

**INFLUENCE OF PHYSICAL PUNISHMENT AND MENTAL
HARASSMENT BAN ON STUDENT DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN UGENYA, GEM AND SIAYA
SUB-COUNTIES, KENYA**

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FOUNDATIONS**

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DECLARATION

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This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

This Thesis is dedicated to: my mum, Nancy Okwisa Onyango, my late father, Boaz Onyango, my wife, Anastasia Adhiambo and my children Margaret Akinyi, Tracy Achieng (the late), Shania Atieno and Treva Achieng.

ABSTRACT

The Kenya government banned Physical Punishment (PP) and Mental Harassment (MH) in schools as stipulated in the Basic Education Act 2013. This was as a result of the recommendations of the Task Force on Student Discipline and Unrests in Secondary Schools which revealed that PP and MH were major contributors to low discipline among students. Despite the ban the level of discipline in schools has remained a major concern in Ugenya, Gem and Siaya sub-Counties, where cases of discipline for the years 2013 – 2016 were 83 (49%) higher than those experienced in Siaya County, 123 (47%) for the same period. Therefore the purpose of the study was to establish the influence of PP and MH ban on the Level of Student Discipline (LSD) in secondary schools in Ugenya, Gem and Siaya sub-Counties. Objectives of the study were to: determine the LSD, establish the influence of students' attitude towards PP ban on LSD, establish the influence of students' attitude towards MH ban on the LSD, establish the influence of PP ban on the LSD, and establish the influence of MH ban on the LSD. The study was guided by McGregor's Theory Y which states that in the absence of coercion, that is physical and psychological torture, persons operate orderly and are disciplined. The study employed descriptive survey research design. The study population was 1449 respondents. That is, 166 principals, 166 deputy principals, 166 guidance and counseling (G&C) teachers, 950 class representatives and one Siaya County Director of Education (CDE). Stratified random sampling technique was used to select 116 principals, 116 deputy principals, 116 guidance and counseling teachers, and 274 class representatives. Saturated sampling was used to select the CDE. The instruments of data collection were questionnaires, observation guide, interview schedule and document analysis guide. Face and content validity of the instruments was determined by experts in Educational Administration whose input was incorporated. Reliability of instruments was determined by test-retest method in 9(5.4%) schools and Pearson's r was computed whereby deputy principals' questionnaire had a coefficient of 0.76, G&C teachers' questionnaire (0.77) and class representatives' questionnaire (0.79) at a p value of 0.05 meaning that they were reliable. Quantitative data was analyzed using frequency counts, means and percentages and regression analysis. Qualitative data was transcribed and analyzed in emergent themes and sub-themes. The study found that: LSD was low with a mean rate of 2.4, students' attitude to PP and MH ban accounted for 80.6% and 79.3% variation in student discipline respectively. PP and MH ban accounted for 77.3% and 68.5% variation in LSD respectively. The study concluded that student discipline was low because of partial implementation of PP & MH ban. The study recommended that PP and MH ban should be fully implemented so as to improve the level of student discipline in schools. The findings of the study are significant to school administrators and policy makers as they inform them on the need for reviewing the ban with the view to enhancing its efficacy.

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ABBREVIATIONS AND ACRONYMS

CDE	: County Director of Education
FPE	: Free Primary Education
FSE	: Free Secondary Education
G&C	: Guidance and Counseling
GOK	: Government of Kenya
KCSE	: Kenya Certificate of Secondary Education
KDHS	: Kenya Demographic and Health Survey
KESI	: Kenya Education Staff Institute
KNEC	: Kenya National Examinations Council
LSD	: Level of Student Discipline
MH	: Mental Harassment
MOE	: Ministry of Education
MOEST	: Ministry of Education, Science and Technology
NACADA	: National Authority for Campaign against Consumption of Drugs and Alcohol
NASP	: National Association of School Psychologists
NCPCR	: National Commission for Protection of Child rights
PP	: Physical Punishment
ROK	: Republic of Kenya
SPSS	: Statistical Package for Social Sciences
UNESCO	: United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to Blandford (2000) cases of student indiscipline have increased in European schools after corporal punishment was outlawed. Blandford (2000) concurs with Thompson (2002) who found out that cases of student indiscipline have increased after prohibition of corporal punishment in schools. Yahiya (2009) investigated disciplinary problems among students in Malaysia. He found out that the most common offences were violence, bullying, drug abuse defiance and truancy.

Maphosa and Shumba (2010) study in South Africa revealed that the thrust of children's rights and subsequent outlawing of corporal punishment has ushered in an era of freedom for learners who no longer have respect or fear for their educators. The study also revealed that learners do not fear or respect educators because they know that nothing will happen to them.

According to Simiyu (2003) students discipline is critical in attainment of positive school outcomes. This is because *inta alia* provides a sense of direction among learners besides increasing a teacher's job satisfaction which is a critical correlate of commitment to school goals. In spite of the crucial role that discipline plays in the overall school outcomes, the condition of student discipline in Kenya's secondary schools has been disheartening. This is because hardly a school term goes without incidence of violent behavior being reported in the mass media (Ogetange, Kimani & Kara, 2012). Teachers

use different methods to manage discipline in schools. One of the methods used and the most controversial is physical punishment.

In Kenya the government enacted the Basic Education Act 2013 which prohibited physical punishment and mental harassment in schools. Section 36 of the Basic Education Act 2013 states that: (i) No pupil shall be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological. (ii) A person who contravenes the provisions of subsection (i) commits an offence and shall be liable on conviction to a fine not exceeding one hundred thousand shillings or to imprisonment not exceeding six months or both. Despite the ban teachers are still using physical punishment and mental harassment to manage student discipline in schools. Reports in mass media show that physical punishment is still rampant in schools countrywide. For example, in August 2013 five teachers at St. Joseph high school in Migori County were interdicted by the Teachers Service Commission for caning students (Ndanyi, 2016). In February 2016, Kiveye Girls school teachers were filmed caning students in school. Records at the Siaya County Director of Education office show that teachers are still using physical punishment to control students in schools (Table 1.1). Furthermore Human Rights Watch (2005) and media reports indicate that caning is rampant in Kenyan schools. Hence there was need to find out the influence of physical punishment and mental harassment ban on the level of student discipline in schools. Omondi (2010) investigated the level of indiscipline after corporal punishment ban in secondary schools. The area of study was Rangwe Division, Homabay District. The study concluded that the level of indiscipline had increased after corporal punishment ban.

The reviewed studies (Yahiya, 2009; Maphosa & Shumba, 2010; and Omondi, 2010) investigated the general level of discipline in schools after corporal punishment ban. The studies did not investigate the actual level of discipline in schools after physical punishment and mental harassment ban. This is the gap the current study strived to fill.

Although corporal punishment has been abolished in many states in America some teachers still feel that corporal punishment is effective in managing student discipline in schools (Smith, 2006). This is because corporal punishment is fast and students avoid it as they fear it most (Busienei, 2012). Tooley, Dixon and Stanfield (2008) in their study on punishment of children in elementary schools in United Kingdom established that small children tend to regard all punishment as unfair and undeserved. Hornsby (2003) found out that students asserted that they never respected teachers who caned them.

Sogoni (2001) carried out a research study on attitudes of students, parents, and teachers towards the use of corporal punishment in senior secondary schools in South Africa. Data was collected using questionnaires and interviews. The results of the study suggested support for the view that corporal punishment should be retained as it is believed to instill good discipline which produces good results: provided there is proper supervision, which was lacking with the past education department.

Simiyu (2003) carried out a study on attitudes of teachers and pupils towards use of corporal punishment in Nakuru municipality primary schools. The study employed a survey research design. Questionnaires were used to collect data. The study found out

that corporal punishment was still being practiced in some schools. The study concluded that teachers and pupils had a positive attitude towards corporal punishment and they felt that corporal punishment is a catalyst for good academic performance and the most effective deterrent for bad behavior, laziness, and a corrective measure.

In a related study, Ogetange, Kimani and Kara (2012) carried out a research study on teachers and pupils' views on persistent use of corporal punishment in managing discipline in primary schools in Starehe Division. The study adopted a descriptive survey research design. The study found out that corporal punishment was a regular school experience for the pupils. Both teachers and pupils perceived corporal punishment as part of school ethos and culture. The study recommended that the Ministry of Education should train teachers on alternative strategies to deal with disciplinary problems other than the use of corporal punishment.

Mbindyo (2006) investigated discipline management and control as perceived by students in Machakos District. Questionnaires were used as the sole instrument for collection of information required for the study. From the findings of the study it was established that the students' perception of methods used in the management and control of discipline in school was negative. Likewise Kiptela (2011) carried out a study to investigate students' perception of discipline and Authority in Taita Taveta County, Kenya. He found that students in Taita-Taveta District have a very strong negative attitude towards discipline and authority. He recommended that this negative attitude towards disciplinarians needs to be changed for the secondary schools to achieve their overall goals and objectives.

The reviewed studies (Sogoni, 2001; Simiyu, 2003; Tooley et al, 2008; Mbindyo, 2006; and Kiptela, 2011) investigated the attitude of teachers and students towards corporal punishment ban in schools. But the studies did not investigate the influence of students attitude towards physical punishment ban on student discipline in secondary schools. The current study strived to fill this gap.

In Kenya, The Report of the Task force on student unrest and discipline in schools (Wangai Report) recommended that school administrators should cultivate democratic and participatory environment in their schools and encourage regular meetings with students where teachers and students are encouraged to express their views, suggestions, and grievances (Republic of Kenya (R.O.K), 2001). This implies that the Wangai Report (ROK, 2001) recommended that schools should be democratized by involving students in management of the schools. Democratization of schools has led to a large decrease in student strikes and violence in schools (Omboto & Ajowi, 2013). Prior to this there was a wave of strikes and violence in schools. Students responded to oppressive, autocratic leadership by violence. Any action that tortures one psychologically is regarded as mental harassment (NASP, 2004). It is therefore evident that students have a negative attitude towards psychological torture or mental harassment. Hence any discipline management method involving mental harassment or psychological torture will be unpleasant to students. This statement is confirmed by Mutula (2008) who found that students had a negative attitude towards mental harassment. In fact the wave of student violence witnessed in schools in 1990s was attributed to physical punishment and mental harassment (Ajowi, 2005; Simatwa, 2007; Omboto & Ajowi, 2013).

Ouma, Simatwa and Serem (2013) carried out a research study on management of pupil discipline in Kisumu municipality. The study concluded that more than 90% of the methods used in dealing with indiscipline were illegal and against the Basic Education Act 2013. The methods included manual labour, kneeling, insulting, threatening and reprimanding.

Nduku (2009) carried out research to investigate into alternative strategies of discipline in the absence of corporal punishment in public secondary schools in Machakos District. The study revealed that teachers found mental harassment as one of the effective alternative discipline methods. This study is supported by Mutula (2008) who found out that Mathematics teachers used mental harassment to make students to complete homework.

The reviewed studies (R.O.K, 2001; Ouma et al, 2013; Nduku, 2009) investigated the attitude of teachers and students towards mental harassment in schools. But the studies did not investigate the influence of students' attitude towards mental harassment ban on student discipline in secondary schools. The current study strived to fill this gap.

Although corporal punishment was abolished in many states in America, teachers still use it to manage student discipline in schools (Dietz, 2002; Smith, 2006). This shows that corporal punishment ban has not been fully implemented in schools in America. This is because teachers feel that corporal punishment is effective in managing student discipline in schools and its ban would result in an increase in indiscipline (Hornsby, 2003). Despite

the fact that corporal punishment was abolished in Australia, teachers still use it as a last resort to manage student discipline (Brister, 1999).

Current research shows that cases of learner indiscipline are on the increase in South African schools and in some cases; learners are alleged to have murdered others in school premises (Zulu, Merwe & Walt, 2004). As such, a lot of learner indiscipline cases have been reported in schools and this has raised concerns about the safety of schools and classroom environments.

Simatwa (2007) carried out a study on management of student discipline in secondary schools in Bungoma County. The study revealed that teachers used a wide range of methods to manage student discipline. Teachers used methods like caning, kneeling, pinching, slapping, detention, reprimand, and exclusion among others. The findings of the study show that teachers use physical punishment methods like caning, kneeling and slapping to manage student discipline; especially for serious offences.

Busienei (2012) investigated the alternative methods which teachers used instead of corporal punishment and their efficacy. He found that, although teachers used alternative methods to corporal punishment, they believed that they were less effective compared to corporal punishment. In view of the findings, the study recommended urgent need to create awareness on alternative methods to corporal punishment and also on the overall effects of corporal punishment on the child.

The reviewed studies (Smith, 2006; Simatwa, 2007; Busienei, 2012) investigated the implementation of corporal punishment ban in schools. But the studies did not investigate the influence of physical punishment ban on student discipline in secondary schools. The current study strived to fill this gap.

According to Myers (2009) though bullying is outlawed in European schools it is considered as a problem in schools worldwide. He found that the forms of bullying were teasing, yelling, name-calling, threatening, ridiculing, racist comments, spreading rumours, exclusion, humiliation, extortion, blackmail and dirty looks. All these qualify as mental harassment.

Cotton (2005) investigated the methods used by teachers to manage student discipline in primary schools. He found out that standing in class, name calling, students being send out of class and insulting the wrong doers were common. This shows that mental harassment is common in primary schools. Kirui (2012) concurs by asserting that teachers often use verbal reprimand, insults and threats to manage student discipline in schools. Gikonyo (2002), Simatwa (2007), and Omboto & Ajowi (2013) found that the following were some of the methods used by teachers to manage discipline in schools: exclusion, standing in class, name calling, verbal warning, negative comments, and reprimand among others.

The Wangai Report recommended that school administrators should cultivate democratic and participatory environment in their schools and encourage regular meetings with

students where teachers and students are encouraged to express their views, suggestions, and grievances (R.O.K., 2001). This implies that the Wangai Report recommended that schools should be democratized by involving students in management of the schools. Democratization of schools has led to a large decrease in student strikes and violence in schools (Omboto & Ajowi, 2013). Prior to this there was a wave of strikes and violence in schools. Students responded to oppressive, autocratic leadership by violence. It is therefore evident that students have a negative attitude towards psychological torture or mental harassment. Hence any discipline management method involving mental harassment or psychological torture will be unpleasant to students resulting in indiscipline. This statement is confirmed by Mutula (2008) who found that students had a negative attitude towards mental harassment. In fact the wave of student violence witnessed in schools in 1990s was attributed to physical punishment and mental harassment (Ajowi, 2005; Simatwa, 2007; Omboto & Ajowi, 2013).

Nduku (2009) and Ouma et al (2013) investigated alternative methods teachers used in the absence of corporal punishment. They concluded that teachers used various methods including mental harassment. These studies are in line with a study carried out by Simatwa (2007) who concluded that teachers used mental harassment to control minor offences. In a related study Omboto and Ajowi (2013) found that teachers used methods that were punitive and illegal to manage student discipline. The methods used included mental harassment.

None of the reviewed studies (Cotton, 2005; Mutula, 2008; Nduku, 2009; Ouma et al, 2013) investigated the influence of mental harassment ban on student discipline in secondary schools. This is the gap the current study intended to fill.

The Report of the Task force on Student Unrests in Schools (Wangai Report) made several recommendations to help curb indiscipline in schools (ROK, 2001). Based on these recommendations the Ministry of Education Science and Technology (MOEST) democratized the school administrative system and emphasized on guidance and counseling in schools. For example *barazas* were introduced in schools and the students were involved in the management of schools. The government also emphasized on guidance and counseling, to manage discipline in schools. Another recommendation was abolition of mock examinations. The reason was that mock examinations were stressing students resulting in psychological torture (mental harassment). The government therefore banned mock examinations. Furthermore the government of Kenya enacted the Basic Education Act 2013 (Appendix L) which banned physical punishment (physical torture) and mental harassment (psychological torture) in schools.

The Wangai Report related student discipline to physical torture and psychological torture. Studies by Nduku (2009) and Ouma et al (2013) investigated the relationship between mental harassment and discipline level. Similarly studies by Mac Donald (2002) and Masitsa (2008) related physical punishment to student discipline level. The current study therefore tried to establish the relationship between physical punishment and mental harassment ban and the level of student discipline in secondary schools.

Many studies have found a strong relationship between attitude and behaviour. The Theory of Reasoned Action (Ajzen & Fishbein, 1980) and that of Planned Behaviour (Ajzen, 1991) helps to explain the link between attitude and behaviour. If the attitude of students towards school rules, principals' management styles or disciplinary methods is positive, students will behave well and they will therefore not be pushed or coerced to behave well (Damien 2012). The concept discipline refers to educating someone to acquire desired behaviour. Since there is a strong relationship between attitude and discipline (desired behaviour) there was need to investigate the influence of students' attitude towards PP &MH ban on student discipline (desired behaviour).

The current study focused on secondary school students because these students were in their adolescent stage which is characterized by numerous changes accompanied with a number of crises (Elliot, 2007). One of the most important features of this stage is that most of the youth are likely to become violent and rebellious to the established authority and to the older generation and thus the emergence of deviant behaviour (Butler, 2008).

The Basic Education Act 2013 does not give details of physical punishment and mental harassment. It is upon the individual teacher to interpret the act. According to this study physical punishment includes caning, slapping, pinching, manual work and any method of punishment that will inflict pain or involve physical torture of the student. Mental harassment includes rebuking a student, insulting students, verbal reprimand or any form of psychological torture. Alternative methods of student discipline management include guidance and counseling, time off, withdrawal of privileges and suspension. Literature

reviewed and records show that despite physical punishment and mental harassment ban teachers are still using physical punishment and mental harassment to manage student discipline. According to Busienei (2012) teachers are of the opinion that these alternative methods of student discipline management are not effective as they take too much time. Though the government emphasized on guidance and counseling, as an alternative to physical punishment Kaburu (2006) found that guidance and counseling is not effective in schools because teachers lack guidance and counseling skills. This method is also time consuming and schools lack resources for effective guidance and counseling programs. This explains the persistence of physical punishment and mental harassment in schools despite the ban.

Excessive use of physical punishment results in physical abuse and injury of students. Physical abuse of students by teachers is evidence of physical punishment in schools. Table 1.1 shows the number of reported cases of physical abuse of students by teachers in Ugenya, Gem, Siaya and the neighbouring sub-counties.

Table 1.1: Reported cases of physical abuse of students by teachers for the years 2013-2016

Sub-county	Ugenya	Gem	Siaya	Bondo	Rarieda	Funyula	Butere	Emuhaya
Reported cases of physical abuse	15	11	17	11	9	7	7	7
Frequency (f)	15/55	11/42	17/69	11/52	9/41	7/36	7/38	7/40
Percentage	27%	26%	25%	22%	22%	19%	18%	18%

Source: County Director of Education; Siaya, Busia, Kakamega and Vihiga, 2016.

Table 1.1 shows that the number of reported cases of physical abuse of students by teachers in Ugenya, Gem and Siaya Sub-Counties is higher than that for the neighbouring Bondo, Rarieda, Funyula, Butere and Emuhaya Sub-Counties. Fifteen out of 55(27%) schools reported cases of physical abuse in Ugenya and 11/42 (26%), 17/69 (25%), 11/52 (22%), 9/41 (22%), 7/36 (19%), 7/38 (18%), 7/40 (18%) for Gem, Siaya, Bondo, Rarieda, Funyula, Butere and Emuhaya sub-counties respectfully. This implies that the level of use of physical punishment is higher in Ugenya, Gem and Siaya sub-counties. This study therefore investigated the influence of physical punishment ban on the level of student discipline in secondary schools in Ugenya, Gem and Siaya Sub- Counties.

Mutula (2008) found out that Mathematics teachers used mental harassment to make students complete homework. According to Mudemb (2010) one of the causes of drop out among students in Siaya County is mental harassment. Table 1.2 shows the number of reported cases of mental harassment of students by teachers in Ugenya, Gem, Siaya and the neighbouring sub-counties.

Table 1.2: Reported cases of mental harassment of students by teachers for the years 2013-2016.

Sub-county	Ugenya	Gem	Siaya	Bondo	Rarieda	Funyula	Butere	Emuhaya
Reported cases of mental harassment	5	3	6	2	1	1	2	2
Frequency (f)	5/55	3/42	6/69	2/52	1/41	1/36	2/38	2/40
Percentage	7%	7%	9%	4%	2%	3%	5%	5%

Source: County Director of Education; Siaya, Busia, Kakamega and Vihiga, 2016.

Table 1.2 shows that the number of reported cases of mental harassment of students by teachers in Ugenya, Gem and Siaya Sub-Counties is higher than that for the neighbouring Bondo, Rarieda, Funyula, Butere and Emuhaya Sub-Counties. Five out of 55 (7%) schools reported cases of mental harassment in Ugenya and 3/42 (7%), 6/69 (9%), 2/52 (4%), 1/41 (2%), 1/36 (3%), 2/38 (5%), 2/40 (5%) for Gem, Siaya, Bondo, Rarieda, Funyula, Butere and Emuhaya sub-counties respectively. This implies that the level of use of mental harassment is higher in Ugenya, Gem and Siaya sub-counties. This study therefore investigated the influence of mental harassment ban on the level of student discipline in secondary schools in Ugenya, Gem and Siaya Sub-Counties.

Although the government has done a lot in order to curb violence and indiscipline in schools, there are still some cases of violence/strikes in schools (Appendix N). Furthermore many cases of other forms of indiscipline have been reported in the mass media (Murithi, 2010). Schools are now experiencing many forms of indiscipline (Masau,

2012). Table 1.3 shows cases of indiscipline in Ugenya, Gem, Siaya, Bondo, Rarieda, Funyula, Butere and Emuhaya sub Counties.

Table 1.3 Reported cases of indiscipline experienced in secondary schools in Ugenya, Gem, Siaya, Bondo, Rarieda, Funyula, Butere and Emuhaya Sub Counties: 2013-2016.

FORM OF INDISCIPLINE	GEM, UGENYA, SIAYA REGION	BONDO	RARIEDA	FUNYULA	BUTERE	EMUHAYA
Strikes/violence	51/166 (31%)	16/52 (31%)	11/41 (27%)	6/36 (17%)	8/38 (21%)	8/40 (20%)
Bullying	88/166 (53%)	23/52 (44%)	16/41 (39%)	13/36 (36%)	14/38 (37%)	17/40 (43%)
Drugs abuse	76/166 (46%)	18/52 (35%)	14/41 (34%)	10/36 (28%)	11/38 (29%)	19/40 (47%)
Phones	106/166 (61%)	29/52 (56%)	21/41 (51%)	22/36 (61%)	23/38 (61%)	24/40 (60%)
Cheating in Exams	117/166 (71%)	37/52 (71%)	29/41 (71%)	19/36 (53%)	27/38 (71%)	26/40 (65%)
Boy-Girl relations	54/166 (33%)	16/52 (31%)	13/41 (32%)	10/36 (28%)	11/38 (29%)	11/40 (28%)
Overall mean	82/166 (49%)	23/52 (44%)	17/41 (42%)	13/36 (37%)	16/38 (41%)	18/40 (44%)

Source: County Director of Education; Siaya, Busia, Kakamega and Vihiga, 2016.

Table 1.3 shows that the average of cases of indiscipline in Ugenya- Gem- Siaya region for the years 2013-2016 was 82/166 (49%) which is higher than those experienced in neighbouring sub counties; Bondo 23/52 (44%), Rarieda 17/41(42%), Funyula 13/36(37%), Butere 16/38 (41%) and Emuhaya 18/40 (44%). Hence the choice of Ugenya, Gem and Siaya Sub-Counties for the study on the influence of physical punishment and

mental harassment ban on the level of student discipline in secondary schools. The study focused on secondary school students because they are in their adolescent stage which is characterized by deviant behavior (Butler, 2008).

1.2 Statement of the Problem

The Kenya government enacted the Basic Education Act 2013 which prohibited physical punishment and mental harassment in schools. This was as a result of the recommendations of the Task Force on Student Discipline and Unrests in Secondary Schools which revealed that physical punishment and mental harassment were major contributors to low discipline among students. Despite the ban the level of discipline in secondary schools has remained a major concern particularly in Ugenya, Gem and Siaya sub-counties.

The average number of cases of low discipline in Ugenya, Gem and Siaya Sub-counties, as a region, for the years 2013-2016 was 82/166 (49%) which was higher than those experienced in neighbouring sub counties; Bondo 23/52 (44%), Rarieda 17/41(37%), Funyula 13/36 (37%), Butere 16/38 (41%) and Emuhaya 18/40 (44%). There was therefore need to establish the level of student discipline in Ugenya, Gem and Siaya region.

Reported cases of physical punishment in secondary schools in Ugenya, Gem and Siaya sub-counties is higher than that for the neighbouring Bondo, Rarieda, Funyula, Butere and Emuhaya Sub-Counties. Fifteen out of 55 schools (27%) had reported cases of physical punishment in Ugenya and 11/42 (26%), 17/69 (25%), 11/52 (22%), 9/41 (22%),

7/36 (19%), 7/38 (18%), 7/40 (18%) for Gem, Siaya, Bondo, Rarieda, Funyula, Butere and Emuhaya sub-counties respectfully. This implies that the level of use of physical punishment is higher in Ugenya, Gem and Siaya sub-counties compared to the neighbouring sub counties. There was therefore need to establish the influence of physical punishment ban on the level of student discipline in Ugenya, Gem and Siaya region.

The number of reported cases of mental harassment of students by teachers in Ugenya, Gem and Siaya Sub- Counties was higher than that for the neighbouring Bondo, Rarieda, Funyula, Butere and Emuhaya Sub-Counties. Five out of 55(7%) schools had reported cases of mental harassment in Ugenya and 3/42 (7%), 6/69 (9%), 2/52 (4%), 1/41 (2%), 1/36 (3%), 2/38 (5%), 2/40 (5%) for Gem, Siaya, Bondo, Rarieda, Funyula, Butere and Emuhaya sub-counties respectfully. This implies that the level of use of mental harassment is higher in Ugenya, Gem and Siaya sub-counties compared to the neighbouring sub counties. There was therefore need to establish the influence of mental harassment ban on the level of student discipline in Ugenya, Gem and Siaya region.

Many studies have investigated students' attitude towards physical punishment and mental harassment. None of the studies investigated the influence of students' attitude to physical punishment and mental harassment ban on student discipline. It is against this backdrop that this study investigated the influence of students' attitude towards physical punishment and mental harassment ban on the level of student discipline in secondary schools as gaps in knowledge.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of physical punishment and mental harassment ban on the level of student discipline in public secondary schools in Ugenya, Gem and Siaya Sub- Counties, Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

- (i) Determine the level of student discipline in secondary schools.
- (ii) Establish the influence of students' attitude towards physical punishment ban on student discipline in secondary schools.
- (iii) Establish the influence of students' attitude towards mental harassment ban on student discipline in secondary schools.
- (iv) Establish the influence of the level of physical punishment ban on student discipline in secondary schools.
- (v) Establish the influence of the level of mental harassment ban on student discipline in secondary schools.

1.5 Research Question

The study was guided by the question; what is the level of student discipline in secondary schools?

1.6 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: Students attitude to physical punishment ban has no influence the level of student discipline in secondary schools.

H₀₂: Students attitude to mental harassment ban has no influence the level of student discipline in secondary schools.

H₀₃: Physical punishment ban has no influence on the level of student discipline in secondary schools.

H₀₄: Mental harassment ban has no influence on the level of student discipline in secondary schools

1.7 Significance of the Study

The findings of the study reveal the factors that hinder full implementation of physical punishment (PP) and mental harassment (MH) ban in secondary schools. This is significant to the Ministry of Education as it enables it to find a way forward regarding implementation of PP and MH ban in schools. The findings of this study are significant to education stake-holders as they inform them on the status of student discipline after physical punishment & mental harassment ban.

The study generated new knowledge which is useful to researchers in the area of discipline management in schools. This is because the result of the study added more

information to the current database on student discipline management after physical punishment and mental harassment ban. Hence it is important to researchers in this area.

1.8 Conceptual Framework of the Study

The conceptual framework of the study is based on the concept that when punishment is withdrawn and a conducive environment created people work (McGregor's Theory Y). Coercion/punishment is not needed for people to operate orderly and productively (McGregor, 1960). The study investigated the influence of physical punishment and mental harassment ban on the level of student discipline in secondary schools. The conceptual framework postulates that physical punishment and mental harassment which are the independent variables affect the level of student discipline which is the dependent variable.

Physical punishment means methods that involve physical torture like caning while mental harassment means methods that cause psychological torture like reprimanding. According to Wangai Report (2001) students dislike discipline management methods that involve mental and psychological torture (coercion).

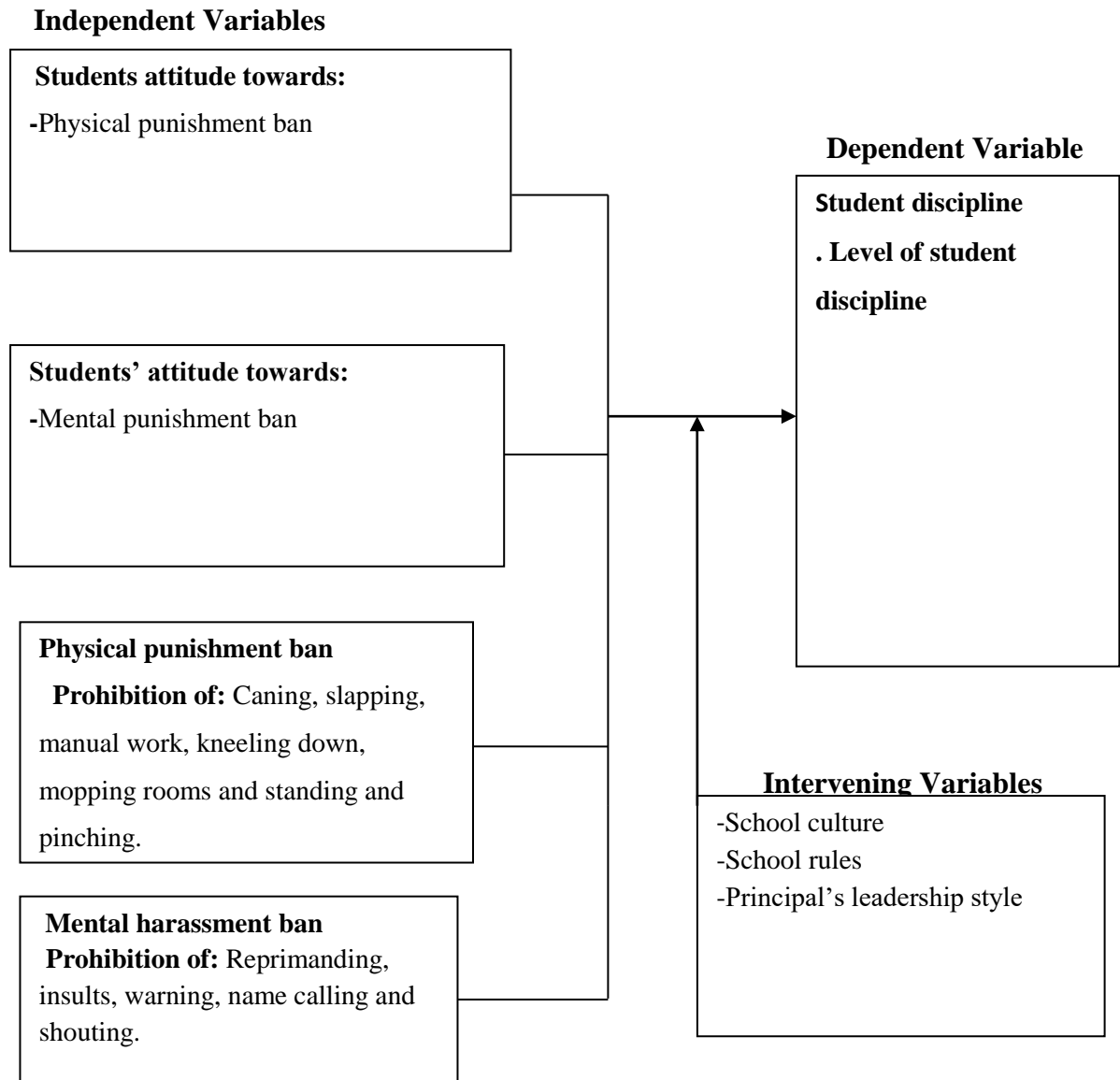


Figure 1: Conceptual Framework showing the influence of physical punishment and mental harassment ban on the level of student discipline.

Source: Researcher

An independent variable is a variable that researchers manipulate in order to determine its effects on the dependant variable. The conceptual framework (Figure 1) envisages that the independent variables i.e. physical punishment and mental harassment determines the level of student discipline in schools. From the literature reviewed physical punishment

and mental harassment are more effective in student discipline management compared to alternative methods like guidance and counseling. Students fear physical punishment and they tend to avoid it resulting in high level of discipline. The use of alternative methods of discipline management is less effective and will more likely result in high levels of offences (Busienei, 2012).

Stakeholders attitudes towards methods of discipline management determine whether these methods will be implemented in schools or not (Sogoni, 2001 & Gladwell, 2007). Students are stakeholders in education. School rules are made for students. Discipline management methods are applied on students. Therefore the attitude of students towards discipline management methods will determine whether it will be effective or not (Kiptela, 2011).

Intervening variable is one that must occur for the independent variable to have an influence on the dependent variable (Kothari, 2006). The conceptual framework postulates that intervening variables include school rules and school culture. For teachers to manage discipline using any discipline management method, there must be school rules in place. The school rules guide the teachers as they manage student discipline. Students are supposed to abide by the school rules. Teachers are supposed to ensure that students abide by school rules and to take corrective measures against the offenders (Blandfords, 2000).

School culture determines which discipline management methods are acceptable in a school. Hence School culture determines whether physical punishment and mental harassment can be used effectively to maintain discipline in schools. In some schools physical punishment is part of the school culture and students accept it. The students believe that physical punishment has merits (Ogetange et al, 2012). Otherwise the students will react with violence causing more indiscipline (R.O.K., 2001).

Head teacher's management style also determines the effective discipline management method (Kiumi & Bosire, 2009). For example schools where the head teacher uses democratic style of management is likely to be inclusive whereby all stakeholders are involved and hence guidance and counseling method will be effective in discipline management. Autocratic administrators are associated with dictatorship, threats, punishment, suspension and expulsion.

1.9 Scope of the Study

The study was mainly concerned with the influence of physical punishment and mental harassment ban on student discipline using a sample drawn from secondary schools in Ugenya, Gem and Siaya Sub- Counties. The study focused on the period 2013 – 2016 since physical punishment and mental harassment ban was enacted in 2013.

1.10 Limitation of the Study

Two out of 274 respondents did not return their questionnaires which resulted in a return rate of 99.3%. This did not have much effect on results as over 70% return rate is adequate (Mugenda & Mugenda, 2003).

1.11 Assumptions of the Study

The study was based on the following basic assumptions:

- (i) All schools keep up to date student disciplinary records.
- (ii) All teachers are aware of physical punishment and mental harassment ban in schools.

1.12 Operational Definition of Terms

Attitude: People's perceptions, feelings or their views and reaction to a policy or change.

Baraza: An assembly of teachers and students where they cite and settle the problems faced in a school without victimization of the contributors.

Ban: Prohibition of subjecting the student to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological.

Class representatives: Class prefects, class secretaries or class monitors.

Corporal punishment: The use of the cane on indisciplined students with an objective of correcting the bad behavior (caning).

Disciplinary policy: Written guidelines on how behavior of students in school is to be controlled and regulated.

Discipline: Good behavior or acceptable behaviour as prescribed by the school rules. Abiding by school rules and regulations.

Guidance and counseling: A method of student discipline management that involves teachers and parents/guardians discussing with the student about the student's bad behavior and helping and encouraging the student to behave well.

Indicators of low discipline: offences like Truancy, lateness, bullying and theft.

Indiscipline: Low discipline or any action or behaviour that is contrary to school rules and regulations.

Intolerable offences: These are very serious offences that may lead to expulsion of the culprit e.g. fighting and burning buildings.

Level of discipline: Frequency of offences or misbehavior in a school. High level of discipline means low frequency of offences in school (0-2 cases experienced per term) and vice-versa.

Major offences: Disciplinary problems (offences) which are regarded as serious e.g. fighting in school.

Management of student discipline: The process of establishing and maintaining good or acceptable student behavior. Use of various discipline control methods to make students behave well and obey school rules.

Mental harassment: Any non physical discipline management methods that cause psychological or mental torture to the culprit e.g. verbal reprimands, and insults.

Minor offences: Common offences like noise making which are not regarded as serious.

Neutral Attitude: This is neither positive nor negative attitude. The subject is indifferent to the statement. It is a level of attitude between positive and negative attitude on the Likert scale.

Physical punishment: Any physical discipline control methods that cause pain, discomfort or physical torture to the culprit e.g. caning, slapping and manual work.

Physical punishment and mental harassment ban: Prohibition of physical and mental harassment of students in schools.

School type: Whether a school has one stream or many streams.

Teachers: Principals, deputy principals, and Guidance and Counseling teachers.

Ugenya-Gem-Siaya region: The three sub-Counties, namely: Ugenya, Gem and Siaya sub-Counties.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section contains the following sub-sections: the concept of discipline, the level of discipline in secondary schools, influence of attitudes of students towards physical punishment ban on student discipline, influence of attitudes of students towards mental harassment ban on student discipline, influence of physical punishment ban on student discipline, and influence of mental harassment ban on student discipline.

2.2 The Concept of Discipline

Students discipline is critical in attainment of positive school outcomes. This is because *intra alia* provides a sense of direction among learners besides increasing a teacher's job satisfaction which is a critical correlate of commitment to school goals (Simiyu, 2003). In spite of the crucial role that discipline plays in the overall school outcomes, the condition of student discipline in Kenya's secondary schools has been disheartening. This is because hardly a school term goes without incidence of violent behavior being reported in the mass media (Ogetange, Kimani & Kara, 2012). Teachers use different methods to manage discipline in schools. One of the methods used and the most controversial is physical punishment. In Kenya the government enacted the Basic Education Act 2013 which prohibited physical punishment and mental harassment in schools.

The whole world of discipline is deeply rooted in the goals and structures of the school. A school often cannot change its pattern of discipline without addressing broad

educational issues and structures of the schooling itself Smit (2010). Rosen (2009) points out that if a clear understanding of the problem of school discipline is to be achieved, goals and expectations are to be re-examined to determine whether they are consistent and realistic. Enormously varied viewpoints exist about school discipline. Many people think of discipline either as overall behaviour in the classroom or what teachers do to make learners behave, such as scolding, threats, admonition or punishment (Imber & Neidt, 2006). Hornsby (2003) indicates that discipline is not limited to the context of punishment, but it also has to do with guidance and instruction to teach and enhance a social order where rights and responsibilities are balanced. Mbiti (2002) asserts that the concept of discipline as punishment is falling by the wayside, as the notion that a forceful technique needs to be used to 'correct' learners who do not live up to expected standards of behaviour, is being abandoned. The different ways in which discipline is viewed is an indication that there is a potentially large community of disagreement about the subject. Since value judgments are involved, it is not surprising that there is a great deal of controversy about the desired characteristics of the disciplinary system.

The concept discipline refers to educating someone to acquire desired behaviour, also to both prevention and remediation (Cotton, 2005). This links with the viewpoint expressed in the Redeemer Lutheran School (2005) which states that the term discipline does not mean punishment, but rather the teaching of self-control, Christian attitudes, orderliness, efficiency and responsibility. Griffin (2005) presents a similar understanding of the term by indicating that discipline is training that enables children to make appropriate choices in a climate of warmth and support. Discipline is also described as action by management

to enforce organizational standards. In an educational organisation, there are many set standards or codes of behaviour to which learners must adhere or uphold in order to successfully achieve the objectives of the school (Okumbe, 1998). According to the National Association of School Psychologists (NASP) (2004), schools should teach self-discipline for the good of the society. In a society where social and technological changes occur at a rapid pace, the nature of socialization has changed remarkably. Educators must achieve the dual goal of teaching self discipline and using disciplinary actions to manage behavior problems when they occur. Zulu, Van der Merwe, and Van der Walt (2004) also define discipline as a system of rules and regulations that govern the conduct of the teachers and learners that effectively work together so that learning can take place. They add that just as academic learning is an ongoing process, so too is the mastery of discipline skills.

The above definitions present various ways in which to understand the concept of discipline, namely that it is education to reach a desired state, that it is an action that would remediate the deviation from the desired state, that it is the conception of this desired state itself. These understandings are not contradictory to each other, but rather complementary and in conjunction with each other, confirm that discipline is a multi-faceted concept. The literature also indicates that the main goal of discipline in schools is to shape young people to become responsible adults, able to make appropriate decisions and accept the consequences of these decisions (Mbiti, 2002; Nelson, 2002; Griffin, 2005). Discipline is at the centre of any learning because “formal learning is impossible without it” Smit (2010).

2.3 Level of Student Discipline in Secondary Schools

According to Blandford (2000) cases of student indiscipline have increased in European schools after corporal punishment ban. Blandford (2000) concurs with Thompson (2002) who found out that cases of student indiscipline have increase after corporal punishment ban in schools. Yahiya (2009) investigated disciplinary problems among students in Malaysia. He found out that the most common offences were violence, bullying, drug abuse defiance and truancy.

Maphosa and Shumba (2010) investigated educators' disciplinary capabilities after the banning of corporal punishment in South African schools. The study employed case study methodology and interviews were used to collect data. The current study employed descriptive survey design unlike the former study which used case study. Although the current study also used interview as instrument of data collection, it (unlike the former study) used questionnaires, document analysis guide and observation guide as well.

Maphosa and Shumba (2010) study revealed that the thrust of children's rights and subsequent banning of corporal punishment has ushered in an era of freedom for learners who no longer have respect or fear for their educators. They concluded that educators were aware of the need to protect children's rights and also ensuring that they were disciplined. However, educators felt that the alternative disciplinary measures to corporal punishment were not effective. Hence educators generally feel disempowered in their ability to institute discipline in schools in the absence of corporal punishment. The study also revealed that learners do not fear or respect educators because they know that

nothing will happen to them. This has resulted in an increase in indiscipline in schools (Naong, 2007)

After the introduction of Free Primary Education (FPE) and Free Secondary Education (FSE) in Kenya, enrolment has increased tremendously resulting in shortage of teachers. The banning of corporal punishment compounded with high enrolment and shortage of teachers has resulted in increased indiscipline in schools (Mwiria, 2004 & Kariuki, 2008).

Discipline in Kenyan secondary schools is a matter of concern and the upsurge of indiscipline is blamed on the law that has in recent years forced teachers and even parents to spare the rod (Naong, 2007). A study by Chumo (2008) confirms this, establishing that the banning of the cane has undermined discipline in schools and that discipline in schools in Kenya in the post-caning era has deteriorated. According to a report by the Provincial Students' Discipline Committee in Central Province, indiscipline in secondary schools took various forms [Ministry of Education Science and Technology (MOEST), 2001]. Bullying was cited in this report to be one of the most common forms of indiscipline in secondary schools. Efforts by the administration to stamp out bullying in some schools have resulted in chaos or riots. Yahaya (2009) indicates that bullying in schools is an international problem. In most cases, bullying is interpreted as direct physical aggression, as well as indirect behaviour such as verbal threats. Indiscipline is also manifested in booing (MOEST, 2001). Constant booing by learners when addressed by members of staff is a strong indication of indiscipline. Indiscipline is also evident in strange behaviour like intentional loud sneezing and clearing of throats, nasty remarks

and inscriptions on boards and walls. Learners feigning illness and frequent absenteeism without good reasons are also signs of indiscipline. Indiscipline also takes the form of drug abuse and is rampant in Kenyan schools [Kenya Education Staff Institute (KESI), 2004, NACADA, 2004]. This could be a result of negative peer influence and learners are forced to adhere to all that is said and done by their peers (MOEST, 2001).

In a related study Omondi (2010) investigated the level of indiscipline after corporal punishment ban in secondary schools. The current study is different from Omondi (2010) study in that it investigated the influence of Physical punishment and mental harassment ban on student discipline while Omondi (2010) study investigated the level of indiscipline after corporal punishment ban. For Omondi (2010) research study the area of study was Ogande Girls' High School in Rangwe Division, Homabay District. The instruments of data collection were in-depth interview guide and observation schedule. He used a case study research design. Data was analyzed in themes and sub themes as they emerged. Just like the current study Omondi (2010) concluded that the level of indiscipline had increased after corporal punishment ban.

Like the Omondi (2010) study the current study also focused on secondary schools but the instruments of data collection were questionnaires, interview guides, observation guides, and document analysis guide. Use of different tools to collect information (triangulation) enhances reliability (Brown, 1996). In terms of scope the current study collected data from subjects in 116 schools in Ugenya, Gem and Siaya sub-counties while Omondi only concentrated only on one school with a population of 358 subjects.

Omondi (2010) study employed a case study design while the current study used descriptive survey design. Omondi (2010) study only collected and analysed qualitative data but the current study collected and analysed both qualitative and quantitative data.

The reviewed studies (Yahiya, 2009; Maphosa & Shumba, 2010; Omondi) investigated the general level of discipline in schools after corporal punishment ban. The studies did not investigate the actual level of discipline in schools after physical punishment and mental harassment ban. This is the gap the current study strived to fill.

2.4. Influence of Students Attitude towards Physical Punishment Ban on Student Discipline

Attitude refers to a set of emotions, beliefs, and behaviours towards a particular object, person, thing or event (Myers, 2009). Many studies have found a strong relationship between attitude and behaviour. The Theory of Reasoned Action (Ajzen & Fishbein, 1980) and that of Planned Behaviour (Ajzen, 1991), help to explain the link between attitude and behaviour. If the attitude of students towards school rules, principals' management styles or disciplinary methods is positive, students will behave well and they will therefore not be pushed or coerced to behave well (Damien 2012).

The concept discipline refers to educating someone to acquire desired behaviour (Cotton, 2005). Since there is a strong relationship between attitude and discipline (desired behaviour) there was need to investigate the relationship between students attitude towards PP &MH ban and student discipline. Furthermore studies have shown that there is a strong relationship between stakeholders' attitude towards a policy and the

implementation of the policy. For example Lui and Forlin (2015) found out that there is a relation between education stakeholders' attitude towards an education policy and the implementation of the policy. PP & MH ban is an education policy which should be implemented in schools and students are key stake-holders in education. Therefore there was need to investigate the relationship between implementation of PP and MH ban, attitude of students to PP &MH ban, and the level of student discipline in schools.

In an American poll conducted by ABC news titled "Support for Spanking" it was found that "sixty-five percent of Americans approve of spanking", although only "26 percent say that grade-school teachers should be allowed to spank kids at school" (Mc Donald, 1999). According to Thompson (2002) southern residents of the USA, have favourable attitudes towards corporal punishment and 81.1% support its use. This is reflective of southern educators being the strongest proponents of corporal punishment in schools (Blandford, 2000). However, McDonald (1999) reminds us that public schools reflect the problems and changes in the society at large. Schools are serving larger groups of students than ever before. Students are coming from diverse backgrounds with all kinds of problems. According to Hornsby (2003), there are conflicting studies about which teachers are more likely to use paddling. It appears that as students get older, teachers administer less corporal punishment possibly as a result of being afraid of retaliation (Hornsby, 2003).

In a Gallup poll conducted in 1988 in the United States "56 percent of elementary school teachers and 55 percent of high school teachers approved of corporal punishment in

lower grades” (Hyman, 1990). In a study in Tennessee it was also found that teachers with emotional problems are more likely to use corporal punishment (Hyman, 1990). According to McDonald (1999), there is little research regarding student’s perceptions of discipline in schools, however, Thompson (2002) and Strong (2003) suggest that students and teachers perceptions of discipline are different. In America, students interviewed by Thompson (2002) indicated that they may not like discipline but they did see the necessity for it. The study did point in the direction, however, that the appropriate intervention strategy did depend on the individual and the situation. Strong (2003), states that students were seeking liberation from “rote enforcement and standard procedures.” They felt that teachers who taught well and communicated with students could avoid some discipline problems in their classrooms (Strong, 2003).

In Australia, corporal punishment was banned in schools in 1999. However most teachers still support the use of corporal punishment and this view has not changed much since corporal punishment was first banned in schools. Research conducted in Australia found that most teachers view the use of corporal punishment as necessary and many would like to use the cane as a last resort (Brister, 1999).

Teachers in Bangkok are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive (Dietz, 2002). A secondary school executive association member in Bangkok felt that the “ban would infringe on the rights of teachers”, and a teacher further stated “...if I cannot control them, I have to hit them in these cases” (Dietz, 2002).

Sogoni (2001) carried out a research study on attitudes of students, parents, and teachers towards the use of corporal punishment in senior secondary schools in South Africa. Data was collected using questionnaires and interviews. The sample consisted of 360 students, 175 parents, and 60 teachers. Quantitative data was analyzed using descriptive and inferential statistics. The cross tabulation of raw data was used to investigate differences among subjects that fall into different categories. To find the significance of differences, the chi-squared test was used. Qualitative data was analyzed in emergent themes. The results of the study suggested support for the view that corporal punishment should be retained as it is believed to instill good discipline which produces good results: provided there is proper supervision, which was lacking with the past education department. The study recommends that, now that corporal punishment in schools has been banned, there should be an in-built mechanism in schools to monitor caning to protect children from victimization. Rigorous in-service training and work shopping to empower teachers with alternative management skills which could render corporal punishment unnecessary should be conducted. Caution should be taken as alternatives have their limitations and shortcomings, more especially in the South African context, with, its multi-cultural characteristics and diversification (Sogoni, 2001).

The current study differed from Sogoni (2001) study in terms of focus, data analysis and population. The Sogoni (2001) study collected data from teachers, parents and students and data was analysed using frequency tables and Chi Square tests. The current study collected information from students and teachers. Data was analysed using means, frequencies, percentages and regression analysis. Sogoni (2001) investigated attitudes of

students, parents and teachers towards the use of corporal punishment in senior secondary schools in Johannesburg. The current study differed from Sogoni (2001) study in that it focused on the influence of physical punishment ban on student discipline.

Mbindyo (2006) investigated discipline management and control as perceived by students in Machakos District. The study was carried out in selected public secondary schools in Kalama Division of Machakos District. The number of schools used was seven plus three, which were used for piloting. The target population was 335 students. Questionnaires were used as the sole instrument for collection of information required for the study. From the findings of the study it was established that the students' perception of methods used in the management and control of discipline in school was negative. The study recommended that there is an urgent need to try to change the students' perception of discipline if the schools are to be secure for both the students and their teachers. Unlike Mbindyo (2006) study which only used questionnaires to collect data, the present study apart from using questionnaires, did as well use interview schedule, and document analysis. Use of different tools to collect information (triangulation) enhances reliability (Brown, 1996).

Kiptela (2011) carried out a study to investigate students' perception of discipline and Authority in Taita Taveta County, Kenya. They found that students in Taita-Taveta District have a very strong negative attitude towards discipline and authority. These findings therefore, indicate that students do have attitudes that mediate all the activities undertaken at school hence influencing student behavior. It can also be concluded that the

perception of students towards discipline and authority is a function of the various disciplinary approaches adopted by the educational managers, especially the head teacher, deputies, teachers and prefects in relation to discipline plus lack of accompanying rationale, guidance and counseling. They recommended that this negative attitude towards disciplinarians needs to be changed for the secondary schools to achieve their overall goals and objectives.

Simiyu (2003) carried out a study on attitudes of teachers and pupils towards use of corporal punishment in Nakuru municipality primary schools. The study employed a survey research design. Questionnaires were used to collect data. The study sample consisted of 72 teachers and 160 pupils. Descriptive and inferential statistics were used to analyse data using SPSS software package. The study found out that corporal punishment was still being practiced in some schools. According to the study, teachers and pupils justified the use of corporal punishment under the belief that it had merit. According to the study, corporal punishment is effective in controlling discipline in schools. The study concluded that teachers and pupils had a positive attitude towards corporal punishment and they felt that corporal punishment is a catalyst for good academic performance and the most effective deterrent for bad behavior, laziness, and a corrective measure. The finding of this study indicates that there is a relationship between the attitude of learners towards physical punishment and the level of student discipline. Teachers used physical punishment to control discipline because the students had a positive attitude towards physical punishment. Otherwise the students would rebel against it like the case of strikes witnessed in 1990's (Ajowi, 2005).

In a related study, Ogetange et al (2012) carried out a research study on teachers and pupils' views on persistent use of corporal punishment in managing discipline in primary schools in Starehe Division. The study adopted a descriptive survey research design. Simple random sampling was used to select 60 teachers and 300 pupils in primary schools in Starehe Division. Instruments of data collection were questionnaires and interviews. Data was analysed both quantitatively and qualitatively. The study found out that corporal punishment was a regular school experience for the pupils. Both teachers and pupils perceived corporal punishment as part of school ethos and culture. The positive attitude towards corporal punishment has contributed to its persistent use in schools for discipline management. The study recommended that the Ministry of Education should train teachers on alternative strategies to deal with disciplinary problems other than the use of corporal punishment.

While Simiyu (2003) and Ogetange et al (2012) focused on attitude of teachers and pupils towards use of corporal punishment, the current study focused on the attitude of students towards physical punishment ban. Both Simiyu (2003) and Ogetange et al (2012) research studies employed descriptive survey research design just like the current study. The target population for Simiyu (2003) study was primary school teachers and pupils while the target population for Ogetange et al (2012) was primary teachers, pupils and parents. The current study targeted secondary school teachers and students.

The reviewed studies (Brister, 1999; Sogoni, 2001; Simiyu, 2003; Ogetange et al, 2012) investigated the attitude of teachers and students towards corporal punishment ban in

schools but not the influence of students' attitude towards physical punishment ban on student discipline. This is the gap the current study intended to fill.

2.5. Influence of Students Attitude towards Mental Harassment Ban on Student Discipline

In America, students interviewed by Thompson (2002) indicated that they may not like discipline but they did see the necessity for it. The study did point in the direction, however, that the appropriate intervention strategy did depend on the individual and the situation. Strong (2003), states that students were seeking liberation from “rote enforcement and standard procedures”. They felt that teachers who taught well and communicated with students could avoid some discipline problems in their classrooms (Strong, 2003).

In Kenya, The Report of the Task force on student unrest and discipline in schools recommended that school administrators should cultivate democratic and participatory environment in their schools and encourage regular meetings with students where teachers and students are encouraged to express their views, suggestions, and grievances (R.O.K., 2001). This implies that the Report of the Task force on student unrest and discipline in schools (R.O.K., 2001) recommended that schools should be democratized by involving students in management of the schools. Democratization of schools has led to a large decrease in student strikes and violence in schools (Omboto & Ajowi, 2013). Prior to this there was a wave of strikes and violence in schools. Students responded to oppressive, autocratic leadership by violence. It is therefore evident that students have a

negative attitude towards psychological torture or mental harassment. Hence any discipline management method involving mental harassment or psychological torture will be unpleasant to students. This statement is confirmed by Mutula (2008) who found that students have a negative attitude towards mental harassment. In fact the wave of student violence witnessed in schools in 1990s was attributed to physical punishment and mental harassment (Ajowi, 2005; Simatwa, 2007; Omboto & Ajowi, 2013).

Mental harassment is any unwelcome conduct that causes emotional distress, psychological trauma, embarrassment, and mental distress to the victim. Mental harassment interferes or limits students' ability to participate in or benefit from services, activities, or opportunities offered by a school (NASP, 2004). Discipline management methods that involve mental harassment include verbal warnings, verbal reprimand, threats, insults, name calling, scolding and public humiliation.

Ouma et al (2013) carried out a research study on management of pupil discipline in Kisumu municipality. Data was collected using questionnaires. The study found that the discipline control methods that teachers regarded to be effective were indeed illegal according to the Basic Education Act 2013. Teachers used methods like insulting, threatening and reprimanding to manage student discipline in schools. These methods are regarded as mental harassment. Hence teachers had a positive attitude towards mental harassment. The study found that mental harassment was effective in controlling pupil discipline.

Nduku (2009) carried out research to investigate into alternative strategies of discipline in the absence of corporal punishment in public secondary schools in Machakos District. Interviews were used for data collection. The study found that teachers found mental harassment as one of the effective alternative discipline methods. This study is supported by Mutula (2008) who found out that Mathematics teachers used mental harassment to make students to complete homework.

Mudemb (2010) investigated causes of drop out among boys and girls in secondary schools. The study used interviews to collect data. The study found out that mental harassment by teachers was one of the causes of drop out. This indicates that students have a negative attitude towards mental harassment. The study found that more girls dropped out due to mental harassment than boys. This was attributed to the fact that girls hated mental harassment more than boys. Mudemb (2010) study seems to indicate that there is a relationship between the attitude of students towards mental harassment and the level of student discipline.

While Nduku (2009) study focused on alternative strategies of discipline management Mudemb (2010) investigated causes of drop out among boys and girls and Ouma et al (2013) focused on management of pupils discipline but the current study investigated the influence of mental harassment ban on student discipline. Nduku (2009), Mudemb (2010), and Ouma et al (2013) used questionnaires and interviews to collect data. The current study not only used questionnaires and interviews to collect data but it also used

data analysis guide and observation. Use of different tools to collect information (triangulation) enhances reliability (Brown, 1996).

None of the reviewed studies (Nduku, 2009; Mudemb, 2010; Ouma et al, 2013) investigated the influence of students' attitude towards mental harassment ban on student discipline. This is the gap this study intended to fill.

2.6 Influence of Physical Punishment Ban on Student Discipline

Mac Donald (2002) attributed violence in schools to various factors like teachers disciplinary measures, school rules, school culture and leadership styles. Masitsa (2008) investigated the relationship between student discipline and disciplinary measures taken by teachers. The study revealed that the level of student discipline was related to the disciplinary measures taken by teachers. Mac Donald (2002) and Masitsa (2008) studies revealed that there is a relation between discipline management approaches and the level of student discipline. One of the disciplinary measures employed by teachers for discipline management is physical punishment. Hence the current study investigated the influence of physical punishment ban on the level of student discipline in secondary schools.

Although corporal punishment was abolished in many states in America, teachers still use it to manage student discipline in schools (Dietz, 2002; Smith, 2006). This shows that corporal punishment ban has not been fully implemented in schools in America. This is because teachers feel that corporal punishment is effective in managing student discipline

in schools and its ban will result in an increase in indiscipline (Hornsby, 2003). Despite the fact that corporal punishment was abolished in Australia, teachers still use it as a last resort to manage student discipline (Brister, 1999).

According to National Commission for Human Rights (NCHR) (2013), Physical punishment is any action that causes pain, hurt or injury and discomfort to a child. The use of corporal punishment results in students being truants, aggressive and destructive (Jyoti & Neetu, 2013). The use of corporal punishment has been associated with delinquency and antisocial behavior in children. A longitudinal study found physical punishment during childhood to be significantly more prevalent among drug addicts. Physical punishment has also been associated with school dropout and the tendency for school avoidance (Jyoti & Neetu, 2013). These research studies seem to show that the use of physical punishment results in increased indiscipline in schools. Therefore physical punishment ban is most likely to result in an increase in student discipline.

Current research shows that cases of learner indiscipline are on the increase in South African schools and in some cases; learners are alleged to have murdered others in school premises (Zulu, Merwe & Walt, 2004). As such, a lot of learner indiscipline cases have been reported in schools and this has raised concerns about the safety of schools and classroom environments. In their study, Zulu et al (2004) reported cases of learner indiscipline in high schools in northern Durban. In a similar vein Aziza (2001) reported a sharp rise in cases of learners suspended and expelled from the Western Cape schools. Such cases of learner indiscipline have impacted negatively on teaching and learning in

the schools (Zulu et al, 2004). Cases of learners injured and killed within the confines of the school are on the increase in South African schools. The magnitude of reported cases of learner indiscipline warrants the use of different kinds of punishment-based disciplinary measures and the question still remains on the usefulness of such measures in curbing future occurrences of indiscipline or in helping the perpetrators (Thompson, 2002).

In a similar study Gichuru (2005) investigated the impact of the ban on corporal punishment on discipline of students in public secondary schools in Kiambu District. He concluded that the level of discipline had increased as a result of the ban on corporal punishment. Much as Gichuru (2005) study is similar to this study the two studies differ in terms of focus, instruments of data collection and methods of data analysis. While Gichuru (2005) focused on teachers, students and parents, this study focused on students, teachers and County Director of Education. Gichuru (2005) collected data using questionnaires and interview schedule but the current study used questionnaires, interview schedule, observation guide, and document analysis guide. Use of different tools to collect information (triangulation) enhances reliability (Brown, 1996). Like Gichuru (2005) the current study collected both quantitative and qualitative data. While Gichuru (2005) analysed quantitative data using descriptive statistics, the current study analysed quantitative data using descriptive statistics as well as inferential statistics. Gichuru (2005) investigated the impact of corporal punishment ban on student discipline while this study investigated the influence of PP and MH ban on the level of student discipline after PP & MH ban. Gichuru (2005) study was carried out before PP and MH

ban and the study only focused on corporal punishment (caning). Physical punishment includes caning.

Simatwa (2007) carried out a study on management of student discipline in secondary schools in Bungoma County. The study employed survey design. Instruments of data collection were questionnaires, interviews and document analysis guide. The data collected was analysed using descriptive statistics. The study revealed that teachers used a wide range of methods to manage student discipline. Teachers used methods like caning, kneeling, pinching, slapping, detention, reprimand, and exclusion among others. The findings of the study show that teachers use physical punishment like caning, kneeling and slapping to manage student discipline; especially for serious offences.

Busienei (2012) investigated the alternative methods which teachers used instead of corporal punishment and their efficacy. Instruments of data collection were questionnaires and interviews. The research study employed descriptive survey design. Data was analysed using descriptive statistics. He found that, although teachers used alternative methods to corporal punishment, they believed that they were less effective compared to corporal punishment. In view of the findings, the study recommended urgent need to create awareness on alternative methods to corporal punishment and also on the overall effects of corporal punishment on the child.

While the Busienei (2012) study focused on alternative methods which teachers used instead of corporal punishment and their efficacy, Simatwa (2007) study focused on

management of student discipline in secondary schools. The present study was different in that it focused on the influence of physical punishment and mental harassment ban on student discipline in secondary schools. Both Simatwa (2007) study and Busienei (2012) study employed descriptive survey design. The current study also employed descriptive survey design. While Busienei (2012) and Simatwa (2007) studies analysed data using descriptive statistics, the current study analysed data using both descriptive and inferential statistics.

The reviewed studies (Gichuru, 2005; Simatwa, 2007; Masitsa, 2008; Busienei, 2012) investigated the implementation of corporal punishment ban in schools. But the studies did not investigate the effect of physical punishment ban on student discipline in secondary schools. The current study therefore attempted to fill this gap by investigating the influence of physical punishment ban on student discipline in secondary schools.

2.7 Influence of Mental Harassment Ban on Student Discipline in Schools

Mental harassment is any unwelcome conduct that causes emotional distress, psychological trauma, embarrassment, and mental distress to the victim. Mental harassment interferes or limits students' ability to participate in or benefit from services, activities, or opportunities offered by a school (NASP, 2004). Mental harassment includes: threats, insults, rebuking, name calling, humiliation and reprimand. According to National Commission for Protection of Child rights (NCPCR) mental harassment is any non physical treatment that is detrimental to the academic and psychological well being of a child. Mental harassment includes sarcasm, scolding, derogatory remarks,

ridiculing a child and discrimination. Others are belittling a child with regard to poor academic performance, labeling a child difficult, and also shaming the child to motivate her to improve her performance.

Bullying is the repeated intimidation or oppression of a person by a more powerful individual or a group. It differs from general conflict or aggression in being repetitive and involving a power (Myers, 2009). In bullying, there is an intention to cause pain and discomfort for the victim, either physically or emotionally (mental harassment). Examples of bullying behaviour include: teasing, yelling, name-calling, threatening, ridiculing, racist comments, spreading rumours, exclusion, humiliation, extortion, blackmail and dirty looks. All these qualify as mental harassment. Hence these forms of bullying can be termed as mental harassment. Though bullying is outlawed in schools it is considered as a problem in schools worldwide (Myers, 2009).

Bullying interventions that target only individual students are largely ineffective. The problem of bullying is best addressed in schools by a multi-faceted approach, which considers systems and policies, curriculum exercises, environmental improvements and work with individual students. A good first step is to try to create a school culture in which resilience and connection are promoted and individuals are valued for their contribution to the school community. According to Yahaya (2009) some level of bullying may still occur even within a supportive school environment.

Masistsa (2008) investigated discipline and disciplinary measures in the Free State Township schools in South Africa. He found that teachers used mental harassment to

control discipline problems like lateness, absenteeism, noise making and failure to do homework. Some of the disciplinary measures teachers used were name calling, insults, humiliation, reprimand and shouting. Ajayi (2009) carried out a study on parents involvement in school administration as a correlate of effectiveness of secondary schools in Nigeria. He found that parents encouraged teachers to use physical punishment and mental harassment to instill discipline in children. They only complained in cases of extreme physical punishment that resulted in injury of children. Parents did not raise complaints against mental harassment. According to Zulu *et al* (2004) mental harassment was common in South African schools.

Cotton (2005) investigated the methods used by teachers to manage student discipline in primary schools. He found out that standing in class, name calling, students being sent out of class and insulting the wrong doers were common. This shows that mental harassment is common in primary schools. Kirui (2012) concurs by asserting that teachers often use verbal reprimand, insults and threats to manage student discipline in schools. Gikonyo (2002), Simatwa (2007) and Omboto and Ajowi (2013) found that the following as some of the methods used by teachers to manage discipline in schools: exclusion, standing in class, name calling, verbal warning, negative comments, and reprimand among others.

Kiumi (2008) investigated the relationship between principals' management approach and the level of student discipline in secondary schools. He found that there was a relationship between principals' management approaches and the level student discipline.

Management approaches that deny students their rights are considered inhuman as they make students suffer psychological torture (NCHR, 2013). For example, autocratic leadership is dictatorial and students are never involved in decision making. Students will always rebel against such an administration (Kiumi, 2008). This means that students will always rebel against administration or rules that cause them psychological torture (mental harassment) resulting in increased student indiscipline in the form of student strikes, unrests and violence (NCHR, 2013). Furthermore, Mac Donald (2002) and Masitsa (2008) studies revealed that there is a relation between discipline management approaches and the level of student discipline. One of the disciplinary measures employed by teachers for discipline management is mental harassment. Hence, the current study investigated the influence of mental harassment on the level of student discipline in secondary schools.

The Report of the Task force on student unrest and discipline in schools in Kenya recommended that school administrators should cultivate democratic and participatory environments in their schools and encourage regular meetings with students where teachers and students are encouraged to express their views, suggestions, and grievances (R.O.K., 2001). This implies that the Report of the Task force on student unrest and discipline in schools (R.O.K., 2001) recommended that schools should be democratized by involving students in the management of the schools. Democratization of schools has led to a large decrease in student strikes and violence in schools (Omboto & Ajowi, 2013). Prior to this, there was a wave of strikes and violence in schools. Students responded to oppressive, autocratic leadership by violence. It is therefore evident that students have a negative attitude towards psychological torture or mental harassment. Hence, any

discipline management method involving mental harassment or psychological torture will be unpleasant to students resulting in indiscipline. This statement is confirmed by Mutula (2008) who found that students have a negative attitude towards mental harassment. In fact the wave of student violence witnessed in schools in 1990s was attributed to physical punishment and mental harassment (Ajowi, 2005, Simatwa, 2007, Omboto & Ajowi, 2013). Hence these studies tend to indicate that there is a relation between mental harassment and student discipline.

Although the Basic Education Act 2013 prohibits the use of mental harassment in schools it does not specify what methods of discipline management qualify as mental harassment. It leaves it to the teacher to interpret and decide which methods will be regarded as mental harassment. The teachers are the implementers of policies at the school level and they can only implement the policies that they are able to interpret correctly (Kindiki, 2009).

Nduku (2009) and Ouma et al (2013) investigated alternative methods teachers used in the absence of corporal punishment. They concluded that teachers used various methods including mental harassment. These studies are in line with a study carried out by Simatwa (2007) who concluded that teachers used mental harassment to control minor offences. In a related study Omboto and Ajowi (2013) found that teachers used methods that were punitive and illegal to manage student discipline. The methods used included mental harassment. Studies by Simatwa (2012) and Omboto and Ajowi (2013) investigated methods used by teachers to manage student discipline in schools. Studies by Nduku (2009) and Ouma et al (2013) investigated alternative methods, to corporal

punishment, used by teachers to manage student discipline in schools. These studies tend to imply a possible relationship between mental harassment and student discipline.

None of the reviewed studies (Gikonyo, 2002; Cotton, 2005; Kiumi, 2008; Omboto & Ajowi, 2013) investigated the influence of mental harassment ban on student discipline in secondary schools. This is the gap the current study intended to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodology that was used in this study. Specifically, it comprises of research design, the study area, the study population, data collection procedures, and methods of data analysis.

3.2 Research Design

This research employed descriptive survey research design. In descriptive research, systematic collection and analysis of data is carried out in order to answer research questions and/or test hypothesis concerning current status of an activity. For survey research the researcher is interested in the characteristics of the whole population and focuses on a sample to represent the population. This research focused on a sample as the population was too large (Fraenkel & Wallen, 1993).

Hence this research employed descriptive survey design to establish opinions and knowledge of teachers and students about the physical punishment and mental harassment ban and the level of student discipline in secondary schools in Ugenya, Gem and Siaya Sub-Counties using a sample. The data was used to answer research questions and to test hypotheses. Since this study area is too large a region the design was the most appropriate one (Grinnel, 2003).

3.3 Area of Study

The area of study was Ugenya, Gem and Siaya Sub-Counties as a region (Appendix A). The study covered all the eight divisions within the sub-counties. These are Sihayi, Yala, Ugunja, Karemo, Wagai, Boro, Uranga, and Ukwala. The study area borders Busia County to the west, Kakamega County to the North and Vihiga County to the North East. The area of study lies between latitudes 0°26' North and 0°18' North and longitudes 33°58' East and 34°33' East. The area covers approximately 1520 Km² of land surface (Republic of Kenya, 1994). The area is served by a section of Kisumu-Butere railway line, Kisumu-Busia, Kisumu-Usenge, and Luanda- Siaya tarmac roads. The area has rivers Yala and Nzoia. The main economic activities are subsistence farming and small scale retailing. Sugarcane remains the only cash crop in the region.

There are 166 public secondary schools in this region. There is no private secondary school in Ugenya, Gem and Siaya Sub- Counties. Public secondary schools in this region experience many cases of indiscipline including cheating in national examinations, drug abuse, bullying, and strikes (Table 1.3).

3.4 Study Population

The study focused on 166 principals, 166 deputy principals, 166 guidance and counseling (G & C) teachers, 950 class representatives (Table 3.1) and the Siaya County Director of Education. This gave a population of 1,449 respondents. Principals are responsible for the overall management of the school including discipline management. They have access to all records kept in the school. Deputy Principals are in charge of student discipline in

schools. Guidance and counseling teachers are in charge of guidance and counseling of students in schools. They guide and counsel students with various problems including discipline problems. Class representatives work closely with class teachers in class discipline management. The Siaya County Education Director is in charge of education in Siaya County. She ensures that all schools implement Ministry of Education policies. She has access to education records for all sub-Counties of Siaya County.

Table 3.1: Study Population

Sub-County	Divisions	Principals	Deputy Principals	G & C Teachers	Class Reps
Ugenya	Ukwala	23	23	23	131
	Sihayi	13	13	13	83
	Ugunja	19	19	19	115
Gem	Yala	25	25	25	148
	Wagai	17	17	17	99
Siaya	Boro	19	19	19	99
	Karemo	28	28	28	152
	Uranga	22	22	22	123
Total		166	166	166	950

3.5 Sample size and Sampling Techniques

Stratified random sampling was used to select schools which provided principals, guidance and counseling teachers and class representatives for the study. The area of study was divided into strata. Ugenya, Gem and Siaya Sub-Counties are subdivided into

eight divisions. The divisions formed the strata. Schools within a division tend to have much in common as they interact more in terms of school events and functions like divisional shows, divisional education days, divisional mocks, sports, games and other competitions.

Krejcie and Morgan (1970) formula and table for calculating sample size were used to select a representative sample from each stratum (Appendix R). The method of proportional allocation under which the sizes of the samples from different strata were kept proportional to the number of schools in the strata was used. Simple random sampling was used in each stratum. This yielded 116 principals, 116 deputy principals, and 116 Guidance and Counseling teachers and 274 class secretaries (Table 3.2). This was because each school selected provided a principal, a deputy principal, and a guidance and counseling teacher.

Saturated sampling was used to select the Siaya County Director of Education. Saturated sampling is used when the population to be sampled is too small (Gay, 1996). There is only one County Director of Education in a county.

Table 3.2: Sample Size

Sub-County	Divisions	Principals	Deputy Principals	G & C Teachers	Class reps
Ugenya	Ukwala	16	16	16	38
	Sihayi	10	10	10	24
	Ugunja	13	13	13	33
Gem	Yala	18	18	18	43
	Wagai	12	12	12	29
Siaya	Boro	13	13	13	28
	Karemo	20	20	20	44
	Uranga	15	15	15	35
Totals		116	116	116	274

3.6 Instruments of Data Collection

Fraenkel and wallen (1993) observe that survey research has four basic ways of collecting data, namely administering the instruments: ‘live’ to a group, by mail, by telephone and by face-to-face interview. This study used direct method where the instruments were administered ‘live’ to respondents. The reason is that the method yields high response rate at low cost and enables the researcher to explain and answer questions for the respondents. Face to face interview was used because it helps to enlist cooperation of respondents and to establish rapport with them. Borg et al (1993) observe that questionnaires are often used to collect basic descriptive information from a large sample while interviews are used to follow up questionnaire responses in-depth with a smaller sample. Both interview schedule observation guide were used to collect information. School records on student discipline like punishment books also supplied complementary data.

In this study the in-depth interview guide consisted of open ended questions that allowed probing during the interview. According to Borg et al (1993) the fundamental principle of quality interviewing is to provide a framework within which respondents can express their own understandings in their own terms. The researcher is allowed flexibility to explore un-anticipated topics as they are discovered. A researcher may stimulate response to a greater extent. But it requires trained and experienced interviewers and enumerators.

Questionnaires were used to collect data and they contained both open ended and closed ended items. Fraenkel and Wallen (1993) observe that closed ended questions are used in research because they are easy to use, score and code for analysis while open ended questions allow for individualized response. The questionnaires were relevant because a questionnaire allows the researcher to collect information from a large number of target group spread within a large geographic area in a short time. It was also relevant in collecting confidential information that requires anonymity. A questionnaire has a weakness in that suspicious respondents deliberately give false information (Fraenkel & Wallen, 1993).

The researcher also used observation guide to collect data. Observation is the selection and recording of behaviours of people in their environment. Direct observation reduces distortion between the observer and what is observed that can be produced by an instrument. It can be used with subjects who are unwilling to express themselves. The limitation is that it is time consuming and it is difficult to control researcher bias (Cohen & Manion, 1994).

The study used both primary and secondary sources of data. The instruments of data collection were principals interview guide, deputy principals' questionnaire, Guidance and counseling teachers' questionnaire, observation guide, Siaya County Director of Education interview schedule and document analysis. These instruments are discussed in the next section.

3.6.1 County Director of Education Interview Schedule

The in-depth interview schedule for the Siaya County Director of Education consisted of six guiding questions. The interview items sought from the Siaya County Director of Education the extent of physical punishment and mental harassment ban in secondary schools. The County Director is in charge of education in the whole county. She/he ensures that all schools in the county implement education policies (Appendix E).

3.6.2 Principals' interview schedule

The in-depth interview consisted of five guiding questions and sought information on the level of student discipline and also the extent of implementation of physical punishment and mental harassment ban in secondary schools. Principals are responsible for the overall running of the schools. They supervise teachers and students and they are answerable to the County Director of Education (Appendix F).

3.6.3 Deputy Principals' Questionnaire

It consisted of sections A and B. Section A consisted of open ended questions and collected demographic information. Section B comprised of open ended questions, closed ended and Likert type questions and collected information on the level of student discipline and the extent of implementation of physical punishment and mental

harassment ban in secondary schools. Deputy Principals are responsible for discipline in schools. They work with the teachers and prefects to maintain student discipline in school (Appendix G).

3.6.4 Guidance and Counseling Teachers' Questionnaire

It consisted of sections A and B. Section A consisted of open ended questions and collected demographic information. Section B comprised of open ended, closed ended and Likert type questions. It collected information on the level of student discipline and also the extent of implementation of physical punishment and mental harassment ban in secondary schools. Guidance and Counseling teachers are responsible for guidance and counseling of students in the school. They also help the deputy principal to improve student discipline in school. They are responsible for the implementation of the guidance and counseling programs in school (Appendix H).

3.6.5 Class Representatives' Questionnaire

It consisted of sections A and B. Section A consisted of open ended questions and collected demographic information. Section B comprised of open ended, closed ended and Likert type questions. It collected information on the level of student discipline, attitude of students towards physical punishment and mental harassment ban and the extent of its ban in secondary schools. Class representatives help class teachers in student discipline management (Appendix I).

3.6.6 Observation Guide

The researcher used the observation guide (Appendix K) to collect information on implementation of physical punishment and mental harassment ban in secondary schools. This information was used for confirmation of information obtained by use of interviews and questionnaires.

3.6.7 Document Analysis Guide

Secondary sources of data such as Ministry of Education circulars, Board of Governors meeting minutes and school records were examined by the researcher for information to confirm information collected by questionnaires and interviews. Document analysis collected information on the extent of implementation of physical punishment and mental harassment ban in schools and also the level of student discipline (Appendix J).

3.7 Validity of the Instruments

Validity is the degree to which the results obtained from the data actually represents the phenomenon under study (Gay, 1996). To make instruments valid, Cohen and Manion (1994) stress that the validity of research instruments should be determined by experts. Content validity refers to the degree to which a test appears to cover the relevant content it purports to cover (Borg, 1993). Content validation is a matter of determining if the content that the instrument contains is adequate (Kothari, 2006). Face and content validity of the instruments was determined by presenting the instruments to experts in the area of study at the Department of Educational Management and Foundations, Maseno University. The researcher then incorporated their comments and suggestions in the final draft of the instruments.

3.8 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). To enhance reliability, piloting was done in 9 schools out of 166 (5%) in the study area that were not used in the study. Questionnaires were administered to the same respondents after an interval of two weeks. The main purpose of the pilot study was to help in clarifying questions to check on the level of language used and to identify any other areas of difficulty which could impede effective response. The researcher asked the respondents to mark out the unclear questions and make suggestions for improvements. Test-retest helps to compare the results of the two experiments and devise ways of sealing the gap (Kothari, 2006). The suggestions obtained from respondents were used to improve on and to clear the vague and ambiguous questions. Ultimately, the researcher had polished questionnaires that elicited information that was relevant to the study. Inconsistencies, deficiencies and weaknesses noted in the responses from the pilot study were corrected in the final instruments. This was to ensure that the instruments provided the required information and identified any problems the respondents encountered while responding to them.

Test-Retest method was used to estimate the reliability of the instruments. The instruments were administered to the same respondents within an interval of two weeks. The responses to the items were analyzed accordingly. The scores on the two sets of measures were correlated to obtain the coefficient of reliability. Computers were used. The Pearson product moment correlation coefficient (r) was used to determine reliability.

The items were scored individually and aggregated to get the total score on the whole instrument for both test and re-test administrations.

Reliability of an instrument is strong when the correlation coefficient is close to one, while an instrument is unreliable when reliability coefficient is zero. An instrument is considered to be reliable if the correlation coefficient(r) is at least 0.7 (Borg et al, 1993). Deputy Principals' questionnaire had a correlation (r) value of 0.763, Guidance and counseling teachers' questionnaire (0.771) and class representatives (0.790). Hence the instruments were reliable (Appendix S).

3.9 Data Collection Procedures

The researcher sought for an introduction letter from the school of Graduate Studies, Maseno University. The researcher then sought for permission from Ethics Review Committee, Maseno University, to conduct research in Ugenya, Gem and Siaya Sub-Counties of Siaya County, before proceeding to the schools to collect data. Three visits were made to the schools for familiarization, making appointments with principals and distribution of questionnaires and interview with the principals and students, and finally collection of the questionnaires. Observation was made every time the researcher visited the schools. The researcher communicated to the principals requesting their cooperation before the visits. This was done one month before the study to ensure that they received the information in time. This method of administration is preferred because it has a higher rate of return of the research instruments (Mugenda & Mugenda, 2003). The researcher also sought for an appointment with the Siaya County Director of Education before the interview.

3.10 Methods of Data Analysis

Quantitative data collected by use of questionnaires were analyzed using descriptive statistics in form of means, frequency counts and percentages. Inferential statistics in form of regression analysis and correlation were also used. Qualitative data, collected by use of the in-depth interview was transcribed and analysed into emergent themes and sub themes.

3.10.1 Quantitative Data Analysis

Rating scales

A rating scale rates the opinion of the respondents on a continuum (Kothari, 2006). For this study a five point rating scale was used where the frequency and percentage of respondents selecting a particular response was computed indicating the general perception of the sampled responses. Subjects were rated for level of student discipline in secondary schools, physical punishment ban and mental harassment ban.

Subjects were required to respond to a series of statements on the extent of physical punishment, mental harassment ban, and the level of student discipline in secondary schools. In order to score on the rating scale, the response categories were weighted by giving them numerical values. The items on the rating scale had options with weights as follows: Very High (VH) = 5, High (H) = 4, Moderate (M) =3, Low (L) = 2, Very Low (VL) = 1. The test scores obtained from all test items measured the respondent's favorableness to a certain point of view (Best, 1981).

Likert scale

A Likert scale gauges the degree of agreement on items. Students attitude to physical punishment and mental harassment ban was measured by a 5-point Likert scale. Respondents specified their level of agreement to different statements using five level Likert items: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree for positively stated statements and 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree for negatively stated statements. Likert scale is a bipolar scaling method measuring either positive or negative responses to a statement. Whether individual Likert items can be considered as interval level data or as merely ordered categorical data is the subject of disagreement (Tull & Holmes, 2006).

Quantitative Data Analysis Matrix

These tools were used in the study to analyse quantitative data as shown in Table 3.3.

Table 3.3: Quantitative Data Analysis Matrix

Objective	Independent variable	Dependent variable	Tool of analysis
Establish influence of students attitude to PP ban on student discipline	students attitude to PP ban	student discipline	Descriptive statistics in form of frequency counts, percentages and means. Inferential statistics: Pearson r and regression analysis
Establish influence of students attitude to MH ban on student discipline	students attitude to MH ban	student discipline	Descriptive statistics in form of frequency counts, percentages and means. Inferential statistics: Pearson r and regression analysis
Establish the influence of PP ban on student discipline	PP ban	student discipline	Descriptive statistics in form of frequency counts, percentages and means. Inferential statistics: Pearson r and regression analysis
Establish the influence of MH ban on student discipline	MH ban	student discipline	Descriptive statistics in form of frequency counts, percentages and means. Inferential statistics: Pearson r and regression analysis
Establish level of student discipline		student discipline	Descriptive statistics in form of frequency counts, percentages and means.

3.10.2 Qualitative Data Analysis

Qualitative data included opinions of principals and the County Director of Education interviews. Results from interviews were analysed using content analysis. Content and thematic analysis were carried out whereby opinions and experiences of the respondents

were analysed and aligned to key thematic areas relating to level of student discipline, extent of PP ban and extent of MH ban in secondary schools.

Qualitative Data Analysis Matrix

These tools were used in the study to analyse qualitative data as shown in Table 3.4.

Table 3.4: Qualitative Data Analysis Matrix

Ojective	Independent variable	Dependent variable	Transcript	Theme and Sub theme codes
Establish the influence of PP ban on student discipline	PP ban	student discipline	“My office has received many complaints about teachers using physical punishment to control student discipline.” Siaya CDE .	PP B, Low imp
Establish the influence of MH ban on student discipline	MH ban	student discipline	“Teachers know about mental harassment ban but they do not take it seriously. A parent may take legal action against a teacher who canes his child and hurts him but not one who reprimands the child.” P 14	MH B, Low imp
Establish level of student discipline		student discipline	Cases of student indiscipline are on the increase countrywide. In Siaya County many schools have been involved. Examples are Maranda Boys, Ambira Boys’, Hono Mixed, Nyawara Girls and Maliera Boys’ secondary schools. CDE .	LSD, Low level

3.11 Ethical Considerations

The researcher sought for permission from Maseno University to conduct research. The researcher was issued with an introduction letter from the school of Graduate Studies, Maseno University. The researcher then applied to National Commission for Science, Technology and innovation (NACOSTI) to be issued with a research permit (Appendix D). The researcher then proceeded to the Siaya County Director of Education for further permission to visit the schools.

Once the permission was granted the researcher informed the principals of the selected schools through written letters three weeks before the study was undertaken. The researcher called the school principals a day to the intended date with the school to remind the school principals of the intention to collect data the next day and what was expected of the respondents. Consent to participate in the research was sought and obtained from the respondents. The researcher then disclosed the real purpose of the study. Thus the data collected would not be mishandled to cause psychological harm to the respondents. The researcher assured the respondents of confidentiality and privacy of the information they would provide and that it would be used strictly for the purpose of the study. No names were used in any of the reports resulting from the study. Anonymity encouraged honest responses. The researcher informed the respondents that the new knowledge generated would be shared with them.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with data presentation, analysis, interpretation, and discussion of the findings of the study. The objectives of the study were to:

- (i) Determine the level of student discipline in secondary schools.
- (ii) Establish the influence of students' attitude towards physical punishment ban on student discipline in secondary schools.
- (iii) Establish the influence of students' attitude towards mental harassment ban on student discipline in secondary schools.
- (iv) Establish the influence of the level of physical punishment ban on student discipline in secondary schools.
- (v) Establish the influence of the level of mental harassment ban on student discipline in secondary schools.

4.2 Return Rate of Questionnaires

Table 4.1 shows the return rate of questionnaires

Table 4.1: Return Rate of Questionnaires

Respondents	Number given out	Number returned	Return Rate (%)
Deputy principals	116	116	100
G&C teachers	116	116	100
Class representatives	274	272	99.3

Out of 274 questionnaires given out to students 272 were returned. The return rate of student questionnaire was therefore 99.8 %. All the 116 questionnaires given to deputy principals and 116 given to G&C teachers were all returned giving a return rate of 100% for both G&C teachers and deputy principals.

4.3 Demographic Characteristics of the Respondents and Schools Data

Information on demographic characteristics of deputy principals, guidance and counseling (G&C) teachers and students was obtained through questionnaires and document analysis. The information was tabulated as shown in Tables 4.2, 4.3 and 4.4 respectively.

Gender is understood to be a variable that has a bearing on the ways in which learners behave and the way teachers handle disciplinary issues (Mudemb, 2010). Discipline methods are viewed differently according to gender. For example male teachers prefer physical punishment while female teachers prefer mental harassment (Mudemb, 2010) Hence it was important to consider the gender of the respondents. Female students are more affected by mental harassment compared to male students (Mudemb, 2010).

Teachers work experience determines their exposure to learner disciplinary issues and their familiarity with different disciplinary approaches (Indoshi, 2003). It was therefore necessary to look at the distribution of the respondents by years of service in their respective positions. Hence information was collected from both experienced and inexperienced deputy principals and G&C teachers. Table 4.2 shows deputy principals' demographic characteristics.

Table 4.2: Deputy Principals' Demographic Characteristics

Demographic Data	Frequency (f)	Percentage (%)
Gender		
Female	50	43
Male	66	57
Total	116	100
Deputy headship experience		
Less than 3 years	39	34
3-6 years	49	42
More than 6 years	28	24
Total	116	100

Table 4.2 shows that 50 (43%) deputy principals were females while 66 (57%) were males. Table 4.2 also shows that 39 (34%) deputy principals had experience of less than 3 years, 49 (42%) had experience of 3-6 years and 28 (24%) had experience of more than 6 years as deputy principals. Table 4.3 shows G&C teachers demographic characteristics.

Table 4.3: Guidance and Counseling Teachers' Demographic Characteristics

Demographic characteristics	Frequency (f)	Percentage (%)
Gender		
Female	56	48
Male	60	52
Total	116	100
G&C Experience		
Less than 3 years	50	43
3-6 years	38	33
More than 6 years	28	24
Total	116	100

Fifty six (48%) G&C teachers were females while 60(52%) were males. Table 4.3 also shows that 50(43%) G&C teachers had experience of less than 3 years as G&C teachers and 38(33%) had experience of 3-6 years while 28(24%) had experience of more than 6 years. Table 4.4 shows class secretaries demographic characteristics.

Table 4.4: Class Representatives Demographic Characteristics

Demographic Data	Frequency (f)	Percentage (%)
Gender		
Male	152	56
Female	120	44
Total	272	100
Performance		
Above Average	139	51
Below Average	133	49
Total	272	100

Male and female students perceive punishment differently (Mudemb, 2010). It was therefore necessary to collect information from both male and female class representatives. Hence one hundred and fifty two (56%) students were males and 120 (44%) were females.

Information was collected from both bright students (above average) and weak students (below average). Students' performance was based on entry behaviour (Chumo, 2008). Students who perform poorly in examinations are often given physical punishment and in some cases reprimanded. Academically weak students are punished more often than bright students. This makes academically weak students to have a more negative attitude towards physical punishment and mental harassment. It was therefore necessary to consider the distribution of students by academic performance. Table 4.4 shows that 139 (51%) students were above average while 133 (49%) were below average in academic performance. Table 4.5 shows schools data.

Table 4.5: Schools Data

Category of school	Frequency (f)	Percentage %
Single-stream	51	44
Multi- stream	65	56
Total	116	100

Large student populations are more difficult to control than smaller populations. The schools were therefore categorized according to size. Table 4.5 shows that 51 (44%) schools were single stream schools and 65 (56%) schools were multi-stream schools.

4.4 Level of Student Discipline in Secondary Schools in Ugenya, Gem and Siaya Sub-Counties

The first objective of the study was to determine the level of student discipline in secondary schools in Ugenya, Gem and Siaya Sub-Counties. The level of student discipline was rated by Deputy Principals, Guidance and Counseling (G&C) teachers and class secretaries by responding to questionnaire items. The respondents were asked to rate discipline in schools by rating frequency of various infractions in schools. High frequency of the infractions indicated low discipline level. That is: 1-Very Low (more than 11 cases experienced per term), 2- Low (9-11 cases experienced per term), 3-Moderate (6-8 cases experienced per term), 4-High (3-5 cases experienced per term), 5-Very High (0-2 cases experienced per term). The level of student discipline was measured using infractions experienced in schools whereby the respondents rated

students discipline in relation to the infractions on a 5- point rating scale. Interpretation of mean ratings for the level of student discipline were: 1.00-1.44 meant that the level of discipline was very low, 1.45-2.44 indicated low, 2.45-3.44 indicated moderate, 3.45-4.44 indicated high, while 4.45-5.00 meant the level of discipline was very high (Appendix M). The scale was determined by use of mid-points (Best, 1977).

Three raters of student discipline were used to corroborate the responses for accuracy as biases were minimized. ANOVA was used to determine significant differences between the means. Where the difference was significant it meant that the three raters differed on the level of student discipline. In this case further interrogation and use of documented information were used to establish the actual level of discipline. Where there was no significant difference it meant that the three raters concurred on the level of discipline.

The indicators of discipline were offences like truancy, noise making and lateness. The assumption was that these are the common offences in schools (Yahaya, 2009). Table 4.6 shows respondents rating of discipline.

Table 4.6: Level of Student Discipline as Rated by Deputy Principals, Guidance and Counseling Teachers and Class Representatives (D/P: n=116, G&C: n=116 and C/R: n=272)

Indicators of discipline	OMR	ANOVA
Vandalism	2.38	(F(2,501)=0.365,p=0.694)
Noise making	2.14	(F(2,501)=0.056,p=0.945)
Lateness	2.56	(F(2,501)=0.070,p=0.933)
Not doing homework	2.51	(F(2,501)=0.333,p=0.717)
Sleeping in class	2.32	(F(2,501)=0.117,p=0.890)
Not putting on school uniform	2.36	(F(2,501)=4.069,p=0.018)
Vulgar Language	2.57	(F(2,501)=0.524,p=0.593)
Vernacular speaking	2.70	(F(2,501)=0.591,p=0.554)
Deviant behaviour	2.43	(F(2,501)=0.099,p=0.905)
Sneaking	2.26	(F(2,501)=0.368,p=0.692)
Boy-girl canal knowledge	2.56	(F(2,501)=0.562,p=0.571)
Fighting in school	2.85	(F(2,501)=0.320,p=0.726)
Delinquency	2.37	(F(2,501)=0.120,p=0.887)

Cheating in examinations	2.03	(F(2,501)=0.064,p=0.938)
Drug abuse	2.41	(F(2,501)=0.660,p=0.517)
Bullying School mates	2.54	(F(2,501)=0.002,p=0.998)
Theft in school	2.48	(F(2,501)=1.019,p=0.362)
Disobedience to teachers	2.29	(F(2,501)=0.014,p=0.986)
Truancy	2.10	(F(2,501)=0.213,p=0.808)
Defiance (co- Curricular activities)	2.25	(F(2,501)=0.475,p=0.622)
Overall	2.41	(F(2,501)=0.003,p=0.997)

Source: Field Data

Key: OMR=overall mean rate

The highest overall mean rates were 2.85 (moderate) for fighting and 2.70 (moderate) for mother tongue speaking. On the other hand the lowest overall mean rates were 2.03 (low) for cheating in examinations and 2.10 (low) for truancy. These results show that the most frequent offences are cheating in examinations and truancy which indicate low discipline. The least frequent offences are fighting and mother tongue speaking which indicate moderate discipline. Hence the level of student discipline in relation to fighting and vernacular speaking was moderate as the overall means were 2.85 and 2.70 respectfully.

Cheating in examinations was the offence with the lowest overall mean rate (2.03) compared to other offences. This means that the level of discipline with respect to

cheating in examinations is low. This can be attributed to the pressure to perform from parents and teachers (Njambi, 2008; Nyagah, 2008). Students resort to cheating so that they can perform to the expectation of parents and teachers.

Truancy was rated at 2.08 (low). This means that the level of student discipline, with respect to truancy, is low. According to Masitsa (2008), the level of truancy is high in schools as a result of corporal punishment ban. Furthermore parents do not cooperate with teachers to stem truancy in schools. Some parents even support their children when they are invited to school by teachers. Other parents do not go to school at all (Ajayi, 2009; Waigwa, 2009).

Noise making was rated third highest in occurrence with a mean rate of 2.14 (low). This implies that the level of discipline with respect to noise making is low. This can be attributed to lack of class management skills. Physical punishment and mental harassment ban has made teachers to ignore minor offences like noise making (Maphosa & Shumba, 2010). They feel that alternative methods of discipline management are not effective. This has encouraged noise making in school.

Fighting was rated at 2.86 (medium). Hence the level of discipline with respect to fighting in school is medium. This shows that fighting in school occurs with the least frequency as it had the highest mean rate. This can be explained by the fact that serious offences like fighting in school may lead to suspension or even expulsion (Simatwa, 2007). This makes students to avoid such offences.

The overall mean rate for all the infractions was 2.41 which indicated that deputy principals, G&C teachers and class secretaries generally rated the level of student discipline as low. The level of student discipline in relation to all the infractions was low. Analysis of variance (ANOVA) test was carried out to find out any difference between the means of the three categories of respondents for the overall discipline level based on all the offences. Table 4.4 shows that the differences between the means are statistically not significant: ($F(2,501) = 0.003, p = 0.997$). Hence the three categories of raters were in agreement.

The study established that in Ugenya, Gem and Siaya Sub-Counties students level of discipline was low as signified by the mean rating of 2.41. This is because there were many cases of truancy with a mean rating of 2.10, defiance to co-curricular activity with a mean rating of 2.25, disobedience to teachers (MR=2.29), sneaking (MR=2.26), cheating in examinations (MR=2.03), delinquency(MR=2.37) and drug abuse (M=2.41). The other indicators that had fewer cases were: theft in school (MR=2.48), bullying (MR=2.54), Boy-girl carnal knowledge (MR=2.56) and fighting in school (MR=2.85).

Before physical punishment (PP) and mental harassment (MH) ban these offences were dealt with using physical punishment and mental harassment. This means that in the absence of PP & MH these cases have increased. Physical punishment ban has contributed to low level of discipline in secondary schools (Omondi, 2010).

For some indicators PP &MH ban was irrelevant. For example sleeping in class, boy-girl carnal knowledge and sneaking. However for other indicators if the root causes were PP & MH, continued use of PP & MH would still lower the level of discipline. For example student violence and unrests (ROK, 2001).The students would be reacting to the use of PP &MH.

When the study was undertaken, from observation, PP & MH ban was partially implemented. The researcher observed many cases of physical punishment including caning and also mental harassment cases like insults, shouting and threats. This means that PP & MH ban was not fully implemented. Partial implementation could have resulted in a decrease in student discipline.

The findings of this study concur with the findings of Zulu, Urbani, Van der Merwe, & Van der Walt (2004), Morphosa and Shumba(2010) and Omondi (2010) who established that the level of discipline was low in schools. Zulu et al (2004) investigated violence as an impediment to a culture of teaching and learning in some South African schools. They concluded that the level of violence in South African schools was high. A study by Njambi (2008) in Nakuru Municipality established that withdrawal of corporal punishment had led to increase in cheating in examinations. Maphosa and Shumba (2010) investigated educators' disciplinary capabilities after the banning of corporal punishment in South African schools. They concluded that corporal punishment ban had disempowered teachers resulting in high levels of indiscipline in schools. Omondi (2010) study established that corporal punishment ban had contributed to low level of student discipline.

Gichuru (2005) carried out a study on the impact of the ban on corporal punishment on discipline of students in public secondary schools in Kiambu District. He concluded that the level of discipline had increased as a result of the ban on corporal punishment. Kaburu (2006) investigated effectiveness of Guidance and Counseling program in combating indiscipline in secondary schools in Nakuru Municipality. He found out that Guidance and Counseling had curbed student unrest and violence in secondary schools. Likewise, Kariuki (2008) investigated factors that lead to secondary school students' unrest in Muranga County. She concluded that student unrest has decreased because of teachers using learner friendly discipline control methods.

Studies by Gichuru (2005), Kaburu (2006) and Kariuki (2008) tend to contradict the findings of the current study as they indicate that the level of discipline is high in secondary schools. But these studies used student unrest and violence as the sole indicator of student discipline. The current study used various indicators of discipline including student unrest and violence. This study therefore provides holistic data on the level of discipline in public secondary schools in Ugenya, Gem and Siaya Sub-Counties after PP and MH ban. Furthermore Studies by Gichuru (2005), Kaburu (2006) and Kariuki (2008) only indicated that the level of discipline had improved but they did not give the exact level of discipline.

The interview findings supported the questionnaire findings. For instance during the interviews one principal said that “with the banning of physical punishment and mental harassment teachers generally ignore minor offences like noise making and lateness which resulted in high level of minor offences”.

One principal said that “For some offences the ban was irrelevant. For example sleeping in class, boy-girl carnal knowledge and sneaking. However for other offences if the root causes were PP & MH, continued use of PP & MH would lower the level of discipline. The students would be reacting to the use of PP &MH.” This contribution by the principal shows that PP & MH ban was only relevant for some offences but not all offences. It means that full implementation of PP & MH ban will only increase discipline related to some offences but not all offences.

During an interview with the principals, one principal said:

The toughest challenge we are facing is maintaining high level of discipline without using the traditional methods of physical punishment and mental harassment. Today’s child is so complicated and difficult to handle. We face many and varied discipline problems. Cheating in examinations, truancy, lateness, sneaking in food, poor response to the bell, drug abuse, sneaking, mobile phones, name them. You have to use a combination of methods. There is a time to use guidance and counseling, there is a time to use mental harassment and there is a time to use physical punishment. Physical punishment and mental harassment are illegal yes but their use to manage an adolescent child is inevitable. You may not see a cane here but it will appear when necessary. We risk by using the cane or even the other illegal methods like verbal reprimand but at times it is a must. Most parents allow us to use any method that can make their children disciplined. They know that discipline and performance go together.

This contribution by the principal shows that there are many cases of indiscipline which means that the level of discipline is low. The principal puts it that they use a combination of methods to deal with indiscipline cases. The principal’s contribution is evidence that the level of student discipline is low.

Another principal said:

Teachers have reduced the use of PP & MH in schools but they lack Guidance and Counseling skills. Many schools do not have guidance and counseling programmes in schools. In fact the Ministry of Education

should send professional counselors to schools. For discipline to improve in schools PP & MH ban should be compensated with strong guidance and counseling programmes in schools.

According to this principal student discipline level is low because teachers have reduced the use of PP & MH to control discipline in schools but no corresponding increase in the use of guidance and counseling. The Basic Education Act 2013 emphasises on the use of guidance and counseling to manage student discipline in schools.

Qualitative data from the interview with the principals indicates that the level of student discipline in secondary schools in Ugenya, Gem and Siaya was low. This qualitative data supports the findings of this study. Studies by Gichuru (2005), Kaburu (2006) and Kariuki (2008) tend to contradict the findings of the current study as they indicate that discipline is high in secondary schools. Studies by Zulu et al (2004), Njambi (2008) Morphosa and Shumba (2010), and Omondi (2010), support the findings of this study as they indicate that the level of discipline in schools is low.

The reviewed studies (Njambi, 2008; Morphosa & Shumba, 2010; and Omondi, 2010) only cited a few indicators of indiscipline as evidence for low or high discipline in schools. They only rated discipline as high or low based on one or a few indicators but they did not find out the exact level of student discipline. This study established the level of discipline using twenty indicators. In fact the current study did establish that the level of student discipline as being low (2.41) after of PP and MH ban (Table 4.6). Therefore this is the new knowledge generated by this study. This study therefore provides holistic

data on the level of discipline in public secondary schools in Ugenya, Gem and Siaya Sub-Counties after PP and MH ban.

The current study did establish the level of student discipline as being low (2.41) after the ban of PP and MH. This is contrary to the intent of PP & MH ban. The expectation was that after implementing this ban the discipline level will rise. This can be explained by the fact that physical punishment and mental harassment ban has not been fully implemented in schools. Teachers are still using physical punishment and mental harassment to control student discipline (Table 4.17). Hence the low level of discipline in secondary schools in Ugenya, Gem and Siaya Sub-Counties.

4.5. Influence of Students Attitude towards Physical Punishment Ban on the Level of Student Discipline

The second objective of the study was to establish the influence of students' attitude to physical punishment ban on student discipline. The first step in data analysis involved descriptive statistics.

Students are the ones affected by discipline policies. They are supposed to abide by the school rules. Hence it was important to establish the attitude of students towards physical punishment ban. Class representatives were therefore asked to rate their attitude towards physical punishment (PP) ban by indicating the favorableness of statements on PP ban using the rating scale: 1-Strongly Agree, 2-Agree 3-Neutral, 4-Disagree, 5-Strongly Disagree, for negatively stated statements. For positively stated statements, the rating scale was: 1-Strongly Disagree, 2-Disagree 3-Neutral, 4-Agree, 5-Strongly Agree.

Attitude towards PP ban was measured using twelve items in a questionnaire whereby the respondents were to rate their attitude in relation to those items that indicate attitude to PP ban. On a five point scale, 1.00-1.44 meant that the attitude was very negative, 1.45-2.44 slightly negative, 2.45-3.44 neutral, 3.45-4.44 slightly positive, while 4.45-5.00 meant it was very positive (Appendix M). Table 4.7 shows class representatives rating of attitude towards physical punishment ban in schools.

Table 4.7: Students' Attitude towards Physical Punishment Ban (n=272)

Statement	Attitude					MR
	SA	A	N	D	SD	
PP ban has made students to:						
Behave well	27	54	14	41	136	2.25
Not to do homework	131	49	22	54	16	2.17
Come early to school	22	49	11	49	141	2.13
Go against school rules	27	41	27	41	136	3.80
Respect teachers	49	44	5	54	120	2.44
Commit major offences	27	49	27	55	114	3.67
Be obedient	27	54	14	41	136	1.98
Be rude	135	41	22	44	30	2.23
Be non violent	60	49	11	49	103	2.68
Commit minor offences	114	49	14	73	22	2.41
Not to be truants	14	54	14	49	141	2.08
Be bullied	130	44	22	43	33	2.28
Overall attitude	46	51	17	46	112	2.53

Source: Field Data, 2016

Key: MR-mean rates, PP-physical punishment,

SA=strongly Agree, A=Agree, D=Disagree, SD=strongly Disagree, N=neutral

The statement: “Physical punishment (PP) ban has made students to go against school rules” was rated the highest at 3.80 (slightly positive). Students were of the opinion that physical punishment ban has not made students to break school rules. This may be explained by the fact that physical punishment ban means that the teachers use alternative discipline control methods like guidance and counseling. Guidance and counseling makes students self disciplined (Afullo, 2007, Masitsa, 2008). A self disciplined student will always respect school rules.

The statement: “PP ban has made students to commit major offences was rated 3.67 (slightly positive) by students. This shows a slightly positive attitude. This indicates that students felt that PP ban has not made students to commit serious offences. The attitude of students towards PP ban with respect to committing serious offences was slightly positive. This can be explained by the fact that serious offences are punished by calling parents, suspension and expulsion apart from physical punishment (Simatwa, 2007). Therefore physical punishment ban means teachers using methods other than PP on major offences. Students will be happy resulting in less indiscipline. This finding is in line with the research carried out by Ajowi (2005) who concluded that the wave of violence and student unrests that was witnessed in schools in 1990’s was as a result of students rebelling against the use of corporal punishment. With the ban of corporal punishment in schools, strikes and major offences have reduced (Ajowi, 2005).

“PP ban has made students to be non-violent” had a mean rate of 2.68 (neutral). This means that students were neutral to the statement that physical punishment ban has made

students to be non violent. There are many factors that lead to students violence and unrests. Such factors include the principal's management style, drug abuse, discipline management methods, communication channels and fear of examinations (Mac Donald, 2002, Kariuki, 2008). This may explain why students were neutral to the statement.

The mean rate for the statement: "PP ban has made students to have respect for teachers" was 2.44 (slightly negative). This shows that students were not for the opinion that physical punishment ban has made students to respect teachers. This indicates that students felt that PP ban has contributed towards students disrespect to teachers. This view concurs with Miriti (2008) who found that students no longer respect their teachers after the ban on physical punishment.

"PP ban has made students to commit minor offences" was rated at 2.41 (slightly negative) by students. This indicates that students felt that PP ban has made students to commit minor offences. This finding is in line with Omondi (2010) who carried out a study on the level of indiscipline after banning corporal punishment in schools in Rangwe Division. He found out that after corporal punishment ban teachers tended to ignore minor offences resulting in an increase in indiscipline or low discipline level.

"PP ban has made students to be bullied" was rated 2.28 (slightly negative). This indicates that students felt that physical punishment ban has contributed to bullying in school. Older students tend to bully younger students. According to Simatwa (2007),

teachers controlled bullying by physical punishment. Older students seemed to be taking advantage of physical punishment ban to bully younger students.

“PP ban has made students to behave well” was rated by students at 2.25 (slightly negative). This means that students felt that physical punishment ban has not made students to behave well. Physical punishment ban can make students behave well if it is fully implemented and guidance and counseling programs strengthened in schools. Most schools do not have active guidance and counseling (G&C) departments and programs due to lack of trained G&C teachers (Samoei, 2012).

“Physical punishment ban has made students to be rude” was rated at 2.23 (slightly negative). Students felt that PP ban has made students rude to teachers. This means that PP ban has contributed to rudeness. A combination of physical punishment ban and lack of guidance and counseling services could have contributed to rudeness (indiscipline) amongst students (Samoei, 2012).

“PP ban has made students not to do homework” was rated at 2.17 (slightly negative). Therefore students felt that PP ban has made students not to do homework. Another statement with a low rating was the statement “PP ban has made students to come to school early” rated at 2.13 (slightly negative attitude) by students. Students were of the opinion that physical punishment ban has not made students to come to school early. An explanation to this was given by a principal who said that:

When a teacher on duty wields a cane in his hand and even whips a few students, all students will be punctual the rest of the week. If they see the teacher on duty with no cane, what follows is sluggish movement and lateness. The students then fake sickness and absenteeism increase.

The statement: “PP ban has made students not to be truants” was rated at 2.08. Students felt that PP ban has caused truancy amongst students. Truancy is a minor offence. With the banning of PP teachers tend to ignore minor offences which results in high indiscipline (Miriti, 2008). The statement “PP ban has made students to be obedient” had the lowest rating. The mean rate for the statement was 1.98. Students felt that PP ban has made students to be obedient

The overall position taken by respondents was: 46(SA), 51(A), 17(N), 46(D), and SD (112) yielding an overall mean rate of 2.53 (neutral attitude). Therefore 97 students agreed and 158 students disagreed while 17 were neutral.

The overall mean rate for all the statements was 2.53 which is neutral on the rating scale. Therefore the study established that in Ugenya, Gem and Siaya Sub-Counties students have a neutral attitude towards physical punishment ban as signified by the overall mean rating of 2.53. A neutral attitude means that it is neither positive nor negative attitude. The subject is indifferent to the statement. This finding seems to contradict Damien (2012) who found that pupils had a negative attitude towards corporal punishment. This could be because Damien (2012) targeted primary pupils while the current study targeted secondary school students who are more mature (adolescents) and can reason better and know their rights (Butler, 2008).

The hypothesis that was used to establish the influence of students' attitude to physical punishment ban on student discipline was: "Students attitude to physical punishment ban has no significant influence on the level of student discipline in secondary schools." To determine the influence of students attitude towards physical punishment ban on students discipline, inferential statistics were used. First, relationship between students' attitude to physical punishment ban and level of students discipline was established before determining influence of students' attitude towards physical punishment ban on students' discipline. Pearson's r correlation coefficient was computed in order to establish if there was a relationship between students' attitude to physical punishment ban and level of students discipline before determining influence. The results were as shown in Table 4.8.

Table 4.8: Correlation analysis of the influence of Students Attitude towards Physical Punishment Ban and the Level of Student Discipline

		Level of student discipline
students attitude to physical punishment ban	Pearson Correlation	.898**
	Sig. (2-tailed)	.000
	N	272

Correlation coefficient between students' attitude towards physical punishment ban and the level of student discipline as noted in Table 4.8 was 0.898. This indicates that there was a high relationship between students' attitude towards physical punishment ban and the level of student discipline. For instance an increase in the attitude of students towards PP ban will result in an increase in student discipline. The relationship was significant($r=0.898$, $N=272$, $p<0.05$).

This finding was supported by a principal who said that guidance and counseling is good for student discipline management when he commented that:

Reducing the cane and using Guidance and Counseling more and more can improve discipline in schools as majority of students dislike the cane. Students are becoming more and more aware of their rights. Furthermore Guidance and Counseling makes a student understand the need to behave well. It creates a good relationship between the teacher and the student with consequent increase in discipline. But this will work only if all teachers are trained in Guidance and Counseling. The problem is coping with the large number of students.

This finding is in line with the Report of the Task Force on Students Discipline and Unrests in Secondary schools which revealed that student unrests and violence in schools were as a result of corporal punishment and undemocratic administration. Students were against the use of corporal punishment (negative attitude) in schools which resulted in student strikes (indiscipline) in schools (ROK, 2001). The study related the use of corporal punishment in schools to student discipline. But the current study did establish that there was a strong relationship between physical punishment ban and student discipline.

To illustrate the relationship between attitude to physical punishment ban and the level of student discipline a scatter plot was generated (Figure 4.1).

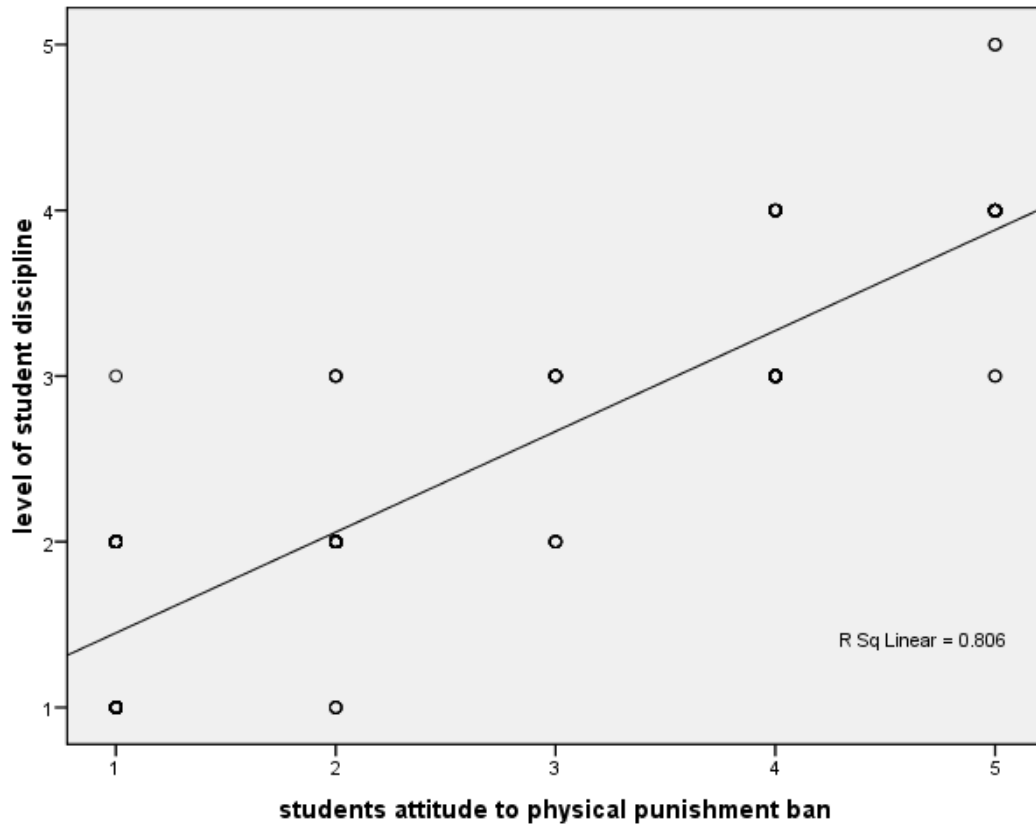


Figure 4.1: Relationship between students attitude to physical Punishment ban and student discipline.

The scatter plot of the relationship between teachers and students attitude towards physical punishment ban and the level of student discipline suggested a linear positive relationship between the two variables. It is possible to predict accurately a school’s level of students discipline from students’ attitude towards physical punishment ban.

To estimate the influence of students’ attitude towards physical punishment ban on level of student discipline, coefficient of determination was computed. The results were as shown in Table 4.9.

Table 4.9: Regression analysis of the influence of Students Attitude towards Physical Punishment Ban and the Level of Student Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.898 ^a	.806	.805	.489

a. Predictors: (Constant), students attitude to physical punishment ban

From Table 4.9 it can be revealed that the attitude towards physical punishment ban accounted for 80.6% of students' level of discipline as signified by the coefficient of 0.806. This means 19.4% was due to other factors.

To establish whether student attitude towards physical punishment ban was a significant predictor of the level of student discipline ANOVA was computed. The results were as shown in Table 4.10.

Table 4.10: ANOVA results for students' attitude to PP ban and student discipline

Model	Sum of squares	Df	Mean square	F	Sig.
1					
Regression	268.388	1	268.388	1.123	.000 ^a
Residual	64.520	270	.239		
Total	332.908	271			

a. Predictors: (Constant), students attitude to physical punishment ban

b. Dependent Variable : Level of student discipline

ANOVA test shows that the results are statistically significant: (F (1, 270) = 1.123, p=0.000). The calculated p-value is less than the critical p-value of 0.05. Therefore students' attitude towards physical punishment ban is a significant predictor of students' discipline.

To establish the actual influence of students' attitude to physical punishment ban on the level of student discipline linear regression was computed. The results were as shown in Table 4.11.

Table 4.11: Linear Regression analysis of Students Attitude towards Physical Punishment Ban and the Level of Student Discipline

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.790	.056		14.030	.000	.679	.901
	students attitude to physical punishment ban	.630	.019	.898	33.513	.000	.593	.667

a. Dependent Variable: level of student discipline

From Table 4.11 it can be noted that one unit increase in students' attitude towards physical punishment ban will lead to 0.630 units of increase in levels of student discipline as signified by the coefficient 0.630. The equation for the regression line is $Y = 0.790 + .630X$ where X is the attitude towards physical punishment ban and Y is the level of discipline (Fig 4.1). The equation indicates that as the attitude towards physical punishment ban becomes more positive the level of discipline also increases.

Simiyu (2003) carried out a study on attitudes of teachers and pupils towards use of corporal punishment in Nakuru municipality primary schools. The study found out that corporal punishment was still being practiced in some schools. According to the study, teachers and pupils justified the use of corporal punishment under the belief that it had merit. Students had a positive attitude to physical punishment since they believed it had merit. Teachers therefore used physical punishment (caning) to manage student discipline. The study concluded that physical punishment was effective in controlling discipline in schools. Simiyu (2003) study shows that pupils in Nakuru Municipality primary schools had a positive attitude towards physical punishment and hence teachers successfully used this method to control student discipline. This explains the persistence use of physical punishment in primary schools in Nakuru Municipality. Simiyu (2003) study supports the current study in that pupils had a positive attitude towards physical punishment and teachers therefore used this method to effectively manage student discipline. Simiyu (2003) study concluded that physical punishment is effective in controlling discipline in schools.

Ogetange et al (2012) carried out a research study on teachers and pupils' views on persistent use of corporal punishment in managing discipline in primary schools in Starehe Division. The study found out that physical punishment was a regular school experience for the pupils. The study found out that pupils perceived physical punishment as part of school ethos and culture. Hence its persistent use in schools for discipline management. Since pupils had a positive attitude towards physical punishment, teachers used it to manage student discipline. Ogetange et al (2012) study seems to contradict the

findings of this study. This can be explained by the fact that Ogetange et al (2012) study focused on primary school pupils who are too young to reason. The current study focused on secondary school students (adolescents) who are aware of their rights (Butler, 2008).

During an interview with the principals, one principal put it:

These days students know their rights. This is due to awareness created by the human rights groups world-wide compounded with technological advancement including the internet. Information spreads very fast. The way forward as far as student discipline management is concerned is to involve the students in discipline management. For example a class teacher has to sit down with his students and agree on the rules and regulations that the class members must abide by. They should then discuss and agree on the penalties for those who misbehave or go against the rules. Since the students were involved they will own the rules and regulations. They will have a positive attitude towards the penalties or discipline methods. The positive attitude will make the teacher achieve a high level of discipline as students will strive to stick to the rules.

The Wangai report revealed that student violence and strikes of the 1990's was as a result of students rebelling against inhuman discipline management methods (R.O.K., 2001). Students had a negative attitude towards these methods and the use of these methods by teachers resulted in more indiscipline. The findings of the Wangai report are therefore in line with the current study.

The cited studies (ROK, 2001; Simiyu, 2002; Ogetange et al, 2012) only related the use of corporal punishment in schools to student discipline but did not establish the relationship between students' attitude towards physical punishment ban in schools and student discipline. The current study did establish that the influence of students' attitude towards physical punishment ban on the level of student discipline was strong in schools

in Ugenya, Gem and Siaya Sub-counties. Therefore this is the new knowledge generated by this study.

Figure 4.1 indicates that as students attitude towards physical punishment ban increases (becomes more positive) the level of students discipline increases. The study found that the overall attitude of students to physical punishment ban was 2.53 which correspond to neutral attitude (Table 4.7) and the level of student discipline was 2.41 which corresponds to low level in Ugenya, Gem and Siaya- Sub counties. From Figure 4.1 the expectation is that neutral level of attitude to PP ban will result in moderate level of discipline. But according to the findings of the study the level of student discipline was low. This discrepancy between the real results and the expected results can be explained by the fact that the attitude towards physical punishment ban accounts for 80.6% of students' level of discipline and other factors account for 19.4% (Table 4.9).

4.6. Influence of Students Attitude towards Mental Harassment Ban on the Level of Student Discipline

The third objective of the study was to establish the influence of students' attitude to mental harassment ban on student discipline. The first step in data analysis involved descriptive statistics.

Students are the ones affected by discipline policies. They are supposed to abide by the school rules. Hence it was important to establish the attitude of students towards mental harassment (MH) ban. Students were asked to rate their attitude towards MH ban by indicating the favorableness of statements on MH ban using the rating scale: 1-Strongly

Agree, 2-Agree 3-Neutral, 4-Disagree, 5-Strongly Disagree, for negatively stated statements. For positively stated statements, the rating scale was: 1-Strongly Disagree, 2-Disagree 3-Neutral, 4-Agree, 5-Strongly Agree. Attitude towards MH ban was measured using twelve items in a questionnaire whereby the respondents were to rate their attitude in relation to those items that indicate attitude. On a five point scale, 1.00-1.44 meant that the attitude was very negative, 1.45-2.44 slightly negative, 2.45-3.44 neutral, 3.45-4.44 slightly positive, while 4.45-5.00 meant it was very positive (Appendix M). Table 4.12 shows respondents rating of attitude towards mental harassment ban in schools.

Table 4.12: Attitude of Students towards Mental Harassment Ban (n=272)

Statement	Attitude					MR
	SA	A	N	D	SD	
MH ban has made students to						
behave well	33	50	14	45	130	2.31
not do homework	130	48	20	56	18	2.21
come early	24	52	10	48	138	2.18
not abide school rules	29	43	30	40	130	3.73
respect teachers	50	45	5	54	118	2.47
commit minor offences	27	50	27	54	114	3.65
be obedient	29	54	14	41	134	2.28
be rude	130	42	20	45	35	2.31
be non violent	63	48	13	48	100	2.73
commit major offences	110	48	14	77	23	2.47
not be truants	15	56	16	48	137	2.13
Be bullied	127	40	24	45	36	2.36
Overall	48	52	17	46	109	2.57

Source: Field Data

Key: MR=mean rate, MH=mental harassment, SA=strongly agree, A=agree, D=disagree, SD=strongly disagree. The five point scale used was as illustrated:

“Mental harassment (MH) ban has made students not to abide by the school rules,” had an overall mean rate of 3.73 (slightly positive). The attitude of students was slightly positive with respect to this statement. This indicates that students were not for the statement. This means that generally mental harassment ban has little effect on making students not to abide by the school rules.

The statement that MH ban has made students to commit minor offences had a mean rate of 3.65 (slightly positive attitude). Hence with respect to this statement, students had a slightly positive attitude towards MH ban. This indicates that students were not for the statement. This means that generally mental harassment ban had little effect on making students to commit minor offences.

According to Gichuru (2005) teachers tend to ignore minor offences but deal with serious offences. Hence the rise in minor offences may be attributed more to teachers ignoring minor offences.

Another statement that was rated high is the statement that “MH ban has made students to be non- violent” which had an overall mean rate of 2.73 (neutral). This indicates that based on the statement that “MH ban has made students to be non violent,” the respondents had a neutral attitude towards MH ban. This shows that some students were for the statement but some were not. A principal commented that: “Students sometimes react to psychological torture with violence. But in most cases it is to do with the fear of failing examinations rather than punishment. They use violence so that examinations are cancelled or postponed.” This means that the main cause of mental torture is examinations rather than punishment (MH).

The mean rating by class secretaries for the statement that: “MH ban has made students to commit major offences” was 2.47 (neutral). Hence students were neutral towards mental harassment ban based on the statement that MH ban has made students to commit major offences. The reason for this is that major offences are usually dealt with by expulsion, suspension, physical punishment and calling parents (Simatwa, 2007). Hence MH ban has little effect on major offences.

The statement that: “MH ban has made students to have respect for teachers,” was rated at 2.47 (neutral). This implies that with respect to this statement, students had a neutral attitude towards MH ban. This rating indicates that MH ban has no effect on students respect for teachers. Students respect teachers who teach well and communicate well with students (Strong, 2003).

The statement that “MH ban has made students to be bullied in school” was rated at 2.36 (slightly negative). This implies that with respect to this statement, students had a slightly negative attitude towards MH ban. Students felt that MH ban has contributed slightly to bullying in schools. This can be explained by the fact that mental harassment is one of the methods used to control bullying in school (Simatwa, 2007).

The statement: “MH ban has made students to behave well” had an overall mean rate of 2.31 (slightly negative). This indicates that based on this statement the respondents had a slightly negative attitude towards MH ban. The respondents felt that MH ban has not

made students to behave well. Before its ban teachers used MH as one of the methods for controlling behavior (Simatwa, 2007).

The statement that “MH ban has made students to be rude” had a mean rate of 2.31(slightly negative). This implies that with respect to this statement, students had a slightly negative attitude towards MH ban. Hence MH ban has resulted in an increase in rudeness. This means that teachers probably controlled rudeness by mental harassment and its ban could result in an increase in rudeness.

The statement that “MH ban has made students to be obedient” had a mean rate of 2.28 (slightly negative). This implies that with respect to this statement, students had a slightly negative attitude towards MH ban. Hence MH ban has not made students to be obedient. Mental harassment was one of the methods used by teachers to control disobedience in schools (Simatwa, 2007). Hence MH ban might have resulted in higher cases of disobedience among students.

The statement that “MH ban has made students not to do homework” had a mean rate of 2.21(slightly negative). This implies that with respect to this statement, students had a slightly negative attitude towards MH ban. Teachers use mental harassment to control minor offences like students not doing homework (Simatwa, 2007) Hence MH ban would result in higher cases of students not doing homework.

The statement that: “MH ban has made students to come to school early,” had a mean rate of 2.18 (slightly negative). The attitude of students towards MH ban was slightly negative with respect to this statement. Students were generally not for this statement. A principal gave an explanation to this when he said:

There are many reasons why students come to school late. Some come from very far but some are just lazy. Others have health problems like asthma and avoid coldness. Whether mental harassment ban will have an effect on lateness depends on the cause of lateness.

The statement that “MH ban has made students not to be truants” was rated at 2.13 (slightly negative). This implies that with respect to this statement, students had a slightly negative attitude towards MH ban. Teachers use mental harassment to control minor offences like truancy (Simatwa, 2007). Hence MH ban would result in higher cases of truancy in among students.

The overall position taken by respondents was: 48(SA), 52(A), 17(N), 46(D), and SD (109) yielding an overall mean rate of 2.57 (neutral attitude). Therefore 100 students agreed and 155 students disagreed while 17 were neutral.

The overall mean rate for all the statements on MH ban was 2.57 (neutral). Therefore this study established that in Ugenya, Gem and Siaya Sub-Counties students had a neutral attitude towards MH ban as signified by the mean rating of 2.57. This indicates students were indifferent to mental harassment ban.

The hypothesis that was used to establish the influence of students’ attitude to mental harassment ban on student discipline was: “Students attitude to mental harassment ban

has no significant influence on the level of student discipline in secondary schools.” To determine the influence of students attitude towards mental harassment ban on students discipline, inferential statistics were used. First, relationship between students’ attitude to mental harassment ban and level of students discipline was established before determining influence of students’ attitude towards mental harassment ban on student discipline. Pearson’s r correlation coefficient was computed in order to establish if there was a relationship between students’ attitude to mental harassment ban and level of students discipline before determining influence of students’ attitude towards mental harassment ban on student discipline. The results were as shown in Table 4.13.

Table 4.13: Correlation Analysis of the Influence of Students Attitude towards Mental Harassment Ban and the Level of Student Discipline

		Level of student discipline
students attitude to mental harassment ban	Pearson Correlation	.891**
	Sig. (2-tailed)	.000
	N	272

Correlation coefficient between students’ attitude towards mental harassment ban and the level of student discipline was 0.891. This indicates that there was a high relationship between students’ attitude towards mental harassment ban and the level of student discipline. For instance an increase in attitude of students towards mental harassment ban will result in an increase in student discipline. The relationship was significant($r=0.891$, $N=272$, $p<0.05$).

This finding is in line with the Report of the Task Force on Students Discipline and Unrests in Secondary schools which revealed that student unrests and violence in schools were as a result of mental (psychological) torture. Students were against (negative attitude) the use of suppressive, undemocratic, autocratic leadership style (psychological torture) in schools which resulted in student violence, unrests and strikes (indiscipline) in schools (ROK, 2001). The report also indicated that so many tests, examinations and mock examinations stressed (mental torture) students resulting in high student indiscipline. This study related the attitude of students towards mental harassment to student discipline. But the current study did establish that the relationship between students attitude towards mental harassment ban in schools and student discipline as being strong (correlation coefficient 0.891). To illustrate the relationship between attitude towards mental harassment ban and the level of student discipline a scatter plot was generated (Figure 4.2).

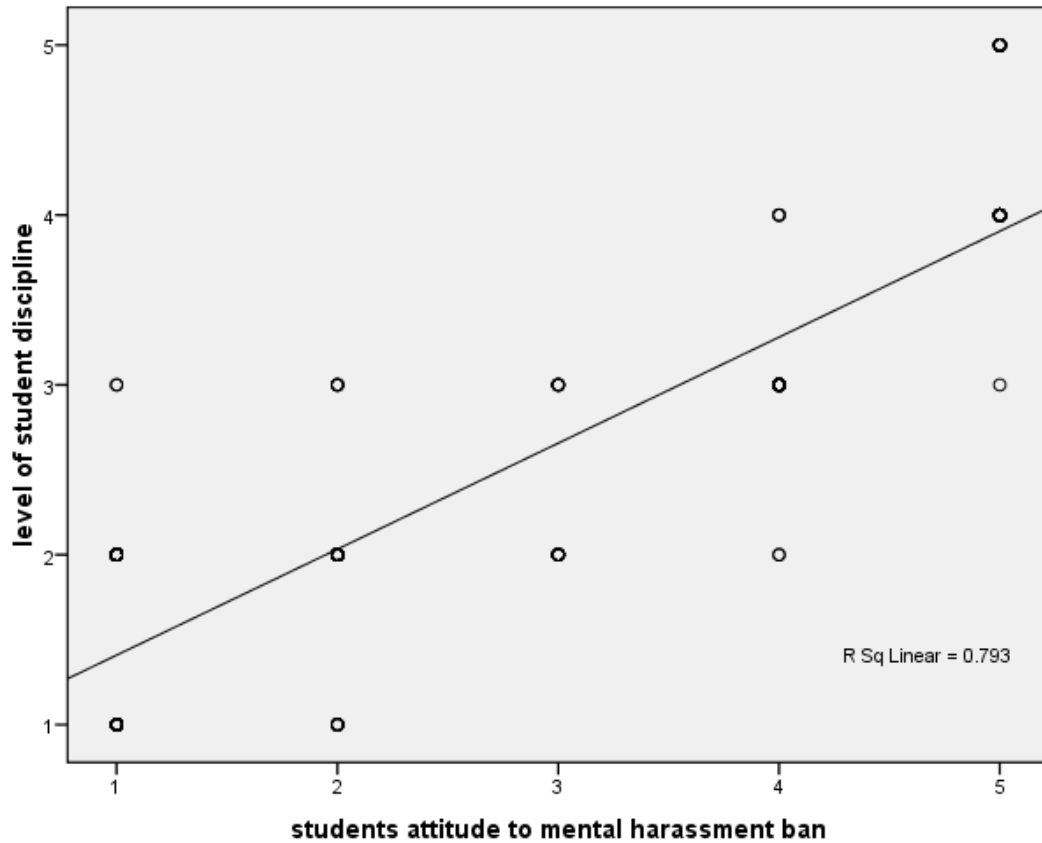


Figure 4.2: Relationship between students attitude to mental harassment ban and student discipline.

The scatter plot of the relationship between students’ attitude towards mental harassment ban and the level of student discipline (Figure 4.2) suggests a linear positive relationship between the two variables. It is possible to predict accurately a school’s level of students discipline from students’ attitude towards mental harassment ban. The finding of this research is that as the students’ attitude towards mental harassment ban becomes more positive the level of student discipline also increases. Put in another way, as teachers use less and less of mental harassment the level of student discipline increases. This means that teachers should not use methods of discipline management regarded as mental

harassment which include insults, verbal reprimands, threats and mockery. Instead teachers should use alternative methods like guidance and counseling and calling parents.

To estimate the influence of students' attitude towards mental harassment ban on student discipline coefficient of determination was computed. The results were as shown in Table 4.14.

Table 4.14: Regression Analysis of the influence of Students Attitude towards Mental Harassment Ban and the Level of Student Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891 ^a	.793	.792	.505

a. Predictors: (Constant), students attitude to mental harassment ban

From Table 4.14 it can be revealed that the attitude towards mental harassment ban accounted for 79.3% of students level of discipline as signified by the coefficient of 0.793. This means 20.7% was due to other factors. To establish whether student attitude towards mental harassment ban is a predictor of the level of student discipline ANOVA was computed. The results were as shown in Table 4.15.

Table 4.15: ANOVA results for students' attitude to MH ban and student discipline

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	264.058	1	264.058	1.036	.000 ^a
	Residual	68.850	270	.255		
	Total	332.908	271			

a. Predictors: (Constant), students attitude to mental harassment ban

b. Dependent Variable: level of student discipline

ANOVA test shows that the results are statistically significant: (F (1,270) = 1.036, p=0.000). The calculated p-value is less than the critical p-value of 0.05. Therefore students' attitude towards mental harassment ban is a significant predictor of student discipline.

To establish the actual influence of student attitude towards mental harassment ban (Table 4.12) on the level of student discipline (Table 4.6) linear regression was computed. The results were as shown in Table 4.16.

Table 4.16: Linear Regression analysis of Students Attitude towards mental harassment Ban and the Level of Student Discipline

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.785	.059		13.403	.000	.670	.901
	students attitude to mental harassment ban	.624	.019	.891	32.179	.000	.586	.662

a. Dependent Variable: level of student discipline

From Table 4.16 it can be noted that one unit increase in students attitude towards mental harassment ban will lead to 0.624 units of increase in levels of student discipline as signified by the coefficient 0.624. The equation for the regression line is $Y = 0.785 + 0.624X$ where X is the attitude to mental harassment ban and Y is the level of student discipline (Figure 4.2). The equation indicates that as the attitude towards mental harassment ban becomes more positive the level of student discipline also increases.

The finding of this research is that as the students' attitude towards mental harassment ban becomes more positive the level of student discipline also increases. This finding is supported by the Wangai report which recommended that mental harassment ban in schools would result in an increase in student discipline (R.O.K., 2001). The Wangai report therefore supports the finding of this study.

The expectation is that mental harassment ban will result in an increase in student discipline. But teachers are reluctant to implement mental harassment ban in schools. Teachers find alternative methods to be ineffective for student discipline management (Simiyu, 2003; Nduku, 2009; Ogetange et al, 2012 & Busienei, 2012). According to this study, mental harassment ban will increase student discipline if the attitude of students towards mental harassment ban is positive. Therefore the teachers have to sensitise the students on mental harassment ban. This study established that students have a neutral attitude to mental harassment. Sensitisation and making the students to have a positive attitude towards mental harassment ban will result in an increase in discipline as teachers implement mental harassment ban in schools.

The cited studies only related the use of mental harassment in schools to student discipline but did not establish the influence of students' attitude towards mental harassment ban in schools on student discipline. The current study did establish the influence of students' attitude towards mental harassment ban on the level of student discipline in schools in Ugenya, Gem and Siaya Sub-counties.

Figure 4.2 indicates that as students attitude towards mental harassment ban increases (becomes more positive) the level of students discipline increases. The study found that the overall attitude of students to mental harassment ban was 2.57 which corresponds to neutral attitude (Table 4.12) and the level of student discipline was 2.41 (Table 4.6) which corresponds to low level of discipline in Ugenya, Gem and Siaya- Sub counties. From Figure 4.2 the expectation is that neutral level of attitude will result in moderate level of

discipline. But according to the findings of the study the level of student discipline was low. This discrepancy between the real results and the expected results can be explained by the fact that the attitude towards mental harassment ban accounts for 79.3% of students level of discipline and other factors account for 20.7% (Table 4.14).

4.7. Influence of physical punishment (PP) ban on student discipline

The third objective of the study was to establish the influence of physical punishment ban on student discipline. The first step in data analysis involved descriptive statistics.

Physical punishment (PP) has traditionally been used to deal with certain cases of indiscipline in order to maintain discipline in schools. The status of PP ban was ascertained by use of descriptive statistics whereby Deputy Principals, Guidance and Counseling (G&C) teachers and student representatives were asked to rate the extent of physical punishment ban in their schools by indicating the frequency of use of physical punishment to control various offences in schools, per term, using the scale: 5-Very High (0-2 times per term), 4-High (3-5 times per term), 3-Moderate (6-8 times per term), 2-Low (9-11 times per term), 1-Very Low (More than 11 times per term).

The extent of PP ban was measured using indicators of PP ban in schools whereby the respondents rated PP ban in relation to the indicators on a 5- point rating scale. Interpretation of mean ratings for extent of PP ban were: on a five point scale, 1.00-1.44 meant that PP ban was very low, 1.45-2.44 low, 2.45-3.44 moderate, 3.45-4.44 high, while 4.45-5.00 meant that PP ban was very high (Appendix M).

Three categories of raters of PP ban were used to corroborate the responses for accuracy as biases were minimized. One category would promote bias and therefore not a representative sample for analysis. ANOVA was used to determine significant differences between the means. Where the difference was significant it meant that the three raters differed on the level of PP ban. In this case further interrogation and use of documented information were used to establish the actual level of PP ban. Where there was no significant difference it meant that the three categories concurred on the extent of PP ban.

The indicators of discipline were offences like truancy, noise making and lateness.

The assumption was that these are the common offences in all schools where PP was applicable. Table 4.17 shows respondents rating of PP ban.

Table 4.17: level of Physical Punishment Ban as Rated by Deputy Principals, Guidance and Counseling Teachers and Class Representatives (D/P: n=116, G&C: n=116 and C/R: n=272)

Offences	OMR	ANOVA
Truancy	3.18	(F(2,501)=0.119,p=0.888)
Noise	2.22	(F(2,501)=0.103,p=0.902)
Lateness	2.75	(F(2,501)=0.174,p=0.840)
Not doing homework	3.14	(F(2,501)=0.406,p=0.666)
Sleeping in class	3.25	(F(2,501)=0.156,p=0.856)
Improper dress	3.24	(F(2,501)=0.263,p=0.769)
Vulgar Language	2.70	(F(2,501)=0.007,p=0.993)
Mother tongue	2.59	(F(2,501)=0.061,p=0.941)
Disruptive	2.61	(F(2,501)=0.141,p=0.868)
Sneaking	3.08	(F(2,501)=44.248,p=0.000)
B/G relationship	3.10	(F(2,501)=45.933,p=0.000)
Disobedience	2.31	(F(2,501)=0.122,p=0.885)
Delinquency	2.41	(F(2,501)=0.022,p=0.978)
Cheating	3.19	(F(2,501)=0.265,p=0.768)
Drug abuse	3.29	(F(2,501)=0.088,p=0.916)
Bullying	2.33	(F(2,501)=0.030,p=0.971)

Theft	3.05	(F(2,501)=0.124,p=0.883)
Fighting	3.06	(F(2,501)=0.293,p=0.746)
Vandalism	2.40	(F(2,501)=0.608,p=0.992)
Defiance	2.61	(F(2,501)=0.145,p=0.865)
Overall	2.88	(F(2,501)=0.065,p=0.937)

Source: Field Data

Key: OMR=overall mean rate

The highest overall mean rate was for drug abuse which was rated 3.29 (moderate). ANOVA shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of PP ban implementation as moderate with respect to PP use to control drug abuse by students. This indicates that PP is moderately used to control drug abuse. Drug abuse is best dealt with by guidance and counseling rather than physical punishment (Gikonyo, 2002).

Another indicator of PP ban that was rated high was sleeping in class which had an overall mean rate of 3.25 (moderate). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of PP ban implementation at moderate with respect to controlling sleeping in class. This indicates that PP is moderately used to control sleeping in class. Students who sleep in class may be having family related problems. The

class teacher should try to find out the root cause of this behavior (Egan, 2002). A student commented on sleeping in class: “Those students who sleep in class are either made to stand in class, sent out of class or told to write commitment letter. It all depends on the teacher.” Standing in class is physical torture.

The overall rating for inappropriate dress code was 3.24 (moderate). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of PP ban at moderate with respect to controlling inappropriate dress code. This indicates that PP is moderately used to control inappropriate dress code. Students may fail to put on the required attire because parents have not paid for it or it may have been stolen.

Cheating in examinations had an overall mean rate of 3.19 (moderate). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of PP ban at moderate with respect to controlling cheating in examinations. This indicates that PP is moderately used to control cheating in examinations. Students cheat in examinations because of pressure from teachers and parents. The problem of students cheating in examination is best solved by the student being sent home to call the parents. The parents, together with the teachers and the students, jointly set achievable objectives for the student according to his ability. The ability of the student must be considered (Nyagah, 2008).

The least overall rating was for noise making which was rated 2.22 (low). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the PP ban implementation at low with respect to controlling noise making. This indicates that PP is highly used to control noise making. This finding is supported by (Ouma et al, 2013) who found that teachers used physical punishment to control noise making.

Disobedience was also rated low with an overall rating 2.31(low). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of PP ban at low with respect to controlling disobedience in school. This indicates that PP is highly used to control disobedience in schools. This finding is supported by Simatwa (2007) who found out that disobedience was one of the offences controlled by physical punishment.

Another offence that was rated low was bullying which had an overall mean rate of 2.33. ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of PP ban as low with respect to bullying. This indicates that PP is highly used to control bullying in schools.

The overall mean rate for all the statements as indicated by deputy principals, G&C teachers and class secretaries was 2.88 (moderate). ANOVA for the overall means indicated that they are statistically not significant: ($F(2,501) = 2.290, p = 0.102$). Since the

p value was more than 0.05 (critical value) the means were statistically not significant. Hence deputy principals, G&C teachers and class secretaries were in agreement. This indicated that, based on all the indicators, deputy principals, G&C teachers and class secretaries rated extent of PP ban in schools as moderate. Therefore physical punishment ban has not been fully implemented in schools. Teachers are still using PP to manage discipline in schools. This finding is supported by a study carried out by Human Rights Watch (2005) which found that teachers still used corporal punishment to control student discipline in schools. The researcher observed students doing physical punishment in many schools.

The overall mean rate was 2.88 (moderate) which indicated that deputy principals, G&C teachers and students generally rated PP ban in schools as moderate. The study therefore established that PP ban in Ugenya, Gem and Siaya sub-counties was moderate. This finding concurs with studies carried out by Dietz (2002), Smith (2006), Simatwa (2007) and Busienei (2012). These studies investigated the methods used by teachers to manage discipline in schools but they did not investigate the extent of physical punishment ban in schools. The current study established that physical punishment ban in schools in Siaya, Gem and Ugenya Sub Counties was moderate.

During an interview with the principals one principal said that: “In large schools you cannot manage student discipline minus a cane.” The Siaya CDE also seemed to confirm this when he said that: “My office has received many complaints about teachers using physical punishment to control student discipline.”

Surprisingly, school records like punishment books, did not show the use of physical punishment. This shows that the teachers intentionally avoided recording physical punishment probably because it is illegal. Evidence to this was given by one principal who said: “Right now you cannot see a cane here but it will appear immediately it is needed.” This obviously indicated that the principals hide the canes from visitors.

The hypothesis that was used to establish the influence of physical punishment ban on student discipline was: “Physical punishment ban has no significant influence on student discipline.” To determine the influence of physical punishment ban on students discipline, inferential statistics were used. First, Pearson’s r correlation coefficient was computed to establish the relationship between physical punishment ban and level of student discipline. Regression analysis was then carried out to establish the influence of physical punishment ban on student discipline. Table 4.18 shows Pearson’s r correlation coefficient for the relationship between physical punishment ban and level of student discipline.

Table 4.18: Correlation analysis of the relationship between Physical Punishment Ban and the Level of Students Discipline

		Level of student discipline
extent of physical punishment ban	Pearson Correlation	.879
	Sig. (2-tailed)	.000
	N	504

Coefficient of correlation was 0.879. This indicates that there is a high relationship between the extent of physical punishment ban and the level of student discipline. An increase in the extent of physical punishment ban will result in a corresponding increase in student discipline.

According to (Busienei, 2012) schools that have implemented physical punishment ban have high level of discipline as in these schools, teachers use alternative methods of discipline management like guidance and counseling. Since these methods are learner friendly the students will cooperate with the teachers. The students will not rebel against methods that they find acceptable and pro-human rights. Furthermore, the guidance and counseling will make students to be self disciplined (Masitsa, 2008).

These findings were supported by a principal who said that:

Schools that have implemented physical punishment ban tend to have high level of discipline. In such schools teachers guide and reason with students and the students see the need for discipline. The students become self disciplined with subsequent increase in student discipline.

Another principal put it that:

In large schools with high student population teachers claim guidance and counseling cannot work considering the high student population and understaffing problems. Students are therefore coerced to be disciplined using traditional methods like physical punishment to save on time. In the absence of the teachers the students become indisciplined. Sometimes students rebel against these traditional methods resulting in more indiscipline.

To illustrate the relationship between physical punishment ban and the level of student discipline a scatter plot was generated (Figure 4.3).

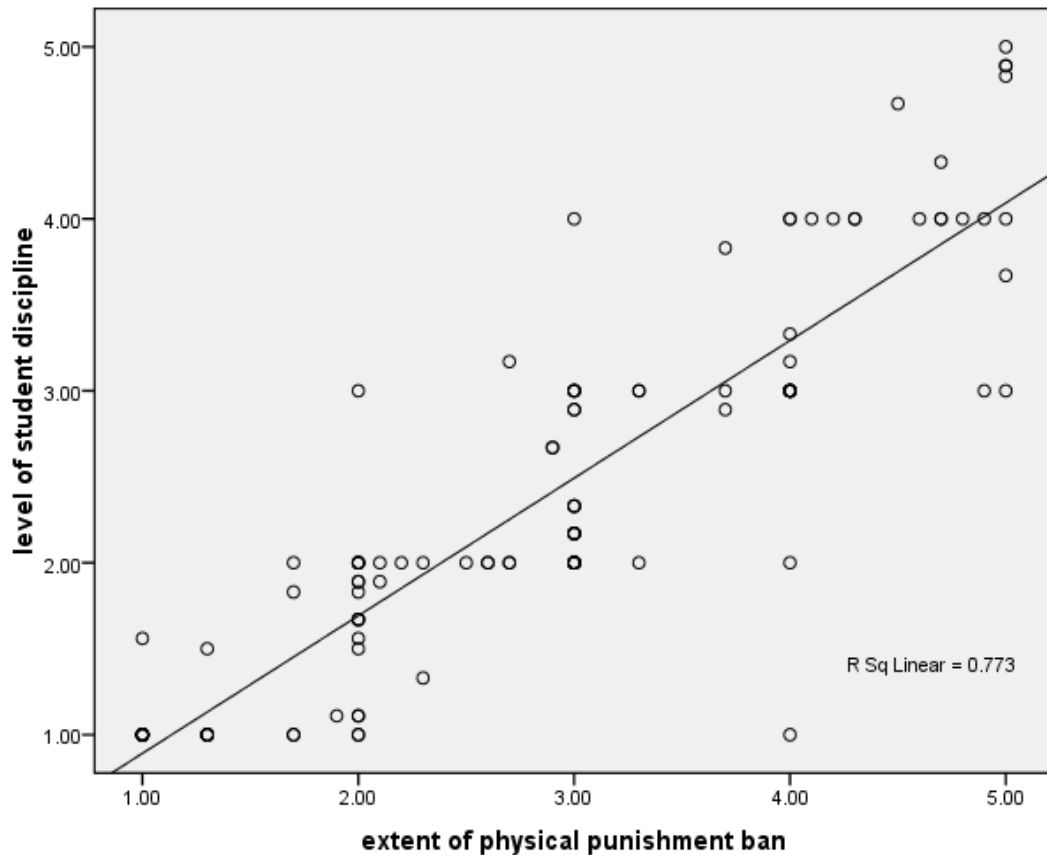


Figure 4.3: Regression Line for the Variables: Physical Punishment Ban and Student Discipline.

The scatter plot of the relationship between the extent of implementation of physical punishment ban and the level of student discipline (Figure 4.3) suggested a linear positive relationship between the two variables. It is possible to predict accurately a school’s level of students discipline from its level of implementation of physical punishment ban.

With the enactment of Education Act 2013, the government prohibited physical punishment and mental harassment and emphasized on guidance and counseling for discipline management in schools. For full implementation of physical punishment and mental harassment ban, teachers should be trained in guidance and counseling. Guidance

and counseling helps to make students self disciplined as they see the need to be disciplined (Kaburu, 2006). A self disciplined student does not need to be coerced to behave well. All he needs is guidance. Hence no need for physical punishment and mental harassment.

To estimate the influence of physical punishment ban on level of student discipline, coefficient of determination was computed. The results were as shown in Table 4.19.

Table 4.19: Regression analysis of the influence of Physical Punishment Ban and the Level of Student Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879 ^a	.773	.773	.530

a. Predictors: (Constant), extent of implementation of physical punishment ban

Correlation between the dependent variable and the predictors was high ($r= 0.879$) and yielded an R square (R^2) of 0.773. This implied that 77.3% of the total variance in the level of student discipline was accounted for by physical punishment ban. Some other factors constituting 22.7% apart from physical punishment ban equally contributed to the variation in the level of student discipline.

To establish whether physical punishment ban is a predictor of the level of student discipline ANOVA was computed. The results were as shown in Table 4.20.

Table 4.20: ANOVA results for Physical Punishment ban and student discipline

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	480.201	1	480.201	1.712E3	.000 ^a
	Residual	140.838	502	.281		
	Total	621.040	503			

a. Predictors:(Constant), physical punishment ban

b. Dependent Variable: level of student discipline

ANOVA test showed that the results were statistically significant: (F (1,502) = 1.712, p=0.000). The calculated p-value was less than the critical p-value of 0.05. Therefore physical punishment ban was a significant predictor of student discipline.

To establish the actual influence of physical punishment ban on the level of student discipline linear regression was computed. The results were as shown in Table 4.21.

Table 4.21: Linear Regression Analysis of Physical Punishment Ban and the Level of Student Discipline.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.123	.060		2.051	.041
	extent of implementation of physical punishment ban	.793	.019	.879	41.372	.000

a. Dependent Variable: level of student discipline

From Table 4.21 it can be noted that one unit increase in physical punishment ban will lead to 0.793 units of increase in levels of student discipline as signified by the coefficient 0.793. The equation of the regression line is $Y = 0.123 + 0.793X$ where X is the level of implementation of physical punishment ban and Y is the level of student discipline.

Although corporal punishment was abolished in many states in America, teachers still use it to manage student discipline in schools (Dietz, 2002, Smith, 2006). This shows that corporal punishment ban has not been fully implemented in schools in America. This is because teachers feel that corporal punishment is effective in managing student discipline in schools and its ban will result in an increase in indiscipline (Hornsby, 2003). Despite the fact that corporal punishment was abolished in Australia, teachers still use it as a last resort to manage student discipline (Brister, 1999).

According to Brister (1999), Dietz (2002) and Smith (2006) physical punishment is still used to control discipline in American and Australian schools. Hornsby (2003) found that teachers still use physical punishment to manage discipline in schools because it is effective and its ban would result in an increase in indiscipline. This is contrary to the findings of the current research study which found that physical punishment ban would result in an increase in student discipline.

In South Africa, Maphosa and Shumba (2010) study revealed that the thrust of children's rights and subsequent banning of corporal punishment has ushered in an era of freedom

for learners who no longer have respect or fear for their educators. They concluded that educators were aware of the need to protect children's rights and also ensuring that they were disciplined. However, educators felt that the alternative disciplinary measures to corporal punishment were not effective. Hence educators generally felt disempowered in their ability to institute discipline in schools in the absence of corporal punishment. The study also revealed that learners do not fear or respect educators because they know that nothing will happen to them. This has resulted in an increase in indiscipline in schools. Current research shows that cases of learner indiscipline are on the increase in South African schools and in some cases; learners are alleged to have murdered others in school premises (Zulu, Merwe & Walt, 2004). As such, a lot of learner indiscipline cases have been reported in schools and this has raised concerns about the safety of schools and classroom environments.

Simatwa (2007) carried out a study on management of student discipline in secondary schools in Bungoma County. The study revealed that teachers used a wide range of methods to manage student discipline. The findings of the study showed that teachers used physical punishment like caning, kneeling and slapping to manage student discipline; especially for serious offences.

Busienei (2012) investigated the alternative methods which teachers used instead of corporal punishment and their efficacy. He found that, although teachers used alternative methods to corporal punishment, they believed that they are less effective compared to corporal punishment. In view of the findings, the study recommended urgent need to

create awareness on alternative methods to corporal punishment and also on the overall effects of corporal punishment on the child. This recommendation is in line with the finding of the current study which found out that there is need to create awareness on physical punishment ban. If students are made aware of the negative effects of physical punishment then they are likely to appreciate its ban with consequent increase in the level of student discipline.

Studies by Smith (2006), Simatwa (2007), and Busienei (2012) show that physical punishments ban has not been fully implemented in schools. Teachers are still using physical punishment to manage student discipline in schools (Appendix N). Studies by Hornsby (2003), Maphosa and Shumba (2010) and Zulu et al (2004) reveal that the level of discipline in schools is low. These research findings are in line with the current research which found that low level of physical punishment ban will result in low level of discipline. Hence the high level of indiscipline in schools can be attributed to low level of physical punishment ban.

During an interview, one principle made the following comment on the extent of physical punishment ban in schools and the level of student discipline:

We are required to use guidance and counseling to discipline students. Physical punishment is now illegal in schools. We have tried it here but it did not work. I hear it has worked in Europe and somebody somewhere felt that it can also be implemented in Africa. Let's wait and see. An African child is not like a European child. Conditions here are very different. Look at the understaffing here. How many teachers are trained in guidance and counseling? If teachers already are overworked, the syllabus not yet completed, books unmarked, where is the time for talking to individual students? Let alone talking to their parents. And do their parents come to school when they are called?

The comment made by the principal shows that physical punishment ban has not been fully implemented in schools. The principal lamented that few teachers are trained in guidance and counseling. Furthermore teachers are overworked with heavy workloads that they do not have time for guiding and counseling individual students. Lack of guidance and counseling and the persistent use of physical punishment have resulted in low level of student discipline. This is in line with current study which found that low level of physical punishment ban will result in low level of discipline.

The cited studies did not establish the influence of PP ban on the level of student discipline. The current study did establish that 77.3% of the total variance in the level of student discipline was accounted for by physical punishment ban. Some other factors constituting 22.7% apart from physical punishment ban equally contributed to the variation in the level of student discipline. The current study further established that one unit increase in physical punishment ban will lead to 0.793 units of increase in levels of student discipline. This is the new knowledge generated by the study.

4.8 Influence of Mental Harassment (MH) Ban on Student Discipline

The fifth objective of the study was to establish the influence of mental harassment ban on student discipline. The first step in data analysis involved descriptive statistics.

Mental harassment (MH) has traditionally been used to deal with certain cases of indiscipline in order to maintain discipline in schools. The status of MH ban was ascertained by use of descriptive statistics whereby Deputy Principals, Guidance and

Counseling (G&C) teachers and student representatives were asked to rate the extent of mental harassment ban in their schools by indicating the frequency of use of mental harassment to control various offences in schools, per term, using the scale: 5-Very High (0-2 times per term), 4-High (3-5 times per term), 3-Moderate (6-8 times per term), 2-Low (9-11 times per term), 1-Very Low (More than 11 times per term). The results were as shown in Table 4.22.

The extent of MH ban was measured using indicators of MH ban in schools whereby the respondents rated MH ban in relation to the indicators on a 5- point rating scale. Interpretation of mean ratings for extent of MH ban were: on a five point scale, 1.00-1.44 meant that PP ban was very low, 1.45-2.44 low, 2.45-3.44 moderate, 3.45-4.44 high, while 4.45-5.00 meant that PP ban was very high (Appendix M).

Three categories of raters of MH ban were used to corroborate the responses for accuracy as biases were minimized. One category would promote bias and therefore not a representative sample for analysis. ANOVA was used to determine significant differences between the means. Where the difference was significant it meant that the three raters differed on the level of MH ban. In this case further interrogation and use of documented information were used to establish the actual level of MH ban. Where there was no significant difference it meant that the three categories concurred on the extent of MH ban.

The indicators of discipline were offences like truancy, noise making and lateness. The assumption was that these are the common offences in all schools where mental

harassment was applicable. Table 4.22 shows the implementation of mental harassment ban.

Table 4.22: Level of Implementation of Mental Harassment Ban as Rated by Deputy Principals, Guidance and Counseling Teachers and Class Representatives (D/P: n=116, G&C: n=116 and C/R: n=272)

Offences	OMR	ANOVA
Truancy	3.01	(F(2,501)=0.33,p=0.719)
Noise	2.64	(F(2,501)=0.074,p=0.929)
Lateness	2.63	(F(2,501)=0.107,p=0.898)
Not homework	3.13	(F(2,501)=0.688,p=0.503)
Sleeping in class	2.71	(F(2,501)=0.119,p=0.888)
Improper dressing	3.05	(F(2,501)=0.426,p=0.653)
Vulgar Language	2.69	(F(2,501)=0.080,p=0.923)
Mother tongue	2.59	(F(2,501)=0.028,p=0.972)
Disruptive	2.54	(F(2,501)=0.013,p=0.987)
Sneaking	3.38	(F(2,501)=0.069,p=0.933)
B/G relationship	3.16	(F(2,501)=0.012,p=0.988)
Disobedience	2.29	(F(2,501)=0.007,p=0.993)
Delinquency	2.40	(F(2,501)=0.002,p=0.998)

Cheating	3.16	(F(2,501)=0.251,p=0.778)
Drug abuse	3.35	(F(2,501)=0.694,p=0.500)
Bullying	2.33	(F(2,501)=0.082,p=0.922)
Theft	3.13	(F(2,501)=0.924,p=0.147)
Fighting/violence	2.33	(F(2,501)=0.293,p=0.746)
Vandalism	2.39	(F(2,501)=0.033,p=0.968)
Defiance	2.57	(F(2,501)=0.924,p=0.398)
Overall	2.81	(F(2,501)=0.104,p=0.901)

Source: Field Data

Key: OMR=overall mean rate,

The highest overall mean rate was for sneaking, which was rated 3.38 (moderate). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of MH implementation as moderate with respect to sneaking. This indicates that MH was moderately used to control sneaking. Sneaking is a major offence and students who sneak from school are suspended from school (Gikonyo, 2002).

Another indicator that was rated high was drug abuse which had an overall mean rate of 3.25 (moderate). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of MH implementation at moderate with respect to its use to

control drug abuse. This indicates that MH was moderately used to control drug abuse. Students who take drugs are usually sent home to call their parents (Gikonyo, 2002).

The overall rating for not doing homework was 3.13 (moderate). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of MH ban implementation at moderate with respect to its use on students who do not do homework. This indicates that MH was moderately used to punish students who did not do homework.

Truancy had an overall mean rate of 3.19 (moderate). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of MH ban implementation at moderate with respect to truancy. This indicates that MH was moderately used to control truancy. Truancy is a minor offence in school. With PP and MH ban teachers tend to ignore minor offences like truancy (Miriti, 2008, Maphosa & Shumba, 2010).

Rated lowest was disobedience which was rated 2.29(low). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of MH ban implementation at low with respect to disobedience. This indicates that MH was highly used to control disobedience. The researcher witnessed several instances in different

schools whereby teachers on duty gave orders as they shouted and threatened the students who disobeyed them with dire consequences.

Bullying other students was also rated low with an overall rating 2.33(low). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of MH ban implementation at low with respect to bullying. This indicates that MH was highly used to control bullying in schools. Equally rated low was fighting in school which was also rated at 2.33(low). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of MH ban implementation at low with respect to fighting in school. This indicates that MH was highly used to control fighting in school.

Vandalism had an overall rating of 2.39(low). ANOVA test shows that deputy principals, G&C teachers and class secretaries were in agreement. Hence deputy principals, G&C teachers and class secretaries rated the extent of MH ban implementation at low with respect to vandalism. This indicates that MH was highly used to control vandalism in school.

The overall mean rate for all the statements as indicated by deputy principals, G&C teachers and class secretaries was 2.81 (moderate). ANOVA test (Table 4.21) shows that for the overall MH implementation (based on all the indicators) the differences between the means are statistically not significant: $(F(2,501) = 0.104, p = 0.901)$. Since the p-

value is more than 0.05 it is not statistically significant. This indicates that there is no significant difference between the three groups. Hence Deputy Principals, Guidance and Counseling teachers and class secretaries were in agreement. Therefore mental harassment ban has not been fully implemented in schools.

This finding is supported by Simatwa (2007) who found that teachers used mental harassment to control minor offences in schools. Further evidence came from a principal who commented on mental harassment ban: "Teachers know about mental harassment ban but they do not take it seriously. A parent may take legal action against a teacher who canes his child and hurts him but not one who reprimands the child." Indeed the researcher observed several cases where teachers pointed fingers at students and in some cases calling them names and threatening them.

Another principal added: "The Education Act does not clearly state which methods are categorized as mental harassment. Sometimes teachers may avoid using the cane but they may resort to methods considered as mental harassment without actually knowing." This shows that sometimes teachers may violate mental harassment ban unknowingly.

The hypothesis that was used to establish the influence of mental harassment ban on student discipline was: "mental harassment ban has no significant influence on student discipline." To determine the influence of mental harassment ban on student discipline, inferential statistics were used. First, Pearson's r correlation coefficient was computed to establish the relationship between mental harassment ban and level of student discipline.

Regression analysis was then carried out to establish the influence of mental harassment ban on student discipline. Table 4.23 shows Pearson’s r correlation coefficient for the relationship between mental harassment ban and level of student discipline.

Table 4.23: Correlation Analysis of the Influence of Mental Harassment Ban and the Level of Student Discipline

		Level of student discipline
Extent of mental harassment ban	Pearson Correlation	.828
	Sig. (2-tailed)	.000
	N	504

Pearson’s correlation coefficient is 0.828. This indicates that there is a high relationship between the extent of mental harassment ban and the level of student discipline. This indicates that there was a strong positive relationship between mental harassment ban and the level of student discipline. For instance an increase in MH ban will result in an increase in student discipline.

Schools that have implemented MH ban have high level of discipline. In these schools, teachers use alternative methods of discipline management like guidance and counseling (Busienei, 2012). Since these methods are learner friendly the students will cooperate with the teachers. The students will not rebel against methods that they find acceptable and pro-human rights (ROK, 2001). Furthermore, the guidance and counseling will make students to be self disciplined (Masitsa, 2008).

To illustrate the relationship between mental harassment ban and the level of student discipline a scatter plot was generated (Figure 4.4).

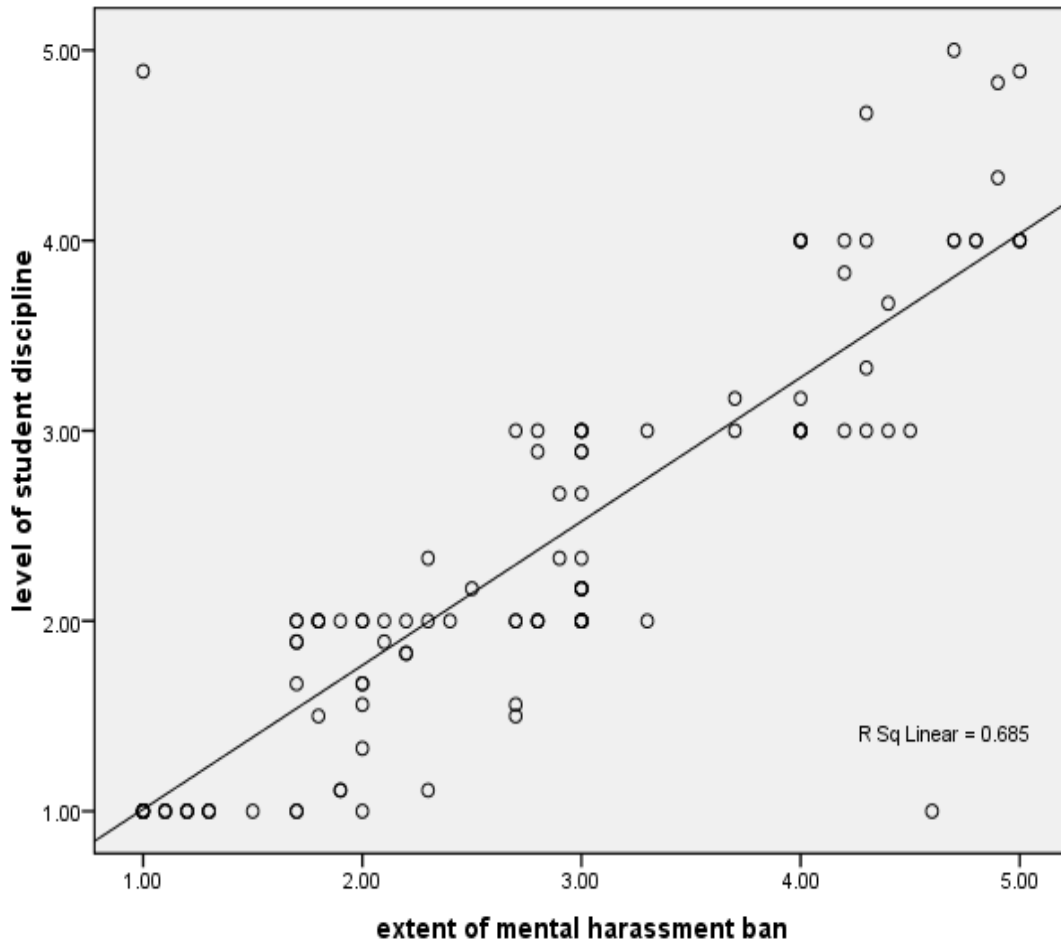


Figure 4.4: Relationship between mental harassment ban and student discipline.

The scatter plot of the relationship between the extent of implementation of mental harassment ban and the level of student discipline (Figure 4.4) suggested a linear positive relationship between the two variables. It is possible to predict accurately a school's level of students discipline from its level of implementation of mental harassment ban.

The Report of the Task force on student unrest and discipline in schools in Kenya recommended that school administrators should cultivate democratic and participatory environment in their schools and encourage regular meetings with students where teachers and students are encouraged to express their views, suggestions, and grievances (R.O.K., 2001). This implies that the Report of the Task force on student unrest and discipline in schools (R.O.K., 2001) recommended that schools should be democratized by involving students in management of the schools. Democratization of schools has led to a large decrease in student strikes and violence in schools (Omboto & Ajowi, 2013). Prior to this there was a wave of strikes and violence in schools. Students responded to oppressive, autocratic leadership by violence. It is therefore evident that students have a negative attitude towards psychological torture or mental harassment. Hence any discipline management method involving mental harassment or psychological torture will be unpleasant to students resulting in indiscipline. The findings of this Task force support the findings of the current research in that both reveal that mental harassment ban will result in high level of student discipline.

Gikonyo (2002), Simatwa (2007), Omboto and Ajowi (2013) found that the following as some of the methods used by teachers to manage discipline in schools: exclusion, standing in class, name calling, verbal warning, negative comments, and reprimand among others. Kirui (2012) concurs by asserting that teachers often use verbal reprimand, insults and threats to manage student discipline in schools to control minor offences in schools. With the enactment of physical punishment and mental harassment ban teachers tend to ignore minor offences resulting in low level of student discipline (Maphosa &

Shumba, 2010). These research studies support the current research in that low extent of mental harassment ban result in low level of student discipline in schools.

To estimate the influence of mental harassment ban on student discipline coefficient of determination was computed. The results were as shown in Table 4.24.

Table 4.24: Regression analysis of the influence of Mental Harassment Ban and the Level of Student Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828 ^a	.685	.685	.625

a. Predictors: (Constant), extent of mental harassment ban implementation

Correlation between the dependent variable and the predictors was high ($r= 0.828$) and yielded an R square (R^2) of 0.685. This implied that 68.5% of the total variance in the level of student discipline was accounted for by the mental harassment ban implementation. Some other factors constituting 31.5% apart from mental harassment ban implementation equally contributed to the variation in the level of student discipline.

To establish whether mental harassment ban is a significant predictor of the level of student discipline ANOVA was computed. The results were as shown in Table 4.25.

Table 4.25: ANOVA results for MH ban and student discipline

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	427.223	1	427.223	1.093E3	.000 ^a
	Residual	196.205	502	.391		
	Total	623.429	503			

a. Predictors: (Constant), mental harassment ban

b. Dependent Variable: level of student discipline

ANOVA test shows that the results are statistically significant: (F (1,502) = 1.093, p=0.000). The calculated p-value is less than the critical p-value of 0.05. Therefore extent of implementation of mental harassment ban is a significant predictor of student discipline. To establish the actual influence of mental harassment ban on the level of student discipline linear regression was computed. The results were as shown in Table 4.26.

Table 4.26: Linear Regression analysis of mental harassment Ban and the Level of Student Discipline

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.331	.069		4.819	.000
	extent of mental harassment ban	.741	.022	.828	33.062	.000

Dependent Variable: level of student discipline

Pearson correlation between the variables; mental harassment ban and the level of student discipline, is 0.828. The y-intercept is 0.331. The slope is 0.741. The slope and the Pearson correlation coefficient indicate a high relationship between mental harassment

ban and the level of student discipline. From Table 4.26 it can be noted that one unit increase in mental harassment ban will lead to 0.741 units of increase in levels of student discipline as signified by the coefficient 0.741. The equation for the regression line is $Y = 0.331 + 0.741X$ where X is the level of implementation of mental harassment ban and Y is the level of student discipline. The equation suggests that the higher the level of mental harassment ban the higher the student discipline.

The current study did establish that 68.5% of the total variance in the level of student discipline was accounted for by mental harassment ban. Some other factors constituting 31.5% apart from mental harassment ban equally contributed to the variation in the level of student discipline. The current study further established that one unit increase in mental harassment ban will lead to 0.741 units of increase in levels of student discipline. This is the new knowledge generated by the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary of the findings, conclusions of the issues that the study focused on and recommendations for future researchers and educational practitioners.

5.2 Summary

The purpose of the study was to establish the influence of physical punishment and mental harassment ban on the level of student discipline in secondary schools in Ugenya, Gem and Siaya Sub-Counties, Kenya. The summary and conclusions were presented according to the objectives of the study.

5.2.1. Level of Student Discipline in Secondary Schools

The first objective of the study was to find out the level of student discipline in Ugenya, Gem and Siaya Sub-Counties. The study found that the level of student discipline in secondary schools was low with an overall mean rate of 2.41. This was attributed to the fact that teachers were still using physical punishment and mental harassment to control student discipline. This contributed to low discipline level in secondary schools.

The study established that in some cases teachers ignored minor offences with consequent decrease in discipline. The fact that many minor offenders were not punished resulted in high cases of minor offences in secondary schools. The study also established that teachers lacked guidance and counseling skills.

5.2.2. Influence of Students' Attitude towards Physical Punishment Ban on Student Discipline in Secondary Schools.

To estimate the influence of students' attitude towards physical punishment ban on level of student discipline, coefficient of determination was computed. The study revealed that the attitude towards physical punishment ban accounted for 80.6% of variance in students level of discipline as signified by the coefficient of 0.806. This means 19.4 % was due to other factors.

To establish whether student attitude towards physical punishment ban was a predictor of the level of student discipline ANOVA was computed. ANOVA showed that the results were statistically significant: ($F(1, 270) = 1.123, p=0.000$). The calculated p-value was less than the critical p-value of 0.05 Therefore students attitude towards physical punishment ban was a significant predictor of student discipline.

To establish the actual influence of student attitude to physical punishment ban on the level of student discipline linear regression was computed. The study revealed that one unit increase in student attitude towards physical punishment ban will lead to 0.630 units of increase in levels of student discipline as signified by the coefficient 0.630.

5.2.3. The Influence of Students' Attitude towards Mental Harassment Ban on Student Discipline in Secondary Schools

The study revealed that the attitude towards mental harassment ban accounted for 79.3 % of student level of discipline as signified by the coefficient of 0.793. This means 20.7% was due to other factors.

ANOVA test showed that the results were statistically significant: ($F(1,270) = 1.036$, $p=0.000$). The calculated p-value is less than the critical p-value of 0.05. Therefore students' attitude towards mental harassment ban is a significant predictor of student discipline.

The study revealed that one unit increase in student attitude towards mental harassment ban will lead to 0.624 units of increase in levels of student discipline as signified by the coefficient 0.624.

The finding of this research is that as the student attitude towards mental harassment ban becomes more positive the level of student discipline also increases. Put in another way, as teachers use less and less of mental harassment the level of student discipline increases. This means that teachers should not use methods of discipline management regarded as mental harassment which include insults, verbal reprimands, threats and mockery. Instead teachers should use alternative methods like guidance and counseling and calling parents (R.O.K., 2001).

5.2.4. The Influence of Physical Punishment Ban on the Level of Student Discipline in Secondary Schools.

To estimate the influence of physical punishment ban on student discipline coefficient of determination was computed. The study established that 77.3% of the total variance in the level of student discipline was accounted for by physical punishment ban. Some other factors constituting 22.7% apart from physical punishment ban equally contributed to the variation in the level of student discipline.

To establish whether physical punishment ban is a predictor of the level of student discipline ANOVA was computed. According to the findings of the study ANOVA test showed that the results were statistically significant: significant: ($F(1,502) = 1.712$, $p=0.000$). The calculated p-value was less than the critical p-value of 0.05. Therefore physical punishment ban was a significant predictor of student discipline.

To establish the actual influence of physical punishment ban on the level of student discipline linear regression was computed. The study established that one unit increase in physical punishment ban will lead to 0.793 units of increase in levels of student discipline as signified by the coefficient 0.793. Hence it is possible to predict accurately a school's level of students discipline from its level of implementation of physical punishment ban.

5.2.5. The Influence of Mental Harassment Ban on the Level of Student Discipline in Secondary Schools

To estimate the influence of mental harassment ban on student discipline coefficient of determination was computed. The study established that square (R^2) was 0.685. This implied that 68.5% of the total variance in the level of student discipline was accounted for by the mental harassment ban. Some other factors constituting 31.5% apart from mental harassment ban equally contributed to the variation in the level of student discipline.

To establish whether mental harassment ban is a predictor of the level of student discipline ANOVA was computed. ANOVA test shows that the results were statistically

significant: ($F(1,502) = 1.093, p=0.000$). The calculated p-value was less than the critical p-value of 0.05. Therefore extent of implementation of mental harassment ban was a significant predictor of student discipline.

To establish the actual influence of mental harassment ban on the level of student discipline linear regression was computed. The study established that the y-intercept was 0.331. The slope was 0.741. One unit increase in mental harassment ban will lead to 0.741 units of increase in levels of student discipline as signified by the coefficient 0.741.

It is possible to predict accurately a school's level of students discipline from its level of implementation of mental harassment ban. The equation for the regression line is $Y = 0.331 + 0.741X$ where X is the level of implementation of mental harassment ban and Y is the level of student discipline. The equation suggests that the higher the level of mental harassment ban the higher the student discipline.

5.3 Conclusions

In light of the findings of this study the following conclusions were made:

5.3.1. The level of student discipline in secondary schools

The study established that the level of student discipline in secondary schools was low with an overall mean rate of 2.41. Teachers lacked guidance and counseling skills which resulted in low use of guidance and counseling to manage student discipline. Teachers ignored minor offences with consequent decrease in discipline.

5.3.2. The Influence of Students' Attitude towards Physical Punishment Ban on Student Discipline in Secondary Schools

The study established that the attitude towards physical punishment ban accounted for 80.6% of variance in student discipline. The study revealed that students attitude towards physical punishment ban was a significant predictor of student discipline. The study also established that one unit increase in student's attitude towards physical punishment ban will lead to 0.630 units of increase in student discipline.

5.3.3. The Influence of Students' Attitude towards Mental Harassment Ban on Student Discipline in Secondary Schools.

The study also established that the attitude of students towards mental harassment ban accounted for 79.3 % of variance in student discipline. The study revealed that students attitude towards mental harassment ban was a significant predictor of student discipline. The study established that one unit increase in students' attitude towards mental harassment ban will lead to 0.624 units of increase in levels of student discipline.

5.3.4. The Effect of Physical Punishment Ban on the Level of Student Discipline in Secondary Schools

The study established that 77.3% of the total variance in the level of student discipline was accounted for by physical punishment ban. The study revealed that physical punishment ban was a significant predictor of student discipline. The study further established that one unit increase in physical punishment ban will lead to 0.793 units of increase in levels of student discipline.

5.3.5. The Effect of Mental Harassment Ban on the Level of Student Discipline in Secondary Schools

The study established that 68.5% of the total variance in the level of student discipline was accounted for by mental harassment ban. The study revealed that mental harassment ban is a significant predictor of student discipline. The study further established that one unit increase in mental harassment ban will lead to 0.741 units of increase in levels of student discipline. The higher the extent of mental harassment ban the higher the level student discipline.

5.4 Recommendations

The following recommendations were made based on the findings and conclusions of the study.

5.4.1. The level of student discipline in secondary schools

The study established that the level of student discipline in secondary schools was low. In light of this finding, the study made the following recommendations:

- (i) Teachers should undergo further training in Guidance and Counseling so that they are adequately skilled to effectively handle cases of student indiscipline. This will result in higher student discipline level.
- (ii) Guidance and Counseling should be strengthened in schools in order to increase student level of discipline. The Ministry of Education, Science and Technology should ensure that all schools have guidance and counseling programmes in school. Quality and Assurance officers should make frequent visits to schools to

advice on and follow up on implementation and continuous use of guidance and counseling in schools.

- (iii) Teachers should not ignore minor offences. Teachers should take corrective measures for both minor and major offences. Taking corrective measures will discourage students from repeating the offences with subsequent increase in student discipline.

5.4.2. The influence of Students' Attitude towards Physical Punishment Ban on student Discipline in secondary Schools

The study revealed that students had a neutral attitude towards physical punishment ban. The study established that the more positive the attitude towards physical punishment ban the higher the level of discipline. The expectation is that if physical punishment ban is fully implemented in schools the level of student discipline will be high. The neutral attitude of students towards PP ban has contributed to continual use of PP in schools despite its ban. In light of this finding, the study recommends:

- i. Students should be enlightened on physical punishment ban and effects of physical punishment on students. This will make students to have a positive attitude towards physical punishment ban with subsequent increase in student discipline.
- ii. Teachers should talk to students and explain to them the need to be self disciplined. Students should be enlightened on the need to be self disciplined. Since alternative methods of discipline management do not depend on coercion they can only be effective if students see the need to maintain discipline.

- iii. Students should be enlightened on discipline management methods that qualify as physical punishment. This will discourage teachers from taking advantage of students' ignorance. This will result in full implementation of PP ban with consequent increase in the level of student discipline.

5.4.3. The Influence of Students' Attitude towards Mental Harassment Ban on Student Discipline in Secondary Schools

The study revealed that students had a neutral attitude towards mental harassment ban. The study established that the more positive the attitude towards mental harassment ban the higher the level of discipline. The study found that not all students were aware of mental harassment ban. In light of this finding, the study recommends:

- i. Students should be enlightened on mental harassment ban and effects of mental harassment on students. This will make students to have a positive attitude towards mental harassment ban with subsequent increase in student discipline.
- ii. Teachers should talk to students and explain to them the need to be self disciplined. Students should be enlightened on the need to be self disciplined. Since alternative methods of discipline management do not depend on psychological torture they can only be effective if students see the need to maintain discipline.
- iii. Students should be enlightened on discipline management methods that qualify as mental harassment. This will discourage teachers from taking advantage of students' ignorance. This will result in full implementation of

mental harassment ban with consequent increase in the level of student discipline.

5.4.4. The influence of Physical Punishment Ban on the Level of Student Discipline in Secondary Schools

The study confirmed that physical punishment ban has not been fully implemented in schools. Teachers still used physical punishment to control student discipline in schools. Teachers believed physical punishment is more effective than alternative methods. In this regard, the study made the following recommendations:

- i. There is need for schools to fully implement physical punishment ban as stipulated in Education Act 2013 so as to improve the level of student discipline in schools. The government should ensure that this policy is fully implemented in all schools. Quality and standards assurance officers should visit schools frequently to ensure that schools have fully implemented physical punishment ban.
- ii. Seminars and in-service courses should be organized for teachers to be enlightened more on methods that are regarded as physical punishment. The Education Act 2013 does not give the details of methods regarded as physical punishment.
- iii. The Ministry of Education, Science and Technology should ensure that quality assurance staff within the ministry visit schools frequently to guide teachers on implementation of physical punishment ban and also make follow up visits to schools.

- iv. In-service training and seminars should be organized for teachers to further train teachers in student discipline management using the alternative methods of discipline management.
- v. Teacher training colleges and universities should train teachers on student discipline management using alternative methods. The curriculum should be reviewed to include this.
- vi. The government should collect teachers' views on the problems and challenges they face in implementing physical punishment ban in schools and discuss with the teachers the solutions to these problems and the way forward.
- vii. The Ministry of Education, Science and Technology should organize for bench marking trips where teachers would visit schools that have successfully implemented physical punishment ban. This will motivate teachers to try it out in their respective schools.

5.4.5. The Influence of Mental Harassment Ban on the Level of Student Discipline in Secondary Schools

The study confirmed that mental harassment ban has not been fully implemented in schools. The study found that if mental harassment is fully implemented in schools the level of student discipline will consequently be very high. Teachers still used mental harassment to control student discipline in secondary schools despite the ban. In this regard, the study made the following recommendations:

- i. There is need for schools to fully implement mental harassment ban as stipulated in the Education Act 2013 so as to improve student discipline in

secondary schools. The government should ensure that this policy is fully implemented in all schools. This can be done by Education Quality and Standards Officers frequently visiting schools to ensure that all schools comply with the requirements of the ban. They should also organize for follow up visits which will ensure that teachers permanently implement mental harassment ban.

- ii. Students should be sensitised and made aware of mental harassment ban. They should be enlightened on methods that are regarded as mental harassment. This will prevent teachers from taking advantage of students ignorance and violating the ban.
- iii. The government should organize for in-service training and seminars to further train teachers in student discipline management using the alternative methods like guidance and counseling.
- iv. Teacher training colleges and universities should train teachers on student discipline management using alternative methods. The curriculum should be designed to include this aspect of management.
- v. The government should collect teachers' views on the problems and challenges they face in implementing mental harassment ban in school and discuss with the teachers the solutions to these problems and the way forward.
- vi. Bench marking trips should be organized for teachers whereby teachers would visit schools that have successfully implemented mental harassment ban. This will motivate teachers to try it out in their respective schools.

- vii. In service training and seminars should be organized for teachers whereby teachers can be enlightened more on methods that are regarded as mental harassment. The Education Act 2013 does not give the details of physical punishment and mental harassment.

5.5 Suggestions for Further Research

- (i) The study investigated the influence of physical punishment and mental harassment ban on the level of student discipline in secondary schools in Ugenya, Gem and Siaya Sub- Counties, Kenya. Further research should be conducted in primary schools where the number of students is more and the pupils are still too young to know their rights. Pupils in primary schools especially lower classes are too young to understand the need to be disciplined. They are therefore coerced to follow school rules. They follow school rules to avoid the punishment. Therefore further research is needed to investigate the influence of using alternative methods of discipline management on the level of student discipline at the primary school level.
- (ii) The study investigated the influence of physical punishment and mental harassment ban on the level of student discipline in secondary schools in Ugenya, Gem and Siaya Sub- Counties, Kenya. There are many factors that affect the level of student discipline in schools. Further research is needed on the influence of other factors like emerging issues (like the internet and mobile phones) on student discipline in schools.
- (iii) The study was carried out in public secondary schools. Records show that the level of student discipline is higher in private than public schools. Could this be as a

result of implementation of physical punishment and mental harassment ban?
Therefore further research is needed on the influence of implementation of physical punishment and mental harassment ban on the level of student discipline in private secondary schools.

- (iv) The study investigated the influence of students' attitude towards PP ban and MH ban on the level of student discipline. Since teachers are the implementers of education policies at the school level further research should be carried out on influence of teachers' attitude towards PP and MH ban on student discipline.

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APPENDIX A: MAP OF UGENYA, GEM AND SIAYA SUB-COUNTIES)



APPENDIX B: INTRODUCTION LETTER



MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Office of the Dean

Our Ref: PG/PHD/00037/2012

Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
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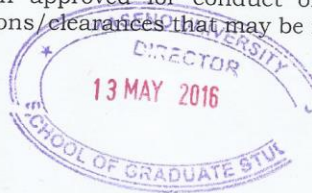
Date: 17th May, 2016

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR DAVID OTIENO ONYANGO —
PG/PHD/00037/2012**

The above named is registered in the Doctor of Philosophy programme in the School of Education, Maseno University. This is to confirm that his research proposal titled "Influence of Physical Punishment and Mental Harassment Ban on Students Discipline in Secondary Schools in Ugenya, Gem and Siaya Sub Counties, Kenya" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.


Prof. P.O. Owuor
DEAN, SCHOOL OF GRADUATE STUDIES



APPENDIX C: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Utalii House
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P.O. Box 30623-00100
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Ref. No. **NACOSTI/P/17/50957/14630**

Date **13th April, 2017**

David Otieno Onyango
Maseno University
Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of physical punishment and mental harassment ban on student discipline in secondary schools in Ugenya, Gem and Siaya Sub-Counties, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending **13th April, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Siaya County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix E: Interview Schedule for the County Director of Education

1. Are you aware of cases of physical punishment and mental harassment in schools in Siaya County?
2. Do you feel that parents bring all cases of physical punishment and mental harassment to your notice? Briefly explain.
3. The news media has reported many incidents of student violence and destruction of school property. Do you have such cases in Siaya County schools? Please Name a few cases.
4. What are you doing to ensure that schools are implementing physical punishment and mental harassment ban?

Appendix F: Principals' Interview Schedule

1. What is your view on physical punishment & mental harassment ban?
2. What is the major challenge to principals regarding implementation of physical punishment & mental harassment ban?
3. To what extent have schools implemented physical punishment & mental harassment ban?
4. Physical punishment is fast and effective. Give one situation which proves or disapproves this statement.
5. What is your view towards physical punishment ban?
6. How do you perceive mental harassment as a method of discipline management?
7. Give one situation where mental harassment should not be used and one where it should be used.
8. Give a reason for the continued use of physical punishment despite its ban in schools.
9. From your own experience do you feel that schools should implement physical punishment ban?
10. Do you feel that implementation of mental harassment ban will increase student discipline?
11. Do you think that teachers are aware of mental harassment ban in schools?

Appendix G: Deputy Principals' Questionnaire

The purpose of this research is to find out the influence of physical punishment and mental harassment ban on student discipline in secondary schools. Your school has been chosen as a study sample and therefore you are being requested to respond to the questions objectively and accurately. Information solicited through this questionnaire will not be used for any other motive other than the purpose for the study.

Please write in the spaces provided. Tick in the appropriate bracket in case of choices.

Section A: Demographic information

1. Experience as a Deputy Principal

Less than 5 years () 5-10 years () More than 10 years ()

2. Gender Male () Female ()

3. Category of school

Mono-stream () Multi-stream ()

Section B: Specific information

Level of student discipline

4. Rate the following offences according to their frequency of occurrence in your school. The offences are listed in the table below. Use the scale; 1-Very low (more than 11 cases per term), 2- Low (9-11 cases per term), 3-Moderate (6-8 cases per term), 4-High (3-5 cases per term), 5-Very high (0-2 cases per term). Tick in the appropriate place in the table.

Offences	5(VH) 0-2	4(H) 3-5	3(M) 6-8	2(L) 9-11	1(VL) More than 11
Vandalism					
Noise making					
Lateness					
Not doing homework					
Sleeping in class					
Not putting on school uniform					
Vulgar language					
Mother tongue speaking					
Disruptive behavior					
Sneaking					
Boy-girl relationship					
Fighting/violence					
Delinquency					
Cheating in examinations					
Drugs abuse					
Bullying					
Theft					
Disobedience/Disrespect					
Truancy					
Defiance of co-curricular activities					

Implementation of physical punishment ban in schools

6. Physical punishment (PP) has traditionally been used to deal with certain cases of indiscipline in order to maintain discipline in school. Rate the implementation of physical punishment ban by indicating the frequency of use of physical punishment to control various offences in schools, per term. Use the scale: 1-Very low (0-2 times per term), 2-Low (3-5 times per term), 3-Moderate (6-8 times per term), 4-High (9-11 times per term), 5-Very high (More than 11 times per term). Tick in the appropriate place in the table below.

Prohibition of use of:	Offences	5(VH) 0-2	4(H) 3-5	3(M) 6-8	2(L) 9-11	1(VL) >11
C,S,MW	Truancy					
K,M,Sl	Noise making					
D,P,S	Lateness					
C,S,MW	Not doing homework					
K,Mo,Sl	Sleeping in class					
D,P,S	Not putting on school uniform					
C,S,MW	Vulgar language					
C,Sl,MW	Mother tongue speaking					
C,Sl,MW	Disruptive behavior in class					
K,Mo,Sl	Sneaking					
D,P,Sw C,S,Mw	Boy-girl relationship					
K,Mo,Sl	Disobedience/Disrespect					
D,P,Sw	Delinquency					
C,S,Mw	Cheating in examinations					
K,Mo,Sl	Drugs abuse					
D,P,S	Bullying					
K,Mo,Sl	Theft					
DPS	Fighting/violence					
K,Mo,Sl	Vandalism					
D,P,S	Defiance to co-curricular					

KEY: Caning (C), Slapping (Sl) Manual work (MW), Kneeling (K), Mopping (Mo), Sweeping(S)

Implementation of mental harassment ban in schools

7. Mental harassment (MH) has traditionally been used to deal with certain cases of indiscipline in order to maintain discipline in school. Rate the implementation of mental harassment (mh) ban by indicating the frequency of use of mental harassment (mh) to control various offences in schools, per term, using the scale: 1-Very low (0-2 times per term), 2-Low (3-5 times per term), 3-Moderate (6-8 times per term), 4-High (9-11 times per term), 5-Very high (More than 11 times per term). Tick in the appropriate place in the table below.

Prohibition of use of:	Offences	5(VH) 0-2	4(H) 3-5	3(M) 6-8	2(L) 9-11	1(VL) >11
I,H,S	Truancy					
R,W,S	Noise making					
Sc,S,T	Lateness					
I,H,Sh	Not doing homework					
W,S,Sc	Sleeping in class					
S,T,R	Not putting on school uniform					
I,H,S	Vulgar language					
R,W,S	Mother tongue speaking					
S,S,T	Disruptive behavior in class					
I,H,S	Sneaking					
R,W,S	Boy-girl relationship					
S,S,T	Disobedience/Disrespect					
I,H,S	Delinquency					
R,W,S	Cheating in examinations					
S,S,T	Drugs abuse					
I,H,S	Bullying					
R,H,S	Theft					
S,S,T	Fighting/violence					
I,H,S	Vandalism					
R,W,S	Defiance/co-curricular					

KEY: Insults (I), Humiliation (H), Shouting(S), Reprimands(R), Warnings (W), Shaming(S), Threats (T), Scolding(S).

8. Briefly comment on the effect of physical punishment and mental harassment ban on the level of student discipline in your school.

Thank you

Appendix H: Guidance and Counseling Teachers' Questionnaire

The purpose of this research is to find out the influence of physical punishment and mental harassment ban on student discipline in secondary schools. Your school has been chosen as a study sample and therefore you are being requested to respond to the questions objectively and accurately. Information solicited through this questionnaire will not be used for any other motive other than the purpose for the study.

Please write in the spaces provided. Tick in the appropriate bracket in case of choices.

Section A: Demographic information

1. Experience as a class teacher:

Less than 5 years () 5-10 years () More than 10 years ()

2. Gender Male () Female ()

3. Category of school:

Mono-stream () Multi-stream ()

Section B: Specific information

Level of Student Discipline

4. Rate the following offences according to their frequency of occurrence in your school. The offences are listed in the table below. Use the scale; 1-Very low (more than 11 cases per term), 2- Low (9-11 cases per term), 3-Moderate (6-8 cases per term), 4-High (3-5 cases per term), 5-Very high (0-2 cases per term). Tick in the appropriate place in the table.

Offences	5(VH) 0-2	4(H) 3-5	3(M) 6-8	2(L) 9-11	1(VL) More than 11
Vandalism					
Noise making					
Lateness					
Not doing homework					
Sleeping in class					
Not putting on school uniform					
Vulgar language					
Mother tongue speaking					
Disruptive behavior					
Sneaking					
Boy-girl relationship					
Fighting/violence					
Delinquency					
Cheating in examinations					
Drugs abuse					
Bullying					
Theft					
Disobedience/Disrespect					
Truancy					
Defiance of co-curricular activities					

Implementation of Physical Punishment ban in schools

6. Physical punishment (PP) has traditionally been used to deal with certain cases of indiscipline in order to maintain discipline in school. Rate the implementation of physical punishment ban by indicating the frequency of use of physical punishment to control various offences in schools, per term. Use the scale: 1-Very low (0-2 times per term), 2-Low (3-5 times per term), 3-Moderate (6-8 times per term), 4-High (9-11 times per term), 5-Very high (More than 11 times per term). Tick in the appropriate place in the table below.

Prohibition of use of:	Offences	5(VH) 0-2	4(H) 3-5	3(M) 6-8	2(L) 9-11	1(VL) >11
C,S,MW	Truancy					
K,M,Sl	Noise making					
D,P,S	Lateness					
C,S,MW	Not doing homework					
K,Mo,Sl	Sleeping in class					
D,P,S	Not putting on school uniform					
C,S,MW	Vulgar language					
C,Sl,MW	Mother tongue speaking					
C,Sl,MW	Disruptive behavior in class					
K,Mo,Sl	Sneaking					
D,P,Sw C,S,Mw	Boy-girl relationship					
K,Mo,Sl	Disobedience/Disrespect					
D,P,Sw	Delinquency					
C,S,Mw	Cheating in examinations					
K,Mo,Sl	Drugs abuse					
D,P,S	Bullying					
K,Mo,Sl	Theft					
DPS	Fighting/violence					
K,Mo,Sl	Vandalism					
D,P,S	Defiance to co-curricular					

KEY: Caning (C), Sl-Slapping, Manual work (MW), Kneeling (K), Mopping (Mo), Sweeping(S)

Implementation of Mental Harassment Ban in schools

7. Mental harassment (mh) has traditionally been used to deal with certain cases of indiscipline in order to maintain discipline in school. Rate the implementation of mental harassment (mh) ban by indicating the frequency of use of mental harassment (mh) to control various offences in schools, per term, using the scale: 1-Very low (0-2 times per term), 2-Low (3-5 times per term), 3-Moderate (6-8 times per term), 4-High (9-11 times per term), 5-Very high (More than 11 times per term). Tick in the appropriate place in the table below.

Prohibition of use of:	Offences	5(VH) 0-2	4(H) 3-5	3(M) 6-8	2(L) 9-11	1(VL) >11
I,H,S	Truancy					
R,W,S	Noise making					
Sc,S,T	Lateness					
I,H,Sh	Not doing homework					
W,S,Sc	Sleeping in class					
S,T,R	Not putting on school uniform					
I,H,S	Vulgar language					
R,W,S	Mother tongue speaking					
S,S,T	Disruptive behavior in class					
I,H,S	Sneaking					
R,W,S	Boy-girl relationship					
S,S,T	Disobedience/Disrespect					
I,H,S	Delinquency					
R,W,S	Cheating in examinations					
S,S,T	Drugs abuse					
I,H,S	Bullying					
R,H,S	Theft					
S,S,T	Fighting/violence					
I,H,S	Vandalism					
R,W,S	Defiance/co-curricular					

KEY: Insults (I), Humiliation (H), Shouting(S), Reprimands(R), Warnings (W), Shaming(S), Threats (T), Scolding(S).

8. Briefly comment on the effect of physical punishment and mental harassment ban on the level of student discipline in your school.

Thank you

Appendix I: Class Representatives Questionnaire

The purpose of this research is to find out the influence of physical punishment and mental harassment ban on student discipline in secondary schools. Your school has been chosen as a study sample and therefore you are being requested to respond to the questions objectively and accurately. Information solicited through this questionnaire will not be used for any other motive other than the purpose for the study.

Please write in the spaces provided. Tick in the appropriate bracket in case of choices.

Section A: Demographic information

1. Class _____
2. Leadership position _____
3. Gender Male () Female ()
4. Category of school
 Mono-stream () Multi-stream ()
5. KCPE Marks

 Below average (0-250) Above average (251-500)

Section B: Specific information

Level of Student Discipline

6. Rate the following offences according to their frequency of occurrence in your school. The offences are listed in the table below. Use the scale; 1-Very low (more than 11 cases per term), 2- Low (9-11 cases per term), 3-Moderate (6-8 cases per term), 4-High (3-5 cases per term), 5-Very high (0-2 cases per term). Tick in the appropriate place in the table.

Offences	5(VH) 0-2	4(H) 3-5	3(M) 6-8	2(L) 9-11	1(VL) More than 11
Vandalism					
Noise making					
Lateness					
Not doing homework					
Sleeping in class					
Not putting on school uniform					
Vulgar language					
Mother tongue speaking					
Disruptive behavior					
Sneaking					
Boy-girl relationship					
Fighting/violence					
Delinquency					
Cheating in examinations					
Drugs abuse					
Bullying					
Theft					
Disobedience/Disrespect					
Truancy					
Defiance of co-curricular activities					

Attitude towards physical punishment Ban

7. Rate your attitude towards physical punishment (pp) ban by indicating the favorableness of statements on physical punishment ban using the rating scale: 1-Low, 2-Moderately low, 3-Neutral, 4-Moderately high, 5-High. Tick in the appropriate place in the table below.

Statement	SA(5) High	A(4) MH	U(3) N	D(2) ML	SD(1) Low
PP ban has made students to behave well					
PP ban has made students to come to school early					
PP ban has made students to have respect for teachers					
PP ban has made students to be non-violent					
PP ban has made students to be obedient					
PP ban has made students to not to be truants					
PP ban has made students not to do homework					
PP ban has made students to commit serious offences like fighting and bullying					
PP ban has made students to commit minor offences like lateness					
PP ban has made students to be rude					
PP ban has made weak and young students not to be protected against older ones					
PP ban has made students not to abide by the school rules					

Attitude towards Mental Harassment Ban

8. Rate your attitude towards mental harassment (MH) ban by indicating the favorableness of statements on physical punishment ban using the rating scale: 1-Low, 2-Moderately low, 3-Neutral, 4-Moderately high, 5-High. Tick in the appropriate place in the table below.

Statement	SA(5) High	A(4) MH	U(3) N	D(2) ML	SD(1) Low
MH ban has made students to behave well					
MH ban has made students to come to school early					
MH ban has made students to have respect for teachers					
MH ban has made students to be non-violent					
MH ban has made students to be obedient					
MH ban has made students to not to be truants					
MH ban has made students not to do homework					
MH ban has made students to commit serious offences like fighting and bullying					
MH ban has made students to commit minor offences like lateness					
MH ban has made students to be rude					
MH ban has made weak and young students not to be protected against older ones					
MH ban has made students not to abide by the school rules					

Implementation of physical punishment ban in schools

9. Physical punishment (PP) has traditionally been used to deal with certain cases of indiscipline in order to maintain discipline in school. Rate the implementation of physical punishment ban by indicating the frequency of use of physical punishment to control various offences in schools, per term. Use the scale: 1-Very low (0-2 times per term), 2-Low (3-5 times per term), 3-Moderate (6-8 times per term), 4-High (9-11 times per term), 5-Very high (More than 11 times per term). Tick in the appropriate place in the table below.

Prohibition of use of:	Offences	5(VH) 0-2	4(H) 3-5	3(M) 6-8	2(L) 9-11	1(VL) >11
C,S,MW	Truancy					
K,M,Sl	Noise making					
D,P,S	Lateness					
C,S,MW	Not doing homework					
K,Mo,Sl	Sleeping in class					
D,P,S	Not putting on school uniform					
C,S,MW	Vulgar language					
C,Sl,MW	Mother tongue speaking					
C,Sl,MW	Disruptive behavior in class					
K,Mo,Sl	Sneaking					
D,P,Sw C,S,Mw	Boy-girl relationship					
K,Mo,Sl	Disobedience/Disrespect					
D,P,Sw	Delinquency					
C,S,Mw	Cheating in examinations					
K,Mo,Sl	Drugs abuse					
D,P,S	Bullying					
K,Mo,Sl	Theft					
DPS	Fighting/violence					
K,Mo,Sl	Vandalism					
D,P,S	Defiance to co-curricular					

KEY: Caning (C), Sl-Slapping, Manual work (MW), Kneeling (K), Mopping (Mo), Sweeping(S)

Implementation of mental harassment ban in schools

10. Mental harassment (mh) has traditionally been used to deal with certain cases of indiscipline in order to maintain discipline in school. Rate the implementation of mental harassment (mh) ban by indicating the frequency of use of mental harassment (mh) to control various offences in schools, per term, using the scale: 1-Very low (0-2 times per term), 2-Low (3-5 times per term), 3-Moderate (6-8 times per term), 4-High (9-11 times per term), 5-Very high (More than 11 times per term). Tick in the appropriate place in the table below.

Prohibition of use of:	Offences	5(VH) 0-2	4(H) 3-5	3(M) 6-8	2(L) 9-11	1(VL) >11
I,H,S	Truancy					
R,W,S	Noise making					
Sc,S,T	Lateness					
I,H,Sh	Not doing homework					
W,S,Sc	Sleeping in class					
S,T,R	Not putting on school uniform					
I,H,S	Vulgar language					
R,W,S	Mother tongue speaking					
S,S,T	Disruptive behavior in class					
I,H,S	Sneaking					
R,W,S	Boy-girl relationship					
S,S,T	Disobedience/Disrespect					
I,H,S	Delinquency					
R,W,S	Cheating in examinations					
S,S,T	Drugs abuse					
I,H,S	Bullying					
R,H,S	Theft					
S,S,T	Fighting/violence					
I,H,S	Vandalism					
R,W,S	Defiance/co-curricular					

KEY: Insults (I), Humiliation (H), Shouting(S), Reprimands(R), Warnings (W), Shaming(S), Threats (T), Scolding(S).

10. Briefly comment on the following:

(i) The level of student discipline in your school

(ii) Use of physical punishment and mental harassment to control discipline in your school.

Thank you

APPENDIX J: DOCUMENT ANALYSIS GUIDE

Objectives	Remarks	Objectives	Remarks
Physical punishment		Mental harassment	
Caning		Reprimanding	
Kneeling down		Exclusion	
Slapping		Ridiculing	
Manual work		Insulting	
Slashing		Name calling	
Pinching		Demotion	
Standing in the sun		Scolding	
Running around the field		Denial of privileges	
Picking litter		Verbal warning	
Mopping classes		Discrimination	

Key: v- Seen in records x- Not seen in records

APPENDIX K: OBSERVATION GUIDE

Objectives	Remarks	Objectives	Remarks
Physical punishment		Mental punishment	
Caning		Reprimanding	
Kneeling down		Shouting	
Slapping		Ridiculing	
Manual work		Insulting	
Slashing		Name calling	
Pinching		Teasing	
Standing in the sun		Scolding	
Running around the field		Labelling	
Picking litter		Sarcasm	
Mopping classes		Discrimination	

Key: √- Observed ×- Not observed

APPENDIX L: THE BASIC EDUCATION ACT, 2013.

Prohibition against physical punishment and mental harassment to the child

The Basic Education Act 2013 section 36 states that: No pupil shall be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological.

APPENDIX M: RATING SCALES

(i) Attitude to PP and MH

Means	Attitude to PP/MH ban
1.00-1.44	Very negative
1.45- 2.44	Slightly negative
2.45-3.44	Neutral
3.45-4.44	Slightly positive
4.45-5.00	Very positive

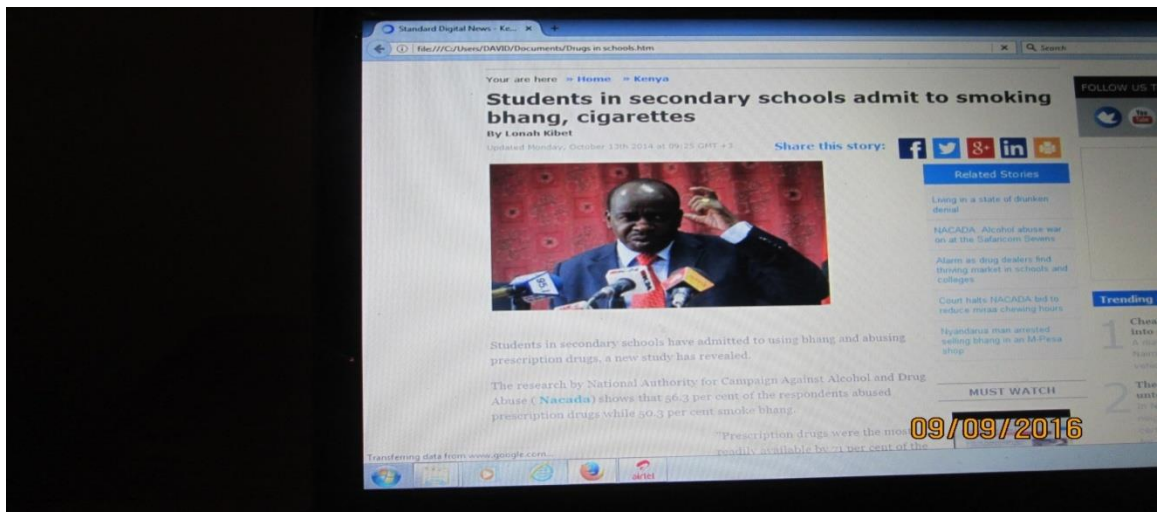
(ii) Extent of PP & MH Ban

Means	Use of MH/PP (per term)	Extent of PP/MH ban
1.00-1.44	> 11	Very low
1.45- 2.44	9-11	low
2.45-3.44	6-8	Moderate
3.45-4.44	3-5	High
4.45-5.00	0-2	Very high

(iii) Level of student discipline

Means	Infractions (per term)	Level of student discipline
1.00-1.44	> 11	Very low
1.45- 2.44	9-11	low
2.45-3.44	6-8	Moderate
3.45-4.44	3-5	High
4.45-5.00	0-2	Very high

APPENDIX N: NEWSPAPERS ARTICLES SHOWING CASES OF LOW DISCIPLINE IN SCHOOLS IN SIAYA COUNTY





APPENDIX O: INTERVIEW RESULTS

(i) Principals' Responses

Q1. What is your view on PP & MH ban?

“For some offences the ban was irrelevant. For example sleeping in class, boy-girl carnal knowledge and sneaking. However for other offences if the root causes were PP & MH, continued use of PP & MH would lower the level of discipline. The students would be reacting to the use of PP &MH.” P 1

Q2. What is the major challenge to principals regarding implementation of PP & MH ban?

“The toughest challenge we are facing is maintaining high level of discipline without using the traditional methods of physical punishment and mental harassment. Today’s child is so complicated and difficult to handle. We face many and varied discipline problems. Cheating in examinations, truancy, lateness, sneaking in food, poor response to the bell, drug abuse, sneaking, mobile phones, name them. You have to use a combination of methods. There is a time to use guidance and counseling, there is a time to use mental harassment and there is a time to use physical punishment. Physical punishment and mental harassment are illegal yes but their use to manage an adolescent child is inevitable. You may not see a cane here but it will appear when necessary. We risk by using the cane or even the other illegal methods like verbal reprimand but at times it is a must. Most parents allow us to use any method that can make their children disciplined. They know that discipline and performance go together.” P2

Q3. To what extent have schools implemented PP & MH ban?

“Teachers have reduced the use of PP & MH in schools but they lack Guidance and Counseling skills. Many schools do not have guidance and counseling programmes in schools. In fact the Ministry of Education should send professional counselors to schools. For discipline to improve in schools PP & MH ban should be compensated with strong guidance and counseling programmes in schools.” P 3

Q4. Physical punishment is fast and effective. Give one situation which proves/disapproves this statement.

“When a teacher on duty wields a cane in his hand and even whips a few students, all students will be punctual the rest of the week. If they see the teacher on duty with no cane, what follows is sluggish movement and lateness. The students then fake sickness and absenteeism increase.” **P 4**

Q 5. What is your view towards PP ban?

“Reducing the cane and using Guidance and Counseling more and more can improve discipline in schools as majority of students dislike the cane. Students are becoming more and more aware of their rights. Furthermore Guidance and Counseling makes a student understand the need to behave well. It creates a good relationship between the teacher and the student with consequent increase in discipline. But this will work only if all teachers are trained in Guidance and Counseling. The problem is coping with the large number of students.” **P 5**

“These days students know their rights. This is due to awareness created by the human rights groups world-wide compounded with technological advancement including the internet. Information spreads very fast. The way forward as far as student discipline management is concerned is to involve the students in discipline management. For example a class teacher has to sit down with his students and agree on the rules and regulations that the class members must abide by. They should then discuss and agree on the penalties for those who misbehave or go against the rules. Since the students were involved they will own the rules and regulations. They will have a positive attitude towards the penalties or discipline methods. The positive attitude will make the teacher achieve a high level of discipline as students will strive to stick to the rules.” **P 6**

Q 6. How do you perceive MH as a method of discipline management?

“Students sometimes react to psychological torture with violence. But in most cases it is to do with the fear of failing examinations rather than punishment. They use violence so that examinations are cancelled or postponed.” **P 7**

Q 7. Give one situation where mental harassment should not be used and one where it should be used.

“There are many reasons why students come to school late. Some come from very far but some are just lazy. Others have health problems like asthma and avoid coldness. Whether mental harassment ban will have an effect on lateness depends on the cause of lateness.” **P 8**

Q 8. Give a reason for the continued use of PP despite its ban in schools.
“In large schools you cannot manage student discipline minus a cane.” P 9
“Right now you cannot see a cane here but it will appear immediately it is needed. Sometimes it is a must to use the cane.” P10
Q 9. From your own experience do you feel that schools should implement PP ban?
“Schools that have implemented physical punishment ban tend to have high level of discipline. In such schools teachers guide and reason with students and the students see the need for discipline. The students become self disciplined with subsequent increase in student discipline.” P 11
Q 10. Do you feel that implementation of MH ban will increase student discipline?
“In large schools with high student population teachers claim guidance and counseling cannot work considering the high student population and understaffing problems. Students are therefore coerced to be disciplined using traditional methods like physical punishment to save on time. In the absence of the teachers the students become undisciplined. Sometimes students rebel against these traditional methods resulting in more indiscipline.” P 12
“We are required to use guidance and counseling to discipline students. Physical punishment is now illegal in schools. We have tried it here but it did not work. I hear it has worked in Europe and somebody somewhere felt that it can also be implemented in Africa. Let’s wait and see. An African child is not like a European child. Conditions here are very different. Look at the understaffing here. How many teachers are trained in guidance and counseling? If teachers already are overworked, the syllabus not yet completed, books unmarked, where is the time for talking to individual students? Let alone talking to their parents. And do their parents come to school when they are called?” P 13
Q 11. Do you think that teachers are aware of mental harassment ban in schools?
“Teachers know about mental harassment ban but they do not take it seriously. A parent may take legal action against a teacher who canes his child and hurts him but not one who reprimands the child.” P 14
“The Education Act does not clearly state which methods are categorized as mental harassment. Sometimes teachers may avoid using the cane but they may resort to methods considered as mental harassment without actually knowing.” P 15

(ii) CDE RESPONSES

Q 1. Are you aware of cases of physical punishment and mental harassment in schools in Siaya County?
“My office has received many complaints about teachers using physical punishment to control student discipline.”
Q 2. Do you feel that parents bring all cases of physical punishment and mental harassment to your notice? Briefly explain.
“Most cases that are brought to my office involve physical punishment. Furthermore parents only come here when teachers over use physical punishment resulting in injury. I can say they only come to report the extreme cases. Parents and students seem not to care about mental harassment and mild use of physical punishment. You have read in the newspapers some parents demanding corporal punishment in schools.”
Q 3. The news media has reported many incidents of student violence and destruction of school property. Do you have such cases in Siaya County schools? Please Name a few cases.
“Cases of student indiscipline are on the increase countrywide. In Siaya County many schools have been involved. Examples are Maranda Boys, Ambira Boys’, Hono Mixed , Nyawara Girls and Maliera Boys’ secondary schools.”
Q4. What are you doing to ensure that schools are implementing physical punishment and mental harassment ban?
“Quality Assurance and Standards officers are visiting schools to ensure that all schools implement all government policies including physical punishment and mental harassment ban.”

APPENDIX P: DOCUMENT ANALYSIS RESULTS

Objectives	Remarks	Objectives	Remarks
Physical punishment		Mental harassment	
Caning	×	Reprimanding	×
Kneeling down	×	Exclusion	√
Slapping	×	Ridiculing	×
Manual work	√	Insulting	×
Slashing	√	Name calling	×
Pinching	×	Demotion	√
Standing in the sun	×	Scolding	×
Running around the field	×	Denial of privileges	√
Picking litter	√	Verbal warning	√
Mopping classes	√	Discrimination	×

Key: √- Seen in records ×- Not seen in records

APPENDIX Q: OBSERVATION RESULTS

Objectives	Remarks	Objectives	Remarks
Physical punishment		Mental punishment	
Caning	√	Reprimanding	√
Kneeling down	×	Shouting	√
Slapping	×	Ridiculing	√
Manual work	√	Insulting	×
Slashing	√	Name calling	√
Pinching	×	Teasing	√
Standing in the sun	×	Scolding	×
Running around the field	√	Labelling	√
Picking litter	√	Sarcasm	√
Mopping classes	√	Discrimination	×

Key: √- Observed ×- Not observed

APPENDIX R: KREJCIE SAMPLE SIZE DETERMINATION

(i) Krejcie Sample Size Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

(ii). Krejcie Sample Size Formula

Formula for determining sample size

$$s = X^2 NP(1 - P) + d^2(N - 1) + X^2 P(1 - P)$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970

APPENDIX S: RELIABILITY OF THE INSTRUMENTS

(i). Reliability of Deputy Principals' Questionnaire

Correlations

		Test	Re-test
Test	Pearson Correlation	1	.763**
	Sig. (2-tailed)		.007
	N	9	9
Re-test	Pearson Correlation	.763**	1
	Sig. (2-tailed)	.007	
	N	9	9

(ii). Reliability of Guidance and Counseling Teachers' Questionnaire

Correlations

		test	re-test
test	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	9	9
re-test	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	9	9

(iii). Reliability of Class Representatives' Questionnaire.

Correlations

		test	re-test
test	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	18	18
re-test	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	N	18	18

APPENDIX T: DESCRIPTIVES

Level of Student Discipline as Rated by Deputy Principals, Guidance and Counseling Teachers and Class Representatives (D/P: n=116, G&C: n=116 and C/R: n=272)

Indicators of discipline	Resp	Level of Discipline					MR	SD	OMR	ANOVA
		VH	H	M	L	VL				
Vandalism	D/P	4	21	21	44	26	2.42	1.128	2.38	(F(2,501)=0.365,p=0.694)
	G/C	3	21	21	44	27	2.39	1.109		
	C/R	8	44	44	108	68	2.32	1.106		
Noise making	D/P	2	11	18	53	32	2.12	0.979	2.14	(F(2,501)=0.056,p=0.945)
	G/C	3	12	19	49	33	2.16	1.038		
	C/R	5	27	44	120	76	2.14	0.994		
Lateness	D/P	10	20	22	40	21	2.59	1.238	2.56	(F(2,501)=0.070,p=0.933)
	G/C	13	12	20	49	25	2.53	1.233		
	C/R	27	38	49	104	54	2.56	1.235		
Not doing homework	D/P	6	20	23	45	22	2.51	1.138	2.51	(F(2,501)=0.333,p=0.717)
	G/C	6	22	23	45	20	2.56	1.137		
	S	14	44	49	111	54	2.46	1.132		
Sleeping in class	D/P	3	21	20	35	37	2.29	1.172	2.32	(F(2,501)=0.117,p=0.890)
	G/C	2	21	26	35	32	2.36	1.122		
	C/R	5	49	54	82	82	2.33	1.137		
Not putting on School uniform	D/P	5	13	24	38	35	2.25	1.141	2.36	(F(2,501)=4.069,p=0.018)
	G/C	4	24	13	36	40	2.30	1.230		
	C/R	11	44	44	87	86	2.29	0.971		

Vulgar Language	D/P	13	20	20	41	22	2.66	1.278	2.57	(F(2,501)=0.524,p=0.593)
	G/C	10	15	26	41	24	2.53	1.205		
	C/R	27	38	49	95	63	2.53	1.262		
Vernacular speaking	D/P	14	22	25	30	25	2.74	1.320	2.70	(F(2,501)=0.591,p=0.554)
	G/C	14	20	26	35	21	2.75	1.278		
	C/R	27	44	60	81	60	2.62	1.265		
Deviant behaviour	D/P	5	20	24	41	25	2.46	1.145	2.43	(F(2,501)=0.099,p=0.905)
	G/C	4	22	22	41	26	2.44	1.144		
	C/R	11	44	54	98	65	2.40	1.136		
Sneaking	D/P	4	20	12	52	28	2.32	1.124	2.26	(F(2,501)=0.368,p=0.692)
	G/C	3	13	20	48	32	2.22	1.149		
	C/R	8	38	38	117	71	2.25	1.081		
Boy-girl canal knowledge	D/P	6	21	23	45	21	2.53	1.138	2.56	(F(2,501)=0.562,p=0.571)
	G/C	6	21	23	45	21	2.53	1.138		
	C/R	16	54	68	85	49	2.51	1.160		
Fighting in school	D/P	6	30	34	26	20	2.79	1.161	2.85	(F(2,501)=0.320,p=0.726)
	G/C	6	35	35	23	17	2.91	1.139		
	C/R	14	76	81	57	44	2.85	1.151		
Delinquency	D/P	7	10	21	56	22	2.34	1.072	2.37	(F(2,501)=0.120,p=0.887)
	G/C	7	13	21	55	20	2.41	1.088		
	C/R	16	27	49	131	49	2.20	1.073		
Cheating in examinations	D/P	3	12	15	44	42	2.05	1.070	2.03	(F(2,501)=0.064,p=0.938)
	G/C	2	11	17	42	44	2.02	1.034		
	C/R	5	27	33	109	98	2.02	1.024		
Drug abuse	D/P	5	13	40	28	30	2.44	1.121	2.41	(F(2,501)=0.660,p=0.517)
	G/C	4	15	39	30	28	2.46	1.099		
	C/R	8	27	82	87	68	2.34	1.050		

Bullying School mates	D/P	4	12	45	37	18	2.54	0.990	2.54	(F(2,501)=0.002,p=0.998)
	G/C	5	11	44	37	19	2.53	1.017		
	C/R	11	27	103	87	44	2.54	1.009		
Theft in school	D/P	3	10	50	30	23	2.48	0.991	2.48	(F(2,501)=1.019,p=0.362)
	G/C	2	9	47	35	23	2.41	0.952		
	C/R	5	27	121	81	38	2.42	0.915		
Disobedience to teachers	D/P	3	4	35	55	19	2.28	0.873	2.29	(F(2,501)=0.014,p=0.986)
	G/C	2	5	35	56	18	2.28	0.842		
	C/R	5	16	88	109	54	2.30	0.915		
Truancy	D/P	2	5	23	55	31	2.07	0.892	2.10	(F(2,501)=0.213,p=0.808)
	G/C	3	4	23	57	29	2.09	0.904		
	C/R	5	16	60	120	71	2.14	0.932		
Defiance (co- Curricular activities)	D/P	3	11	20	55	27	2.21	0.991	2.25	(F(2,501)=0.475,p=0.622)
	G/C	2	12	22	56	24	2.24	0.957		
	C/R	8	33	54	117	60	2.31	0.038		
Overall	D/P	5	16	26	43	26	2.41	1.128	2.41	(F(2,501)=0.003,p=0.997)
	G/C	5	16	26	43	26	2.41	1.128		
	C/R	12	37	61	99	63	2.40	1.115		

Source: Field Data

Key: VH=very high, H=high, M=moderate, L=low, VL=very low. Resp=respondents, MR=mean rate, OMR=overall mean rate, SD=standard deviation. C/R=Class representatives. The five point scale used was as illustrated:

Extent of Physical Punishment Ban as Rated by Deputy Principals,

Guidance and Counseling Teachers and Class Representatives (D/P: n=116, G&C:

n=116 and C/R: n=272)

Prohibition of use of:	Offences	Res	PP Ban					MR	SD	OMR	Anova
			VH	H	M	L	VL				
Caning	Truancy	D/P	21	37	12	37	9	3.20	1.282	3.18	(F(2,501)=0.119,p=0.888)
Slapping		G/C	21	37	11	37	10	3.19	1.298		
Manual work		C/R	46	85	27	90	24	3.14	1.288		
Kneeling	Noise	D/P	11	18	35	35	17	2.75	1.282	2.22	(F(2,501)=0.103,p=0.902)
Mopping		G/C	12	17	35	34	18	2.75	1.298		
Slashing		C/R	24	41	81	82	44	1.17	1.288		
Digging	Lateness	D/P	11	23	23	44	15	2.75	1.171	2.75	(F(2,501)=0.174,p=0.840)
Pinching		G/C	12	23	23	45	13	2.79	1.191		
Sweeping		C/R	24	52	54	107	35	2.72	1.174		
Caning	Not doing homework	D/P	18	37	21	29	11	3.19	1.244	3.14	(F(2,501)=0.406,p=0.666)
Slapping		G/C	17	37	21	29	12	3.16	1.248		
Manual work		S	38	82	49	68	35	3.07	1.275		

Kneeling	Sleeping in class	D/P	21	35	26	23	11	3.28	1.241	3.25	(F(2,501)=0.156,p=0.856)
Mopping		G/C	21	35	25	23	12	3.26	1.259		
Slashing		C/R	46	79	60	57	30	3.21	1.254		
Digging	Improper dress	D/P	23	21	45	18	9	3.27	1.170	3.24	(F(2,501)=0.263,p=0.769)
Pinching		G/C	23	21	45	17	10	3.26	1.188		
Sweeping		C/R	54	49	95	41	33	3.18	1.258		
Caning	Vulgar Language	D/P	10	17	35	37	17	2.71	1.150	2.70	(F(2,501)=0.007,p=0.993)
Slapping		G/C	9	18	35	36	18	2.69	1.145		
Manual work		C/R	22	41	82	86	41	2.70	1.145		
Caning	Mother tongue	D/P	10	16	32	35	23	2.61	1.200	2.59	(F(2,501)=0.061,p=0.941)
Slapping		G/C	9	16	33	35	23	2.59	1.165		
Manual work		C/R	22	38	71	81	60	2.57	1.204		
Caning	Disruptive	D/P	11	18	27	37	23	2.63	1.234	2.61	(F(2,501)=0.141,p=0.868)
Slapping		G/C	12	17	26	37	24	2.62	1.256		
Manual work		C/R	27	35	63	87	60	2.57	1.243		
Kneeling	Sneaking	D/P	23	33	37	14	9	3.41	1.165	3.08	(F(2,501)=44.248,p=0.000)
Mopping		G/C	23	32	37	14	10	3.38	1.184		
Slashing		C/R	54	76	82	33	27	2.46	1.051		

Digging	B/G relationship	D/P	23	33	39	12	9	3.42	1.151	3.10	(F(2,501)=45.933,p=0.000)
Pinching		G/C	23	32	40	11	10	3.41	1.165		
Sweeping		C/R	54	76	87	33	22	2.48	1.034		
Caning	Disobedience	D/P	6	11	26	40	33	2.28	1.133	2.31	(F(2,501)=0.122,p=0.885)
Slapping		G/C	6	12	25	41	32	2.30	1.136		
Manual work		C/R	14	27	73	82	76	2.34	1.138		
Kneeling	Delinquency	D/P	6	11	35	35	29	2.40	1.118	2.41	(F(2,501)=0.022,p=0.978)
Mopping		G/C	6	12	35	34	29	2.41	1.127		
Slashing		C/R	14	27	87	76	68	2.42	1.121		
Digging	Cheating	D/P	11	33	49	11	12	3.16	1.100	3.19	(F(2,501)=0.265,p=0.768)
Pinching		G/C	12	32	49	12	11	3.19	1.071		
Sweeping		C/R	27	82	109	27	27	3.24	1.086		
Caning	Drug abuse	D/P	18	29	48	11	10	3.29	1.111	3.29	(F(2,501)=0.088,p=0.916)
Slapping		G/C	19	29	47	12	9	3.32	1.108		
Manual work		C/R	41	68	108	33	22	3.27	1.109		
Kneeling	Bullying	D/P	6	11	32	35	32	2.34	1.135	2.33	(F(2,501)=0.030,p=0.971)
Mopping		G/C	6	12	31	34	33	2.34	1.150		
Slashing		C/R	14	27	73	76	82	2.32	1.154		

Digging	Theft	D/P	14	22	49	20	11	3.07	1.109	3.05	(F(2,501)=0.124,p=0.883)
Pinching		G/C	14	22	49	19	12	3.07	1.109		
Sweeping		S	33	52	108	46	33	3.02	1.157		
Caning	Fighting	D/P	14	22	51	18	11	3.09	1.100	3.06	(F(2,501)=0.293,p=0.746)
Manual work		G/C	14	22	51	17	12	3.08	1.112		
Slapping		C/R	33	52	108	41	38	3.00	1.179		
Kneeling	Vandalism	D/P	6	11	35	35	29	2.40	1.118	2.40	(F(2,501)=0.608,p=0.992)
Mopping		G/C	6	12	35	34	29	2.41	1.127		
Slashing		C/R	14	27	81	82	68	2.40	1.119		
Digging	Defiance	D/P	11	18	27	37	23	2.63	1.234	2.61	(F(2,501)=0.145,p=0.865)
Pinching		G/C	12	17	26	37	24	2.62	1.256		
Sweeping		C/R	24	38	63	90	57	2.57	1.216		
	Overall	D/P	14	22	34	28	18	2.88	1.238	2.88	(F(2,501)=0.065,p=0.937)
		G/C	14	23	34	28	17	2.90	1.240		
		C/R	31	53	78	66	44	2.86	1.235		

Source: Field Data

Key: VH=very high, H=high, M=moderate, L=low, VL=very low, MR=mean rate.
 Resp=respondent, OMR=overall mean rate, SD=standard deviation, C/R=Class
 Representatives, D/P=deputy principal, G/C=guidance & counseling teachers.

**Extent of implementation of Mental Harassment ban as Rated by
Deputy Principals, Guidance and Counseling Teachers and Class Representatives
(D/P: n=116, G&C: n=116 and C/R: n=272)**

Prohibition of use of:	Offences	Res	MH Ban					MR	SD	OMR	ANOVA
			VH	H	M	L	VL				
Insults Humiliation Shouting	Truancy	D/P	19	35	9	40	13	3.06	1.327	3.01	(F(2,501)=0.33,p=0.719)
		G/C	18	35	9	41	13	3.03	1.318		
		C/R	41	76	22	95	38	2.95	1.340		
Reprimands Warnings Shaming	Noise	D/P	11	12	35	41	17	2.65	1.144	2.64	(F(2,501)=0.074,p=0.929)
		G/C	12	11	35	40	18	2.65	1.167		
		C/R	27	27	76	96	46	2.61	1.173		
Scolding Shouting Threats	Lateness	D/P	10	21	23	44	18	2.66	1.194	2.63	(F(2,501)=0.107,p=0.898)
		G/C	9	21	23	44	19	2.63	1.183		
		C/R	22	49	49	103	49	2.60	1.204		
Insults Humiliation Shouting	Not homework	D/P	18	37	21	29	11	3.19	1.244	3.13	(F(2,501)=0.688,p=0.503)
		G/C	17	37	21	29	12	3.16	1.248		
		C/R	41	65	49	68	49	3.04	1.306		

Warnings	Sleeping in class	D/P	12	23	25	33	23	2.72	1.276	2.71	(F(2,501)=0.119,p=0.888)
Shaming		G/C	12	23	26	32	23	2.73	1.274		
Scolding		C/R	27	54	54	77	60	2.67	1.288		
Shouting	Improper dressing	D/P	18	21	45	17	15	3.09	1.213	3.05	(F(2,501)=0.426,p=0.653)
Threats		G/C	18	20	45	18	15	3.07	1.214		
Reprimands		C/R	38	43	107	43	41	2.98	1.218		
Insults	Vulgar Language	D/P	10	18	35	36	17	2.72	1.154	2.69	(F(2,501)=0.080,p=0.923)
Humiliation		G/C	9	17	35	37	18	2.67	1.14		
Shouting		C/R	22	41	82	81	46	2.68	1.161		
Reprimands	Mother tongue	D/P	10	16	32	35	23	2.61	1.200	2.59	(F(2,501)=0.028,p=0.972)
Warnings		G/C	9	16	33	35	23	2.59	1.179		
Shaming		C/R	22	38	76	76	60	2.58	1.206		
Scolding	Disruptive	D/P	11	18	23	35	29	2.54	1.281	2.54	(F(2,501)=0.013,p=0.987)
Shouting		G/C	12	17	23	35	29	2.55	1.294		
Threats		C/R	27	41	54	77	73	2.53	1.300		
Insults	Sneaking	D/P	23	32	37	14	10	3.38	1.184	3.38	(F(2,501)=0.069,p=0.933)
Humiliation		G/C	23	33	37	14	9	3.41	1.165		
Shouting		C/R	54	76	82	33	27	3.36	1.212		

Reprimands	B/G relationship	D/P	18	32	35	14	17	3.17	1.260	3.16	(F(2,501)=0.012,p=0.988)
Warnings		G/C	17	33	34	14	18	3.15	1.267		
Shaming		C/R	41	76	81	33	41	3.16	1.260		
Scolding	Disobedience	D/P	6	12	25	41	32	2.30	1.136	2.29	(F(2,501)=0.007,p=0.993)
Shouting		G/C	6	11	26	40	33	2.28	1.133		
Threats		C/R	16	27	54	99	76	2.29	1.150		
Insults	Delinquency	D/P	6	11	35	35	29	2.40	1.118	2.40	(F(2,501)=0.002,p=0.998)
Humiliation		G/C	6	12	34	35	29	2.41	1.127		
Shouting		C/R	14	27	82	81	68	2.40	1.119		
Reprimands	Cheating	D/P	11	33	49	11	12	3.17	1.074	3.16	(F(2,501)=0.251,p=0.778)
Warnings		G/C	12	32	49	12	11	3.19	1.071		
Shaming		C/R	24	73	115	30	30	3.11	1.079		
Scolding	Drug abuse	D/P	23	30	42	11	10	3.39	1.163	3.35	(F(2,501)=0.694,p=0.500)
Shouting		G/C	23	30	42	12	9	3.40	1.149		
Threats		C/R	54	54	99	41	24	3.27	1.196		
Insults	Bullying	D/P	6	12	31	35	32	2.35	1.144	2.33	(F(2,501)=0.082,p=0.922)
Humiliation		G/C	6	11	32	34	33	2.34	1.142		
Shouting		C/R	14	27	68	82	81	2.31	1.149		
Reprimands	Theft	D/P	14	22	49	19	12	3.06	1.121	3.13	(F(2,501)=0.924,p=0.147)

Warnings		G/C	14	22	49	20	11	3.07	1.109		
Shaming		C/R	46	52	114	46	14	3.26	1.087		
Scolding	Fighting/violence	D/P	14	22	51	18	11	2.35	1.121	2.33	(F(2,501)=0.293,p=0.746)
Shouting		G/C	14	22	51	17	12	2.34	1.109		
Threats		C/R	33	52	108	41	38	2.31	1.087		
Insults	Vandalism	D/P	6	11	35	35	29	2.40	1.118	2.39	(F(2,501)=0.033,p=0.968)
Humiliation		G/C	6	12	35	34	29	2.41	1.127		
Shouting		C/R	14	27	76	87	68	2.38	1.117		
Reprimands	Defiance	D/P	11	18	26	37	24	2.61	1.243	2.57	(F(2,501)=0.924,p=0.398)
Warnings		G/C	12	17	27	37	23	2.64	1.247		
Shaming		C/R	27	41	41	87	76	2.47	1.308		
	Overall	D/P	13	22	33	29	19	2.84	1.237	2.81	(F(2,501)=0.104,p=0.901)
		G/C	13	21	33	29	20	2.82	1.234		
		C/R	30	48	75	69	50	2.78	1.250		

Source: Field Data

Key: VH=very high, H=high, M=moderate, L=low, VL=very low, MR=mean rate, Resp=respondents, OMR=overall mean rate, SD=standard deviation, C/R=Class Representatives, D/P=Deputy Principals, G/C=Guidance & Counseling teachers.