

**EFFECTS OF STUDENTS' SUSPENSION ON THEIR PSYCHOSOCIAL WELLBEING
AND ACADEMIC WORK IN BOARDING SECONDARY SCHOOLS IN NAKURU
MUNICIPALITY, KENYA**

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**A Research Report Submitted to the Board of Post Graduate Studies in Partial Fulfilment
of the Requirements for Award of Master of Education Degree in Guidance and
Counselling of Egerton University**



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DECLARATION AND RECOMMENDATION

Declaration

This Research Project report is my original work and has not been presented for the award of a degree in any other university.

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Recommendation:

This Research Project Report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this work to my loving mother Wangui for giving me a good foundation in education, my dear husband Ken for the full support and our two sons Mwangi and Mugo who had to endure cold and rainy nights waiting for me to finish lectures and long period of absence.

ABSTRACT

When corporal punishment and caning as a way of disciplining students was banned in Kenya in the year 2000, the Ministry of Education replaced it with Guidance and Counselling services. However, many schools lacked professional counsellors to cater for the huge increase in indiscipline cases. Some schools opted to use suspensions for minor and major indiscipline cases. This decision did not consider the effect of student's suspension on academic work and the psychosocial wellbeing of the students. This study therefore investigated the effects of students' suspension on their academic work and their psychosocial wellbeing in boarding secondary schools in Nakuru Municipality of Nakuru County. The study was guided by two Theories, Behavioural theory by Skinner and social learning by Albert. A descriptive survey research design was adopted in this study which was carried out in seven boarding secondary schools in Nakuru municipality. A purposive sample size of 145 suspended students from a total population of 3917 students from the 7 boarding schools was used. A purposive sample of two teachers, one from each of the following departments namely: the guidance and counselling department and the disciplinary committee in each of the seven boarding schools were interviewed. The data was collected using questionnaires that was administered to the students while an interview schedules was used for the teacher counsellors and discipline teachers. Data collected was analyzed using descriptive statistics (frequencies, percentages, means and tables) with the aid of a computer based Statistical Package for Social Sciences (SPSS) version 14 for windows. The findings of this study indicated that stealing of other students' properties, disobedience/defiance and breaking of school rules and regulations are the major causes of suspension. Further, evidence revealed that students' suspension negatively affected their psychosocial wellbeing and their academic work. Based on the findings of this study, the educators need to come up with other alternative measures in correcting students' behaviour without affecting their psychosocial wellbeing and denying them their academic activities in order to achieve the Millennium Development Goals which is Education All (EFA). The findings may be used as a basis for strengthening guidance and counselling services in schools. They would also be useful to the Ministry of Education in the designing of programmes and projects that would be used to eliminate suspensions and to correct students' behaviour without interfering with their academic activities and psychosocial wellbeing.

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LIST OF ABBREVIATIONS AND ACRONYMS

CP	Corporal Punishment
EFA	Education For All
ISS	In School Suspension
LTS	Long Term Suspension
OSS	Out of School Suspension
SPSS	Statistical Package for Social Science
STS	Short Term Suspension
UNCEF	United Nations Children Education Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
USA	United State of America

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Suspension is the exclusion of a student from school for a period of time. The period varies from a few days to a maximum of fourteen days depending on the severity of the indiscipline. Some schools all over the world use suspensions of students as a form of punishment, without considering the effects on their psycho-social wellbeing and academic work. Students who are found stealing or in possession of other students property, taking drugs, fighting, disobeying school rules, participating in strikes or school unrest are likely to be suspended. In 1997, 3.1 million students were suspended from American schools (Massachusetts, 1998). In Massachusetts, 37% of students who were suspended from 1966 to 1997 did not receive alternative education in other schools or special programmes (Massachusetts, 1998). A fifteen year old student from Woodson School in Fairfax committed suicide after suspension. He was accused of taking a capsule which had effects of marijuana which was so much for him to comprehend. A student in the same school also committed suicide in 2009, a day before returning to school for his second hearing the suspension affected her psychologically and she felt going back to the same school would make her misfit as could he would be labelled as a criminal (Donna, 2011).

When students are at home, very little may go on in terms of correcting their behaviour since the parents might be busy and therefore lack the time to talk to them. After suspension, the students may find themselves with too much work to cover. This may traumatize them and make them feel rejected. Consequently, they may repeat the same or commit worse off mistakes so that they can remain out of class. Studies have identified the role of peer conflict and peer rejection victimization and threats of violence that produce psycho-social adjustment such as depression anxiety affectional problems and social withdrawal which in turn lead to school avoidance and reduced motivation to engage in learning activities (Bush Ladd Herald 2006). In numerous occurrences, some suspended students may be of average or below average ability. Their absence from school affects their psychosocial wellbeing and academic work (Fenning, 2009). Correcting behaviour is necessary as long as this does not violate the students' education rights

and their psychosocial wellbeing. The suspended students do the same examination with the others, whether or not they attended the required academic hours. This traumatizes some students and it can lead to a suicidal ideation, alienation, social and emotional imbalances and psychological problems. Two students who were kicked out of school for fighting claimed that the Beaufort school denied them their right to an education because it offered them no help in keeping up with their classes while they were suspended for months. The two students were stressed up, depressed, had low self esteem and were not able to cope with academic work. The case attracted interest from civil rights and education groups in North Carolina and around the country (Mc Powell 2011). They contended that it was not good for a school to suspend students and leave them to languish for months without schooling. They noted that students had a constitutional right to sound and basic education (McDowell, 2011).

Suspension in schools is used as a mechanism to deal with indisciplined students. Out of school suspension is ineffective because it lacks follow-up. Little or no time is spent on correcting students' maladaptive behaviour and on compensating for the academic instructional time lost during suspension. The suspended students suffer emotional and social problems which lead to poor performance in academic work (Sanders, 2001). Students go through a lot of psychosocial problems. Fenning (2007) found that after suspension the students felt alienated and got stressed up. When they were unable to cope with academic work, they developed low self – esteem and some even ended up dropping out of school.

Excessive suspension of students resulted in increased socio-emotional problems, avoidance of teachers, stigmatization among peers and in academic work (Stinchcomb, 2006). Many students who exhibited poor behaviour that warranted suspension also exhibited poor academic performance. Linda Nelson (1979) also found that the suspended students scored far below their grade level. According to Dilling (1979) some schools switched from out of school suspensions to in schools suspensions since they found that misbehaving students often struggled with school work. Out of school suspensions made them lose instructional days. They, therefore, lagged behind in academic work. Some students became depressed, they lost interest in learning and withdrew from other students while some dropped out of school (Moorman, 2011). Suspensions were found to have a negative effect on students psychologically and socially. They also affected

their concentration in class and this lowered their academic grade. Behavioural specialist for Buke county schools in America said positive behaviour interventions and support helped to change students' behaviour (Baorman, 2011). The students' academic work is therefore not interfered with. Lowman said that the school system needs to find other alternative ways other than suspensions for instance, in school suspension with well established programmes (Moorman, 2011).

In Fairfax County in Maryland, America, a girl was suspended for taking a pill in school. During the two weeks of suspension, she watched television and studied a handbook on heroin and other illegal drugs despite the fact that school work was sent to her online Micheal (2009). Students' suspension rates have risen dramatically with the new millennium challenges. According to Mongezi (2010), 29 students were suspended from Umthwalume High School in South Africa on suspicion that they were homosexuals. While in Uganda, parents protested over the suspension of 300 students from Lira Secondary School who had sympathised with a few students who had been suspended for fighting in school Oketer, (2010). Suspension increased dramatically in Siakago Public school systems where over twenty thousand students were suspended in 2003. The major causes of suspension given by principals were fighting, lack of respect for teachers, and the violation of zero tolerance policies (<http://www.warren.com>).

Corporal punishment was banned in Kenya in 2000 and replaced with Guidance and Counselling as a means of dealing with students with maladaptive behaviour Siringi, (2000). However, many schools opted to use suspensions for minor and major indiscipline cases. In Endarasha School in Nyeri, students were suspended after setting a dormitory ablaze and; consequently, killing two students Moses, (2010). In 2008, there were many cases of school unrest and many students were suspended from schools. The exclusions of students from school, by school authorities, never considered the effects of suspensions on the academic work and the psychosocial wellbeing of the students suspended. Suspensions of students mean that one misses all learning activities for some time. This may be a burden to the suspended student. This study, therefore, investigated the effects of student suspension on their academic work and psychosocial wellbeing. The Children's Right Act has changed the mode of punishment in schools. When a student misbehaves, he or she is not supposed to receive corporal punishment as a means of correcting

misbehaviour. It is against this background that the proposed study analysed the effects of students' suspension on academic work and the psychosocial wellbeing of the suspended students. Every child has a right to education. Any problem affecting education and the psychosocial wellbeing of a child needs to be identified and addressed. This study, therefore, intended to determine the effect of student's suspension on their psychosocial wellbeing and academic work in secondary schools and give recommendations.

1.2 Statement of the Problem

Suspension in schools is a mechanism used to deal with indiscipline and to correct maladaptive behaviour. Suspended students are expected to change and perform well in all areas. However suspension seems not to achieve that objective; instead it affects the student's academic work and psychosocial wellbeing. Suspensions of students are still on the rise despite the introduction of guidance and counselling services in secondary schools. This study therefore investigated the effects of suspension on the student's academic work and psychosocial wellbeing in boarding secondary schools in Nakuru Municipality, Nakuru County.

1.3 Purpose of the Study

The purpose of this study was to investigate the effects of students' suspension on their psychosocial wellbeing and academic work in secondary schools in Nakuru Municipality in Nakuru County Kenya.

1.4 Objectives of the Study

The specific objectives of the study were;

- i) To determine the causes of students suspension in boarding secondary schools in Nakuru Municipality of Nakuru county.
- ii) To determine the effect of students' suspension on their psychological wellbeing in boarding secondary schools in Nakuru Municipality of Nakuru County.
- iii) To determine the effects of students' suspension on their social well being in boarding secondary schools of Nakuru Municipality in Nakuru County.
- iv) To establish the effect of students suspension on academic work in boarding secondary schools in Nakuru municipality

1.5 Research Questions

The following were study research questions;

- i) What were some of the causes of students' suspensions in secondary schools in Nakuru Municipality of Nakuru County?
- ii) What were the effects of students' suspensions on their psychosocial wellbeing?
- iii) What were the effects of students' suspension on their social well being?
- iv) How does suspension affect students academic work?

1.6 Significance of the Study

The findings of the study may assist the policy makers in the education sector, especially school mangers and educators to understand the effects of suspension of students on their psychosocial wellbeing and academic work. Further the findings may be useful to such organizations, as UNESCO and UNICEF, which assist in children's education in their endeavour to achieve the millennium goals as stipulated in Education for All (EFA). Furthermore, it may also enable schools and policy makers to use other alternative measures which correct students' behaviour without interfering with their psychosocial wellbeing and academic work in order to produce educated, healthy and happy individuals in any given society. The study may help the students to have a better understanding of the effects of suspension and this may assist them to behave in manner that is acceptable to the society.

1.7 Scope of the Study

The research was conducted in seven boarding secondary schools in Nakuru Municipality in Nakuru County of Kenya. The respondents were form two and three students who have ever been suspended from school. In boarding schools students are more likely to be suspended since they are away from home and could indulge themselves in behaviour that may go unnoticed and later warranted their suspension. The study focused on the investigation of the effects of student's suspension on their psychosocial wellbeing and academic work.

1.8 Limitations of the Study

The following were the limitations of the study;

Unwillingness of school administrators to release disciplinary records and some schools took too long to fill the questionnaires.

1.9 Assumptions of the Study

This study assumed that;

- (i) The responses given in questionnaires were the experiences of respondents on what was on the ground.
- (ii) Students who were suspended performed poorly in academics.
- (iii) Students who were suspended were affected psychosocially and socially.

1.10 Definition of Terms

The following operational definitions were used in this study.

Academic work	Is the achievement of learning processes in a school. Suspended students encounter time wastage which may affect their academic work.
Assault	This refers to attacking somebody physically which may result in injury which may lead to student's suspension from school.
Behaviour	According to the Oxford Dictionary, behaviour is defined as what we do after acquiring knowledge. One develops an attitude. In this study, it refers to the unwanted behaviour of the students.
Capricious	Showing a sudden change of attitude or behaviour that leads to acting without thinking.
Draconian	A law or punishment that is extremely harsh and severe that it hardens the students instead of changing the maladaptive behaviour. Hardened students may be suspended many times.
Effect	A change that is produced in one person or a thing by another.
Felony	Act of committing a serious crime such as murder. A student who murders is suspended or expelled from school.
Half school	A school where students who misbehave are referred to so that they can be taught as they are helped by professional counsellors to change.
Psychological well being	It is a concept that encompasses a well rounded balanced and comprehensive experience of life, which include health, social, physical, mental, emotional, career and spiritual domains. Suspension make students go through a lot of psychological problems which affects their well being.
School discipline	Is a system of rules and behavioural strategies appropriate to the regulation of children and maintenance of order in schools. Students who are disciplined are suspended from school for duration of 1 day to 14 days
Social well being	Close friendship which is vital to good health, happiness, psychological health, improve cardiovascular functioning and decreases stress level and increase well being of a person. A suspended students who is not able to socialize well after suspension suffers a lot.

Stringent

Rules and regulations which are so strict that students find it hard to obey them and are therefore, suspended.

Suspension

The exclusion of students from school activities for some time.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to highlight the related literature review of the study. It consists of literature on out of school suspension, in school suspension, causes of suspension, the risks facing suspended students, the rights of students at schools and the feelings of parents towards suspension, the effects of suspension on their psychosocial well being and academic work. Schools use suspensions as means of punishing students who misbehave. In 1997, 3.1 million students were suspended from schools in America (U.S Department of Education, National Centre for Education Statistics, 1996-1997). In 1966 -1997 37% of students suspended in Massachusetts did not receive alternative education in other schools or other special education programmes. The length of suspension varies from one school to the other.

In a calendar year in Austria, a student cannot be suspended for more than twenty weeks unless an approval is given by the responsible officer of the Department of Education and Children Services. In the Fairfax County in America, a girl was suspended for two weeks for being found taking a pill at lunchtime. When the mother was called to pick her, she thought the daughter was taking her birth control pill which was not the case. At home, the girl did not study even though the school work was sent online. During the two weeks, she watched television, played games and had time to study closely a handbook on heroin and other illegal drugs (Micheal, 2009).

Schools in Nigeria use suspension as a form of disciplinary action. Some suspended students are found roaming in the streets while others fail completely to go to their parents' home. Some indulge in other activities and fail to return to school even after the suspension period is over. Suspensions affects them psychologically, socially and they feel rejected by the school system. (Mlilengo, 2010). In South Africa, 29 students were suspended from Umthwalume High School on suspicion that they were homosexuals. In Uganda, parents protested over the suspension of 300 students from Lira Secondary School who were suspended when they protested after a few students were suspended for fighting in school (Oketer, 2010). In Kenya, suspension takes two weeks or less depending on the offence and the administrator. A suspension from school for a mistake not related to academic performance is excessive, inappropriate, counterproductive and

wrong since it denies students the right to education and may affect their psychosocial wellbeing. However, some behaviour may justify the removal of a student from school.

In a public school, misbehaviour that has nothing to do with jeopardizing anyone's learning such as poor grooming, using cell phone outside class, and going late for prep or any other trivial infractions, that school officials use as a reason to suspend students, do not warrant suspension. It is also wrong to suspend students from school for violations that have nothing to do with the educational process. Buying alcohol or cigarettes sold at local convenience store, showing up drunk, jumping through the fence fighting, stealing/possession of other students items and such matters should be addressed by a school administration in a way that does not deprive students of an appropriate education time. There are plenty of legitimate punishments, some even fairly stringent or harsh, which school administrators can administer without depriving a learner of educationally appropriate opportunities and affecting their psychosocial wellbeing. Suspending students for disagreeing with a teacher does not engender respect for authority or even obedience in the students. It makes them despise and disrespect authority, which they consider to be dictatorial and unreasonable, even if they obey it. A student was suspended because his shirt tail had accidentally come out after he had sat in a classroom. The boy was unaware that the shirt tail was out and when he walked past the administrator in the halls while changing classes, he was immediately charged, tried and convicted by that administrator who took it as an intentional sign of disrespect (Barnrund 2002)

Suspending students from school does not teach them a sense of responsibility as argued by some school officials, their action thereafter belie their words. It could be more persuasively argued that schools are often so rule-laden, authorities so callous and capricious, power so abused and rules so rigidly and overzealously enforced that they delay emotional maturity rather than foster it. Suspensions of students encourage disrespect for authority because the authority they see demonstrated most often is petty, imperious, unreasonable, unnecessary and oppressive. Rebellious, non-compliant students thereafter choose to do whatever is outrageous and obviously anti-social that has not been included in the list of the rules. To suspend a student from classroom or school for an offense that is not in any way educationally related, and which does not threaten anyone else's education or well-being, is a power no administrator and no school board should

have. Their function and mandate is to provide appropriate education within their means not to deny it without reasonable and just cause. During suspensions, cumulative material is missed and students lag behind academically. As he or she tries to cope, he or she may be traumatized and may have lifetime consequences (Brenner 1998).

2.2 Out of School Suspension (OSS)

An out of school suspension is that in which a student is excluded from school activities for some time. In most cases, he is expected to go home for a certain period of time. Some of the underlying reasons for out-of-school suspension are real and perceived immediate threats to a student's own safety or to the safety of others for instance carrying a gun/knife to school. A girl from American school was expelled from school for carrying a knife to school. The Gun-Free School Act in USA requires a school to suspend a student for a period of not less than one year if found with a gun. The student is also allowed to look for an alternative setting that provides education services. However, studies of suspension patterns suggest that the danger of assault is not a major reason for the exclusion of students from any school program. In 1997, of the 3.1 million students suspended from schools in America, most were involved in non-violent and non-criminal acts. Only 10% of the suspensions were for possession of weapons (USA Education Statistics, 1997). Out of school suspension is ineffective since it lacks follow up, little or no time spent on correcting students behaviour, misbehaviour persist and quite often students miss instruction time, this affect their psychosocial well being and work academic (Sanders, 2001).

Some administrators see suspension as a disciplinary tactic intended primarily to punish the offender and secondarily to deter other students. School administrators have reported that out-of school suspensions provide a cooling off period for the offending students as well as for frustrated educators and administrators. At home, suspensions are also sometimes seen as warnings for parents who may have not previously taken their child's misbehaviour seriously and who may have considered problem behaviour to be purely the school's responsibility. Other administrators use OSS as tools to eliminate troublesome students from the education system. In some countries, no alternative educational setting is provided to suspended students. For example in 1996-1997 in Massachusetts, 37% of students were suspended and did not receive

alternative education in other schools or special education programs. OSS ranges from days to months depending on the type of offense and type of school (Rick, 2009).

2.3 Short Term Suspension (STS)

The maximum length of this suspension is 5 days. According to the Austrian policy, in a calendar year, a student cannot be suspended for more than 15 days, or more than four separate times, unless approval is given by a responsible officer of the Department of Education and Children Services. Students who are suspended cannot attend classes again until a student development plan that has been designed to help them change behaviour and to improve their learning opportunities (Rogers, 2000). However, in Kenya, suspension takes two weeks or less depending on the magnitude of offense and the administrators. After two weeks, a student goes back to school accompanied by the parent or guardian. After his case has been heard, the student may be allowed to join others with or without any other punishment.

2.4 Long-Term Suspension (LTS)

It is referred to as exclusion from school. The minimum length of this exclusion is four weeks and the maximum length is ten weeks or the rest of the term. In a calendar year (in Austria), a student cannot be excluded for more than twenty weeks unless the responsible officer gives approval. If a parent or student believes the exclusion is unfair, a formal appeal against the decision can be made either by the student, parent or another adult chosen by the parent or child. Some schools also have their own grievance policy which can be used to dispute the decision (Rogers, 2000).

2.5 In-School Suspension (ISS)

In-School suspension, sometimes known as “in house suspension”, is an alternative setting that removes students from the classroom for a period of time while still allowing students to attend school and to complete their work. This form of punishment is used often because a student who is given an out of school suspension is not obligated to wake up and to attend school. Generally, a student assigned to ISS spends the entire day in the designated ISS location, completing work submitted in advance by the students’ teachers while being monitored by school staff. One variation of In-school Suspension requires students to arrive at school at a designated time on a

Saturday to serve out their punishment rather than miss class time during the week. This type of punishment is commonly referred to as “Saturday School” (Anne, 2009).

Traditionally, schools have dealt with student behaviour through punishment. In the recent years, corporal punishment and suspensions, two of the most punitive methods, have come under fire because of the potential for abuse and discrimination. Research argues for the prevention of suspensions in order to produce educated, healthy and happy individuals. Some administrators claim that incentive programs and counselling services are costly and ineffective. They see punishment as a means of limiting immediate disruptions. In school suspension, having both punitive and preventive aspects, may be effective against some types of misbehaviour but it is not free from criticism (Gushee, 1984). According to Sanders (2001), he outlined a standardized process of ISS with the following components. The referral process, student documentation, case filed including follow up reports and administrative reports Sanders (2001).

2.6 Advantages of In-School Suspension

ISS counteracts many of the negative effects of out-of school suspensions. Instructional time can continue without interruption and special academic help can be provided as needed. Counselling services for students experiencing personal, academic or behavioural difficulties can result in behavioural changes such as an improved self-image and greater self-discipline. ISS can help reduce daytime juvenile crime rate which has been highly correlated with out-of school suspensions. ISS reduces dropout rates of students by providing disciplinary consequences within the learning environment. Students still have access to the required course work, teacher input and adult guidance which facilitate continuous academic progress. Students behaviour is corrected within the school set up. Educators have realised that keeping students in school is better than having them home unsupervised. Schools need more than a room and a teacher for us to change behaviour on structured programmes that address multiple issues can help students get back to class faster and stay there. This reduces the effect of suspension on student psycho-social well being and academic work. During ISS students are assigned a room under adult supervision for between one to two days, but only after other disciplinary measures have been tried. Like conference, team meeting and lunch detections. The teacher in charge of ISS receive the students and discussed the schools rule book with them on how they could have handled the situation

differently. Students also work on the assignment from their classes which is checked. On daily basis. After ISS the suspended student meet with an administrator or counsellor before returning to class (Gushee, 1984).

2.6.1 In-School Suspension Models

ISS models can be classified as:-

- i. Punitive Model - assumes punishment will reduce misbehaviour. It proposes discussing the punishment with the student. As he does the punishment, he undergoes designed academic programmes and co-curricular activities that improve self esteem and bring about desired behaviour.
- ii. Academic Model – assumes misbehaviour is a direct result of academic frustration and improvement by the teacher of basic skills on content delivery will help the students improve academically and therefore improve the student's behaviour (Guindon, 1992).

2.6.2 An Individual Model

A simple form ISS requires a regular classroom equipped with a pencil, sharpener, paper, dictionary and an adult supervisor (Maurer, 1984). Students are given work by their regular teachers which they complete during the day. The supervisor only engages in conversations about the work with the students. The administrator fills out a referral that includes student data and the nature of the offense for each student assigned to ISS. ISS extends from three to ten days (Stressman, 1986). This ISS enhance in correcting students behaviour and keep him out of school suspension, therefore have the sense of belonging and doesn't loose instruction time. The students psychosocial well being is taken care of as the students containing learning and his misbehaviour is corrected.

2.6.3 An Enhanced Model

This includes the supervisor immediately reviewing the ISS rules, the immediate counselling needs and organizing a conference with the student and the parent where a discussion of strategies for future behaviour are discussed and a programme agreed on. ISS is a dropout prevention alternative. It provides instruction and counselling leading to improved student behaviour and the development of more effective interpersonal skills (Guindon, 1992).

ISS emphasizes the enhancement of student's self-esteem, improved attendance, a prevention of behaviour that might cause a student to enter a juvenile delinquency program, a reduction in discipline referrals and a reduction in the number of students who drop out. A review of literature reports that out-of school suspensions are counterproductive. ISS, accompanied with counselling, improves self-esteem when it is done by a qualified counsellor, with the involvement of parents and with an establishment of a philosophy through shared decision-making. An In-School Suspension program was implemented in New England for four months and was found very effective: 14 out of 19 students returned to the classroom with little or no problems. On the basis of this report, the program was continued and considered successful and was, therefore, implemented in ten schools across England. The descriptive data from the study indicated that discipline improved and the ISS objectives were met (Chobot and Garibaldi, 1982).

2.7 Causes of Students' Suspensions

2.7.1 Lack of Dialogue

Interviews carried by Wepukhulu (2003) among students and administrators established that the management in most schools is dictatorial; a practice that antagonizes students. This leads to poor communication between students, teachers, managers, parents and even other members of the society. Students have no forum to air their views; they are "to listen and not be heard", Students are suspended even when they are not guilty (Wepukhulu, 2003).

2.7.2 Unrest/Strikes in School

During school unrests, students are sent home as ring leaders. The schools' top managers and disciplinary committees suspend the students before investigating the root cause of the problems as they blame the students' behaviour. School unrests and strikes are, in most cases, caused by high headed administrations, lack of dialogue, rigid rules and political interference (Siringi, 2000).

2.7.3 Religion

Schools sponsored by various religions can suspend students due to failure to understand beliefs and faiths in that religion. Mohamed Bouchachalche was suspended from a protestant Christian elementary school in Rotterdam for not participating in Christian prayers. He was suspended for two days but he refused and showed up at school. The school twisted the matter and said Mohamed's brothers had threatened the teachers but the family denied this. The parent called in the anti-discrimination agency to investigate the case. Meanwhile, the Christian school attempted to find Mohamed an alternative school (Europe News, Jan 26, 2009) However, in Kenya, when a student is suspended it is not the duty of the school to look for an alternative school. The parents are left with the burden. St Xaviers suspended seven students for 20 days for performing Ganesh Puja. The suspension led to a protest by the Hindu community which led to the damage of school properties (Bhadrapad S.P, September 5th, 2008). Parents in Uganda protested over the suspension of 300 students from Lira School due to indiscipline (Bill Oketch, 2010).

2.7.4 Disobedience

Students are suspended when they fail to undertake some tasks. This is often attributed to fear and frustration inflicted on students by the school administrators. Schools that operate in an environment of stress, harassment and fear have a number of students going on suspension. These students may not perform well. Unfortunately, most schools especially in Kenya are run in this draconian manner. They fail to ensure a high standard of discipline because principals do not operate an open forum (Caesar, 2006).

2.7.5 Drug Abuse

Students found taking drugs while in school are suspended for two weeks. When found guilty by the school's disciplinary committee, they are likely to be expelled from school especially if they fail to stop the habit. According to Chege (2002) drug abuse causes stress, loneliness, lack of leisure activities, isolations and despair. Young people who take drugs are likely to engage in violent crimes symptoms of introverted behaviours phobias, nightmares, violent outbursts, restlessness, fear of the future and inability to form trusting relationship. A student taking drugs may not be able to follow school rules/regulation is likely to be suspended (Satller, 1994). According to Ndambuki (1999) drugs induces psychological effects and the health risks to the

students. Student using them suffers social consequences and some cause trouble in school and are suspended Chege (2002).

2.7.6 Possession of Dangerous Weapons

The principal decides what a dangerous weapon is. It can be a gun, a pocket knife or a table knife. A student may be carrying something that she/he does not think is a weapon like a nail file or pair of scissors. If the principal or teachers think that the item can hurt someone, the item may be considered a dangerous weapon. Austell Georgia Cobb County School reversed its zero tolerance to suspensions and suspended an 11 year old girl for being found with a 10 inch long chain attached to a tweedy bird wallet which was treated as a weapon (Lindsey, 2009)

The Cobb County School District continues to hold student safety as its highest priority. In 1992 The Board of Education adopted the first zero tolerance discipline policy in Georgia. Situations like the one involving the wallet chain have pointed out where specific improvements are needed. If an error is made in interpreting the policy, it is always best that the error be on the side of student safety.

2.7.7 Stealing/possession of other people's property

Students in secondary boarding schools come from different cultural backgrounds. In some cultures stealing/possession of other people's property is acceptable. When students from such backgrounds join school, they continue taking other students' property. According to Sarason and Sarason (1993), cultural behaviour is transferred from one generation to another. Culture has a profound effect on both individual and social structures. Individuals are continuously wrapped in their culture to an extent that they are rarely aware of the cultural assumptions which influence their lives. Individuals are culture's children. Students from other backgrounds, where stealing is seen as a crime, will also steal in order to survive in a school system where the stealing culture has taken root (Sarason, 1993). Students found with stolen items are suspended. When they report back to school, other students label them as thieves which affect their psychosocial well being and also their academic work.

2.7.8 Sexual misbehaviour

Sexual misbehaviour is one of the millennium challenges. Some students in boarding schools practice homosexuality and lesbianism. In Umthwahime high school in South Africa, Twenty nine students were suspended on suspicion that they were homosexuals (Mongezi, 2010).

Students are suspended when they break the school rules. According to Mlilengo's (2010) report, a Nigerian school suspended a number of students who were found roaming in the streets of Lagos instead of being in school. After suspension, the students refused to go back to school and instead joined a group of criminals in Lagos and engaged in unlawful activities. A study carried out on breaking of school rules in Texas public secondary schools found that nearly 60% of a million Texas public secondary schools students, followed for more than six years, were suspended or expelled. Students who were suspended, particularly those who were repeatedly disciplined, were likely to drop in their academic work. Students who were suspended or expelled are more likely to be involved in the juvenile justice system (Texas, 2011).

2.7.9. Fighting in schools

Students who fight in schools are suspended and asked to bring their parents to schools. These parents may not see fighting as a crime that warrants suspension (Malin, 1989). In Australia, violence is part of the daily routine and it is regarded as an appropriate method of resolving issues. In the socialization of indigenous children, parents incorporated a belief in the efficacy of fighting to resolve problems. This may be reflected in the overrepresentation of indigenous students in trouble at school. It may also be a characteristic of many other families. Despite the claim of various authors that violence is a sign of psychological disorder (Costenbader & Markson, 1998; Jenkin, 1996), for many children, violence is an appropriate response to threats. This is social rather than psychological. It is likely that the majority of violent acts are committed as a consequence of being socialized into a belief that resolving conflicts violently is socially acceptable (Jenkin, 1996).

2.8 Parental Stress

According to National longitudinal studies on adolescent health, students from divorced, separated, single and unmarried parents are more likely to be suspended than students who are

from intact married families- with their biological father. Divorced, separated, single and unmarried parents are more likely to be stressed. Other studies corroborate these findings. Christine Winguist of Westat and Jerry West of the National Central of Education Statistics reported that students living with both biological parents are less likely to have behavioural problems at school that result in them being suspended. John Woffman of Brigham Young University also found that the incidence of problem behaviour including fighting, being arrested and getting suspended from school was much lower among adolescents living with both biological parents than with other family members. Cesar Rebellion of the University of New Hampshire found out that adolescent boys and, to a lesser extent, adolescent girls living with divorced parents had higher delinquency scores and more likely to be suspended than adolescents from intact married families (Christine, 2001).

In the study of youth in Edinburgh Scotland, David Smith and Susan McVie of the University of Edinburgh found out that adolescents living with a mother and step father or in a single parent home were more delinquent than those living with both biological parents. Therefore, they were more likely to be suspended. Students who come from homes where parents have no time for them indulge in indiscipline acts in order to draw their parents' attention. Therefore, they are likely to be suspended even though they have their biological parents (Hoffman 2006).

2.9 Risk Facing Suspended Students

Some suspended students are often from a population that is the least likely to have supervision at home. While at home, they do not do school work and therefore lag behind in the contents taught in their absence. Out of school suspension without supervision leads to such students using illicit substances, committing crime, disobeying rules and threatening using violence; this is especially true of those who are bitter for being thrown out of school. Some schools use suspensions to eliminate troublesome students from the school system. The suspended students are bitter and revenge by involving themselves in activities which worsen their character. In some countries, no alternative educational setting is provided to suspended students. For example in 1966-1997 in Massachusetts, 37% of suspended youth did not receive alternative education in another school or in any special educational program. (Massachusetts, 1998).

Students who are most likely to be suspended are those most in need of adult supervision and professional help. There are some students who have never been abused but, because of witnessing domestic violence, are suspended from schools. This is attributed to heightened aggression and delinquency which is result of living in a violent home environment. For some students with major home-life stresses, academic suspension in turn provides yet another life stress which, when compounded with what is already occurring in their lives, may predispose them to even higher risks of behavioural problems. Despite high rates of depression and numerous life stresses that are associated with school-based problem behaviour, students are not routinely referred to professional counsellors, medical or mental health providers when on suspension. Bell (2001) said that without the service of professional counsellors and without a parent at home during out of school suspension, some students are more likely to commit crime. A study by the Center for Disease Control and Prevention found that when youth are not in school, they are more likely to become involved in physical fights and to carry weapons. Out of school suspension adolescents are also more likely to smoke, use alcohol, marijuana and cocaine and engage in sexual intercourse. Suicidal behaviour may be expected to occur more often at these times of violation. The lack of professional assistance at the time of suspension from school, a time when a student needs it most, increases the risk of permanent drop-out. Some students dislike school and after the suspension period is over, they refuse any alternative offered to them and join a group of criminals (Bell, 2001).

2.10 Rights of Students at School

The decision to suspend a student needs to be made very carefully because it can seriously affect a student's future. For this reason, an area of law called procedural fairness applies. This law has two main principles: the "hearing rule" which means that a child has the right to tell his or her side of the story and the 'bias rule' which means that a child has the right to have a fair decision made by someone who does not have an interest in the outcome of the decision.

A student has a right to a fair hearing before suspension which includes: the right to be told what the allegations are and what evidence there is in support of them; the right to respond to allegations and tell his side of the story; the right to have a parent or another support person come to any formal meetings or interviews with him or her before suspension and the right to have a decision made that is based only on facts that are relevant to the situation. This reduces

the effect of suspension on student psychosocial well being and save him or her from losing instruction time, therefore his academic work is not affected. The student has a right to educational services at all times as long as the misbehaviour has nothing to do with academic indiscipline and does not cause harm to the student or to others (Elliot, 1998).

2.11 Parent's Feeling about Students' Suspension

When a child is suspended, some parents feel disappointed and worried about what this means for their children's future. Some parents also feel angry with their children, they blame themselves and think they have not been good parents. Parents become stressed and some develop high blood pressure when they think of how their children are messing up their lives, throwing away opportunities, putting them to shame and wasting their resources. Parents think they are bad parents, they feel that they cannot trust their children anymore and wonder where they went wrong as they brought up the child. Those who administer OSS do not think about the psychological effect on the parent's side (Ray 1995). Parents reaction on suspended students can affect the students negatively when they feel rejection from all over.

2.12 The Effects of Students' Suspension on their Psycho-social Wellbeing.

Research suggests that effective principals work with their teachers to define which offences should be referred to the office and which are better handled at the classroom level (Skiba, 2006). Teachers and other professional staff who have regular contact with students should be in the first line of communicating with parents and caregivers regarding disciplinary incidents. Except in the case of most egregious rule infractions, a school administrator should not be the first person to contact caregivers about disciplinary problems at school. Regular and continuous contact about less serious behaviour or even positive interaction is more likely to yield a more constructive relationship between parents and schools than the occasional crisis-centred communication. This helps the students to remain in school as their behaviour is corrected (Skiba, 2006).

Carefully drawn definitions of the behaviour as they relate to the school disciplinary code protect both students, from inequitable consequences, and the school officials, from a litany of unfair and arbitrary applications of suspensions. To reduce students' suspension, classroom management should be encouraged in the school set up. Teachers need to be properly equipped

on how to handle a majority of minor classroom disruptions and to defuse rather than escalate behaviour incidences. Expulsions and long-term suspensions should be reserved for offences that place other students or staff at risk of physical or emotional harm. It is appropriate to segregate repeat offenders from the general school population to preserve the safety of the school environment, but a focus on keeping students in active learning environments, even in a separate facility, if necessary, should be maintained (Christle, 2005).

The suspended students are often in need of professional mental health assistance because of stress, depression, abuse and mental illness. During suspensions, suicidal behaviour may be expected to occur at this time of isolation. For students with major home-life stresses, suspension has worse consequences. Suspension leads to additional stress, which when compounded with what is already occurring in their lives, may predispose them to even higher risks of behavioural problems. Suspensions also increase the risk that a student may permanently drop-out of school. When students are suspended and there are no intervention measures taken to change their behaviour, they may feel rejected by their peers and may form friendships amongst themselves. When adolescents identify with members of a deviant peer group, they have a 70% chance of an arrest within two years (Raffaele, 2003).

Research suggests that frequent removal of students from school is associated with a host of negative psychological effects such as emotional conflict, depression, low self esteem, withdrawal, demoralization, feeling inadequate and many other outcomes. It is unclear what short-term benefits the school and the society may gain, or may perceive to gain, by removing certain students from school. Analysis could address the extent to which the potential benefit of suspension outweighs the cost for schools and society in terms of students' alienation, dropout or juvenile incarceration (Hemphill, 2006). A fifteen year old student from Woodson high school in Fairfax country who was an all round student, scoring highly in academic work committed suicide after suspension. The student made a mistake and bought a capsule known as JWH-018, a synthetic compound with a marijuana-like effect which was legal. He had checked it out on Google but he discovered that he had made a mistake with consequences for beyond anything he had expected. His mistake unravelled much of what he held close – his life at school, his sense of identity and his connection to second family in his football team. His emotional descent was steeper than anyone imagined and its painful finality brought light to the negative effects of

suspension. This show the extend the suspension affected students psychosocial well-being to a point of committing suicide (Donna, 2011).

In March (2009) John Anderson a seventeen year old a student in Woodson High School committed suicide the day before his second hearing after suspension. Parents in Fairfax school complained that first-offenders are suspended for long periods-a month or two and even longer if an appeal is filed. When they return, some are not allowed into their original schools and they face difficult transitions related to new students, teachers and adjusting to new environments which affect their academic work (Donna, 2011).

According to Mcmanus (1999), schools responded unfeelingly to students who disobeyed a teacher, and was suspended only to find a dying mother at home. The school needs a very close link with the home in cases of student behaviour. Children arrive in school with different attitudes, expectations and behaviour patterns. Recent research recognizes that schools are very different in their policies and practices and that some, rather than support pupils who arrive with personal problems and difficulties, actually contribute to their difficulties and exacerbate the students' problems. Conversely, there are schools which provide a supportive atmosphere for their pupils which is conducive to good behaviour and academic success. Students who are anxious and stressed have poor self-concept or self evaluation. The adolescents compare their real and ideal selves and judge themselves by how well they measure up to social standards and expectations and how well they perform. It is when they are together with others that they develop self-concept and build self-esteem; they form opinions by seeing themselves as others see them. High self-esteem helps them to succeed and to be happy. Suspended students withdraw from others when they label them criminals; they see themselves as others see them and thus have a poor self-concept, low self-esteem, and poor self-image (Ndambuki, 1999).

2.12.1 Alternatives to Suspension

There is need for administrators to implement preventive measures that can improve the school climate and also improve the sense of community and belonging (Osher, 2001). Instead of suspensions, the administrators should seek to reconnect alienated students and to re-establish the school bond for students at risk of discipline problems. The connection to school is a critical factor in preventing youth violence. School alienation has been found to be a key factor in the

development of both juvenile delinquency and school violence. The evidence suggested that procedures that assess the gravity of a given threat hold greater promise than student suspension in identifying and addressing threat to safety (Vossekul, 2002).

Administrators should develop a planned continuum of effective alternatives for those students whose behaviour threatens the discipline or safety of the school. The behaviour of most challenging students can seriously disrupt the school environment but this can be prevented by having an array of planned options such as restorative justice, alternative programs or community service. These options can help reduce the impact of serious disruptive behaviour and reduce suspensions in school.

2.12.2 Collaboration and Communication

The research carried out by Walker and Burn (2006) that an improved collaboration and communication between student's school administrators, parents, law enforcement officers, mental health professionals and counsellors helps in developing alternative programs rather than suspensions to deal with disruptive students. This helps to reduce the psychosocial effects on suspended students; it also improves the academic work of the students. The integrated service school addresses the most serious and challenging behaviour (Walker & Burn, 2006).

2.12.3 Legislative Initiatives

Legislative initiatives encourage schools to provide an array of disciplinary alternatives prior to school suspension and expulsion. Although school suspensions and expulsions will continue to be part of the disciplinary resources available to schools for handling disruptive and violent behaviour, and in some cases are necessary to protect students and teachers from serious disruption and violence, students who are removed from school are placed at risk of a host of psychosocial outcomes. These outcomes include depression, emotional, conflict, low self-esteem, withdrawal, demoralization, conflict with other students and parents, and an inability to manage peer pressure. Programs such as positive behaviour support or bullying prevention that assist schools reduce reliance on school suspension and expulsion should be put in place in order to increase the student's opportunity to learn (Howard, 2003).

2.12.4 Behaviour Management and Instruction

The research carried out by Jone, (2004) shows that the most effective disciplinary strategy is to prevent the occurrence of misbehaviour through effective instruction and classroom management; therefore, maximizing students opportunity to learn, changing unwanted behaviour and reducing disciplinary referrals (Jones, 2004). Many behaviour management strategies have been implemented in schools, but often these are based on an individual pathology model in which the student is seen to have a psychological problem that needs remedying (Charles, 1992). They all focus on the individual as the source of the problem without acknowledging social and cultural influences. Behaviours that are considered to warrant suspension, however, are often socially constructed. In other contexts; these behaviours may be praised or rewarded, or at the least ignored as of no consequence. Jenkins (1994) for example, noted the lack of consistency in the application of suspension across borders. In London, students were likely to be suspended for what would be regarded as the relatively minor matter of bringing matches and fireworks to school. In Toronto; it took the much more serious offence of bringing illicit drugs and alcohol to school for a student to be suspended (Charles, 1992).

2.12.5 Student Characteristics

Research has consistently found out that males are much more likely to be suspended than females. Students who are frequently suspended are also less likely to have parental supervision at home and yet research indicates that these students are more in need of adult supervision than are students who are not suspended. Students with an attention deficit hyperactivity disorder (ADHD) or emotional behavioural disorder are more likely to be suspended than are students with learning disorder (LD). Higher rates of suspension are related to higher rates of future antisocial behaviour and involvement in the juvenile system (Hemphill, 2002). According to Fenning and Rose (2007) students in the adolescence stage rebel against the school system and each other and thus contribute to the high rate of school suspension and expulsions. In this research, they found that school policies are often designed by few individuals in collaboration and communication with students, educators, parents and law enforcers. From the research, they found that students were suspended for non-violent issues such as class disruption and disrespecting teachers. The schools failed to examine whether the students' disruption or disrespect could be the result of school or home factors as well (Fenning, 2007).

2.12.6 The School to Prison Pipeline

Students who experience excessive suspension and expulsion are more likely to become criminals after school (Fenning, 2007). Many authors are now examining the issue of the school to prison pipeline. According to Fenning (2007), suspended and expelled students from secondary schools are more likely to enter the prison system. Excessive suspensions make students drop out of school because of actions and barriers put up by their school. The students feel like they did not belong in school, were not intelligent enough to finish and that the school was a hell for them (Fenning, 2007). A teacher who was out of line called students names which made them feel alienated every time they were in school. These students ganged up against the teacher. This led to their suspension with some dropping out of school (Fine, 1991). When students are out of school, they are more likely to be subjected to negative psychosocial influences. The school is the safest environment for students. Schools need to consider how their discipline practices are biased and to involve the psychologists in changing school policies to those that create a conducive environment for all students in order to enable them to develop well psychologically, socially and academically as holistic human beings (Fenning, 2007).

Experts on the impact of zero tolerance in school discipline stated that exclusive discipline has negative side effect that cannot be ignored (Constenbader, 1998). Costenbader and Markson found that the side effect of in-school and out of school suspension made students in these contexts to exhibit increases in socio-emotional problems such as the avoidance of school staff, stigmatization among peers and a decline in academic performance (Stinchcomb, 2006).

2.12.7 School Characteristics

Schools with higher suspension rates have more negative and hostile students, poor students' relationships and observe fights more frequently than schools with low suspension rates. Their academic performance is also low. A strict school conduct code predicted higher rates of suspension and low academic work (Christle, 2005). Alternative strategies of school behaviour management based on non philosophies appear essential. Approaches based on co-operation goal development and self discipline has been developed (Mackrill, 1996). It demonstrated the effectiveness of non-punitive management. The approach took in to account many contextual factors in the management of student behaviour to reduce suspension all school stake holders

need to be involved in order to develop strong interpersonal relationships between students, teachers and parents (Mackril 1996).

According to Davis (1997) there is no doubt that the suspended students who were interviewed in his research were not angels. They said they deserved a fair hearing. The implementation for all the students is that school is not a fair place to be which is quite contrary to the professed goals of education. Worst of all, the students who suffer most from such injustices like suspension are those who have the least resources to support themselves. Students who are immersed in emotional problems, they parents cannot go to school to stick up for them, and those who are influenced by their cultural background (Davis, 1997).

Schools in Western Australia have implemented secondary schools reforms where students' teachers and parents indentify psychological and social problems facing students and work as a team discussing solutions. As they solve problems they ensure students experience success and maintain a caring and supportive environment.

In addition, teachers were encouraged to use supportive strategies and negotiate process rather than impose sanctions on students. Teachers are able to develop greater knowledge of student in their care. The restructuring of the school and attitude that support students than condemn them are encouraged Gillbarn et al (1993).

2.13 Theoretical Framework

This study was guided by the following theories;

- i) Behavioural theory by Skinner (1938) and
- ii) Social learning theory by Albert Bandura (1976).

2.13.1 Behavioural Theory

According to the B.F. Skinner (1938), in order to understand human behaviour we must take into account what the environment does to an individual before and after response. In relation to suspensions, the teachers and the parents need to know whether sending students home will help to change their bad behaviour. According to Skinner, our behaviour is controlled by rewards or positive reinforcements and punishment (Skinner, 1938).

Use of rewards or positive reinforcements by teachers such as praise, appreciations and rewarding positive behaviour to the students help them change their bad behaviour. According to Skinner, a designed culture based on positive reinforcement could encourage desired behaviour. Positive reinforcements, therefore, encourage students to change their behaviour positively and therefore reduce their chance of being suspended (Gershoff, 2002).

Use of punishment can help to unlearn a learnt behaviour. Teachers suspend students in the hope they will change the bad behaviour. However, they fail to consider the impact of suspension on academic work and psychosocial status of the students. If the students take suspensions as harsh and excessive punishment, these punishments could have negative effects. According to Gershoff (2002), teachers and parents should minimize harsh punishment or avoid it. Frequent punishments tend to increase aggression and lead to more problem behaviour, not less. Punishments like suspensions may lead to emotional suffering and a feeling of rejection by others and may not help the students to learn good behaviour. If positive reinforcement is missing, punishment becomes less effective. Teachers and parents need to use praise to encourage good behaviour either before or after suspensions. This reduces future suspension therefore students change in behaviour he/she is able to concentrate in academic work.

Gershoff said it is much more effective to strengthen and encourage desirable behaviour than it is to punish unwanted behaviour. According to Azri (1965), punishment greatly increases aggression. Students who are physically punished are more likely to engage in aggressive, impulsive and anti-social behaviour. Suspensions which remove students from learning activities may be taken by some students as worse punishment than the physical one.

A study carried out on angry adolescent, found out that boys who were severely punished at home suppressed their misbehaviour at home but became more aggressive and released their anger in school by causing trouble and fighting others (Straus & Mourddiare 1998). The teachers need to understand such characters before suspending them. Another study on classroom discipline found out that physical punishment, yelling and humiliation are generally ineffective. Praise, approval and reward are much more likely to quell disruptions and defiance intentions. The psycho-social adjustment of a child who is disciplined mainly by reward and positive reinforcement is usually superior to that of one disciplined mainly by punishment. Frequent

punishments, like frequent out-of school suspensions, may make a student unhappy, confused, anxious, aggressive and fearful. This may affect students academic work (Tulley, 1995).

2.13.2 Social Learning Theory

Albert Bandura (1976) believed that aggression is learnt through a process called behaviour modelling. He also believed individuals, especially children, learn aggressive response from observing others. Suspended students may act as heroes therefore models to the other students who may copy the unwanted behaviour. The schools need to provide conducive environment in which teachers, students and workers model healthy behaviour. In case of an unwanted behaviour, the discipline master needs to assess the source of problems within that environment and from social background before meting out suspension as a punishment.

Children learn to act aggressively when they model their behaviour after violent acts of adults, especially family members. For example, the boy who witnesses his father repeatedly beat his mother was more likely to become abusive. Suspending such a boy from school because of fighting with other boys will not help him correct his behaviour. The parents cannot be role models since the boy picked the behaviour from them. When behaviour is rewarded and students witness the other students being rewarded for their aggression, they perform the same act to achieve the rewards. For example, most children witness violence on television being rewarded by the media. The children attend, code, retrieve and possess the motor capabilities and perform the modelled behaviour because of the positive reinforcement determined by media (Bootzin, 1991).

Environmental experiences also influence social learning of undisciplined students. Students who live in high crime areas are more likely to act violently than those who dwell in low-crime areas (Hoffman, 2006). Therefore, before the student is suspended, there is need to find out the background of the student concerned. Suspending such a student back to the high crime background may not lead to correction of behaviour; the suspended students may indulge in more crimes that may affect their psychosocial and academic work. Social learning theory maintains an important role in this study of the effect of students' suspension on psychosocial and academic work. A neighbourhood surrounded by culture conflict, decay and insufficient

social organization may be a major cause of criminality (Bartollas, 1990). Out of school suspensions of students from high crime rate areas and from a society that is socially disorganized will not help the student to correct his/her behaviour. He/she hardens the more as he/she continues associating with members of the same society. This may result in poor academic work. After suspension, the student may model the unwanted behaviour to other students who see him or her as a hero. In order to control aggression, family members and the mass media should provide positive role models for their children. In 2008, some of the Kenyan schools went on strike due to mass media influence; thereafter, a number of students were suspended as ring leaders.

2.14 Conceptual Framework

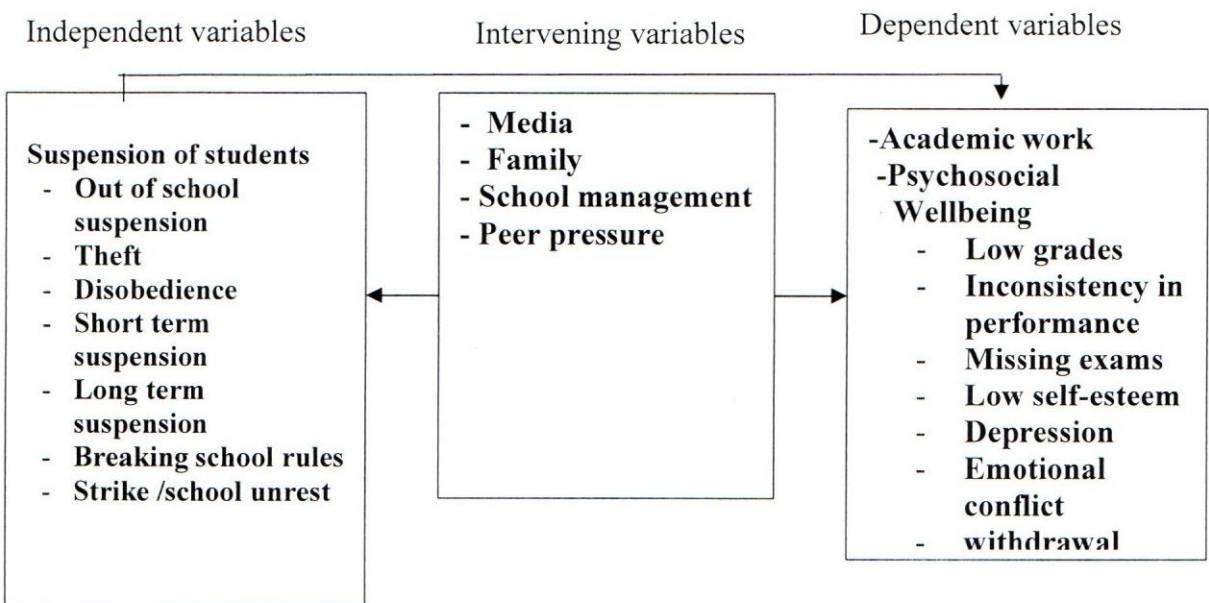


Figure 1: The effects of Students’ Suspension on Academic Work and Psychosocial Wellbeing.

Figure 1 shows, diagrammatically, the conceptual framework of the study. The intervening variables affect both dependent and independent variables directly and indirectly. Dependent variables are psychosocial wellbeing and academic work and the indicators are low grades,

inconsistency in performance, missing exams, withdrawal, low self-esteem, demoralized emotional conflicts, poor relationship with students and parents. When a student is suspended, he misses lessons and sometimes exams and when he comes back he may find himself with a lot of work to cover, and this traumatizes him. Suspended students may suffer rejection from other students, therefore withdrawal; have low self esteem and they may indulge in worse behaviour leading to more suspensions. The family set up and the social background may contribute to even poorer performance when the suspended students join wrong company at home during suspension. Some suspended students spend time listening to and watching the media which may pollute their minds and this may lead to the acquisition of more maladaptive behaviour. Students tend to behave the same when they are together, and may indulge in maladaptive behaviour that leads to suspension.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the description of the research methodology which includes: the research design, the study location, target population, sampling procedures and the sample size, instrumentation, data collection and data analysis.

3.2 Research Design

A descriptive survey research design was adopted in this study. It would help the researcher to get the feelings of the students and also to determine the influence of suspension on the subjects of the study. Results obtained from descriptive survey were compiled using SPSS (Statistical Package for Social Science) computer package version 14 and then generalized to the larger population.

3.3 Study Location

The study was carried out in seven boarding schools, (three for boys and four for girls) in Nakuru Municipality. The schools selected were National and Private Boys' and Girls' schools since there is no Provincial or District boarding schools in Nakuru Municipality. Boarding schools in Nakuru Municipality were chosen not days since students in day schools go home everyday and instead of suspending those with maladaptive behaviour they can be requested to be accompanied by their parents as they come to school.

3.4 Population

The population of the study included suspended students and discipline teachers who were the Deputy Principals charged with discipline in schools according to Ministerial directives, the teacher counsellors' in charge of guidance and counselling expected to deal with maladaptive behavior. 145 suspended students were used as respondents, seven Deputy Principals and seven Teacher Counsellors from seven boarding schools in Nakuru municipality of Nakuru county were involved. The total population was 3917 students from the seven boarding schools but the accessible populations of 145 students who had been suspended was used from the seven

boarding schools in Nakuru Municipality, Nakuru County. Two teachers were selected, one from the Guidance and Counselling department and the discipline teacher.

Table 1: Population of the students in the seven Boarding schools of Nakuru Municipality

Name of school	Boys	Girls	Total
Nakuru Boys	900	-	900
Nakuru Girls	-	727	727
Christ the King Girls	-	366	366
Eastmore	-	205	205
Loreto Boys	371	-	371
St. Luke's Boys	226	-	226
Shinners Girls	-	1122	1122
Total	1497	2420	3917

Source: Director of Education Office, Nakuru (2011)

3.5 Sampling Procedure and Sample Size

The researcher used purposive sampling to identify the location of the study and in selecting the sample population for the research. Boarding secondary schools in Nakuru Municipality were chosen. Purposive sampling of suspended students was done in forms two and three. Simple random sampling was used to select form two and form three students who were at the adolescent crisis stage. At this stage, due to peer pressure, they might misbehave and thus were more likely to be suspended. A sample of seven deputy teachers in charge of discipline and seven teachers in charge of guidance and counselling were purposively selected in the seven boarding schools. To obtain the desired sample size, the researcher adopted the sample selection formula using the table sited by Kathuri and Pals (1993). A sample size of 145 was obtained from the population of 228 suspended students from the seven boarding schools out of a total population of 3917students.

Table 2: Distribution of the Sample Size of the Suspended Students

Name of School	Population	Sample size
Nakuru Boys	70	56
Nakuru Girls	45	33
Christ the King	18	11
Loreto Boys	22	11
St. Luke's	18	10
Shinners Girls	39	14
Eastmore	16	10
TOTAL	228	145

Source – Boarding secondary schools, 2011 from Nakuru Municipal of Nakuru county Kenya

3.6 Instrumentation

The researcher used questionnaires and interview schedules as tools of data collection. One set of close-ended questionnaire was prepared for the students. The questionnaire was structured to measure the effect of suspension on their psycho-social wellbeing and academic work. The questionnaires were divided in to Bio data, causes of suspension, and effects of suspension on psychological well being, social well being and academic work.

The instruments were piloted to sample of 20 suspended students, one discipline teacher and one teacher counsellor from two boarding schools one boys and one girls within Nakuru municipality. Piloting enhances the reliability of the instruments. The researcher used interview schedules to interview the discipline teacher, and the guidance and counselling teacher in each of the seven boarding schools within Nakuru Municipality. The respondents who were the suspended student were presented with the questionnaires within two days.

3.6.1 Validity and Reliability

To validate the research instruments, the researcher developed the questionnaire and interview schedule by critically analyzing the objectives of the study and the literature review. The researcher also sought the expertise of the Supervisors from the Department of Psychology, Counselling and Educational Foundations and the Faculty of Education and Community Studies of Egerton University to ensure validity.

The reliability of the student's questionnaire and the interview schedule was verified through a pilot study in two boarding schools; one for boys and the other one for girls within Nakuru Municipality. The Cronbach alpha coefficient was then determined. A reliability coefficient of about 0.7 was taken as acceptable for reliability of the instrumentation. Cronbach's alpha was used to measure the internal consistency and to determine reliability of the instruments (Kathuri & Pals, 1993).

3.7 Data collection procedure

Upon approval of the research proposal the researcher got a letter from department of psychology, Counselling and Educational Foundation and the Faculty of Education and community studies of Egerton University which she took to the provincial Education Officer to seek for permission to collect data. A letter was written to principals of schools where data was to be collected. The researcher visited the seven boarding secondary schools and was permitted to collect data. With the help of the teacher counsellor and the class teachers questionnaires were distributed to Form II and III students who had even gone on suspension. The suspended students filled the questionnaires and the researcher picked them after three days. Teacher counsellors and the teachers in charge of discipline in the seven boarding schools using an interview schedule questions.

3.8 Data Analysis

The data collected through questionnaires was analysed descriptively using percentages, frequencies, means and standard deviations. Data collected from interview schedule was analysed descriptively using the information given by the seven deputy teachers and seven teacher counsellors.

Data analysis was done using the Statistical Package for Social Science (SPSS) version 14. The data collected.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The findings of research are presented in this chapter. The answers to the research questions are based on the results of analysed data and are presented in form of percentages, frequencies, means and standard deviations. The findings of the study are presented following the order in which the objectives of the study are given in chapter one. The findings are then discussed in relation to the objectives and in related areas in the literature review.

The purpose of this study was to determine the effects of students' suspension on their psychosocial well being and academic work. This chapter presents a discussion of the research results. The discussion comprises of the demographic characteristics of the respondents, students' views on suspension and the research objectives of the study. The following were the study objectives.

- i) To determine the causes of students suspension in boarding secondary schools in Nakuru municipality, Nakuru County.
- ii) To find out the effects of students' suspension on their psychological well being in boarding schools in Nakuru municipality.
- iii) To find out the effects of students' suspension on their social well being.
- iv) To establish the effects of students' suspension on their academic work.

4.2 Demographic Characteristics of the Respondents.

The respondents in this study were drawn from National boarding schools and Private boarding schools in the Nakuru Municipality, Nakuru County. The researcher found out that there were no provincial or district boarding schools in Nakuru municipality. Table 3 below represents the type of schools under study. The Provincial and District schools are day schools (see table 4). N is the suspended students' sample which is 145.

Table 3: Distribution of Sample Students by School Category/Type

School type	Percentage	N=145
Public	61.8	
Private	38.2	
Total	100.0	

Source: Seven boarding secondary school of Nakuru Municipality.

As shown in Table 3, (61.8%) of the suspended students were from the public schools, while 38.2% were from private schools. The total number of respondents was 145 students. A higher percentage of respondents was from Public National schools. The Provincial and District schools are not represented because they are day schools. The findings concur with Fenning's (2011) new report which explores the 'School to prison pipeline'. The study found that 60% of nearly a million Texas public secondary students, followed for more than six years, were suspended or expelled. The suspended students' views on suspension are distributed in table 4 below.

Table 4: Students' Opinion on Suspension

	Valid Percent
Positive effects	13.3
Negative effects	86.7
Total	100.0

Source: Seven boarding secondary school of Nakuru Municipality.

From the collected data in seven boarding secondary school Nakuru Municipality, as shown in table 4, it is evident that students take suspension negatively. 13.1% of the respondents viewed it positively. These respondents agreed that it helped them change their maladaptive behaviour. 86.5 % of suspended students viewed suspension negatively. Suspension did not help them to change their behaviour. Instead, it affected them psychologically, socially and academically. According to research carried out by Bell (2011), some suspended students disliked the school and after the suspension period was over, they refused any alternative offered to them and joined a group of criminals. This is also in line with the World Health Organization's (WHO, 2003) findings, found out that, during adolescence, the behaviour of students is very much influenced

by the dynamics of the transition period from childhood to adulthood. The transition period is a very critical period of development where students need maximum support and not suspension. The suspended students felt that suspension did not help; it destabilized them psychologically and socially.

4.3. Causes of Student's Suspension.

The first objective of the study was to find out the causes of students suspension in boarding secondary schools in Nakuru municipality, Nakuru County. Three sample groups, 145 students, seven deputy head teachers and seven teacher counsellors took part in the study. The data was collected through a questionnaire and interview schedule. Their Yes and No responses were tabulated in table 5. N represents the number of respondents, the suspended students.

Table 5: Causes of Suspensions in Schools

Causes	N	%	No	%	Total
Being drunk	141	9.9	90.1		100
Stealing/possession of stolen goods	143	51.7	43.3		100
Fighting/engaging in violent activities	139	12.2	87.8		100
Participating in strike/school unrest	142	54.2	45.8		100
Breaking school rules and regulations	141	56.7	43.3		100
Use of abusive/vulgar Language	142	9.9	90.1		100
Improper dressing	141	7.1	92.9		100
Drug/substance abuse	139	33.1	66.9		100
Disobedience/ defiance	142	59.4	45.1		100
Academic indiscipline	144	28.3	71.5		100
Sexual misbehaviour	144	5.6	94.4		100
Not following the school's religious practices	141	3.5	96.5		100
Being in possession of dangerous weapons	143	12.6	87.4		100

Source: Data from Boarding schools in Nakuru Municipality of Nakuru County Kenya

The results in table 5 revealed that 51.7% of students were suspended because of stealing/possession of other students' property, 54.2% because of participating in strike/school

unrest; 56.1% were suspended because of breaking school rules and regulations while 59.4% were suspended because of disobedience/defiance. 33.1% were suspended because of drug/substance abuse. However, there were other minor causes of suspension as revealed in the Table 5. A small percentage of 3.5 of students were suspended because of not following the school's religious practice, 5.6% were suspended for sexual misbehaviour, 7.1% were suspended because of improper dressing, and 7.9% were suspended because of fighting and using abusive/vulgar language.

4.3.1 Stealing

From the research findings, 51.7 percent of the students were suspended because of stealing or being in possession of stolen property. It seems stealing is rampant in boarding schools due to lack of role models in the society. Students in boarding secondary schools come from different cultural backgrounds. Some cultures believe that taking other people's property is not stealing. These findings concur with Sarason and Sarason (1993) who asserted that culture has a profound effect on both the individual and social structure. Students from cultural backgrounds where stealing is a part of their life do not see stealing as a crime. Sarason said that individuals are continuously wrapped in their culture to an extent that they are rarely aware of cultural assumptions that influence their lives. The stealing culture in schools influences other students who may not have had this habit before going to the school.

4.3.2 Breaking Schools Rules

As shown in Table 5, 56.7% of students were suspended because of breaking school rules / regulations. Students in secondary schools are in the adolescence stage and they have a lot of crises. It is also in this stage where students look for identity. A student identifies with bad company and ends up being suspended. There is a lot of peer influence in secondary schools and therefore a likelihood of indulging in unlawful activities that lead to suspension. These findings concur with those of Mlilengo (2010), in Nigerian schools, where some students were suspended when they were found roaming in the street instead of being in school. After suspension, some students went back to school while others dropped out and engaged themselves in other unlawful activities. A study carried out on breaking school rules in Texas (2011) also concurs with the study findings. The study found that of nearly 60% of the nearly a million Texas public school

students, followed for more than six years, were suspended or expelled. Nearly six out of ten public school students were suspended or expelled at least once between their seventh – twelfth grades. The study also found that a student suspended once had a likelihood of being suspended again and again for breaking school rules. The finding showed that breaking school rule/regulations need to be dealt with in boarding schools since it not only affects students but also parents.

4.3.3 Participating in Strike/School Unrest

The results in table 5 revealed that 54.1% of the respondents were suspended because they participated in school strike/school unrest. When students are together, they act as a mob without reasoning. An issue like the quality and quantity of food can make students to go on strike or on a go slow. These findings concur with Siringi (2000) who asserts that students are suspended and others are expelled due to involvement in school strike/unrest without investigations on the root cause of the problem. He stated that school strikes are caused by high headed administrations, lack of dialogue, rigid rules and regulation and political interference. This is also supported by Oketer (2010) who reported that 300 students were suspended from Lira school in Uganda when they protested against the administrators whom they accused of suspending students for issues which could easily be solved within the school set up. The parents in Lira school also protested.

4.3.4 Deputy Principals' and Teacher Counsellors' Views on Causes of Suspension

To support the findings, more information was generated from the deputy principals who are in charge of discipline in schools and the teacher counsellors. The seven counsellors and seven deputies interviewed said that the major causes of suspension were stealing/possession of other students' properties, disobedience/defiance, breaking school rules and regulations and school strike/school unrest. They said that after the removal of the caning and corporal punishment from schools in year 2000, teachers were left with no other option in dealing with unbecoming behaviour among students.

They opted to use suspension despite its shortcomings. The teachers interviewed reported that stealing and disobedience/defiance is rampant in school. Students lose their items everyday and many cases go unreported. The teachers are forced to have impromptu searches and those found

with stolen items are sent home. The counsellors who participated in the study felt that the students have a lot of underlying issues due to the many challenges in schools and at home. They felt that students should not be suspended before an investigation of the root cause of the problem. The deputy principals in charge of discipline disagreed with the counsellors' views. They said that students should be suspended first before the cases are heard.

A research by McManus's (1999) found out, a school in western Austria had suspended a student whose mother was on a dying bed for being rude to a teacher. He reported that the schools needed to have close links with homes in cases of students' misbehaviour. In another study carried by Collins (1997), most suspended students have more underlying problems than the cause of suspension. He found out that a student, whose father had married another wife and moved away from their home, refused to do assignments and was rude to the teacher. When he was given a punishment, he refused to accept it and said he was not wrong in any way.

Fighting, is a way of resolving issues and, therefore, students should not be suspended (Malin 1999). Violence is a part of the daily routine in some cultural backgrounds and is regarded as the appropriate method of resolving issues; parents in these cultures incorporate a belief in the efficacy of fighting to resolve problems. The children grow up fighting and in school become trouble makers. It was clear from the interviews that some students who were suspended had committed acts out of frustration and powerlessness. The teacher counsellors reported that the students' misbehaviour is due to social problems at their homes. This finding concurs with Malin (1999) who found that in the socialization of indigenous children, parents incorporated a belief in the efficacy of fighting to resolve problems. It is common among the students to disobey the teachers, prefects, the school workers due to peer pressure and adolescent crisis. If a school has no open forum, students feel neglected and they would do anything to draw the attention of the school administrators.

The other causes of student's suspension such as drugs, fighting, improper dressing, drunkenness, use of abusive language, academic indiscipline and sexual misbehaviour are not so pronounced in the schools under study. They could be there in the schools but remain underground since students fear reporting the culprits; the few who are caught are suspended.

From the Table 5, it is evident that the causes of suspension are issues which are common among the students who are teenagers and can be controlled within the school environment without suspending students.

4.4 Effect of Suspension on Student's Psychological Wellbeing.

The second objective sought to determine the effect of suspension on students' psychological well being. The suspended students were given questionnaires with a number of common psychological problems. The problems were presented in point Likert scale (1-4) which give a threshold mean of 2.5. A mean of 2.5 and above indicated that student's suspension affected their psychological well being while a mean of below 2.5 shows that suspensions did not affect their psychological wellbeing. The findings are tabulated in Table 6.

Table 6: Common Psychological Problems Affecting Suspended Students

	N	Mean	Std. Deviation
Feel inadequate	143	2.8811	1.03794
Not accept myself	139	2.8561	1.06022
Emotional conflict	142	3.0845	.94150
Feel inferior	140	2.2500	-1.01871
Get depressed	143	3.2378	.86365
Have low self esteem	141	3.0426	.96268
Mood swings	139	2.6978	.96268
Are anxious	140	2.2857	1.09469
Is demoralized	144	3.2153	.91730
Is withdrawn	145	2.9379	.94443
Mean of means	145	2.7848	.50694

Source: Seven boarding secondary school of Nakuru Municipality.

From the collected data in seven boarding schools in Nakuru Municipality of Nakuru County.

The results in Table 6 revealed that some psychological problems are more commonly experienced than others. Among the most prevent psychological problems faced by suspended students are: feeling inadequate (a mean of 2.8811), failure to accept oneself (2.8561), emotional conflict (a mean of 3.0845), getting depressed (3.2348), having low self-esteem (3.0426), mood swings (2.6978), demoralized (3.2153), being withdrawn (2.9379). As can be observed from the

means, suspended students suffer psychologically since the responses from the suspended students on psychological well being are above the threshold mean, of 2.5. From Table 6, it can be seen that out of 10 items, only two are below the threshold mean, suspended students feeling inferior (2.25) and being anxious (2.2857) The standard deviation of 1.01871 and 1.09469 respectively showed that some suspended students feel like heroes after suspension and develop a don't care attitude which is not very far from the threshold mean. The mean of means of psychological well being is 2.7848 which is an indication that the suspension of students from the boarding secondary school affects their psychological well being. Removing students from the school setup affects their psychological wellbeing. According to Stinch Chomb (2007) frequent suspensions and exclusions of students from school because of non-violent issues affect their psychosocial wellbeing.

Among the major psychological problems experienced by suspended students were emotional conflicts, which had a mean of 3.2378, which make the student unstable when they go back to school. It also makes them unable to cope with class work and school activities. Suspended students get depressed as indicated by a mean of 3.0428; this reduces concentration in academic work and other activities in school environments. A student's suspension affects a student's self esteem which interferes with students self perception. The student feels useless and thinks that nobody understands him or her and this makes him or her give up on school activities and to engage in violence. These findings concur with those of Fenning (2007) who asserts that suspension is a key factor in the development of both juvenile delinquency and school violence. Suspension demoralizes students as observed from the mean of 3.2153 in Table 6.

After suspension, some students are not able to cope with their academic work. A lot of academic work is covered in their absence and they find themselves not being able to catch up with the others. A feeling of rejection from other peers leads to forming friendships with members of the deviant peer group. Raffadle (2003), concurs with these findings and says that suspensions without intervention measures to change the students misbehaviour is another stress that when compounded with what is already occurring in their lives predispose them to even higher risks of psychological problems.

According to Vossekul (2002), the suspended students identify with members of deviant group who have 70% chance of being arrested for a felony. From the total means of psychological wellbeing of the suspended students, it is very clear that suspension affects students psychologically and thus needs to be addressed in Kenyan schools. The respondents said that suspension affected them psychologically. They recommended that suspensions need to be replaced with other forms of punishments which do not remove them from the school setup. These findings were in line with Jenkin's (1994) research findings that some students viewed suspension as a shameful experience. Other suspended students said that it created a feeling of strong resentment and frustration as consequences of their powerlessness in relation to school authorities. Others viewed suspension as a path to complete exclusion from school.

According to Walker and Burns (2006), improved collaboration and communication between students, teachers' administrators, counsellors, law enforcement officers and mental health professionals would help in developing alternative programmes to suspension to deal with disruptive students. This is expected to help reduce the psychological effects on suspended students and to change students' maladaptive behaviour in schools, as they concentrate on learning activities.

4.4.1 Counsellors and Deputy Principals' Viewpoint on the Effect of Suspension on the Student's Psychological Wellbeing.

Information from the deputy principals who happen to be discipline heads indicated that when a student is suspended for the first time, he or she had a likelihood of being suspended again and again. All the seven deputy principals reported that suspended students exhibited emotional conflicts, withdrawal from other students. A majority got depressed and were demoralized. This was attributed to the academic time lost during suspension; suspended students were not taught what they had missed. They were to read on their own and were expected to understand the concepts which were difficult to comprehend on their own. These findings concurs with those of Hemphill (2006), frequent removal of students from school is associated with a host of psychological problems. It is unclear what short terms benefits the school and society gain by removing certain students from school.

The suspended students are often in need of professional assistance because of stress, depression, emotional-conflict and mental illness. During suspension, suicidal ideas and behaviour may be expected to occur at the time of isolation among the suspended students. With major home stresses, suspension is yet another stress which leads to depression, emotional conflicts and low self esteem. The Deputy Principals who participated in the study were of the view that suspension will always be there in schools as a way of correcting students' behaviour since caning and corporal punishment is illegal. The teacher counsellors said that they were involved in counselling after suspension, when the psychological damage, had already taken place and not before. They said that suspended students harbour bitterness and feel rejected by the teachers and other students who label them as criminals. The teachers who were interviewed said that psychological problems experienced by suspended students were regrettable and of major concern. They felt that suspensions needed to be replaced with other alternative measures. According to Charles (1992), suspended students experience a lot of psychological problems that need remedying. He found that teachers and administrators focussed on the student as the source of problems without acknowledging social and cultural influence from the student's background. Behaviour that warrants suspension, however, is often socially instructed.

4.5 Effect of Suspension on Student's Social Wellbeing.

Objective three of the study aimed at determining the social wellbeing of the suspended students. The respondents were presented with a number of common social problems in the 4-point Likert Scale. A Likert scale of 1-4 (strong disagree SD, Disagree D, Agree A, Strongly Agree SA) was developed to capture their responses. A mean of 2.5 is used as the threshold mean. A response was considered to be due to the effects of suspension if it had a mean of below 2.5. Table 7 summarized the distribution of the social problems. The mean threshold is 2.5.

Table 7: Common Social Problems among Suspended Students

	N	Mean	Std. Deviation
Relate well with fellow students	144	2.3750	.95986
Respect other people's opinions	142	2.8310	1.00334
Chooses friends wisely	142	2.8239	1.02659
Is able to manage peer pressure	142	2.3451	1.01090
Relate well with parents and family	142	2.0352	.94089
Is not aggressive (towards students and staff)	140	2.9714	.95166
Handles conflicts with fellow students and staff well	143	2.1469	.91896
Manages sexuality well	144	3.0764	.92426
Always follows school rules/regulations	142	1.8451	.77456
Always uses civil language and is courteous when relating with others	143	2.9091	.84678
Mean of means	145	2.4903	.52232

Source: Data from Boarding schools in Nakuru Municipality of Nakuru County Kenya

As shown in Table 7, the results revealed that suspended students experience a lot of social problems. The relationship between suspended students and other students, family members, administrators and teachers is poor. From the responses, some social problems are very common in a majority of the suspended students. On whether they relate well with other fellow students, the response had a mean of 2.3750 and a standard deviation of 0.95986. This shows that suspensions make students not to relate well with fellow students. On whether they can manage peer pressure, the response had a mean 2.3451 and a standard suspension of 1.01090 indicating a variation of .94896. The great variation revealed that suspended students are not able to relate well with others therefore have a lot of problems with fellow students and teachers. The mean indicated that suspended students are not able to manage peer pressure well since suspension alienates them from others who may label them as criminals. Responses on relationship with family members and parents had a mean of 2.0352 and a standard deviation of .94896. On

whether they can handle conflicts with fellow students and staff well, a mean of 2.1469 and standard deviation of .91896 showed that students had a lot of conflict with students and teachers. Response on whether they always followed school rules and regulations had a mean of 1.8091 and a standard deviation of 0.77456. From Table 7, it is evident that suspended students are aggressive towards other students and staff as indicated by a mean of 2.9714. On whether they respect other people's opinions, the response had a mean 2.8239. This response shows clearly that suspended students are very careful on how they respond to people's opinions and the friends they associate with for fear of suspension or being implicated in other misbehaviour even when they are not involved. This makes them live in isolation.

As observed from the responses, suspended students are not able to relate well with fellow students. The other students see them as criminals and they fear to associate with them for fear of being suspended or being beaten. These findings concur with Malin's (1989) assertion that in the socialization of children; parents incorporated a belief in the efficacy of fighting to resolve problems. Students will keep off from suspended students for fear of being beaten up. According to Jenkin (1996), for many students, violence is an appropriate response to threat. Jenkin argued that violent acts are committed as a consequence of poor socialization at home and at school. Handling conflicts with fellow students and staff is also a problem since they are seen as bad students, and whenever something bad happens they are the first suspects. Charles (1992) concurs with this and says that people focus on suspended students as the source of problems and nobody wants to associate with them. He acknowledged that social and cultural influences had contributed a lot to students' suspension.

The relationship with parents and family members is also affected. When the students are suspended, the parents are stressed up because the students are at home while others are continuing with learning activities. The society also labels the suspended students criminals. This makes them feel rejected. They, therefore, see no need of following school rules and regulations since nobody acknowledges whatever they do. Suspended students harbour bitterness and see administrators as bad people who should not be obeyed. This finding concurs with that of Stinchcomb (2006) which assert that in-school and out of school suspension make students

exhibit an increase in social emotional problems, avoidance of school staff, stigmatization among peers and a decline in academic work.

This is also supported by Fenning (2007) who claimed that frequent suspensions make students rebel against school systems and each other. In Fenning's research, he found out that suspensions alienated students from parents and other family members. Suspended students had negative feelings about themselves when in school and some dropped out of school. He also found that frequent suspensions made some students gang up as criminals as labelled by the society. These gangs finally ended up in prison.

The school, that is expected to mould students to be good citizens, ends up producing criminals in the society. Parents of suspended students are stressed, feel angry with their children and cannot trust them anymore. Michael (2009) concurs with this and says that out of school suspensions also affect the psychosocial well being of the parents who project the anger to their children. Administrators suspend student without considering the psychosocial effects on the parents' side. As shown in table 7, results revealed that suspended students feel rejected by parents, fellow students, administrators, and teachers. They see the world as a harsh place for them. When on suspension, students engage in other activities and associate with groups with the same problem. These findings concur with Michael (2004) who gives an example of girl who had more time during her suspension to read more on illegal drugs and to associate with drug traffickers.

The feeling of rejection may result in ideation of suicide. The feeling of rejection may result in ideation of suicide as shown in table 7 the results revealed that suspended students do not relate well with parents and family members. They are also aggressive toward other students and staff. They feel rejected and this may lead to ideation of suicide. These findings concur with that of Donna Donna (2011) who found out that a fifteen year old student who was suspended from Woodson school in Fairjay, who was an all round student in academic and extra-curricula activities committed suicide during suspension. The students had bought a capsule know as JWH 018 without knowing. It had a marijuana like effect. He discovered he had made a mistake with consequence far beyond anything he had expected. His mistake unrolled much of what he had held close –his life at school, his sense of identity and his connection to his second family

football team and his emotional descent was steeper than any one imagined and its painful finality brought light to negative effect of suspension on students social wellbeing.

4.5.1 Deputy principals Teachers in Charge of Discipline and Teacher Counsellor's views on the effect of students' suspension on their social well being.

Information generated from the counsellors and deputy principals in charge of discipline indicated that suspended students exhibited fear and insecurity. Many alienated themselves from other students and teachers for fear of being victimized or reminded of their past. The suspended students feel loneliness, despair and rejection by peers and teachers. These findings concur with those of Raffaele (2003) who noted that student suspensions make suspended students feel rejected by their peers and that many form friendships among themselves. He further noted that when adolescents are alienated from others for sometimes, they identify themselves with members of a deviant peer group and they have a 70% chance of arrest within two years.

The seven teacher counsellors interviewed were of the view that suspension should be replaced with other alternative measures which do not subject students with maladaptive behaviour to a lot of negative social problems. Walker (2006) asserts that alternative programs such as improved collaboration and communication between school administrators, students, parents, law enforcement officers, mental health professionals and counsellors helped in developing alternative programmes to suspensions to deal with students with maladaptive behaviour.

4.6 Effect of Student's Suspension on Academic Work

The fourth objective sought to determine the effect of students' suspension on the academic work. The respondents were presented with a number of common academic problems faced by suspended students. A Likert scale of 1-4 (strong disagree SD, Disagree, Agree, Strongly Agree) was developed to capture their responses. A mean of 2.5 is used as the threshold mean. The response with a mean of 2.5 and above indicated that suspension affected the students' academic work. A mean of below 2.5 showed that suspension had no effect on academic work. It still indicated that there were other factors which were beyond the researcher's control that affected the students' academic work. Table 8 showed the distribution of means of the responses on the effect of students' suspension on academic work.

Table 8: Effect of students' suspension on academic work

	Mean	Std. deviation
Has negatively affected my interest in learning	2.7413	.91708
Is the cause of my irregular class attendance	2.1862	.91277
Has affected my active participation during lessons	3.0414	.81544
Is the reason why I am lagging behind in all the subjects	2.8069	.86037
I am now not able to develop effective study habits	2.6345	.91145
I no longer prepare and follow a study schedule	2.5172	.89056
I am not able to do my class work and assignment on time	2.9441	.90985
Has badly affected my performance in class tests	2.7778	.90985
Is the reason why I give academic work more attention and time	2.4444	.92198
Has negatively affected how I perform in academic work in the school	2.9161	.89203
Mean of means academic	2.6855	.35590

Source: Data from Boarding schools in Nakuru Municipality of Nakuru County Kenya

As shown in table 8 the results revealed that the suspension of students from school has a lot of negative effects on their academic work. The results showed that responses of eight out of ten statements given to suspended students were above the threshold mean of 2.5; only two were below the threshold mean. A mean of 2.7413 showed that the suspensions affected the students' interest in learning. This could be attributed to absenteeism of students as a result of suspension. This finding concurs with that of Stinchcomb (2007) who asserts that out of school suspension has negative side effect on students' academic work. He found out that suspensions make students exhibit social emotional problems. These students avoided the school staff and were stigmatized by their peers; this resulted in a decline in students' academic work.

The findings also showed that students' suspension affected their participation during lessons as indicated by a high mean of 3.0414. This concurs with Skiba's (2006) assertion that exclusive discipline has negative side effect on students' academic work. After suspension, the students felt like they did not belong in school, that they were not intelligent enough to cope with others and finally saw no need of participating during lessons. As it can be seen from Table 8, suspended students lag behind in all the subjects- indicated by a mean of 2.8069.

They were also not able to do their class work and assignment on time (a mean of 2.9441). After suspension, students find themselves with a lot of class work. They are unable to develop effective study habits and to follow study schedules as shown by means of 2.6345 and 2.5172 respectively.

Some suspended students were badly affected in their academic work as shown by means of 2.7778. These findings concur with Bell's (2001) research findings that suspended students lack professional assistance at the time of suspension from school. After suspension, the students disliked the school and could not concentrate during lessons. This affected their academic performance. Suspension affected student's academic work. However, there were two responses whose means were below the threshold mean of 2.5. The response that suspension was the reason why suspended students gave academic work more time had a mean of 2.444 and that it was the cause of irregular class attendance had a mean of 2.1862. There could be other factors that contribute to their low means. From table 8 above the results revealed that eight response out of 10 response had a means of 2.5 and above which is above the threshold of 2.5. The means of means which was 2.6855, above a threshold of 2.5. This was evidence that students' suspension negatively affected their academic work. According to Raffalle (2003), suspension without counselling does not change the misbehaviour of students. Instead it adds another stress, a feeling of rejection even in the class room. All these problems result in poor concentration in class work and finally poor performance in exams.

According to Fenning (2007), frequent suspensions of students from secondary schools make them to drop out of school. Some students dislike the school and feel that they are not intelligent enough to complete their studies. They have negative feelings about themselves which affect their concentration in academic work. Suspended students miss examinations and they are not given alternative or supplementary exams. According to Haley & Watson (2000), many suspended students exhibit poor behaviour do not succeed academically.

4.6.1 Discipline Teachers and Counsellors' View on the Effect of Students' Suspension on their Academic Work.

Information generated from the seven discipline teachers and teacher counsellors agrees with the research findings from the students. The teachers interviewed reported that suspension has

negative effects on a majority of the students who are suspended. The discipline teachers said that frequent suspensions should be avoided since they wasted students' instructional time. Some said that though they used suspension as a measure to discipline students, they viewed it as one of the major factors contributing to poor academic work. They also reported that some students give up on academic work and finally drop out of school. These findings concur with those by Fenning (2007) who asserted that suspension is a key factor in school dropout and juvenile delinquency among the youth. He found out that some suspended students suffered from rejection in schools and at home and they lost a sense of belonging which negatively affected their academic work. The seven teacher counsellors interviewed felt that the suspended students harboured bitterness, had low self-esteem and lacked confidence in the administrators who had suspended them. They experienced enormous psychosocial problems which contributed to their poor performance in academic work. Hemphill (2006) concurred with the counsellors and he reported that suspended students suffer from shame, rejection, a feeling of inferiority, isolation, withdrawal, poor concentration in class and poor academic performance.

The teachers in charge of discipline who participated in the study reported that suspended students drop in the academic work and are among those who perform poorly in class tests and internal exams. They also reported that after suspension, students are not followed up and no time is spent on correcting the behaviour that made them to be suspended. Lack of follow up allowed students to fall back into the old pattern, thus more suspensions. This report concurs with Sanders (2001) who asserts that out of school suspensions without follow up is ineffective since little or no time is spent on correcting their misbehaviour, the students tend to fall back to misbehaviour.

The seven teacher counsellors reported that suspensions were given to students before the cases were investigated. They felt that students should be given a chance to air their views and time to talk to a teacher counsellor before suspension so that they can remain in school and concentrate on their academic work. They said students who were below average dropped drastically in their academic work. This affirms Howard's (2003) assertion that in-school suspension was an effective strategy. It retained the students in school in order for them to be accountable for their academic work. It also involved some aspect of rehabilitation or functional/behaviour

assessment. According to Howard (2003), out of school suspension worked against students' academic success since the affected students waste a lot of academic instructional time which affected their academic work

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five presents the summary of the major finding of the study; conclusions, recommendations as well as suggestions for further research.

5.2 Summary of the Findings

Based on the objectives and analysis of the causes of suspension, effects of suspension on psychosocial well being and the effects on academic work, the following findings were revealed.

- i. The respondents indicated that stealing of other student's property accounted for 51% of the suspensions. Other reasons were: involvement in strike/school unrest (53.1%), disobedience /defiance (53.6%) and breaking school rules and regulations (55.8%). They felt that the above causes could be dealt with within school set up without suspension.
- ii. The study findings showed that students' suspension affected their psychological wellbeing as indicated by the mean of 2.7848 which is above the threshold mean of 2.5.
- iii. The findings provided evidence that the suspended students were not able to fit and relate well with their fellow students, teachers, Non-teaching staff, parents and other family members.
- iv. Many of the suspended students were not able to cope with their academic work.
- v. The findings showed that the students suspended from secondary schools were subjected to a lot of psychosocial problems, which in turn affected their academic work.

5.3 Conclusions

From the findings above, the following conclusions were made:

- i) Stealing of other students' property, disobedience and breaking the school rules and regulations were the major causes of suspension which could be dealt with within the school setup.
- ii) Suspensions affected students negatively in their psychosocial wellbeing.
- iii) Students' suspension has greater effects on how suspended students do socialise and relate with other people in the school as well as in home. Therefore, they feel alienated from the society.

- iv) Students' suspension has a greater effect on the students' academic work.
- v) The students who are suspended are greatly affected academically, socially and psychologically. The students' psychosocial wellbeing needs to be taken care of so that they can perform well academically.

5.4 Recommendations

Based on the conclusions above, the following are the recommendations.

- i) The management of schools needs to be reviewed and restructured in order to cope with students who misbehave. Students need to be part of decision making and problem solving initiatives in order to reduce suspensions.
- ii) Schools should have student's open forums/ *barazas* once a week where they could air their views and concerns without fear of victimization. This reduces tensions and unwanted behaviour among students, hence a reduction in suspension cases.
- iii) In-school suspension programs need to be incorporated in schools to address students' misbehaviour without interfering with academic work.
- iv) There is need to introduce alternative learning centres (safe schools) with well established in school suspension programs, professional counsellors and teachers to deal with those students who are suspended from schools.
- v) Schools need to carry out a pre-suspension and post suspension assessments to try and minimize the rate of students' suspension so that the students' academic work and their psycho-social wellbeing are not interfered with.
- vi) There is need to improve collaboration and communication between students, teachers and the administrators in order to avoid strikes and school unrest.
- vii) The policy makers, educators, health and social agencies, and professional counsellors need to look into the students' behaviour in schools before implementing any disciplinary measures, to deal with students with maladaptive behaviour, other than suspension.
- viii) Educators should develop effective disciplinary strategies to prevent the occurrence of misbehaviour through effective instructions and classroom management therefore maximizing students' opportunity to learn, changing unwanted behaviour and reducing disciplinary issues which lead to suspension.

5.5 Suggestions for Further Research

From the findings of this study, the following have been identified:

- i) Further research needs to be carried out at a wider scope in Kenya in order to establish the effects of student's suspension on their psychosocial wellbeing.
- ii) There is need to carry out a study so as to establish why stealing of other students' property, disobedience and defiance are rampant in schools.
- iii) A research needs to be carried out to investigate the impact of student's suspension on their academic work in relation to the life after school.

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APPENDIX A: QUESTIONNAIRE FOR STUDENTS

I am a student of Egerton University undertaking a Masters Degree in Guidance and Counselling. As part of requirements of the course, I am required to undertake a research project in my area of study. The topic is: The impact of students' suspension on their psychosocial well being and academic work.

I humbly request you to answer the questions below as honestly as possible. The questionnaire is meant for research purpose only. Information was treated with confidentiality.

Section A: Bio data

Tick the appropriate choices.

1. Demographic data

(i) State the status of the school?

National Provincial District Private

(ii) What is your gender?

Female Male

(iii) In your opinion, was adequate investigation carried out before suspension?

Yes No

2. How does suspension affect student? Positively Negatively

3. Which area, in your opinion, is affected by the suspension of the student?

Personal esteem

Parent – Student relationship

Student – Teacher relationship

Student – Academic performance

All of the above

Section B: Causes of Students' Suspension.

Below are some of the Causes of students' suspension Please indicate with a Tick, those you think are appropriate.

	Causes of Suspension	Yes	No
i	Stealing/processing of stolen goods		
ii	Fighting/engaging in violent activities		
iii	Participating in strike/school unrest		
iv	Breaking school rules and regulations		
v	Use of abusive/vulgar Language		
vi	Improper dressing		
vii	Drug/substance abuse		
viii	Disobedience defiance		
ix	Academic indiscipline		
x	Sexual misbehaviour		
xi	Not following the schools religious practice		
xii	Being in possession of dangerous weapon		

Section C: Common Psychological Problems experienced by Suspended Students.

Please indicate correct response by putting a tick in the appropriate box.

		Strongly Disagree	Disagree	Agree	Strongly Agree
i	Feel inadequate				
ii	Not accept myself				
iii	Emotional conflict				
iv	Fell inferior				
v	Get depressed				
vi	Have low self esteem				
vii	Mood swings				
viii	Be anxious				
ix	Is demoralized				
x	Be withdrawn				
xi	Psychological well being				

Section D: Common Social Problems among Suspended Students

Please indicate correct response by putting a tick in the appropriate box.

		Strongly Disagree	Disagree	Agree	Strongly Agree
i	Relate well with fellow students				
ii	Respect other people's opinions				
iii	Chooses friends wisely				
iv	Is able to manage peer pressure				
v	Relate well with parents and family				
vi	Is not aggressive (towards students and staff)				
vii	Handles conflicts with fellow students and staff well				
viii	Manages my sexuality well				
ix	Always follows school rules/regulations				
x	Always uses civil language and is courteous when relating with others				
xi	Social well Being				

Section E: Effect of Students Suspension on Academic Work

Please, indicate the correct response by putting a tick in the appropriate box.

SD – Strongly Disagree

D – Disagree

A – Agree

SA – Strongly Agree

		SD	D	A	S
Has negatively affected my interest in learning					
Is the cause of my irregular class attendance					
Has affected my active participation during lessons					
Is the reason why I am lagging behind in all the subjects					
I am now not able to develop effective study habits					
I no longer prepare and follow a study schedule					
I am not able to do my class work and assignment on time					
Has badly affected my performance in class tests					
Is the reason why I give academic work more attention and time					
Has negatively affected how I perform in academic work in the school					

APPENDIX B: Interview Schedule for Teachers

I am a student at Egerton University and pursuing a Masters degree in Guidance and Counselling. I am currently carrying a research on the impact of students' suspension on their psycho-social wellbeing and academic work. I humbly request you to participate in giving information in this interview which was treated with confidentiality.

1. How long have you been in the school?
2. What is your responsibility in the school?
3. Are there indiscipline cases in your school?
4. If yes, of what type are they?
5. Which are the most frequent cases?
6. What makes them more frequent?
7. What measures do you use to correct them?
8. Among the corrective measures, which one does your school prefer?
9. What are some of the advantages of the preferred measures?
10. Suspension has been used as form of punishment for indiscipline in school. To what extent do you use it?
11. In your opinion, how do students take suspension?
12. What effects do they have on the academic work of those suspended?

13. In case students miss exams, are they given a chance to do them after suspension?
14. Is there a program designed for suspended students to assist them to catch up in what they have missed in academics while in suspension?
15. What are the advantages and disadvantages of suspension?
16. In your opinion, which other corrective measures can be used?
17. Does the disciplinary department involve the guidance and counselling personnel in the decision on corrective measures?
18. How does suspension affect student psychological well being?
19. How does suspension affect students social well being?
20. In your opinion, does the guidance and counselling department play a role in correcting students' behaviour?
21. What would you recommend as a means of reducing suspensions in your school?
22. Are suspended students given a chance to express their feelings?
23. Are they given a forum to defend themselves?
24. If yes, is it after or before suspension?

APPENDIX C: KATHURI'S TABLE FOR CHOOSING RANDOM SAMPLE SIZE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3300	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	358
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377

Source: Adopted from (Kathuri & Pals (1993))

APPENDIX D: LETTER FOR THE PERMISSION TO COLLECT DATA

MINISTRY OF EDUCATION

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Telephone: 2216529/2216563
When replying please quote



DISTRICT EDUCATION OFFICE
NAKURU DISTRICT
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NAKURU

Nku/ED/122/146

15th, June, 2011

ALL PRINCIPALS
NAKURU DISTRICT

RE: RESEARCH AUTHORIZATION- ESTHER W. MAINA

The above named is a student of Egerton University and is currently undertaking a research on "*impact of student's suspension on their psychosocial well being and academic performance in secondary schools of Nakuru municipality, Nakuru county Kenya.*"

She may require to visit your school for the purpose of the research.

Kindly give her the necessary assistance.

A handwritten signature in black ink, appearing to read 'Leonard Ngugi'.

LEONARD NGUGI
FOR: DISTRICT EDUCATION OFFICER
NAKURU DISTRICT.

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