

Effect of Preventive Cultural Strategies on Students' Behaviour Modification in Public Mixed Day Secondary Schools in Nandi County

Korir Richard Kimeli and Prof. Jennifer Munyua
Catholic University of Eastern Africa
richkorir2018@gmail.com

The study was to investigate the influence of preventive strategies of training discipline on students' behaviour modification in Public mixed secondary schools in Nandi County, Kenya. The specific question was what is the influence of preventive cultural strategies of training discipline on students' behaviour modification? Multicultural theory guided the study. Sequential mixed research design was adopted. The target population was 74048 respondents comprising of students, teacher counsellors and deputy principals. Proportionate stratified, simple random sampling and purposive sampling techniques were used. Quantitative data was collected from students using questionnaire and Interview guide collected qualitative data from Deputy Principals. A pilot study was conducted among 39 students, 2 teacher counsellors and Deputy Principals each to test the validity and reliability of the research instruments. Quantitative data was analysed by use of frequencies, percentages, mean scores and standard deviations. Inferential statistics was done to test hypotheses by using analysis of variance. From the findings, most of the students developed self-control due to mentorship, superstitions in society have made them learn to obey and not engage in irresponsible sex because of the fear of punishment associated with it. There was a statistically significant mean difference between preventive cultural strategies ($F(2,375) = 61.52, p = .000$) and students' behaviour modification. There was a positive significant effect of preventive cultural strategies and students' behaviour modification. The study concluded that preventive cultural strategies of training discipline highly influenced students' behaviour modification in public mixed secondary schools in Nandi County. The school administrators should clearly spell out the rules and regulations guiding the expected behaviour of students within the school environment. This will enable counsellors to apply an appropriate strategy to manage deviant behaviour. The study findings will benefit the Ministry of Education, principals, deputy principals, community elders and counsellors to monitor and improve student behaviour in schools.

Keywords: Preventive strategies, Behaviour modification, Training discipline

Introduction

The rise of unacceptable behaviours in schools is associated with counselors' and school administrators' inability to deploy a variety of behaviour-change techniques to supplement ongoing counseling, lack of support from parents, and the withdrawal of corporal punishment (Jepketer, 2017). In the UK, a study showed a linear upward increase in self-reported plans among youths, especially boys, concerning suicide, murder, and self-inflicted injury, as evidenced by an incident where a boy brandished a gun and killed several fellow pupils (Lindsey, 2019). In Sweden, a study revealed an increase in gambling behaviours during the COVID-19 pandemic, with 40% of reported cases among youths who also participated in drug abuse and alcoholism (Hakansson, 2020).

Youths in Morocco reported an increase in sexually related activities and endorsement of such activities through media influence in a study conducted by El Kandoussi

(2023). In Botswana, a study by Riva et al. (2018) showed that youths in schools exhibited increased participation in risky sexual behaviours, including heterosexual activities, and consumed hazardous alcoholic drinks.

Training discipline is a practice of helping others learn rules or norms, developing oneself, and acquiring specific competencies to correct or eliminate undesirable behaviour traits. Behaviour is the observable manner of acting, reasoning, relating, and responding to both internal and external stimuli (Cooper, 2020). Behaviour modification is defined as a psychotherapeutic intervention used to eliminate, reduce, or avoid maladaptive behaviours among children, youths, and adults (Aksom et al., 2019).

Specific approaches were not mentioned, prompting the researcher to carry out the current study. Besides that, the study recommended that schools prepare students with problem-solving skills and behaviour-change techniques to improve their discipline and academic performance and pre-

pare them for future challenges. Cultural preventive strategies for training discipline aim at promoting mental and emotional well-being, preventing the development or escalation of psychological issues, and enhancing individuals' coping skills. These strategies often focus on education, awareness, academic performance, and early intervention (Kubendran, 2018). In this study, advice, mentorship, training resilience, teaching, and taboos were considered as measures of preventive strategies.

In the USA, Jones (2018) investigated which strategies of behaviour modification are suitable for secondary school students in addressing potential behavioural issues before they escalate. The findings revealed that counselling aims to prevent anticipated problems or conflicts in a school-based system preventive training discipline program. Thastum et al. (2016) conducted an experimental study in the United States aimed at determining the influence of counselling in preventing depression and anxiety-based behaviours due to the conflicting multicultural views of various communities in America. Depression and anxiety were found to be reduced. In India, Somannavar et al. (2018) found that the Prevention Awareness Counselling Evaluation diabetes project only reached 2 million people in Chennai, indicating a small percentage of access to diabetes preventive services.

Wilson et al. (2019) investigated the association between AIDS knowledge, perceived susceptibility to HIV, the efficacy of preventive measures, the severity of HIV infection, cues to action, barriers to action, and alcohol/drug use with intended condom use among Zimbabwean adolescents. Respondents identified HIV/AIDS and relationship factors as primary contributors to disease spread, emphasising condom use as a key predictor of new infections.

Robbins et al. (2021) investigated the factors contributing to eclampsia as a leading cause of preventable maternal and prenatal child deaths in Ethiopia. The study found that a lack of shared language hindered effective communication about the condition. In Congo, Coles and Evans (2015) examined strategies to improve behavior management in children with ADHD. Their research revealed that teachers' limited knowledge of classroom management techniques can hinder the successful implementation of interventions.

Meng'anga (2019) investigated the effectiveness of conventional counselling approaches in addressing established behavioural problems among students in Igembe South. The study revealed a lack of preventive measures, with interventions primarily focused on addressing problems after they had developed, rather than preventing their occurrence.

Norpoor (2016) investigated the increasing popularity of preventive counselling diplomacy in the Maasai community over the past few years. Attributed to its proactive nature in preventing, managing, and resolving conflicts, as well as fostering post-conflict peacebuilding, the study found that the Maasai community continued to utilize diplomatic ap-

proaches in conflict resolution. This method was concluded to be cost-effective and proactive in preventing loss of life and property, thereby promoting sustainable peace.

Riang'a et al. (2017) investigated pregnancy food beliefs and practices and the underlying reasons among the contemporary rural Kalenjin communities of Uasin Gishu County, Kenya. It aimed to understand healthy dietary habits as proposed in a preventive training discipline study in Nandi. Confidentiality needed to be assured in using the semi-structured interviews on the pregnant women, and no conclusion on dietary challenges of women in pre-and post-natal care was given. It was necessary to understand that preventive training discipline plays a role in promoting the health of pregnant women, as enhanced in this study.

In the Kemeloi zone in Nandi-South, research findings by Salim et al. (2020) pointed to the escalation of adverse cultural activities such as busaa drinking and the selling of concocted brew among primary and secondary school-going adolescents, leading to increased school dropouts and poor academic performance. The study recommended the need for cheaper, consistent, easy-to-implement, complementary or alternative behavioural modification strategies to reduce undesirable behaviours.

Statement of the Problem

Secondary school Girls and boys in Nyeri and Kiambu showed elevated socio-emotional and behavioural problems in a study by (Magai et al., 2018). A study on social behaviour among the youths of Elgeyo Marakwet pointed to an increase in antisocial behaviours like fighting, aggression, and alcoholism among secondary school-going youths and even the older generations (Githinji et al, 2021).

Substance abuse, early pregnancy, peer influences, laziness, femicides and suicides are on the increase even after the implementation of contemporary in schools, (Kariuki, 2022). Despite concerted efforts in applying convectional counselling as a strategy to address undesirable behaviours in Nandi County, cases of student indiscipline are on the rise in public secondary schools in Nandi County (Sugut, 2014). Culturally consistent, inexpensive, easy-to-implement approaches and techniques need to be adapted to change the behaviours. A high level of indiscipline among secondary school students in Nandi County has been documented and cultural strategies to change the behaviours have been little attention, a gap is being filled in the present study. This study sought to determine the influence of preventive cultural strategies on students' behaviour modification in Public mixed day Secondary Schools in Nandi County.

Research Questions

1. What is the behaviour of students in public mixed secondary schools in Nandi County?

2. Is there a relationship between preventive cultural strategies and behaviour modification in public mixed day secondary schools in Nandi County?

Research Hypothesis

There is a relationship between preventive cultural strategies and student behaviour modification in public mixed day secondary schools in Nandi County

Theoretical Framework

This study was guided by Multicultural Theory of counselling therapy was propounded by Derald Wing Sue, (2001). Multicultural approach to training discipline is defined as the application of cultural and identity aspects to impact individual mental health to help a client come up with an appropriate healing system through suitable counselling approaches (Comas-Díaz, 2014). Multicultural theory proposes that counselling should utilize culturally accepted techniques to gain cultural relevance to diverse communities’ races and ethnic Minorities. To deliver relevant counselling services (Sue, 2001) outlined preventive multicultural approaches instead of remedial counselling techniques because they provide both helping roles and consistent modalities that have culturally acceptable goals.

The underpinning idea of Multicultural Model is that practitioners and counsellors need to acquire knowledge and skills to help navigate a complex multicultural world. One way to implement a multicultural approach is through counselling which offers them a variety of culturally admissible techniques of behaviour modification. As shown in the findings there are a variety of behaviour change techniques adopted by differing ethnic communities in Nandi County.

Multicultural theory supports approaching clients’ issues in a culturally mixed society but at the same time respecting their way of life and the traditions of the client (Sue, 2001). Multicultural therapy broadens the helping process and systematic application of techniques derived from predominantly trained and experienced therapists within a community (Sue, 2001). It also provides an acceptable platform for therapists to address issues of clients from different, races, ethnicity and gender backgrounds.

Multiculturalism recognises the multiplicity of subcultures which differentiate one ethnic grouping or clan from another and one society from another (Chan, 2022). Inference suggests that migration contributes to the introduction of new cultures broadly such as when people move from one country to another and new subcultures specifically such as when people move from one village or town or province to another. It is widely accepted that when people migrate, they do not leave behind their cultural norms and values but carry these as inherent elements that constitute part of their cultural identity and social entity (Siu, 2020). The migration of

people and races across the world will definitely attract effective cultural techniques within the specific environment depending on counsellors and client choice. In Nandi County, migration has led to the emergence of various cultures because Luyha, Luo and other ethnic communities have moved to Nandi. It’s worth noting that Nandi community occupies Nandi, Uasin-Gishu, Trans-Nzoia and Laikipia County hence increasing the possibility of multicultural intersection as anticipated in this study.

The Multicultural theory has several limitations. First, the theory assumes that a person’s behaviour is to the highest degree of disorder and doesn’t provide an avenue of differentiation between culturally acceptable values and disorders. Secondly, it does not account for other extraneous factors that may lead to maladjustment in behaviour in a community for instance individual demographic characteristics. The identified limitations of the multicultural theory are not expected to significantly affect this study because the assumptions have been taken into consideration.

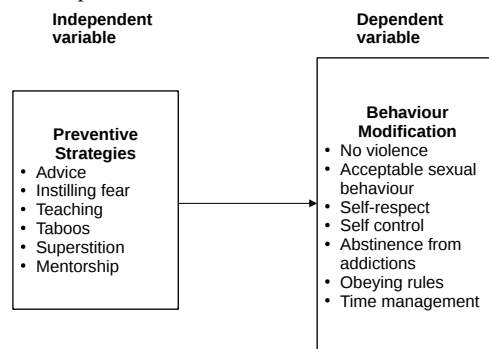
Multicultural theory has always explicitly addressed cultural factors and diversity issues. In various secondary schools in Nandi County, this study proposes counsellors need to be sensitive to cultural differences among the study so that data collection targets only the intended behaviours to be studied. Multicultural therapy needs to be adapted to accommodate the developmental needs of adolescents and counsellors should be prepared to flexibly adjust their approach. The diverse nature of multicultural therapy may not resonate with every student and resistance may hinder the effectiveness of the training discipline process. Multicultural therapy often limits and focuses on addressing existing issues in a cultural setting (Adami, 2016).

Conceptual Framework

This study was guided by the conceptual framework showing the effects of preventive cultural strategies of training discipline being the independent variable while behaviour modification is the dependent variable in the study.

Figure 1

Conceptual Framework



Research Design and Methodology

This study used explanatory sequential, *ex-post facto* and phenomenological research designs. The researcher first collected and analysed the quantitative data, then used the qualitative method to gain further explanation and interpretation of the quantitative results obtained. The study used a descriptive survey design because it can allow statistical information to be easily obtained, while analysis of that data can be used to deduce desired results.

The study was conducted in Nandi County, which is found in the North Rift Region of Rift Valley. It has a population of 882,771 people (KNBS, 2019). There is a total of 260 schools in the county, 96 are public mixed day secondary schools with a population of 74048 students and the rest are boarding boys' and girls' Schools at National, extra County, County and Sub-counties levels (MOEST, 2024). The schools are distributed in Aldai, Nandi Hills, Tinderet, Emgwen, Chesumei and Mosop Sub Counties. The study was conducted in Public mixed day Secondary Schools in Nandi County.

The target population for this study was 74, 048 students from Public mixed day secondary schools. The Secondary school students aged between 12 to 19 years in Mixed Public day Secondary Schools were targeted. The teacher counselor targeted 96 teachers and 96 Deputy Principals (MOEST, 2024).

Quantitative and qualitative sampling approaches were used. Stratified sampling technique was used to categorise sub-counties to form a stratum. From each stratum simple random sampling techniques was used to select schools, while simple random together with stratified sampling were used to select respondents, the students. Each of the sub-county schools was selected using simple random sampling. The researcher adopted simple random sampling technique to select respondents from each stratum.

The sample size of 398 students was arrived at by using Yamane (1964) formula:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n= sample size

N= total population

e= margin error (0.05)

$$n = \frac{74048}{1 + 74048(0.05^2)}$$

Having computed the sample of 398, students were selected using proportionate stratified sampling procedure. Simple random was applied in selecting respondents in each school while stratified sampling was applied in putting the students into two subgroups of boys and girls.

Purposive sampling was used to select teacher counsellors and their respective deputy principals. This is the most common sampling in qualitative research, and it allows for strategically selecting participants with relevant experience and knowledge for the research in question. The researcher used census sampling to select all the six sub-counties in Nandi County.

From each selected school purposive sampling technique was used to select 27 Teacher counsellors and 27 Deputy Principals. The teacher counsellors were involved because they interact with students reported to have deviant behaviour. The deputy principals were involved in the study because they are in charge of discipline in the administration.

Questionnaires were used to collect quantitative data, while interviews guide to collect qualitative data.

The questionnaire was administered to secondary school students in the sampled schools. The questionnaire was designed to solicit data on constructs pertinent to establishing the interrelationship between the independent and dependent study variables. Questionnaires also have the added advantage of being less costly and using less time as instruments of data collection. Unless otherwise stated, the variables were measured on a 5-point Likert scale.

Interview guide both for senior teachers and their Deputies were administered to collect views and opinions on the effectiveness of the cultural strategies of training discipline in managing behaviour in their schools. The interview guide was perfect for collecting unique and accurate information which is free from biases. An interview guide allows probing. The main questions as outlined in the guide were asked to all the respondents and their responses recorded in a field notebook.

To ascertain both the validity and reliability of the research instrument results, a pilot study was conducted. A 10% sample, comprising 39 students, 2 teacher-counsellors, and 2 deputy principals, was used. According to Foss and Saebi (2017), validity is the extent to which a test accurately measures the construct it is designed to assess. This study evaluated face, content, and construct validity.

Face validity was established through a review of questionnaire items by experts from the Catholic University of Eastern Africa, Faculty of Arts and Social Sciences, who assessed readability, consistency, and comprehensiveness. Content validity was enhanced by expert judgement from supervisors, lecturers, and departmental colleagues.

Reliability refers to having internal consistency even after being administered several times (Tabachnick et al., 2017). The researcher used test re-test method where the questionnaire was administered to sampled students twice at an interval of two weeks with the same respondents. The questionnaire was administered to the selected schools in Nandi County that were not chosen for the final study. After the questionnaires were collected, they were coded into SPSS

version 26. Reliability analysis was done and Cronbach's alpha coefficient of the variables was determined. This study adopted a threshold value of 0.70 to establish the reliability of the instruments. The results indicated coefficients of study variables were as follows: preventive cultural strategies were .79, Behaviour modification was .76 and the overall coefficient was 0.77. From the results, it was established that all the variables considered had Cronbach's alpha (α) coefficient of above 0.7. The Cronbach's alpha (α) coefficient used for the reliability test value should be above 0.7 to be adopted as a satisfactory level (Bryman, 2012).

Data analysis is the process of bringing meaning to a lot of information collected quantitatively and qualitatively. Questionnaires were cross-checked for any errors if any on complete and incomplete questions. Coding was done into the SPSS Version 26 to aid in the analysis of the data collected. Quantitative data was analysed using descriptive and inferential analysis. Descriptive statistics included calculating the frequency, percentages, mean, and standard deviation of the variables over time. Data was presented in tables and graphic presentations in the form of graphs and tables. Inferential statistics consisted of analysis of variance (ANOVA). To determine the influence of the independent variables on the dependent variable as captured by the null hypothesis H01, ANOVA was undertaken. To analyze qualitative data, the researcher transcribed and did a thematic analysis of the interview transcripts to come up with codes, categories and themes. The qualitative data from interviews was subjected to thematic analysis.

To ensure ethical compliance, necessary permissions were obtained to conduct the study. Approval was granted by Catholic University of Eastern Africa (Gaba) and the National Commission for Science, Technology, and Innovation (NACOSTI). Additionally, authorisation was sought from the Ministry of Education in Nandi County. Before the interview, participants were informed about the study's purpose. Written informed consent was obtained from all participants. To maintain confidentiality, participant information was restricted to the researcher.

Results

Behaviour of students

The study sought to examine the behaviour of students in public mixed secondary schools in Nandi County, Kenya. The students were asked to indicate their views on a number of statements provided by the researcher. Table A1 in the appendix summarises the responses of students on cultural preventive strategies of training discipline.

On whether they always avoid addictions to alcohol and gambling because of lessons they have learnt, majority (52.5%) of the respondents indicated that it was true. A few of the respondents (11.6%) do not always avoid addictions to

alcohol and gambling and only (9.8%) of them were not sure as supported by a \bar{x} of 4.15 and (σ) of 1.15. This finding means that students always avoid addictions to alcohol and gambling because of lessons they have learnt. This finding agreed with Håkansson (2020) that there was an increase in gambling behaviours during the Covid-19 pandemic, where 40% were reported cases among the youths who also engaged in drug abuse and alcoholism due to lack of knowledge. Kimani (2017), states that very few youths usually visit priests and pastors to seek advice related to alcohol and drug abuse. Since the pastoral counseling was rarely used as a measure of curbing use of alcohol, drug and substance abuse.

Whether they have developed self-control due to mentorship, most (78.9%) of the respondents indicated that it was true, with (15%) were not sure and only 6.1% of the respondents indicated that it was not true that they have developed self-control due to mentorship as indicated by a \bar{x} of 4.19 and σ of 0.93. The findings indicated that students always avoid addictions to alcohol and gambling because of lessons they have learnt. Teaching students to monitor and control their own behaviour can lead to more sustainable changes.

This is particularly helpful in addressing cognitive distortions like honesty, self-control and promoting more balanced and realistic thinking geared towards modifying behaviour as the study pursued. Cognitive therapy acknowledges the interconnectedness of thoughts, emotions and behaviours. It provides a holistic perspective that allows therapists to address multiple aspects of a client's experience, contributing to a more comprehensive understanding and treatment of the individual (Sommers-Flanagan, 2018).

On whether the fear of punishment associated with irresponsible sex they don't engage in it, majority (68.7%) of the respondents indicated that it was true, with 15.3% were not sure, while the remaining (15.9%) indicated that because of fear associated with irresponsible sex they do engage in it as supported by a \bar{x} of 3.88 and σ of 1.20. Critics argue that fear punishment or any consequences though very effective it may lead to undesirable side effects, such as aggression, fear and avoidance and it might not always result in long-term behaviour change (Duffy, 2021). However, a teacher counsellor reported that.

Students drastically change behaviour if punitive measures are taken to deter or correct the behaviour as long as the person punishing the child converses with the victim on the expected behaviour and prepares him or her for punishment that is acceptable by the school administration (TC 18 16th May 2024).

On whether they value their life due to taboos emphasised in the community, majority (51.5%) of the respondents indicated that it was true. A few of the respondents (28.8%) were not sure and only (9.8%) of them do not value their life due to taboos emphasised in the community as indicated by a \bar{x}

of 3.52 and σ of 1.22. Whether advice on time management helped them, most (75.4%) of the respondents indicated that it was true, with (13.8%) were not sure and only 10.8% of the respondents indicated that advice on time management did not help them as supported by a \bar{x} of 4.07 and σ of 1.08. The advice given to the students on time management had helped them. This agrees with Pecoraro (2023), that online training discipline intervention, in times of emergency, increased resilience and identified any psychological problems to implement timely management.

On whether superstitions in society have made them learn to obey others, majority (71.9%) of the respondents indicated that it was true, with 13.8% were not sure, while the remaining (14.3%) indicated that superstitions and taboos in the society have not made them learn to obey others as indicated by a \bar{x} of 3.93 and $\sigma = 1.23$.

From the findings of the study, it was evident that responses to the six statements used to explain cultural preventive strategies of training discipline had an overall mean of 3.95 and a standard deviation of 0.72. This show that majority of the respondents agreed with the statements used to measure cultural preventive strategies of training discipline.

The interview guide for the deputy principals and teacher counsellor was used to collect qualitative data that aided in triangulation following the sequential mixed research. From the interviews the teacher counsellors 2, 3, 4, 5, 6, 7, 8, 12, 13, 14, 15 and 17 were of the opinion that teaching, taboos, superstitions and instilling fear usually prevent behavioural indiscipline issues from occurring among the students in their school. This was supported by Deputy Principal; 1, 2, 4, 5, 6, 7, 9 and 11 that guidance and counselling usually prevent behavioural disorders. Teacher counsellor 3, 5, 6, 7, 9, 10, 11 and 19 believed that talk therapy usually prevent behavioural/indiscipline issues from occurring among the students in their school. This was supported by Deputy principal; 1, 2, 3, 4, 5 and 8 that talk therapy usually prevent behavioural/indiscipline issues in their schools.

The teacher counsellors 2, 8, 11 and 19 believed that parental involvement usually prevents indiscipline issues from occurring among the students in their school. Teacher counsellor 1, 11, 13, 16 believed that punishment usually prevent undesirable behaviours issues from occurring among the students in their school.

Students Behaviour Modification

During the study the students' behaviour modification was the dependent variable. The study sought to examine behaviour modification in public mixed secondary schools in Nandi County, Kenya. The students were asked to indicate their views on several statements provided by the researcher in relation to behaviour modification. Table A2 in the appendix summarises the responses of students on students' behaviour modification.

From the findings of the study, it was evident that responses to the 24 statements used to explain behaviour modification had an overall mean of 3.85 and a standard deviation of 0.67. This show that majority of the respondents agreed with the statements used to measure student behaviour modification. The findings showed that most of the students value their life due to taboos emphasized in the community. This agrees with Amusa (2022) that the components of training discipline and behaviour change further covered extended families cleansing, taboos, ancestral links, understanding the tribe's leadership structure, beliefs and taboos that form the foundation of the community's wealth system among the Ibo community.

The conflict resolution skills have helped students live a peaceful life. This agrees with Morogo (2022), that schools had put in place measures within their plans and regulations to promote the implementation of peace education in the county to reduce conflict.

The findings showed that the constant prayers have improved student's relationship with God and community. Teacher counsellor 1, 2, 4, 6, 7, 9, 13 and 14 were of the opinion that involving spiritual leaders assist change and maintain good behaviour. This was supported by Deputy Principal; 2, 3, 6, 8 and 10 that welcoming guest speakers assist change and maintain good behaviour. Teacher counsellor 3, 5, 7, 8, 10, 12 and 16 were of the opinion that in Christian Unions and Youth Fellowships assist change and maintain good behaviour. During the interview a teacher counsellor admitted that.

Collective responsibility by religious elders, parents, teachers and guardians, will assist in identifying suitable cultural approach to train in discipline and behaviour management because they understand the ethnic belief and values of the students from the community.

TC 19, 16th May 2024

The findings showed that the fear of ritualistic cleansing reminds them to avoid unacceptable behaviours and the fear of God's wrath have helped them adapt acceptable behaviours that was anchored on cultural values. This was confirmed by one interviewee that.

Student through from the community fear and detest any ritualistic cleansing practice that is done to a community member when found with an indiscipline case. They would rather change and behave to evert the ritualistic practice.

TC 20 17th May 2024

Teacher counsellor 1, 3, 5, 10, 12, 14, 18 and 19 were of the opinion that indiscipline students were punished by talking to them. This was supported by Deputy principal; 1, 4, 6, 7, 9 and 10 that correcting them through talking to be the punishment given to the indiscipline students. From the interviews the teacher counsellors 1, 4, 6, 8, 12, 16 and 18 were of the opinion that encouraging restore student who accepted to change their behaviour. This was supported by Deputy

Principal; 2, 5, 7, 8, 10 and 11 that encouragement was used to restore student who accepted to change their behaviour.

Teacher counsellor 2, 5, 7, 8, 10, 13 and 19 were of the opinion that giving responsibility restore student who accepted to change their behaviour. This was supported by Deputy Principal; 1, 3, 5, 6, 7 and 9 that giving responsibility was used to restore student who accepted to change their behaviour. Teacher counsellor 2, 5, 9, 11, 15 and 17 were of the opinion that recognition restores student who accepted to change their behaviour. Deputy Principal: 2, 4, 5, 6, 8 and 11 stated that rewarding the learners was used to restore student who accepted to change their behaviour.

Hypothesis H_{01} : There was no significant difference between Preventive cultural strategies of training discipline training and students' behaviour modification in Public mixed secondary schools in Nandi County

ANOVA analysis was used to test the first hypothesis (H_{01}): There was no significant mean difference between training on preventive cultural strategies and students' behaviour modification in Public mixed secondary schools in Nandi County. This Hypothesis was tested using ANOVA at 0.05 level of significance. ANOVA was used to test significant difference between training on preventive cultural strategies and students' behaviour modification. Table A3 in the appendix shows results from ANOVA

From the findings there was a statistically significant difference between preventive cultural strategies as determined by one-way ANOVA ($F(2, 375) = 61.52, p = .000$) students' behaviour modification. This means there is a statistically significant difference between the means of the different levels of the training on preventive cultural strategies variable. Since $p < 0.05$ the null hypothesis (H_0) was rejected, and the study concluded that there is a statistically significant mean difference between training on preventive cultural strategies and students' behaviour modification in Public mixed secondary schools in Nandi County. The finding implied that preventive cultural strategies training on discipline led to increase in students' behaviour modification.

Conclusion and Recommendations

Conclusion

Majority of the students, developed self-control due to mentorship, advised on time management, superstitions in the society have made them learn to obey and don't engage in irresponsible sex because of fear of punishment associated with it. The study concluded that there was a statistically significant difference between different levels of the training on preventive cultural strategies and students' behaviour modification.

Recommendations

The school administrators should clearly spell out the rules and regulations guiding the expected behaviour of students within the school environment. This will enable counsellors to apply an appropriate strategy to manage deviant behaviour. To elders and religious leaders of the community should frequently organize seminars, talks, dialogue and training discipline based on the multicultural setting of the youths in schools.

References

- Adami, R. (2016). Multicultural therapy: Approaches to addressing cultural issues. *Journal of Counseling Psychology, 63*(2), 230–237.
- Aksom, e. a., S. (2019). Psychotherapeutic interventions in behaviour modification. *Journal of Clinical Psychology.*
- Amusa, A. (2022). The role of cultural beliefs in behavior modification. *International Journal of Cultural Studies, 15*(1), 65–80.
- Bryman, A. (2012). *Social research methods*. Oxford: Oxford University Press.
- Chan, K. (2022). The role of subcultures in multicultural societies. *Journal of Cultural Studies.*
- Coles, T., & Evans, B. (2015). Improving behavior management in children with adhd. *Journal of Child Psychology.*
- Comas-Díaz, L. (2014). Culturally accepted techniques in multicultural counseling. *Journal of Counseling Psychology.*
- Cooper, T. (2020). Training discipline and behaviour modification in schools. *Journal of Educational Psychology.*
- Duffy, E. (2021). Critiques of punitive measures in behavior modification. *Journal of Educational Psychology, 58*(3), 153–168.
- El Kandoussi, H. (2023). Sexually related activities and media influence among moroccan youth. *Journal of Youth Studies in Morocco.*
- Foss, N. J., & Saebi, T. (2017). Fostering innovation through cultural strategies in educational settings. *International Journal of Educational Development, 50*, 91–100.
- Githinji, e. a., L. (2021). Antisocial behaviours among youths in elgeyo marakwet. *Journal of Social Behavior.*
- Hakansson, A. (2020). The rise in gambling behaviours during the covid-19 pandemic. *Journal of Addiction Research and Therapy.*
- Håkansson, A. (2020). Impact of the covid-19 pandemic on gambling behavior in adolescents. *Journal of Gambling Studies, 36*(3), 705–720.

- Jepketer, R. (2017). The rise of unacceptable behaviours in schools. *Journal of School Behavioural Studies*.
- Jones, M. (2018). Behaviour modification strategies for secondary school students. *American Journal of Education*.
- Kariuki, P. (2022). Substance abuse and femicides in nandi county schools. *Journal of School Safety*.
- Kimani, J. (2017). The role of pastoral counseling in addressing substance abuse. *African Journal of Substance Abuse*, 22(1), 33–45.
- Kubendran, M. (2018). Cultural preventive strategies in mental health. *Journal of Cultural Psychology*.
- Lindsey, T. (2019). The impact of rising violence among youths in the uk. *British Journal of Youth Studies*.
- Magai, e. a., M. (2018). Socio-emotional and behavioural problems among students in nyeri and kiambu. *Journal of Youth Behavioral Studies*.
- Meng'anga, M. (2019). Effectiveness of counselling approaches in igembe south. *Journal of Educational Counseling*.
- Morogo, S. (2022). Conflict resolution skills in schools: A nandi county perspective. *Journal of Peace Education*, 9(2), 89–105.
- Norpoor, F. (2016). Preventive counselling diplomacy in the maasai community. *Journal of Conflict Resolution*.
- Pecoraro, J. (2023). Online training discipline interventions during emergencies. *Journal of Educational Technology*, 29(2), 135–150.
- Riang'a, e. a., M. (2017). Pregnancy food beliefs in uasin gishu county, kenya. *Journal of Nutritional Studies*.
- Riva, e. a., N. (2018). Risky sexual behaviours and alcohol consumption among batswana youth. *Journal of Sexual Health*.
- Robbins, e. a., L. (2021). Factors contributing to eclampsia in ethiopia. *Journal of Maternal-Fetal Medicine*.
- Salim, e. a., K. (2020). Adverse cultural activities and school dropouts in nandi-south. *Journal of Educational Studies in Kenya*.
- Siu, L. (2020). Migration and cultural identity: A global perspective. *Journal of International Cultural Studies*.
- Somannavar, e. a., S. (2018). Diabetes preventive counselling in chennai. *Journal of Public Health Research*.
- Sommers-Flanagan, J. (2018). Cognitive therapy approaches in multicultural contexts. *Journal of Cognitive Psychotherapy*, 32(4), 287–300.
- Sue, D. W. (2001). *Multicultural counseling therapy*. Sage Publications.
- Sugut, M. (2014). Counselling strategies and student indiscipline in nandi county. *Journal of Educational Counseling*.
- Tabachnick, B. G., & Fidell, L. S. (2017). Using multivariate statistics. *Journal of Educational and Behavioral Statistics*, 42, 505–530.
- Thastum, e. a., M. (2016). Counselling's impact on depression and anxiety in multicultural settings. *Journal of Multicultural Counseling and Development*.
- Von Chamier, S. (2021). *Understanding behaviour modification*. Oxford University Press.
- Wilson, e. a., N. (2019). Aids knowledge and condom use among zimbabwean adolescents. *African Journal of AIDS Research*.
- Yamane, T. (1964). *Statistics: An introductory analysis*. New York: Harper and Row.

**Appendix
Tables**

Table A1

Cultural Preventive Strategies of Training Discipline

	Not very true		Not true		Not sure		True		Very true		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
I always avoid addictions to alcohol and gambling because of lessons I have learnt.	19	5.0	25	6.6	37	9.8	98	25.9	199	52.6	4.15	1.15
I have developed self-control due to mentorship.	4	1.1	19	5.0	57	15.1	128	33.9	170	45.0	4.17	0.93
Because of fear associated with irresponsible sex I don't engage in it	20	5.3	40	10.6	58	15.3	109	28.8	151	39.9	3.88	1.20
I value my life due to taboos emphasised in the community	28	7.4	46	12.2	109	28.8	92	24.3	103	27.2	3.52	1.22
Advice on time management have helped me	11	2.9	30	7.9	52	13.8	114	30.2	171	45.2	4.07	1.08
Superstitions and taboos in the society have made me learn to obey others	29	7.7	25	6.6	52	13.8	109	28.8	163	43.1	3.93	1.23
Mean											3.95	0.72

Table A2

Behaviour Modification

	Not very true		Not true		Not sure		True		Very true		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
Advice and talks have helped me change behaviour.	20	5.3	14	3.7	44	11.6	114	30.2	186	49.2	4.14	1.10
Folktales have assisted me understand my life values	18	4.8	34	9.0	97	25.7	136	36.0	93	24.6	3.67	1.09
Taboos and superstitions have prevented me from being violent.	6	1.6	37	9.8	66	17.5	118	31.2	151	39.9	3.98	1.05
Mentorship has assisted me avoid undesirable behaviour.	18	4.8	39	10.3	87	23.0	119	31.5	115	30.4	3.72	1.14
Fear instilled in me have made me avoid irresponsible behaviour.	14	3.7	44	11.6	101	26.7	123	32.5	96	25.4	3.64	1.09
Lessons from community values have prevented unacceptable behaviour in me.	18	4.8	28	7.4	87	23.0	120	31.7	125	33.1	3.81	1.12
The possibility of being punished made me desist from disobeying rules.	31	8.2	71	18.8	110	29.1	81	21.4	85	22.5	3.31	1.24
Payment of fines have scared me to avoided irresponsible behaviours	49	13.0	78	20.6	106	28.0	81	21.4	64	16.9	3.09	1.27
Fear of being excommunicated and suspended made me avoid indiscipline	25	6.6	55	14.6	97	25.7	91	24.1	110	29.1	3.55	1.23
Regular scolding from my peers made me to change my behaviours.	23	6.1	46	12.2	83	22.0	122	32.3	104	27.5	3.63	1.18
Threats with curses has enabled me to avoid unacceptable behaviours.	32	8.5	69	18.3	104	27.5	82	21.7	91	24.1	3.35	1.26
The shame associated with irresponsible behaviours has assisted me to change	24	6.3	56	14.8	102	27.0	93	24.6	103	27.2	3.52	1.21
Dialogue has helped me learn acceptable values	26	6.9	38	10.1	76	20.1	106	28.0	132	34.9	3.74	1.23
Talk sessions has improved my behaviour	15	4.0	24	6.3	69	18.3	106	28.0	164	43.4	4.01	1.11
Forgiveness has made me adopt acceptable behaviours.	23	6.1	44	11.6	102	27.0	93	24.6	116	30.7	3.62	1.20
Mediating conflicts has improved my problem-solving skills.	17	4.5	31	8.2	108	28.6	113	29.9	109	28.8	3.70	1.11

Table A2

Behaviour Modification

	Not very true		Not true		Not sure		True		Very true		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
Communicating and clear instruction has assisted me to change my behaviour.	15	4.0	23	6.1	68	18.0	125	33.1	147	38.9	3.97	1.08
Conflict resolution skills have helped me live a peaceful life.	15	4.0	32	8.5	99	26.2	110	29.1	122	32.3	3.77	1.11
Constant prayers have improved my relationship with God and community	11	2.9	29	7.7	54	14.3	94	24.9	190	50.3	4.12	1.10
Beliefs on life after death, has reminded me to be obedient to Gods commandments	19	5.0	28	7.4	90	23.8	103	27.2	138	36.5	3.83	1.15
Fear of ritualistic cleansing reminds me to avoid unacceptable behaviours.	29	7.7	33	8.7	129	34.1	98	25.9	89	23.5	3.49	1.17
Life after death myths has prepared me to follow religious values	24	6.3	42	11.1	110	29.1	95	25.1	107	28.3	3.58	1.19
My behaviour is anchored on cultural values	15	4.0	40	10.6	109	28.8	114	30.2	100	26.5	3.65	1.10
Fear of God's wrath has helped me adapt acceptable behaviours.	23	6.1	19	5.0	76	20.1	110	29.1	150	39.7	3.91	1.16
Mean											3.85	0.67

Table A3*ANOVA on Preventive Cultural Strategies*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22.71	2	11.35	61.52	.000
Within Groups	69.20	375	.19		
Total	91.91	377			