MANAGEMENT OF STUDENT DISCIPLINE: DOES THE PREVENTIVE APPROACH WORK?

RAKIRO A. LYNNETTE[1], DR. ALFRED OTARA[2] & Prof. WILSON OTENGAH[3]

[1,2,3] Rongo University,
Kenya

ABSTRACT

The purpose of this study was to assess the effectiveness of school principals' Preventive approach in the management of students' discipline in public secondary schools. The study adopted a cross-sectional survey design with simple random sampling used to select respondents. Primary data was collected using two questionnaires; one for Principals and deputy principals, and the second one for teachers while an Interview guide was used for Sub County Directors (SCDs) and a focus group discussion guide for student leaders. Findings show that preventive approaches are effective in maintaining students' discipline.In addition, there is a statistically significant relationship between preventive approaches and the management of students' discipline. It is therefore recommended that School management create awareness on all stages of disciplinary approaches put in place for students' discipline. Schools should also consider having a vote head for rewards and motivational talks to students to reinforce student discipline.

1.0 INTRODUCTION

School principals use a variety of discipline management approaches to maintain a productive learning environment. These approaches include preventive management techniques, behavior modification, and reactive or punitive or corrective management techniques. Preventive management approaches are a combination of many techniques used to control student discipline before it occurs (Ndagire, 2012). According to Dufresne Hillman, Carson, & Kramer, (2010), good school discipline management can save substantial resources and time for the interested parties. For a school to be productive and effective, the discipline of both the learners and educators are important. Supporting this argument, Blomberge (2012) argues that a safe and supportive school gives children an opportunity to learn and grow which is a top concern for education sector stakeholders. Indiscipline can be seen as any action considered to be wrong and not generally accepted as proper in a setup or society. Students' indiscipline can be demonstrated through; disobedience, destruction of school property, poor attitude to learning, immoral behavior, drug abuse, stealing, lateness, truancy, being quarrelsome, use of abusive or foul language, rudeness, gangsterism, or cultism (Omote, Thinguri &Moenga, 2015).

Management of students' discipline has been a great challenge and concern to many teachers, parents, and the entire society. Many schools continue to face challenges related to disruptive and antisocial students' behavior such as fighting, verbal abuse, bullying, sexual harassment, examination cheating, rule violation, and destruction of school property (Osher, Bear, Spraque & Doyle, 2010). Owing to the natural human development process, students become

more sensitive and self-conscious about their physical changes and also experience emotional disturbances (Wambui, 2015). They become self-absorbed as they try to understand themselves thus becoming more vulnerable and easily yielding to factors leading to indiscipline (Ali, Dada, Isiaka & Salmon, 2014). In this case, discipline management approaches such as preventive approaches become vital (Blomberge, 2012).

There are various methods of managing students' discipline in schools, which should be applied consistently and fairly. Preventive approaches such as guidance and counseling, obeying school rules and regulations, and pastoral care are crucial in managing and addressing student indiscipline. A study done in America by Daunhauer (2014) revealed that, students who undergo guidance and counseling exhibit attitude change. However, Yaworski (2012) argues that the use of alternative corrective measures is not effective in the management of student behavior, a finding that the current study seeks to determine. According to Kenyan Basic Education Act (2013), school headteachers should maintain and enforce discipline in schools. The recognizes that the deputy headteacher, class teacher, head of the department, and teacher on duty is to oversee minor punishments assigned while the headteacher deals with major offenses that warrant suspension and expulsion.

In spite of the elaborate policies on students' discipline, it has been observed that cases of indiscipline among students in Kenya's public secondary schools have been increasing consistently (MoE, 2018). Various studies have focused on the identification of cases of indiscipline in school (Ojera & Yambo, 2014), career choice and discipline(Eliamani, Mghweno & Baguma, 2014) academic performance and discipline, and the role of guidance and counseling(Nweze & Okolie, 2014). However, very little has been done on preventive approaches in terms of their effectiveness since the burn of corporal punishment in schools. It is upon this premise that this study sought to establish the effectiveness of school principals' preventive approaches in managing students' discipline. The researchers raised the hypothesis that "there is no statistically significant relationship between preventive approach and management of student's discipline"

2.0 LITERATURE REVIEW

Preventative management approaches are combinations of many techniques used to control student discipline before it occurs (Akpan, 2006). This approach includes the use of guidance and counseling, rules and regulations, and pastoral care. The preventive approach ought to reduce the out-of-school suspension rate by looking at school-level data to determine where the problems are. Specifically, school leaders look at the data to determine, what types of behavior are responsible for the majority of out-of-school students. According to Rossouw (2003) qualitative study, there are many different disciplinary measures that are implemented. Although some schools have not suggested any specific method that can be classified under preventative measures and tend to resort to a punitive approach, there are positive contributions that were identified from the qualitative study.

However, Ogweno (2016) study findings reveal that although most principals indicated that the schools mostly applied positive disciplinary measures, the other respondents show that negative measures were also in use.

2.1 Guidance and Counseling on Students Discipline.

Parzych, Donohue, Gaesser, and Chui (2019) conducted a series of studies in three states Indiana, Connecticut, and New York in the USA, and revealed that school counselor ratios of 1:250 have a significant correlation with lower student absenteeism and higher math, verbal and writing scores. Equally, Abbas et.al (2019) study in China showed that students in districts with elementary school counselors have improved performance outcomes compared to the districts without. In concurrence, students who, are aware of their emotions and guided by specific teaching strategies, their learning performance improves in relation to their motivation, engagement and self-regulation. Likewise, when teachers are conscious of students' emotional state their attitude and feedback become more effective and timely (Arguedas, Daradoumis, & Xhafa, 2016). This is a clear indication that effective school discipline should be encouraged in controlling students' behavior (Ehiane, 2014).

Guidance and counseling, parenting, and church involvement are mechanisms that can be utilized in inculcating discipline among secondary schools (Gitome, Katola & Nyabwari,2013). However, another study revealed that guidance and counseling departments are ineffective in enhancing school discipline since most teachers are overwhelmed with the huge workload in teaching making them spend very little time on counseling services(Kamore & Tiego, 2015). On the contrary, peer counselors use peer education to significantly increase the knowledge of students in Ugandan schools and that peer counselors are a source of information and help to fellow students(Munyasya, 2020).

A healthy relationship between prefects and the students' body is important for the school to succeed in meeting its goals(Yambo & Tuitoek, 2014). In this regard, Peer counseling helps to improve academic achievements and classroom behavior (Osodo Osodo, Mito, Raburu & Aloka, 2016). It also helps to develop a positive attitude among students towards school(Chireshe, 2013).

2.2 Rules and Regulations on students' discipline

School rules and regulations are among the strategies designed to instill good conduct in students (Adams, 2003). This implies self-control, orderliness, good behavior, and obedience to the school authority. Cotton (2003) in his study recommends an open-minded approach to effective school rules and regulations as a way of minimizing unwanted students behavior in schools. However, these rules should be set with students' participation (Macharia, 2014). This is indeed true because, the collapse of discipline in the classroom order leads to classroom hooligans an indication of students disrespecting rules and regulations (Harris, 2005).

Students' widespread violation of rules and regulations is capable of obstructing the smooth and orderly functioning of the school system (Adeyemo, 2005). Experience reveals that certain changes signaling maturity in the course of growth and development of students in secondary schools tend to make students misbehave by faulting school rules and regulations (Mukharjee, 2005). In agreement, principals' use of school rules and regulations impacts students' discipline (Adgoya,2019). Rules are significant because young people are growing up in a difficult and confusing world where values and standards have considerably been compromised (Bear, 2010). However, it is worth noting that the effectiveness of rulesdepends on how the principals involve teachers and students so as to own them (Ndeto, 2013).

2.3 Pastoral care on students' discipline.

Caribbean Educational Council report of 2012 states that the main objective of the educational system is to provide an opportunity for students to become aware of the meaning and purpose of life (Waweru, 2018). This view can only have an important effect when students deeply understand the interconnectedness between God, human beings, and the world they live in. However, in modern societies, the youth are morally 'empty' because they do not have traditional social ties thereby weakening the social force responsible for restraining them from engaging in anti-social behavior(Ukpong, 2012)

In effect, there is a linkage of prolonged spiritual struggles to low self-esteem and decline in students' physical health (Bryant, 2008). Therefore, the school system needss to develop a strong chaplaincy structure that encourages self-expression to candidly open up their own struggles and air their views. This is to keep with the ethos and the moral values, ideas, and beliefs of the school(Mabeya, Judah,& Njino, 2010).In essence, pastoral programs on students' discipline are important in managing schools (Aduda,2003).

3.0 METHODOLOGY

This study adopted a cross-sectional survey research design to explore and find out the effectiveness of school principals' preventive approaches to managing students. This design was appropriate as it assisted the researchers to get both qualitative and quantitative data by use of questionnaires, interview guide, and focus group discussion (FGD), which was then integrated into the presentation of study results (Creswell, 2014). Principals, deputies, and teachers were considered the main respondents in this study because they carry out supervisory roles on students and are able to observe and evaluate how students' discipline is promoted in their schools. Furthermore, they are ultimately expected to give a report about indiscipline, thus they are required to have a clear picture of how discipline is instilled in teachers (the Republic of Kenya, 2013).

The population consisted of 2582 respondents drawn from 271 principals, 271 deputy principals,271 student leaders,10 Sub County Directors (SCDs), and 1759 teachers, in Migori County. Simple random sampling which is a probabilistic technique was used to select principals and deputy principals involved in this study. Out of 271 principals and their deputies, 27 (10%) took part in pilot testing respectively, and were excluded from the main study. Thirty percent of the 244principals and the deputies were calculated giving 74 respondents. They were then sampled proportionally per sub-county as indicated in Table 1.

Table 1: Population and sample size of secondary school principals /deputies in Migori County

Sub-county	No. Principals	No. of D/Principal	Principals' sample size	D/Principals' sample size
Suna East	32	32	10	10
Suna West	22	22	8	8
Nyatike	56	56	21	21

Rongo	33	33	13	13
Awendo	38	38	14	14
Uriri	35	35	13	13
Kuria West	16	16	7	7
Mabera	19	19	8	8
Ntimaru	11	11	4	4
Kuria East	9	9	2	2
TOTAL	271	271	74	74

Source: Migori County Director of Education office (2018)

Simple random sampling using a table of random numbers was then used to select the relevant respondents. According to Basic Education Act (2015), for all disciplinary proceedings affecting a learner, the attendance of the Sub-county Education Officer shall be mandatory. This was why the SCDs were deemed fit for this study. Out of 10 SCDs, 2 SCDs were selected for piloting and 8 were used in the study as recommended by (Kothari, 2004).

According to Krejcie and Morgan (1970), a sample size of 1759 is rounded off to 1800 and the sample size was given as 317. This was 18.02 percent of the sample size used to calculate teachers' sample size per Sub County. Simple random sampling was used to select teachers by use of a table of random numbers. Out of 271 student leaders, 27 (10%) of the two groups were included in piloting. Thirty percent of the 244 student leaders were then selected using simple random sampling hence 74 (five groups) respondents were included in the study.

In the collection of data, two sets of questionnaires were used; one for principals and deputy principals, another one for teachers. The items in the questionnaire consisted of closed-ended questions. The closed items were presented in the form of a Likert and rating scale where respondents selected their responses. The response range was between 1 and 5 where;1 = Not Effective (NE) 2 = Lowly Effective (LE) 3 = Effective € 4 = Highly Effective (HE) 5 = Very Highly Effective (VHE). An interview guide was designed for 10 sub-county directors (SCDs) to gather qualitative information on the preventive approaches. Consent was obtained from all interviewees to participate and be recorded. Focus group discussions guide was used to collect qualitative data from 74 student leaders who were organized into 7 groups of 11 students each. The schools were chosen using simple random sampling pegged at 30 percent from 271 student leaders.

Questionnaires were then administered to principals, deputy principals, and teachers by the researcher after prior arrangement with them, over a period of one month. This was done by booking for their time prior to the delivery of questionnaires to the principals. After a period

of one week, the completed questionnaires were collected. Follow-up collection was done in the second week for those respondents who had not completed their questionnaires during the first collection visit. During questionnaires, drop-offs, interview dates were scheduled with the SCDOE as well as for focus group discussion with students' leaders. Permission to access participating schools was granted by the principals. Both interviews and Focus group discussions and recordings were done over a period of three weeks. The taped data from interviews and FGDs was later transcribed and analyzed thematically and some were presented as verbatim excerpts.

3.1 Data Analysis

Responses from the interview schedule and focused group discussions were organized into themes, meaning given and analysis is done systematically. Analysis of quantitative data was done using both descriptive statistics comprising of frequency tables and figures and for inferential statistics, a T-test analysis was done. A response of not effective was scored 1, lowly effective 2; effective 3; highly effective 4; and very highly effective 5. The scores of all respondents on a given aspect are aggregated to give the total score per item. The mean rating was calculated by dividing the total score per item by a number of respondents per item. The mean ratings were then interpreted in agreement with Cheruiyot and Simatwa (2016) classification, using intervals as follows:

1.00-1.44 = not effective

1.45 – 2.44 = lowly effective

2.45 – 3.44 = effective

3.45 – 4.44 = highly effective

4.45 – 5.00 = very highly effective

4.0 FINDINGS

The ratings of teachers and administrators on the level of effectiveness of the preventive approaches were done and presented in table 2 and table 3 respectively.

Table 2: Teachers View of Level of Effectiveness of Preventive approaches

Preventive approach		Effectiveness level					
		Not Effective	Lowly Effective	Effective	Highly Effective	Very Highly Effective	Total
Use of peer student counselors in handling student's discipline	Frequency Percent	24 (10.9)	46 (20.8)	92 (41.6)	38 (17.2)	21 (9.5)	221 (100)
Consistency in enforcing school rules	Frequency Percent	5 (2.3)	17 (7.9)	74 (34.3)	81 (37.5)	39 (18.1)	216 (100)
Regular G & C by	Frequency	3	20	79	95	24	216

principal	Percent	(1.4)	(9.3)	(36.6)	(44.0)	(11.1)	(100)
Parental involvement in student discipline	Frequency Percent	5 (22.3)	18 (8.1)	70 (31.5)	81 (36.5)	48 (21.6)	222 (100)
Pastoral care sessions	Frequency Percent	7 (3.2)	45 (20.7)	92 (42.4)	49 (22.6)	24 (11.1)	217 (100)
Regular consultation of parents on students' performance	Frequency Percent	1 (.5)	23 (10.8)	78 (36.8)	82 (38.7)	28 (13.2)	212 (100)
Using student council	Frequency Percent	10 (4.5)	42 (19.1)	76 (34.5)	69 (31.4)	23 (10.5)	220 (100)
Regular consultative meetings with teachers	Frequency Percent	12 (5.5)	15 (6.8)	58 (26.4)	81 (36.8)	54 (24.5)	220 (100)

Table 2 shows that teachers as respondents had the highest regard for regular consultative meetings with teachers as being very highly effective in the management of students' discipline at 24.5%, followed by parental involvement in students' discipline at 21.6%. These two approaches if properly used can effectively help in the management of secondary school students' discipline. On the other hand, the following approaches were rated highly effective: Regular guidance and counseling by principals (44.0%), regular consultation of parents on students' performance (38.5%), consistency in enforcing school rules (37.5%), and use of student's council (31.4%). The approaches are seen as highly effective particularly when integrated into the school's administrative system.

Table 2 further shows other approaches as most popular by teachers; Pastoral care at 42.4%, followed by the use of peer student counselors in handling students' discipline at 41.6%, and consistency in enforcement of school rules at 34.5%. This means that the approaches are equally good if enacted in the management of students' discipline in secondary schools. The views of administrators on the rating of the same items were established as presented in table 3.

Table 3: Administrators' Views on Level of Effectiveness of Preventive approaches

Preventive approach		Effectiveness level					Total
		Not Effective	Lowly Effective	Effective	Highly Effective	Very Highly Effective	
Use of peer student counsellors in handling student's discipline	Frequency Percent	10 (10.4)	14 (14.6)	38 (39.6)	23 (24.0)	11 (11.5)	96 (100)
Consistency in enforcing school rules	Frequency Percent	1 (1.1)	9 (9.5)	21 (22.1)	47 (49.5)	17 (17.9)	95 (100)
Regular G & C by principal	Frequency Percent	4 (4.2)	12 (12.5)	27 (28.1)	38 (39.6)	15 (15.6)	96 (100)
Parental involvement in student discipline	Frequency Percent	4 (4.2)	13 (13.5)	27 (28.1)	45 (46.9)	7 (7.3)	96 (100)
Pastoral care sessions	Frequency Percent	10 (10.6)	16 (17.0)	33 (35.1)	31 (33.0)	4 (4.3)	94 (100)

Regular consultation of parents on students' performance	Frequency Percent	5 (5.3)	13 (13.7)	35 (36.8)	27 (28.4)	15 (15.8)	95 (100)
Using student council	Frequency Percent	3 (3.2)	17 (18.1)	33 (35.1)	36 (38.3)	5 (5.3)	94 (100)
Regular consultative meetings with teachers	Frequency Percent	4 (4.2)	7 (7.3)	26 (27.1)	40 (41.7)	19 (19.8)	96 (100)

Table 3 shows that administrators as respondents had slightly lower confidence than teachers in the approaches that can be rated as being very highly effective in the management of students' discipline but their highest ratings under this category were: Regular consultative meeting at 19.8%, followed by Consistency in enforcing school rules at 17.9%, regular consultation of parents on students' performance at 15.8% and regular guidance and counseling by principals at 15.6%. It is evident that most of the variables could be rated as highly effective. This can be attributed to the fact that principals use these approaches most often. Apart from the category that was considered very highly effective, the variables classified under this category were parental involvement in students' discipline at 46.9% and using students' council at 38.3%. The approaches are seen as highly effective particularly when integrated into the school's administrative systems similar toĐurišić and Bunijevac (2017)findings that great schools have effective partnerships with parents therefore, school, family, and community partner¬ships are critical components in the discipline of students.

Table 3further shows that administrators agreed that the use of peer student counselors is effective (39.6%). This means that the approaches are equally good if enacted in the management of students' discipline. This implied strengthening the guidance and counseling department in concurrence with Kamero and Tiego (2015) study which established that the effectiveness of peer counselors in their schools becomes even more effective with training. Using a T-test, the following hypothesis was tested to compare the views of teachers and administrators: Ho1: There is no statistically significant difference between the views of teachers and Principals on the effectiveness of the preventive approach in the management of students discipline.

Table 4: Independent Samples t-test on Types of Preventive Approaches between Teachers' and Administrators

Preventive approach	Respondent	MR	Overall MR	t-test Sig. (2-tailed)
Use of peer student counselors in handling students' discipline	Teachers	2.94		t(48.24)=.1.104,p=.000
	Administrators	3.11	3.07	
Consistency in enforcing school rules and regulations	Teachers	3.61		t(68.86)=.935, p=.000
	Administrators	3.74	3.66	
Regular Guidance and Counseling by principals	Teachers	3.53		t(68.69)=.912, p=.000
	Administrators	3.50	3.52	
Parental involvement in students' discipline	Teachers	3.67		t(65.44)=.978, p=.000
	Administrators	3.40	3.59	
Pastoral Care sessions	Teachers	3.18		t(54.74)=1.009, p=.000
	Administrators	3.03	3.12	

Regular consultation of parents on students' performance	Teachers	3.53		t(64.82)=.940, p=.000
	Administrators	3.36	3.51	
Using students' council	Teachers	3.24		t(57.76)=.995, p=.000
	Administrators	3.04	3.14	
Regular consultative meetings with teachers	Teachers	3.68	3.67	
	Administrators	3.66		t(48.82)=1.062, p=.000

Table 4 shows that the observed difference between the mean ratings of teachers and Administrators views is statistically significant, in all the preventive approaches since p=.000,Since the observed p values are .000 for all the variable groups which is below the critical p value (.05), there is enough statistical evidence to reject the null hypothesis and hence fail to reject the alternative hypothesis. There is, therefore, statistically significant relationship between preventive approach and management of student's discipline in public secondary schools. The higher the mean rating given by the respondents for each of the preventive approaches investigated, the higher the effectiveness of that approach in management of students' discipline in secondary schools.

5.0 DISCUSSION OF FINDINGS

Use of peer counselors and students' council as presented in Table 4 shows that school administrators rating 3.11 consider use of students' peer counselors as more effective than teachers rating 2.94 and students council mean rating of 3.24 and 3.04 respectively in the management of secondary school students. Findings from the interviews showed that peer counseling was effective. In addition, the use of prefects as source of information and overseers was thought to be very effective, especially so, when majority of students participated in their selection responded as S5 noted; "As for me, I think the most effective is the use of prefects rather than peer counselors. For like in this school we are about 70 prefects. Nobody will engage in indiscipline activity without a prefect knowing". And S4 added;"And then we have the students' council where we have the Principal using school prefects as the perfect example of good behaviors within the school".

The study findings are supported by Kavula (2014), Chireshe (2013), and Osodo et .al (2016) on the effectiveness of peer counseling on student discipline. They established that peer counseling improved on students discipline with because it promote open communication, instilled confidence and a positive self-esteem among learners. It was also noted that peer counselors were more helpful with very personal issues like relationships, because students were likely to open up to their age-mates as opposed to Guidance and counseling teachers who they saw as representation of the school administration (Kute, 2014). The current study agrees with this as the administrators' rate this as effective at mean rating of 3.11.

It was also noted that students were free to seek peer counseling services from their peers hence this would encourage more students to seek the services from peer counselors hence improving on academic performance. According to Kamero and Tiego (2015), effectiveness of peer counselors in their schools become even more effective in schools where the training of peer counselors in their schools was successful. Therefore, effective peer counseling in schools promotes positive behavior change among students hence an improvement among students in discipline.

Consistency in enforcing school Rules and Regulations as in Table 4 shows that both teachers and School administrators confirmed that enforcement of the school rules and regulation is very effective as preventive approach in the management of discipline in secondary schools administrators rating at 3.74 this being the highest rating it implies that the School administrators preferred this approach than teachers mean rating 3.65 This means that the approach should be heavily relied on in the management of discipline of students in secondary schools. The effectiveness of School rules and regulations was considered to be a way of managing students' discipline even among majority of students like;SC1 observed; "The most effective method can be that the principal provides school rules and regulations for students to discuss and understand. This way, they will obey them without misbehaving". SC2 added;"I think students themselves should be part of the process of making the school rules. This way, they will be forced to obey them since they cannot go against their own ideas".

Participation of students in making of school rules was also supported by the SCs as an effective preventive approach to managing student discipline. They noted that the participation enhanced the feeling of ownership which ensured a higher level of adherence to school rules by the students. Cotton (2003) shares the same pinion and recommends an open minded and inclusive approach to effective school rules and regulations as a way of minimizing unwanted students behavior in schools. However, since most school rules and regulations are set without students' participation and Macharia (2014) observed that in such a situation, students tend to resist them and at times break them leading to indiscipline acts that could result into suspension and dismissal of students. It is thus important that the process of making of school rules should involve the learners to enhance ownership and adherence.

Various studies such as Harris (2003) and Adeyemo (2005), , further show that the summary of school rules on Bulletin Boards was an effective reminder to the laid down rules because it reminded students about the school expectations on a daily basis. This ensured that students did not forget the rules leading to their violation. Another important element of the summarized theme of school rules that came up in the interviews are "talking walls". These are inscriptions made on walls, put on tree trunks, or stone slabs throughout the school compound meant to consistently remind the students of the rules and regulations, and also to be virtuous and hardworking individuals, hence improving positive behavior of the learners. This was also cited by SC1 that; "most effective method can be that the principal has provided the school rules and regulations so that, it can be effective when the student obeys the law and without misbehaving".

Regular Guidance and Counseling by principal responses on regular guidance and counseling by administrators showed that it was a very effective approach of preventing indiscipline mean rating at 3.53 and teachers mean rating at 3.50. Both categories of respondents noted that Guidance and Counseling personnel were seen as better informed and had a parental figure that made them more approachable. On the other hand, teachers were helpful in general areas of concern such as behavior change, study habits as well as career guidance. They also noted that more teaching staff with Guidance and Counseling skills should be posted to schools or that the teachers in current stations should be re-trained to be able to serve the large number of learners well. This was shown by responses from SC 1

saying;"More principals have embraced guidance and counseling, especially after banning corporal punishment. Guidance and counseling has helped a great deal in terms of preventing some of indiscipline cases".SC 2 noted; "You call it G& C. Counseling comes after somebody has fallen, but guidance should be there. It is done so that the learners are guided on the expectations"

This finding was also reported by Li, et. al (2019) who said that Schools with counselors produced higher graduation rates, higher college entrance and persistence rates, lower chronic absenteeism rates and fewer out-of-school suspensions, and also improved performance outcomes are seen across urban, suburban and rural locations. Similarly, Ehiane (2014), indicated that effective school discipline should be encouraged in controlling students' behavior leading to improvement in students' general academic performance and discipline. In Kenya, such findings were echoed by Redempta (2010) who established that Guidance and counseling was effective in enhancing student discipline because students of Secondary schools fall under the category of adolescents ranging from 13 years of age.

Table4 shows that,both School administrators and teachers noted that, involvement of parents in students' discipline is very effective; 3.40 and 3.67 respectively. This implies that teachers, Principals and Deputy Principals have confidence in this approach.

Majority who were interviewed responded like SC3 who said;"maybe if the student must come with the parent, according to me the best way is for the administration to ring and call the parents to come to school"S1 discussant further noted;"The principal can identify students with discipline problems and call the parents to school, so they sit down and discuss about the incident then they exchange as the parent, principal and the student"

The findings showed that parents' presence in school is important and effective as it allows students to remain in school to continue learning as discipline issues are being sorted out. Furthermore it also showed that most parents were supportive of the course of action taken by the Principal. According to Kibandi (2014), there is a relationship between parental involvement in the management of students' discipline and their academic performance. Đurišić and Bunijevac (2017) indicated that great schools have effective partnerships with parents therefore; school, family, and community partner¬ships are critical component in educating students. Another study by Wanja (2014) in Kiambu County Kenya noted that parents needed to be involved more in resolving discipline problems because they have a lot to offer in resolving discipline problems. This confirms the vital role of parents when involved in resolving discipline issues of their children in school.

However, other studies depart from the findings of the studies by Kibindi (2014) and Đurišić and Bunijevac (2017); for example, findings by Sibanda, (2017) and Mugabe and Maposa (2013) showed that some members of the community did not model positive behavior to learners as they were bribed by learners to come to school and pose as their parents/guardians if learners had disciplinary cases. However, it's important to note that the findings on the two studies were based on parents as role models to their children in terms of behavior. The current study looked at parents' role on how they work together with the school administration whenever there is a discipline problem with their children at school, hence the difference in the findings.

Manamela (2015) further notes that parental involvement is not effectively managed at these schools because the schools do not have clear policies on parental involvement. Therefore, it is apparent that a lack of clear guidelines on a parental role in discipline is a challenge. In such cases, the school and parents need to work on an agreed framework that defines specific activities where the parents and schools can partner on so that they address issues of student discipline. This is evident in the current study that the parents can guide children to benefit from these school programmers.

Pastoral care in Table 4 shows that the respondents agreed that it is effective in instilling students' discipline as a preventive approach. Teachers tend to have more confidence in this approach mean rating of 3.18 than School administrators whose mean rating 3.03. Affirming this; A SC 1 responded saying; "Once in a while they should be involved. They should be encouraged to come to school to talk to learners or to give them spiritual nourishment. That will bring great improvement".An S6 supported this by saying;"Sometimes instead of using student group only, we have religious leaders who come during the weekend to engage students more in that. So when we have more experienced people, we have better results".

According to Mabeya , Judah &. Njino (2010) discipline and academic excellence is realized in Christian values. This helps to keep with the ethos and the moral values, ideas and beliefs of the school, recognizing that discipline grows out of discipleship. From the study analysis; class attendance, respect of the church doctrine, school routine and students owning up responsibilities were highly rated which implies that the sponsors' expectations on students and teachers have a significant influence on discipline and academic performance. Furthermore, Aduda (2003) also notes that church teachers that run schools are expected to be the spiritual leaders of their schools as well as carrying out their other responsibilities, improving the moral behavior of learners in school.

6.0 CONCLUSIONS AND RECOMMENDATIONS

Secondary school students are largely at the peak of their adolescent age that is very daunting. This pauses a big challenge to Principals in running and managing schools for effective learning. With the ban of corporal punishment in schools, it has become paramount that alternative approaches be utilized in managing student discipline. The findings of this study show that preventive approaches are effective in maintaining students' discipline in secondary schools. In addition, there is a statistically significant relationship between preventive approaches and the management of students' discipline. This implies that teachers, deputy principals, and principals had confidence in the effectiveness of these approaches. School principals, their Deputies, and teachers require appropriate training and preparation in their role as disciplinarians in order to embrace preventive ways of managing discipline. This will enable them to easily handle the discipline of students from diverse socio-economic backgrounds. It is therefore recommended that School management sensitize teachers and parents on all stages of disciplinary approach put in place for students' discipline. Schools should also consider having a vote head for rewards and motivational talks for students to reinforce discipline.

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