

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.

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