.706, this means that the student stress management strategies used in the model explained approximately 70.6 % of the variation in the discipline of students, suggesting a large effect existed between the two variables (Cohen, 1988). The regression coefficients of the model, showing the beta, t statistics and the tolerance levels are given in Table 17.

Table 17
Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta	t	P	Tolerance
(Constant)	0.999	.117		8.543	.000	.866
Stress management	.742	.027	.841	27.584	.000	.731

a. Dependent Variable: Student discipline

The regression analysis (Table 17) indicates that the level of stress management strategies among students had positive and significant ($p \leq 0.05$) effect on the student discipline (β= -0.841, p=.000). We therefore reject the null hypothesis and conclude that stress management

strategies adopted by the students positively affected their discipline. These results confirm Steinberry (2008) assertion that the emotional state of an individual is clearly linked with personal confidence and identity. During this period when the adolescent is still trying to assert themselves, they become more vulnerable to different problems and challenges that they encounter. In addition they are more likely to become self-centred, questioning the authority of teachers and parents. This often leads to indiscipline.

4.7.3 Stress management strategies and student discipline

Multiple regressions were used to assess the effect of individual stress management strategies on the enhancement of student discipline in secondary schools in Elburgon Division, Nakuru County. The dependent variable was the student discipline and the independent variables were the different indicators of stress management (avoiding stressful situations, altering the situations, acceptance of situations that one cannot change, adaption of a healthy life style) were used in the model. The stepwise regression procedure was used, where individual variables are included in the model and the changes that occur are observed and finally the whole model where all the independent variables are included is assessed. The regression model summary showing the R^2 and the R^2 change is shown in Table 18.

Table 18

Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	R Square change	Std. Error of the Estimate
1	.764[a]	.584	.582	.584	.52067
2	.811[b]	.657	.655	.074	.47297
3	.820[c]	.672	.669	.014	.46360
4	.849[d]	.721	.717	.049	.42837

a. Predictors: (Constant), :adoption of healthy life style
b. Predictors: (Constant), adoption of healthy life style, acceptance of situations
c. Predictors: (Constant), adoption of healthy life style , acceptance of situations, altering situations
d. Predictors: (Constant), adoption of healthy life style, acceptance, altering, avoiding situations

The regression analysis result is given in Table 18. The model indicates an adjusted R^2 value of 0.717 for the whole model. This means the regression model estimated can explain 71.7 % of the variations in the student's discipline. The R^2 change in the model shows the individual contribution of each independent factor to the model. Adoption of a healthy life style contributes 58.4 %, acceptance of situations adds 7 %, altering situations adds 1.4 %, and finally avoiding situations adds 4.9 %. The results of the multiple linear regression model showing the regression coefficients, beta and t-statistics are given in Table 19.

Table 19
Multiple Regression Coefficients

Independent variables	Beta	Standard error	*t*	*P*	Tolerance
Constant	1.022	.199	8.595	.000	.941
Adoption	.347	.048	6.177	.000	.882
Accepting	.174	.082	1.775	.048	.755
Altering	.016	.077	.182	.050	.890
Avoiding	.397	.039	7.389	.000	.888

Dependent variable: Student discipline

From the full regression model in Table 18, the following regression equation was developed:
Y=1.022 + 0.347+ 0.174+0.016+0.397

The equation indicates that the most significant stress management strategy in terms of enhancing student discipline was that of avoiding stress (β=0.397, p=.000).The next significant factor affecting student discipline was adoption of a healthy life style (β = 0.347, p=0.000), followed by acceptance of stressful situations (β = 0.174, p=0.048) and finally altering of stressful situations (β = 0.016, p=0.050).This implies that the strategies of avoiding stressful situations and adoption of a healthy lifestyle are important factors when dealing with the enhancement of student discipline in secondary schools.

The results show that avoiding stressful situations and adoption of a healthy lifestyle are important strategies in enhancing the discipline of students. The remaining two stress management strategies (altering of stressful situations and accepting situations you cannot change) also have an influence on school discipline. These results concur with the views of Macharia (2007), who indicated that a healthy lifestyle can be adopted as a strong strategy for

stress management among secondary school students. This is also supported by Waishing (2008) that feeding habits do influence students' health that consequently determine behaviour. The students who have some eating disorders such as bulimia or anorexia disorder tend to exhibit antisocial behaviour.

4.8 The Role of the Teacher Counsellors in Enhancing Stress Management Strategies

Objective four of this study intended to determine the role of teacher counsellors in guiding and counselling students to enhance their behaviour while in school.

4.8.1 Avoiding stressful situations

The Table 20 indicates the items that the school counsellors were supposed to respond to for confirmation of whether avoiding stressful situations enhances students discipline in secondary schools. The items and their frequency distributions of avoidance of stressful response items are shown in Table 20.

Table 20
School Counsellors Response in Relation to whether avoiding stressful situations enhances Students Discipline in Secondary Schools.

	ITEMS	Agree		Disagree	
		F	%	F	%
1.	I have observed learners avoiding unnecessary stress when assisted to be more assertive	12	85.7	2	14.2
2.	When students are helped to control and charge of their environments they tend to live a less stress life	13	92.8	1	7.1
3.	I participate in aiding students understand and obey school rules and regulations which has proved to be effective in enhancing student's discipline	14	100	-	-
4.	When students are empowered with techniques of adjusting to changes in life development, they tend to experience happy moments, become more relaxed and relate well with other people which enhance their discipline	14	100	-	-
5.	Aiding students to live more organized, using their time profitably and avoiding activities that tend to waste their time normally boost students' discipline as they seem to be less stressed.	13	92.8	-	-
6.	As a school counsellor, I nurture, empower and develop students' ability to avoid procrastination which is a major source of stress amongst students and thus the students become more active in finishing assignments on time which promotes the student's discipline.	14	100	-	-

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Table 20 indicates that when students are assisted by counsellors to be more assertive, this helps them to avoid any situation that could stress them. This was confirmed by 12 out of 14 counsellors constituting 85.7%. Conducive learning environment helps students to enjoy their learning. This leads to good relationship with others. This was confirmed by 13 out of 14 counsellors, comprising 92.8%. Empowering students with techniques of adjusting to changes in life development assists them to experience happy moments, become more relaxed and relate well. This findings can be supported by Hadulla, (2001) who states that proper time management would assist students to avoid time wasters. This helps students to complete their assignments on time and avoid punishments which stresses them. This was confirmed by 13 out of 14 counsellors constituting 92.8%. procrastination is a major source of stress amongst students (Macharia, 2007). The students must be assisted to learn on how to programme their time by having individual time-tables which could help them to avoid postponing some of their duties.

A study by Melgosa (2009) confirms that whenever young adults joins bad company their morals get ruined. This calls for guidance by the school counsellors on the importance of choosing the best friends or being in the right company. All education stakeholders have a duty of guiding the students whenever they find themselves in new environments and especially during orientation when joining secondary schools MOE (2008). The table also shows that mob psychology contributes immensely to indiscipline of secondary schools. Students tend to reason as a group and always find themselves engaging in acts of violence in the school. This was confirmed by 10 out of 13 counsellors constituting 76.9%.

Hadulla (2001) concurs that learners could avoid mob psychology from the assistance of the school counsellors. Due to the effects of mob psychology, some of the students receive suspension or expulsion from schools which trigger stress (Stewart, 2008). School administrators could ensure that students are busy throughout the day. Idleness leads to a lot of unnecessary discussion which could result to arguments hence stress because of the outcome. Students could be empowered with skills on time management to avoid this idleness (Melinda, 2011). Idleness could be avoided through engaging students in varied activities apart from academic work only. This was confirmed by 12 out of 14 counsellors constituting 92.3%. Students enjoy engaging in hot-button topics which could end up in disagreements. This is due to the sensitivity of some of the topics of discussion. Such disagreements may lead to stress to some students and the quarrelling may call for discipline

by the administrators. These findings have been confirmed by a study by KIE (2003) who affirms that guidance and counselling should assist students with skills of coping with such challenges. This was confirmed by 11 out of 13 counsellors (84.6%).

Macharia (2007) indicated that healthy lifestyle can be adopted as a strong strategy for stress management among secondary school students. This is also supported by Melgosa (2009) that feeding habits do influence students' health that consequently determine behaviour. The students who have some eating disorders such as bulimia or anorexia disorder tend to exhibit antisocial behaviour tenets.

4.8.2 Altering stressful situations

The Table 21 shows the counsellors' response on the items stated to confirm whether altering stressful situations enhances students discipline in secondary schools.

Table 21
School Counsellors Response in Relation to whether altering stressful situations enhances students discipline.

ITEMS	Agree		Disagree	
	F	%	F	%
1. One of my roles as a counsellor involves imparting effective communication skills in students that help them alter and avert stressors and thus promote discipline	10	74.1	4	28.1
2. Empowering students with ability to compromise in times of dissatisfaction or conflict has helped students improve on their discipline in school	11	78.5	3	21.4
3. Students who are aided to engage in proper planning and time management tend to progressively develop desirable behaviour in my school	13	92.8	1	7.1
4. As a school counsellor, I attest that stress management technique where students are helped to diffuse the stressful feelings and responses play a key role in altering stressful situation and thus boosting the calmness amongst students	12	85.7	2	14.2
5. School counselling services focus on helping individual students develop and maintain coping skills as a stress management strategy in dealing with daily demands and pressures which has proven to avert pending indiscipline incidences in my school	13	92.8	1	7.1
6. Stress management skills involving assisting students develop and adopt new behaviour tenets leads to enhancement of school discipline amongst students.	10	71.4	4	28.1

Table 21 confirms that effective communication skills in students helps avert situations that could lead to improper communication which could lead to stress. This was agreed on by 10 out of 14 respondents constituting 71.4%. Communication is very effective in every relationship. This has been supported by Melgosa, (2009) who states that more often than not young people engage in hot discussions that lead to disagreement and even fights. Secondary school students may overreact at the slightest disagreement (Mutua and Ringa, 2009). Counselling teachers take the responsibility of focusing on helping students develop coping with stress. Learning to cope with situations and altering them helps to retain students in learning institutions as confirmed by MOE, (2008). This was confirmed by 92.8% of the respondents. Behaviour change is crucial in life and 13 out of 14 agreed on this constituting 92.3%. The education stakeholders have a responsibility of motivating learners but not putting too much pressure on academic performance. This was confirmed by 85.7% of the respondents. These findings have been supported by Dondo, (2004) who states stressful situations makes students develop feelings of hopelessness. Parents could help reduce stress by avoiding too much pressure for academic performance.

School counsellors have a responsibility of encouraging these students work hard instead of losing hope and time management is very crucial to students in schools. It assists them to avoid idleness and engage in beneficial activities, they alter any situation that could result to stress. 12 out of 13 constituting 92.3% confirmed this. Students through guidance and counselling are assisted to diffuse stressful feelings by engaging in different activities like sports to relieve stress.

4.8.3 Accepting unchanged occurrences

Counsellors Response in Regard to Whether Accepting Unchanged Occurrences Enhances Students Discipline in Secondary Schools. The Table 22 represents the Counsellors responses to the given statements on whether accepting unchanged occurrences enhances students discipline in secondary schools.

Table 22

School Counsellors Response in Relation to Whether Accepting Unchanged Occurrences Enhances Students Discipline in Secondary Schools.

ITEMS	Agree		Disagree	
	F	**%**	**F**	**%**
1. When students are helped to gain ability to accept and cope with unchanged occurrences such as loss of a loved one or loss of property results to enhancement of students' discipline in this school.	14	100	-	-
2. Helping students to accept and comply with school rules and regulations with ease aids students to reducing indiscipline cases in my school	13	92.8	1	7.1
3. As a school guidance counsellor, I have an obligation to empower students with ability to forgive and more when they feel offended, a strategy which tends to enhance the discipline amongst students in this school.	11	17.5	3	21.4
4. Helping students accept and cope with unchanged situations such as demanding syllabus coverage plays a key role in enhancing students' discipline in the school	14	100	-	-
5. School guidance counsellors (me) engage students in assisting them accept and cope with school administrative or ministerial policies as a beneficial and stress free strategy which culminates to enhancement of school discipline.	10	71.4	4	28.1
6. Assisting students gain ability to accept and cope with diverse cultural background manifested by diverse students' body and live with respect to each other, respect to the authority and teachers all of which is geared towards enhancing students' discipline in my school	12	85.7	2	14.1

The Table 22 is a clear confirmation that life has occurrences that are beyond human control. Such occurrences are also beyond the students' control. Loss of a loved one affects students' performance greatly. This was confirmed by 14 out of 14 (100%) of the counsellors from their past experience of students faced with such a challenge.

Unhealthy ways of coping with such situations affects one's ability to perform. Coping skills are crucial in such situations (Gatua, 2008). These findings have been supported by MOE, (2008) which states that every institution of learning must have a guided set of rules and regulations. Such rules are not always accepted by the students but helping students to accept them goes a long way to enhance discipline in secondary schools. This was agreed on by 11 out of 14 (78.5%) of the counsellors. Acceptance is not easy but is preferably better than conflicting with the people enforcing the rules. The learners must learn to work within the

stipulated time for accomplishment of the syllabus which is wide. According to the MOE (2008), students could be assisted by the counselling teachers to cope with administrative and ministerial policies. This was confirmed by 92.8% of the respondents.

The learners could also learn to accept and appreciate the beliefs and cultures of fellow students as the saying goes "Respect costs nothing but oils the wheels of life".

Terminal illness is also beyond any human control. When students have a family member who is terminally ill, they are always in and out of school which affects their performance and results to stress. It is of paramount importance to appreciate such conditions and have knowledge on how to deal with the situation as supported by Eileen, (2010). Schools rules and regulations must be adhered to by all students. At teenage, students wish to be given liberty to do as they wish and punishments stresses them. The learners should look at these regulations positively and know that they are for their own good if followed and for their peril if they disobey (Robertson, 2010).

4.8.4 Healthy Life-style Enhances Students Discipline in Secondary Schools

The respondents were asked to give their views using the given statements on whether adapting a healthy life style enhances students discipline in secondary schools.

Table 23
School Counsellors Response in relation to whether adapting a Healthy Life-style Enhances Students Discipline in Secondary Schools

	ITEMS	Agree		Disagree	
		F	%	F	%
1.	Nurturing, empowering and developing a healthy interpersonal relationship among students and the school community is paramount in enhancing students' discipline in this school	14	100	-	-
2.	Aiding students to live a drug free lifestyle is a vehicle for promoting school discipline	14	100	-	-
3.	Assisting students acquire and adopt a deep understanding of the need for an intimate relationship with God, and embracing desire for spiritual growth into maturity plays a major role in enhancing students' discipline in my school	13	92.8	1	7.1
4.	Undertaking regular physical relaxation exercise aids students in enhancing discipline in this school	10	71.4	4	28.1
5.	Good and acceptable eating habits helps students relieve stressful experience and enhance students desirable behaviour	9	64.2	5	35.7
6.	Adopting a healthy lifestyle in personal self-regulating day-to-day activities helps students achieve a high standard of behaviour patterns in this school	13	92.8	1	7.1

Table 23 shows that a healthy life-style has a great influence on the life of a student in secondary schools. Interpersonal relationships among students in secondary schools is very crucial. A learner will only enjoy learning if the environment is conducive due to good relationships with others. This was agreed on 14 out of 14 (100%) of the counsellors after guiding them toward developing good relationships and experiencing positive results. Drug and substance abuse has ruined many students' lives in school and interfering with normal school routine due to indiscipline. 14 out of 14 constituting 100% of the counsellors agreed that drugs and substance abuse affects the students' mental ability and this leads to indiscipline cases. These findings are supported by study by (Hadulla, 2001) which indicates that drugs and substance abuse reduces brain function which causes stress in the students.

It is of paramount importance to engage students in physical exercises. This assists them to relieve any stress and hence are able to cope with the busy school routine. This was confirmed by 10 (71.4%) of counsellors. Stress is significantly reduced through relaxing learner's mind (Obai and Pere, 2009). It is the responsibility of school administrators to ensure that eating habits in school are acceptable. These findings have been supported by Wango, (2009) who states that no junk food should be provided in school but well balanced diet. Good eating habits are a recipe to good performance.

Healthy relationships are very crucial in a students' life. A student is expected to engage himself or herself in healthy relationships with fellow students. Students may be cautioned on the dangers of engaging in wrong groups or bad company which ruins good morals. This has been supported by Melgosa, (2008). This was confirmed by 12 out of 13 counsellors constituting 92.3%. The school administrators and counsellors have a responsibility of guiding the students on how to choose friends. Students have dropped out of school because of engaging in wrong relationships (Stewart, 2008). Drug and substance abuse affects students' mental ability and distorts their mental operations. It also affects the health of a student and they find themselves in stressful coping situations. This was supported by 12 out of 13 counsellors constituting (92.3%).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the research findings, conclusions and recommendations for further research. The findings and conclusions are discussed in relation to the research instruments consisting of questionnaires for students and counsellors. This is based on consideration of research objectives, research questions and related literature.

5.2 Summary of the Findings

The following were the summary of the study.

1. The study revealed that stress management strategies are a very crucial instrument on enhancement of students discipline in secondary schools. Students in secondary schools encounter numerous stressful events which end up in undesirable and antisocial behaviour (Kenda, 2003). This could only be minimized through empowering the students with the stress management strategies. The students in Elburgon Division, Nakuru County had adapted the following 4 stress management strategies at the rates indicated:

(i) The strategy of avoiding stressful situations had a mean score of 4.131 on a scale of 1 to 5. The study found out that if learners could get rid of any situation that could stress them, they would be able to conduct themselves as expected. According to Wayne (2007) stress management strategies helps the learners to identify the stressors and then are empowered to avoid any situation that would stress them.74.8 % of the students agreed that the strategy reduced stress.

(ii) The strategy of altering stressful situations had a mean score of 4.306 on a scale of 1 to 5 meaning that the students believed in the strategy. The learners confirmed that altering any situation that could lead to stress could help them to be disciplined. This was confirmed by 86.4 % of the respondents which shows that if a learner plans ahead and make sure he does not over extend himself, he can alter the amount of stress he is under.

(iii) The strategy of accepting situations which cannot be changed. The study found that if students realize that there are occurrences beyond them and accept them when they come, they could be able to avoid unnecessary stress. This was indicated by positive responses of 86.5 % of the students. They agreed that focusing on things within their ability to change could help them to be disciplined. This confirms that individuals

should identify some sources of stress which are unavoidable such as death of a loved one which could help them to manage stress and govern their behaviour. The variable had a mean score of 4.293 on a scale of 1 to 5.

(iv) Adopting a healthy life style as strategy of managing stress had a mean score of 4.258 and 85.5 % of the students agreed that the strategy was capable of managing stress.

2. The levels of stress management by the students and the gender differences in these levels were as follows:

(i) The level of stress management by the students using the 4 strategies was found to have a mean of 4.25 on a scale of 1 to 5, meaning that the students stress management levels were high.

(ii) The level of the female student's stress management strategies was found to be significantly higher ($p \leq .05$) than that of the male students.

3. The effects of stress management strategy on the enhancement of student discipline:

    (i)   Student discipline was found to have a mean score of 4.258

    (ii)   Majority of the students (81.4 %) demonstrated high levels of discipline

    (iii)   The stress management strategies significantly ($p \leq 0.05$) enhanced student discipline

    (iv)   The 4 management strategies practiced by the students (avoiding stress, adopting a healthy life style, accepting situations, and altering situations) were found to significantly ($p \leq .05$) enhance student discipline. Avoiding stressful situations and adopting a healthy life style were the most important strategies with $\beta = .397$ and $\beta = .345$ respectively. Accepting situations that can't be changed and altering stressful situations also enhanced discipline ($\beta = .174$ and $.016$ respectively).

    (v)   The multiple regression model developed explained 71.7 % the variation in student discipline

4. The perceptions of the teacher counsellors on the effect of stress management strategies on the enhancement of student discipline. The teacher counsellors collaborated the information received from the students. They reported that the 4 strategies enhanced student discipline (and or behaviour).

5.3 Conclusion

The study findings determined that stress management strategies have considerable influence on secondary school students' discipline in Elburgon Division, Nakuru County. In specific, the study revealed that stress management strategies influence on enhancement of students' discipline in varied aspects related to the objectives of the study.

(i) It was revealed that the students in Elburgon Division practice stress management strategies which help in enhancement of their discipline. These strategies include avoiding stressful situations that rated 74.8%, altering stressful situation with a score of 86.4%, accepting and adjusting to unchangeable situations that attained 86.5% ns adopting a healthy lifestyle with a mean of 85.5%.

(ii) The levels of stress management strategies were higher among the female students than the male students. The difference may have been contributed by the fact that females more often seek counselling assistance in times of need than their counterpart male students.

(iii) Stress management strategies significantly enhance student discipline in areas of peaceful coexistence, obedience to the authority, and desired interpersonal relationships

(iv) The school guidance counsellors play a vital role in influencing stress management strategies amongst students and thereby become the key players in enhancement of student discipline.

5.4 Recommendations of the Study

This study makes the following recommendations based on the findings of the study.

i) The stress management strategies be taught in secondary schools to give awareness to the students on possible methods of managing stress in their lives.

ii) The Parents should be made aware of these stress management strategies so that they can use them to assist their children.

iii) School administrations in collaboration with school guidance counsellors should create conducive climate for counselling and guidance services to help students deal and cope with stressors constructively, hence promoting standards of students' discipline and academic achievement.

5.5. Recommendations for Further Research

i) The study should be carried out in other areas to find out whether these findings from this study can be generalized.

ii) A study should be carried out to find out whether there are other stress management strategies that could enhance students discipline in secondary schools.

iii) Another research should be carried out to find out the effect of stress on students' academic performance in secondary schools.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR STUDENTS

Dear student,

My name is Mary. I am an M Ed student at Egerton University. At the moment, I am carrying out a field study entitled: Influence of stress management strategies on enhancement of students discipline in secondary schools in Elburgon Division, Molo Sub-county, Nakuru County. You have been selected as a participant in this study. Please, respond to all questions to the best of your knowledge and honesty and make this study a success. Do not write your name on this questionnaire. Your response will strictly be confined to this study and be considered as private and confidential.

Thanking you in advance and wishing you well.

Please put a tick on one of the options provided.

SECTION A: PERSONAL INFORMATION

1. Type of my school:

Mixed day ☐   Mixed Boarding ☐   Girls' Boarding ☐

2. Gender: Male ☐   Female ☐

3. Age   14-16 ☐   17-20 ☐

4. I am aware of existence of guidance and counseling department in my school

    Yes ☐   No ☐

5. I do visit guidance and counseling teachers for assistance.

    Yes ☐   No ☐

SECTION B: AVOIDING STRESSFUL SITUATIONS

Indicate whether avoiding stressful situation as a stress management strategy helps on enhancement of students discipline in secondary schools. Please use the scale given to select appropriate response

Strongly Agree = 5 (SA); Agree = 4 (A); Uncertain = 3 (U); Disagree = 2 (D); Strongly Disagree = 1 (SD)

Items	SA (5)	A (4)	U (3)	D (2)	SD (1)
1. I am aware that there are things which make me feel stressed which I can easily avoid					
2. I do avoid unnecessary discussion that would stress me.					
3. I should avoid unnecessary demands from my peers					
4. I do avoid watching unnecessary films which could lead to stress					
5. I have been enabled to be more assertive and thus avoid unnecessary stressful situations					

SECTION C: ALTERING THE SITUATION
Indicate whether altering the situation would be a stress management strategy. Use the given scale to respond appropriately.

Items	SA (5)	A (4)	U (3)	D (2)	SD (1)
1. I plan ahead and have proper time					
2. I do not bottle up issues from me but seek help from the counseling teacher					
3. I am always willing to comprise issues in order to alter situations					
4. When I avoid procrastination, I am not weighed down by exams					
5. When I do not dwell on negatives, I am able to perform well					

SECTION D: ABILITY TO ACCEPT THINGS ONE CANNOT CHANGE

Please indicate if the ability to accepting things one cannot change is a stress management strategy. Using the following scales choose one option where appropriate.

Items	SA (5)	A (4)	U (3)	D (2)	SD (1)
1. Upon realizing that these are things I cannot change, I have performed well.					
2. I have identified the things that I cannot change which has enhanced my discipline.					
3. Many times I have explored positive ways to accept things I cannot change which has helped me perform well.					
4. I am aware that excessive stress leads to loss of the ability to govern behavior and hence there is need to accept things that I cannot change					
5. I have been able to focus only on things that I am able to do.					

SECTION E: ADAPTING A HEALTHY LIFE-STYLE

Using appropriately the scale provided indicate whether adapting to a healthy life-style would act as a stress management strategy. Using the following scales choose one option where appropriate.

Items	SA (5)	A (4)	U (3)	D (2)	SD (1)
1. I feel a headache when I am stressed					
2. When I am stressed I loss concentration and ability to learn					
3. I have learnt not to subject myself to miserable and negative experience like abusing drugs					
4. When I take a break and take part in a physical exercise, I feel calm and relaxed					
5. Whenever I get involved in unhealthy relationship I do not perform well.					

SECTION F: STUDENT DISCIPLINE

Items	SA (5)	A (4)	U (3)	D (2)	SD (1)
1. I have been suspended from school due to misbehavior					
2. The student respect school rules and regulations					
3. There are many peer quarrels and fights in our school					
4. Students abuse drugs in our school					
5. Many students are influenced by others (peer influence).					
6. Students steal each other's properties					

APPENDIX B: INTERVIEW SCHEDULE FOR SCHOOL COUNSELLORS

My name is Mary. I am an M.ED student at Egerton University. At the moment, I am carrying out field study entitled: Influence of stress management strategies on enhancement of students discipline in secondary schools in Elburgon Division, Molo Sub-county, Nakuru County. You have been selected as a respondent in this study. Kindly help in making this study a success by providing honest information as requested. Note: All your responses will be confined to the purpose of this study and thus be considered as confidential information. Thanking you in advance and wishing you well.

SECTION A: PERSONAL INFORMATION.

1. Type of school: mixed day ☐   mixed boarding and day ☐ Girls

    boarding ☐

2. Gender: Male ☐   Female ☐

3. Qualification as a school counselor:

    PhD ☐   Masters_____ Degree ☐ Diploma ☐ Certificate ☐

    Yet to be trained ☐

4   Experience as a school counselor:

    1-5 yrs ☐   6-10 yrs 11-15 yrs ☐

    16-20 yrs ☐   above 20 yrs ☐

SECTION B: AVOIDING UNNECESSARY STRESSFUL SITUATIONS

Please indicate the effects of avoiding stressful situations as stress management strategy in enhancement of student's discipline in this school. Use the following scale and circle (o) where appropriate

Strongly Agree   - 5 (SA)
Agree   - 4 (A)
Uncertain   - 3 (U)
Disagree   - 2 (D)
Strongly Disagree   - 1 (SD)

		SA	A	U	D	SD
1.	I have observed learners avoiding unnecessary stress when assisted to be more assertive	5	4	3	2	1
2.	When students are helped to control and charge of their environments they tend to live a less stress life	5	4	3	2	1
3.	I participate in aiding students understand and obey school rules and regulations which has proved to be effective in enhancing student's discipline	5	4	3	2	1
4.	When students are empowered with techniques of adjusting to changes in life development, they tend to experience happy moments, become more relaxed and relate well with other people which enhance their discipline	5	4	3	2	1
5.	Aiding students to live more organized, using their time profitably and avoiding activities that tend to waste their time normally boost students' discipline as they seem to be less stressed.	5	4	3	2	1
6.	As a school counselor, I nurture, empower and develop students' ability to avoid procrastination which is a major source of stress amongst students and thus the students become more active in finishing assignments on time which promotes the student's discipline.	5	4	3	2	1

SECTION C: ALTERING THE STRESSFUL SITUATION

Kindly state whether enabling students to alter stressful situations as a means of stress management strategy does contribute to enhancement of students' discipline. Apply the scale provided below and respond where appropriate.

Strongly Agree   - 5 (SA)
Agree   - 4 (A)
Uncertain   - 3 (U)
Disagree   - 2 (D)
Strongly Disagree   - 1 (SD)

		SA	A	U	D	SD
1.	One of my role as a counselor involves imparting effective communication skills in students that help students alter and avert stressors and thus promote discipline	5	4	3	2	1
2.	Empowering students with ability to compromise in times of dissatisfaction or conflict has helped students improve on their discipline in this school	5	4	3	2	1
3.	Students who are aided to engage in proper planning and time management tend to progressively develop desirable behavior in my school	5	4	3	2	1
4.	As a school counselor, I attest that stress management technique where students are helped to diffuse the stressful feelings and responses play a key role in altering stressful situation and thus boosting the calmness amongst students	5	4	3	2	1
5.	School counseling services focuses on helping individual students develop and maintain coping skills as stress management strategy in dealing with daily demands and pressures which has proven to avert pending indiscipline incidences in my school	5	4	3	2	1
6.	Stress management skill involving assisting students develop and adopt new behavior tenets leads to enhancement of school discipline amongst students.	5	4	3	2	1

SECTION D: ABILITY TO ACCEPT AND COPE WITH UNCHANGED OCCURENCES

Please indicate the effects of a stress management strategy of accepting and coping with unchanged occurrences as a means of promoting students' discipline in this school. Use the scale given below and respond where appropriate.

Strongly Agree   - 5 (SA)
Agree   - 4 (A)
Uncertain   - 3 (U)
Disagree   - 2 (D)
Strongly Disagree   - 1 (SD)

		SA	A	U	D	SD
1.	When students are helped to gain ability to accept and cope with unchanged occurrences such as loss of a loved one or loss of property it results to enhancement of students' discipline in this school.	5	4	3	2	1
2.	Helping students to accept and comply with school rules and regulations with ease aids students to reduce indiscipline cases in my school	5	4	3	2	1
3.	As a school guidance counselor, I have an obligation to empower students with ability to forgive and more on when they feel offended, a strategy which tend to enhance the discipline amongst students in this school.	5	4	3	2	1
4.	Helping students accept and cope with unchanged situations such as demanding syllabus coverage plays a key role in enhancing students' discipline in the school	5	4	3	2	1
5.	School guidance counselors (me) engage students in assisting them accept and cope with school administrative or ministerial policies as a beneficial and stress free strategy which culminates to enhancement of school discipline.	5	4	3	2	1
6.	Assisting students gain ability to accept and cope with diverse cultural background manifested by diverse students' body and live with respect to each other, respect to the authority and teachers all of which is geared to enhancing students' discipline in my school	5	4	3	2	1

SECTION E: ADOPTING A HEALTHY LIFESTYLE.

You are requested to indicate the influence of adopting a healthy life style as a stress management strategy that aims at enhancement of students' discipline in this school. Apply the scale provided below where appropriate.

Strongly Agree   - 5 (SA)
Agree   - 4 (A)
Uncertain   - 3 (U)
Disagree   - 2 (D)
Strongly Disagree   - 1 (SD)

		SA	A	U	D	SD
1.	Nurturing, empowering and developing a healthy interpersonal relationship among students and the school community is paramount in enhancing students' discipline in this school	5	4	3	2	1
2.	Aiding students to live a drug free lifestyle is a vehicle for promoting school discipline	5	4	3	2	1
3.	Assisting students acquire and adopt deep understanding of the need for intimate relationship with God, and embracing desire for spiritual growth into maturity plays a major role in enhancing students' discipline in my school	5	4	3	2	1
4.	Undertaking regular physical relaxation exercises aids students in enhancing discipline in this school	5	4	3	2	1
5.	Helping students acquire good and acceptable eating habits to relieve students from stressful experience and enhance students desirable behavior	5	4	3	2	1
6.	Adopting a healthy lifestyle in personal self-regulating day-to-day activities helps students achieve a high standard of behavior patterns in this school	5	4	3	2	1

Thank you

APPENDIX C: LETTER OF RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Date:

Ref: No.

5th November, 2013

NACOSTI/RCD/14/013/1754

Mary Njoki Maina
Egerton University
P.O.Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application dated *30th October, 2013* for authority to carry out research on *"Effects of stress management strategies on enhancement of students' discipline in secondary schools in Elburgon Division, Molo District, Nakuru County,"* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **31st May, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nakuru County

National Commission for Science, Technology and Innovation is ISO 2008: 9001 Certified

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APPENDIX D: LETTER FOR RESEARCH AUTHORIZATION FROM GRADUATE SCHOOL

EGERTON
Tel: Pilot: 254-51-2217620
                254-51-2217877
                254-51-2217631
Dir.line/Fax: 254-51-2217847
Cell Phone
Extension: 3606

UNIVERSITY
P.O. Box 536 - 20115
Egerton, Njoro, Kenya
Email: bpgs@egerton.ac.ke
www.egerton.ac.ke

OFFICE OF THE DIRECTOR GRADUATE SCHOOL

Ref:...EM16/2875/10

Date: 22nd October, 2013

Ms. Mary Njoki Maina
Dept. of Psychology
Egerton University
P. O. Box 536
EGERTON

Dear Ms. Maina

RE: CORRECTED PROPOSAL
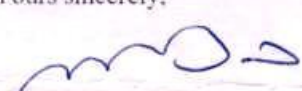
This is to acknowledge receipt of two copies of your corrected proposal, entitled entitled **"Effects of Stress Management Strategies on Enhancement of Students' Discipline in Secondary Schools in Elburgon Division, Molo District, Nakuru County."**

You are now at liberty to commence your fieldwork.

Please note, you are expected to publish at least one paper in an international peer-reviewed journal before final examination (oral defense) of your Masters thesis.

Thank you.

Yours sincerely,

Prof. M.A. Okiror
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

c.c.   Supervisors
         COD, Psychology
         Dean, FEDCOS
         Admissions

MAO/vk

Egerton University is ISO 9001:2008 Certified

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APPENDIX E: LETTER FOR RESEARCH AUTHORIZATION FROM THE SUB COUNTY EDUCATION OFFICER

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

Telegrams: "LEARNING"
Telephone: 0203528112
Fax 0202188546
When replying please quote

DISTRICT EDUCATION OFFICE
MOLO DISTRICT
P. O. BOX 275
MOLO
10TH DECEMBER 2014

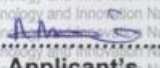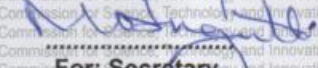THE SUB-COUNTY EDUCATION OFFICER
P.O BOX 275
MOLO

REF: RESEARCH AUTHORIZATION: MARY NJOKI MAINA

The above named has been authorized to carry out research on "Effects of Stress Management strategies on enhancement of students' discipline in secondary schools in Elburgon Division Secondary schools in Molo district Nakuru County.

FOR DISTRICT EDUCATION OFFICER
MOLO DISTRICT
DATE -----------

FOR DISTRICT EDUCATION OFFICER
MOLO SUB-COUNTY

APPENDIX F: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Mary Njoki Maina
of (Address) **Egerton University**
P.O.Box 536, Egerton,
has been permitted to conduct research in

Location
District
Nakuru   County

On the topic: **Effects of stress management strategies on enhancement of students' discipline in secondary schools in Elburgon Division, Molo District, Nakuru County.**

for a period ending: **31ˢᵗ May, 2013.**

PAGE 3
Research Permit No. *NACOSTI/RCD/14/013/1754*
Date of issue *5ᵗʰ November, 2013*
Fee received   *KSHS. 1000*

....
Applicant's   For: Secretary
Signature   **National Commission for Science Technology & Innovation**

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **585**

CONDITIONS: see back page

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