

Influence of Students' Attitude towards Mental Harassment Ban on Student Discipline in Public Secondary Schools in Kenya: A Case Study of Ugenya, Gem and Siaya Sub-Counties

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Abstract

The Kenya government prohibited Mental Harassment in schools as stipulated in the Basic Education Act 2013. This was as a result of the recommendations of the Wangai Report which revealed that Physical Punishment and Mental Harassment were major causes of indiscipline among students. In spite of the ban the level of discipline in schools is still a major problem in Ugenya, Gem and Siaya sub-Counties, where cases of indiscipline for the years 2013 – 2016 were 83 (49%) higher than those experienced in Siaya County, 123 (47%) for the same period. Teachers still use Mental Harassment to manage student discipline in schools especially in Gem, Ugenya, and Siaya sub-counties despite the ban. Mental Harassment as a strategy of student discipline management involves reprimanding, sarcasm, name calling, shouting, insults and verbal warning. The concept discipline refers to educating someone to acquire desired behaviour. Research studies have found a relationship between attitude and behaviour (discipline). Therefore this study investigated the relationship between students' attitude to Mental Harassment ban and the level of student discipline in secondary schools. The study established that students' attitude to Mental Harassment ban accounted for 79.3% variation in student discipline. The study concluded that there was a strong positive relationship between students' attitude to Mental Harassment ban and the level of student discipline in secondary schools.

Keywords: Influence, Students' attitude to Mental Harassment Ban, Student Discipline, Public Secondary Schools, Ugenya, Gem and Siaya Sub counties, Kenya.

1. Introduction

In 1948 the United Nations Convention on the Rights of the Child resolved that children should be protected from physical punishment and non-physical forms of punishment that are cruel and degrading and thus incompatible with the convention. As a signatory to the convention, the Kenya government prohibited mental harassment in schools as stated in the Basic Education Act 2013. Section 36 of the Basic Education Act 2013 states that: (i) No pupil shall be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological. (ii) A person who contravenes the provisions of subsection (i) commits an offence and shall be liable on conviction to a fine not exceeding one hundred thousand shillings or to imprisonment not exceeding six months or both.

Despite the ban teachers are still using physical punishment and mental harassment to control student discipline in schools. Human Rights Watch (2005) and media reports indicate that mental harassment is prevalent in Kenyan schools. Records at the Siaya County Director of Education (CDE) office show that teachers are still using mental harassment to control students in schools (Table 1).

Table 1: Reported cases of mental harassment of students by teachers for the years 2013-2016.

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

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

In Kenya, The Wangai Report (Republic of Kenya, 2001) recommended that school administrators should facilitate democratic environment in their schools encouraging regular meetings with students and teachers and also allowing free expression of views, suggestions, and grievances. This implies that the Wangai Report (Republic of Kenya, 2001) recommended that schools should be democratized by involving students in management of the schools. Democratization of schools has led to an increase in student discipline as indicated by a reduction in strikes and violence in schools (Omboto & Ajowi, 2013). Prior to the democratization of schools there were many cases of strikes and violence in schools. Students were responding to oppressive, autocratic leadership by violence and strikes. Any action that tortures one psychologically is regarded as mental harassment (NASP, 2004). It is therefore clear that students have a negative attitude towards psychological torture or mental harassment. This indicates that discipline control measures that cause mental harassment or psychological torture will be unpleasant to students. This statement is confirmed by Mutula (2008) who found

that students disliked mental harassment. In fact the incidents of student strikes, witnessed in schools in 1990s, were attributed to corporal punishment and mental harassment (Omboto & Ajowi, 2013). The Theory of Reasoned Action (Ajzen & Fishbein, 1980) and that of Planned Behaviour (Ajzen, 1991), help to explain the link between attitude and behaviour. If the attitude of students towards school rules, principals' leadership styles or disciplinary methods is positive, students will behave well and they will therefore not be pushed or coerced to behave well (Damien 2012). Therefore this study investigated the relationship between the attitude of students to mental harassment ban and the level of student discipline in secondary schools in Ugenya, Gem and Siaya sub-Counties, Kenya.

2. Synthesis of literature on influence of students' attitude towards mental harassment ban on student discipline in secondary schools

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

The concept discipline refers to educating someone to acquire desired behaviour (Cotton, 2005). Since there is a strong relationship between attitude and discipline (desired behaviour) there was need to investigate the relationship between students attitude towards mental harassment ban and student discipline. Furthermore studies have shown that there is a strong relationship between stakeholders' attitude towards a policy and the implementation of the policy. For example Lui and Forlin (2015) found that there is a relation between education stakeholders' attitude and implementation of an education policy. Mental harassment ban is an education policy which should be implemented in schools and students are key stake-holders in education.

In Kenya, The Wangai Report (Republic of Kenya., 2001) recommended that school administrators should encourage democracy in schools. Regular meetings with students should be encouraged where participants are allowed to air their views, suggestions, and grievances freely. This implies that the Wangai Report (Republic of Kenya., 2001) recommended that schools should be democratized by involving students in management of the schools. Democratization of schools has led to a large decrease in student strikes and violence in schools (Omboto & Ajowi, 2013). Prior to this there was a wave of strikes and violence in schools. Students responded to oppressive, autocratic leadership by violence. It is therefore evident that students have a negative attitude towards psychological torture or mental harassment. Hence any discipline management method involving mental harassment or psychological torture will be unpleasant to students. This statement is confirmed by Mutula (2008) who found that students have a negative attitude towards mental harassment. In fact the wave of strikes witnessed in schools in 1990s was attributed to physical punishment and mental harassment (Omboto & Ajowi, 2013).

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

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

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

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

While Nduku (2009) study focused on alternative strategies of discipline management Mudemb (2010)

investigated causes of drop out among boys and girls and Ouma et al (2013) focused on management of pupils discipline but the current study investigated the influence of students' attitude to mental harassment ban on student discipline. Nduku (2009), Mudemb (2010), and Ouma et al (2013) used questionnaires and interviews to collect data. The current study not only used questionnaires and interviews to collect data but it also used document analysis guide and observation guide. Use of different tools to collect information (triangulation) enhances reliability (Brown, 1996).

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

3. Conceptual framework

The study adopted a conceptual framework based on Douglas McGregor's theory Y (Owens, 1987) as shown in Figure 1.

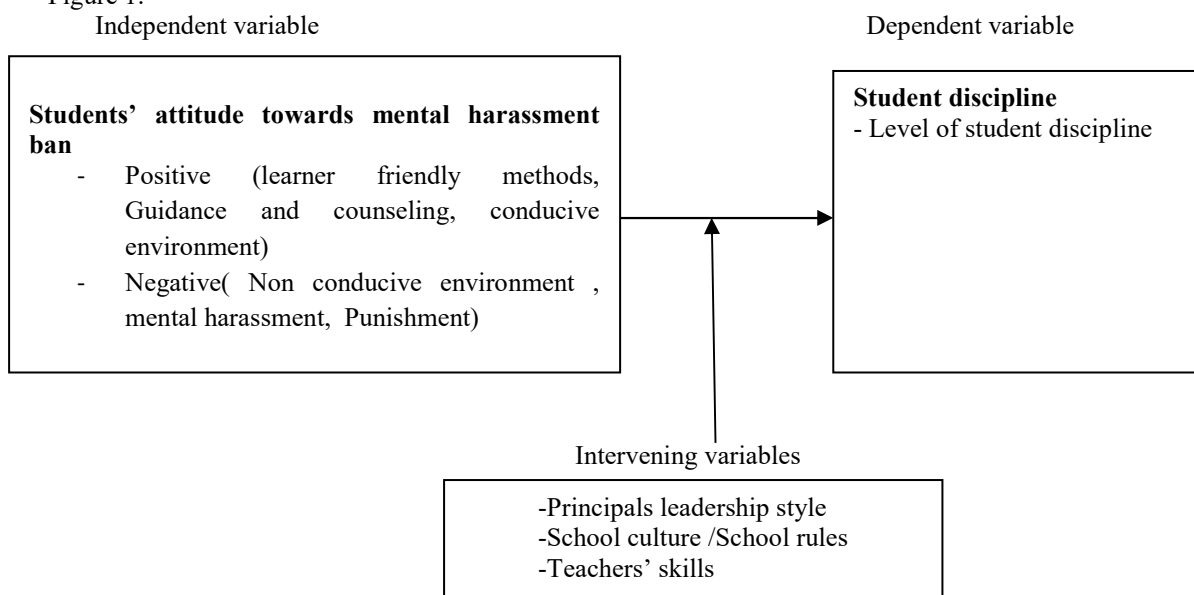


Figure 1: Conceptual framework

Source: Researcher

The conceptual framework (Figure 1) is based on the concept that when punishment is withdrawn and a conducive environment created people work. Coercion (punishment) is not needed for people to operate orderly and productively (McGregor, 1960). The study investigated the influence of students' attitude towards mental harassment ban on the level of student discipline in secondary schools. The conceptual framework envisages that students' attitude towards mental harassment ban influences the level of student discipline.

Independent variable is a variable that researchers manipulate in order to determine its effects on the dependant variable. Literature review shoes that corporal punishment and mental harassment are more effective in student discipline management compared to alternative methods like guidance and counseling. Intervening variable is one that must occur for the independent variable to have an influence on the dependent variable (Kothari, 2006). The conceptual framework postulates that intervening variables include school rules and culture. For teachers to enforce discipline in schools there must be school rules and regulations in place. Teachers will guide the students according to the laid down rules and regulations. Teachers will also be guided by the school culture as school culture also influences the discipline management methods used in the school (Ogetange et al, 2012).

Stakeholders attitude towards methods of discipline management determines whether these methods will be implemented in schools or not (Sogoni, 2001 and Gladwell, 2007). Teachers are the implementers of policies at the school level (Cicognani, 2004). Discipline management policies can have an effect on student discipline only if they are fully implemented in schools (Rosen, 2009). For teachers to effectively implement guidance and counseling in schools they must have guidance and counseling skills. Therefore there is need for teachers to be further trained in guidance and counseling for effective implementation of mental harassment ban (Samoei, 2012).

Students are stakeholders in education. School rules are made for students. Furthermore, discipline management methods are applied on students. The attitude of students towards discipline management methods will determine whether it will be effective or not (Kiptela, 2011). The government policy is that teachers should

use guidance and counseling to manage student discipline in schools. Teachers resort to corporal punishment and mental harassment because they lack guidance and counseling skills. Hence their persistence in schools (Samoei, 2012).

According to Kiumi & Bosire (2009) principal's management style determines the effective discipline management method. Democratic administrators tend to be inclusive and prefer guidance and counseling for discipline management. Autocratic principals are associated with dictatorship, threats and physical punishment.

4. Research hypothesis

The hypothesis that was used to establish the influence of students' attitude to mental harassment ban on student discipline was: "There is no statistically significant relationship between students' attitude to mental harassment ban and students discipline in public secondary schools."

5. Research methodology

The study used descriptive survey and correlational research designs. The study population consisted of 168 principals, 168 deputy principals, 168 guidance and counseling teachers, 924 class representatives and one County Director of Education. This gave a population of 1429 respondents. One hundred and sixteen principals, 116 deputy principals, 116 guidance and counseling teachers and 274 class representatives were selected based on stratified random sampling technique. Saturation sampling was used to select the County Director of Education.

Data was collected using questionnaires, observation guide, interview schedule and document analysis guide. The content validity of the instruments was addressed by research experts. For reliability of the instruments, piloting was done in ten schools. Test-retest method was used to estimate the reliability of the instruments. Quantitative data on students' attitude towards mental harassment ban and level of student discipline collected by use of questionnaires and document analysis guide was analyzed using frequency counts, percentages and means. Regression analysis was used to establish the influence of students' attitude towards mental harassment ban and level of student discipline. Qualitative data collected by use of the in-depth interview and observation guide was transcribed and arranged into themes as they emerged from the data.

6. Results and discussion

Information on demographic characteristics of deputy principals, Guidance and Counseling teachers and students was obtained through questionnaires and document analysis. Table 2 shows Deputy Principals' demographic characteristics.

Table 2: Deputy Principals' Demographic Characteristics

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

Table 2 shows that 50 (43%) deputy principals were females, while 66 (57%) were males. Table 3 also shows that 39 (34%) deputy principals had experience of 1-11 months, 49 (42%) had experience of 1-2 years and 28 (24%) had experience of 3-5 years as deputy principals. Table 3 shows Guidance and Counseling teachers' demographic characteristics.

Table 3: Guidance and Counseling Teachers' Demographic Characteristics

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

Sixty (52%) guidance and counseling teachers were males and 56 (48%) were females. Fifty (43%) guidance and counseling teachers had experience of 1-11 months and 38(33%) had experience of 1-2 years. Twenty eight (24%) had experience of 3-5 years. Class representatives' demographic characteristics are as shown in Table 4.

Table 4: Class Representatives' Demographic Characteristics

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

One hundred and thirty nine (51%) students were above average, while 133 (49%) were below average in academic work. One hundred and twenty (44%) students were females while 152 (56%) were males. Schools data is as shown in Table 5.

Table 5: Schools Data

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

According to Simatwa (2007) large student populations are more difficult to control than smaller ones. The schools were therefore categorized according to number of streams. Fifty one (44%) schools were single stream while 65 (56%) had many streams.

The hypothesis that was used to establish the influence of students' attitude to mental harassment ban on student discipline was: "There is no statistically significant relationship between students' attitude to mental harassment ban and students discipline in public secondary schools." The first step in data analysis involved descriptive analysis of students' attitude to mental harassment ban in the three sub counties.

i. Descriptive statistics

To establish the influence of students' attitude to mental harassment ban on student discipline, the student discipline level was first established. Table 6 shows the results.

Table 6: Level of Student Discipline as Rated by Deputy Principals, Guidance and Counseling Teachers and Class Representatives (D/P: n=116, G&C: n=116 and C/R: n=272)

Indicators of discipline	OMR	ANOVA
Vandalism	2.38	(F(2,501)=0.365,p=0.694)
Noise making	2.14	(F(2,501)=0.056,p=0.945)
Lateness	2.56	(F(2,501)=0.070,p=0.933)
Not doing homework	2.51	(F(2,501)=0.333,p=0.717)
Sleeping in class	2.32	(F(2,501)=0.117,p=0.890)
Not putting on school uniform	2.36	(F(2,501)=4.069,p=0.018)
Vulgar Language	2.57	(F(2,501)=0.524,p=0.593)
Vernacular speaking	2.70	(F(2,501)=0.591,p=0.554)
Deviant behaviour	2.43	(F(2,501)=0.099,p=0.905)
Sneaking	2.26	(F(2,501)=0.368,p=0.692)
Boy-girl canal knowledge	2.56	(F(2,501)=0.562,p=0.571)
Fighting in school	2.85	(F(2,501)=0.320,p=0.726)
Delinquency	2.37	(F(2,501)=0.120,p=0.887)
Cheating in examinations	2.03	(F(2,501)=0.064,p=0.938)
Drug abuse	2.41	(F(2,501)=0.660,p=0.517)
Bullying School mates	2.54	(F(2,501)=0.002,p=0.998)
Theft in school	2.48	(F(2,501)=1.019,p=0.362)
Disobedience to teachers	2.29	(F(2,501)=0.014,p=0.986)
Truancy	2.10	(F(2,501)=0.213,p=0.808)
Defiance (co- Curricular activities)	2.25	(F(2,501)=0.475,p=0.622)
Overall	2.41	(F(2,501)=0.003,p=0.997)

Source: Field Data

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

Table 6 shows that the students' level of discipline was mean rated at 2.41 which is low. This means that the student discipline level was low.

To establish the influence of students' attitude to mental harassment ban on student discipline, the level of student discipline was first established. Students' attitude to mental harassment ban in Ugenya, Gem and Siaya sub counties was established. The results were as shown in Table 7.

Table 7: Attitude of Students towards Mental Harassment Ban (n=272)

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

Source: Field Data

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

The statement “Mental harassment (MH) ban has made students not to abide by the school rules,” had an overall mean rate of 3.73 (slightly positive). This shows that the attitude of students was slightly positive with respect to this statement. In other words, students were not for the statement. Therefore we can say that, according to the students, mental harassment ban has little effect on making students not to abide by the school rules.

The statement that MH ban has made students to commit minor offences had a mean rate of 3.65 (slightly positive attitude). Hence with respect to this statement, students had a slightly positive attitude towards MH ban. This indicates that students were not for the statement. It means that generally mental harassment ban had little effect on making students to commit minor offences. According to Gichuru (2005) teachers tend to ignore minor offences but deal with serious offences. Hence the rise in minor offences may be attributed more to the fact that teachers ignore minor offences.

Another statement that was rated high is the statement that “MH ban has made students to be non-violent” which had an overall mean rate of 2.73 (neutral). This indicates that based on the statement that “MH ban has made students to be non-violent,” the respondents had a neutral attitude towards MH ban. This shows that students were indifferent to the statement. A principal commented that: “Students sometimes react to psychological torture with violence. But in most cases it is to do with the fear of failing examinations rather than punishment. They use violence so that examinations are cancelled or postponed.” This means that the main cause of mental torture is examinations rather than punishment (MH).

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

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

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

The statement: “MH ban has made students to behave well” had an overall mean rate of 2.31 (slightly negative). This indicates that based on this statement the respondents had a slightly negative attitude towards MH ban. The respondents felt that MH ban has not made students to behave well. Before its ban teachers used MH as one of the methods for controlling behavior (Simatwa, 2007).

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

harassment and its ban could have contributed to an increase in rudeness.

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

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

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

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

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

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

Table 7 shows that the overall mean rate for all the statements on MH ban was 2.57 (neutral). This level is about 60%. Therefore this study established that in Ugenya, Gem and Siaya Sub-Counties students had a neutral attitude towards MH ban as signified by the mean rating of 2.57. This indicates students were indifferent to mental harassment ban.

The hypothesis that was used to establish the influence of students’ attitude to mental harassment ban on student discipline was: “There is no statistically significant relationship between students’ attitude to mental harassment ban and students discipline in public secondary schools.” The second step in data analysis involved inferential statistics.

ii. Inferential statistics

To determine the influence of students attitude towards mental harassment ban on students discipline, inferential statistics were used. The data on the level of mental harassment ban and student level of discipline ban was correlated using Pearson Product Moment Correlation coefficient to determine the strength and direction of relationship so as to infer the influence of mental harassment ban on student discipline. The results were as shown in Table 8.

Table 8: Correlation Analysis of the Influence of Students Attitude towards Mental Harassment Ban and the Level of Student Discipline

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

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

To estimate the influence of students’ attitude towards mental harassment ban on student discipline coefficient of determination was computed. The results were as shown in Table 9.

Table 9: Regression Analysis of the influence of Students Attitude towards Mental Harassment Ban and the Level of Student Discipline

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

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

From Table 9 it can be revealed that the attitude towards mental harassment ban accounted for 79.3% of student level of discipline as signified by the coefficient of 0.793. This means 20.7% was due to other factors. To establish whether student attitude towards mental harassment ban is a predictor of the level of student discipline ANOVA was computed. The results were as shown in Table 10.

Table 10: ANOVA results for students' attitude to MH ban and student discipline

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

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

b. Dependent Variable: level of student discipline

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

To establish the actual influence of student attitude towards mental harassment ban (Table 4.12) on the level of student discipline (Table 4.6) linear regression was computed. The results were as shown in Table 11.

Table 11: Linear Regression analysis of Students Attitude towards mental harassment Ban and the Level of Student Discipline

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

Dependent Variable: level of student discipline

From Table 11 it can be noted that one unit increase in students attitude towards mental harassment ban will lead to 0.624 units of increase in levels of student discipline as signified by the coefficient 0.624. The equation for the regression line is $Y = 0.785 + 0.624X$ where X is the attitude to mental harassment ban and Y is the level of student discipline (Figure 4.2). The equation indicates that as the attitude towards mental harassment ban becomes more positive the level of student discipline also increases.

To illustrate the relationship between students' attitude towards mental harassment ban and the level of student discipline a scatter plot was generated as shown in Figure 2.

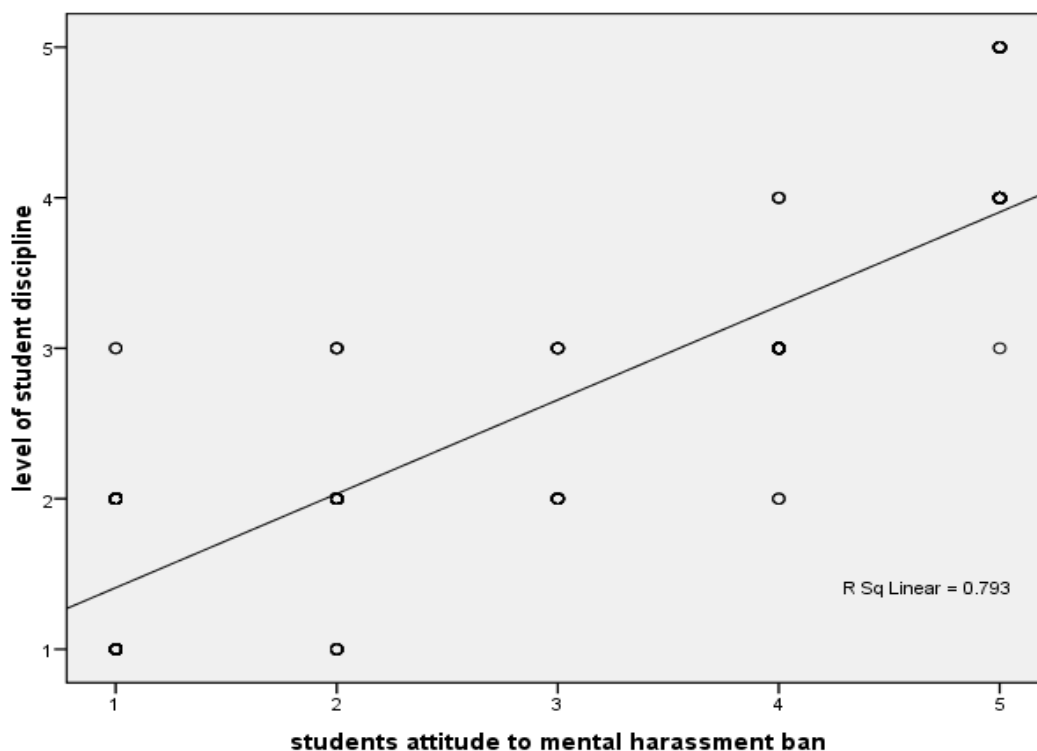


Figure 2: Relationship between students attitude to mental harassment ban and student discipline.

The scatter plot indicates that there was a linear positive relationship between students' attitude to mental harassment ban and student discipline. That is, increase in students' attitude to mental harassment ban increases the level of student discipline.

7. Conclusion

The study concluded that there was a high positive relationship between students' attitude towards mental harassment ban and the level of student discipline. For instance an increase in attitude of students towards mental harassment ban will result in an increase in student discipline.

The study established that the attitude of students towards mental harassment ban accounted for 79.3 % of variance in student discipline and that students' attitude towards mental harassment ban was a significant predictor of student discipline.

8. Recommendations

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

- i. Students should be enlightened on mental harassment ban and the negative effects of mental harassment on students. This will make students to have a positive attitude towards mental harassment ban with subsequent increase in student discipline.
- ii. Mental harassment ban in schools means that teachers should use learner friendly methods of discipline management. Teachers should therefore guide students and explain to them the need to be self disciplined. Alternative methods of discipline management can only be effective if students see the need to maintain discipline.
- iii. Students should be enlightened on discipline management methods that qualify as mental harassment and why they were banned.
- iv. There is need to change the attitude of students towards mental harassment ban from neutral to positive. This will result in a corresponding increase in student discipline in schools

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