



Empowering psychological coping strategies of learners in enhancing discipline in public secondary schools in Rangwe Subcounty, Kenya

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Abstract

Acts of indiscipline among students especially at the secondary level of education is a universal challenge that is facing every school, evidenced by exam cheating, truancy, vandalism, sexual offenses, drug abuse and many others. Many methods and policies have been tried to combat indiscipline, but in vain. Based on this realization, there was need to focus a study on professionally engaging psychological determinant factors in enhancing discipline. The study objective was to assess the psychological determinant factors enhancing discipline level among learners in public secondary schools. The study was guided by Social Learning Theory by Albert Bandura which postulates that; learning takes place in a social framework with an ever-changing and shared interaction between the person, environment and behavior. The population covered 43 public secondary schools from which a sample of 36 schools was randomly selected. Respondents were deputy principals, guidance and counseling teachers and school prefects. The study adopted cross-sectional survey research design and mixed research approach. Anonymity whereby participants were not identified by name, but rather codes were issued to represent the names. Research findings were analyzed with the help of Statistical Package for Social Science, version 27 into percentages, means, standard deviation and regression, after which, the findings were presented in tables and figures. Qualitative data was analyzed thematically and the results triangulated. Psychological determinants (positive mindset, social skills, motivation among others) when properly observed will positively and near moderately ($r=.294$ with a p -value of $.001$ when $\alpha=.05$), predict discipline level of learners. The study recommended that the Ministry of Education in collaboration with the Teachers Service Commission should develop a framework for training guidance and counselling teachers on professional counselling skills and procedures to make this a reality in the schools.

Keywords: Discipline, Psychological, Determinant, Indiscipline.

Introduction

Adolescent brain undergoes rapid and significant changes due to its heightened plasticity or flexibility. Although plasticity is essential for growth, it renders teens susceptible to the effects of both positive and negative psychological influences (Ballard, 2023). Negative factors are the root cause of mental status at the onset of unrest and this can have specific manifestations which also resembles indicators of indiscipline (Oyoo, Kodero & Sichari, 2017) among students. Exposure to negative psychological factors such as negative peer pressure, trauma, substance use and persistence loneliness, have the potential to interrupt and interfere with healthy adolescent brain development (Ballard, 2023). In US for instance, emerging data suggest that the COVID-19 pandemic has negatively affected the mental health of many children and adolescents. For example, among high school students nationwide, significant increases occurred between 2009 and 2019 in having persistent feelings of sadness or hopelessness (26.1% to 36.7%), having seriously considered attempting suicide (13.8% to 18.8%), and having attempted suicide (6.3% to 8.9%). This depicts that, learners lack psychological stress coping strategies to conquer obstacles they encounter in life. Understanding contributing factors and coping strategies will facilitate effective counseling and enhance self-discipline based on the ability to overcome challenges (Jones et al., 2022). The research therefore focused on positive discipline factors learners should implement to overcome psychological distress that can yield misconducts among learners.

In the Nigerian education system, Ugwuanyi et al. (2020) found that, the performance of students in both external and internal examinations is on the downward trend due to neglected impact of psychological variables such as emotional intelligence, self-focus, self-esteem and self-control which are contributing factors to discipline and performance as well (Morales et al., 2020). According to Infotrack surveys, Covid-19 had caused worry and anxiety to about 75% of Kenyans and, the disease posed psychological distress to adolescents and exposed them to negative peers that led to discipline problems and delinquent behaviors both inside and outside school, (Huhu, 2020). Currently, educators often rely on strategies of punishment and external restore discipline which has failed



as well, and therefore, the study focused on self-adjusting practices that a learner can practice to strengthen discipline in public secondary schools.

Students attending schools with high exclusionary discipline rates report poorer relationships with peers, teachers, and the school community as well as being dissatisfied with life in general. Further, Zainabu, Oyoo and Onyango (2024) noted that life satisfaction being an evaluation of a student's quality of life can indicate the propensity to indiscipline. It is assessed in terms of mood, relationship satisfaction, achieved goals, self-concepts, and self-perceived ability to cope with life. Therefore, the research investigated positive inclusive disciplinary approaches that can be implemented to bring life satisfaction among secondary school learners. In addition, counselling requires specific skills like active listening, restating, clarifying, summarizing, questioning, interpreting, confronting, reflecting feelings, supporting and empathizing which must be learned and practiced (Makinde, 2020). Indiscipline cannot be solved using tricks, but through applying appropriate counselling skills at the right time and place and thus the purpose of the study determined the appropriate skills to apply during counseling sessions in dealing with malpractices in examinations, drug abuse, school drop outs, sexual immorality, unwanted pregnancies in school girls, escalating unrests in schools and many others. The target population for the study was all prefects of secondary students, all deputy principals and all guidance and counseling teachers within Rangwe Sub County. The study targeted prefects of form 2, 3 and 4 in 36 schools between the years 2021 to 2024. The study adopted cross-sectional survey research design and mixed research approach.

Pilot Study

Piloting was conducted to establish the reliability of research instruments using the test-retest method. 10 percent of the sample size was used for piloting according to Mugenda and Mugenda (2003). Questionnaires were provided to students in Homa Bay sub county schools, which is a sub county that had experienced indiscipline within the period of 2017 to 2020 (Saud, 2016). The questionnaires were scored manually by the researcher. The researcher re-administered the same questioners to the same group of respondents after a period of two weeks, while keeping all the initial conditions constant. The analysis of the findings were based on the responses of Cronbach alpha of internal consistency. The answers were then compared as the first and second set of questions; to show to what extent the responses were consistent.

Instrument Validity

According to Munyi and Orodho (2015), validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represents a concept. Content validity was established by supervisors who provided feedback on how well each question measured the construct in question. It was only used after attaining content validity index of threshold of .7. The face validity is an informal review of a questionnaire by non-experts, who assessed its clarity, comprehensibility, and appropriateness to the target group; it was based on the evaluator's subjective judgment.

Instrument Reliability

The measurement is considered reliable if the same result can be attained consistently, this was done by comparing different versions of the same measurement, the same methodology under similar conditions (Ahmed & Ishtiaq, 2021). Piloting was done to establish the reliability of research instruments using test-retest method. The instrument was used for data collection after attaining reliability index of .7. The questionnaires were scored manually by the researcher. The analysis of the findings was based on the responses of Cronbach alpha of internal consistency, then the answers were compared, the first and second set of questions to show to what extent the responses were consistent.

Data Collection Techniques

Briefing of the respondents was done by the researcher. The researcher provided a highlight of the rationale for the study and the importance of data collection. The quantitative data was gathered by a set of questionnaires for the respondents. A time limit was set for the questionnaires to be distributed and recalled after two days from the issued time. Drop and pick method was used by the researcher to collect the data. Qualitative data on the other hand was collected from guidance and counseling heads by use of interview schedule. Each teacher was a signed 20-30 minutes to complete the interview.



Results And Discussions

The study sought to assess psychological determinant factors that enhance discipline level among learners in public secondary schools. The descriptive statistical analysis of their responses are presented in table 1

Table 1: Psychological Determinant Enhancing Discipline

Item Statement on Psychological Determinants Enhancing Discipline		RATINGS					OMR	SD
		SD	D	N	A	SA		
		1	2	3	4	5		
Psychological distress normally leads to misconduct among learners	F	9	22	13	120	134	4.17	1.02
	%	3.0	7.4	4.4	40.3	45.0		
Creating a good classroom environment will enhance academic success	F	9	11	7	101	170	4.38	.930
	%	3.0	3.7	2.3	33.9	57.0		
Adopting self-adjusting approaches helps to overcome negative peer pressure	F	15	24	50	102	107	3.88	1.14
	%	5.0	8.1	16.8	34.2	35.9		
Positive corrective strategies improve desired behaviours	F	26	20	30	131	91	3.81	1.20
	%	8.7	6.7	10.1	44.0	30.5		
Negative corrective strategies improve desired behaviours	F	69	73	57	55	44	2.77	1.38
	%	23.2	24.5	19.1	18.5	14.8		
Proper self-care and consultations with teachers / parents can help overcome negative influences	F	18	19	18	96	147	4.12	1.16
	%	6.0	6.4	6.0	32.2	49.3		
Appropriate counseling skills provided to learners leads to behavior change	F	4	10	20	144	120	4.23	.820
	%	1.3	3.4	6.7	48.3	40.3		
Self-focus, motivation and self-esteem are strategies to improve self-discipline	F	10	15	38	123	112	4.05	1.00
	%	3.4	5.0	12.8	41.3	37.6		
Psychological well-being and self-regulation are positive determinants of a healthy mind set	F	8	17	47	105	121	4.05	1.02
	%	2.7	5.7	15.8	35.2	40.6		

In Table 1, 45.0 percent of respondents strongly agreed that psychological distress normally leads to misconduct among learners. Another 40.3 percent of the respondents agreed that, learners become psychologically distressed that normally leads to misconduct among them. Cumulatively, 85.3 per cent of the respondents agreed that psychological distress normally leads to misconduct among learners. This construct was given an overall endorsement by the respondents with a mean rating of 4.17 (out of a possible maximum mean of 5.0) with a standard deviation of 1.02. The findings fill the gap left by Ballard (2023) in the context that psychological distress has the potential to interrupt and interfere with the usual conduct of learners. This was also expounded by Oyoo, Kodero and Sichari (2017) that during social unrest, people's entire way of life is torn apart. In such scenario, there will be clear and predictable observable manifestations which may exhibit themselves physically since the body language is the most reliable sign of internal state of affairs. This interruption or interference is what will normally lead to misconduct or indiscipline. The findings further fill the gap recommended by Jones et al., (2022) on the need for understanding and hence coming up with psychological stress coping strategies to conquer whatever obstacles learners face in life. Once this has been found then, the learners will manage such situations without necessarily going to the extent of manifesting themselves in ways that will be considered as misconduct. The analyzed qualitative data revealed that learners should be counseled on ways of managing stressful situations that they may find themselves in. The verbatim of one of the respondents on this theme was that:

If pregnancy stresses girl-child learners, then they should avoid having sex before marriage or alternatively they should refrain from engaging in unprotected sex. More sex education should be advocated for among school going teenagers. (C021)

It is true that sources of distress are many for the learners in secondary schools. There need to be a well-designed awareness program in secondary schools for learners to equip them with appropriate coping strategies. This way cases of misconduct because of unpreparedness will be avoided or very much minimized.

From Table 1, majority of the respondents 57.0 percent strongly agreed that creating a good classroom environment will enhance academic success. Another 33.9 per cent of the respondents agreed that, creating a good classroom environment will enhance academic success. Cumulatively, 90.4 percent of the respondents agreed that creating a good classroom environment will enhance academic success. This construct was overall endorsed by the respondents with a mean rating of 4.38 (out of a possible maximum mean of 5.0) with a standard deviation of .930. The small standard deviation implies that the views of all the respondents were more or less similar. The findings concurred with the Divyansh (2022) in the context on having ideal classroom environment, successful teaching-learning process requires ideal classroom environment where students feel safe and supported in all aspects of their learning. Ideal environment is what will provide opportunities for them to build confidence, speak up, address issues and help them make decisions about what works for them. The analyzed qualitative data showed that teachers should always try to maintain a rapport with learners to ensure a close and harmonious relationship with learners in order to understand their feelings or ideas and communicate well. The verbatim of one of the respondents on this theme was that:

Good rapport with learners encourages them to share their opinions and helps them feel more invested in their own learning. Building rapport with learners is key because it allows relationship to empathize with one another and develop trust effective. (CO14)

Teachers should create rapport with learners in order to eliminate hindrances for growth and confusions that stand in the way of success. When learners have a rapport with their teachers and feel they can relate to their teachers, motivation is higher. Rapport is foundation of great relationships regardless of your position and intention at your station. It facilitates collaboration, unlocks mutual trust and enhances your communication skills. It is true that by creating good rapport, a close and harmonious relationships with learners is developed. This connects you to learners and allows one to understand and gain invaluable insights into the adolescent's unique needs, preferences and pain points.

From Table 1, 35.9 percent of respondents strongly agreed that adopting self-adjusting approaches helps to overcome negative peer pressure. Another 34.2 per cent of the respondents agreed that, adopting self-adjusting approaches helps to overcome negative peer pressure. Cumulatively, 70.1 per cent of the respondents agreed that adopting self-adjusting approaches helps to overcome negative peer pressure. This construct was overall endorsed by the respondents with a mean rating of 3.88 (out of a possible maximum mean of 5.0) with a standard deviation of 1.14. The result of the study is in line with Huho (2020) work in the passage that adolescent psychological distresses expose them to negative peers since many lack ideas to overcome negative groups and as result they get lured into unethical actions and behaviors that in turn decrease their self-confidence. The analyzed data revealed that self-adjusting measures such as developing self-love, self-focus and self-control contributes to discipline and performance as well. This finding concurs with Zainabu, Oyoo and Onyango (2024) findings that concluded that awareness level can moderately and positively influence the psychological well-being of students. Every learner should therefore be made to understand that they are unique and should strive to embrace their strengths, set healthy boundaries and appreciation for oneself that grows from actions that support our physical, psychological and spiritual growth. All these put in practice will eliminate self-hatred which is a common and painful problem that tends to lead to more difficulties such as addiction, self-harm or any other form of misbehavior.

From Table 1, 44.0 percent of the respondents agreed that positive corrective strategies improve desired behaviors. Another 30.5 percent of the respondents strongly agreed that, positive corrective strategies improve desired behaviors. Cumulatively, 74.5 percent of the respondents agreed that positive corrective strategies improve desired behaviors. This construct was overall endorsed by the respondents with a mean rating of 3.81 (out of a possible maximum mean of 5.0) with a standard deviation of 1.20. From the context, the findings conquer with Ballard (2023) suggestion that exclusionary discipline practices are associated with increased rate of drop out, criminal involvement, academic failure and school disengagement which has led to poor relationship with teachers and school community as a whole. For these young people, exclusionary discipline such as suspension or expulsion that removes a student from his or her typical education setting only impedes opportunities to acquire negative ideas to break the connection with teacher and school at large. Again, it hinders overall school performance through missed instruction, classroom absenteeism and academic disengagement. The analyzed qualitative data showed that negative exclusive disciplinary approaches expose learners to negative peers and are more likely to involve in physical fights, carry weapons, smoke, use alcohol/ drugs and can easily engage in sexual intercourse.

The negative school climate that results from exclusionary discipline practices impacts all students since they tend to feel less safe, and are less likely to bond with teachers and are less likely to get along with each other. It is

therefore in order to apply inclusive disciplinary approaches like motivating students to commit to school rules, teaching students expected behaviors and assigning some duties for law-breakers e.g. picking litters, removing cob-webs, watering flowers among others. This itself is a lesson to the rest as they watch law-breakers participate in such activities, which enable learners observe the consequences of others' actions, minimizing the risk associated with firsthand experience, especially in dangerous or high-stakes situations. This also encourages desired behavior and skills, making it easier for learners to replicate them through observation. Teachers should therefore employ inclusive discipline approach because it leads to a decrease in the frequency of certain behaviors among adolescents.

From table 1, the respondents had mixed views on the construct 'Negative corrective strategies improve desired behaviors' with 23.2 percent strongly disagreeing, 24.5 percent disagreeing, 18.5 percent agreeing and 14.8 percent strongly agreeing. Cumulatively, 47.7 percent not agreeing and only 33.3 percent agreeing that negative corrective strategies improve desired behaviors. Generally, the mean rating for the construct was 2.77 (out of a possible maximum of 5.0) with a standard deviation of 1.33. In line with Ballard (2023) that negative disciplinary approaches increase rate of academic failure, drop out and criminal involvement, the findings concur and the analyzed data showed that negative strategies only weaken the relationship between the learner and teachers and accelerates disrespect to authorities. Strategies of punishment to improve discipline have become ineffective because learners develop fear and eventually fail to come back. Application of positive measures such as giving them time to explain their mind in order to establish the cause of the misbehavior, explaining to them the effect of their unethical actions, providing counseling to the culprits and informing their parent to carry out home counseling as well.

The verbatim of one of the respondents on this theme was that:

Not unless it is a repeated behavior and the client fails to show some improvement, I advocate for spanking because to some extent, spanking is the only language they understand best. We should try both sides to help our learners become successful. (CO21)

It is in order to equip teachers with skills to establish, maintain and enhance a result-based school counseling program addressing academic achievement, personal and social development. Provide teachers with timely and appropriate support needed to mitigate problematic emotional issues that may interfere with students learning and teachers' effectiveness. Head of the institution should collaborate with stakeholders such parents/guardian, teachers, administrators and community leaders to create and sustain learning environment that promote educational success for every student. The adolescents develop more independent decision-making skills and this means that, teachers should balance their unconditional love and support to adolescents with clear rules and boundaries. Make time frequently to talk because they are more likely to make healthy choices if they stay connected with teachers and family members.

From Table 1, 49.3 percent agreed that proper self-care and consultations with teachers / parents can help overcome negative influences. Another 32.2 percent of the respondents strongly agreed that, proper self-care and consultations with teachers / parents can help overcome negative influences. Cumulatively, 81.5 percent of the respondents agreed that proper self-care and consultations with teachers / parents can help overcome negative influences. This construct was overall endorsed by the respondents with a high mean rating of 4.12 (out of a possible maximum mean of 5.0) with a standard deviation of 1.16. The study findings fill the gap left by (Eyllon et al., 2020) on strategies learners can employ to overcome peer pressure and measures to overcome psychological distress. Negative peer pressure is often related to influencing bullying behavior, drinking alcohol, drug use, negative body image, all of which are harmful to adolescent's wellbeing. It can decrease self-confidence and lead to distancing from family members and friends, or an increase in depression and anxiety. The analyzed qualitative data showed that to prevent self-harm and suicidal thoughts that may develop, the clients should be informed of strategies to avoid influences such as refusing bad idea by developing exit plan, ask for support from family members, try to avoid undesirable situations, plan ahead or rather give an excuse.

Learners should be informed of the existence of both negative and positive peers (motivators), the impact of these two categories because this will enable them make right decisions when in dilemma again, they should know mechanisms to handle negative pressure i.e. consulting parents/ teachers, a voiding bad company, giving excuse and having an exit plan. Have clear consistent rules your learners can follow and try to explain these rules in age-appropriate terms they can understand. Teach them right from wrong with calm words and actions and then, notice good behavior, point it out and praise success and good tries to encourage the behavior.



From Table 1, 48.3 percent agreed that appropriate counseling skills provided to learners leads to behavior change. Another 40.3 percent of the respondents strongly agreed that, appropriate counseling skills provided to learners leads to behavior change. Cumulatively, 88.6 percent of the respondents agreed that appropriate counseling skills provided to learners leads to behavior change. This construct was overallly endorsed by the respondents with a mean rating of 4.23 (out of a possible maximum mean of 5.0) with a standard deviation of .820. The low standard deviation signifies that the views of the respondents were generally similar. The study findings are in line with Makinde (2020) suggestion that counselors constantly need to revise their methods, instruments and skills for effective guidance and counseling session considering that the world is revolving with technology at a fairly fast rate, counselors equally need to keep pace with their skills and techniques.

Counseling requires special skills and the appropriate performance of certain functions like active listening, questioning, reflecting feelings among others. Assist students in a crisis to review the coping techniques they already have and generate ways of applying them to a specific crisis situation. Always try to assist adolescents normalize their response to crisis and allow them explore why this particular situation has overwhelmed their coping skills.

Learners' indiscipline cannot be solved using tricks but by applying appropriate counseling approach i.e. building rapport, clarifying, active listening, and good interpretation. For effective session, teachers should be informed of current counseling skills to implement. Good counseling relationship is fundamental to being effective with clients. Various counseling skills can be learned and developed to foster and maintain the psychological process, including good communication, problem solving, goal setting and introduce coping techniques such as self-talk and visualization. Visualization can provide insight into how they interpret events problematically, using their own personal experiences and beliefs to shape their internal representation while, self-talk is a valuable intervention for clients learning to cope with stress and anger. Skilled therapist educates learners on how to capture positive self-talk and use it at the correct time.

From Table 1, 41.3 percent agreed that self-focus, motivation and self-esteem are strategies to improve self-discipline. Another 37.6 percent of the respondents strongly agreed that, self-focus, motivation and self-esteem are strategies to improve self-discipline. Cumulatively, 79.9 percent of the respondents agreed that self-focus, motivation and self-esteem are strategies to improve self-discipline. This construct was overallly endorsed by the respondents with a mean rating of 4.05 (out of a possible maximum mean of 5.0) with a standard deviation of 1.00. The study finding is in line with (Ugwuanyi et al., 2020) that performance of students in both external and internal examinations have been on downward trend due to neglected impact of psychological variables such as emotional intelligence, self-focus and self-esteem. Learners with low emotional intelligence and low self-esteem basically struggles with managing their feelings and emotions, they are unable to understand the feelings of others. The analyzed qualitative data explained that self-focus, esteem, motivation and social skills are important psychological variables which plays a significant role in shaping how learners perceive and respond to various situations, this can influence how individuals interact with others, approach tasks and cope with stress. The verbatim of a respondent on this theme was that

Mental activities like perception, sadness, anger and fear impacts on how adolescents perceive and respond to situations, close study of their mind is necessary for appropriate nurturing for good decision making. (CO17).

Although various situations tend to elicit different patterns of stress responses, there are also individual differences in stress responses to the same situation. There is need therefore to inform adolescents on positive stress management strategies like talking to a friend or family member about how they feel, plan time for activities you enjoy or take up a new hobby, make time to relax, spend time outdoors etc., to avoid exhaustion of the body due to the suppressive effect of stress.

In Table 1, 40.6 percent of the respondents strongly agreed that psychological well-being and self-regulation are positive determinants of a healthy mind set. Another 35.2 percent of the respondents agreed that, psychological well-being and self-regulation are positive determinants of a healthy mind set. Cumulatively, 75.8 percent of the respondents agreed that psychological well-being and self-regulation are positive mind set. This construct was overallly endorsed by the respondents determinants of a healthy with a mean rating of 4.05 (out of a possible maximum mean of 5.0) with a standard deviation of 1.02. The significant effect of psychological well-being on learners has been confirmed in the literature review. The study showed that factors such as self-esteem, self-focus, self-control and motivation acts as mediators in the relationship between academic engagement, discipline and grittiness. Learners with positive well-being are more likely to perform well and achieve academic success in



terms of grade or credit and it reduces the risk of engaging in harmful behaviors such as drug abuse, violence and other forms of misconduct. In summary, psychological variables are very key in learning and understanding these factors are essential for comprehensively understanding learner behavior and addressing psychological challenges effectively. Effective communication should be imposed because it is the tool that bridges the gaps in human relationships.

The views of the two categories of the respondents for each sub variable psychological determinant factors were compared. The analyzed findings of their mean ratings and t-test are presented in table 2.

Table 2: Comparative Views of Respondents on Psychological Determinant

Item Statement on Psychological Determinants	R	MR	OMR	T-test
Psychological distress normally leads to misconduct among learners	P D/P	4.13 4.59	4.17	$t(297)=70.7, p=.000$
Creating a good classroom environment will enhance academic success	P D/P	4.35 4.67	4.38	$t(297)=81.1, p=.000$
Adopting self-adjusting approaches helps to overcome negative peer pressure	P D/P	3.83 4.33	3.88	$t(297)=58.9, p=.000$
Positive corrective strategies improve desired behaviors	P D/P	3.75 4.37	3.81	$t(297)=55.0, p=.072$
Negative corrective strategies improve desired behaviors	P D/P	2.77 2.74	2.77	$t(297)=34.7, p=.000$
Proper self-care and consultations with teachers / parents can help overcome negative influences	P D/P	4.10 4.41	4.12	$t(297)=61.5, p=.000$
Appropriate counseling skills provided to learners leads to behavior change	P D/P	4.23 4.26	4.23	$t(297)=88.8, p=.000$



Self-focus, motivation and self-esteem are strategies to improve self-discipline	P	4.01	4.05	t(297)=69.6, p=.000
	D/P	4.44		
Psychological well-being and self-regulation are positive determinants of a healthy mind set	P	4.01	4.05	t(297)=68.8, p=.000
	D/P	4.52		

Footnote: P-Prefects, D/P-Deputy Principals, MR-Mean Rating, OMR-Overall Mean Rating.

In Table 2, the observed p values are all less than the set alpha (.05) except for one sub

variable groups. Because this is less than the critical p value (.05), there is statistical evidence that the views of the respondents do not statistically differ.

It is only the sub variable ‘Positive corrective strategies improve desired behaviors’ where the observed p value is .072, which is above the set alpha (.05). This means that views of the prefect respondents statistically differ from those of deputy principals. The disparity in their argument was based on designation of the respondent in the school. Most deputy principals advocated for positive discipline strategies explaining that, it encourages respectful relationships and promotes mutual trust and understanding between the learner and the teacher. Explaining that, to build self-esteem, self-image and resilience which is crucial for emotional well-being, positive discipline measures should be enforced and this gap was identified by Ballard (2023) in the context that, there is need to investigate positive disciplinary approaches that can be implemented in schools to bring desired behaviors. While the second set of respondents (prefects) based on their experience, supported negative discipline measures as it focuses on immediate compliance and lead to quick behavior change as a learner may adhere to rules to avoid punishment. Negative measures establish clear consequences for inappropriate behavior which can help the adolescents understand the limits. Prefects’ views were contrary to Ballard (2023) suggestion.

The Deterministic Effect of Psychological Determinants on Discipline Level

The findings were subjected to regression analysis in order to determine their deterministic effect on discipline level. The results are presented in table 3.

Table 3: ANOVA Table for Psychological Determinants

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	26.563	8	3.320	3.420	.001
Residual	280.578	298	.971		
Total	307.141	297			

In Table 3, regression sum of squares (SS Regression) of 26.563 indicate that the regression model explains 26.563 portion of the variance (psychological determinant factors). It also shows a residual sum of squares (SS Residual) of 280.578 of an unexplained variance by this model. The F-Statistic from the table 4.3 shows that the model is 3.420 times more effective at predicting the dependent variable (discipline level of learners) than random error and so it can be relied upon as a determinant factor of discipline level among learners in public secondary schools if carefully implemented. The model explains further a 3.420 percent of the psychological determinant factors as determining the dependent variable (discipline level of learners). Because of the given F-statistic (F=3.420) and the comparatively small p-value (p=.001), the psychological determinant factors are statistically significant hence the model is a good fit for the data. In addition, the p-value of .001 (when $\alpha=.05$) indicates that the regression model significantly explains that psychological determinant factors can determine the dependent variable (discipline level). This means that the independent variables (psychological determinant factors) collectively predict the dependent variable (discipline level) better than random chance. It can therefore be relied upon to achieving the needed discipline level in the study area and in the Kenyan public secondary schools at large.

Conclusion and Recommendation



The analyzed study findings showed that psychological determinant factors positively and near moderately ($R = .294$) enhance discipline level among learners in public secondary schools. The influence is statistically significant ($p = .001$) which confirms further that the regression model significantly explains that psychological determinant factors determine discipline level. The study recommended that the Ministry of Education in collaboration with the Teachers Service Commission should develop a framework for training guidance and counselling teachers on professional counselling skills and procedures.

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