

# **THE INFLUENCE OF DEAL RESPONSE IN THE MANAGEMENT OF STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN THIKA WEST SUB COUNTY**

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## **ABSTRACT**

Student discipline related crisis in which school property is destroyed, lives threatened and precious teaching and learning time lost has remained a concern among stakeholders. Particularly, the massive wave of unrest reported in the 2008 and the record burning of schools in 2016 points at the magnitude of the problem. Communication has been identified as a critical tool in managing crisis in learning organizations. However, communication response in the management of crisis has remained largely unexplored. The study examined the influence of deal response in the management of students discipline in Public secondary schools in Thika West Sub County. The study was informed by Attribution Theory and Situational Crisis Communication Theory. The study adopted a descriptive survey design. Target population was 13 principals, 337 teachers and 7002 students in 13 public secondary schools in Thika West Sub County. Thirteen principals and 13 schools were purposively sampled. Ninety one teachers were selected based on Mugenda and Mugenda and 364 students based on Kriecjie and Morgan Table was selected through simple random sampling. Data was collected using questionnaires and interviews. A pilot study was carried to ascertain reliability and validity of instruments. Qualitative data was analyzed thematically while quantitative data was analyzed using descriptive statistics. Data was analyzed thematically and verbatim reporting. Quantitative data

was presented in tables of frequencies and percentages, charts and bar graph while means were used to analyze the data. The findings would help the school principals, teachers and education administrators to understand the communication management practices during crises for the purposes of improvement. Finally, the study would also benefit other researchers and academicians since it would lay a firm foundation for those who would be interested in carrying out research studies in other related areas. The study found that the public secondary schools are faced with crisis revolving around food and water shortage, power blackout, fire outbreak, sicknesses, break-ins/theft and strikes. The study concludes that deal response influences the management of students discipline in Public secondary schools. The public secondary schools should be able to dedicate resources that can be used in case of crisis, however this may be a challenge as it can be a costly affair. The study recommends that the deal response options can be treated as efforts to restore legitimacy by directly addressing how stakeholders perceive the organization-efforts to reshape its reputation. The school management should take it upon itself to communicate and sensitize its stakeholders on matters related to crisis management.

**Key Words:** *deal response, crisis communication responses, discipline management, apology, compensation, concern*

## **INTRODUCTION**

Crises communication response has been identified as fundamental to both pre-empting crisis in the management of organizations as well ascertaining prompt return to normalcy (Lando, 2014). Crises communication is associated with unitizing information to identify risk and in prompting mitigation measures that can check risk, harmonize support and recovery in cases where a crisis occur. Sinha (2011) emphasizes that crisis communication seals gaps created by crisis by arresting rumors, speculation and misinformation that may prove detrimental to organization and its image. As a result, organizations have prioritized crisis communication as integral to effective management (Coombs, 2007). Crises are inevitable and can happen to any individual or organizations such as schools, factories, shopping malls, hotels, media houses and private business at any place in time. Effectiveness of crises management can therefore be said to rely on well laid down crises communication plan. However, Bernstein (2013) notes that despite the rising stakeholder demand for crisis preparedness over the recent years communication response on the eve of crises have hardly been handled professionally.

Schools have in particular faced crises in which traumatic experiences such as fires, bullying, harassment of teachers and student rioting, often linked to student discipline have been reported across the globe (Brock et al, 2001). Communication is particularly important in the management of student discipline as it keeps students abreast of school rules and regulation, updates students on the status of their concerns and controls behaviour of students with regard to events that are taking place in the school. Moreover, schools have very critical stakeholders such as parents, students and local communities who need to be kept abreast of what is happening when the schools faces crises. According to Mbui (2014) communication is particularly important in managing a crisis as it guides the behavior staff and markedly the students which can go a long way especially in the mitigation on the effects of the crisis.

In America, schools have continued to witness crisis of notable magnitudes. According to Kruse & Louis, (2009) American schools face unexpected crises such as increased number of shooting incidents in middle and high schools especially due to breaking of moral fabric and dynamics in technologies. Indeed, according to the proceedings of the 40th annual Gallup Poll on the public attitudes toward the public schools, Americans rated student discipline as the second largest problem facing education (Bushaw & Gallup, 2008). This has been argued to be discouraging as school administrators and teachers have collaborated for decades to implement disciplinary practices that provide a safe and orderly academic atmosphere (Zuckerman, 2007). As a result, communication has been identified as the critical tool outline in the requisite crises management plans, to resolve crisis, restore equilibrium and support appropriate responses (USDE, 2007).

In Africa, crises communication has been enlisted as integral to effective management of corporate, government organizations as well as in schools. In South Africa, the background of crises communication initiative can be traced to South African Disaster Management Act 57 of 2002 (RSA, 2002). In the year 2010, the Frances Baard District Municipality, situated in the Northern Cape, commissioned the development of a crisis communication plan for the municipality. This was to ensure best communication practices for each anticipated problem and effective implementation. The commissioning of the plan was informed by poor responses to disasters such as fires, earthquakes, floods and outbreaks of diseases. The plan was to be rolled in other municipalities in order to have a common approach to crises communication for effective disaster management (Kanguma & Terblanche, 2013).

Concerning the safety of schools in South Africa, managing the crises through communication is integral to the efforts to enhance safety in schools and suitable learning environment. This was premised upon realization that schools were ill prepared for emergencies of fires, shootings and medical nature (RSA, 2005). More fundamentally, schools were found not to prepare for student discipline related crisis such as strikes, and learner to learner conflicts, drug abuse which have been a characteristic experience of South African Schools (Nene, 2013). According to Squelch (2001) schools in South Africa must provide a safe, orderly learning environment for every learner, well-conceived plans, provide protocols for a wide range crises response situations in a manner which enables staff and authorities to immediately restore the school climate to optimal learning conditions. As a result, schools; public and private are required to adhere to safety rules as outlined in the School Safety Policy of 2005 (RSA, 2005) which points out at the need for responsible communication to averting crisis and restoring calm.

In Kenya, crises has remained a characteristic of public and private institutions especially the schools. Crises has been manifested in form of indiscipline such as strikes, burning of schools, bullying of fellow students and harassment of teachers. These forms of crises have led to destruction of school property, loss of lives and markedly loss of teaching and learning time. According to Okumbe (2007), school indiscipline forms a major impediment to the achievement of learning goals. Kiumi (2008) points out that discipline in schools create suitable teaching and learning climate as well as ensuring safety of learners and teachers. However, the history incidences of indiscipline precipitating crises has elicited the need for crises management strategies to be explored for professional handling of information on the eve of the crises.

Notable crises in schools in the recent past include the historical school unrest in which over three hundred schools went on strike in the year 2008 and the more belligerent school unrest in which over 100 schools were torched in 2016. In both events the importance of communication was highlighted. According to Parliamentary Report Committee (RoK, 2009) school unrest spread even to schools that had no history of strikes partly attributed to the way communication was handled upon students receiving information strikes in neighboring

schools. Indeed, the Ministry of Education prepared a Standards and Safety Manual to guide schools in ascertaining safety as well as controlling indiscipline in schools in which communication is a salient feature (MOE, 2009). Equally, the MOE Report (2017) on students unrest and arson reported in 2016 cites flaws in communication as predictor of school unrest among others.

## **STATEMENT OF THE PROBLEM**

The history of indiscipline among students which has been manifested in form of drug abuse, school strikes, burning of school property, bullying of other students and harassment of teachers and even loss of students' lives. This has often attracted concerns from the public, education administrators, policy makers and researchers demanding why the situation has gotten out of hand. Particularly, immense concerns were raised over record of over 300 school strikes in the year 2008 and notably more recent incidences in which 483 cases school unrest which included 239 arsons were reported. In the study area, school unrest was reported in six out of the 13 schools. The incidences often put management on the spot especially in the way the crises are handled. Attempts have been made to come with a raft of measures to manage crises as well as maintain student discipline. Notable recommendations that appear in reports such as that Wangai Report (RoK,2001), Parliamentary Report (RoK, 2009) and MOE Report (MOE, 2017) are strengthening of guidance and counselling, engagement students in decision making and open communication channels. As a result research concerns have responded by largely focusing on guidance and counselling as well student involvement in decision making in relation to student discipline. However, the influence of crisis communication responses on the management of students discipline has not received adequate attention. This study therefore sought to investigate the influence of crisis communication responses on the management of students discipline.

## **GENERAL OBJECTIVE**

The objective of this study was to determine the influence of deal response in the management of students discipline in Public secondary schools in Thika West Sub County.

## **THEORETICAL REVIEW**

### **Attribution Theory**

Attribution theory represents one of the most important bases upon which several theories and models in the field of Crisis Communication and Management are built. It was pioneered by was pioneered by Fritz Heider in the 1950s (Weiner, 1985). Harold Kelley (1973) and Bernard Weiner (1985) have made important contributions to the development of attribution theory. Scholars have adopted attribution theory as a strong conceptual foundation for evaluating the effects of crisis message strategies. According to Kelley (1973) one consistent theme in communication research is that situations influence the selection of communication strategies.

According to the attribution theory, individuals are likely to search for causes of events that are negative, unexpected, and important (Weiner, 1985). Weiner suggests three causal dimensions of attribution that affect evaluations of organizational responsibility for a crisis in predictable ways. Organizational crisis responsibility should be perceived as strongest if the cause is stable (i.e., the organization has a history of crises); external control (controlled by others outside the organization) is low and the locus is strongly internal (intentionality is high).

Such attributions indicate that the organization could have been prevented the crisis and knew that preventive measures could have been taken. School discipline related crisis fits in the three causal dimensions. Student discipline related crisis has been a continuous occurrence, largely believed to be under the influence of what happens in the school in terms of management ability to control discipline. Discipline related crisis in schools is not attributed to external influence, but largely by internal factors which could have been controlled by the management. To this end discipline related crisis in schools is attributed to failure of the school management to control crisis which leads to negative image of the school. Indeed, school stakeholders lose confidence of schools that often face unrest due to concerns of safety of learners and effectiveness in teaching and learning (MOE,2017). The negative image may determine future interactions between organizations and public understanding. Attribution theory can therefore be used to make choice of crisis response strategies aimed at altering causal attributions or affect feelings generated by these attributions to reduce reputational damage. Kelley (1973) concludes that one consistent theme in communication research is that situations influence the selection of communication strategies. Attribution theory is therefore a useful framework for explaining the relation between a situation and the selection of communication strategies.

### **Situational Crisis Communication Theory**

The Situational Crisis Communication Theory (SCCT) was posited by Timothy Coombs (2007). It is defined as ‘a comprehensive, prescriptive, situational approach for responding to crises and protecting the organizational reputation. It suggests that crisis managers should match strategic crisis responses to the level of crisis responsibility and reputational threat posed by a crisis. This theory is characterized by the fact of being situation-dependent, as it states that the response strategy an organization should choose and implement depends on the crisis situation. The theory outlines ten crisis response strategies which are grouped into four broad areas; Deny response strategies, attempting to remove any connection that relates the organization to the crisis; Diminish response strategies, aiming to reduce the organization’s connection to the crisis and/or to diminish negative stakeholders’ perceptions of the crisis, in order to reduce its harmful effects; deal response strategies, attempting to increase the organizational reputation level by offering material and/or symbolic forms of aid to the affected party; bolstering strategies, which are secondary response strategies and are used to enhance the effect of the three primary strategies.

In Kenya schools have had historical crises posed by school discipline challenges. The crises include, school strikes coupled with boycott of classes, destruction of school property especially

through fires and threats to life for both teachers and students (MOE,2017). As a result, the safety in schools as well as effectiveness in teaching and learning is a concern which leads to fears and loss of confidence among the multiple stakeholders. Appropriate communication is therefore necessary to address the concerns of the school stakeholders. The theory provides a framework that can be used in the choice of deal response strategies to address management of crises in schools posed by student indiscipline.

## **EMPIRICAL REVIEW**

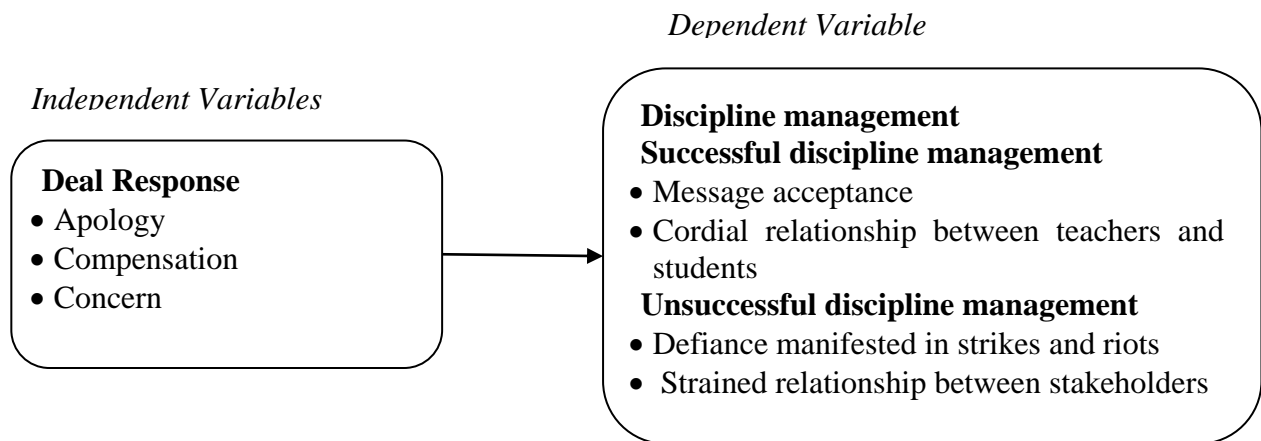
Deal response communication is comprised of various strategies: concern in which managers identify with the victims; compassion for victims in which managers compensate victims inform of gifts and finally the managers take responsibility and make apologies (Coombs,2007).In particular, with regard to compensation, Coombs (2012) points out that those organizations should not only express concerns and sympathy for any victims of the crisis but should also include a clear rehabilitation and compensation statement. Deal strategies help change perceptions of an organization during a crisis by offering real or symbolic forms of aid to victims and asking their forgiveness (Liu, 2010).Schools have experienced crisis that lead to various damages to property and human life worldwide. According to UNESCO (1998) quoted in Karanja and Bowen (2012) unruly classrooms had reached alarming proportions. In Springfield USA one student was reported dead and thirty wounded in a shooting associated with indiscipline, while in Kobe, Japan, a schoolchild was decapitated by a fourteen - year - old. Killings, physical attacks, robberies, attempted arson and fights between children which ended in tragedies have been making headlines the world over. In Botswana, some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol as result of indiscipline (Matzoga, 2003).

In Kenya, the historical school unrests has led to loss of lives such as the Nyeri High School incident in which school prefects were burnt and Kyanguli incident in which 69 boys died (RoK,2001). Moreover, the historical student unrest in 2008 and lately 2016, over 300 and 483 schools rioted respectively resulted to loss of both school and student property (MOE, 2017; MOE,2009). According to Coombs (2012) destructive incidents deserve concern, compensation and empathy for affected students and parents. Cooley and Cooley (2011) examined crisis communication response to General Motors bankruptcy in America. Just like the proposed study, situational crisis communication theory was used to examine the selection of crises communication strategies. The study examined the use of deny, deal and diminish responses. The findings indicate that communication strategies that were employed mainly fell in diminish and deal strategies with the former being the most commonly used. However, since the study was of financial nature, the study was limited to three variables associated with preventive strategy. Crises of discipline nature may fall under both preventive and curative responses especially due to the effects of the crises which may affect the students emotionally and physically in which restoration of normalcy and stakeholder confidence is essential.

Consequently, the proposed study will examine the four crises communication variables outline in situational crises communication theory.

Kindiki (2009) examined effectiveness of communication on students discipline in secondary schools in Naivasha District. The study was necessitated by the growing concern by stakeholders in Kenya over rising reports of student indiscipline in secondary schools in the area. The study utilized qualitative approach with questionnaires interviews and documentation. The findings of this study shows that the level of discipline in secondary schools in Kenya is very low; schools administration rarely discussed implementation of rules and regulations to students hence there are poor channels of communication. Ineffective communication results in conflict, chaos, misunderstanding and lack of confidence in school administration. However, the study focused on communication as indiscipline preventive measure. Further, as qualitative a study, generalization of findings is limited as suggested by Patton (2010). The study examined communication as a crises management tool to avert crises as well as a rebuilding once the crises has taken place. A study closer to the proposed was carried out by Mbui (2014). The researcher examined to explore the role communication plays in effective crisis management within institutions of higher learning in Kenya. This was informed by crisis that often happen in public universities in Kenya and reported unpreparedness to manage crises Just like the proposed study, the study was informed by situational crisis communication theory and attribution theory. The study found that there were several challenges faced by both internal and external stakeholders and some of the challenges cited had to do with how crises were communicated to the target audience as well as handled at the various stages of planning, execution and post crisis. However, the study was not specific on selection of communication strategies outlined in the situational crises communication theory which include deny response, deal response, diminish response and bolstering response, a gap that this study sought to fill.

## **CONCEPTUAL FRAMEWORK**



**Figure 1: Conceptual Framework**



## **RESEARCH METHODOLOGY**

The study employed mixed methods research design. The methodology is suitable because it permits a more complete and synergistic utilization of data than do separate quantitative and qualitative analysis (Creswell 2009), help the researchers meet the criteria for evaluating the “goodness” of their answers better than do the single approach designs. The major advantage of using the mixed methods research in this study is that it enabled the researcher to simultaneously answer confirmatory questions as well as explore about the influence of deal response on student discipline from close ended questions. The population of this study consisted of the principals, teachers and students in public secondary schools in Thika West Sub County. There were 13 public secondary schools, 13 principals, 337 teachers and 7002 students. The schools in the sub county were in three different categories; National (3), Extra County (3) and 7 are sub county schools. Thika West sub-county was selected because it is one of the counties affected by the 2016 cases of student unrest in schools.

All the schools in the sub county were used in the study. The 13 schools and the principals were used in the study and to determine the number of teachers and students to participate in the study, proportionate sampling was used. The study used stratified random sampling, simple random sampling and purposive sampling. Lists of all the public secondary schools in the sub county were obtained from the respective education offices in the Sub County. The schools were then stratified according to national, extra county and sub county secondary schools. There were 7002 students enrolled in public secondary schools in the sub county in 2017. In order to determine the number of students to be sampled, the study used a sampling formula by Krecjie and Morgan (1970). According to this formula a population of 7,002 students is adequately represented by a sample of 364 respondents. Since this sample was distributed in the 13 schools, the number of learners drawn from each of the sampled schools was 28. For the teachers, a total of 91 teachers (seven per school) which represents 27% percent of total population was selected.

From all the schools the principals were purposively selected and included in the study. Therefore the total number of respondents for the study was 468; comprising of 364 students, 91 teachers and 13 principals. Data for this study was collected using three sets of instruments; questionnaires for teachers and learners as well as interview schedule for principals. The researcher used structured interviews with open ended test items to collect qualitative data from Principals where the researcher developed an interview guide with a set of questions on the research objectives. The data collected was recorded in research logs and then edited to get rid of any errors or any irrelevant information. Qualitative data was analyzed thematically and verbatim reporting. Quantitative data was presented in tables of frequencies and percentages, charts and bar graphs. The quantitative data was also analyzed using mean scores.

## **RESEARCH FINDINGS**

The study found that the public secondary schools are faced with crisis revolving around food and water shortage, power blackout, fire outbreak, sicknesses, break-ins/theft and strikes. From the study, the way teachers respond to crisis in school influences discipline among students. The factors considered when responding to crises that arise in the schools include student welfare, magnitude of the crisis, the immediate available resources, the stakeholders’ awareness level, acceptance level of the existing issue, the level of risk involved, rectifiability of the issue and effects of the issue on the student. The teachers were required to indicate the situations where if the teachers accept responsibility of crisis the students may hold ill feelings against them.

**Table 1: Teachers’ View on Cases where Students may Hold Ill Feelings**

<b>Statements</b>	<b>Frequency</b>	<b>Percentage</b>
When the impact of the crisis is severe on the students.	62	70.5
When there have been similar cases of crisis in the school in the past.	64	72.7
When there is a cordial relationship between the teachers and the students.	36	40.9
When the administrators were in a position to prevent the crisis but failed to do so.	52	59.1

According to the teachers’ views in Table 1, 72.7% of them were of the view that the students may hold ill feelings against the teachers if the teachers accept responsibility of crisis when there have been similar cases of crisis in the school in the past as well as 70.5% who viewed that students may hold ill feelings against the teachers if the teachers accept responsibility of crisis when the impact of the crisis is severe on the students. In addition, 59.1% of the teachers felt that students may hold ill feelings against the teachers if the teachers accept responsibility of crisis when the administrators were in a position to prevent the crisis but failed to do so while 40.9% of the respondents reiterated that students may hold ill feelings against the teachers if the teachers accept responsibility of crisis when there is a cordial relationship between the teachers and the students.

**Table 2: Students Feeling when Teachers respond to Issues in various Ways**

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
When teachers show concern to the students during crisis triggers feelings of good will towards them.	238	72.1
Students are likely to forgive the teachers if they apologize to them (students) when a crisis occurs.	221	67.0
Reminding the students about the good past deeds of the school fosters feelings of good will when a crisis occurs.	184	55.8
Showing compassion and compensating victims in times of crisis triggers feelings of satisfaction among the students about the teachers and the institution as a whole.	86	26.1

Accepting that the school was responsible for the crisis causes students to be bitter with the teachers for failing to prevent the crisis from taking place.	44	13.3
When teachers express that they regret that the crisis happened makes the students to accept the response given by teachers.	143	43.3

The students were required to indicate their feels when teachers respond to issues in various ways. According to Table 2, 72.1% of the respondents agreed that when teachers show concern to the students during crisis triggers feelings of good will towards them, 67.0% of them indicated that students are likely to forgive the teachers if they apologize to them (students) when a crisis occurs. 55.8% of the respondents reported that reminding the students about the good past deeds of the school fosters feelings of good will when a crisis occurs, 43.3% of the responses showed that when teachers express that they regret that the crisis happened makes the students to accept the response given by teachers, 26.1% of them indicated that showing compassion and compensating victims in times of crisis triggers feelings of satisfaction among the students about the teachers and the institution as a whole and 13.3% of the respondents indicated that accepting that the school was responsible for the crisis causes students to be bitter with the teachers for failing to prevent the crisis from taking place.

**Table 3: Teachers Agreement on Accepting Responsibility to Foster Discipline**

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std Dev
Showing concern to the students during crisis makes them feel valued and thus is likely to trigger feelings of good will towards the teachers among the students.	0	7	16.3	76.7	0	3.4651	0.5915
Students will most likely forgive the teachers when they apologize to them (students) when a crisis occurs.	0	2.1	39.6	54.2	4.2	3.6042	0.6066
Reminding the students about the good past deeds of the school fosters feelings of good will when a crisis occurs.	0	3.1	40.6	51	5.2	3.5833	0.6434
Showing compassion and compensating victims in times of crisis triggers feelings of satisfaction among the students about the teachers and the institution as a whole.	0	12.5	14.6	25	29.2	3.3322	1.4923
Accepting that the school was responsible for the crisis causes students to be bitter with the teachers for failing to prevent the crisis from taking place.	0	6.3	33.3	51	9.4	3.6354	0.7415
Expressing that that the teachers regret that the	0	17.6	26.9	47	8.3	3.4630	0.8799

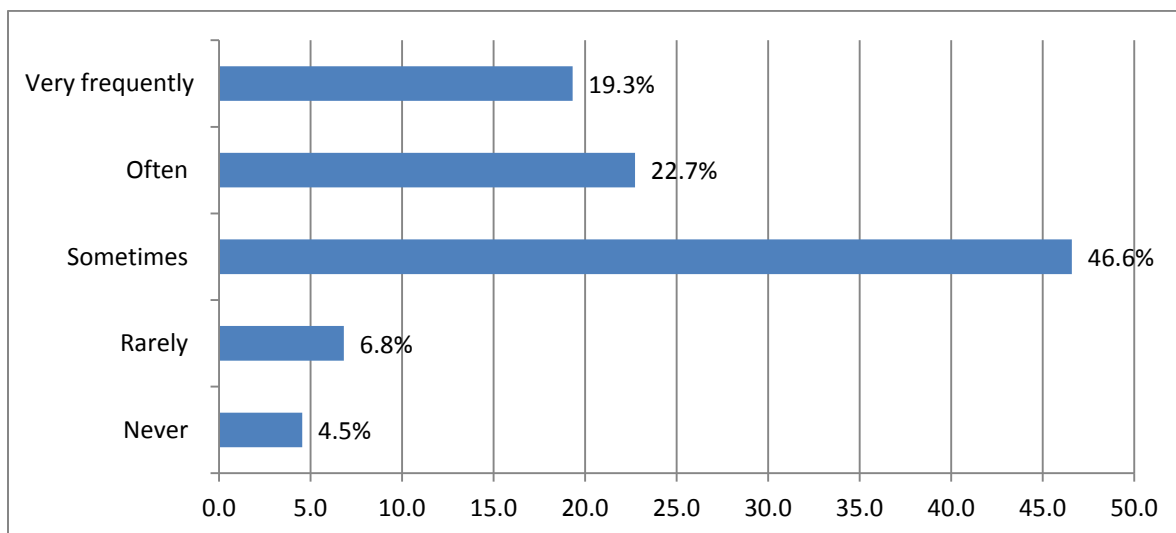
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crisis happened fosters message acceptance .2  
among the students.

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The respondents were required to show their level of agreement with various statements regarding the influence of accepting responsibility on the management of discipline in secondary schools. From the results depicted in Table 3, majority of the respondents agreed that accepting that the school was responsible for the crisis causes students to be bitter with the teachers for failing to prevent the crisis from taking place as shown by a mean score of 3.6354, students will most likely forgive the teachers when they apologize to them (students) when a crisis occurs as shown by a mean score of 3.6042 and reminding the students about the good past deeds of the school fosters feelings of good will when a crisis occurs as shown by a mean score of 3.5833. On the other hand, the respondents were undecided on that showing concern to the students during crisis makes them feel valued and thus is likely to trigger feelings of good will towards the teachers among the students as shown by a mean score of 3.4651, expressing that that the teachers regret that the crisis happened fosters message acceptance among the students as shown by a mean score of 3.4630 and showing compassion and compensating victims in times of crisis triggers feelings of satisfaction among the students about the teachers and the institution as a whole as shown by a mean score of 3.3322.

On how often the teachers deal with issues that arise in schools effectively, 46.6% of the respondents indicated that sometimes the teachers deal with issues that arise in schools effectively. 22.7% of them reported that the teachers often deal with issues that arise in schools effectively, 19.3% rated the efforts to be very frequent, 6.8% of them indicated that the teachers rarely deal with issues that arise in schools effectively, while 4.5% of the respondents opined that the teachers never deal with issues that arise in schools effectively. These results are presented in Figure 4.8 below.



**Figure 2: How Often Teachers Deal with Issues Arising in Schools Effectively**

**INFERENCEAL ANALYSIS**

Inferential analysis is utilized in this study to determine if there is a relationship between an intervention and an outcome, as well as the strength of that relationship. Multiple regression equation was carried out to measure the relationship between independent variables and dependent variable (discipline management), coefficient of determination and Analysis of Variance (ANOVA). Table 4 shows the results of the model summary.

**Table 4: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.797	0.635	0.620	0.269

The independent variables that were studied, explain only 63.5% on the effects of deal response on discipline management in public secondary schools in Thika West Sub County as represented by the R<sup>2</sup>. This is an indication that the variables are critical drivers to discipline management.

**Table 5: ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.597	1	0.597	1.895	0480(a)
Residual	9.6096	416	0.0231		
Total	10.2066	417			

From the ANOVA statistics in Table 4.2, the processed data had a significance level of 0.0480 which shows that the data is ideal for making a conclusion on the study parameters. The F calculated at 5% Level of significance was 1.895. Since F calculated is greater than the F critical, this shows that the overall model was significant i.e. there is a significant relationship between deal response and discipline management in public secondary schools in Thika West Sub County. Statistical tests of ANOVA reveal that the four variables are crucial factors influencing discipline management in public secondary schools in Thika West Sub County. The beta coefficient was computed and t-test used to test the relationship between deal response and discipline management in public secondary schools in Thika West Sub County. It was tested at 5% significance level. The results are tabulated in Table 6.

**Table 6: Regression Coefficients**

Model	Unstandardized Co-eff		Standardized Co-eff Beta	T	Sig.
	B	Std. Error			
( Constant)	.828	.191		4.330	.001
Apology	.497	.850	.188	2.305	.023
Compensation	.452	.076	.178	2.009	.047
Concern	.463	.062	.212	2.650	.009

From the regression findings in Table 4.20 above, the substitution of the equation becomes;

$$Y = 0.828 + 0.497X_1 + 0.452X_2 + 0.463X_3$$

Where: Y = Discipline management; X<sub>1</sub> = Apology; X<sub>2</sub> = Compensation; X<sub>3</sub> = Concern

The results from the regression analysis revealed that there were beta coefficients of 0.463, 0.452 and 0.497 for concern, compensation and apology respectively. The corresponding t and p values concern (t= 2.650, p=0.009), compensation (t= 2.009, p=0.047) and apology (t= 2.305, p=0.023) were found to be statistically significant, because t value, at 0.05 were less than p value, p= 0.05. We therefore conclude that deal response has significant effects on discipline management in public secondary schools in Thika West Sub County.

## **CONCLUSIONS**

The study concludes that deal response influences the management of students discipline in Public secondary schools in Thika West Sub County. When teachers show concern to the students during crisis triggers feelings of good will towards them, students are likely to forgive the teachers if they apologize to them (students) when a crisis occurs; reminding the students about the good past deeds of the school fosters feelings of good will when a crisis occurs, when teachers express that they regret that the crisis happened makes the students to accept the response given by teachers and accepting that the school was responsible for the crisis causes students to be bitter with the teachers for failing to prevent the crisis from taking place. According to the findings, sometimes the teachers deal with issues that arise in schools effectively.

## **RECOMMENDATIONS**

Based on the findings it emerged that the best practices for crisis preparedness is to be able to anticipate as much as possible what is likely to happen and device ways or formulate guidelines which may be used when confronted with a crisis to contain the situation with ease and in the shortest time possible. The study recommends that the deal response options can be treated as efforts to restore legitimacy by directly addressing how stakeholders perceive the organization-efforts to reshape its reputation. Here, the school management utilizes crisis response strategies to rebuild legitimacy and to protect the organizational reputation during a crisis. The school management should take it upon itself to communicate and sensitize its stakeholders on matters related to crisis management. It would be in the interest of the institution if the stakeholders know the student leaders, and who comprises the crisis management team of the schools.

There is need for discipline management training for the principals and teachers. In addition the principals should give students opportunity to participate in setting their own rules and giving suggestions and punishment. The principals and teachers should provide good models for

children to copy, create culture of self discipline from administration down to the students / counseling, regular checking of students area of weaknesses.

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