Accountability Virtue: Enhancing School Discipline Management Practices in High Schools in Embu East Sub-County, Kenya

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Abstract:- Teachers and society complain that the level of morality of learners in high schools has gone down. Many learners do not seem to be answerable or accountable to their actions. It is argued that lack of acquisition and practice of moral values in learners may have acute discipline problems. Indisciplined learners may have reduced learner's ability to concentrate, form positive relationships, drop out of school and cause considerable stress to teachers. Others get into conflict with the law either with school and parental authority due to behaviours such as stealing, fighting, or mugging among others. This is not a problem to be ignored. Good and well organized school discipline structures are essential for such learners. It is argued that those students who are accountable are less likely to influence others to strike. Teaching accountability as a moral virtue to such learners may assist them to change and manage their unacceptable behaviours. Learners can be taught self-accountability that is they learn to take their own consequences and take a step to look for solutions for the same. Many schools in Embu east sub-County struggle with cases of indiscipline from learners lack accountability virtue. This study establishes the influence of accountability virtue on enhancement of school discipline management practices in high schools. Mixed methodology and concurrent triangulation design were used, where 67 schools were purposively selected and questionnaires and focus groups discussions were used. Thematic and inferential statistics were applied for data interpretation and analysis. Findings were presented using tables, frequencies, and in narrative form. Findings: indicated that, moral virtues are not corroboratively taught in secondary schools. That the students who were accountable of their behaviors are in a better position to change and that enhances school discipline management structures and practices. Teaching accountability virtue to enhance good discipline practices is good but it is affected by shortage of trained teachers who have skills and techniques in behaviour modification of indisciplined learners. Some teachers have some methods of teaching students accountability virtues through religious classes' lessons but are being affected by lack of time in the syllabus. There are no accountability programmes or structures put in schools to help on discipline management issues in the schools. Recommendations: that the indisciplined learners need to be empowered through trainings with skills of managing their behaviours through trainings. It was established that the students who were accountable of their mistakes or behavior are in a better position to change and that enhance school discipline management practices. School staff and Management board also to practice moral virtues and topics of character building to be included in education systems and be taught to learners. A similar in depth study can be carried out in another County and establish whether the findings relate or not and why. Another study on accountability and another variable can be carried out in another area or same area. Reduce teacher's workload and increase teachers in schools. Teachers to be trained in accountability and its relationship with discipline management. Conclusion: accountability has influence in school discipline management but the structures, systems, trained personnel to it are conspicuously in high schools.

Keywords:- *Accountability, Virtue, Discipline, Management, School Managers.*

I. INTRODUCTION

The concept of Accountability stems from a Latin word meaning *accomptare* (to account). The word itself did not even appear in English until its use in 13th century Norman England as stated by Dubnick, (1998); Seidman (2005). The concept of accountability which is taken as account-giving has ancient roots in record keeping activities related to governance and money-lending systems that first developed in Ancient Egypt, Israel, Babylon, Greece and later, Rome, (Ezzamel, (1997); Walzer, (1994); Urch, (1929); Roberts; (1982); Plescia, (2001). The origins of the concept of accountability in educational practices may be located in about 1980s (Strathern, 1997). Generally, the literature points to 1988 as the key date when accountability became established in the education system. It was made mandatory for each school in England and Wales to have a governing body to promote accountability and all students had to learn and practice accountability skills (Gilbert, Brundrett & Rhodes, 2011). This has assisted a great deal in the management of learner's behaviours, academic accountability, teachers and the whole school staff. This was confirmed by Miliband (2004). Later education accountability was adopted in all of the Western Europe and USA.

Accountability in education can also be looked at in the eye of the students, (National Council on Measurement in Education 2017). Student accountability is traditionally based on whole school culture including classroom rules, combined with sanctions for infringement. But what is accountability? According to Clarence (1938) accountability in ethics and governance, is said to be answerability blameworthiness liability, and the expectation of account-giving. In education, the National Council on Measurement in Education (NCME) (2017), defines accountability as "A program, often legislated, that attributes the responsibility for student learning to teachers, school administrators, and/or students. Test results typically are used to judge accountability, and often consequences are imposed for shortcomings. This study would wish to find out whether accountability as a virtue can influence school discipline practices in high schools. In governance, accountability has expanded beyond the basic definition of "being called to account for one's actions" Accountability is frequently used to describe an account-giving relationship between individuals, (Sinclair 1995 & Mulgan, 2000). This is why the concept fits in education because of this relationship factor of teachers, school leaders, learners and parents. They all have relationships with learners discipline management practices. Discipline cannot be fully accounted for without this relationship accountability. Accountability cannot exist without proper accounting practices; in other words, an absence of accounting means an absence of accountability as noted by Schedler, (1999) and reviewed through Wikipedia (2019). The whole school leadership must be accountable to learner's good discipline. The school leaders must teach the learners the virtue of accountability so that they become answerable to their own behaviours.

A quote of a definition on accountability states that, *"Anyone studying accountability will soon find out that it can mean many divergent things to many dissimilar people (Behn 2001: 3-6; Dubnick 2005*). Accountability is frequently applied as a normative concept, as a set of standards for the evaluation of the. Accountability, or more precisely 'being accountable', is seen as a virtue, as a positive quality of organisations or officials. *Hence, accountability studies often focus on normative issues, on the standards for, on workable structures and the assessment of, the actual and active behaviour of public agents (Considine 2002; Klingner et al. 2001; Koppell 2005; O'Connell 2005; Wang 2002).''* This quote is summarized by Boven (2010), Tredgold (2018), from US who observes that accountability is sometimes viewed as a virtue other times as value or a mechanism. Virtues are measures of excellence or goodness and may be more important to individuals due to their personal nature. Values are accountable and responsible methods or mechanisms of doing things. Virtues are the essence of our character and character does indeed determine our destiny. Both virtues and values are needed in education circles. This study will look at accountability as a virtue people can show and practice as a mechanism within the school systems. This

will mean that the school administrators will provide transparent roles, explanations, of their decisions and behaviour to those in appropriate roles they serve. The school management which includes teachers should willingly be accountable for their actions, attitudes, thoughts, and emotions. In this regard, the school managers have to be willing to practice accountability as a mechanism to help them enhance and solve school discipline problems of learners. The school managers have to posses the virtue of accountability as an attribute in order to be role good models.

In similar assertions, Cambridge Business English Dictionary, (2018) defines accountability as the obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner. It also includes the responsibility for money or other entrusted property like the school property. All these are obligatory requirements that school administers or managers and teachers have to do in a school setting. Teachers/managers have to disclose learner's examinations results in a responsible manner. They are accountable for handling school resources and funds, and they are responsible and answerable to learner's acquisition of good behaviours and correction of bad behaviours. Bad behaviours contribute to discipline issues. Accountability is also discussed on when to hold people accountable for or when they feel accountable to what they do. Evans (2018) from the University Baylors, College of Arts lead a multidisciplinary team to look at accountability as a virtue people can show within a wide variety of social relationships and in work places. This is to show the complexities in defining accountability which dates back to the early philosophers.

The study of morals, virtues and values dates back to the history of former philosophers like Aristoltle and Plato among others who researched and documented much about the topics. For example Aristotle (384–322 B.C: and Aristotle (1999) explained the term virtue to refer to singular attributes that represent moral excellence based on the Latin word *virtus*. Virtues are good habits developed out of love for others. Accountability is one of the virtues researched on in education circles and it is conformity with principles. *Aristotelianism* equated it with "good habits" in reference to good behaviour and with character strengths "dispositions". Other researchers have explained about acquisition of virtues like accountability through the study of character education (CE) or moral character. Character education /moral education (Authur, (2007) George, (2017) & Krupansky (2018) is an umbrella term loosely used to describe the teaching of children in a manner that will help them develop variously as moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant or socially acceptable beings. Concepts that now and in the past have fallen under this term include social and emotional learning, moral reasoning and cognitive development, life skills education, health education, violence prevention, critical thinking, ethical reasoning, and conflict resolution

and mediation (Lickona, 1992; 1996). It is argued that accountability was practised by the Athenian times, Government in the old times as reported by (Roberts 1982).

Many of these programmes that taught character education or moral education are now believed failed programs, such like" religious education, moral education, values clarification (Wanda 2008). The question here is could it be one reason good morals in students has gone down causing poor discipline in schools. According to Lickona (1992; 1998) students discipline has highly deteriorated due to decline in moral virtues. Moral character is an evaluation of an individual's stable moral qualities. The concept of character can imply a variety of attributes including the existence or lack of virtues such as empathy, courage, honesty,fortitude, accountability, and loyalty, or of good behaviors or habits among others, (Pervin 1994,: George, 2017).

Moral character development in which accountability falls under has been a topic of concern for thousands of years. Morality describes the principles that govern our behavior (Wanda 2008). Without these principles in place in schools, then schools cannot survive for long. On the same view, Lickona argues that schools are a community, a place where moral and intellectual qualities such as good judgment, best effort, respect, kindness, honesty, service, accountability, responsibility and good citizenship are modeled, upheld, discussed, celebrated, and practiced in every part of a learner's school's life. Lickona, (1996), in USA was concern with declining morality and learner's indiscipline in schools. Schools have moral ethos embodied in rules, rewards and punishments, dress codes, honor codes, student government, relationships, styles of teaching, extracurricular emphases, art, and in the kinds of respect accorded students and teachers. This is part of students discipline management. This is maintained through management of learner's behaviours for effective school discipline,(Touchstone/Simon & Schuster, 2004). Poor leadership and lack of virtuous management has also been attributed to indiscipline in schools (Bass and Bass 2008; Cameron 2011).

Countries like America and Australia have set accountability records on how school community has to teach, handle or deal with accountability issues. Inside the systems includes practices on how to deal with behaviour problems of learners. Bad behavior as ones said are associated with school indiscipline. A conference on "Moral Education and Australian Values" was held in 2007 at Monash University addressed the school Accountability systems structures. In Japan elementary school and middle school students from first to ninth grades are taught the importance of life, to listen to others with different opinions, to be fair, respect their country and learn about foreign cultures. All these are embedded on moral and value character training with the hope of enhancing good discipline

in schools and learners to acquire self-accountability skills. In Slovenia there is an obligatory school subject that includes the aspect of values education and Citizenship Culture and Ethics, (Wikipedia, 2018).

Looking at our African cultures, our morals were netted in our customs. Each age group knew what to do and at what time. Respect was taught to all at very early age. In Kenya and Embu County community in particular, it would have been very difficult to see or hear of a child or youth being disrespectful to especially the elderly persons. The older people can squarely say that our youth were over 70% disciplined compared to the youth of today. Changes of Embu cultural values were disrupted and cleared off by the coming of the white man and Christianity in about 1700s and 1800s. In Kenya, these moral virtues like accountability virtue are expected to be taught during Christian Religious education (CRE) in the Kenya education curriculum and churches (Mbiti, 1969). The Kenyan (2010) Constitution has Chapter 6 in which those moral values and virtues are included and the society is expected to adhere to. These values are well embedded in our Africa cultures as explained in the studies of (Sifuna, 1990).

Acts of indiscipline among students today especially at the secondary level of education is a universal challenge that is facing every school in all parts of the world. Teachers are complaining that a number of students are ever in conflict with parental or school authority. If discipline and order have to be attained in and for better discipline management, Mulle (2017) suggest that schools become a place of training elements of virtue, a place where moral and intellectual qualities such as good judgment, best effort, respect, kindness, honesty, service, accountability, responsibility and good citizenship are modeled, upheld, discussed, celebrated and practiced in every part of a learner's school life. The literature on good accountability virtue practices for effective students discipline has largely included elements of responsibility, accountability, integrity, wisdom, justice, positive relationships, respect, obedience in line with virtuousness (Doh & Stumph, 2005). In support of this, Agbenyega (2006) and Ifeoma (2012) in a similar study conducted in Nigeria on behaviours and students indiscipline opine that an undisciplined child is an uncontrollable child and can do any damage in school and does what he/ she wants.

In South African schools for example, stakeholders as role players in education ask questions about the causes of these indiscipline problems amongst youth in secondary schools, and the answers point to upbringings or rearing practices and poor school discipline management systems, (Ifeoma, 2012). Learners exhibit problem behaviour varying from misbehaving to social defiance and even social delinquency. Research findings from Leveaque (2017) assert lack of accountability can affect school safety measures. This is like when indisciplined learners burn the schools and lives

and property is destroyed. In such a case, accountability is paramount to all. Kaffman et al 2010) have argued that learners with emotional and behavioural disorders can cause school discipline practices to be a challenge to school managers in seeing to it that school discipline is maintained all the time. Some of those learners with challenging behaviours and which interfere with school discipline management practices can be categorized as learners with disruptive behavioural disorders, conduct disorders pervasive disorders among others. This calls for high levels of training student accountability virtue so that they learn to be responsible and answerable to their own behaviours. They too learn to accept the consequences of their mis- behaviours.

Media statements keep on reporting about students burning schools, especially their dormitories, frequent strikes and issues of drugs and especially in Kenya, Embu County there is a plant called "Miraa" which is a drug and is being consumed by many youths and is being related to indiscipline in schools. Students do not seem to be accountable and responsible of their own behaviours. In view of that this study was out to establish the influence.

A. Statement Problem
This topic of school discipline has been over researched, yet issues of poor school discipline in learners do not end. Despite the known importance of good discipline to the school, the leaner, parents and the community poor school discipline issues are escalating each day. Complains of immoral and unethical behaviours among the youth in high schools are common everywhere today. As noted the levels at which schools are being burnt in our Embu County and Kenya by secondary schools students is a security issue worrying parents and the community. Learners do not seem to be responsible or accountable to the lost lives and property when they touch schools. This is unethical and a worrying tread. In view of that this study was to examine whether teaching accountability can enhance school discipline management of students in secondary schools.

B. Purpose of the Study
The purpose of this study was to examine the influence of accountability virtue on enhancement of school discipline management practices in high schools in Embu East sub-county.

C. Study Objectives
The study was guided by the following objectives;
- To establish how accountable the school managers in teaching accountability for school discipline management practices in high schools.
- To find out how accountable are the students towards their own behaviours as a way of enhancing discipline in high schools.
- To examine the factors that may hinder teaching of accountability for enhancement of school discipline

management practices in high schools in Embu sub-county
- To establish the types of discipline practices commonly applied by teachers in helping learners acquire accountability for enhancing school discipline management practices in high schools.

D. Research Questions
- How accountable are the school managers towards their own behaviours as a way of enhancing school discipline practices in high schools in Embu East sub-County?
- How accountable are the students towards their own behaviours as a way of enhancing school discipline management practices in high schools in Embu East sub-County?
- Which are the factors that can hinder the teaching of accountability to students as a way of enhancing disciple management practices in high schools in Embu East Sub-County?

E. Significance of the Study:
The findings of study may help educational stakeholders in seeing to it that the school curriculum can be re-organized so as to include the teaching of moral virtues and moral character to students in high schools for enhancement of school discipline practices in high schools.

This study may also be useful to parents and community as they may corroborate to help children improve on their bad behaviours which in turn may enhance school discipline management practices in high schools. Counsellor will also benefit in noticing the areas of strength and weakness for improvement as they counsell learners with behavioural difficulties for enhancement of school discipline management in high schools. Finally, the study may also benefit other researchers and academicians who may be interested in carrying out similar research in the same area.

F. Scope of the Study
The purpose of the study was to explore the influence of accountability virtue on school discipline management practices in high schools. The study relied on self-report by respondents through filling of a questionnaire which resulted in participants self-underrating or over ratting or become suspicious as to the purpose of the study.

G. Limitations and Delimitations of the Study
- The study may not be applicable to all high schools in Embu East sub-County since there could be other dynamics which influence school discipline management practices other than variables under investigation. However another study can be conducted in other remaining high schools especially private ones to check whether there can be similarity.
- Some of the teachers may be unwilling to volunteer to give their views, especially questions touching on their

competencies in managing school discipline. In this case, the researcher will explain to them that the study aims at complementing their efforts of improving the accountability as a practice for school discipline management practices in high schools in Embu County.

H. Assumptions of the Study

The following was the assumptions of the study:

- All the respondents would be cooperative and provide reliable and or honest responses.
- That the teachers and school boards of management would provide the information on the challenges they faced teaching accountability for school discipline management in high schools.
- That all public high schools adhere to the Ministry of Education policy of having to do proper implementation of school model policies by use of good governance practices for enhancement of school discipline practices

II. LITERATURE REVIEW

The study sought to establish the influence of accountability virtue in enhancing school discipline practices in high schools.

A. Concept of Accountability and School

RAND Corporation Researchers (2014) observe that factors of accountability in US schools are notable as from that December 2001, when accountability in education gained increased importance when after the U.S. Congress approved the No Child Left Behind Act (NCLB), as a reauthorization of the Elementary and Secondary Education Act of 1965. This was meant to improve education through a performance-based accountability system built around student test results. This is to show some importance of school accountability. It can be argued that even school discipline practices are expected to be taken care of within the school structures and systems. In US there are set structures regarding accountability. For example, there is the Student Achievement and School Accountability Programs (SASA) which is a division of the Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education (ED) that administers programs of financial assistance to State and local education agencies. Further to this, in US there recognized Accountability Groups which are responsible for ensuring that States develop and update the accountability systems used which are used to hold school districts and schools responsible for student achievement.

Accountability systems and structures in Kenya are found in the Kenya Constitution of 2010 chapter 6 on integrity, but there are no clear documented systems on integrity as a virtue in the education system except on code of ethics for practicing teachers.

The Public Schools Accountability Act (PSAA) was passed in California in 1999 as the first step in developing a comprehensive system to hold students, schools, and districts accountable for improving student performance. The system establishes a code of conduct for all teachers stating that their overall objective for the student is to achieve and progress academically. The Public Schools Accountability Act (PSAA) was passed in California in 1999 as the first step in developing a comprehensive system to hold students, schools, and districts accountable for improving student performance. The system establishes a code of conduct for all teachers stating that their overall objective for the student is to achieve and progress academically. This student progress can be influence by student's indiscipline factors. School discipline management practices are meant to make that each student acquires accountability virtues while in school.

Brundrett and Rhodes (2011) give study findings conducted in England, on accountability 'in schools and it was found that accountability involves both responsibility and accounting, which may be evaluated against established or expected standards and action taken. This personal accountability is the point at which learners need to be taught how they will be expected to manage their own behaviours. Aspects of school accountability, liability, answerability and veracity are very important in one's life as regards management of personal behaviors which also are the key to school discipline management practices. According to Kohlberg (1976), all people need to be accountable and responsible of their own behaviour. This was confirmed through a case study from Cavendish Road State High School which had trained its high school students on moral values and virtues and use of wisdom showed that each student was able to use those traits on her /his behavioural data profile for decision-making. The school was able to use information entered into their database on daily basis to check on improvement and failures. This facility allows the school to track the effectiveness of behaviours such as its anti-bullying process and violence. There was a lot of improvement in the student's behaviours (Kindersley, 2006; Collins & Peterson 2001). Kenyan highs schools can start similar accountability programmes and structures for managing school discipline.

On the same vein, studies from Cameroon by Ngwokabuenui (2015) and new Papua Guinea (2009) showed that aspects of accountability, answerability, reliability; veracity and making of right choices and effective and reasonable decision for the correct action were taught and appreciated by many students were taken as important. In Kenya and Embu County, the scenario is similar. However, most of these studies by Ngwokabuenui (2015) have not indicated how accountability virtues influence school discipline management of students.

A study by Rosanne (2015) contends that being accountable is a must not an excuse. Our students give a lot of excuses for their unacceptable behaviours as many a times

they use defence mechanisms to explain why they are in conflict with school authority. That is to mean they fail to accept and own their mistakes. In a culture of accountability, there are no excuses for failed results. This study will find out how accountable are the students in their own behaviours such failure to complete home work, school lateness, use immoral and vulgar language, bad criminal behaviours such as stealing, mugging, destroying property, among other acts of indiscipline. Study findings by Adeyemi, (2009) from Botwsana indicate that teaching of moral character will instill virtues such as accountability and others in learners. This is an indication that the virtue of accountability is crucial in human life and especially in management and human relationships.

B. School Discipline management

According to Education Development Centre (2013), School Discipline Management (SDM) can be said to be an approach that focuses is on maintaining order in the school. This is by observing and following school ethos, rules, systems and routines and it is a requirement for everybody in the school. School discipline management practices include all of the actions and conscious in actions to enhance the probability of learners individually and in groups, choose behaviors which are personally fulfilling, productive, and socially acceptable, Baldwin and Baldwinn (1986). School Discipline management is a comprehensive school process that uses regulation to teach rather than punish and, as a result, helps students succeed and thrive in school. Schools that take this approach promote positive student behavior while preventing negative and risky behaviors. This can be termed as positive school discipline which is integrated into the policies, programs, and practices of a school and is applied system wide that is in the classroom, school, and community so as to create a safe, supportive learning environment for all students. Managing disciplinary issues may be one of the most challenging aspects of teaching. School discipline management practices use a lot of behavior management skills and techniques which are of particular importance to teachers in the educational system. A posting on (2011) explains school discipline as the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to create a safe and conducive learning environment in the classroom.

School discipline has two main goals first it ensures the safety of staff and students, and then it creates an environment conducive to learning, (Moles 1989). It is important for school managers to keep the ultimate goals in mind while working to improve school discipline. In similar assertions, Sartfraz (2011) school discipline is a comprehensive approach that uses discipline to teach rather than punish and, as a result, helps students succeed and thrive in school. Schools that take this approach promote positive student behavior while preventing negative and risky behaviors. *Discipline management is one of the most powerful factors in affecting student outcomes.* School systems set rules, and if students break these rules they are subject to discipline. These rules may, for example, define the expected standards of clothing, timekeeping, social conduct, and work ethics. This is the point at which accountability as part of ethics comes. Accountability virtue is associated with school discipline in the sense that learners are taught self-discipline, self-evaluation, self-time management self- evaluation, self- accountability, self-respect, and other important social and cognitive skills or competency skills for daily lives. All these survival skills are important for school discipline. In a school set up discipline is viewed as a punishment that is the consequence of breaking the rules,(Education Development Center 013). The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or against school policies, educational norms, school traditions, among others. The focus of discipline today is shifting and alternative approaches are emerging due to notably high dropout rates and disproportionate punishment upon minority students. However, good school discipline management practices are aimed at reducing school dropout rates of learners in the school.

C. School Discipline

According to Education Development Center (2013) disciplining children is important to create a safe and fun learning environment. Discipline requires knowledge, skill, sensitivity and self-confidence; like any art, it is something that one will acquire through training and experience; it becomes easier with practice. Many people confuse discipline with classroom management; discipline is one dimension of classroom management and classroom management is a general term. Discipline can also have a positive influence on both the individual as well as classroom environment. Utilizing disciplinary actions can be an opportunity to reflect and learn about consequences, instill collective values, and encourage behavior that is acceptable for the classroom. Recognition of the diversity of values within communities can increase understanding and tolerance of different disciplinary techniques. Promoting positive correction of questionable behavior within the classroom dynamic, as opposed to out-of-class punishments like detention, suspension, or expulsion, can encourage learning and discourage future misbehavior. Learning to own one's bad behavior can also contribute to positive growth in social emotional learning Grote,(2003) and Sarfraz (2011) agree that Discipline gives children a feeling of security by telling them what they may and may not do.

School managers are placed at a very critical point of complete administration, management and governing their school. They are wholly responsible in what goes on in the school. This includes instilling good and ethical behaviours of in learners. Setting and preparing school ethics and codes which have to be adhered to by the whole school community. Preparing school discipline management systems and making

sure all in the understand them. Analyzing how those who break school rules would be dealt with ethically and without discrimination. School discipline management system needs to be complete and comprehensive. Countries like Australia and USA have such discipline models, (Wikipedia, 2018).

Evans (2018) from the University Baylors, College of Arts led a multidisciplinary team to look at accountability as a virtue people can show within a wide variety of social relationships and in work places. This is to show the complexities in defining or explaining accountability and its application. The school management which includes teachers should willingly be accountable for their actions, attitudes, thoughts, and emotions. In this regard, the school managers have to be willing to practice accountability as a mechanism to help them enhance and solve school discipline problems of learners. The school managers have to posses the virtue of accountability as an attribute in order to be role good models.

Teachers have to develop ways of teaching learners how to be accountable or answerable to their actions and learn to be aware of and accept the consequences of their wrong doings in school. As Freund theory of psychoanalysis and personality development once stated that people use different types of defense mechanisms Schacter, (2011); Freud, (1937); and refuse to face reality of accepting their mistakes then know what to do next. As much as admitting mistakes without blaming others can be taken as ethical and one being accountable, it can be painful and at times it can disorient others. This is where counsellors come in handy to assist the learners who have problems of seeing their mistakes. Counselling services in the school are some of the practices school managers can apply for enhancing school discipline management,(Mulle 2017). Lastly, Tredgold (2018) contends that school leaders have to be accountable for any failures, as well as any successes that the school as an organization may have including owning up poor examination results. Accountability comes as part of the job description, which is why; if they try to bend it, and that has a negative impact on the levels of accountability that already exist. Bending accountability requirements can be associated with corruption in schools.

D. Importance of Accountability and School Discipline Management

There are various studies that have given out the importance of exercising accountability in schools. Some of these include, improved school attendance, school safety, increased academic performance, and enhanced learning outcomes and personal psychological well being of learners. Good school discipline systems practices enhance relationships with family stability and eventually student's needs are met but only if schools managers and parents learn their accountability requirements. Accountability practices can even be used to help students from low-incomes access school. Research on good school discipline management practices has shown that learner's retention and transition are

possible, (Mulee, 2017). All of the above factors are associated with well organized school discipline practices.

California is using a suspension rate indicator in its accountability system to measure school quality for all k–12 students. Suspension calculations include both in-school and out-of-school suspensions in the numerator, and the denominator is determined by cumulative enrollment of all students enrolled at a school during the school year. All indicators must provide valid, reliable, and comparable information within each state's accountability systems. Accountability is therefore an ethical virtue, since ethics concerns principles and rules that govern the moral value of people's behaviour. Improving ethics is crucial to enhancing accountability and vice-versa, and as such school discipline is included in this line of study.

Mullee (2017) in her findings corresponded with Osher; Bear; Sprague; &Doyle studies and observes that school discipline practices address school wide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value. Equality when disciplining students need to be observed. Disparity should not be exercised by teachers and whole school management. This inequality has effects on students. A study by GAO (2018) on K-12 from USA on disparities in student discipline showed that those students who experience discipline that removes them from the classroom are more likely to repeat a grade, drop out of school, and become involved in the juvenile justice system (JJS). The effects of certain discipline events, such as dropping out, can linger throughout an individual's lifetime and lead to individual and societal costs. The GAO (2018) study on disparities in student discipline methods and practices further revealed that a discrimination, which is unlawful, occurred on black boys students and those with disabilities. Such kind discriminatory school discipline practices should not be exercised on students by the teachers or school managers. This is to lack accountability from the teachers and managers. This situation can also happen in Embu County high schools.

Some schools have developed some mechanisms to help deal with school discipline. For example in California, Rhode Island, and West Virginia they have approaches which guides on school disciplining methods. California is using a suspension rate indicator in its accountability system to measure school quality for all k–12 students. The American Association of School Administrators and the Children's Defense Fund provide resources that provide focused supports relating to improving discipline. This is an indication that school discipline practices are for joint and corroborated teams and that is why multi-disciplinary team work is important. Embu high schools can also develop accountability systems that to assist in the management of school discipline. Inputs such as attendance, discipline and

school safety can be included in a school report to parents to give them a broader understanding of their children's learning environment,(GAO 2018). There are also some schools that employed accountability staff personnel. Embu County schools may emulate this but diversity of cultural factors need to be observed, if not policies can help to support this procedure.

Amado and Freire (2009) assert that indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its meanings, management and functions in the social, psychosocial and pedagogical fields. This means that a multidisciplinary team is required in the school to assist learners be more disciplined. Schools need to have ethical codes, rules, regulations in which all the school community is aware of them. That the whole school becomes accountable to the set school ethical codes. This will improve on the school discipline management practices. Accountability for school discipline management can be seen as responsibility of the school managers in being answerable to learners discipline issues. This study was based on social change and observation learning theory by Bandura.

Accountability has been known associated with some of the following importances to school leaderships. Accountability has been known to help build trust between the principal of the school and the people around him or the school staff. Accountability improves performance Accountability eliminates the time and effort spent on distracting activities and other unproductive behaviour. This like school staff and learners just spending time dealing with bad behaviours from learners which influence school discipline negatively and not looking for worthy while solutions. Accountability promotes ownership in the school staff and the learners. They learn to become accountable for their actions that are effectively teaching them to value their work. Accountability inspires confidence that is learning when to do the done right thing. Accountability can increase the school team members' skills and confidence,(Web, 2014). Brent (2016) is the same view that accountability strengthens the school culture. A quote from his work says "*Without accountability execution suffers; and a lack of accountability can have a snowball effect throughout the team.* Brent G,(2016). Accountability is critical for achieving winning results. These are like school results for learners. The expected learning outcomes may be worn due to accountability. The operating school systems from school managers or leaders are helped to make good manner decision to help them achieve the utmost school results. Accountability guarantees ownership. Accountability is important since it results in a highly efficient and productive team. The key point is having each member take full responsibility on a given task or goal**,** sets expectations; achieves common goals; helps define the mission; sets performance indicators; defines reality; empowers the team among others, **(**Graham 2015).

Both Grote, (2003) and Sarfraz (2011) agree that good school discipline practices help children to avoid from frequent feelings of guilt and shame for misbehavior-feelings that inevitably lead to unhappiness and poor adjustment. This can be achieved from school counselling services. School discipline practices enables children to live according to standards approved by the social group and thus to win social approval. Through school discipline, children learn to behave in a way that leads to praise that, they interpret as indications of love and acceptance which is essential to successful adjustment and happiness. School discipline practices serve as an ego-bolstering motivation, which encourages children to accomplish what is required of them. School discipline helps children to develop a conscious the "internalized voice" that guides them in making their own decisions and controlling their own behavior

III. METHODOLOGY

Mixed methodology and concurrent triangulation design were used, where 67 schools were purposively selected and questionnaires and focus groups discussions were used. Thematic and inferential statistics were used for data interpretation and analysis with the help of computer application SPSS version 23. Findings were presented using tables, frequencies, charts and in narrative form.

This chapter also presents discussion of the results of the study.

A. Questionnaire Return Rate
Questionnaires were distributed among counselors and special trained teachers. The total number of questionnaires distributed was 64 as shown in table 1

Category	Questionnaire distributed	Questionnaire returned	Percentage
Chair Persons	32	30	88.24%
Teachers	34	34	100%
Total	66	64	94.12%

Table 1:- Questionnaire distribution rate

Out of the 66 questionnaires distributed, 64 (94.12%) of the questionnaires were returned. This rate of return is considered as enough according to Dilliman (2000)

The study also conducted focus group discussions among students with behavioral problems for triangulation purposes. From the 54 proposed number of students, the researcher was able to engage 47 students (87.04%)

B. Demographic Data of Respondents
The demographic data included in this section includes; gender of respondents, the age distribution of respondents and the level of training of respondents.

➢ *Gender Distribution of Respondents*

Among the respondents involved in the study, 42.2% of them were male while 57.8% were female (Table 2) . This showed a slight discrepancy in gender

Gender	Frequency	Percentage (%)
Male	27	42.2
Female	37	57.8
	64	100

Table 2:- Gender of counselors and specially trained teachers

Among the students who participated in the focus group discussions, 37.8% were boys while 62.2% were girls as illustrated in figure 1

C. *Gender of Students Mostly Affected by Behavioral Problems*

The study sought to find out the gender of students that is mostly affected by behavioral problems (table 3).

Gender	Frequency	Percentage (%)
Boys	10	15.6
Girls	0	0
Not sure	6	9.4
Equally affected	48	75
	64	100

Table 3:- Gender of students mostly affected by behavioral problems and needing help

The study showed that 75% of the respondents felt that boys and girls are affected equally. This information contradicts findings from the focus group discussion where 37.8% were boys while 62.2% were girls (Figure 1).

Statement	Frequency	% Percentage
Answerability for their mistakes	30	44.8 %
Reliability	22	32.8 %
Being in charge	15	22.4 %
Total	**67**	**100.0**

Table 4:- Accountability Virtue on of School Discipline Management

As indicated in table 4 above. 44.8% of the respondents indicated that the students were answerable for their mistake and admitted them. 32.8% indicated that the students manifested reliability while 22.4% indicated that the students accepted being accountable.

This is to mean that student can learn accountability virtue if taught. This also mean that discipline issues can go down and that would change a lot of factors.

➢ *Influence of accountability virtue on School discipline Management of students'*

Statement		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
My students always answer for their mistakes and that has enabled them to show accountability virtue	TC	10	45.5	12	54.5	-	-	-	-	-	-
	PR	12	54.5	10	45.5	-	-	-	-	-	-
My students often answer for their mistakes and has enhanced their adherence to school rules and experience few strikes and that shows accountability	TC	10	45.5	12	54.5	-	-	-	-	-	-
	PR	11	50.0	11	50.0	-	-	-	-	-	-
My students are always reliable which has enabled them to show ethical behaviours and respect as being accountable	TC	9	40.9	13	59.1	-	-	-	-	-	-
	PR	11	50.0	11	50.0	-	-	-	-	-	-
My students are in charge of their activities and that has enabled them to show responsibility	TC	6	27.3	16	72.7	-	-	-	-	-	-
	PR	9	40.9	13	59.1	-	-	-	-	-	-
My students often in charge of their activities which have enhanced their adherence to school rules and experience few strikes as sign of accountability	TC	7	31.8	15	68.2	-	-	-	-	-	-
	PR	10	45.5	10	45.5	2	9.1	-	-	-	-

Table 5:- Accountability virtue on School Discipline Management of Students'

Table 5: shows that majority, 12(54.5%) of teacher agreed and 10(45.5%) of them strongly agreed that teaching of accountability virtue help in students always being answerable for their mistakes and has enabled them to show ethical behaviour and respect. On the other hand, majority 12(54.5%) of teachers strongly agreed and 10(45.5%) of them agreed that teaching accountability help in students being answerable of their mistakes. This implies that teaching of accountability is essential for the development of moral virtues on the management of students' discipline in public

high schools. This supports Dodge (2011) who argues that counseling services may enhance student's social skills.

The results also indicated that 12(54.5%) of teachers and 11(50%) of principals agreed that counselling help in adherence of school rules and regulations and thus helping in school discipline management practices. This finding was supported by 11(50%) of principals and 10(45.5%) teacher who strongly agreed with the statement. This implies that counseling plays an essential role in the discipline management of students. This supports McGinnis and

Jenkins (2006) who argued that students who adhere to school rules and regulations have good discipline.

On reliability, the results indicated that students who are respectful are usually reliable and they rarely have indiscipline cases. This is because 13(59.1%) of teachers agreed and 9(40.9%) of them strongly agreed while 11(50%) of principals agreed and 11(50%) of them strongly agreed that students who show respect have ethical behaviors.

The results further indicated that the students who agree to be in charge of their mistakes are less likely to repeat them which enable them to show ethical behaviors. This was evidenced by 16(72.7%) of teachers who agreed and 6(27.3%) of them who strongly agreed and 13(59.1%) of principals who agreed and 7(31.8%) of them who strongly agreed.

The study also established that 15(68.2%) of teacher agreed and 7(31.8%) of them strongly agreed that students who get in charge of their activities have enhanced adherence to school rules and regulations and that is an indication accountability virtue and that may influence school discipline management. These results were supported by 10(45.5%) of principals who strongly agreed and other 10(45.5%) who agreed students who get in charge of their activities have enhanced adherence to school rules and regulations in the schools and that shows the presence of accountability and has a relationship with school discipline management. This argument is in line with Mulee (2017) who found that the students who were accountable of their mistakes or behaviour are in a better position to change and that enhances school discipline management structures.

Focus group discussion with peers indicated that some of the students are usually taken to discipline masters for discipline cases and counselling teachers. The results indicated that guidance and counseling often entails advising such students, recording behavior and monitoring any improvements made by such students with the hope of improving school discipline. Accountability issue is discussed along other concepts such as carry your own burden by the learners. Some students said that some teachers do not use same type of punishment for the same mistake committed. That is there is favoritism and disparity. "*Some teachers are cruel and ruthless''0*ne student said.

D. Accountability of Students Towards their own Behaviours
Responses from this objective was through discussion group, Students agreed that some of them do try hard to be accountable to their own mistakes. However a big number of them don't own up and they push the mistakes to others like, it was teacher's fault or another students fault, or parents. To those who are Christians, they blamed the devil or the curses and taboos from the ancestors and others said they are in trouble because of drugs and they don't know how what to do in order to stop. Others said they were cunningly introduced to drugs. Their answers are in line with are line with Freud study on defense mechanisms.

When asked how they thought accountability could help them manage discipline issues. Responses were that; *yes if taught the skills some of us can manage their discipline issues.*
Others need help. *Yes we do go for counselling service*.

E. What do School Managers do in Order to Show their own Accountability Levels
This was tested on what the mangers do in order to show their own accountability levels in managing behaviours of learners in order to enhance school discipline management practices. This was an open question. Responses were that; they too do accept their short comings. Those managers who show issues of not being accountable are recommended for removal from the school board of management. "*We try to distribute resources equitably in all areas of need. We try to serve all children equally without discrimination or stigmatization*."
They said, "*we don't have organized ways of teaching accountability by itself in the given schools.*"
They all agreed that there is serious need for more teachers in the schools as they have acute shortage of teachers.

F. List all the Challenges that Teachers may Face as they try to Teach Learners Issues of Accountability in their Schools if any.
The responses were that teaching of accountability and other virtues is not in the school syllabus. That there is no time scheduled for teaching such topics although they are very important. That they are extremely busy and that there is a lot of work, *"we mean work load"*. *We are very few teachers in the school that is understaffing*. Many of the teachers are not trained in different ways of managing difficult behaviors. There other underlying factors that can affect the connectedness of accountability virtues and school discipline management.

G. State how such challenges can be minimized so as to achieve positive counseling outcomes.
When teachers were asked to suggest how such challenges can be minimized, they gave the following responses: Increase the number of teachers in the school. Reduce teachers work load so that they can have time to meet the students. Include or introduce the teaching of moral virtues in the school curriculum. Strengthen counselling services in the schools to assist in behaviour managements. Train both teachers and learners on issues of accountability and it that can influence school discipline practices in the school.

These suggestions are in line with what Likona 19198 argued that re-introduction of teaching moral in the curriculum is important. Teachers expressed that teaching accountability virtue to enhance good discipline practices

good but it is affected by shortage of trained teachers who have skills and techniques in behaviour modification of indisciplined learners. There is need to go back to some of the good cultures that the Embu people had which were teaching the youth elements such as being responsible and accountable.

IV. FINDINGS

It was established that the students who were accountable of their mistakes or behavior are in a better position to change and that enhances school discipline management structure.

Findings indicated that, moral virtues are not corroboratively taught in secondary schools. Teachers expressed that teaching accountability virtue to enhance good discipline practices is good but it is affected by shortage of trained teachers who have skills and techniques in behaviour modification of indisciplined learners. Majority of teachers complained that they were overwhelmed by the amount of work they handle in school. Some teachers have some methods of teaching students accountability virtues through religious classes' lessons but are being affected by lack of time in the syllabus. There are no accountability programmes or structures put in schools to help on discipline management issues in the schools.

V. CONCLUSIONS

The study concluded that:

➢ School discipline management practices are important for the better running of the school. High schools in Embu East County have high disciplinary problems among students. Some teachers complained of being overwhelmed by this. Some teachers have some methods of teaching students accountability virtues through religious classes' lessons but are being affected by lack of time in the syllabus. Majority of teachers complained that they were overwhelmed by the amount of work they handle in school. This did not seem to relate well with teaching of accountability virtues for discipline management practices in schools. Schools mangers were very supportive of the fact that they have to be accountable too as they set examples to the learners.

➢ It was a unanimous agreement that accountability is a very important virtue to be learnt by all learners, howness of the practicability of it was missing. Findings indicated further that, moral virtues are not corroboratively taught in secondary schools, each handles the problem individually. Some teachers seemed unprepared to manage student discipline in schools effectively. They seemed to use methods that were punitive and illegal and practiced disparity in their discipline management lack strategies for effective behavoiur of management.

RECOMMENDATIONS

A similar in depth study can be carried out in another County and establish whether the findings relate or not and why. Another study on accountability and another variable can be carried out in another are or same area. That the indisciplined learners need to be empowered through trainings with skills of managing their behaviours as this will improve on the whole school discipline management. Reduce teacher's workload and increase teachers in schools.

Teachers to be trained in accountability and its relationship with discipline management. School staff and Management board also to practice moral virtues and topics of character building to be included in education systems and be taught to learners. School staff and Management board also practice moral virtues and topics of character building to be included in education systems and be taught to learners. The ministry of education and schools to have accountability systems put in place for educators and teachers to equip them with adequate skills and abilities to handle the emerging issues in discipline problematic cases

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