

**IMPLEMENTATION OF THE BAN OF PHYSICAL PUNISHMENT AND
MENTAL HARASSMENT AND ITS INFLUENCE ON PUPIL DISCIPLINE IN
PUBLIC PRIMARY SCHOOLS IN EMUHAYA SUB-COUNTY, KENYA**

BY

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DECLARATION

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

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DEDICATION

This work is dedicated to my beloved late mother, my loving husband not forgetting my wonderful children for their confidence in me that inspired me to undertake this Masters programme.

ABSTRACT

Physical punishment and mental harassment as methods of managing pupil discipline in primary schools are currently unlawful in line with the Basic Education Act, 2013. However, despite the ban, by the year 2015, Emuhaya Sub-County had a higher rate of indiscipline cases where there were 833(53%) cases compared to 644(43%) in Vihiga Sub-County and 543(37%) in Hamisi Sub county. The purpose of this study was to establish the implementation of ban of physical punishment and mental harassment and its influence on pupil discipline in public primary schools in Emuhaya Sub-county. The objectives of the study were; to determine the extent of implementation of ban of physical punishment in Emuhaya Sub-county, determine the extent of implementation of ban of mental harassment in Emuhaya Sub-county, to establish the influence of implementation of ban of physical punishment and mental harassment on pupil discipline. A conceptual framework consisting of implementation of ban of physical punishment and mental harassment as the independent variable and pupil discipline as the dependent variable was used. The study adopted cross-sectional and correlation research designs. The study population comprised of 501; 100 head teachers, 100 deputy head teachers, 100 class teachers, 200 pupil leaders and 1 sub county quality assurance officer. Simple random sampling was used to select 71 head teachers, 71 deputy head teachers, 71 class teachers and 142 pupil leaders. Data was collected using questionnaires and interview schedules. The validity of the research instruments were ascertained by experts in education administration whose input was incorporated in the final draft. Test-retest was conducted to determine reliability of the questionnaires that had a co-efficient of 0.78 for Pupil Leaders' Questionnaire (PLQ), 0.82 for Class Teachers' Questionnaire (CTQ) and 0.81 for Deputy Head Teachers' Questionnaire (DHTQ) at p-value of 0.05. Quantitative data was analyzed using percentages, means and regression analysis. Qualitative data was transcribed and analyzed into emergent themes and sub-themes to establish the influence of implementation of ban of physical punishment and mental harassment on pupils' discipline. The results showed that the overall mean rating on extent of implementation of ban of physical punishment was 2.89, which translated to moderate ban, mental harassment was rated at 3.87, which translated to low implementation of ban according to the rating scale. A significant strong positive relationship between physical punishment and level of discipline of pupils where ban of physical punishment accounted for 35.9% of the variation in level of pupil discipline and a weak negative relationship between mental harassment and level of discipline of pupils: where $r = 0.607$, $N=71$ and $P < 0.05$. This meant that ban of mental harassment did not significantly influence discipline. When ban of physical punishment and mental harassment is enforced together, it accounted for 45.2% variation in pupil discipline. The study concluded that there is a strong positive relationship between the ban of physical punishment and mental harassment and the level of ban of pupil discipline. The study recommends that ban of physical punishment and mental harassment be fully implemented in primary schools. The study may be significant in informing the stakeholders in education for example learners, teachers, policy makers and members of school management boards that the ban on physical punishment and mental harassment is indeed improving pupil discipline in public primary schools, and should be implemented.

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LIST OF ABBREVIATIONS AND ACRONYMS

CTQ	Class Teachers Questionnaires
DHTQ	Deputy Head Teachers Questionnaires
DSD	Department of Social Development
EFA	Education For All
ILO	International Labour Organization
HTIS	Head Teachers Interview Schedule
KHRC	Kenya Human Rights Commission
KIE	Kenya Institute of Education
MOEST	Ministry of Education Science and Technology
NCOP	National Council of Provinces
PA	Parents Association
PLQ	Pupil Leaders Questionnaires
SCQASO	Sub-county Quality Assurance and Standards Officer

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Physical punishment and mental harassment are unlawful in schools under the Kenyan Constitution (2010). Article 29 of the constitution states that every person has the right to freedom and security of the person, which includes the right not to be subjected to any form of violence from either public or private sources; subjected to torture in any manner, whether physical or psychological subjected to physical punishment or if treated or punished in a cruel, inhumane or degrading manner. The Basic Education Act 2013 states expressly in section 36 (1) that no pupil shall be subjected to torture, cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological and section 36 (2) a person who contravenes the provisions of section 36(1) 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.

Physical punishment is the use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child's behavior (Straus & Donnelly, 2005). The concept is further elaborated by Gershoff (2002) that physical punishment are; behaviors, which do not result in significant physical injury (such as; spanking, slapping) are considered physical punishment, whereas behaviors that risk injury (such as; punching, kicking, burning) are considered physical abuse (Gershoff, 2002). Mental harassment on the other hand may take the form of threats, neglect, verbal abuse or denial of necessities. These forms of punishment cause some degree of pain and discomfort with the aim of correcting, controlling or changing behavior or educating or bringing the child up (Save the Children, 2003).

Discipline and organization among students in schools is vital in creating a conducive environment for learning. Discipline is a big concern for the teacher because the success or failure of a teacher or a principal of a school depends on it. Therefore, students discipline is a critical factor in judging the performance of a teacher (Onyango, Simatwa & Gogo, 2016). Sound discipline is an essential ingredient in the creation of a happy and industrious school community properly performing its function of training the young citizens. For the school to realize the stated objectives of education, discipline has to be inculcated in each student. Discipline ensures order and forestalls chaos in a school environment (Griffin, 1994). The chain of command in schools as far as discipline is concerned begins with class leaders, who report to class teachers, who ensures the same information reaches the deputy headteacher who is answerable to the head teacher. The head teacher bears the ultimate responsibility for overall school discipline (Mulford, 2003). Thus, the head teacher and the school in general have the duty of enhancing discipline among students. Indeed, the head teacher's public and professional reputation depends more on the level of discipline in his or her school than on any other factor (Griffin, 1994). This is because good discipline produces good results in every front of school endeavors.

The issue of indiscipline has plagued the school system in Kenya for many years. Numerous researches have described and defined the phenomena of indiscipline in various ways as they have studied the causes and suggested possible panacea to reduce indiscipline in schools. Indeed, a wide range of articles on the factors which contribute to indiscipline and strategies which have attained certain degree of success in tackling indiscipline are readily available. Many of these ideas give into details as to how the measures to tackle indiscipline are to be implemented (Lochan, 2010)

Majority of children have experienced physical punishment by the time they reach adolescence (Ritchie, 1981). Physical punishment has for long been considered a necessary means of socializing children, (Smith, Gallop, Taylor & Marshall, 2005) and has been widely used in schools as a method of managing discipline. However, it has been revealed that physical punishment has a prediction of a wide range of negative developmental outcomes on children. Physical punishment and mental harassment is associated with increased child aggression, anti-social behavior, lower intellectual achievement, poorer quality of parent-child relationships, mental health problems such as depression and diminished moral internalization (Human Rights Watch, Spare the Child Corporal Punishment in Kenya, 2004).

In 1979, Sweden became the first country to prohibit all physical punishment and cruel treatment of children. Only six countries had prohibited physical punishment for children by 1996 but by 2006, this number had risen to 26 countries. Other countries have legislation in progress while others put up restrictions for physical punishment that fall short of a total ban. As of August 2010, at least 31 countries had explicitly forbidden the use of physical punishment both at home and in schools (Save the Children, Sweden, 2010).

According to Onyango, Simatwa and Gogo (2016), carried out a study on the Influence of the Ban of Physical Punishment on Students Discipline in Siaya, Gem and Ugenya Sub counties found that the condition of students' discipline in Kenya's secondary schools has been disheartening. Ogetange (2012), in his study on Teachers and Pupils Views on Persistent use of Corporal Punishment in Managing Discipline in Primary Schools in Starehe Division, also noted that no school term went without incidence of violent behavior in schools being reported in the mass media. Onyango et al (2016) and Ogetange

(2012) did not show how the implementation of the ban influenced the discipline of children in primary schools. This study made an attempt to fill this gap.

In Goa, physical punishment is prohibited in schools in the Right to Free and Compulsory Education Act (2009). Article 17 states: (1) No child shall be subjected to physical punishment or mental harassment. (2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person. (Goa Children's Act 2003, article 41), The Right of Children to Free and Compulsory Education Rules 2010 provide for implementation of the Act, including raising awareness about the rights in the Act, procedures for monitoring implementation and complaints mechanisms when the rights are violated. However, after the ban, most schools in Goa experienced an upsurge of indiscipline cases. In some states, children in secondary schools went on rampage destroying school and public property (Nadu, 2003). Onyango (2016) noted that deputy principals, guidance and counseling teachers and class representatives rated the extent of mental harassment ban implementation to be low, with respect to disobedience. This indicates that mental harassment is highly used to control disobedience in secondary schools. The above studies dwelt on the ban of physical punishment but did not establish if the ban was implemented in primary schools. This study therefore attempted to fill this gap.

In India, the Delhi High Court struck down provisions for physical punishment in the Delhi School Education Act (1973) in 2000, and 2004, the Calcutta High Court ruled that caning in state schools in West Bengal was unlawful. A study carried out by Child Line India Foundation between 2009 and 2011 found that students experienced physical punishment in almost 95% of the 198 schools in 11 states studied, despite it being prohibited. Only 6% of government schools studied and 4% of private schools studied

were free of physical punishment (Child Line India, January, 2012). The above study showed that the ban of physical punishment was not implemented in majority of the schools. The study however did not take into consideration the aspect of the ban of mental harassment. There was a gap on implementation of ban of physical punishment and this study made an attempted to fill it.

In South Africa, physical punishment and mental harassment was outlawed by Section 10 of the Schools Act of 1996, which made the administration of corporal punishment a criminal offence in South African schools. Physical punishment and mental harassment had been used as a quick-fix solution, which raised fear and pain and would therefore be replaced by instilling self-discipline (Human Rights Watch Namibia, 2007). Many South African educators had difficulty finding an alternative to this traditional method of punishment and it was argued that physical punishment and mental harassment persisted because parents use it at home and support its use at school (Msomi, 2004). Morrel (2003) also states that physical punishment belongs to the traditional school room where it was the only form of punishment. It was also passed down the ages in the history of schooling until it was challenged by educational theorists of the progressive era (Maphumulo & Vakalisa, 2008).

According to the new South African Schools Act (RSA, 1996), an environment conducive to a healthy study atmosphere may be administered while expulsion and suspension should be exercised with great caution. Learners may be expelled only if they are guilty of serious misconduct after a fair hearing, and suspension should only be seen as a correctional measure not lasting more than five days. Those who advocate physical punishment argue that the ever-growing disregard for authority among the youth stems from the abolition of physical punishment both at home and at school. This is tantamount

to the teacher losing a grip on the learner. Hence the inference, that if used properly, physical punishment can be an appropriate measure of discipline for serious offences.

However, this measure needs to be monitored consistently to ensure its correct usage (Masitsa, 2008). Moreover, such punishment often leads to short-term compliance and therefore appears to be effective, but actually has negative short-term and long-term effects (Ancer, 2011). Studies have established a strong relationship between physical punishment and the development of aggressive behavior by learners. Physical punishment and mental harassment have a tendency to develop aggressive hostility instead of self-discipline. For many learners, especially boys, it leads to feelings of revenge, anti-social aggressiveness and a high rate of vandalism (Kaylor, 2006). The current study attempted to investigate if the ban of physical punishment and mental harassment had an influence of pupil discipline.

In Kenya the government emphasized on guidance and counseling as an alternative to physical punishment and mental harassment. 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 and many cases of other forms of indiscipline have been reported in the mass media Murithi (2010) and Onyango (2016), also established that there was a strong positive relationship between physical punishment and mental harassment ban and the level of student discipline in secondary schools. Thus, the higher the extent of physical punishment and mental harassment ban, the higher the level of discipline. It was important to find out how ban of physical punishment and mental harassment influenced the discipline of learners in primary schools in Kenya in general and in Emuhaya Sub-county in particular. This is the gap that this study attempted to fill.

Mugambi (2013) study on an Assessment of the Extent of use of Corporal Punishment in Secondary Schools in Muthambi Division in Maara District found out that methods that had been prohibited by the constitution were being used to maintain discipline in Muthambi Division, in Tharaka-Nithi, Kenya. There was therefore need to find out if the ban of physical punishment and mental harassment had been implemented in Emuhaya sub-county and its influence on pupil discipline.

Shisanya (2010) argues that belief in the value of beatings and other forms of punishments in the upbringing of children is deeply embedded in Kenyan societies and teachers are often pressured by parents to ensure that they inflict physical punishment and failure to do so is often interpreted as demonstrating a lack of concern for the child. For these reasons, the elimination of physical punishment from schools is a difficult task. According to the study, in an effort to address this problem, there was need to find ways to engage teachers and students in exploring alternative approaches to discipline children in schools. Classroom teachers indicated that they had one option to use as far as controlling pupils was concerned and that was the use of guidance and counseling. They however asserted that there was a problem of balancing the roles of guidance and counseling and punishment in the classroom situation. The fact that teachers hardly go for in-service training in guidance and counseling may mean that their pre-service training is deemed adequate to make them competent teachers (Ajowi et al, 2013). The above study found out that the alternatives that were to be used in the place of physical punishment had weaknesses where many teachers lacked training in alternatives to use of physical punishment and mental harassment. The absence of proper alternatives to be used in place of physical punishment and teachers lack of awareness and preparedness, there was need therefore to find out if ban of physical punishment and mental harassment had been implemented.

Wachira (2004) argues that the ban of corporal punishment in Kenya in the year 2001 has been blamed for the increase in indiscipline, and naturally, there have been calls to rethink the decision. However, these views are not in agreement with organizations such as the Kenya Human Rights Commission (KHRC). Subsequently, the reintroduction of caning was ruled out in Kenya in the year 2001. Kanja (2008) states that, teachers have taken a back seat in discipline as there have been cases of teachers being dragged to court for punishing students which have prompted many to take a back seat over students behavior. He continues to argue that when teachers, prefects and peer mentors lack the backing of the school administration, they cannot succeed in enhancing discipline and decent behavior effectively. Further, it raises the issues about the challenges facing head teachers and their deputies in dealing with discipline. It is clear that the banning of corporal punishment in Kenya was not a success as revealed by the above studies. With the recent ban of physical punishment and mental harassment in place, there was need to determine if the implementation had taken place and its influence on the discipline of learners.

In a study conducted in Kisumu Municipality by Ouma (2013) it was noted that although the legislations and courts are created to protect both the school administrators, teachers and students, very little was achieved under strict observance of these regulations and court decisions. It was for this reason that illegal practices in management of pupil discipline thrived. The study continues to assert that what these legislations have done is to take away tools that head teachers and principals used to instill discipline into students. For instance principals and head teachers could facilitate expulsion of unruliest students or send them to rehabilitation schools for the hard-to-discipline, but education legislations now do not allow expulsion.

Even with the ban of physical punishment, the practice has however persisted in many schools as revealed by the high prevalence levels of the use of physical punishment in many studies conducted in various parts of the country such as a study by Kimani, Kara, and Teresa (2012). Their study in Starehe Sub-county revealed that prevalence levels of physical punishment were as high as ninety one percent as per the students and fifty percent as per head teachers however in Emuhaya Sub-county, the information was lacking. Guidance and counseling services which were expected to replace physical punishment had their own shortcomings. Chepkirui (2011) notes that 62% of the guidance and counseling teachers in Bureti District reported that they were just appointed to head the guidance and counseling and were not trained on their new roles. Even in cases where there were guidance and counseling teachers, they were not able to address most of the students' problems owing to big weekly workloads occasioned by teacher shortages in many schools where the national teacher shortage is estimated at eighty thousand. The above studies concurred that though the use of physical punishment had been prohibited it was still rampant in Kenyan schools. There is also no clear policy on what amounts to physical punishment and mental harassment and this has left teachers in a state of confusion.

The Wangai report of the Task Force on Student Discipline and Unrest in Secondary Schools of (2001) identified use of physical punishment and mental harassment as a cause of students' unrest. This finding concurs with that of Koech commission (2008) which found out that excessive use of physical punishment and mental harassment had a bearing on the schools unrest and violence. These reports made a background for the banning of physical punishment and mental harassment in Kenyan schools by the Basic Educational ACT (2013). The government of Kenya expected that after the ban cases of indiscipline

in schools would be done away with. This however as not been the case. Emuhaya Sub – county was chosen as the site for the study because it was found to be having higher cases of indiscipline than the neighboring sub – counties of Vihiga and Hamisi. This is summarized in Table1, which indicates the total number of cases reported to the deputy headteachers offices in Vihiga County in first term of the year 2014.

Table 1: Cases of Indiscipline in Emuhaya, Vihiga, and Hamisi Sub – counties

Sub-County	Indiscipline Cases											
	Theft		Fighting		Drug abuse		Truancy		Absenteeism		Noisemaking	
Emuhaya	612	(38%)	713	(35%)	329	(42%)	698	(36%)	1417	(41%)	1800	(39%)
Vihiga	506	(31%)	670	(33%)	247	(31%)	659	(34%)	1124	(32%)	1500	(32%)
Hamisi	496	(31%)	655	(32%)	212	(27%)	583	(30%)	920	(27%)	1350	(29%)
Totals	1617	100%	2038	100%	788	100%	1940	100%	3461	100%	4650	100%

Source: Vihiga County Quality and Standards Assessment Report 2015

Table 1 shows Emuhaya Sub-county led in percentage of all the indicators of indiscipline in relation to Vihiga and Hamisi Sub-counties as per the cases reported in first term, 2014 in Vihiga County. From the studies reviewed, the aspect of ban of physical punishment and mental harassment had not been under researched. This study investigated the ban of physical punishment, mental harassment ban, and its influence on pupil discipline.

1.2 Statement of the Problem

Implementation of ban of physical punishment and mental harassment and its influence on pupil discipline in public primary schools is an issue of concern in schools in Kenya. Despite the ban, there have been reported cases of its use in educational institutions. Studies carried out in Sweden, India and South Africa have revealed that the ban of physical punishment and mental harassment increased indiscipline of learners by up to

20%. After the ban in Kenya in 2013, reported cases of pupil indiscipline were on the increase in Emuhaya Sub-county; that is in 2013 theft cases were 500, fighting 600, drug abuse 100, truancy 450, absenteeism 700 and noisemaking 1350. In 2015, the cases were 612, 713, 329, 698, 1417 and 1800 respectively (Vihiga County Quality and Standards Assessment Report, 2015). Emuhaya Sub - county was chosen as the site for the study because it was found to be having higher cases of indiscipline than the neighboring sub – counties of Vihiga and Hamisi in the larger Vihiga county. From the reviewed literature, physical punishment and mental harassment was being used even after the ban. Where the ban was successful, the level of learner discipline was on a downward trend. This created a good ground for the researcher to investigate and come up with findings with reference to school pupils and how they behave after the ban of physical punishment and mental harassment. The debates on the effects of physical punishment on learner discipline in Kenya and abroad had been extensively researched on but the influence of the ban of physical punishment and mental harassment on learners’ discipline was still under researched.

The ban in Kenya was intended to improve pupil discipline. It was not clear the extent to which the ban of physical punishment and mental harassment had influenced pupil discipline. The purpose of this study was therefore to find out the extent of implementation of the ban of physical punishment and mental harassment and its influence on pupil discipline in primary schools in Emuhaya Sub-county.

1.3 Purpose of the Study

The purpose of this study was to determine the implementation of ban of physical punishment and mental harassment and its influence on pupil discipline in public primary schools in Emuhaya Sub-county.

1.4 Objectives of the Study

The objectives of this study were to;

- i. Determine the extent of implementation of the ban of physical punishment in public primary schools in Emuhaya Sub-county.
- ii. Determine the extent of implementation of the ban of mental harassment in public primary schools in Emuhaya Sub-county.
- iii. Establish the influence of the ban of physical punishment on pupils' discipline in public primary schools in Emuhaya Sub County.
- iv. Establish the influence of the ban of mental harassment on pupils' discipline in public primary schools in Emuhaya Sub County.

1.5 Research Questions

The study was guided by the following research questions:

- i. To what extent was the ban of physical punishment implemented in public primary schools in Emuhaya Sub-county?
- ii. To what extent was the ban of mental harassment implemented in public primary schools in Emuhaya Sub-county?
- iii. What was the influence of the ban of physical punishment on pupils' discipline in public primary schools in Emuhaya Sub County?
- iv. What was the influence of the ban of mental harassment on pupils' discipline in public primary schools in Emuhaya Sub County?

1.6 Assumptions of the Study

The study was carried out based on the following assumptions:

- i. School managers were aware of the ban of use of physical punishment and mental harassment in managing pupil discipline
- ii. Pupils were aware of the importance of discipline in primary school education.
- iii. That school managers and pupils were aware and conversant with the education policy on discipline.

1.7 Limitations of the Study

Two head teachers were transferred during the course of the study before being interviewed. This did not however influence the outcome of the study much since the incoming headteachers were interviewed. The data collected on indiscipline largely consisted of the opinions of the respondents and this could not be relied on. Also the fear of consequences of use of physical punishment and mental harassment may have led to biased responses from the teachers.

1.8 Scope of the Study

The study was confined to Emuhaya Sub-county. The focus of the study was to determine the extent to which ban of physical punishment and mental harassment had been implemented. The study was also to establish the influence of the ban of physical punishment and mental harassment on pupils' discipline for the years 2016- 2018. The respondents of the study included the CQASO, Headteachers, Deputy Headteachers, Class Teachers and Pupil Leaders. The choice of the respondents was informed by the fact that cases of indiscipline are reported through a chain of command beginning with the pupil leaders in class, the class teachers, the school deputy headteachers, the headteachers and finally the sub county quality assurance officer.

1.9 Significance of the Study

The findings of this study are significant in informing stakeholders in education who include pupils, teachers, policy makers and even members of the Board of Management on the need to fully implement the ban of physical punishment and mental harassment ban for purposes of improving pupil discipline.

1.10 Conceptual Framework

The conceptual framework was based on the concept that when physical punishment and mental harassment are withdrawn, a conducive environment is attained and pupils are disciplined. Punishment is not needed for pupils to operate orderly and productively. It was informed by the Grounded Theory that stipulates that; where there is no appropriate theory, data in literature review can be used to develop the conceptual framework. From the reviewed literature, the ban of physical punishment and mental harassment has either increased or reduced the discipline of pupils. In some literature, the ban saw an increase in pupil discipline and in others, discipline went down. This is the reason there is use of the term discipline in the conceptual framework.

The study investigated the implementation of ban of physical punishment and mental harassment and its influence on pupil discipline in public primary schools. The conceptual framework postulates that physical punishment and mental harassment (independent variable) affects the level of pupil discipline (dependent variable).

The conceptual framework envisages that the independent variable determines the level of pupil discipline in schools. From the conceptual framework, prohibiting the use of physical punishment and mental harassment in schools is supposed to have an influence on pupil discipline. It will either escalate indiscipline cases since those who feared the use

of forms of physical punishment such as caning will start misbehaving. On the other hand discipline could improve where pupils will behave well since they are not being punished. From the literature reviewed, physical punishment and mental harassment are more effective in student discipline management compared to alternative methods like guidance and counseling. On the other hand, Pupils prefer physical punishment and mental harassment ban resulting in high level of discipline. This mean The use of alternative methods of discipline management such as guidance and counseling, withdrawal and suspension are less effective and more likely, results in high levels of offences such underage pregnancy, drug abuse, truancy, theft among others (Busienei, 2012). The government emphasized on guidance and counseling, as an alternative to mental harassment. According to Kaburu (2006), the use of guidance and counseling to manage student discipline is not effective because teachers lack guidance and counseling skills. This method is also time consuming and schools lack resources for effective guidance and counseling programs. 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. Furthermore, many cases of other forms of indiscipline have been reported in the mass media (Murithi, 2010).

The intervening variable moderates the independent variables influence on the dependent variable (Kenya Institute of Management, 2009). This means the variables increase or reduce the effect of the ban on pupil discipline. If teachers' attitude towards the ban is negative, they will continue using physical punishment and mental harassment. 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 will guide the teachers as they manage student discipline. School culture determines which discipline management

methods are acceptable in a school. Teachers' attitudes towards methods of discipline management determine whether these methods will be effective or not. Teachers are the implementers of policies at the school level (Ouma et al, 2013).

Discipline management methods can only have an effect on student discipline level only if they are fully implemented. As a consequent, ban of physical punishment and mental harassment in schools make the teachers feel that they have been completely stripped off their powers and have no control over their students and they feel they have been given no alternatives. As a result, they feel completely helpless (Kopansky, 2002).

Teachers argue that alternative methods of discipline management like guidance and counseling take a lot of time which should be used for learning activities. They argue that such methods are only effective in schools where students have self discipline (Samoei, 2012). School culture determines whether physical punishment and mental harassment can be used effectively to maintain discipline in schools. In some schools, physical punishment and mental harassment is part of the school culture and students accept it. Head teacher's management style also determines the effective discipline management method (Kiumi, 2008). Ileri and Muola (2010) found out that the government and school management do not provide the needed infrastructure and support effective guidance and counseling to take place in schools.

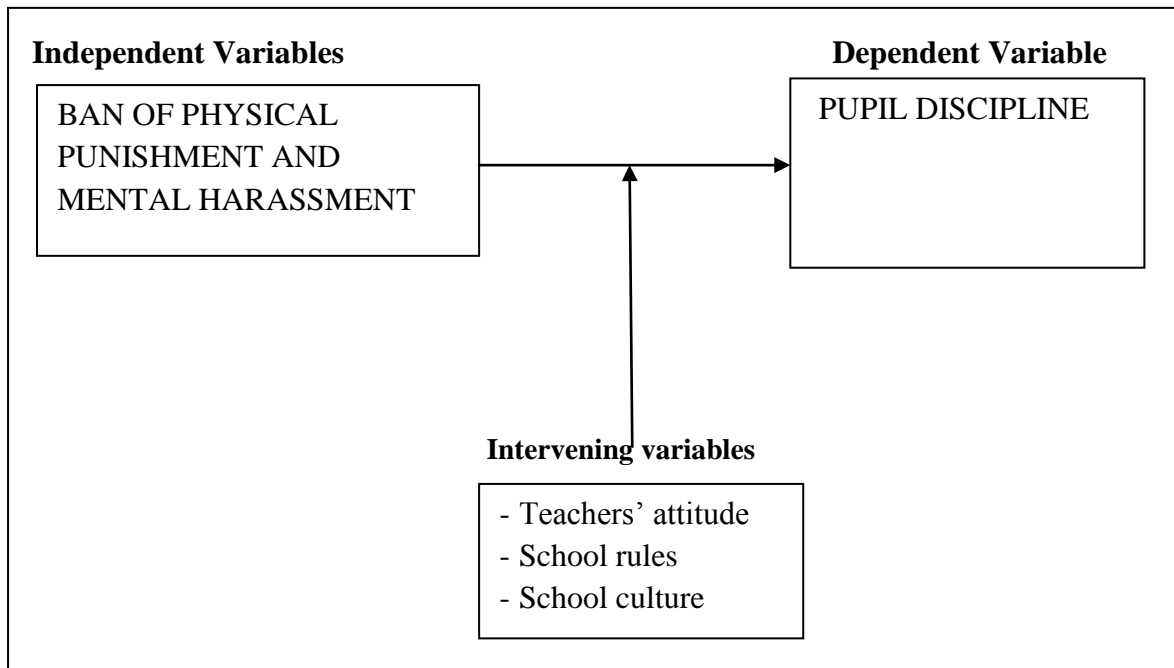


Figure 1.0: A Conceptual framework showing the Influence of Ban of Physical Punishment and Mental Harassment on Pupil Discipline.

1.11 Operational Definition of Terms

Ban: The act of forbidding Physical punishment from being used in management or outlawing.

Discipline: Refers to self-restraint in dealing with situations in order to maintain law and order.

Implementation: Make changes that the government has officially decided should happen.

Indiscipline: Violation of norms in a given society

Influence: Affect the way pupils develop, behave, or think without using direct force or orders

Mental harassment: Action that is intended to upset, disturb or cause mental anguish the victim.

Physical punishment: An action intended to cause physical discomfort or pain inflicted by an object to correct a child's behavior, to teach a lesson or to deter the child from repeating the negative behavior.

Public primary school: An elementary school supported by the government for children between 5 and 13 years old.

Pupil: Is a person who is enrolled in a primary school

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents related literature review to the study. The areas covered include; ban of physical punishment in schools, ban of mental harassment in schools, influence of ban of physical punishment on pupil's discipline, influence of mental harassment on pupil's discipline and pupil discipline.

2.2 Concept of Pupil Discipline

Discipline is an important component of human behavior. It helps in regulating people's reaction in various situations. Without discipline, an organization cannot function well towards the achievement of its objectives. According to Okumbe (1999), discipline is in real terms the epicenter of a success of school. The efficiency and effectiveness of all organizational activities depend on the organizational degree of discipline. Discipline is the correction of the wrong doer, (Mbiti, 1974). Discipline is connected with training, guiding and arranging conditions of learning. Through good morals among the youth, a good society can be molded.

Ouma, Simatwa and Serem (2013) define discipline as the actions by management to enforce organizational standards. There are many standards or codes of behavior to which teachers, students and non-teaching staff must adhere. Discipline helps the students to do those necessary activities in order to enhance their education while limiting those behaviors that are self-defeating. Students require discipline for positive development and for adequate educational progress (Charles, 2002). Barasa (2013) defines indiscipline as the attitude and unwillingness to make efforts required to achieve the objectives chosen,

which make the student a defiant person who chooses to rebel and turn away from the goal laid down by both parents and teachers.

Throughout the world, cases of pupil indiscipline have increased in intensity and prevalence. Pupils' rebellion against established authority has occurred in every country with significant increase and intensity (Otieno, 2004). In United Kingdom, more than 2000 primary school pupils were suspended in the year 2009 as principals struggled to cope with the surge in violent and unruly pupils (Mucmahron, 2009). Opposition leader Baillieu concurred by pointing out that poor discipline was increasing among children of all ages and school principals should be given power to search for firearms in the pupils to tackle the problem. Herald Sun, Magazine published that the number of assaults in and around schools increased by more than 150 percent between 2000 and 2001. In 2009, 16393 public primary and secondary pupils were suspended, more than 200 were expelled (Mucmahron, 2009). United States of America has experienced the highest rate of school crime in the past decade; Canada as well as Britain have experienced increased use of firearms in public schools. Pupils have turned to violence not only on fellow pupils but also on teachers (Kriener, 2000). Schools are also confronted with gang recruitment, rivalry, drug abuse and trafficking, such problems lead to violence in and around the school.

Jimi (2008) carried a study on the role of educators in the management of school discipline in the Nkangala Region in South Africa and noted that discipline problems in primary schools included use of abusive language, lack of concentration, late coming and threats by pupils. At the onset of 21st Century, Kenya has been beset with serious indiscipline cases in most educational institutions. Reports on the situation on discipline in Kenya schools indicate that violence and destructive forms of pupil and student unrest

had increased. Between 2013 and 2015, 386 schools reported cases of student and pupil unrest in Kenya (Republic of Kenya, 2016). Between June to July 2016, over 100 secondary schools went up in flames and school property worth millions of shillings was destroyed and one student died (The People Newspaper, 2016 August, 21st). Mukundi (1999) observed that head teachers have more demanding task since they deal with very young and developing individuals. If proper discipline standards are not inculcated at this stage, then most secondary schools will experience many indiscipline problems. According to a survey by the National Agency for Campaign against drug abuse, 28.7% of primary school children take alcohol (Daily Nation, 2016 October, 27th).

Afullo (2005) noted that indiscipline cases that have become a major concern in schools include, arson, sexual assault, theft, sneaking out of school, fighting, bullying, drug abuse, truancy, lateness, obscene language and noise making. Afullo (2005) further reveals that in Kenya, schoolteachers find it difficult to enforce discipline particularly after the abolishment of corporal punishment since discipline is often equated with corporal punishment.

After the ban of physical punishment and mental harassment in Kenya in 2013, cases of pupil indiscipline were on the increase in Emuhaya Sub-county; that is in 2013 theft cases were 500, fighting 600, drug abuse 100, truancy 450, absenteeism 700 and noisemaking 1350. In 2015, the cases were 612, 713, 329, 698, 1417 and 1800 respectively. In two primary schools, it was reported that pupils had gone on rampage protesting the transfers of head teachers (Vihiga County Quality and Standards Assessment Report, 2015). This study therefore was carried out to determine whether the increase in cases of indiscipline in Emuhaya Sub- County had any relationship with the ban.

2.3 Ban of Physical Punishment in Schools

According to The United Nations Committee on the Rights of the Child (2009), “Corporal” or “physical” punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Examples of physical punishment include but are not restricted to the causing of physical harm to children by hitting, kicking, scratching, pinching, biting, pulling the hair, boxing ears, smacking, slapping, spanking with or without any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving electric shock etc). Secondly, there is the making of children assume an uncomfortable position (standing on bench, standing against the wall in a chair- like position, standing with schoolbag on head, holding ears through legs, kneeling etc.). To add on that, there is use of forced ingestion of anything (for example; washing soap, mud, chalk, hot spices etc.). Another method is detention in the classroom, library, toilet or any closed space in the school.

Discipline and organization among students in schools is vital in creating a conducive environment for learning. Discipline is a big concern for the teacher because the success or failure of a teacher or a principal of a school depends on it. Therefore, students discipline is a critical factor in judging the performance of teacher (Onyango, 2016).

Many countries such Norway and Denmark have banned use of physical punishment in schools considering it as a source of violence and general indiscipline among learners (Larzelere, 1999). Most of the child welfare organizations have policies opposing the use of physical punishment. Many educationists in developed countries are against physical punishment because it lowers the dignity of the child (Graziano, 1990).

The South Africa Constitution of 1996 (Republic of South Africa, 1996b) explicitly enshrines, guarantees and protects human rights in general and children’s rights in

particular. The second chapter of the constitution focuses on the Bill of Rights and states in unequivocal terms the need to protect such rights. For example, Section 12 (1) of the constitution which states that: Everyone has the right to freedom and security of the person, which includes the right not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way (Republic of South Africa, 1996b7). This section has direct implications to what happens in schools and classrooms. Learner misbehavior can be gross at times and negatively affect the smooth running of the schools and the safety of educators and learners.

Morrell (2001), however, states that even after the banning of the use of corporal punishment in schools, educators still used it as a strategy to discipline learners. Wittingly or unwittingly, educators may be unaware that they are committing crimes under the guise of disciplining learners. Mtsweni (2008) observes that after the banning of corporal punishment in schools, most educators feel incapacitated and helpless in dealing with learner indiscipline in schools. Learners are believed to have now become ill disciplined to the extent that they even openly challenge the teacher's authority because they know that nothing would be done to them (Masitsa, 2008). According to Professor Asmal (2000), the void left by the outlawing of physical punishment can be filled by proactive and constructive alternatives that ultimately contribute to the growth of well-balanced children who are able to interact with each other and the world in a respectful, tolerant and responsible manner. Educators should also uphold the values of justice, equality, freedom and tolerance.

A counselor at Makerere University Hospital described beating as a primitive way of communicating to children. He recommended talking and listening as the best way of guiding them and helping them to learn (Kemigish, 1999). According to him, physical

punishment teaches children nothing positive, nothing about the way we as adults want them to behave, on the contrary, it is a potent lesson in bad behavior. Teachers are in *loco parentis* while a child is in school; they serve as surrogate parents. Physical punishment was banned in Uganda in 1997. Kilubya (2010) in a study on perceptions of primary and secondary school headteachers towards corporal punishment in Kampala' Uganda found out that even after the ban of corporal punishment, teachers continued using it to instill discipline on learners. The main reason for using it was that it was quick and produced the required results.

In Kenyan school was evident in the early 70s. Teachers were faced with a difficult task of maintaining the discipline of learners. It is on this basis that teachers in Kenya were legally permitted to use physical punishment in 1972 through Legal Notice No. 40 of 1972. However, in 2001, the same Legal Notice was overturned by Legal Notice No. 56 of 2001, Children Act of 2001, Constitution of Kenya of 2010 and The Basic Education Act of 2013 and Kenya's penal code since the disadvantages of use of physical punishment outweighed its advantage.

In a recent study carried out in Muthambi division, Tharaka Nithi County, Kenya on the extent of use of physical punishment, it was clear from the findings that physical punishment was widespread in schools (Mutuma, 2013). In this study majority of the deputy principals agreed that physical punishment specifically canning was the most effective form of punishment. The above study clearly shows that with ban of physical punishment, there were no clear alternatives that seemed to work and therefore teachers went back to using physical punishment. The findings concurred with those of Ouma (2013) in a study carried out in Kisumu Municipality, Kenya on management of pupil

discipline. In this study, it was found out that most head teachers went against the law by meting physical forms of punishment on pupils in spite of the ban.

Morrel (2001), Mutuma (2013), Masitsa (2008) and Ouma, *et al* (2013) revealed that the ban of physical punishment in schools, had not been fully implemented. There was therefore need to carry out a study that investigated this the scenario in Emuhaya Sub-county as far as the implementation of ban of physical punishment was concerned. This was the knowledge gap that this study attempted to fill.

2.4 Ban of Mental Harassment in Schools

Mental harassment is understood as any non-physical treatment that is detrimental to the academic and psychological well-being of a child up (Save the Children, 2003). It includes but is not restricted to use sarcasm that hurts or lowers the child's dignity for example calling names and scolding using humiliating adjectives. Intimidation remarks using derogatory terms for the child and pinning of slogans. Ridiculing the child with regard to their background, status, parental occupation, caste or with regard to their health status or that of the family is also an aspect of mental harassment. This form of punishment causes some degree of pain and discomfort with the aim of correcting, controlling or changing behavior or educating or bringing the child up (Save the Children, 2003).

Another aspect is the belittling of a child in the classroom due to his/her inability to meet the teacher's expectations of academic achievement. The use of punitive measures to correct a child such as labeling him/her as difficult when the child has attention deficit or disorder is mental harassment. Finally, the shaming of a child to motivate him/her to improve his/her performance, ridiculing a child with developmental problems such as

learning difficulty or a speech disorder, such as, stammering or speech articulation disorder is also an aspect of mental harassment (The United Nations Committee on the Rights of the Child, 2009). Mental harassment is associated with increased child aggression, anti-social behavior, lower intellectual achievement, poorer quality of parent-child relationships, mental health problems such as depression and diminished moral internalization (Human Rights Watch, 2004, Spare the Child Corporal Punishment in Kenya).

In 1979, Sweden became the first country to prohibit mental and cruel treatment of children. Only six countries had prohibited mental harassment for children by 1996 but by 2006, this number had risen to 26 countries. Other countries have legislation in progress while others put up restrictions for punishment that fall short of a total ban. As of August 2010, at least 31 countries had explicitly forbidden the use of mental harassment both at home and in schools (Save the Children, Sweden, 2010).

Since the passage of legislations banning physical mental harassment in South African schools, disruptive behavior in school had become an issue of national concern (Marais, 2010). In the study, it was noted that teachers in South Africa were increasingly becoming distressed about disciplinary problems in school as mental harassment had been outlawed by legislations. Some sectors of the society in South Africa reacted positively to the legislation claiming that it affirms human dignity, but others expressed concern, contending that there were no viable alternatives to physical punishment and mental harassment.

Teachers, parents and other caregivers need to be trained to enable them apply effectively the alternative discipline methods. According to Human Rights Watch (1999) praising the child's good behavior, being compassionate and showing respect significantly reduces

disciplinary problems. Alternative methods of discipline are more beneficial and less detrimental to a child's development than mental harassment. It is also a fact that alternative discipline does not necessarily require the investment of significant amount of additional funds (Save the Children Sweden, 2003).

Naong (2007) in a report in a South African Educational journal dealing with use of mental harassment asserted that, even with the use of alternatives to maintaining discipline there are many challenges facing schools as far as the thorny issue of discipline is concerned. Such challenges include, lack of teachers preparedness in handling discipline in the absence of physical mental harassment. According to him, this abolition of had left a gap that could not be filled and this had led to all kinds of disciplinary problems in schools. The above study showed that the ban of mental harassment had led to a rise in learner indiscipline. Shisanya, (2010) argues that belief in the value of beatings and other forms of punishments in the upbringing of children is deeply embedded in Kenyan societies and teachers are often pressured by parents to ensure that they inflict physical punishment or mental harassment and failure to do so is often interpreted as demonstrating a lack of concern for the child. For these reasons, the elimination of physical punishment and mental harassment from schools is a difficult task. According to the study, in an effort to address this problem, there was need to find ways to engage teachers and students in exploring alternative approaches to discipline children in schools. Classroom teachers indicated that they had one option to use as far as controlling pupils was concerned and that was the use of guidance and counseling. They however asserted that there was a problem of balancing the roles of guidance and counseling and punishment in the classroom situation. The fact that teachers hardly go for in-service training in guidance and counseling may mean that their pre-service training is deemed adequate to make them competent teachers (Ajowi, 2013).

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 doer were common. This shows that mental harassment is common in primary schools. Kirui (2012) concurs by pointing out that teachers often use verbal reprimand, insults and threats to manage student discipline in schools. Gikonyo (2002), Simatwa (2007) and Ajowi (2012), Mutuma (2015) found 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. Although the Children Act outlaws 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 decides 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, (2004) and Ouma, Simatwa and Serem (2013) investigated alternative methods teachers used in the absence of mental harassment. 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 use mental harassment to control minor offences. In a related study, Omboto (2012) found that teachers used methods that were punitive and illegal to manage student discipline. The methods used included mental harassment. Studies by Simatwa (2007) and Omboto (2012) investigated methods used by teachers to manage student discipline in schools. Studies by Nduku (2004) and Ouma, Simatwa and Serem (2013) investigated alternative methods to corporal punishment used by teachers to manage student discipline in schools. Onyango, Simatwa and Gogo (2016) established that mental harassment was being used

in schools to maintain learner discipline despite the ban. There was need to investigate if the ban of mental harassment had been implemented in Emuhaya Sub county.

2.5 Influence of Ban of Physical Punishment on Discipline

The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries Muchemi (2001). Sweden was one of the first countries in United Kingdom to ban the use of physical punishment. Larzelere, (1999) according to him; those in favor of a ban on smacking often quote Sweden as a role model. Sweden banned smacking in 1979. A primary aim of the ban was to decrease rates of child abuse and to promote supportive approaches for parents rather than coercive state intervention. Evidence suggests the ban has totally failed to achieve these aims. Larzelere (1999) argues that far from any decrease in violence, there has been a sharp increase in child abuse and child-on-child violence. In addition, supportive approaches for parents' has, in reality, meant the removal of children from the home in 46% of new cases receiving "support and care measures." Cases of indiscipline were also noted in England after the outlawing of physical punishment. The government then planned a crackdown on school indiscipline by giving schools powers to search pupils for weapons under new plans. According to the then Education Secretary, Hon. Charles Clarke, schools were encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, 2004).

There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Khaleej Times, 2006), where banning of physical punishment was blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern

was not only on the risk of destruction of property and injury to persons, but also on the poor academic performance associated with the growing trend of indiscipline. The standards of discipline were also reported to be deteriorating in India (India Parenting PVT, 2007). According to this report, there was a need to find a lasting solution to the problem of indiscipline. It was concluded that a solution to the issue of indiscipline would make students' education and schooling more productive.

The schools in Botswana had their image marred by acts of student indiscipline, Marais (2010). According to the study, some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol. This was after the ban on physical punishment in South African schools. The study continues to state that a survey on a number of previous provincial schools also revealed that indiscipline had caused deterioration in academic performance in response to a public outcry; the South African government launched a national project on discipline in South African schools in the year 2000. Many of the recommendation emanating from the project were published in a booklet entitled 'Alternatives to Physical Punishment; the Learning Experience' which was distributed to all schools in South Africa in 2001 by the National Department of Education. The booklet containing guidelines on alternatives to physical punishment was disseminated in an effort to combat escalating disciplinary problems in schools. In spite of this support from the National Department of Educators, the following headline appeared in the media 'Punishment guide not helping much with discipline-wonderful theories not always practical.' (Rademeyer, 2001). These comments focused renewed attention on the jaundiced view of discipline (a view that is biased, discriminatory, prejudiced or an attitude formed beforehand) that became evident after physical punishment was abolished. Teachers who used to rely on reactive measures to curb indiscipline had now to develop alternative

proactive measures to do the same. Naong (2007) maintains that abolition of physical punishment in schools has left a gap, which cannot be filled, and that it has led to all kinds of disciplinary problems in schools such as theft, lateness, truancy, arson and destruction of property.

In his study, Mugambi (2013) found out that after the ban of use of physical punishment, teachers in Muthambi division Tharaka-Nithi County went back to use of forms of physical punishment such as canning, kneeling, manual work, punching and kicking because of the rise in indiscipline and falling academic standards. More than ninety percent of the methods that were initially used for management of student discipline in Kenya, like manual labor, corporal punishment, reprimanding, kneeling, detention, exclusion and suspension are illegal according to the current legislations (Ouma, 2013). This has left the teachers with few options on what disciplinary measures they should use to correct students. This may have influenced management of discipline in schools where teacher left the student to their own devices hence lowering the level of discipline.

Naong (2007) Mugambi (2013) and Onyango, Simatwa and Gogo (2016) found out that the ban of physical punishment in secondary schools led to an increase in student indiscipline. These studies indicate that the ban of physical punishment in secondary schools had led to a decline in levels of discipline. These studies were done in secondary schools. There was a gap in literature where the influence of the ban of physical punishment in primary school pupils is not known. This study attempted to fill this gap.

2.6 Influence of Ban of Mental harassment on Pupils' Discipline

The Kenyan Government, through MOEST suggested that guidance and counseling services in schools should be strengthened to provide a new way of managing pupil

discipline after the banning of mental harassment by the Basic Education Act 2013. However, the structures for providing guidance and counseling in schools are still so weak that it is doubtful whether they will adequately fill the gap left because of the ban of mental harassment. They lack training in basic counseling skills and expertise to use computers and the internet (KIE, 2003) and therefore cannot be relied on to provide up to date counseling sessions to learners.

Critical studies done by Bretch (2002) in Harvard University revealed that emotional, social and behavioral consequences of the use of mental harassment were dealt with and had far-reaching effects. Mental harassment and its effects are of particular relevance to children's professionals like psychologists, social workers, teachers and doctors. Pupils on whom mental harassment is administered are often left with emotional evidence of the abuse.

Onyango (2016) Mugambi (2013) and Larzelere (2002) in their studies show that the use of mental harassment influences children's school attendance due to fear and consequently the learning environment is not perceived as safe hence school is avoided. Children who have been subjected to mental harassment in schools are more likely to use violence in their own families later in life; while learners who are verbally reprimanded are more likely to bully their peers.

Straus (2004); stated that adolescents who were subjected to mental harassment displayed an increased risk of developing depressive symptoms as adults. He further stated that it increases suicidal deflation, which is further, associated with a high frequency of suicidal thoughts as an adult.

More studies in America by Kopansky (2002) explained that students and pupils who are exposed to mental harassment at an early age might develop into adults who display little or no empathy and would hurt without conviction in the future. Furthermore, children learn aggression as an effective means of problem solving. The effect of this kind of punishment has more future problems. Straus (2004) asserted that American and European adolescents who experience frequent mental harassment are at a greater risk of assaulting later in life. Parents who use mental harassment as a form of discipline have a greater probability of their children developing delinquent tendencies (Kopansky, 2002). According to Straus (2004) and Boyd (2008) regular, periodic and repeated mental harassment leads to chemical and structural changes in the brain, which result in depression of learners. Flynn (2010) was of the opinion that there is no clear evidence that mental harassment will in the future lead to better control in classroom, enhance moral character development in children, or increase the pupils' respect for teachers or other authority figures. Mental harassment does not instruct pupils' incorrect behavior. Moreover, the use of mental harassment in schools communicates that reprimanding is the correct way to solve problems and emotional violence is acceptable in our society. This sentiment was supported pro- violence attitudes of youth. Concerning pupils' behavior, Smith (2008) concluded that mental harassment by Ginnot (2001) mental harassment does not produce long- lasting changes in behavior, negatively encourages pupils to be sneaky, truant and to lie about their behavior in order to escape harm. Furthers more, pupils fear their teachers and also going to school, some run away from their teachers and from school, feel high levels of anxiety helplessness and humiliation, being aggressive or destructive at home and school.

In Africa, effects of mental harassment are numerous. Research done by Mabelane (2000) in South Africa and that of Joubert and Prinsloo (2010) contended sneaking from school

was a major discipline problem as most students feared the punishment and consequently this influenced negatively on their academic achievement. Similarly, in Kenya, Simatwa (2007), found out that some students sneak from school to go and indulge in other indiscipline cases such as drinking smoking among others. Studies by Mudis and Yambo (2015) have found out that reprimanded pupils' and those who watch the reprimands become timid, lose self-confidence. O'Brien and Carl (2013); Ombuya, Yambo and Omolo (2012) children who experience psychological abuse because of mental harassment may suffer from sleep disturbances, including the reappearance of bedwetting nightmares, sleepwalking and fear of falling asleep in a darkened room. There have been reported cases of children committing suicide because of the humiliation and shame they feel due to physical and mental punishment (UNICEF, 2011). Furthermore, somatic symptoms such as stomachache, headaches, and fatigue and bowel disturbances, accompanied by a refusal to go to school can also occur (Hyman, 1990). Mental harassment decreases a child's motivation and increases his/ her anxiety as a consequence the ability to concentrate is inhibited and learning is poor (UNICEF, 2011). Simatwa (2007) and Yambo (2012) posited that unplanned, unreasonable punishment deprives a learner confidence and exposes child mental health problems particularly internalizing ones such as depression, drug, and substance and alcohol abuse.

The ban mental harassment also brought diverse in disciplinary cases which included truancy, bullying, indecency in dressing, lying, theft, sexual harassment, absenteeism, drugs and substance abuse, sneaking, disobedience, not completing assignment, noise making in class due to lack of punishment in schools. Pupils resorted to lethal ways of expressing their grievances such as gang raping teachers, looting, arson, destroying schools and public properties, drinking, smoking, murdering their teachers and even

fellow pupils (UNICEF, 2001). Mugambi 2013), Onyango (2016) and Ombori (2016) also found out that the ban of mental harassment led to an increase in learner indiscipline. An analysis of the literature reviewed shows that most researchers have revealed that the ban of mental harassment lowered the discipline of learners. The scenario in Emuhaya Sub-county was however not known. This study therefore investigated the implementation of ban of mental harassment and its influence on pupil discipline in an attempt to fill this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study determined the implementation of ban of physical punishment and mental harassment and its influence on pupils' discipline in public primary schools in Emuhaya Sub-county. This section focused on the research design, description of the location of study, population, sampling procedure, instruments for data collection, validity and reliability of the research instruments, data collection procedures and data analysis procedures.

3.2 Research Design

This study adopted a combination of descriptive survey, which was used to determine the extent of ban of physical punishment and mental harassment in public primary schools in Emuhaya Sub County. Correlation cross-sectional research design was used to determine the influence of ban of physical punishment and mental harassment on pupil's discipline. Descriptive survey research involves gathering data by interviewing or administering a questionnaire to a sample of individuals Orodho (2003). It involves obtaining information or data collection by getting responses from persons in a wide geographical area through questions and interview schedules in order to test hypothesis or answer research questions of a given study (Orodho & Kombo, 2012).

Correlation research design on the other hand involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables expressed as a correlation coefficient (Mugenda & Mugenda, 2003). Correlation design was used to find out if there was a relationship between implementation of ban of physical punishment and mental harassment in schools and pupil discipline.

3.3 Area of Study

The study was carried in public day primary schools in Emuhaya Sub-County. This sub-county is in Vihiga County, which has three other sub-counties: Sabatia, Hamisi and Vihiga. It was chosen as the site for the study because it had the highest percentage of indicators of indiscipline as compared to the two neighboring sub counties. Emuhaya is found in the former Western Province of Kenya and its largest town is Luanda, located along the Kisumu - Busia highway. The Sub-County is located on latitude $0^{\circ}15'N$ and $0^{\circ}5'S$ and longitude $34^{\circ}30'E$ and $34^{\circ}45'E$. The area is densely populated with a population of 213,754 according to the 2009 Census and has an area of 273km^2 . Emuhaya Sub-county has two constituencies namely Emuhaya and Luanda (National Statistics Bureau, 2010). The area has 103 public primary schools of which three have recently been established (still at lower primary level) and 12 are private schools. The area receives adequate rains and majority of the people are small-scale farmers and petty traders.

3.4 Study Population

The population target was 501 respondents, who were involved in the study. Population is a set of complete set of individual subjects we wish to learn about in the research study (Borg et al, 1989). This comprised of, 100 primary school headteachers, 100 deputy head teachers, 100 class seven class teachers and 200 pupil leaders (head boys and head girls) in all public schools in Emuhaya Sub-county. The choice of the deputies and class teachers was made on the strength that these were the individuals concerned with the overall discipline of a school. The pupil leaders are the link between the class teachers and the rest of the pupils. The class teachers in turn report to the deputy headteachers who finally report to the headteachers. This is the chain of operation in any school. The choice of class seven class teachers was made putting into consideration that this was a senior

class that was not so busy as compared to class eight. Head boys and head girls are responsible for maintenance of discipline on behalf of the teachers.

The Quality Assurance Officer Emuhaya Sub-county was also involved since he was in charge of matters of discipline in the whole sub county. The researcher intended to collect information from a subset of the population in such a way that the knowledge gained was representative of the total population under study (Cohen, 1994). The targeted population comprised of 100 head girls and 100 head boys, 100 class teachers, 100 deputy head teachers, 100 head teachers and one sub- county quality assurance and standards officer.

3.5 Sample Size and Sampling Technique

The study used simple random sampling procedure where the sample group was a theoretical representative of the population. Random sample was drawn for each stratum; the sub-sample was joined to form the complete stratified samples (Borg et al, 1989). When selecting a sample size, various factors have to be considered. These include the purpose of the study, population size, the risk of selecting a ‘bad’ sample, and the allowable sampling error. In addition, three criteria usually need to be specified to determine the appropriate sample size: the level of precision, the level of confidence or risk, and the degree of variability in the attributes being measured (Spatz, 2008).

Therefore, Fisher’s formula was used to select a study sample that consisted of 142 pupil leaders (of which half were boys and the other half were girls), 71 class teachers, 71 deputy head teachers and 71 head teachers.

Fisher’s formula used was as shown below:

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where nf = sample size

$$n = 250$$

N = population

$$nf = \frac{250}{1 + \frac{250}{50}}$$

$$\frac{250}{3.5} = 71$$

Saturated sampling technique was used to select one Sub-County Quality Assurance and Standards Officer (SCQASO). This excluded the number that participated in the pilot study, i.e. 10% of the study population (Lackey & Wingate, 1998). A list of public primary schools was obtained from the sub-county Director's Office, Emuhaya.

Table 3.1 shows the population for the sampled area under study. This includes 71 Head teachers, 71 Deputy head teachers, 71 class teachers, 142 pupil leaders and 1 Quality Assurance and Standards Officer.

Table 3.1: Sample Frame

Details	Population (N)	%	Sample (n)
Quality Assurance and Standards Officer	1	100	1
Head teachers	100	100	71
Deputy Head Teachers	100	100	71
Class Teachers	100	100	71
Pupil Leaders	200	100	142

3.6 Instruments of Data Collection

The research instruments of the study were questionnaires and interview schedules. The instruments were used to collect data, which were used to establish the implementation of ban of physical punishment and mental harassment and its influence on pupil discipline

and academic performance in public primary schools. The questionnaires consisted of open-ended questions. Three types of questionnaires were used namely; Pupil Leaders' Questionnaire (PLQ), Class Teachers' Questionnaire (CTQ), Deputy Head Teachers' Questionnaire (DHTQ) and in-depth interview guides for head teachers and quality assurance officer. The three questionnaires consisted of closed and open-ended questions. Open-ended questions enabled the researcher to gather in-depth information on questions that needed clarification. The questionnaire is a device for securing answers to a series of questions. Questionnaires were used for the study because they gathered data in a short time. They also guaranteed a high response rate, (Gall, Borg & Gall, 1996). The study instrument was used for systematic collection of data expected to provide information on the implementation of ban of physical punishment and mental harassment and its influence on pupils' discipline in public primary schools.

3.6.1 Questionnaire for Pupil Leaders (PLQ)

This questionnaire was used to collect data from 142 pupil leaders (71 head boys and 71 head girls) on discipline problems that were experienced in public primary schools and what methods were used by the school administrators in management of discipline in schools. These were administered to class leaders only to gather data on attitudes of pupils regarding the implementation of ban of physical punishment and mental harassment and its influence on pupils' discipline. The questions were closed and open-ended.

3.6.2 Questionnaires for Class Teachers Questionnaire (CTQ)

This instrument was administered to 71 class teachers to gather data on opinions of the teacher on implementation of ban of physical punishment and mental harassment and its influence on management of student discipline. The questions were closed and open-ended.

3.6.3 Questionnaire for Deputy Head Teachers (DHTQ)

This instrument was administered to 71 deputy head teachers of the sampled primary schools in the sub-county. This questionnaire was used to collect data on personal information concerning implementation of ban of physical punishment and mental harassment and its influence on pupils' discipline in public primary schools. A questionnaire was used as it covered a wider scope than an interview guide, which best serves to supplement information, clarify gaps and add insight (Mugenda & Mugenda, 2007). The instrument consisted of both open ended and closed ended items.

3.6.4 Head Teachers Interview Guide

The instrument was administered to 71 Head teachers to get their views on issues that may need probing as well as gauging the accuracy and genuineness of the responses (Frankel & Wallen, 2000). It also allowed respondents to elaborate on issues that may not have been elaborated upon in the questionnaires. The instrument consisted of a few guiding questions and was used to probe on issues relating to opinion of the respondents on the implementation of ban of physical punishment and mental harassment and its influence on pupil discipline in primary schools in Kenya.

3.6.5 Sub-County Quality Assurance Officer Interview Guide

The instrument was administered to the Sub-county quality assurance and standards officer to get clarification on issues that needed probing as well as gauging the accuracy and genuineness of the responses (Frankel and Wallen 2000). It also allowed respondents to elaborate on issues that may not have been elaborated upon in the questionnaires. It was used to probe on issues relating to opinion of the respondents on the implementation of ban of physical punishment and mental harassment and its influence on pupil discipline in primary schools. The instrument consisted of a few guiding questions.

3.7 Reliability of the Instruments

Kasomo (2007) defines reliability as the dependability of an instrument or procedure in order to obtain information. Before engaging in an actual exercise of data collection, the instruments were first piloted to ascertain their reliability. A pilot study was conducted in eight primary schools. 8 head teachers, eight deputy headteachers and 16 pupil leaders were involved. These were not involved in the actual study.

Reliability of a questionnaire was determined by a test-retest method within a range of 20 days. The amount of variation between the two tests was determined using Pearson's Product Moment Correlation (r) to establish stability of the instruments. A Pearson correlation attempts to draw a line of best between two variables and the Pearson correlation r , indicates how far away all these points fit. The co-efficient of pupil leaders' questionnaire (PLQ) was 0.78, class teachers' questionnaire (CTQ) was 0.82, and deputy head teachers' questionnaire (DHTQ) was 0.81.

3.8 Validity of the Instruments

Coolican, (1994) defined validity as the degree to which research instrument measures what it should measure. Experts in education administration were given the instruments to determine the validity and their input was incorporated in the final draft of the instruments. This is in accordance with the recommendations by Mugenda and Mugenda (2003) who recommends that validity of instruments are determined by experts in their area of specialization.

3.9 Data Collection Procedures

Before undertaking the actual study in the respective primary schools, the researcher sought permission through the school of post-graduate studies, Maseno University, and the Sub-county Director of Education, Emuhaya Sub-county. Once permission was

granted, the researcher visited the respective schools for introduction, to book appointments with them and to brief them about the study. The researcher provided questionnaires which were completed by the various categories of respondents. The completed questionnaires were collected for organization, coding and analysis. The interviews to the subjects were organized and scheduled. These were interviewed as per their availability. Respondents were assured of confidentiality and anonymity when reporting the findings of the study.

3.10 Data Analysis

Data analyzed came from completed questionnaires and in-depth interview guides. Quantitative data were analyzed through descriptive statistics such as frequency counts and percentages, which were then summarized in tables for cases of interpretation (Nkapa, 1997). A five point Likert scale was used to rate the extent of ban of physical punishment and mental harassment, where an increase from 1 to 5 meant that the use of physical punishment was increasing. The qualitative data from interviews was transcribed and organized according to themes, categories and sub categories as they emerged during the study. The findings were to show the influence of ban of physical punishment and mental harassment on discipline in public primary schools in Emuhaya Sub-county. Pearson Product Moment Correlation Coefficient was used to establish the influence of ban of physical punishment and mental harassment on the discipline of pupils in public primary schools in Emuhaya Sub-County.

3.11. Ethical Considerations

Ethics is usually an issue in research design. You need to think about protecting the rights of the respondents and subjects. Whether you obtain your data from an experiment, interview, observation or survey, the respondents have many rights to be safeguarded. In

general, your research must be designed so as not to affect the respondents physically or mentally. To safeguard against these, the researcher has to: explain the benefits of the research, explain the respondent rights and protections and obtain informed consent (Frankel & Wallen, 2003).

The researcher explained to the respondents the purpose of the study and assured them of confidentiality. These included confidentiality, honesty, objectivity, respect of intellectual property, dissemination of findings, anonymity, non-discrimination, voluntary and informed consent, academic freedom, social responsibility and respect for colleagues (Sagara, 2012). The ethical consideration in this study involved guaranteeing the confidentiality of the respondents by ensuring that they did not write their names anywhere on the questionnaires. Permission from NACOSTI was also sought and obtained before data collection. The respondents were informed in advance before data collection. The respondents were assured that they would have access to final thesis.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This section focused on the findings and results of the objectives of the study. The study objectives were: to determine the extent of implementation of ban of physical punishment in public primary schools in Emuhaya Sub-County; determine the extent of implementation of ban of mental harassment in public primary schools in Emuhaya Sub-County; establish the influence of ban of physical punishment on pupils' discipline; establish the influence of ban of mental harassment on pupils' discipline.

4.2 Return Rate of Questionnaire

Questionnaires were given to 142 pupil leaders, 71 class teachers and 71 deputy head teachers and all of them were returned. Therefore, the response was a hundred percent as shown in Table 4.1.

Table 4.1: Questionnaire Return Rate

Respondents	Return	Total	%
Deputy Head Teachers	71	71	100
Class Teachers	71	71	100
Pupil Leaders	142	142	100

Table 4.1 above shows that all the respondents filled and returned the questionnaires issued to them. This made the work of the researcher easier as far as analysis of data is concerned.

4.3 Demographic Data

Section one of the questionnaires revealed the demographic information of the respondents.

4.3.1 Deputy Head Teachers

The demographic data for deputy head teachers were as shown in Table 4.2.

Table 4.2: Demographic Information of the Deputy Head Teachers

Demographic Characteristics	Categories	F	%
Age	30 – 34 yrs	15	21.1
	35 – 39 yrs	12	16.9
	40 yrs and above	44	62.0
	Total	71	100
Gender	Male	42	59.2
	Female	29	40.8
	Total	71	100
Teaching experience	5 – 9 yrs	5	7.0
	10 – 14 yrs	27	38.0
	15 – 19 yrs	14	19.7
	20 yrs and above	25	35.2
	Total	71	100
Administrative experience	0 – 4 yrs	21	29.6
	5 – 9 yrs	37	52.1
	10 – 14 yrs	7	9.9
	15 – 19 yrs	6	8.5
	Total	71	100

Data on Table 4.2 shows that all the deputy head teachers were aged above 30 years and 62% of the deputy head teachers were aged above 40 years. This means that they were adults who were expected to make sound decisions on matters concerning pupil discipline. In terms of gender balance, females accounted for 40.8% of the respondents while the rest were male. On experience, 52.1% of the deputy head teachers had an administrative experience of between of between 5-9 years and therefore had a vast wealth of knowledge and experience as far as policy is concerned which was beneficial to the study. They also had reliable experience in handling discipline issues in the schools.

4.3.2 Class teachers

The demographic data for class teachers was as shown in Table 4.3

Table 4.3: Demographic Information of the Class Teachers

Demographic Characteristics	Categories	F	%
Age	24 yrs and below	3	4.2
	25 – 29 yrs	11	15.5
	30 – 34 yrs	16	22.5
	35 – 39 yrs	12	16.9
	40 yrs and above	29	40.8
	Total		71
Gender	Male	39	54.9
	Female	32	45.1
	Total	71	100
Teaching Experience	0 – 4 yrs	21	29.6
	5 – 9 yrs	15	21.1
	10 – 14 yrs	13	18.3
	15 – 19 yrs	13	18.3
	20 and above	9	12.7
	Total		71

Data on Table 4.3 shows that the class teachers were in the age bracket of 20 – 60 years unlike the deputy head teachers who were in the age bracket of 31-60 years and 29.6% of the class teachers had a teaching experience of 0 – 4 years (29.6%) Only 9 (12.7%) had a teaching experience of more than 20 years. Overall 70.4% had a teaching experience of between 5 and 20 years and this meant that they were well versed with the policy on

discipline and could handle discipline matters adequately. There was gender balance in this category of respondents where 54.9% were male and 45.5% were female.

4.3.3 Pupil leaders

Demographic information for pupil leaders was as shown in Table 4.4.

Table 4.4: Demographic Information of the Pupil Leaders

Demographic Characteristics	Categories	F	%
Age	11 – 12 yrs	103	72.5
	Above 12 yrs	39	27.5
Total	Total	142	100
Gender	Male	71	50.0
	Female	71	50.0
	Total	142	100
Years in the school	2 – 5 yrs	24	16.9
	6 and above	118	83.1
	Total	142	100

Table 4.4 shows that 103(72.5%) of pupil leaders were aged between 11 and 12 years. A few 39(27.5%) were aged more than 12 years and 83.1% of the respondent pupil leaders had been in the respective schools for more than six years. The information given would therefore be credible. The pupil leaders also are in charge of discipline in schools in the absence of teachers and are charged with the responsibility of reporting discipline issues to the teachers. They could therefore be relied upon to give useful information for this study.

4.4 Extent of Implementation of Ban of Physical Punishment in Public Primary Schools in Emuhaya Sub-County

The research question responded to was: To what extent is the ban of physical punishment being implemented in Emuhaya Sub-County? The respondents rated the implementation, which was analyzed and presented as shown in Table 4.5.

Table 4.5: Rating of extent of implementation of Ban of Physical Punishment in Emuhaya Sub-county (Deputy headteachers n=71, Class teachers n=71 and Pupil leaders n-142)

Type of Physical Punishment	Resp	Level of use					Total	Mean	OMR	
		1	2	3	4	5				
Blow	DHT	F	42	29	0	0	0	71		
		S	42	58	0	0	0	100	1.41	2.27
	CT	F	48	23	0	0	0	71		
		S	48	46	0	0	0	94	1.32	
	PL	F	16	21	51	30	24	142		
		S	16	42	153	120	120	451	3.18	
Caning	DHT	F	38	18	6	6	3	71		
		S	38	36	18	24	15	131	1.85	3.62
	CT	F	21	6	18	14	12	71		
		S	21	12	54	56	60	203	2.86	
	PL	F	0	0	5	6	131	142		
		S	0	0	15	24	655	694	4.89	
Kicking	DHT	F	32	24	9	3	3	71		
		S	32	48	27	12	15	134	1.89	2.38
	CT	F	38	19	14	0	0	71		
		S	38	38	42	0	0	118	1.66	
	PL	F	21	27	45	30	19	142		
		S	21	54	135	120	95	425	2.99	

Kneeling	DHT	F	0	0	8	26	37	71		
		S	0	0	24	104	185	313	4.41	4.25
	CT	F	6	11	12	42	0	71		
		S	6	22	36	168	0	232	3.27	
	PL	F	0	0	0	49	93	142		
		S	0	0	0	196	480	661	4.65	
Manual labour	DHT	F	0	0	0	21	50	71		
		S	0	0	0	42	250	334	4.70	3.34
	CT	F	3	6	22	40	0	71		
		S	3	12	66	160	0	241	3.39	
	PL	F	6	40	96	0	0	142		
		S	6	80	288	0	0	374	2.63	
Pinching	DHT	F	19	27	19	6	0	71		
		S	19	54	57	24	0	154	2.17	3.50
	CT	F	6	12	15	19	19	71		
		S	6	24	45	76	95	246	3.46	
	PL	F	0	9	14	61	58	142		
		S	0	18	42	244	290	594	4.18	
Pulling ears	DHT	F	13	13	17	17	11	71		
		S	13	26	51	68	55	213	3.00	3.25
	CT	F	3	6	23	23	16			
		S	3	12	69	92	80	256	3.61	
	PL	F	0	38	59	25	20			
		S	0	76	177	100	100	453	3.19	
Slapping	DHT	F	31	26	8	6	0	71		
		S	31	52	24	24	0	131	1.85	2.33
	CT	F	40	25	3	3	0	71		
		S	40	50	9	12	0	111	1.56	
	PL	F	21	28	47	27	19	142		
		S	21	56	141	108	95	421	2.96	

Smacking	DHT	F	40	22	6	3	0	71		
		S	40	44	18	12	0	114	1.61	2.81
	CT	F	38	27	3	3	0	71		
		S	38	54	9	12	0	113	1.59	
	PL	F	0	9	29	54	50	142		
		S	0	18	87	216	250	571	4.02	
Spanking	DHT	F	38	25	5	3	0	71		
		S	38	50	15	12	0	115	1.62	2.36
	CT	F	43	22	6	0	0	71		
		S	43	44	6	0	0	105	1.48	
	PL	F	12	25	51	35	19	142		
		S	12	50	153	140	95	450	3.17	
Standing	DHT	F	43	28	0	0	0	71		
		S	43	56	0	0	0	99	1.39	1.71
	CT	F	35	18	18	0	0	71		
		S	35	36	54	0	0	125	1.76	
	PL	F	64	46	21	11	0	242		
		S	64	82	61	44	0	251	1.85	
OMR									2.89	

KEY:

DHT - Deputy head teachers

CL- Class teachers

PL- Pupil Leaders

F- Frequency

S- Score

RESP- Respondents

MR- Mean Rating

OMR – Overall Mean Rating

Interpretation of Mean Rating

Mean Rating	Frequency of Use	Level of Implementation
1.00 – 1.44	Once a year	Very high implementation of ban of physical
1.45 – 2.44	Once in four months	High implementation of ban of physical punishment
2.45 – 3.44	Once in one month	Moderate implementation of ban of physical punishment
3.45– 4.44	Once in a week	Low Implementation of ban of physical punishment
4.45 -5.00	Daily	Very low implementation of ban of physical punishment

Table 4.5 indicates that ban of physical punishment had not been fully implemented in primary schools in Emuhaya Sub-county. Caning, manual labour, kneeling and pinching of ears was still being used in most of the schools.

The overall rating on extent of implementation of ban of physical punishment was 2.89. This translates as moderate according to the rating scale used. Physical punishment is therefore used once in a month by class teachers and deputy head teachers in primary schools in Emuhaya Sub-county, which means ban has not been fully implemented.

The overall mean rating for frequency of use of blow, kicking, spanking and standing as methods of disciplining pupils was 1.45-2.41 which translates to once in 4 months. This shows that the level of implementation of ban of physical punishment is high. This is indeed a pointer to the fact that teachers have adhered to the Ministry of Education ban of the use of physical punishment to maintain discipline in schools.

A close look at the above methods however may show that the teachers may have found them too extreme to use on the pupils. One head teacher pointed out that kicking a ten year old would be too extreme and this could be even dangerous to the life of the child. Media reports may also have impacted on the use of this method where the media reported the death of a class six pupil in Kibwezi after being kicked by a teacher (citizen T.V February 28, 2019 15.41 (EAT) With the kind of reports in the media teachers shy off from using these extreme measures to maintain pupil discipline .

Pulling ears, smacking and manual work as methods of maintaining pupil discipline were rated at 2.45 – 3.44. This means that they were used once in a month and therefore the level of implementation of ban of physical punishment was moderate. This scenario shows that the three form of punishment were popular in maintaining pupil discipline. These methods are seen to be milder however, some teachers felt that use of manual work

was time consuming and hence the method was not popular. The use of smacking and pulling of ears was done mostly when the pupils aroused the teacher's emotions by being involved in an act of indiscipline that was provoking. A deputy head teacher for example pointed out that he once smacked a pupil who ignored him, and continued misbehaving in his presence even after being given a verbal warning.

Kneeling, canning and pinching were the most popular methods used in maintaining pupil discipline. The three methods were rated at 3.45-4.44 and were used on average once in a week. This means that the implementation of ban of physical punishment was low according to the rating scale.

The popularity of the use of these three methods and more so the cane though outlawed was that it was fast and bore immediate results. According to one deputy head teacher, "this was the language that the learners understood best and it was also biblical." Pupils rated the use of the cane at 4.45 – 5.00, meaning that according to them, the cane was used daily and therefore the level of implementation of ban of physical punishment was very low. This response by the pupils highlights the attitude that they have towards caning. It may have been that some of the pupil leaders exaggerated to seek attention.

The use of the cane has continued even after the ban and some parents advocate for the same. One teacher pointed out that a parent requested him to cane his child if he misbehaved in school. According to him, some parents also go to an extent of taking their children to the police station where they would be flogged to discipline them. This heightens the dilemma that teachers find themselves in as they attempt to implement the ban of physical punishment. Several head teachers in their interview indicated that ban of physical punishment and mental harassment was not easy to implement since the learners

became undisciplined once it became obvious they were not going to be punished. The head teacher thus said:

There is no time allocated to guide and counsel these children by already overworked teachers. Punishing the pupils is instant and takes very little time, which makes it effective. Every little child needs a spank to be put in the right track and even the Holy Books says it 'spare the rod and spoil the child'. Our way of punishing them is reasonable enough.

The Sub-County QASO indicated that some teachers use various methods to punish learners secretly. His office had received complaints from parents although no teacher had been caught. He explained by saying:

The TSC policy is clear to head teachers that no teacher is supposed to use either physical punishment or mental harassment on learners. This has made some pupils to misbehave since teachers ignore bad behavior to prioritize on academic achievement ahead of all other things in their schools.1111

The sub-county QASO indicated that maintaining discipline had become difficult since caning was banned in schools and many teachers had not undergone any training in guiding and counseling. Several head teachers in their interview indicated that ban of physical punishment was not easy to implement since the learners became undisciplined once it became obvious they were not going to be punished.

The use of the cane by teachers is reinforced by its use in the home. Teachers use the cane because it is the only method that is not time wasting and effective. Parents endorse its use since they also use it at home to maintain the discipline of children. As stated above, the overall mean rating for the implementation of physical punishment was 2.93. This shows that implementation of ban of physical punishment level was moderate according to the rating scale and that physical punishment was used at least once a month. This shows that ban of physical punishment has not been fully adhered to. Deputy Head teachers and teachers are still using methods that had been outlawed. This means that the

ban on the use of physical punishment in primary schools has not been implemented. This finding is in agreement with findings from Busenei (2012) and Simatwa (2007) where the studies investigated the methods used by teachers to manage pupil discipline. This finding also concurs with a study by Onyango (2016) which investigated the influence of physical punishment ban on student discipline in secondary schools. This study differs with that of Onyango (2016) in that the same scenario is investigated at primary school level.

In a study carried out in Muthambi Division, Tharaka Nithi County, Kenya on the extent of use of physical punishment, it was clear from the findings that physical punishment was widespread in schools (Mutuma, 2013). In this study majority of the deputy principals agreed that physical punishment specifically canning was the most effective form of punishment. The above study clearly shows that with ban of physical punishment, there were no clear alternatives that seemed to work and therefore teachers went back to using physical punishment. The findings concurred with those of Ouma et al (2013) in a study carried out in Kisumu Municipality, Kenya on management of pupil discipline. In this study, it was found out that most head teachers went against the law by meting physical forms of punishment on pupils in spite of the ban. The above findings concur with those of the current study where the implementation of ban of physical punishment is rated as moderate. This means that in primary schools in Emuhaya Sub county physical punishment is used at least once in a month.

4.5 Extent of Implementation of Ban of Mental Harassment in Public Primary Schools in Emuhaya Sub-County

The research question responded to in this section was: To what extent is the ban of mental harassment being implemented in Emuhaya Sub-County? To establish the extent of ban of mental harassment was being implemented in Emuhaya Sub-County, first the responses were rated and the data was as shown in Table 4.6.

Table 4.6: Rating of extent of implementation of ban of Mental Harassment in Emuhaya Sub-County (Deputy headteachers n=71, Class Teachers n=71 and Pupil leaders n=142)

Type of Mental Harassment	Resp		Level of use					Total	MR	OMR
			1	2	3	4	5			
Being isolated	DHT	F	0	3	9	26	33	71		
		S	0	9	26	104	165	302	4.25	4.15
	CT	F	0	3	9	26	33	71		
		S	0	6	27	104	93	165	4.25	
	PL	F	0	8	31	49	54	142		
		S	0	16	93	196	270	575	4.05	
Intimidating	DHT	F	6	12	14	21	18	71		
		S	6	24	42	82	90	246	3.46	3.69
	CT	F	6	12	14	21	18	71		
		S	6	24	42	82	90	246	3.46	
	PL	F	0	23	24	36	59	142		
		S	0	46	72	144	295	557	3.92	
Making a pupil feel ashamed	DHT	F	0	3	12	24	32	71		
		S	0	6	36	96	160	298	4.20	4.19
	CT	F	0	3	12	24	32	71		
		S	0	6	36	96	160	298	4.20	
	PL	F	0	5	30	42	65	142		
		S	0	10	90	168	325	593	4.18	
Name calling	DHT	F	0	6	14	26	25	71		
		S	0	12	42	104	100	283	3.99	4.04
	CT	F	0	6	14	26	25	71		
		S	0	12	42	104	100	283	3.99	
	PL	F	0	12	30	33	67	142		
		S	0	24	90	132	268	581	4.09	

Negative comments	DHT	F	8	12	17	15	19	71	238	3.35	3.61
		S	8	24	51	60	95	238			
	CT	F	8	12	17	15	19	71	238	3.35	
		S	8	24	51	60	95	238			
	PL	F	6	20	16	45	55	142	549	3.87	
		S	6	40	48	180	275	549			
Reprimanding	DHT	F	6	12	16	19	18	71	244	3.44	3.59
		S	6	24	48	76	90	244			
	CT	F	6	12	16	19	18	71	244	3.44	
		S	6	24	48	76	90	244			
	PL	F	9	14	27	47	45	142	531	3.74	
		S	9	28	51	188	225	531			
Sent out of class	DHT	F	0	6	19	24	22	71	275	3.87	4.07
		S	0	12	57	96	110	275			
	CT	F	0	6	19	24	22	71	275	3.87	
		S	0	12	57	96	110	275			
	PL	F	0	0	33	38	71	142	606	4.27	
		S	0	0	99	152	355	606			
OMR										3.87	

KEY:

DHT - Deputy head teachers

CL- Class teachers

PL- Pupil Leaders

F- Frequency

S- Score

RESP- Respondents

MR- Mean Rating

OMR – Overall Mean Rating

Interpretation of Mean Rating

Mean rating

Frequency of use

Level of implementation

1.00 – 1.44

Once a year

Very high implementation of ban of mental

1.45 -2.44

Once in four months

High implementation of ban of mental

2.45 -3.44

Once in one month

Moderate implementation of ban of mental

3.45 -4.44

Once in a week

Low implementation of ban of ban of mental harassment

4.45 -5.00

Daily

Very low implementation of ban of ban of mental harassment

Table 4.6 shows that the ban of mental harassment in public primary schools has not been fully implemented. The overall mean rating on extent of implementation of ban of mental harassment was 3.87. This translates as low implementation according to the rating scale used. This finding concurs with that of Onyango (2016) in his study Influence of Mental Harassment Ban on Students Discipline in Public Secondary Schools in Gem, Ugenya, and Siaya Sub counties. This study found out that: deputy principals, guidance and counseling teachers and class representatives rated the extent of mental harassment ban implementation to be low with respect to disobedience. This study found a similar scenario in primary schools where mental harassment is used once a week in primary schools in Emuhaya sub county, meaning that the ban has not been fully implemented.

The use of isolation as a method of maintaining discipline in primary school was rated at 4.25 by the deputy head teachers 4.15 by the class teachers and 4.05 by the student leaders. This translated to a mean rating of 4.15 putting the level of use at once per week. Intimidation was rated at 3.69, which was the mean rating for the deputy head teachers, class teachers and student leaders. Shaming was the highest rated at a mean rate of 4.19, meaning that this was the most popular method used in primary schools to maintain pupil discipline. An interesting scenario was observed in the use of name-calling as a method of maintaining discipline. This is where the student leaders rated the method at 5.00, meaning that the method was basically used on a daily basis in maintaining pupil discipline. This finding concurs with that of Onyango (2016) and Mugambi (2012) and Ndichu (2004) who found out that mental harassment is a popular method that is used by teachers in maintaining discipline in schools. This scenario can be explained thus, mental harassment is the lesser evil as compared to the use of physical force, which can lead to injuries to the pupils and negative consequences to the perpetrator.

According to the Sub-county Quality Assurance Officer, the major challenges found to be facing administrators as far as pupil discipline is concerned in Emuhaya Sub-county is lack of cooperation from parents, lack of cooperation from students, lack of support of the school administration from the local community and poor implementation of the discipline policy by the government. Many teachers were at a loss on what forms of punishment amount to mental harassment. He pointed out that use of mental harassment was seen as the lesser evil since afterwards there would be no prove that the teacher had punished the pupil. Most headteachers were of the opinion that mental harassment as a method of disciplining pupils worked since most pupils could not bear the shame and demoralization associated with it and hence chose to be disciplined.

4.6 Influence of Ban of Physical Punishment on Pupils' Discipline in Public Primary Schools in Emuhaya Sub- County

The research question responded to in this section was: What is the influence of the ban of physical punishment on pupils' discipline? In order to establish the influence of ban of physical punishment on pupil discipline, first the study established the level of discipline in schools as shown in Table 4.7.

Table 4.7: Mean Rating of Level of Pupils' Discipline in Public Primary Schools in Emuhaya Sub- County (n=71)

Rating	Frequency	Percentage
1.00 – 1.44	0	0
1.45 – 2.44	0	0
2.45 – 3.44	1	1.41
3.45 – 4.44	67	94.37
4.45 – 5.00	3	4.23
Total	71	100.00

Key:

1.00-1.44	Very high discipline
1.45 -2.44	High discipline
2.45-3.44	Moderate discipline
3.45-4.44	Low discipline
4.45-5.00	Very low discipline

Table 4.7 shows that the level of discipline in public primary schools was rated at moderate by 1(1.41%) of the respondents while the majority of the respondents 67(94.37) rated it as low and 3(4.23%) gave their rating as very low. The overall rating on level of discipline was 4.17. This translates to low level of discipline according to the rating scale used. This means that the level of pupil discipline in Emuhaya Sub County was low as per the findings of this study. This finding concurs with that of Simatwa (2007) and Mugambi (2013) and Onyango (2016). Who found out that the discipline of learners was on a downward trend.

Secondly the study established the relationship between implementation of ban of physical punishment and level of pupil discipline. The results were as shown in Table 4.8.

Table 4.8: Correlation of Level of Implementation of Ban of Physical Punishment and Level of Pupils' Discipline in Public Primary Schools in Emuhaya Sub- County

Ban of Physical punishment	Level of discipline
Pearson Correlation	.607
Sig. (1-tailed)	.000
N	71

Table 4.8 shows that there was a strong positive relationship between physical punishment and level of discipline of pupils according to the respondents. The relationship was significant ($r = 0.607$, $N = 71$ and $P < 0.05$). This means that ban of physical punishment greatly influenced the level of discipline of pupils. That is, increase in implementation of physical punishment ban increased the level of discipline among pupils. This is because the Pearson's r coefficient was positive and moderate. This concurs with the findings established by descriptive analysis.

Regression analysis was then computed to estimate the influence of level of implementation of physical punishment on level of discipline and the results were as shown in Table 4.9.

Table 4.9: Regression Analysis of Influence of Ban of Physical Punishment on Level of Pupil Discipline in Public Primary Schools in Emuhaya Sub County

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.607 ^a	.368	.359	.17870

a. Predictors: (Constant), Ban of Physical punishment

From Table 4.9 it can be noted that the contribution of physical punishment was 35.9% as indicated by adjusted R^2 0.359. This means that physical punishment accounted for 35.9% of the variation in pupil level of discipline. The other 64.1 % was accounted for by other factors that were not the subject of this study. It further means that ban of physical punishment influences pupils' discipline.

To confirm whether ban of physical punishment was a significant predictor of level of pupil discipline, ANOVA was computed as shown in Table 4.10.

Table 4.10: ANOVA of Physical Punishment and Pupils' Discipline in Public Primary School in Emuhaya Sub-County

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.282	1	1.282	40.156	.000 ^b
	Residual	2.203	69	.032		
	Total	3.486	70			

a. Dependent Variable: Level of pupil discipline

b. Predictors: (Constant), Ban of Physical punishment

From Table 4.10, it can be noted that physical punishment implementation was a significant predictor of pupils' discipline (F (1, 69) 40.156, $p < .05$). This means that ban of physical punishment can be relied on to predict pupil discipline.

The study further sought to establish the actual influence of implementation of ban of physical punishment on pupils' discipline. In this case, regression analysis was computed and the results were as shown in Table 4.11.

Table 4.11: Simple Regression Analysis of Physical Punishment Implementation and the Level of Pupils' Discipline in Public Primary Schools in Emuhaya Sub County

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.997	.343		5.821	.000
Physical punishment	.740	.117	.607	6.337	.000

a. Dependent Variable: Level of pupil discipline

b. Regression Equation: $Y = \beta_0 + \beta_1 X_1$

From Table 4.11, it can be noted that one unit increase in physical punishment implementation ban improved pupils' discipline by 0.740 units. This means that the influence of the ban of physical punishment had a strong influence on the level of pupil discipline in public primary schools. The Regression Equation is $Y = 1.997 + 0.740X_1$. The Sub County Quality Assurance Officer Emuhaya observed that reported cases of in discipline had escalated in the sub county. This according to him could be attributed to the fact that use of physical punishment had been prohibited and the pupils were not afraid of misbehaving since nothing would be done to them.

Most headteachers were of the opinion that the policy needed to be re-addressed since teachers had few options left as far as management of pupil discipline was concerned.

One headteacher's remarked thus:

Something needs to be done to ensure sanity in the schools. Most of our pupils are so indisciplined. A teacher cannot even walk with a stick for purposes of intimidating them to behave well since this can also amount to harassment.

The problem of discipline is not unique to Kenya. It is a global issue of great concern spanning political, economical, geographical, racial and even gender boundaries (Muchemi, 2001). In Sweden, ban on use of physical punishment was put into effect in the year 1979. The primary aim of the ban was to decrease child abuse and promote supportive approaches for parents and educators rather than coercive state intervention (Larzelere, 1999). Evidence suggests that the ban totally failed to achieve its aim. Larzelere (1999) argues that far from any decrease in violence is a sharp increase in child abuse and child-on-child violence. This study concurs with the current study.

In South Africa, a ban on physical punishment in school saw a sharp increase in acts of student indiscipline. Petro Marais, (2010). According to the study, some students died and others became blind after consuming toxic amount of methanol and ethanol after breaking into the school science laboratory. Although the South African government lunched a booklet alternatives to physical punishment, the booklet did not help much to improve the discipline of the learners. The same scenario was evident in this study where the use of guidance and counseling in schools as an alternative to the use of physical punishment was not producing the desired results. Majority of school counselors are teachers of religion who are appointed by the head teacher on ad hoc basis to “take care” of counseling needs of the students. They lack training in basic counseling skills and expertise to use computers and internet (KIE, 2003).

Mugambi (2013) in his study found that teachers went back to the use of physical punishment such as caning, kneeling, manual work, punching and kicking because of the raise in indiscipline and failing academic standards. Onyango (2016) in his study influence of physical punishment ban on student discipline in secondary schools in Kenya; A case study of Ugenya, Gem and Siaya sub counties found out that the

implementation of the ban of physical punishment increased students discipline. This concurs with the current study.

4.7 Influence of Ban of Mental Harassment on Pupils' Discipline in Public Primary Schools in Emuhaya Sub County

The research question responded to in this section was: What is the influence of the ban of mental harassment on pupils' discipline? In order to establish the influence of ban of mental harassment on pupil discipline, first the study established the level of discipline in schools as shown in Table 4.12.

Table 4.12: The Rating of Level of Pupils' Discipline in Public Primary Schools in Emuhaya Sub-county (n=71)

Rating	Frequency	Percentage
1.00 – 1.44	0	0
1.45 – 2.44	0	0
2.45 – 3.44	1	1.41
3.45 – 4.44	67	94.37
4.45 – 5.00	3	4.23
Total	71	100.00

Key:

- 1.00 – 1.44 Very high discipline
- 1.45 – 2.44 High discipline
- 2.45 – 3.44 Moderate discipline
- 3.45 – 4.44 Low discipline
- 4.45 – 5.00 Very low discipline

Table 4.12 shows that the level of discipline in public primary schools is low. The respondents indicated the largest percentage, 94.37, were rated to have low discipline and

only 1.41 percent was rated to have moderate discipline. None rated the level of discipline to be neither ‘High’ nor ‘Very high.’ The overall rating on level of discipline was 4.17.

To establish the influence of the ban of mental harassment on pupil discipline, the data on implementation of ban of mental harassment Table 4.6 was correlated with the data on level of pupil discipline Table 4.12 and the results were as shown in Table 4.13.

Table 4.13: Correlation of Ban of Mental Harassment and Level of Pupils’ Discipline Public in Primary in Emuhaya Sub-County

Ban of Mental harassment	Level of discipline
Pearson Correlation	-.065
Sig. (1-tailed)	.295
N	71

Table 4.13 shows that there was a weak negative relationship between mental harassment and level of discipline of pupils according to the respondents. The relationship was not significant ($r = -0.065$, $N = 71$ and $P > 0.05$). This means that ban of mental harassment does not influence the level of discipline of pupils.

A negative correlation between variables means that one variable increases whenever the other decreases. This means that as implementation of ban of mental harassment increases, the level of pupil discipline goes down. This finding differs with that of Onyango (2016) in his study Influence of Mental Harassment Ban on Student Discipline in Secondary Schools in Kenya: A case study of Ugenya, Gem and Siaya Sub-counties concluded that an increase in implementation of mental harassment ban increases the level of student discipline. This means that if the ban is fully implemented the level of student discipline will be very high. In Onyango’s study, the investigation was carried out

in secondary schools while the current study was carried out in primary school. This could be a pointer to the fact that the use of mental harassment as a method of maintaining pupil discipline works in primary schools as compared to the use of the same in secondary schools.

Anyango et al (2013) in their study Management of Pupil Discipline in Kenya: A case Study of Kisumu Municipality found out that reprimanding, detention and exclusion were some of the methods used in maintaining pupil discipline. These methods amounted to mental harassment. Although these methods were used in schools, the level of pupil discipline was on a downward trend. The current study however reveals that use of mental harassment increases discipline in pupils. This is the new knowledge that this is the new knowledge that this study has revealed.

One of the head teachers revealed that some teachers liked using abusive language on the girls more so when they failed exams. Some of the girls would break down into tears and several cases had been reported in his office. He added that majority of the pupils feared the use of abusive language on them and therefore strived to remain disciplined. Mayer (1995) stipulates that a verbal reprimand that is professionally delivered can go a long way in bringing the desired behavior in children. The study continues to point out that this method should however not be used alone since overdependence on the same would make it lose its effectiveness. It is therefore prudent to conclude that some aspects of mental harassment coupled with other positive methods like guidance and counseling may be used to maintain pupil discipline in primary schools.

4.8 Influence of Physical Punishment and Mental Harassment on Level of Discipline in Public Primary Schools in Emuhaya Sub-County.

Normally, ban of physical punishment and mental harassment are implemented simultaneously. Therefore, the influence of physical punishment and mental harassment were used together in regression to establish their influence on pupil discipline. The data for ban of physical punishment (Table 4.5, ban on mental harassment Table 4.6, and level of pupil discipline Table 4.8) were considered in computing regression analysis. The output of regression analysis was as shown in Table 4.14.

Table 4.14: Model Summary of Physical Punishment and Mental Harassment on Pupil Discipline in Public Primary Schools in Emuhaya Sub-County

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.684 ^a	.468	.452	.16518

a. Predictors: (Constant), ban of Mental harassment and Physical punishment

From Table 4.14 it can be noted that the ban of physical punishment and mental harassment accounted for 45.2% of the variation in pupil discipline as indicated by adjusted R² .452. The other 54.8% was due to other factors in this study.

To confirm whether the ban of physical punishment and mental harassment was a significant predictor of level of pupil discipline, ANOVA was computed as shown in Table 4.15.

Table 4.15: ANOVA of the influence of the Ban of Physical Punishment and Mental Harassment on Pupils' Discipline in Public Primary Schools in Emuhaya Sub-County

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1.630	2	.815	29.877	.000 ^b
1	Residual	1.855	68	.027		
	Total	3.486	70			

a. Dependent Variable: Level of Pupil discipline

b. Predictors: (Constant), Ban of Mental harassment and Physical punishment

From Table 4.15, it can be noted that implementation of ban of physical punishment and mental harassment was a predictor of pupils' discipline (F (1, 68) 29.877, $p < .05$). This shows that implementation of ban of physical punishment and mental harassment can be relied on to predict the level of pupil discipline.

To establish the actual influence mental harassment and physical punishment implementation had on pupils' discipline, simple regression was computed. The results were as shown in Table 4.16.

Table 4.16: Simple Regression Analysis of Implementation of Ban of Physical Punishment and Mental Harassment and the Level of Pupils' Discipline in Public Primary Schools in Emuhaya Sub-County.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.825	.393		7.192	.000
1					
Physical punishment	.896	.116	.735	7.695	.000
Mental harassment	-.336	.094	-.341	-3.572	.001

a. Dependent Variable: Level of pupil discipline

b. Regression Equation is $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$

From Table 4.16, it can be noted that one unit increase in ban of physical punishment improved pupils' discipline by .896 units as signified by the coefficient .896. The ban on mental harassment on the other hand reduced the level of pupil discipline in such a way that for every one unit increase in the ban of mental harassment pupil discipline declined or reduced by .336 units as signified by the coefficient -.336. The Regression Equation is $Y = 2.825 + 0.896X_1 + -0.336X_2$

From the above findings, it can be noted that if physical punishment and mental harassment ban is implemented concurrently the improvement in pupil discipline would be higher than when the ban is not concurrently implemented. Although, from this study ban of mental harassment is seen to reduce pupil discipline when ban is on both physical punishment and mental harassment there is a remarkable improvement in pupil discipline. The study found that if educators implemented the ban of physical punishment and mental harassment, there would be an improvement in pupil discipline. This finding differs with that of Makapela's (2006) who found out that learners literally take

advantage of educators because they know that whatever punishment is given, will not equal the pain of corporal punishment.

The findings of this study concurs with those of Onyango (2016) who established that there was a strong relationship between physical punishment and mental harassment and the level of student discipline in secondary schools. Thus, the higher the extent of physical punishment the higher the level of student discipline.

In view of these findings, it could be argued that learners have realized the importance of being responsible citizens. Nieuwenhuis, Beckmann and Prinsloo (2007) observe that schools have a crucial role to perpetuate societal values and this can only be done if learners are taught to be responsible for their own behaviors. Similarly, Du Bois (2006) argues that a school system should mirror the society and teachers in the school should be in total control of learners. In every society, every citizen is expected to live within the confines of laws, bylaws, rules and regulations with the transgression of these laws yielding consequences that are at times too ghastly to contemplate. The issue of children's rights within the context of disciplinary measures should be put into consideration. Teachers should know the consequences of going against the laid down laws and regulations (Elvel & Jordan, 2002). Educators could make use of co-operative disciplinary measures as compared to punitive and harsh disciplinary measures. Punitive measures may not always achieve the intended objectives. Co-operative discipline is a theory of discipline that seems to work for children today because it offers corrective, supportive, and most important, preventive strategies (Canter & Canter, 2001). Preventive measures to dealing with learner indiscipline are more proactive and useful than reactive ones that may not repair the damage caused (Scharle & Szabo, 2000). With the changing needs of society, new techniques and strategies should work for children in order to

achieve order and control in today's classrooms. It is therefore true to argue that with the implementation of ban of physical punishment and, mental harassment, there will be a peaceful and conducive environment for proper interaction and learning to take place.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusions and recommendations of the study based on the findings.

5.2 Summary of Findings

The findings of the study were summarized as follows.

5.2.1 Extent of implementation of ban of physical punishment

The study found out that the overall rating on extent of implementation of ban of physical punishment was 2.89. This translated as ‘used once a month’ according to the rating scale used where 1 was once a year, 2 once in four months, 3 was once a month, 4 was once a week and 5 was daily. Physical punishment was sometimes used in primary schools which meant ban had not been fully implemented. It further means that teachers were still using methods that were prohibited in taming errant learners. These included caning, manual work, kneeling, slapping among others.

5.2.2 Extent of implementation of ban of mental harassment

The study found out that the overall rating on extent of implementation of ban of mental harassment was 3.82. This translated to low level of implementation according to the rating scale used where 1 was once a year, 2 once in four months, 3 was once a month, 4 was once a week and 5 daily. Mental harassment was frequently used in primary schools, which meant that the ban had not been implemented. Teachers were still using aspects of mental harassment such as reprimanding, name calling and shaming.

5.2.3 Influence of Ban of Physical Punishment on Pupils Discipline

The study established that there was a strong positive relationship between physical punishment and level of discipline of pupils. The relationship was significant. This means that ban of physical punishment greatly influenced the level of discipline of pupils. The study found out that the ban of physical punishment accounted for 35.9% of the variation in level of pupil discipline. The other 64.1% was accounted for by other factors such as teachers' attitude, school tradition, and location of the school among others. These factors were however not the subject of this study.

5.2.4 Influence of Ban of Mental Harassment on Pupils Discipline

The study established that there was a weak negative relationship between mental harassment and level of discipline of pupils with Pearson's r coefficient of $-.065$ and p -value of $.295$ meaning it was not significant. This meant that ban of mental harassment could not be used to explain pupil's level of discipline. However the regression analysis involving both of ban of physical and mental harassment on pupil discipline had an influence on pupil discipline as it accounted for 45.2% of the variation in pupils discipline whereas the ban of physical harassment on its own accounted for 35.9%. This means that the ban of mental harassment had an influence on pupil discipline that was not otherwise revealed when data on ban of mental harassment was regressed against pupils level of discipline.

5.3 Conclusions

5.3.1 Extent of implementation of Ban of Physical Punishment

Having analyzed and interpreted the findings obtained from the data collected, it was concluded that physical punishment was still being used in primary schools. The findings

from pupil leaders showed that physical punishment was also used daily. The overall mean rating of the ban of physical punishment was rated at moderate.

5.3.2 Extent of Implementation of Ban of Mental harassment.

Aspects of mental harassment were being used in schools. Meaning that the ban had not been implemented. According to the head teachers interviewed, teachers were still frequently using mental harassment to discipline pupils in primary schools and the rate of implementation was low. This is because this was seen as a lesser evil as compared to the use of physical punishment. This finding was significant to the study since it presented the most credible state of affairs. The deputy head teachers and class teacher's responds could have been biased for fear of victimization.

5.3.3 Influence of Ban of Physical Punishment on Pupil Discipline

The Ban of physical punishment had significant influence on discipline of pupils. There was a strong positive relationship between ban of physical punishment and level of discipline pupils.

5.3.4 Influence of Ban of Mental Harassment on Pupils Discipline

The ban of mental harassment had no significant influence on discipline of pupils. When ban of physical punishment and mental harassment is done together, it would improve pupil discipline with a greater margin.

5.4 Recommendations

5.4.1 Extent of implementation of Ban of Physical Punishment

Considering the study findings and conclusions, the study recommends that: Ban of physical punishment should be implemented fully in our schools.

5.4.2 Extent of Implementation of Ban of Mental harassment.

Ban of mental harassment should be implemented fully in our schools as per the Ministry of education.

5.4.3 Influence of Ban of Physical Punishment on Pupil Discipline.

Ban of physical punishment should be fully implemented to improve pupil discipline.

5.4.4 Influence of Ban of Mental Harassment on Pupils Discipline

Mental harassment should be banned together with physical punishment to improve pupils' discipline.

5.5 Suggestions for Further Research

In view of the limitations and delimitations, this study suggests the following areas for further research

- i. A similar study should be carried out involving post primary institutions
- ii. Finally, further studies should be conducted on the reasons why teachers are reluctant to implement the ban of physical punishment and mental harassment in schools.

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APPENDICES

APPENDIX I

DEPUTY HEAD TEACHERS QUESTIONNAIRE

This questionnaire is strictly for the purpose of my study at Maseno University in assisting me to collect data on “influence of ban of physical punishment and mental harassment and its influence on pupil discipline in public primary schools in Emuhaya Sub-County Kenya” the data concerned will be treated with utmost confidentiality and will be used for the purpose of this study. Kindly be as honest as possible and fill or tick (✓) in the spaces provided. The information will be treated with uttermost confidence.

SECTION 1: BACKGROUND INFORMATION.

Fill in the blanks or tick as applicable.

1. Gender a) Male() b) Female()

2. Age a) 24yrs and below () b) 25-29 () c) 30-34 ()
d) 35-39 () e) 40 yrs and above ()

3. Teaching experience (number of years)

a) 0 – 4 yrs b) 5 – 9 yrs
c) 10 – 14 yrs d) 15 – 19 yrs e) 20 yrs and above.

4. For how long have you served in this school as a Deputy Head Teacher in this school?

a) 0 – 4 yrs b) 5 – 9 yrs
c) 10 – 14 yrs d) 15 – 19 yrs e) 20 yrs and above.

SECTION 2: SPECIFIC INFORMATION

1. Level of Pupil discipline in public primary schools

The following are indicators of levels of discipline in pupils, based on your knowledge and experience indicate with ticks the level of discipline of the pupils in your school, where VL= Very Low, L=Low, M= Moderate, H= High, VH= Very High

Indicators of discipline	VL	L	M	H	VH
Theft					
Truancy					
Lateness					
Sneaking					
Fighting					
Absenteeism					
Noise making					
Defiance of teachers and prefects					
Use of abusive language					
Bullying					
Drug abuse					
Failure to complete assignments					
Sexual harassment					
Cheating in examination					
Drug trafficking					
Any other(s) specify					

Any other important information (specify) _____

2. Extent of implementation of ban of physical punishment

The following are methods used to maintain discipline in public primary schools. Please indicate with ticks the frequency of their use in your school where 1 = once in a year, 2= once in four months, 3= once in a month, 4= once a week, 5= daily.

Method	1	2	3	4	5
Canning					
Kicking					
Slapping					
Smacking					
Spanking					
Cuffing (a bow or slap with the open hand)					
Manual labour					
Kneeling					
Blow					
Pinching					
Being forced to stand in the hot sun					
Pulling ears					
Any other (s) specify					

Any other information (specify) _____

3. Extent to which ban of mental harassment is being implemented

The following are methods used to maintain discipline in public primary schools. Please indicate the frequency of their use in your school using ticks where 1 = once in a year, 2= once in four months, 3= once in a month, 4= once a week, 5= daily.

Method	1	2	3	4	5
Intimidating					
Ridiculing (giving negative comments about a pupils behavior in the presence of classmates)					
Scolding (To reprimand or criticize harshly and usually angrily)					
Being sent out of class					
Shaming (making a pupil to feel ashamed of the bad behavior)					
Being isolated in a confined space (locking)					
Name calling					
Other(s) specify					

Any other information (specify)

SECTION 2: SPECIFIC INFORMATION

4. Level of Pupil discipline in public primary schools.

The following are indicators of levels of discipline among pupils after the implementation of the ban of physical punishment and mental harassment in primary schools, based on your knowledge and experience indicate with ticks the level of discipline of the pupils in your school on a five point rating scale where 1 = once in a year, 2= once in four months, 3= once in a month, 4= once a week, 5= daily.

Indicators of Indiscipline	1	2	3	4	5
Theft					
Truancy					
Lateness					
Sneaking					
Fighting					
Absenteeism					
Noise making					
Defiance of teachers and prefects					
Use of abusive language					
Bullying					
Drug abuse					
Failure to complete assignments					
Sexual harassment					
Cheating in examinations					
Drug trafficking					
Any other(s) specify					

Any other information (specify) _____

5. Extent to which ban of physical punishment is being implemented

The following are methods used to maintain discipline in public primary schools. Please indicate with ticks the frequency of their use in your school where 1 = once in a year, 2= once in four months, 3= once in a month, 4= once a week, 5= daily.

Method	1	2	3	4	5
Canning					
Kicking					
Slapping					
Smacking					
Spanking					
Cuffing (a bow or slap with the open hand)					
Manual labour					
Kneeling					
Blow					
Pinching					
Being forced to stand in the hot sun					
Pulling ears					
Any other (s) specify					

Any other information (specify) _____

6. Extent to which ban of Mental harassment is being implemented

The following are methods used to maintain discipline in public primary schools. Please indicate the frequency of their use in your school using ticks where 1 = once in a year, 2= once in four months, 3= once in a month, 4= once a week, 5= daily.

Method	1	2	3	4	5
Intimidating					
Ridiculing (giving negative comments about a pupils behavior in the presence of classmates)					
Scolding (To reprimand or criticize harshly and usually angrily)					
Being sent out of class					
Shaming (making a pupil to feel ashamed of the bad behavior)					
Being isolated in a confined space (locking)					
Name calling					
Other(s) specify					

Any other information (specify) _____

APPENDIX III

PUPIL LEADER QUESTIONNAIRE

This questionnaire is strictly for the purpose of my study at Maseno University in assisting me to collect data on “influence of ban of physical punishment and mental harassment and its influence on pupil discipline in public primary schools in Emuhaya Sub- County Kenya”. The data concerned will be treated with utmost confidentiality and will be used for the purpose of this study. Kindly be as honest as possible and fill or tick (✓) in the spaces provided. The information will be treated with uttermost confidence.

SECTION 1: BACKGROUND INFORMATION.

Fill in the blanks or tick as applicable.

1. Gender a) Male () b) Female ()
2. Age a) 10 years and below () b) 11 – 12 years () c) 13 years and above ()
3. For how long have you been in this school as a pupil?
a) 1 year and below () b) 2 – 5 years () c) 6 years and above ()

SECTION 2: SPECIFIC INFORMATION

4. Extent to which ban of physical punishment is being implemented

The following are methods used to maintain discipline in public primary schools. Please indicate with ticks the frequency of their use in your school where 1 = once in a year, 2= once in four months, 3= once in a month, 4= once a week, 5= daily.

Method	1	2	3	4	5
Caning					
Kicking					
Slapping					
Smacking					
Spanking					
Cuffing (a blow or slap with the open hand)					
Manual labour					
Kneeling					
Tapping (to strike gently with a light blow or blows)					
Pinching					
Being forced to stand in the hot sun					
Pulling ears					
Any other(s) specify					

Any other information (specify) _____

5. Extent to which ban of mental harassment is being implemented

The following are methods used to maintain discipline in public primary schools. Please indicate the frequency of their use in your school using ticks where 1 = once in a year, 2= once in four months, 3= once in a month, 4= once a week, 5= daily.

Method	1	2	3	4	5
Intimidating					
Ridiculing(giving negative comments about a pupils behavior in the presence of classmates)					
Scolding (To reprimand or criticize harshly and usually angrily)					
Being sent out of class					
Shaming (making a pupil to feel ashamed of the bad behavior)					
Being isolated in a confined space (locking)					
Name calling					
Other(s) specify					

Any other information (specify)

Thank you.

APPENDIX IV

HEAD TEACHERS INTERVIEW SCHEDULE

The purpose of this interview schedule is to gather information on the influence of ban of physical punishment and mental harassment on pupil discipline in public primary schools in Emuhaya Sub-County. The information collected will be treated with utmost confidentiality and used only for the purpose of this study.

1. To what extent has ban of physical and mental harassment been implemented in your school?
2. Is there any influence of the ban of physical punishment on pupil's discipline in your school?
3. Is there any Influence of ban of mental harassment on pupil's discipline?

Thank you

APPENDIX V

SUB-COUNTY QASO INTERVIEW SCHEDULE

The purpose of this interview schedule is to gather information on the influence of ban of physical punishment and mental harassment on pupil discipline in public primary schools in Emuhaya Sub-County. The information collected will be treated with utmost confidentiality and used only for the purpose of this study.

1. What is the extent to which ban of physical and mental harassment been implemented in Emuhaya Sub-County?
2. What is the influence of the ban of physical punishment on pupil's discipline in Emuhaya Sub-County?
3. Is there any Influence of ban of mental harassment on pupil's discipline in Emuhaya Sub-County?

Thank you

APPENDIX VI

RATING OF THE LEVEL OF PUPIL DISCIPLINE AND IMPLEMENTATION OF BAN OF PHYSICAL PUNISHMENT AND MENTAL HARASSMENT

School	Level of discipline	Physical punishment	Mental harassment
1	4.20	3.00	3.93
2	4.33	3.13	4.00
3	4.20	3.15	4.00
4	4.20	2.96	3.82
5	4.07	3.06	4.04
6	4.20	3.06	3.89
7	4.13	3.02	4.00
8	4.13	3.10	4.07
9	4.13	2.88	3.89
10	4.37	2.85	3.93
11	4.17	2.79	3.71
12	4.20	2.90	3.79
13	4.33	3.06	4.25
14	3.90	2.69	3.68
15	3.97	2.94	3.96
16	4.10	2.85	3.68
17	4.20	3.08	3.79
18	4.27	2.98	3.79
19	4.20	3.31	3.96
20	4.27	3.19	4.14
21	4.20	3.21	4.04
22	4.20	3.13	4.11
23	4.20	3.23	4.25
24	4.43	3.35	4.18
25	4.20	2.90	3.43
26	4.57	3.23	4.14
27	4.13	2.94	3.93
28	3.73	2.67	3.89

29	3.67	2.77	4.18
30	3.40	2.60	3.71
31	3.67	2.71	4.14
32	3.70	2.73	3.89
33	3.97	2.65	3.68
34	4.20	2.79	3.64
35	4.20	2.79	3.43
36	4.20	2.75	3.75
37	3.80	2.67	3.57
38	3.80	2.65	3.54
39	3.80	2.52	3.39
40	4.40	2.94	3.82
41	4.40	2.69	3.43
42	4.17	2.98	3.79
43	4.30	2.90	3.75
44	4.20	3.00	3.86
45	4.23	2.83	4.00
46	4.13	2.88	3.71
47	4.23	2.79	3.64
48	4.17	2.88	4.00
49	4.17	2.79	3.82
50	4.17	2.88	3.61
51	4.07	2.73	4.00
52	4.07	2.83	3.68
53	4.00	3.17	3.57
54	3.90	2.85	4.07
55	3.90	2.92	4.04
56	4.30	2.81	3.50
57	4.23	3.10	3.86
58	4.30	2.85	3.54
59	4.30	3.10	4.11
60	4.37	2.94	3.93

61	4.50	3.08	3.46
62	4.50	3.27	3.43
63	4.37	3.02	3.57
64	4.20	2.85	4.00
65	4.20	2.71	3.71
66	4.40	2.98	3.57
67	4.40	3.08	3.50
68	4.40	3.06	3.75
69	4.43	3.00	4.04
70	4.43	3.08	3.71
71	4.43	3.06	3.68

Key1 (level of pupil discipline)

1.00 – 1.44 Very high discipline

1.45 – 2.44 High discipline

2.45 – 3.44 Moderate discipline

3.45 – 4.44 Low discipline

4.45 – 5.00 Very low discipline

Key 2 (Extent of implementation of the ban of physical punishment and mental harassment)

1.00 – 1.44 Very high implementation

1.45 – 2.44 High implementation

2.45 – 3.44 Moderate implementation

3.45 – 4.44 Low implementation

4.45 – 5.00 Very low implementation

APPENDIX VII
RESEARCH AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/36897/26246**

Date: **27th November, 2018**

Linnet Kageni Kimathi
Maseno University
Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Implementation of prohibition of physical punishment and mental harassment and its influence on pupil discipline in Public Primary Schools in Emuhaya Sub-County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for the period ending **26th November, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Vihiga County.

The County Director of Education
Vihiga County.

National Commission for Science, Technology and Innovation


RESEARCH PERMIT


THIS IS TO CERTIFY THAT:
MS. LINET KAGENI KIMATHI
of MASENO UNIVERSITY, 0-50318
GAMBOGI, has been permitted to
conduct research in Vihiga County


Permit No : NACOSTI/P/18/36897/26246
Date Of Issue : 27th November, 2018
Fee Received : Ksh 1000

on the topic: IMPLEMENTATION OF
PROHIBITION OF PHYSICAL
PUNISHMENT AND MENTAL
HARASSMENT AND ITS INFLUENCE ON
PUPIL DISCIPLINE IN PUBLIC PRIMARY
SCHOOLS IN EMUHAYA SUB-COUNTY,
KENYA

for the period ending:
26th November, 2019


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation




THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013


The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
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REPUBLIC OF KENYA


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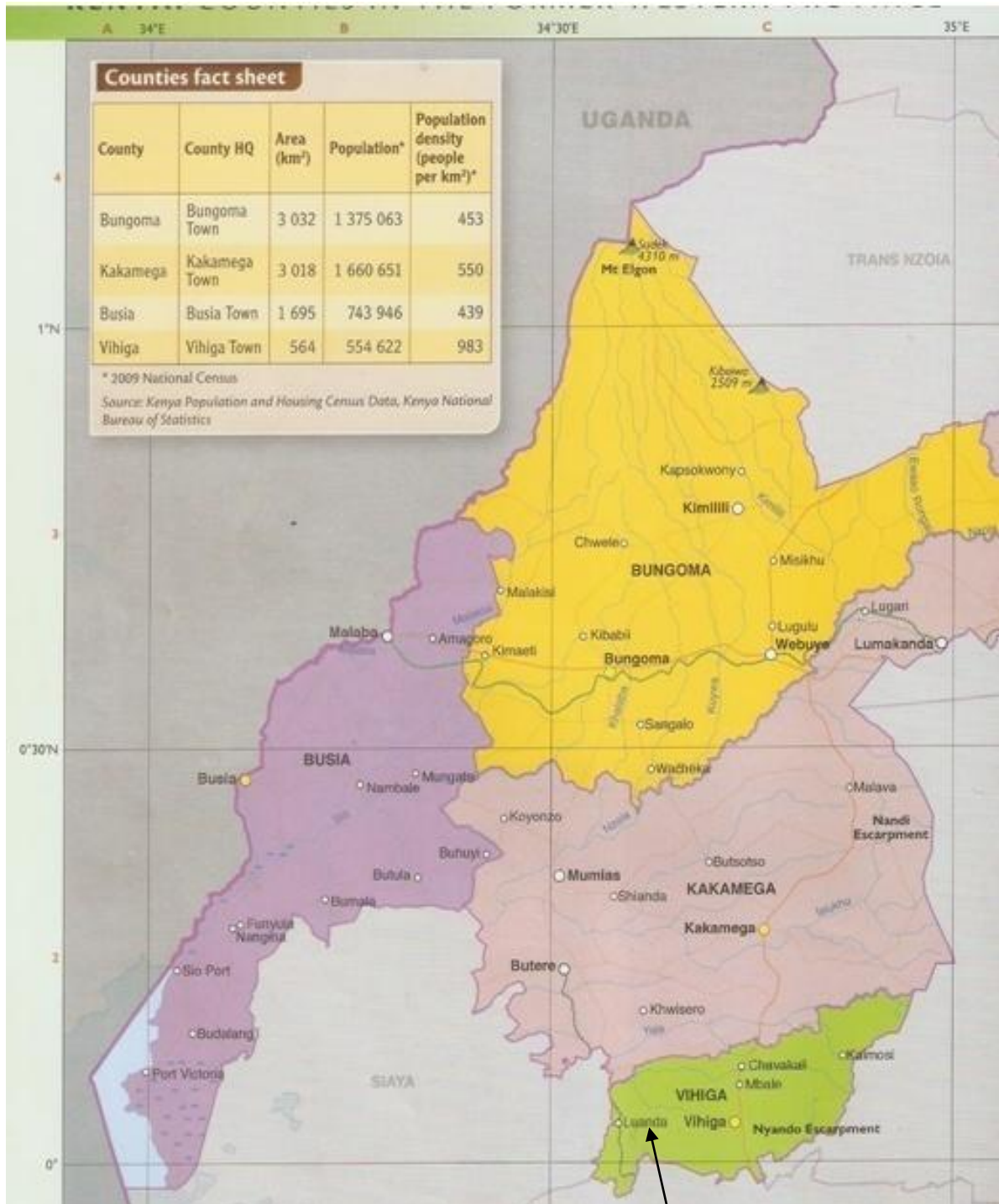
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CONDITIONS: see back page

APPENDIX VIII

MAP SHOWING LOCATION OF EMUHAYA SUB COUNTY



Location of Emuhaya