



INFLUENCE OF THE BAN OF MENTAL HARASSMENT ON PUPILS' DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN KENYA: A CASE STUDY OF EMUHAYA SUB COUNTY

^{1,*}Enose M.W. Simatwa, ²Kageni Linet and ³Olive T. Baraza

¹Department of Education Policy and Management, Tom Mboya University College (A constituent College of Maseno University), Kenya

^{2,3}Department of Educational Management and Foundations, Maseno University, Kenya

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ABSTRACT

Mental harassment as a method of managing pupil discipline in primary schools is currently unlawful in line with the Basic Education Act, 2013 after it had been established to be one of the causes of pupil indiscipline. However, despite the ban, by the year 2015, Emuhaya Sub-County had a higher rate of indiscipline cases where there were 833 (53%) cases, 644(43%) in Vihiga Sub-County and 543(37%) in Hamisi Sub county; and 2750 (42%) at national level. The objective of the study was to establish the influence of implementation of ban of mental harassment on pupil discipline in Emuhaya Sub County. A conceptual framework consisting of implementation of ban of mental harassment as the independent variable and pupil discipline as the dependent variable was used. The results showed that there was a weak negative relationship between mental harassment and level of discipline of pupils: where $r = -.065$, $N=71$ and $P > .05$. This meant that ban of mental harassment did not significantly influence pupil discipline. The study recommends that ban of mental harassment be fully implemented in primary schools. The study is significant in as it informs the stakeholders in education, that is learners, teachers, policy makers and members of school management boards that mental harassment ban should be reconsidered in primary schools with the view of improving pupil discipline.

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INTRODUCTION

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.

*Corresponding author: Enose M.W. Simatwa,
Department of Education Policy and Management, Tom Mboya University College (A constituent College of Maseno University), Kenya.

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 do experience mental punishment by the time they reach adolescence. Mental punishment has for long been considered a necessary means of socializing children and has been widely used in schools as a method of managing discipline. However, it had been revealed that no study had been done on the influence of mental harassment on pupil discipline in Emuhaya Sub County. Physical punishment has a prediction of a wide range of negative developmental outcomes on children. Physical punishment and mental harassment are 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 a study conducted in Kisumu Municipality by Ouma, Simatwa and Serem (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.

SYNTHESIS OF LITERATURE ON 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 (Kenya Institute of education, 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. Furtherers 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.

CONCEPTUAL FRAMEWORK

The conceptual framework (Figure 1) postulates that mental harassment (independent variable) influences the level of pupil discipline (dependent variable). The conceptual framework was based on the concept that when 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 frame work. From the reviewed literature, the ban of mental harassment has either increased or reduced the discipline among pupils declined. In some literature, the ban caused an increase in pupil discipline and in others, discipline went down. The conceptual framework envisages that the independent variable determines the level of pupil discipline in schools. From the conceptual framework, prohibiting the use of 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 mental harassment such as shaming will start misbehaving. On the other hand discipline could improve where pupils will behave well since they are not being mentally harassed. From the literature reviewed, physical punishment and mental harassment are more effective in student discipline management compared to alternative methods like guidance and counseling.

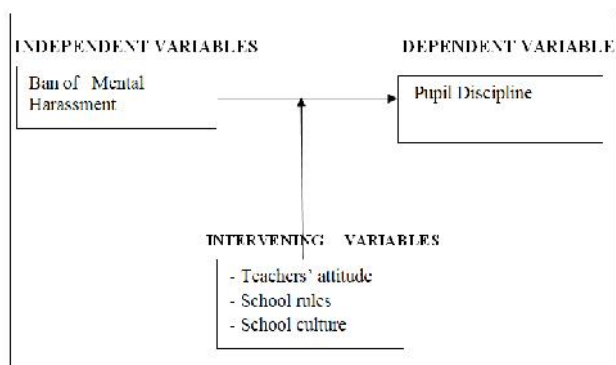


Figure 1. A Conceptual framework showing the Influence of Ban of Mental Harassment on Pupil Discipline

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 variables moderate the independent variables' influence on the dependent variable. This means the intervening variables increase or reduce the effect of the ban of mental harassment on pupil discipline. If teachers' attitudes 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). Ireri 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.

Research Objective: The research objective was to establish the influence of the ban of mental harassment on pupils' discipline in public primary schools in Emuhaya Sub County.

RESEARCH METHODOLOGY

The study adopted cross-sectional and correlation research designs. The study population was 501 and comprised of 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, 0.82 for Class Teachers' Questionnaire and 0.81 for Deputy Head Teachers' Questionnaire at a set of 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.

RESULTS

Demographic Data: Section one of the questionnaires revealed the demographic information of the respondents.

Deputy Head Teachers: The demographic data for deputy head teachers were as shown in Table 1.

Table 1. Demographic Information of the Deputy Head Teachers

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

Data on Table 1 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.

Class teachers: The demographic data for class teachers was as shown in Table 2.

Table 2. Demographic Information of the Class Teachers

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

Data on Table 2 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.

Pupil leaders: Demographic information for pupil leaders was as shown in Table 3.

Table 3. Demographic Information of the Pupil Leaders

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

Table 3 shows that 72.5% of pupil leaders were aged between 11 and 12 years. A few (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.

Research Objective: The research objective was to establish the influence of the ban of mental harassment on pupils' discipline in public primary schools in Emuhaya Sub County.

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 and implementation of the ban on harassment of pupils as shown in Table 5. Table 4 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. Table 5 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.

Table 4. 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

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. To establish the influence of the ban of mental harassment on pupil discipline, the data on implementation of ban of mental harassment, Table 6 was correlated as shown in Table 6. Table 6 shows that there was a weak negative relationship between mental harassment and level of discipline of pupils. The relationship was not significant ($r = -0.065$, $N = 71$ and $P > 0.05$).

Table 5. 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	4.25	4.15		
		S	0	9	26	104	165					
	CT	F	0	3	9	26	33				71	4.25
		S	0	6	27	104	93					
	PL	F	0	8	31	49	54				142	4.05
		S	0	16	93	196	270					
Intimidating	DHT	F	6	12	14	21	18	71	3.46	3.69		
		S	6	24	42	82	90					
	CT	F	6	12	14	21	18				71	3.46
		S	6	24	42	82	90					
	PL	F	0	23	24	36	59				142	3.92
		S	0	46	72	144	295					
Making a pupil feel ashamed	DHT	F	0	3	12	24	32	71	4.20	4.19		
		S	0	6	36	96	160					
	CT	F	0	3	12	24	32				71	4.20
		S	0	6	36	96	160					
	PL	F	0	5	30	42	65				142	4.18
		S	0	10	90	168	325					
Name calling	DHT	F	0	6	14	26	25	71	3.99	4.04		
		S	0	12	42	104	100					
	CT	F	0	6	14	26	25				71	3.99
		S	0	12	42	104	100					
	PL	F	0	12	30	33	67				142	4.09
		S	0	24	90	132	268					
Negative comments	DHT	F	8	12	17	15	19	71	3.35	3.61		
		S	8	24	51	60	95					
	CT	F	8	12	17	15	19				71	3.35
		S	8	24	51	60	95					
	PL	F	6	20	16	45	55				142	3.87
		S	6	40	48	180	275					
Reprimanding	DHT	F	6	12	16	19	18	71	3.44	3.59		
		S	6	24	48	76	90					
	CT	F	6	12	16	19	18				71	3.44
		S	6	24	48	76	90					
	PL	F	9	14	27	47	45				142	3.74
		S	9	28	51	188	225					
Sent out of class	DHT	F	0	6	19	24	22	71	3.87	4.07		
		S	0	12	57	96	110					
	CT	F	0	6	19	24	22				71	3.87
		S	0	12	57	96	110					
	PL	F	0	0	33	38	71				142	4.27
		S	0	0	99	152	355					
OMR									3.87			

KEY:
 DHT - Deputy head teachers CL- Class teachers PL- Pupil Leaders
 F- Frequency S- ScoreRESP- Respondents MR- Mean Rating
 OMR – Overall Mean Rating
 Interpretation of Mean Rating

This means that ban of mental harassment cannot be relied on as a predictor to explain the level of discipline of pupils.

Table 6. 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

DISCUSSION

Interview findings revealed that mental harassment causes an increase in school dropouts as it has drastic impact on mental disturbance, including trauma, disobedience, aggressive behaviour, stubbornness among victims.

There are cases being reported in print and electronic media in which students and pupils have slipped into depression after they were disrespectfully called by teachers on parade, in classrooms and on play fields. Some students have even been reported to have committed suicide, while others have attempted suicide and recovered only after they were transferred to other schools. This means that the ban on use of mental harassment improves pupil discipline. This finding concurs with those of Onyango et al (2016) in their study on 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 is perceived differently in primary schools as compared to the use of the same in secondary schools. This finding concurs with that of Onyango (2016), 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. Some 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. Ouma 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 reveals that use of mental harassment truly causes decline in discipline in pupils as revealed by in-depth interview findings. 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. It is important to note that in-depth interviews revealed much more on influence of mental harassment on pupil discipline than correlational analysis which revealed that there was a weak negative relationship between implementation of mental harassment ban and level of pupil discipline that was not significant. Definitely the influence is there, but the secrecy that underpins this sensitive issue may have influenced the ratings by the respondents for the data that was used in correlation.

CONCLUSION

Mental harassment has devastating impact on the discipline of pupils.

The implementation of the ban has positive consequences and as such mental harassment should be banned fully as it also infringes on the rights of the child in conflict with the law internationally and locally.

RECOMMENDATIONS

- J Mental harassment as a form of behaviour correctional measure should be fully outlawed in schools in terms of 100% implementation
- J Mental harassment should not be used as a means of dealing with children in conflict with the law because it contravenes the rights of the child in conflict with the law internationally and locally.
- J Teachers and other persons found using mental harassment as a correctional measure for children in conflict with the law should be sensitized and counselled to desist from the practice.

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