

# Effects of Stress Management Strategies on Enhancement of Students' Discipline in Secondary Schools In Elburgon Division, Molo Sub-County, Nakuru County, Kenya

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**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, acquire appropriate measures to avert harmful behaviour. The purpose of this study therefore was to determine the effect of stress management strategies on enhancement of students' discipline in secondary schools in Elburgon Division, Molo Sub County in Nakuru County. The study adopted the ex post facto research design. The target population of the study consisted 4145 students, 20 school counselors and 20 school administrators while the accessible population consisted 2072 students. A sample size of 322 students was selected using simple random sampling, 16 school counselors and 16 administrators were purposively sampled. The data was collected through the administration of students, teacher counselors questionnaires and an interview schedule to the school administrators. A pilot study was carried out in two different schools from those in the study but with similar characteristics to help in determining the reliability of the instruments. The pilot study yielded a reliability coefficient of 0.825 obtained through Cronbach's coefficient method. The data collected was analysed using descriptive statistics (frequency and percentages) with the help of Statistical Package for Social Sciences (SPSS) version 17. The findings of the study revealed that application of stress management strategies in secondary schools would reduce significantly stress among students and enhance their discipline. These findings may assist school guidance and counseling 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 incidences in their schools. This study may also benefit parents who would better understand the problem behaviour among their children and employ stress management strategies to correct undesirable behaviour. The study recommended that stress management strategies be applied in secondary schools to enhance students' discipline.

**Keywords:** Adolescence, Counseling, Guidance, Stress, Stressors

## 1. Introduction

### 1.1 Background to the Study

Students' indiscipline has been a worldwide phenomenon in institutions of learning dating back to the time of industrial revolution(s) (Akala, 2000). Strikes have been witnessed in countries like Britain, USA and France. According to Robertson (2010), there was a series of protests in Britain with the focal point of the demonstrations in London. Globally student's indiscipline has existed. According to UNESCO (2004) 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.

Students' indiscipline and protests are a social problem in Africa. According to Korzbski (2009) in Lagos 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 behavior, and discipline problems.

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). 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. 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.

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 from 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 counseling 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.

In June 2008, there were media reports of over 300 protests in Kenyan secondary school with most of 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 behavior 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 counseling systems.

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) 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 counseling 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 effect

between stress management strategies and enhancement of students discipline in secondary schools in Elburgon Division, Molo Sub county 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, the issue of trying to manage stress and improve discipline has become imperative. The Government of Kenya has implemented several measures aimed at curbing the increasing cases of indiscipline in learning institutions. These include introduction of prefects council in schools, open forums by educational stakeholders and introduction of guidance and counseling departments in all secondary schools. Though this has been done, cases of indiscipline are still in the lime light. This has necessitated this study to examine in depth the effect of stress management strategies on enhancement of students' discipline in secondary schools in Elburgon Division, Molo Sub-county, Nakuru County.

### **1.3 Purpose of the Study**

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

### **1.4 Objectives of the Study**

This study was guided by the following objective; To determine whether avoiding unnecessary stress enhances students' discipline in secondary school.

## **2. Literature Review**

### **2.1 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 behavior. As outlined by Pandey (2010), learners experience continuous stress due to the following factors.

### **2.2 Pressure of Expectations**

According to Melinda (2011) 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 everyday. Dondo (2004) opines that academic pressure takes the lead on the causes of stress on students. Wosyanju (2009) 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 Family Stressors**

Dysfunctional family issues as 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.

### **2.4 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 behavior (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 the study Thomson (2002) 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).

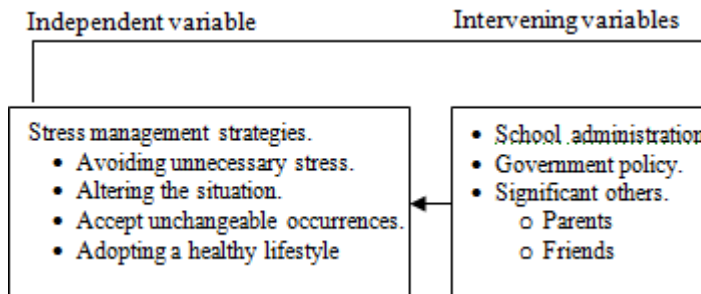
The school counselors should provide hearing process for students to present their side of the story and establish an appeal process which will increase student's perceptions of fairness. A study by Steward (2008) shows that problem behaviour in students occurs because they do not know how to act appropriately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

Schools require trained student counselors to complement the guidance and counseling 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.

### **2.5 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 counselors dispute irrational attributes and replace them with more rational beliefs, attitudes and constructive reactions. Therefore, the proper application of rational emotive behavior therapy by counselors leads to empowering students with stress management strategies which have positive impact on enhancement of discipline among students and in secondary schools. This study will

use a model on the effect 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.



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

As indicated in the conceptual framework in figure 1 strategies 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.

### 3. Research Methodology

This study employed the *ex post facto* 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.

Table 1 indicates the distribution of the target population of the study.

**Table 1:** Distribution of Target Population of the Study

School Code & type	Boys	Girls	School Counsellor	School Administration
EN 001/MB	774	85	2	2
EN 002/MD	386	218	2	2
EN 003/MD	249	243	2	2
EN 004/MD	145	117	2	2
EN 005/MD	97	58	2	2
EN 006/MD	245	274	2	2
EN 007/MD	285	105	2	2
EN 008/MD	208	151	2	2
EN 009/GB	0	365	2	2
EN 010/MD	80	60	2	2
TOTAL	2469	1676	20	20

(Source: Elburgon DEO, Statistics-2012)

\* MB –Mixed Boarding  
 MD – Mixed Day

GB - Girls Boarding

The study involved a target population of 4145 students, 20 school counselors and 20 school administrators. The accessible population of the study focused on 2072 students, 16 school counsellors and 16 school administrators.

### 3.1 Sampling Procedure and Sample Size

The study drew a sample size of 322 student respondents from the accessible population of 2072 form three and four administrators. In this respect, the total sample size was 354 respondents including administrators and school counselors. The students sample size was arrived at by employing the formula provided by Kathuri and Pals (1993). The formula states that:

$$S = \frac{X^2 N p (1-P)}{d^2 (N-1) + X^2 p (1-P)}$$

Where:-

- S = required sample size
- N = The given population size (in this study 2072 students)
- P = Population proportion of individual that yield maximum possible sample size (Assumed to be 0.05)
- d = Degree of accuracy as reflected by the a mount of error that can be Tolerated considered as 0.5)
- X2 = Table value of chi-squire for one degree of freedom taken as 3.841 for the 0.95

The students' sample size was drawn from the simple randomly selected 8 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 and 16 administrators. Purposive sampling method was involved since the respondents were possessing the information that meet the purpose of this study. Table 3 shows the distribution of the sample size of the study.

**Table 3:** Distribution of the Sample Size

MD – Mixed Day

MDB – Mixed Day/Boarding

School Code & type	Boys	Girls	School Counsellor	School Administration
EN 001/MDB	30	27	2	2
EN 002/MD	28	17	2	2
EN 003/MD	23	21	2	2
EN 004/MD	12	16	2	2
EN 005/MD	10	31	2	2
EA 006/MD	20	18	2	2
EA 007/MDB	15	15	2	2
EA 008/MD	12	27	2	2
Total	150	172	16	16

### 3.2 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 and an interview schedule

for school administrators. Mugenda (2008) contends that questionnaires and interview schedules are more appropriate tools for data collection in research studies. Further, Oso and Onen (2009) postulate that questionnaires and interview schedule are commonly employed in social science and educational research studies as in this study.

### 3.3 Reliability of Instruments

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 and two school administrators from each school participated in the pilot study, giving a total of 44 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 coefficient alpha arrived at was 0.825 which is above the suggested 0.7 by Mugenda & Mugenda (1999).

**Table 4:** Students responses on Whether Avoiding Stressful Situations Enhances Student's Discipline in Secondary Schools

Items	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Am aware that there are things which make me feel stressed which I can easily avoid	15	4.7	14	4.4	27	8.5	82	25.8	179	56.6
I do avoid unnecessary discussion that would stress me	17	5.4	16	5.0	27	8.6	85	26.8	172	54.2
I do avoid unnecessary persuasion and influence from my peers	24	7.4	23	7.2	42	13.2	70	22.1	158	50.1
I do avoid watching unnecessary films which could lead to stress.	20	6.3	27	8.5	31	9.7	70	22.1	169	53.4
I have been enabled to be more assertive and thus avoid unnecessary stressful situations	17	5.4	18	5.7	38	11.9	74	23.4	170	53.6

Table 4 indicates that 179 students out of 317 which represent 56.6% strongly agreed while 82 respondents agreed representing 25.8% which vividly indicated that there is high effect of a stress management strategy- avoiding stressful situations on enhancement of students' discipline in secondary schools. The table indicated a mean of 53.6% of the total student respondents did agree that the avoidance in stressful situation has an effect on enhancement of the students' discipline. Studies by Collins (2006) and Buchman (2009) concur and confirm that avoidance of the stressful situation in deed impact on students' discipline. On the other hand, a mean of 6.0% of the students' respondents disagreed that avoidance of stressful situation does enhance students' discipline. 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 33 participants translating to 10.4% were not certain of whether avoiding stressful situation does enhance students' discipline. 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 impact on the study pertaining to human behaviors.

Melgosa (1993) holds the view that secondary school students need to be assisted in making choices in times of emotional turbulence caused by inevitable changes, demands

### 3.4 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 analysed with the help of Statistical Package for Social Sciences (SPSS) version 17.0 for Windows. The data was analysed using descriptive statistical techniques, frequencies and percentages and were presented using tables.

## 4. Results and Discussion

Table 4 gives the outcome of the students' responses to the questionnaire items seeking to determine whether the avoidance of stressful situation among the students does enhance the students' discipline in secondary schools in the area under the study.

and pressures in everyday life. Melgosa (2002) postulates that young people are in high demand of guidance and counselling in order to navigate skillfully 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 node where necessary. The response of the students confirms that avoiding stressful situations enhances students' discipline.

These findings have been supported by Hadulla (2001) which 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 counselors 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 to pics 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).

#### 4.1 Response by School Counselors

The table below indicates the items that the school counselors were supposed to respond to for confirmation of whether avoiding stressful situations enhances students discipline in secondary schools

**Table 5:** School Counselors 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 achieve to 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 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.	14	100	-	-

Table 5 indicates that when students are assisted by counselors to be more assertive, this helps them to avoid any situation that could stress them. This was confirmed by 12 out of 14 students 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 student, 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. These 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 students 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.

#### 4.2 Response by School Administrators

The respondents were requested to give their views on whether the given items influences students disciplines. The table below indicates the responses in which they either confirmed or rejected the statements.

**Table 6:** School Administrators Response in Relation to Whether avoiding stressful situations enhances Students Discipline in Secondary Schools

Items	Confirmed		Not confirmed	
	F	%	F	%
Unnecessary companion	13	100	-	-

Mob psychology	10	76.9	3	23.1
Idleness	12	92.3	1	7.7
Engagement in unnecessary hot-button topics	11	84.6	2	15.4

Table 6 shows that avoiding stressful situations enhances students' discipline. This was confirmed by 13 out of 13 secondary school administrators consisting 100% who agreed that when students engage in unnecessary companion they are likely to be influenced negatively which results to indiscipline issues. A study by Melgosa (2009) confirms that whenever young adults joins bad company their morals get ruined. This calls for guidance by the school administrators and counselors 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 administrators constituting 76.9%.

Hadulla (2001) concurs that learners could avoid mob psychology from the assistance of the school counselors. 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 administrators 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 counseling should assist students with skills of coping with such challenges. This was confirmed by 11 out of 13 administrators (84.6%).

Miriam:	I support the view that unnecessary companion leads to indiscipline and avoiding it would enhance students' discipline.
Steve:	According to my opinion, when students are influenced my mob psychology they are likely to be indiscipline which would affect their performance hence need to avoid it.
Ann:	As regards the objective on whether avoiding stressful situation enhances students' discipline, I support the view that idleness is the devils workshop and students should avoid it.
James	According to my view, unnecessary discussions on hot-button topics leads to disagreements and misunderstanding and therefore avoiding it would safe the students from unnecessary stress.

In support of the data in Table 8, the following remarks were extracted from the responses by school administrators. The names used are not real for confidentiality purposes. The remarks are a clear indication that stressful situations are a recipe to indiscipline in secondary schools (Melgosa, 2008). If this factors are curbed this will enhance students' discipline in secondary schools.

## 5. Conclusions and Recommendations

### 5.1 Conclusion

The study came out with the following conclusions based on the findings of the study. The study from secondary Schools in Elburgon Division, Molo Sub county, Nakuru County on stress management strategies came up with the following conclusions; that avoiding unnecessary stress by students enhances students discipline in secondary schools; the study revealed that altering stressful situations by students does enhance students discipline in secondary schools. the study concluded that accepting unchangeable occurrences by a learner enhances students discipline in secondary schools, the study revealed that if learners adopt a healthy life-style, this would enhance their discipline in secondary schools.

### 5.2 Recommendations of the Study

This study makes the following recommendations based on the findings of the study; the Ministry of Education should enhance the Guidance and counselling program in secondary schools in order to help the students manage and cope with their stress and thus enhance school discipline; Parents and other guardians need to be encouraged to help their children deal with their stress as a strategy of enhancing desirable

behaviour; 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.

## 6. Acknowledgment

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