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**Effects of Out-of-School Suspension on Students' Behaviour in
Public Secondary Schools: A Case of Kyuso Sub-County, Kitui
County**



Master of Science in Education Management

2022

**Effects of Out-of-School Suspension on Students' Behaviour in Public
Secondary Schools: A Case of Kyuso Sub-County, Kitui County**

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112569

Submitted in Partial Fulfilment of the Requirement for the Degree of Master of
Science in Education Management

School of Humanities and Social Sciences

Strathmore University

Nairobi, Kenya.

October 2022



Declaration and Approval

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

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Esther K Mwinzi



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Date: 12th May 2022

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Dedication

This work is affectionately dedicated to my family and colleagues who have supported me in this journey.



Acknowledgements

First, I acknowledge the Almighty God, for His mercy and grace that has enabled me to complete the study. To my beloved family (husband and children), I am grateful for the encouragement, moral and financial support. I cannot forget the countless efforts and assistance of Dr. Mukami Njoroge, my supervisor, for her comments, suggestions, and guidance throughout the study. To the management and students at various secondary schools who allowed and enabled me to collect data, I am so grateful for the time spared to interact with me and for your openness. For those whom I cannot thank individually, God bless you all.



Abstract

The usage of out-of-school suspension has been employed by the school administration in order to address incidents of indiscipline as students' lack of discipline continues to be a worry for the majority of educators, parents, and society at large. This came about after Kenyan government ratified the UN Charter on Human Rights and outlawed corporal punishment in schools in accordance with global trends pertaining to children's rights. However, little is known about how out-of-school suspension affects students' behaviour after being punished, even though principals and school administrators have continued to utilise it as a tool to combat indiscipline in schools. This study's aim was to investigate the impacts of out-of-school suspension and behaviour on academic performance, dropout rates, and the relationship between students and teachers in public secondary schools in Kyuso sub-county, Kitui County. The study was guided by the deterrent and reformative theories of punishment and social learning theory by Albert Bandura. The theory helps to explain the identifiable cause of the behaviour and proposes how new behaviours could be acquired. The study adopted a descriptive survey design utilizing closed-ended questionnaires, randomized sample designs, and structured interviews. Data analysis for the study was done using the Statistical Package for Social Sciences (SPSS). The study's empirical methodology focused on extrapolating results from a sample to the entire population. The study used a population of 450 respondents from a sample of schools in Kyuso sub-county. Prior to the actual research, a pilot study was conducted in one of the schools within the sub-county to enable the researcher to identify whether the tools for data collection were suitable. The pilot school was not part of the study. Inferential tests of regression (p) and Pearson's correlation (r) were used to test the correlation of the two sets of responses. Alpha (p) value < 0.5 and r value > 0.5 tested at a 0.05 significance level. The findings of the study revealed that there was a positive correlation between OSS and students' behaviour. Thus, it was determined that OSS has a considerable impact on secondary school students' behaviour in Kyuso Sub County, Kitui County. When utilised in isolation, OSS cannot control students' misbehaviour in schools; instead, all stakeholders must work together to find the best solution.

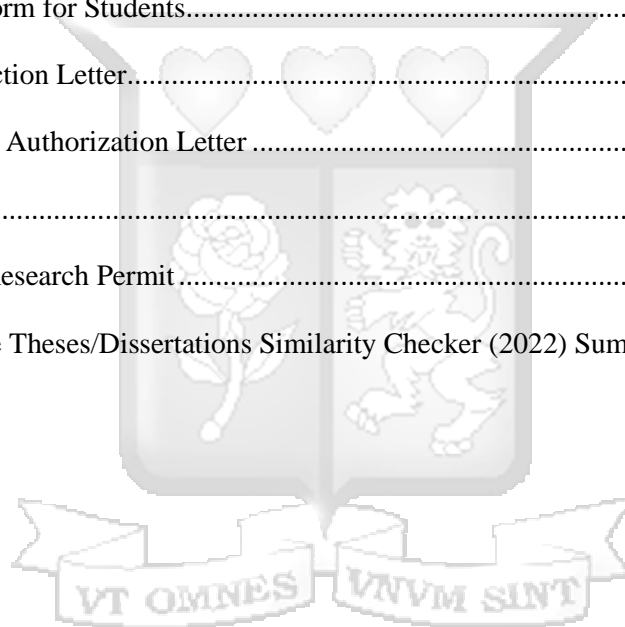
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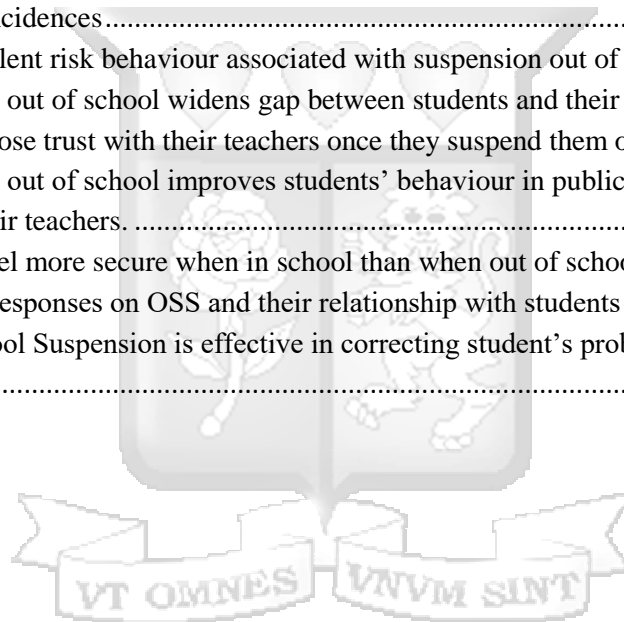
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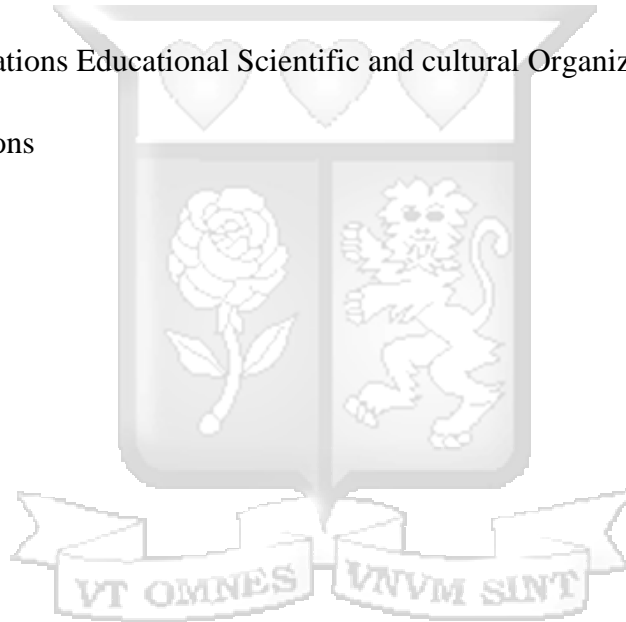
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List of Abbreviations

BOM	Board of management
D/P	Deputy Principal
FGD	Focus group discussion
HOD	Head of department
MOE	Ministry of education
OSS	Out of school suspension
TSC	Teacher service commission
UNESCO	United Nations Educational Scientific and cultural Organization
UN	United Nations



Chapter 1: Introduction

1.1. Background to the Study

The concept of suspension in schools may be used variedly by teachers to instil discipline in students. Students' discipline is critical in attaining a positive outcome in school. Indiscipline in schools generally impairs effective teaching and learning. It has been noted that some parents seem to have downplayed their parental obligations and duties toward their children, which has left teachers feeling disappointed and uninspired in their efforts to inspire students to learn. Due to issues of deteriorating discipline in schools, school managements have resorted to the use of suspension to control the indiscipline. The in-school suspension requires that the students be in school but out of class. Out-of-school suspension (OSS) requires that students be absent from school for a period of not more than fourteen days. OSS is mainly used to separate students who are in the wrong and for the safety of the school during investigation and intervention planning in response to any incidence of behaviour. The government of Kenya, through the ministry of education, developed guidelines for positive discipline in schools (UNICEF, 2015). All this was aimed at helping teachers manage discipline in schools.

Koech (2017) defines OSS as the practice where a student is obliged to absent themselves from school for a period of not more than 14 days. This is contrast to the disciplinary punishment known as 'in-school suspension,' which requires a student to remain on the school grounds but out of class. The rationale underlining OSS is that it serves as a punishment that decreases the likelihood of future negative behaviours in school. She has shown that the effects of OSS can be either positive or negative on the students, their teachers, and the school in general. According to Koech, OSS is a corrective action that is taken when a pupil exhibits unsuitable behaviour.

Out-of-school suspension (OSS) is one of the strategies usually used by schools to deal with errant students in the belief that it will deter future misbehaviour. In Kenya, the length of time for such a suspension depends on the teacher or principal. The school heads have the power to impose OSS on students for 14 days, but if the break is to exceed 14 days, such a head of school has to consult the Board of Management (B.O.M.) or the county directors of education following the Education Act (Education Act, 2009).

Society looks upon schools as an institution of learning for students to gain the skills they need to succeed in life. Since discipline is essential to attaining the school's vision and mission,

unruly students run the risk of underachieving academically. Kenya has been at the forefront of implementing free primary education in line with Vision 2030, with the objective of enrolling all school-age children by 2012 (Lombo, 2015). Every person has the right to pursue the highest levels of education, training, and research that are reasonably possible, according to the Sessional Paper No. 1 of 2019. It charges all stakeholders with the responsibility of ensuring students are retained in school and that their behaviours are not compromised. Even with discipline measures in place, teachers in most schools face a challenge in handling students' errant behaviour such as violence, violation of school rules, anti-social behaviour, and interrupting other students' learning (Hemphill et al., 2014). In Kenya, each secondary school has its own ways of maintaining discipline and the measures of maintaining discipline vary from school to school and may include school rules and regulations, punishment, out-of-school suspension, and guidance and counselling (Kiprop, 2012).

OSS has its genesis back in 2001 when corporal punishment was abolished in schools. In institutions of learning, the principals set the school's tone and morale, which usually has a remarkable influence over the teachers' and students' behaviour. The two most often used school disciplinary procedures since Kenya banned corporal punishment are expulsion of deviant or misbehaving students and out-of-school suspension. The argument put up by school leaders and educators is that the break gives them some brief reprieve and improves school security (Kindiki, 2009). All these methods have assisted schools in managing or reducing discipline issues, but none are generally effective in the moral development of children. The more cases of indiscipline among students continue to multiply in secondary schools across many countries, the more administrators, teachers, and other stakeholders use suspension as an alternative method to correct students' behaviour. This is largely followed by the outlawing of corporal punishment by the government. For example, Noltemeyer et al. (2015) have indicated that most teachers and school administrators are successful at what they do in classrooms and schools most of the time. However, at times, they find themselves stumped by chronic problem behaviour and resort to the use of OSS (Molnar & Lindquist, 2009).

Current disciplinary practices in public schools in the U.S.A. are mostly based on punishment by suspension from school (Theriot et al., 2010). However, rather than being seen as punishment for the misbehaving student and those with dwindling academic performance, the students see this practice as an official holiday or a reward. This view is further supported by a study conducted by Cuellar & Markowitz (2015), where they agreed that schools have many

strategies available for dealing with problem behaviour among students, but one option increasingly being used by schools is to suspend problematic youths and remove them from school for defined periods. The removal from school or suspension predicts a range of students' behavioural outcomes. Cuellar and Markowitz reveal that the factors associated with school suspension may worsen rather than improve the students' behaviour.

Quin & Hemphill (2014) concur in their study that the school community may experience some temporary relief if a student exhibiting problem behaviour is removed from the classroom. However, the suspended students claim that such suspension does not bear much for them. The study goes on to warn that suspension from school exposes underprivileged students to a number of harmful practices on their health and social wellbeing.

Discipline is essential in educational settings to uphold students' moral principles and preserve peace and harmony. Because they are people, students' talents and interests differ greatly from one another. Their misbehaviour can be linked to the student's ideals and interests not being in line with those of the school (Koech, 2017). Over the years, teachers in Kenya have responded to unruly behaviour by referring the offending students to the principal's office, who may utilize expulsion or an out-of-school suspension (Kindiki, 2009). Following the outlawing of corporal punishment in Kenya, this disciplinary tool was discovered as a substitute for maintaining order. According to the Education Act of 2009, if a student's language or behaviour consistently threatens to undermine the upkeep of appropriate student moral and social conduct in the school, the head teacher or a teacher acting in that position may suspend the student from attendance.

The achievement of favourable outcomes in schools depends heavily on student discipline. It has been noticed that some parents seem to have abdicated their parental tasks or responsibilities toward their children, leaving this up to teachers and instructors (Musya & Mwangi, 2016). School indiscipline often works against the creation of useful, respectable members of society as well as successful teaching and learning. A safe environment where children can feel secure, appealing, and functional is what school discipline is meant to give. Additionally, disciplined pupils who are committed to their work make teachers feel safe. Elsie Njambi Nyaga utilized a descriptive survey design and a study sample of 190 participants in her study on the Influence of Students' Discipline on Performance in Kenya Certificate of Secondary Schools at Public Secondary Schools in Nakuru Municipality, Kenya. She gathered information via surveys. The study's conclusions demonstrated that the public secondary

schools in Nakuru Municipality had below-average levels of discipline. In other words, the performance in the KCSE (2007–2010) was also subpar (Nyaga, 2012). This is in line with the models, or the theories used in the current study, that teachers can punish students for indiscipline and take away certain privileges if a student misbehaves. This justifies the use of OSS as a punishment in school situations to weaken a conditioned response to certain frightful stimuli.

Whereas OSS continues to be practiced widely, Choi, in his study on how students in Kedah, Malaysia's public secondary schools perceive disciplinary measures, used a mixed research method where he targeted 1200 students. A majority of the students (80%) felt that disciplinary suspension was unfair, unreasonable, and unsuitable for them (Choi et al., 2017). This is due to the protective nature of the classroom and the possibility that the type of school that expels students with these problems rather than dealing with them promotes a toxic and underachieving student body. In addition, Skiba et al. (2014) have shown that out-of-school suspension is ineffective as a tool to improve behaviour in students and often harms the students who get subjected to it. A study conducted at Kamukunji in Nairobi on the methods used to enhance students' discipline shows that most high school students exhibit disruptive and unacceptable behaviour (Redempta, 2010). The principal's office referral has been the response of schools and instructors over the years, but this raises concerns for researchers about the efficacy of these strategies. Do the discipline policies at our school rely on an adequate current paradigm? Students' problem behaviour is an ongoing social problem widespread among most high school students.

There may be other factors involved in students' disciplinary measures which may affect their behaviour. Muasya & Mwangi (2016) conducted a study in Nairobi, Kenya which revealed that the students' behaviour and achievement in school are influenced by parental involvement, parent–teacher relationships, and socio-economic status. Still, adequate modalities need to be put in place to ensure good teacher-parent relations. However, some principals and teachers face numerous challenges while dealing with students' indiscipline due to parents' interference when disciplinary measures have been taken. Kiprop (2012) reiterates that every school in Kenya has its own way of maintaining discipline and that Kenya is not alone in seeking appropriate disciplinary measures for use in schools.

A study done in Tanzania among secondary school students found that whereas teachers favoured corporal punishment for major offenses, students were against it (Feinstein & Mwahombela, 2010). They further noted that students believed that corporal punishment was

not an effective deterrent against errant behaviour and wished for alternative disciplinary measures to be found. They also believed that it caused emotional as well as physical distress. Their findings, however, contradicted the findings of David (2010), who calls for a new approach to school discipline that is preventive, relationship-based, proactive, and focuses on establishing connections between the students and the schools rather than punishing and isolating them. To improve their problem behaviour, they must receive information on what they are doing right, what they are doing wrong, and what they ought to change to do better. The quality of their relationship with the teachers or the authorities will determine how consciously the students make deliberate decisions (Aomo et al., 2015). Partnership-building between parents and teachers enhances the likelihood that they will be involved in their children's education. The students gain from this because it gives them a chance to improve their behaviour, attitudes, mental health, and attendance at school (James, 2012).

Policy makers and the Ministry of Education have taken steps to address the students' problem behaviour. However, serious problems still remain, and so a more comprehensive approach is required where all the stakeholders in the learning process are allowed to provide their perspectives on students' needs (Barbara, 2012). This study will therefore look into the effect of OSS on students' behaviour. Whereas there is a general agreement that handling the students' delinquent behaviour is the responsibility of parents, teachers, society, and the students themselves, schools still have a bigger responsibility.

1.2. Statement of the Problem

An educational institution's role is not only to transmit knowledge to students, but also to instil discipline and good morals in them in order to shape their character. Increasing student problem behaviour in high schools in Kenya and other parts of the world has become complex. This is due to changing technology, society, and emerging issues such as teacher strikes, exam cheating, stealing, and disrespect for other students and those in authority, to name a few. This has raised many questions for parents, teachers, and educationalists. The relationship between the school's initiatives to reduce problem behaviour and the results of the students is highly crucial if the school hopes to achieve the objective of continual development through positive student growth. In most secondary schools in Kenya, teachers use various ways to deal with students' behaviour, which may vary from punishment, out-of-school suspension and expulsion, and the use of school rules and regulations. All these interventions used to minimize the cases of student behaviour have been shown to have efficacy, but no interventions are generally effective. In our current schools in Kenya, students with problem behaviour are

suspended from school, punished, or expelled. Over the years, the majority of teachers have dealt with unruly behaviour by recommending the offending student to the principle, who will either utilize an out-of-school suspension or expulsion. Despite all these, errant behaviour persists in secondary schools in Kenya, and Kyuso Sub County in Kitui County has not been spared from this vice. Many studies have been done in Kenya on various strategies to curb problem behaviour. However, little research has been done on how out-of-school suspension affects students' behaviour in the future. There are 22 secondary schools in the Kyuso sub-county, including both all-boys and all-girls institutions. The majority of school administrators have utilized OSS to discipline kids. As a result, the study investigated how out-of-school suspension affected the behaviour of pupils in secondary schools in the Kyuso sub-county of Kitui County.

1.3. Purpose of the Study

The study sought to investigate the relationship between out-of-school suspension and behavioural outcomes among secondary school students in Kyuso sub-county, Kitui County.

1.4. Objectives

The research objectives were:

- (i) To examine the effect of out-of-school suspension on academic achievement.
- (ii) To establish the relationship of out-of-school suspension and dropout incidents.
- (iii) To determine how out-of-school suspension affects students' relationship with teachers.

1.5. Research Questions

This study sought to answer the following questions:

- (i) What is the effect of out-of-school suspension on academic achievement?
- (ii) What is the relationship between out-of-school suspension and dropout incidents?
- (iii) What is the relationship between out of school suspension and students' relationship with teachers?

1.6. Significance of the Study

The results of the study will provide vital theoretical understanding on the expansion of knowledge, which will be useful to the education industry and other scholars who might wish to do relevant research. Teachers will benefit greatly from this study's research findings since they will provide them with advice on how to handle kids' problematic behaviour in the classroom. The study's results may also aid administration in involving students in order to help them control their disruptive behaviour at school and foster a positive learning

environment. The results of the study will also be important for the education industry and the Ministry of Education (M.O.E.), as they will give the stakeholders information on how to examine the rules and create procedures to better control students' behaviour in the nation's schools. This will lessen educational waste. Last but not least, the study's findings may provide parents with insight into how to handle and control their children's behaviour at home, assisting teachers and other stakeholders in the efficient operation of schools. A peaceful learning atmosphere can be created in schools by teaching students how to acquire virtues like self-control, which they will need in school.

1.7. Limitations of the Study

One obvious limitation of the study was that the environmental and social-cultural setting of the schools in Kyuso Sub County was not the same as that of other schools in the rest of the country. Generalizations of the research findings were therefore handled with caution. Secondly, due to the nature of the study, the respondents were not willing to respond truthfully to the questionnaires due to fear of repercussions from their peers and teachers. The students may not have given an accurate report of their behaviour, which is why they do not trust people, including the researcher. The researcher took time to explain to them the purpose of the study and also got help from students' peers, who were more acceptable than the researcher to distribute the questionnaires. Another foreseen limitation on teacher biases was that the researcher overcame this limitation by using the principals to contact the teachers as their mediators with the researcher.

1.8. Scope of the Study

The study was carried out in secondary schools in Kyuso sub-county. The population of the study was comprised of students, teachers, and school heads. This was because the schools in the region have had frequent unrest among the students, resulting in some students being suspended. Again, there was limited research information that existed in the study area. The study also explored the effect of out-of-school suspension on students' relationships with teachers. However, the relationship may have been influenced by other factors such as personality and communication style, which were not investigated in this study. Therefore, the results of the study cannot be generalized beyond the schools in Kyuso sub-county.

1.9. Chapter Summary

This chapter has given the background to the study, placing in context the question of out-of-school suspension. The chapter gave an insight into out-of-school suspension as a measure to

correct students' indiscipline in schools. It also stated the objectives that guided the study. The research study objectives have been stated. The chapter has stated the problem statement as well as the significance of the study.



Chapter 2: Literature Review

2.1. Introduction

The chapter discussed theoretical and empirical studies on students' behaviour patterns. It also reviewed the literature on the effects of out-of-school suspension as a strategy used to curb student problem behaviour in secondary schools. The chapter looked into the literature related to the concept of school suspension; suspension and student dropout incidents; suspension and the effect of the relationship between students and teachers. A section of the conceptual framework used in the study was also incorporated.

2.2. Banning of Corporal Punishment

With the banning of corporal punishment in Kenya through a Kenya Gazette notice on March 13, 2001, the school administration had to develop alternative ideas on how to maintain discipline in schools and how to deal with errant students. The Teacher Service Commission (T.S.C) through the code of conduct and ethics for teachers' regulations 2015, under the T.S.C Act No. 20 of 2012, also sets out the teacher's duty to protect children from abuse and corporal punishment, among others. Some of the ways adopted by teachers are expulsion, suspension, guidance and counselling, among others. OSS requires that a student be removed from school for a period not exceeding fourteen days. A study among secondary schools in Bomet county in Kenya established that out-of-school suspension had been widely adopted and catered for in the Education Act 2009 (Koech, 2017). The rationale underlining OSS is that it serves as a punishment that decreases the likelihood of future negative behaviours.

The findings of this study recommend that policymakers and other stakeholders be involved in designing methods to control indiscipline in schools that are proactive. Koech (2017) defined OSS as a disciplinary measure administered due to a student's inappropriate behaviour. Inappropriate behaviour can include drug abuse, violence, inappropriate language, and threats to both students and teachers (Simatwa, 2012). The Kenya Education Act 2009 allows for out-of-school suspension (OSS), where a student is sent away from school for not more than 14 days. Koech's research on the evaluation of the impact of disciplinary suspension on students' behaviour in secondary schools in the county of Bomet revealed that most students' behaviour has improved as a result of the suspension policy. However, her study does not address the effects it had on students. This study is an examination of the effects of out-of-school suspension on students' behaviour in public secondary schools. Suspension is portrayed as a necessary evil, a weapon that teachers can use to lessen the harm that disruptive students cause to a considerable number of hard-working students, and a means of temporarily removing

dangerous students from the classroom, making the school safer for average students (Krisch, 2019).

However, several studies, such as Noltemeyer et al. (2015) and Quin & Hemphill (2014) perceive that school suspension may be one of the most severe responses to student misbehaviour. Evidence suggests that school suspension is associated with adverse behavioural outcomes in adolescence (Hemphill & Broderick, 2017). In their study in the U.S.A, Hemphill et al. (2014) agree that the act of suspending students may worsen rather than improve their behaviour. They argue that attending school is itself protective, and so many students begin their downward spiral into delinquency when they are removed from school. This contradicts with the Theriot et al. (2010), where students perceive OSS as an officially sanctioned holiday or a reward rather than punishment by the offending students and to those who are failing in school. Negative impacts on students such as low grades, risk of depression, higher dropout rates, loss of trust and behavioural problems in the short term have also been associated with OSS. A study done in Kenya by Omote et al. (2015) cited in Njoroge & Nyabuto (2014) that the supreme goal of school discipline is to bestow on each student's good behaviours and act as a component of a happy and productive school community. School principals have found that they wish to suspend students to see if they are out of school and therefore reform. The suspension also allows for the involvement of parents to help reform the students. Suspension of problematic students also gives the teachers and the other students ample time to teach and learn (Krisch, 2019). OSS is used to alert parents and protect other students and staff from problem students, as punitive as it is to students. However, despite OSS being primarily embraced in the Kenyan education system, little research has been done to assess its relationship to behavioural outcomes among secondary school students in the Kyuso sub-county. The link between OSS and academic performance and dropout incidents has been particularly weak.

2.3. Effect of Out-of-School Suspension on Students' Academic Achievement

Noltemeyer et al. (2015) conducted a study on the relationship between school suspension and student academic achievements. He used a qualitative study design and a sample size of 53 cases from 34 studies and found that there was a significant inverse relationship between suspension and achievement. This concurs with the findings of this study, which found out that there was a positive correlation between OSS and student achievement. In his study, Ordway was concerned with the impact that specific disciplinary strategies have on students' academic achievement (Ordway, 2016). OSS removes the student from the classroom, resulting in the

loss of valuable instruction time, which has made the student have low scores of academic achievements.

According to Koech (2017), OSS is a disciplinary measure to send out a message to the errant student's peers and parents that the offence committed is serious. He further added that the time out of school gives the student time to reflect and may be changed for the better. In Kenya, the number of days a student should be out is a maximum of 14 days for OSS (Ed Act 2009).

Lacoe & Steinberg's (2018) research revealed that students in schools with a high suspension and expulsion rate did not perform better academically. Due to the lack of instructional time, suspended students suffer academically and have a difficulty learning and passing. This, however, contradicts Koech's findings, which indicated that secondary schools should keep utilizing suspension policies because they have helped to improve the behaviour of the majority of students in schools. According to the study by Jones et al. (2018), young people who were interviewed said that during a suspension, they missed class time and sometimes critical quizzes and tests, making it difficult for them to stay on track or catch up.

Although the common rationale for out of suspension is to prevent certain behaviours that lead to major violations of school rules, a question to answer is whether suspension produces unintended consequences that harm the students it was intended to protect.

In a 2017 study, Na Young Hwang focuses on within-person variances and compared changes in accomplishment for the same students in California to examine the effects of suspension on kids and their non-suspended classmates. His research revealed that frequent suspensions and out-of-school suspensions can have a negative impact on a student's ability to complete their coursework. His results, however, did not support Koech's (2017) findings that most children's behaviour improved after suspension. Although other students in the class may profit from the transitory absence of students who are on OSS from the classroom, this benefit may not warrant the possible negative effect of contact with other errant students (Morris & Perry, 2016).

Teachers and administrators employ disciplinary measures, such as out-of-school suspensions, as one strategy for managing classrooms, dealing with disruptive behaviour, and making sure that all kids feel safe. According to a study conducted in the United States in the 2011–2012 academic year by Noltemeyer et al. (2015), there is a link between students' performance on achievement exams and out-of-school suspensions. Researchers have also discovered that students' academic performance suffers the more restrictive discipline practices are used. When a student is out of school, there may be several undesirable effects on his or her academic performance (Simatwa, 2012). One of the more serious effects of OSS is the relationship with

lower academic grades and poor academic achievement at the school and individual levels. Despite this correlation, sparse comprehensive research has been done to relate the two, especially in schools in the Kyuso sub-county. This study seeks to find out the relationship between academic performance and time spent out of school due to suspension for wrongdoing. Suspended students, especially those suspended repeatedly, have been identified as more likely to repeat the grade than their peers (Lacoe & Steinberg, 2018). Arguably, OSS may be appropriate for serious infractions, but the amount of time lost in classroom interactions may result in low scores on examinations among students who have been absent from class as compared to their contemporaries who have attended classes. Omulema et al. (2015) used a descriptive survey design and a sample size of 145 suspended students from 7 secondary schools in Kenya. In his study, he investigated the effects of suspension on the psychological wellbeing of students in boarding secondary schools and found out that, suspensions had a great effect on students' psychological wellbeing. The findings of this study have found that there is a positive correlation between OSS and a student's academic performance, which may also be related to overall behavioural changes.

2.4. Out-of-School Suspension and Students' Dropout Incidents

Lombo (2015) describes school dropouts as those students who leave high school without a successful outcome, such as sitting for a national examination like the Kenya Certificate of Secondary Education (KCSE). The school dropout rate is the percentage of students who leave schools without a successful outcome, like a certificate. Many secondary school students risk premature departure from schools resulting from out-of-school suspension, which has in the recent past been of concern among scholars in Kenya. When a student is suspended from school, he/she is exposed to various factors that may contribute to dropping out of school. Several programs, including adult education programs, have been put in place to cater to such dropouts (Lombo, 2015). School administrators, teachers, parents, and the community face a problem every time a student drops out of school. Education is the cornerstone of a person's and a country's growth and is widely seen as the primary path out of poverty because it is so important to socioeconomic progress. The fate of secondary school dropouts is sealed, according to Lombo (2015), if this claim is true. He further contends that those who drop out of school are unable to get employment because they lack access to tertiary schools where they could acquire job-related skills. Failure to finish high school is problematic as it can trigger criminal activity due to the inability to get jobs. Studies in the U.S. reveal a significant positive relationship between OSS and increased dropout rates (Noltemeyer et al., 2015). Although

schools may use OSS as a positive measure to keep schools calm, Noltemeyer et al. (2015) argue that the offending students perceive OSS as an officially sanctioned holiday or a reward rather than a punishment. This, however, contradicts the postulations of the reformatory theory of punishment, which aims at reforming the offender.

Chapman et al. (2011) believe that when students drop out of school, they have the potential to suffer from the effects of both economic and social hardships. The result will be both for the students and for society in general. Other impacts of dropping out are likely to be that students could get involved in anti-social behaviour. This was established in a study done among black American students in the U.S.A and demonstrated a further effect of dropping out was a decreasing number of people who entered the workforce (Emerson, 2012).

Dropping out of high school or failing to graduate has a detrimental effect on the community as well, as drug usage is more prevalent among dropouts with poor skill levels (Skinner-Coleman, 2015). Further, Skinner-Coleman contends that pupils who drop out of high school may face long-term social and economic challenges that affect the neighbourhood and eventually experience greater rates of criminal activity.

Other researchers in Virginia's public schools discovered that pupils' abilities and desires to finish high school were negatively impacted by school suspensions. Children who leave school before finishing the curriculum do not reach their full potential, and their nations waste limited resources, claims Thiruane (2016). According to a 2012 United Nations report, global secondary school dropout rates are correlated with the rising crime rate. In the Kenyan context, Ngozi (2016) in Mudege et al. (2013) supports the statement. Whereas there may be other factors related to students' dropping out other than O.S.S., the findings of this study found that OSS had a significant positive relation to the drop out incidences in the Kyuso sub-county.

2.5. Effects Of Out-of-School Suspension on Students' Relationship with Teachers

In a school system that preserves the moral ideals of the pupils, discipline is essential. When a student is suspended from school, they lose trust in the teachers they spend so much time with outside of their homes and who they look up to as role models. As a result, they are more susceptible to the moral judgments and actions of their peers. This supports the findings of Sherryl et al., who discovered that student behaviour may deteriorate rather than improve as a result of being suspended from school. Teachers' impressions of student misbehaviour at school are linked to the idea that misbehaving pupils do so to attract attention, to show disinterest, or because of issues at home (Ngozi, 2016).

In the Iringa region of Tanzania, Feinstein & Mwahombela (2010) conducted a study using a descriptive survey with 448 participants. The study, which was titled 'Corporal Punishment in Tanzanian Schools,' discovered that corporal punishment was the most popular type of discipline in secondary schools, and that while most teachers supported its ongoing usage, most students disapproved of it. The study's genesis was in the current difficulties teachers experience in dealing with behavioural problems and the fact that those numbers are increasing. Where students have been found relentlessly disrupting the learning environment, it has been found that only by removing the wayward student can learning be re-established (Hamasi, 2013). This also protects the other students and school staff and informs the parents, whose perceptions include the belief that these students have had bad peer influences. The school's tone and morale are defined by the principal, who has extraordinary influence on both teachers and students at educational institutions. According to Omote et al. (2015), educators are constantly expected to serve as positive role models. Numerous techniques teachers employ to encourage student collaboration and resolve conflict have been studied and documented (Caldarella et al., 2015). At school, the youth are protected due to the teacher's engagement and classwork. But when not in school, for whatever reason, they are significantly more likely to be involved in misbehaviour and criminal involvement. They are also likely to be less engaged in their communities as adults. Not only does suspension increase the possibility of subsequent suspension, but it also increases the likelihood of subsequent anti-social behaviours (Jones et al., 2018).

Students feel safe when in school, and therefore, teachers should be there for them and earn their trust. However, when a student is suspended or expelled, all the other students, whether disciplined or not, tend to feel less safe and lose trust in their teachers. For the suspended students, it contributes to feelings of mistrust and disconnection from the school and their teachers. Most young people argue that teachers and administrators do not ask them why they do the things that get them in trouble or even listen to their other side of the story when they try to explain. This gives students the impression that they have no one to turn to at school. Students usually perceive suspension as a rejection, leading to a lack of trust between students and their teachers. Out of school suspensions also cause mistrust in students who receive the punishment disproportionately, and therefore, as a tool to improve students' behaviour, it has negative effects (Skiba et al., 2014).

In that it provides a place for children to grow up and feel successful and content, the school reflects this aspect of its community. Therefore, a school should have a supportive atmosphere

where all children can feel at home and valued. The early attachment relationships between a parent and child result in significant changes in the cognitive, behavioural, and emotional systems during adolescence (Guarnieri et al., 2010). Studies show that behaviour problems are associated with normal personality at the adolescent stage, and that personality variables lead to indulgence in behaviour problems (Aomo et al., 2015). Some students' misbehaviour can be triggered by aversive social relationships with peers and adults they interact with while out of school due to suspension or otherwise. Students spend a large amount of time outside their homes with their teachers in school who they see as role models, so when suspended from school they lose trust in them and cannot help being influenced by their peers' decisions and moral reasoning.

Behaviours, attitudes, and emotions in children's interactions with instructors and classmates are all part of their social development, which is represented by a grasp of social relations and appropriate psychosocial functioning. In line with Bandura's (1977) social efficacy theory, kids pick up new behaviours by watching adults, such as their parents, teachers, and peers. A model whose behaviour serves as the foundation for learning is necessary for learning to occur (Jones, 2018). Students who are suspended consequently spend more time with their friends who are not in school or who have been expelled. The goal for the teachers is to expel the disruptive student from school in order to temporarily soothe their frustration, boost school safety, and bring temporary solace to the teachers (David, 2010). The student who is removed from the school will try to understand what happened, and this may bring him back to his senses. When the question is asked of whether OSS is able to deter future problem behaviour, the answers have been inconclusive. An old study from 1997 done among students in Vancouver discovered that the pupils were upset with the individual who suspended them and had little recall of the offense they had committed (Skiba et al., 1997).

2.6. Critique Of the Literature and Knowledge Gaps

None of the reviewed literature has examined the effects of out-of-school suspension on students' behaviour in public schools in Kyuso Sub County. Some focused on disciplinary suspension, investigation into the effects of suspension on the psychological wellbeing of students in boarding secondary schools Omulema et al. (2015); 'investigation into the consequences of suspensions on students and their non-suspended peers by focusing on within person variations, comparing change in achievement for the two students' Hwang (2017); 'the discipline problems among the students and the effectiveness of the methods used in enhancing student discipline in public secondary schools in Kamukunji Division, Nairobi, Kenya'

Redempta (2010); and ‘the influence of disciplinary suspension on secondary students’ behaviour’ (Koech, 2017). None of the few studies done in Kenya have looked at how out-of-school suspension affects students’ behaviour in public secondary schools in Kyuso Sub County, Kitui. Therefore, the goal of this work is to close this gap.

Most of the studies in the literature were conducted outside Kenya. For example, Mendez (2012) in England, Hemphill et al. (2014) in Australia, Quin & Hemphill (2014) in the U.S.A. Therefore, the study will examine the effects of OSS on students’ behaviour in Kyuso Sub County, Kitui to see whether there are negative or positive effects. The results obtained will add to the body of empirical knowledge on the phenomena in Kenya, thus filling the knowledge gaps.

2.7. Theoretical Framework and Backing

There are several theories of behaviour that are postulated by different proponents. This study was anchored by three theories.

2.7.1. Reformatory Theory of Punishment (Jeremy Bentham 1748-1842)

The theory postulates that an individual is a human being even if he commits an offense, he/she does not cease to be a human being. Therefore, the main objective of reformatory theory is to reform the offender based on humanistic principle through the method of individualization. Reformatory theory considers punishment to be curative more than deterrent. The students once suspended out of school will see how and why their behaviour was wrong and therefore change their mind sets for better. Reform and reorientation of the offender’s behaviour is the aim.

However, the theory has been criticised in its purpose to reform the character of the offender only, but punishment does not always result in reform in a criminal. Another criticism is that it assumes that human beings are rational actors.

2.7.2. Deterrent Theory of Punishment (Thomas Hobbes 1588-1678)

This is a punishment theory that prevents indiscipline behaviour. The theory can be used in general and in specific cases. In general, deterrence is designed to prevent indiscipline behaviour in the general population, whereby when an offender is punished, it serves as a deterrent to others who have not participated in any form of indiscipline behaviour. Specific deterrence is designed to deter only the offender from committing the offense in the future. When a student is suspended from school, it serves as a deterrent to commit no further offenses. This justifies the school authorities when they suspend students out of school who have

disruptive behaviour in school. The weakness associated with this theory is that it uses an offender as a means of improvement for the others.

2.7.3. Social Learning Theory (Albert Bandura 1977)

Social learning theory is a theory of learning and social behaviour that proposes that new behaviours can be acquired by observing and imitating others. As the creator of the concept of social learning theory, Bandura proposes five essential steps in order for learning to take place: observation, attention, retention, reproduction, and motivation. In observational learning, an individual's beliefs are based on observing others like them or observing the visible physical results of desired behaviour. Attention in social learning theory, proposes that individuals cannot learn if they are not focused on the task. It is simply the extent to which individuals are exposed to certain behaviour. Retention is how well the behaviour is remembered. Reproduction is the ability to perform the behaviour that the model has just demonstrated. Then motivation, in social learning theory, is the will to perform the behaviour. Motivation, therefore, is to identify with a particular model and involves adopting the observed behaviours of the person with whom you are identifying and imitating. In addition to this observational behaviour, learning also occurs through rewards and punishments, a process known as vicarious reinforcement. Reinforcement can be positive or negative. The most important fact about positive or negative reinforcement is that it will usually lead to a change in a person's behaviour. The theory is important for teachers to do their best to achieve the type of behaviour that they seek from the learners.

The theory helps explain and treat the identifiable cause of certain behaviours. People being observed are called models. In today's society, students are surrounded by many influential models such as parents, friends, and characters in television programs, peer groups, and teachers at school. All these models provide examples of behaviour to be observed and imitated by the students. Reinforcement can be external or internal, that is, positive or negative. The most important factor of positive and negative reinforcement is that it will usually lead to a change in a person's behaviour. The key concept that Albert Bandura asserts is that most human behaviour is learned through observing, modelling, and imitating the behaviours and attitudes of others. Bandura's social learning theory considers how both environmental and cognitive factors interact to influence human learning and behaviour. The social learning theory can be used in the classroom to help students reach their potential. It increases engagement for disengaged learners and helps learners develop self-organisation skills, which leads to encouraging collaboration.

Therefore, in a school situation, students will identify with their teachers, who are their role models. Students do not only imitate each other but also the teachers. Being a role model, being open to all the students and holding the students to a level of responsibility will be imitated by the students. This will change the way students would traditionally learn, as in a flipped classroom. Social learning theory will also be applied in peer coaching (Nabavi, 2011). The attachment theory agrees with Bandura's social learning theory. The theory states that, based on experiences with their caregivers, children develop internal working models of the self and the caregivers, which are relatively stable mental representations and operate outside of consciousness, and that adolescents attach to their close friends, who are perceived as primary sources of guidance and support and with whom they have intimacy, mutuality, and self-disclosure.

Bandura's social learning theory, however, is criticised for being reductionist as it only accounts for environmental factors that are involved in learning behaviour and neglects other factors like biological factors that could be involved. Guarnieri et al. (2010) in their research on exclusionary discipline appears to validate the sentiment, indicating that exclusion from the school can contribute to feelings of mistrust and disconnection from the school. The school is reflected in a sense that the school should be a community of growing up and in which students feel successful and satisfied. Therefore, the school should have an enabling environment for all students to feel welcomed, accepted, and respected.

2.7.4. Characteristics Of the Theories

- (i) They are aimed at correcting a certain behaviour of individuals.
- (ii) Used to teach students positive behaviour.
- (iii) Fails to acknowledge the fact that some behaviours and responses are not only learned but partly inherited.

2.7.5. Where The Theories Are Used

These theories are used in school situations by teachers to weaken a conditioned response to certain frightful stimuli, for example, when students are punished or denied a certain privilege.

Teachers can use positive role models to increase desired behaviours in students.

2.7.6. Points Of Convergence and Divergence

- (i) All aim to reform and reorient the offenders' behaviour.
- (ii) All aim at preventing certain behaviour.

- (iii) All aim at behaviour changes by motivating the offender. This can be either through denial of certain privileges, rewarding or observation of the role models.

However, the theories disagree on the fact that human beings are rational.

2.7.7. Relevance Of the Punishment and Social Learning Theories to the Research

Most of the models in learning institutions underestimate the social context in which they live. The research was tailored to identify this social gap, or the context, which plays a very crucial role in determining behaviour. Discipline develops students into strong individuals and sets limits for the students so that they know what is right and what is wrong.

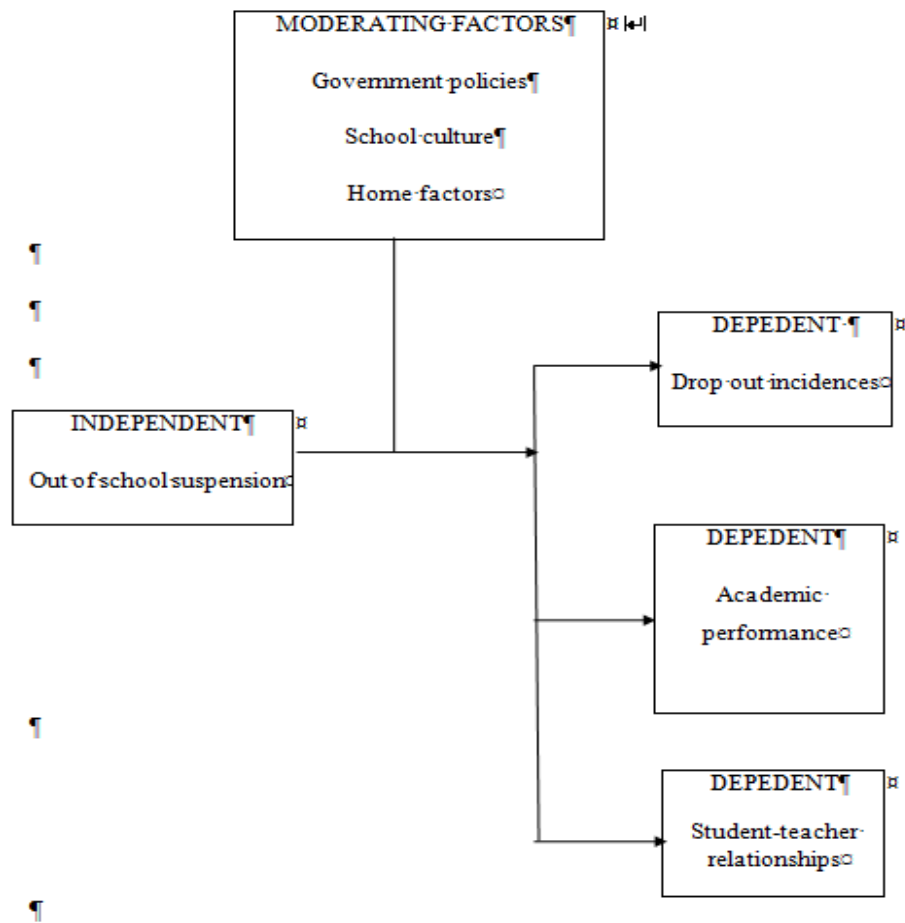
The behavioural theories will predict an individual's intention to engage in a specific behavior at a specific time and place. In reformatory theory, suspending an individual student out of school aims at changing his/her behaviour. Deterrence, on the other hand, corrects the student through preventing such behaviour from being repeated in the school and again sends a message to the others in school not to commit the wrong.

In the case of social learning theory, students will emulate their role models in school, who could be their teachers or other peers, and this can influence their behaviour.

2.8. Conceptual Framework

The study was guided by the conceptual framework on figure I below, which consisted of the independent variable (out of school suspension) and the dependent variable (students' behaviour, under the subheadings; academic achievement, drop-out incidences, and student-teacher relationships). The independent and dependent variables are moderated by the intervening factors. The study's hypothesis postulated that there is no direct relationship between the independent variable and the dependent indicators. Out-of-school suspension effects change in the dependent variables, but this is not direct because of the intervening factors. The independent variable in this case, "out-of-school suspension", leads to a certain response to the students' behaviour. It causes a change in students' behaviour, whether positive or negative, which is not direct. The study is therefore interested in determining the correlation between out-of-school suspension and students' behaviour. The moderating variables, which include government policy, personality, and communication styles of the parties involved, are the control variables and, although they could have an effect on the dependent variable, they are not related to the purpose of the study. They will be assumed not to be significant in the study by the researcher.

Figure 2.1: Conceptual framework. Source: Researcher, 2021



2.9. Chapter Summary

This chapter has looked at the literature that has given context to this study. In summary, the literature reviewed showed that students perceive OSS as a practice that has more negative than positive effects on them. The current study therefore filled the gap on the examination of the effects of OSS on students' behaviour in Kyuso sub-county as a disciplinary measure. The theoretical framework that supports the study was reviewed as well as the conceptual framework that has shown the correlation between the independent and dependent variable indicators.

Chapter 3: Methodology

This chapter discusses the research methodology used to uncover the effects of out-of-school suspension on students' behaviour in public secondary schools in Kyuso Sub County in Kitui County. The research methodology has been discussed under the following sub-topics: research design; location of the study; sample and sampling procedures; research instruments; validity and reliability of research instruments; data collection procedures; and data analysis techniques.

3.1. Research Design

The study used a descriptive survey research design. Creswell (2012) explained research designs as procedures for collecting, analysing, interpreting, and reporting data in research studies. This allowed an in-depth description of the population under investigation. Descriptive research is designed to depict participants in an accurate way and enables the researcher to learn how participants perceive their setting and the way they experience it (Lombo, 2015). Descriptive research also gives weight to the kind of question to be asked in a survey. It provides the answer to the "what" part of the study without answering the "why/when/how", which was out of the scope of this research. The design has the advantage that it allows for the inclusion of multiple variables for analysis, whereas other methods allow for the inclusion of only one variable (Orodho, 2009).

3.2. Location of the Study

The study was conducted in public secondary schools in Kyuso Sub County in Kitui County. Kyuso is a sub-county in the larger Kitui County. It has a distribution population of 76,867 thousand and an area of 937 square kilometres, according to Kenya's population and housing census 2019. The area is mainly under rain-fed crop farming with limited animal rearing and beer keeping, usually arid and semi-arid land (ASAL). Because the area has a history of school unrest and subsequent out-of-school suspensions, the researcher chose to investigate the effects of OSS on students in the sub-county.

3.3. Study Population

Creswell (2012) describes a study population as a group of individuals who share common characteristics that can be examined in a study. Descriptive research takes place in the real world and in everyday life settings. The target population in this study is all the students and teachers in secondary schools in Kyuso sub-county of Kitui County. Kyuso sub-county has a total of 22 secondary schools with an estimated population of 4,949 students and approximately

600 teachers. All the schools are government-run, with a few sponsored by different churches. Two are girls' boarding, three are boys' boarding, and the rest are mixed day/boarding schools. In the year 2019, the total number of students was 4,949, as shown in table 1 below.

Table 3.1: Secondary Schools in Kyuso Sub-County of Kitui County: (Source: M.O.E Kyuso sub county office (2019)).

SCHOOL	CATEGORY	NO. OF STUDENTS	NO. OF TEACHERS
Itivanzou	Mixed/Day	257	13
Kamuw'ongo	Mixed/Day	320	21
Kandwia	Mixed/day	171	12
Tulanduli	Mixed/Day	19	5
Gai	Mixed/Boarding	332	14
Kalonzo	Mixed/Boarding	303	19
Kimangao boys	Boys/Boarding	166	12
Kimangao girls	Girls Boarding	713	33
Kwa Katile mixed	Mixed/Day	138	8
Kyuso girls	Girls /boarding	194	14
Kyuso boys	Boys/Boarding	742	38
Mandala	Mixed/day	238	8
Matooni	Mixed/day	80	9
Ivonangya	Mixed/day	54	7
Mataka	Mixed/day	43	8
Mivukoni	Mixed/boarding	164	10
Twimyuua	Mixed/day	234	11
Ikime	Mixed/day	197	6
Kalwa	Mixed/day	83	6
Mitamisyi	Mixed/day	135	7
Ndatani	Girls/boarding	45	6
Ngomeni	Boys/boarding	322	16

3.4. Samples and Sampling Procedure

A sample is a representative subject of a population. Convenience sampling was used to select Kyuso sub-county as the study area. A stratified random sampling procedure was used for selecting the participants in this study. This technique was employed to make sure that all variables in the study had equal representation. The stratification was based on the different secondary schools in the Kyuso sub-county. Within each school, selection was by simple random sampling. More specifically, proportional stratified random sampling was used where

the size of each school was proportionate to the population size of the school. This means that each stratum has the same sampling fraction. One big advantage of stratified sampling is that it guarantees better coverage and equal representation of the study population.

Purposive sampling was used for the selection of schools in the Kyuso sub-county and was based on some specified criteria as follows: the first criterion was that the schools needed to be secondary schools with disciplinary strategies for the intended study. The second criterion was that the schools were within the geographical scope of the study, which is Kitui County. Thirdly, consideration was given to the available resources in terms of the cost of research materials and transport. This prompted the researcher to consider schools within a reasonably accessible distance. The researcher was funding the study from her own resources. The last consideration was the willingness and availability of both teachers and students to participate in the study. The target population was 22 public secondary schools located in Kyuso sub-county, which had a total population of 600 teachers and 4,949 students.

A sample size of 430 students and 20 teachers was used based on the Yamane Sampling Formula, $n = \frac{N}{1 + N(e)^2}$

Where n = sample size, N = Population size, e = level of precision. Assuming that 95% of confidence level, e was 0.05%

Table 3.2: Sample frame

Item	Total Number	Number to be sampled
Total Schools	22	5
Total secondary students (2019)	4,949	430
Total High School Teachers	600	20

3.5. Research Instruments

The main data collection instruments for the study were questionnaires for teachers and students. (See Appendix III & IV), teacher and student questionnaires, respectively. This tool is commonly used in descriptive research designs.

Most questionnaires contain both closed-ended and open-ended questions. The questionnaires used for this study were those with close-ended questions, as they contained definite and

concrete questions from which the respondents could choose. The questionnaires can also be used by a large number of respondents. The questionnaires were in two sets: one for the teachers and the other for the students. The key informant interviews for the principals were administered to the school principals. These informant interviews were conducted and guided by the researcher so as to have uniformity.

A focus group discussion (FGD) was held, comprising of five students who had been suspended to see the effect of OSS on students' behaviour. This included their performance, relationships with their teachers, and thoughts on dropping out. These interviews were also conducted and guided by the researcher.

3.6. Validity And Reliability of Research Instruments

To test for validity in the questionnaires, the researcher did a pre-test in two pilot schools in the study area to see whether the variables they purport to measure are correct. In this case, the researcher administered copies of the questionnaires to the teachers in two schools to help improve the research. The face validity of the questionnaires was ensured by the supervisor and the department of research at Strathmore University. The pilot schools were not part of the actual study sample. After two weeks, the same set of questionnaires was administered a second time to the same group of respondents to determine the correlation. A correlation of 0.5 and above is considered reliable and acceptable as it shows good consistency of the research instrument. To improve the content validity, the researcher consulted the supervisor and a peer. The reliability of research instruments is defined as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The pilot study helped the researcher identify the most likely sources of errors and was able to deal with them before the actual study. For easy analysis, the responses, which were in five Likert scales, were arranged in such a way that the answers were grouped into two; those for strongly agree and agree were termed as 'Yes' and coded as X, while those for disagree and strongly disagree were recorded as 'No' and coded as Y. The Pearson's correlation coefficient formula was used to determine the pre-test and post-test results using the formula below.

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2) \times (n \sum y^2 - (\sum y)^2)}}$$

OR

$$r = \frac{\sum dxdy}{\sqrt{\sum dx^2 \sum dy^2}}$$

Where,

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of the squares of x scores

$\sum y^2$ = sum of the squares of y scores

$\sum xy$ = sum of the product of paired x and y scores

N = number of paired scores

The teacher coefficient obtained was 0.85, while that for the students was 0.75. If a coefficient of 0.7 is obtained, then the data has a high degree of reliability. This now implies that the instruments used were reliable, simply because 0.85 and 0.75 are above 0.7.

3.7. Data Collection Procedures

Data collection followed after the researcher was cleared by the university and after obtaining a research permit from NACOSTI. Then the researcher proceeded to the different heads of schools where the research was conducted. The researcher used the authorization letter from the university to obtain permission from the school heads. The study used primary data collection tools. Closed-ended questionnaires were administered to the respondents to ensure uniformity of all the data collected from the respondents. This was done at a time that was convenient for the respondents. The teachers were approached and invited to take part in the study. Those willing were given the informed consent forms to sign. Before the interviews, the researcher gave the principal open-ended questions to acquaint them with the questions and prepare them for the interview. The interview guides were used by the researcher because the principals were very cooperative.

Day scholar students were given consent forms to take to their parents to sign, and for the boarders, teachers signed for them since they represent the parents in school. The students were then given the assent forms to sign before the questionnaires were given to them. The researcher collected the questionnaires later, after 2 weeks.

3.8. Data Analysis Procedures

Data analysis is the process of systematically describing and evaluating data in a statistical and logical manner. The data collection was intended to culminate in a statistical investigation that helped the researcher meet the research objectives. The quantitative data obtained from the questionnaires was edited, ordered, coded, and processed using the Statistical Package for Social Sciences (SPSS). The quantitative data was used to describe the sample from the study population. The researcher has presented the data in tables, frequencies, percentages, bar graphs, and pie charts to answer the research questions and objectives related to the research topic.

The qualitative data was analysed using content analysis, where the information obtained from interviews and verbatim was grouped into themes for easy analysis. The quantitative and qualitative data sets were then triangulated to validate the research findings.

3.9. Ethical Considerations

The researcher during the study adhered to ethical principles that included the rights of participants to privacy, anonymity, and right of response. Permission was sought from respondents by way of an introduction letter and a brief oral note at the beginning of the study. The right of response was observed through respect of the respondents' opinions and their right to give information voluntarily. The researcher allowed the respondents to ask questions for clarity before giving their consent. Measures were taken to inform the respondents what the study is about. The respondents were also given the comfort that they could stop answering questions at any time should they feel uncomfortable.

In addition, the researcher observed a high degree of professionalism by giving accurate references to all secondary data that was used in the research.

Ethical considerations used included, seeking approval by the researcher from Strathmore University Institutional Ethics Review Committee (SUIREC) and from NACOSTI. The researcher, after obtaining a clearance letter from the Strathmore University Institutional Review Committee as approval to collect data in the selected areas, also applied for a research permit from the National Council for Science, Technology, and Innovations (NACOSTI) online on November 26th, 2021. The receipt of the application was acknowledged on the same

date, and the permit was issued on December 1, 2021. See the appendix below. Using the permit, the researcher sought permission from the sub-county director of education at Kyuso Sub County to collect data from the sampled schools.

3.10. Chapter Summary

This chapter has looked at the research methodology that was used in the research. The chapter has discussed the process that has provided the answers to the ‘what’ part of the study. A total of 22 secondary schools in Kyuso sub-county in Kitui County with a population of 76,867 people formed the population of the study from which the sample frame of 430 students and 20 teachers were selected. In this chapter, the researcher has also given an insight into the sampling process and the tools.



Chapter 4: Data Presentation, Interpretation and Discussion

4.1. Introduction

This chapter presents analysis and findings obtained from the questionnaires administered to the respondents. The findings were discussed in seeking to establish the answers to the research objectives, namely, the relationship between out of school suspension and dropout incidences; the effect of out of school suspension on academic performance; and lastly, to determine the effects of out of school suspension on students' relationship with teachers. The information given by the participants was analysed and presented using tables, graphs, and pie charts.

4.2. Questionnaire Return Rate

This section presents how the research instruments were returned or the number of usable instruments returned after being distributed to the target audience in various schools. The results of the questionnaire return rate are as shown in the table below.

Table 4.1: Questionnaire return rate

Participants	Questionnaires Administered	%	Questionnaire Returned	%
Students	430	100	414	96.3
Teachers	20	100	19	95
Total	450	100	433	96.2

From table 4.1 above, the researcher distributed a total of 450 (100%) questionnaires to the sampled schools, where 430 (95.6%) were distributed to the students and 20 (4.4%) to the teachers. The researcher delivered the questionnaires and gave the respondents one week to fill them out and return them. There was an outstanding response, as shown in Table 3 above. This response is attributed to the method the researcher employed in the distribution and collection of the responses.

Data analysis and interpretations were based on the questionnaires returned; a total of 414 (962%) questionnaires were returned dully filled. According to Mugenda & Mugenda (2013), a response of 70% and above is considered a good representation. This therefore gives the required information to represent the sample in a meaningful way.

4.3. Respondents' Characteristics

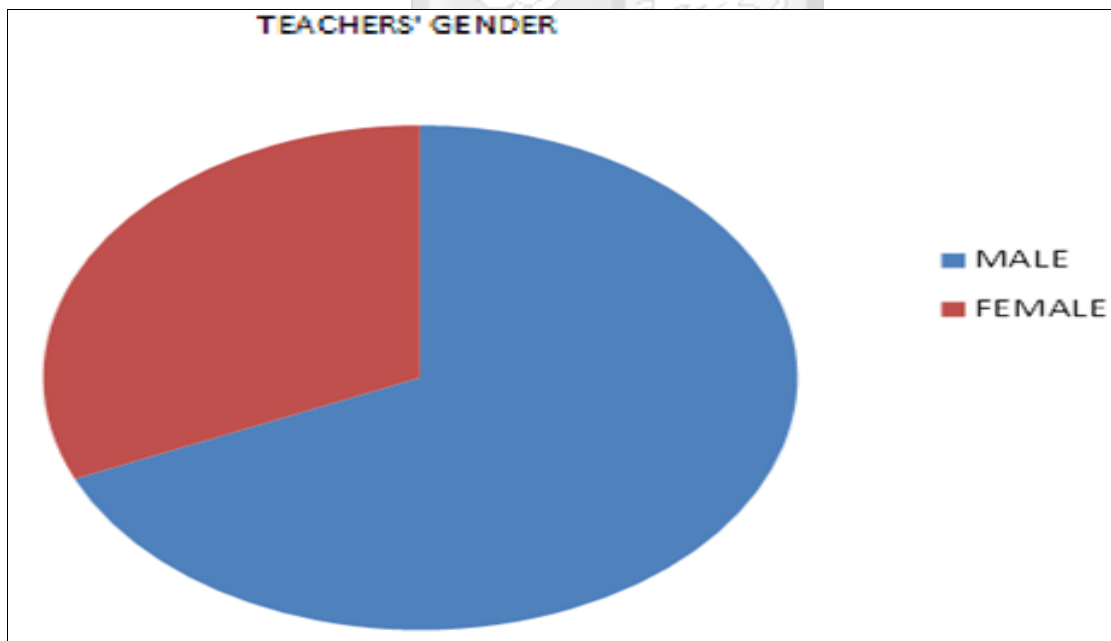
In this section, the researcher sought information on the gender, teachers' teaching experience, highest teachers' academic qualifications, and ages of both students and teachers. Teachers with more teaching experience were able to handle students' discipline cases more than the young teachers.

The findings of the study are presented in the following sections. These variables enabled the researcher to understand the basic background characteristics of the respondents in regard to the use of out-of-school suspension.

4.3.1. Teachers' Gender

The number of female teachers was 6 (32%), and their male counterparts were 13 (68%). This shows that there were more male teachers than female teachers in the sampled schools, see figure 4.1 below. This could justify why boys say that their female counterparts are favoured by their male teachers.

Figure 4.1: Gender of teachers



4.3.2. Age of Teachers

According to the data presented in table 4.3 below, the majority of the teachers (52%) were between 35-45 years old. Those below 35 years and above 45 years accounted for 11% and 37% respectively. There were no teachers above 55 years.

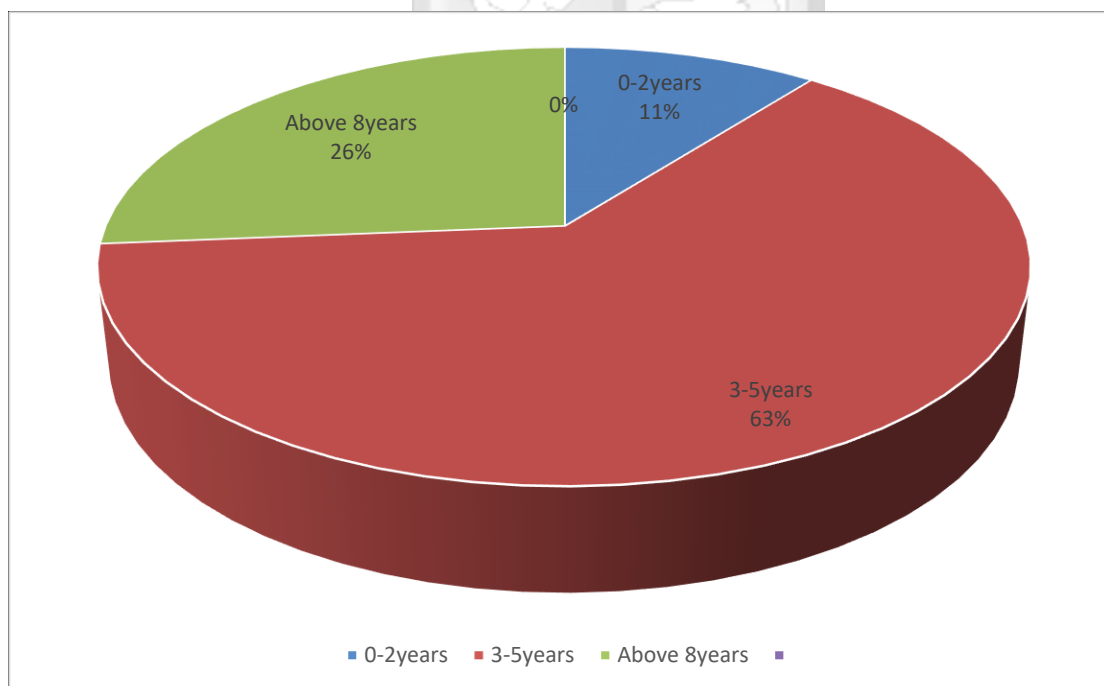
Table 4.2: Age of teachers

Age	Frequency	Percent (%)
25-35 years	2	11
35-45 years	10	52
45-55 years	7	37
Above 55 years	0	0
Total	19	100

4.3.3. Teacher’s Teaching Experience

Figure 4.2 below indicates that the majority (63%) of the teachers had 3-5 years of teaching experience. 26% had more than 8 years of teaching experience and 11% had less than 2 years of experience. The years of teaching experience translate to the skills and competency in handling students’ indiscipline issues.

Figure 4.2: Teachers' experience



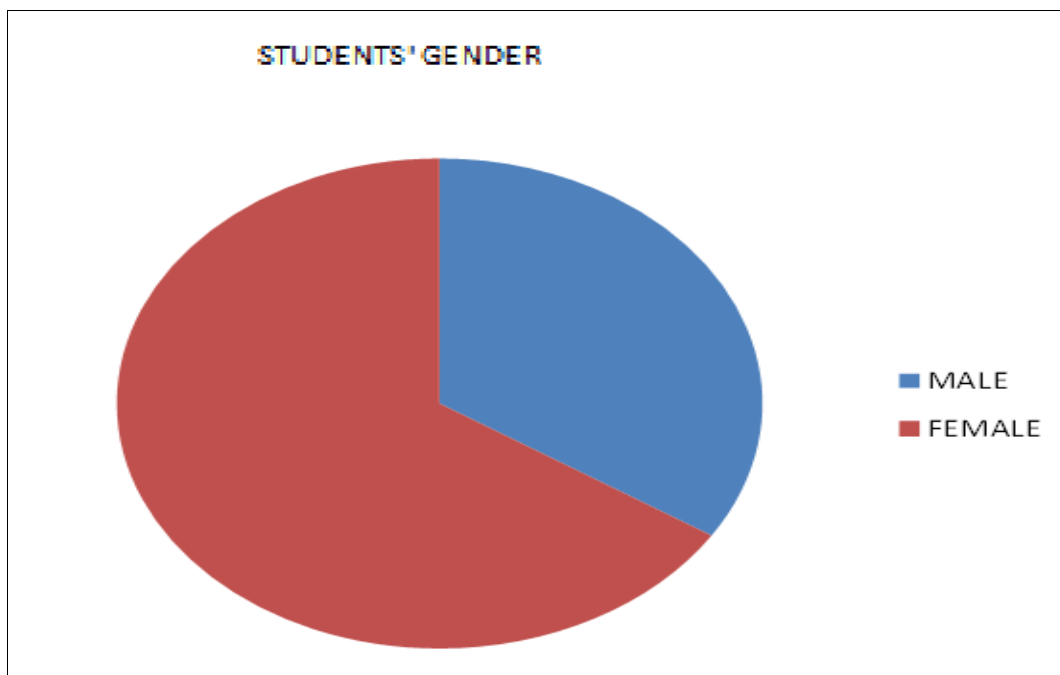
4.3.4. Students’ Gender

Most of the schools where the study was conducted were mixed-gender schools, so the gender of students played a major role in giving the views needed in the study. In this case, the male

students are more affected by dropping out of school than their female counterparts when suspended from school.

The proportions of the respondents per gender were as follows: female students were 273 (66%), while male students were 141 (34%). This indicated that although most schools were mixed schools, female students outnumbered male students. And the majority of the girls said that they disliked the OSS as a disciplinary measure. On the other hand, boys argued that they prefer to go home for suspension since their parents are more accommodative. See figure 4 below.

Figure 4.3: Students' gender

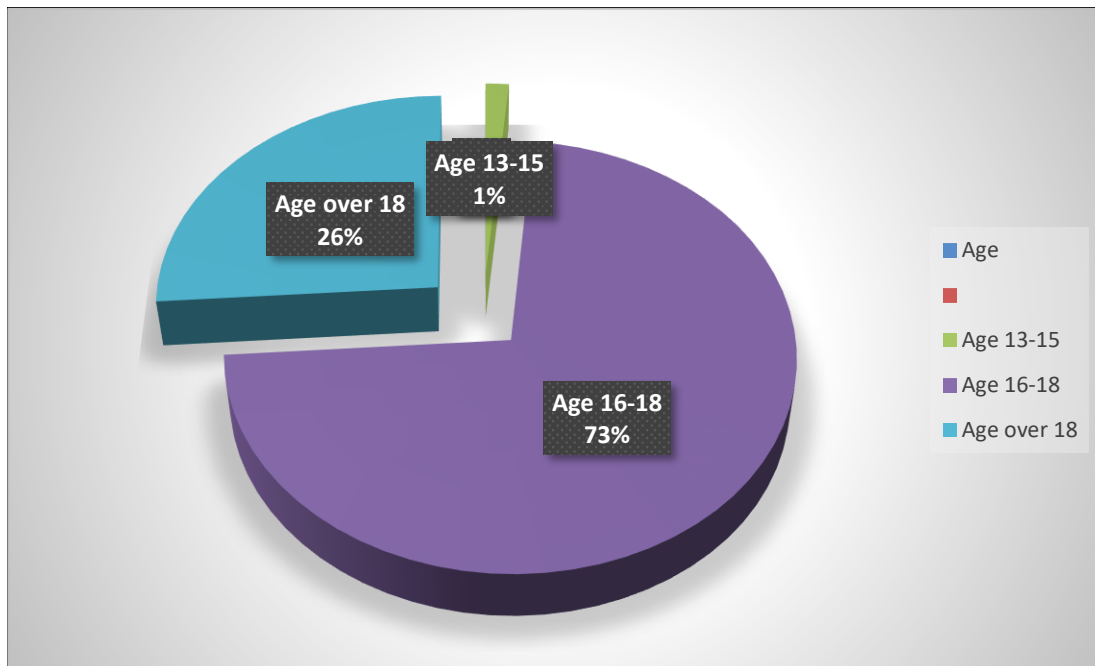


4.3.5. Students' Age

According to the deterrence theory, the severity of punishment influences adolescents to obey rules more than adults. In this case, students over 18 years of age are more likely to drop out of school when they are on out-of-school suspension.

Figure 4.4 below shows that the majority of the students are aged between 16 and 18 years (73%) and 26% are over 18 years old.

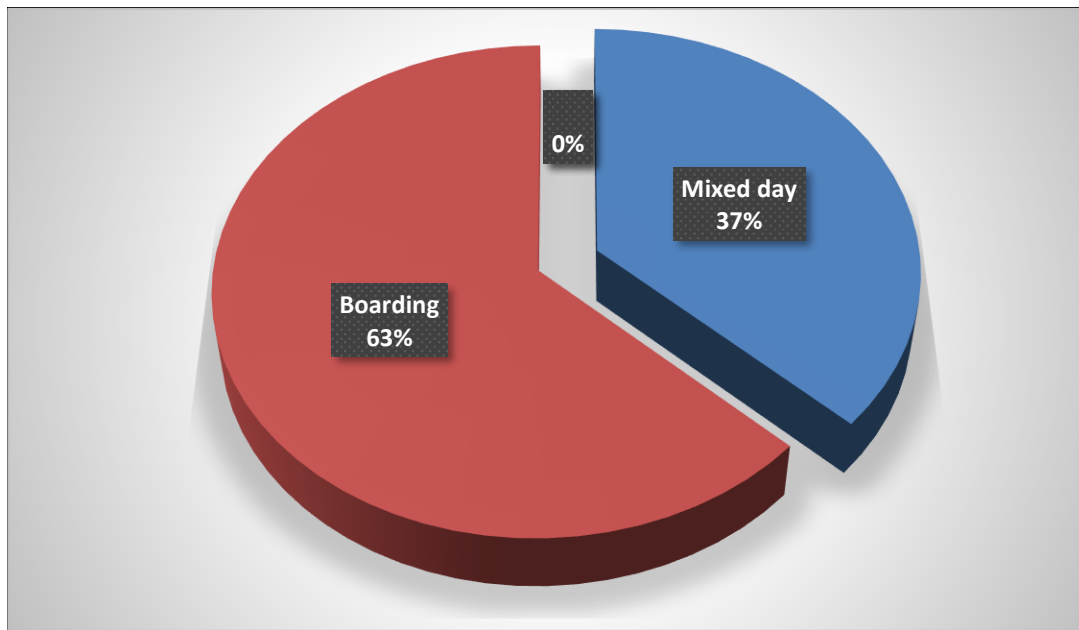
Figure 4.4: Age of students



4.3.6. Nature of the School

The sampled schools were categorized into boarding schools and mixed-day schools. The majority of students attended boarding schools that were exclusively for boys, exclusively for girls, or mixed boarding schools. The nature of schools informed the study on the attributes to the varied behaviour of students in school and that most students who were suspended from school were from boarding schools. This was as indicated in figure 4.5 below, where 63% were boarding schools. The researcher wanted to control a possible bias that could have arisen by not choosing all the types of schools to participate.

Figure 4.5: Nature of school



4.4. Effects of out-of-School Suspension on Students' Academic Achievement

4.4.1. Students' Responses on Out-of-School Suspension as A Way of Correcting Students' Behaviour

The majority (36%) of the students who responded to the questionnaire on suspension as a way of correcting students' behaviour reported that OSS was an adequate way of correcting students' behaviour. 19% said that it was very adequate while 19% were not sure, and 14% said it was inadequate, while 11% fell on the extreme side and saw OSS as being very inadequate in correcting students' behaviour. See figure 4.6 below.

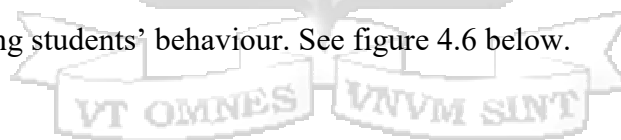
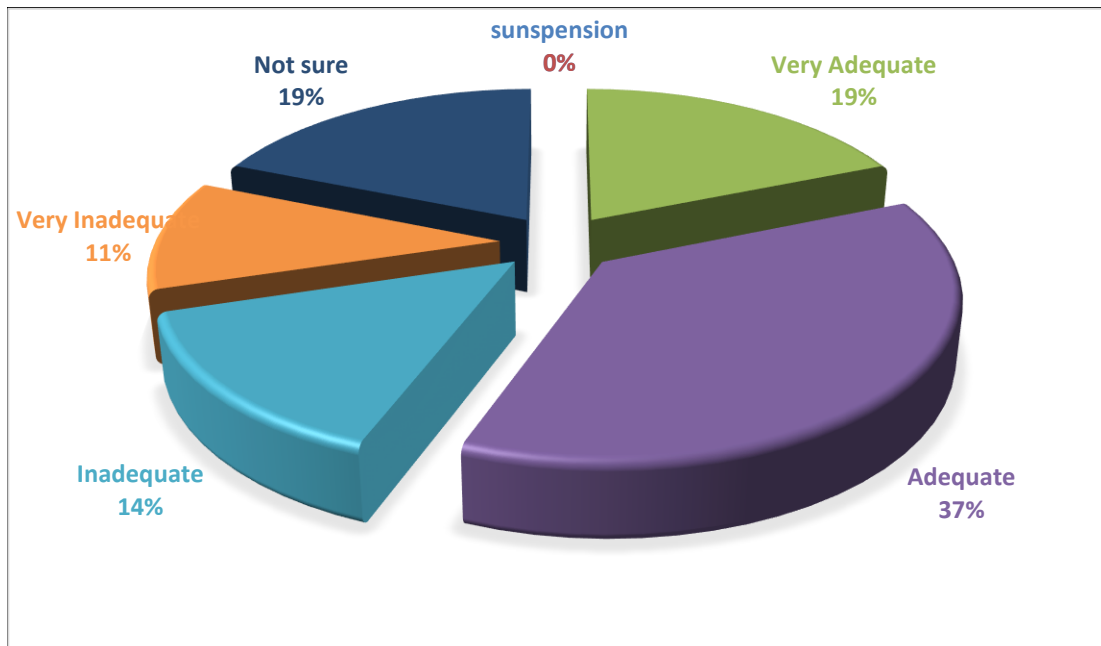


Figure 4.6: Students responses on out of school Suspension as a way of correcting students' behaviour



4.4.2. Student's Responses on Guidance and Counselling as a Way of Guiding Students to Achieve in Academics

Fig 4.7 below shows findings from the students' responses on the use of guidance and counselling as a tool to correct students' behaviour. 225 students rated it as very adequate, 102 rated it as adequate, and 51 as inadequate, while 6 said that the method was very inadequate.

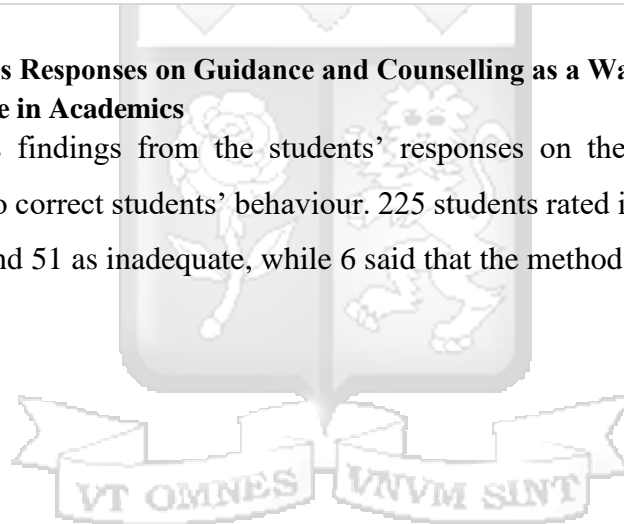
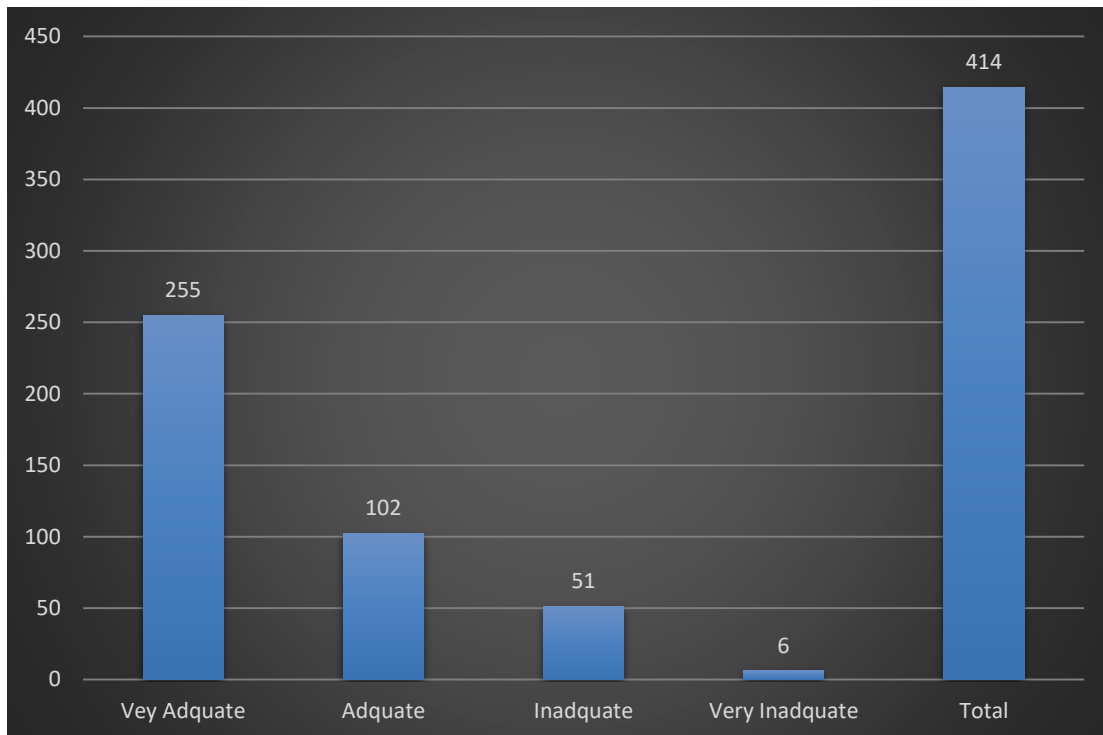


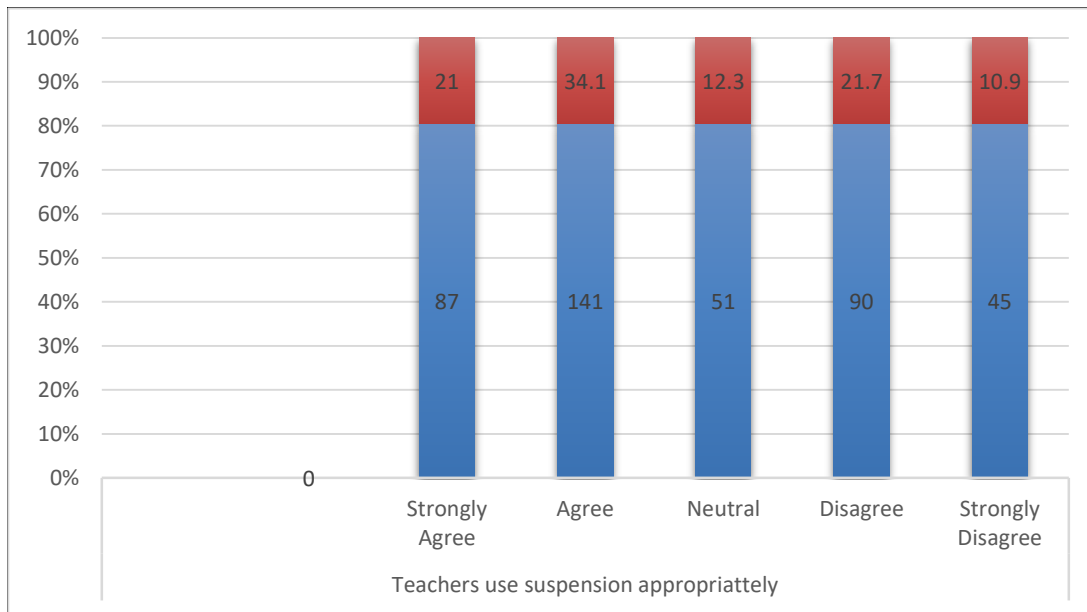
Figure 4.7: Student's Responses on Guidance and counselling as a way of making students achieve academically



4.4.3. Students' Views on the Teachers' Use of Out-of-School Suspension to Encourage them Achieve Academically.

Figure 4.8 below represents students' responses to teachers' use of out of school suspension appropriately. This means that when teachers use OSS, they deter indiscipline, therefore encouraging better academic achievement. 87 students strongly agreed that it was appropriate to use OSS, 141 students agreed, 51 were neutral, 90 percent of the students disagreed, and 45 students strongly disagreed.

Figure 4.8: Students responses on teachers’ use of out of school suspension to encourage them achieve academically



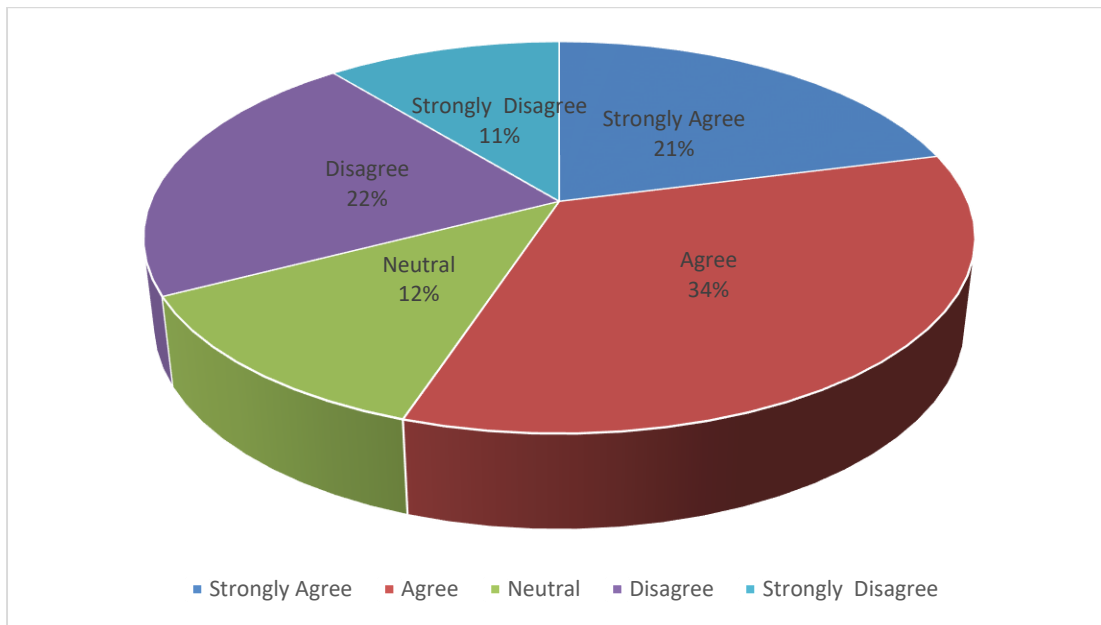
4.4.4. Out-of-School Suspension Affects other Students’ Academic Achievement at School

Fig 4.9 below shows that 34% of the respondents agreed that out-of-school suspension affected other students' ability to achieve academically, and 21% strongly agreed. 22% disagreed, whereas 12% and 11% were neutral and strongly disagreed, respectively.

This was attributed to the fact that multiple OSS are said to lead to negative educational achievement of suspended students, as well as harming the overall learning environment.



Figure 4.9: Suspension affects other students in academic achievement in school



4.5. Dropout Incidences Associated with Out-of-School Suspension

According to fig 4.10 below, 102 strongly agreed that suspension out of school increased the drop out incidence. 105 students agreed, while 84 of them were neutral, 72 of them disagreed, and 51 strongly disagreed.

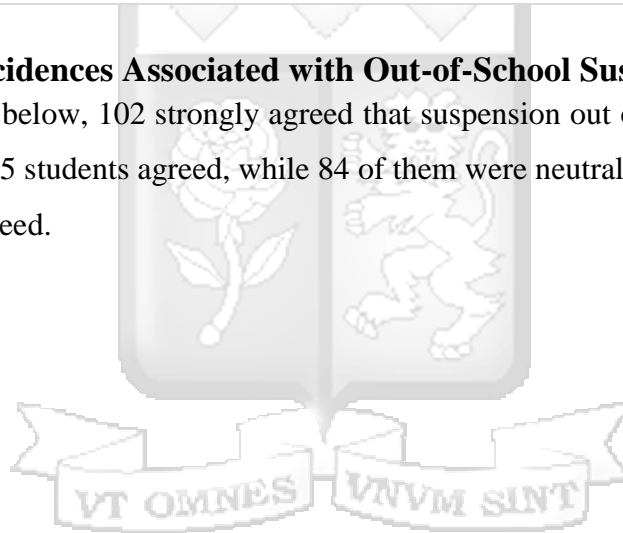
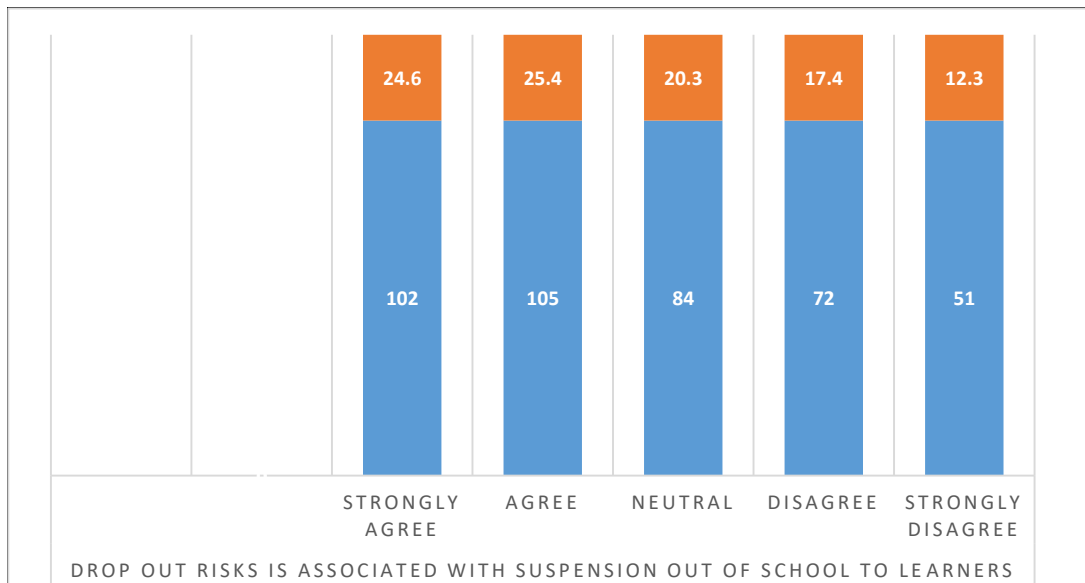


Figure 4.10: Drop out incidences



4.5.1. Most Prevalent Risk Behaviours Associated with Suspension Out of School

According to the responses on the most prevalent behaviour associated with out of school suspension, 53% of the students agreed that it led to increased misbehaviour, 30% agreed that it led to low grades, 10% said that it led to school dropouts, and 7% said it was associated with disrespect to others. See Fig. 4.11 below.

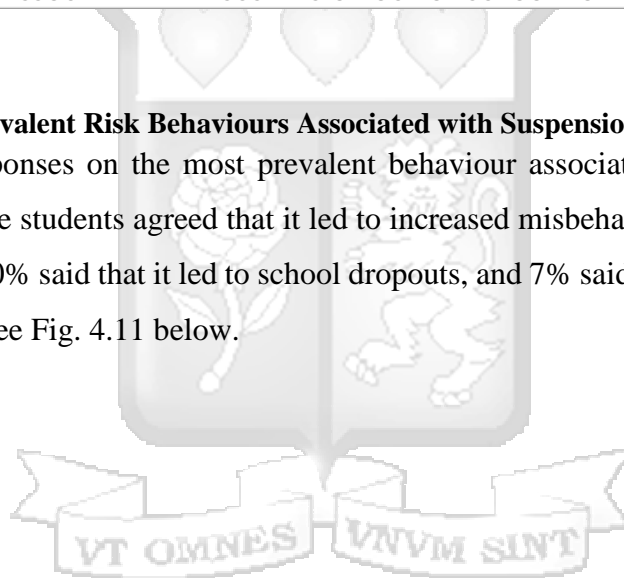
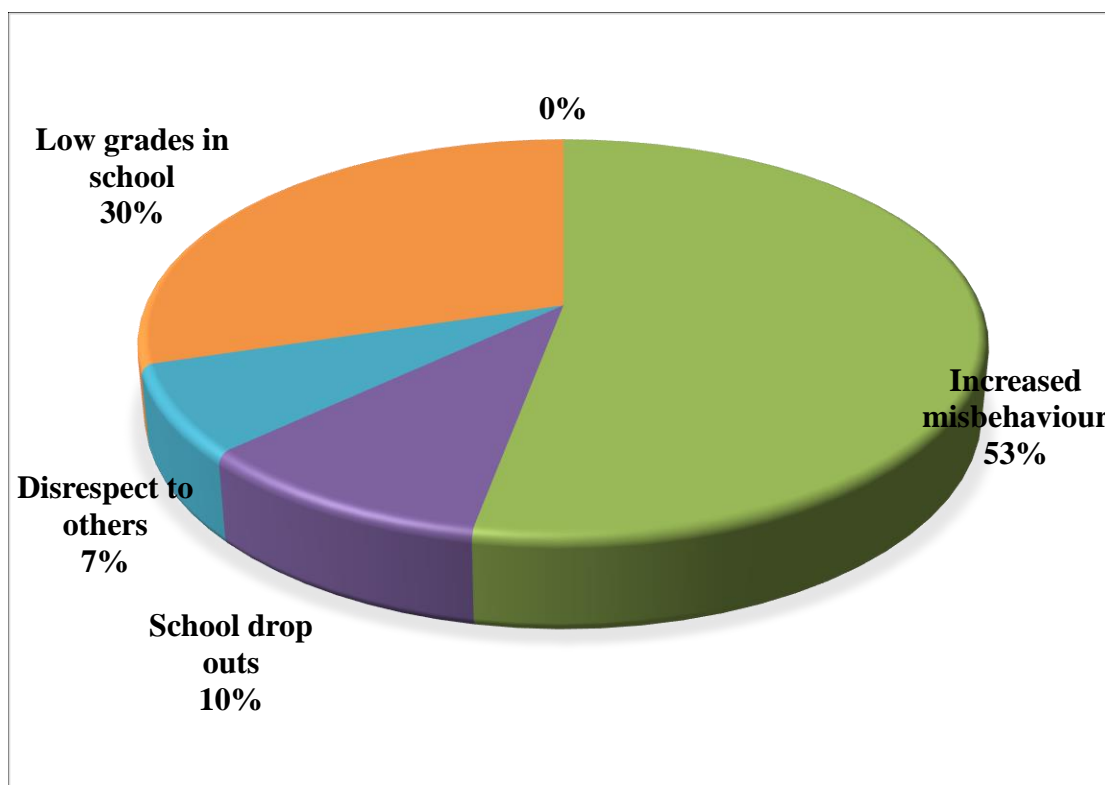


Figure 4.11: Most prevalent risk behaviour associated with suspension out of school



4.5.2. Student's View on what Teachers Should Do After Suspension to Prevent Dropout Incidences

Students interviewed had varying opinions on what teachers should do or how students who have been suspended should be treated in order to reduce the number of students who drop out of school.

From table 4.4 below, 58.7% (243) agreed that teachers should involve parents in discussion with the students who misbehaved in school. 36.2% (150) of the students responded that teachers should discuss with the students who misbehave, while 21 of them were for the idea that teachers should reinforce the students' positive behaviour.

Table 4.3: Students' view on what teachers should do after suspension to prevent dropout incidences

	F	%
Discuss with students who misbehaved	150	36.2
Parental involvement to discuss with the students in schools	243	58.7
Reinforcing students' positive behaviour	21	5.1
Total	414	100.0

4.6. Status Of Out-of-School Suspension on Students' Relationship With Teachers

The third objective sought to establish the effect of out-of-school suspension on the student–teacher relationship. Students have seen teachers as role models in school. The researcher sought to establish whether out-of-school suspension used by teachers in school positively or negatively impacted on their relationship with teachers.

4.6.1. Suspension Out-of-School Widens Gap Between Students and Their Teachers

Students who were interviewed responded to whether OSS widens the gap between students and their teachers. Fig. 4.12 below shows the responses to out of school suspension on widening the gap between teachers and students. 141 (34.1%) students strongly agreed, 150 agreed (36.2%), 48 (11.6%) were neutral, 39 (9.4%) disagreed, and 36 (8.4%) strongly disagreed.

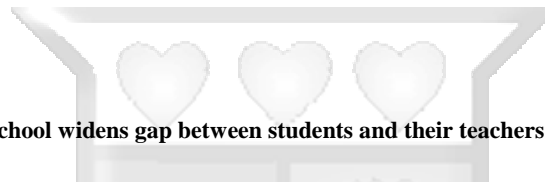
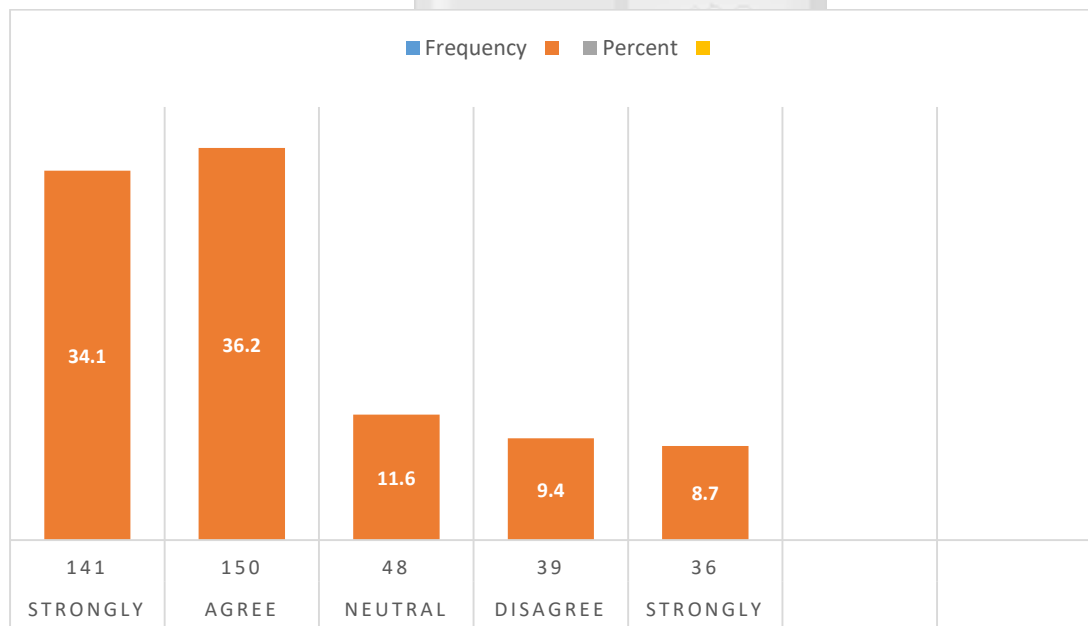


Figure 4.12: Suspension out of school widens gap between students and their teachers

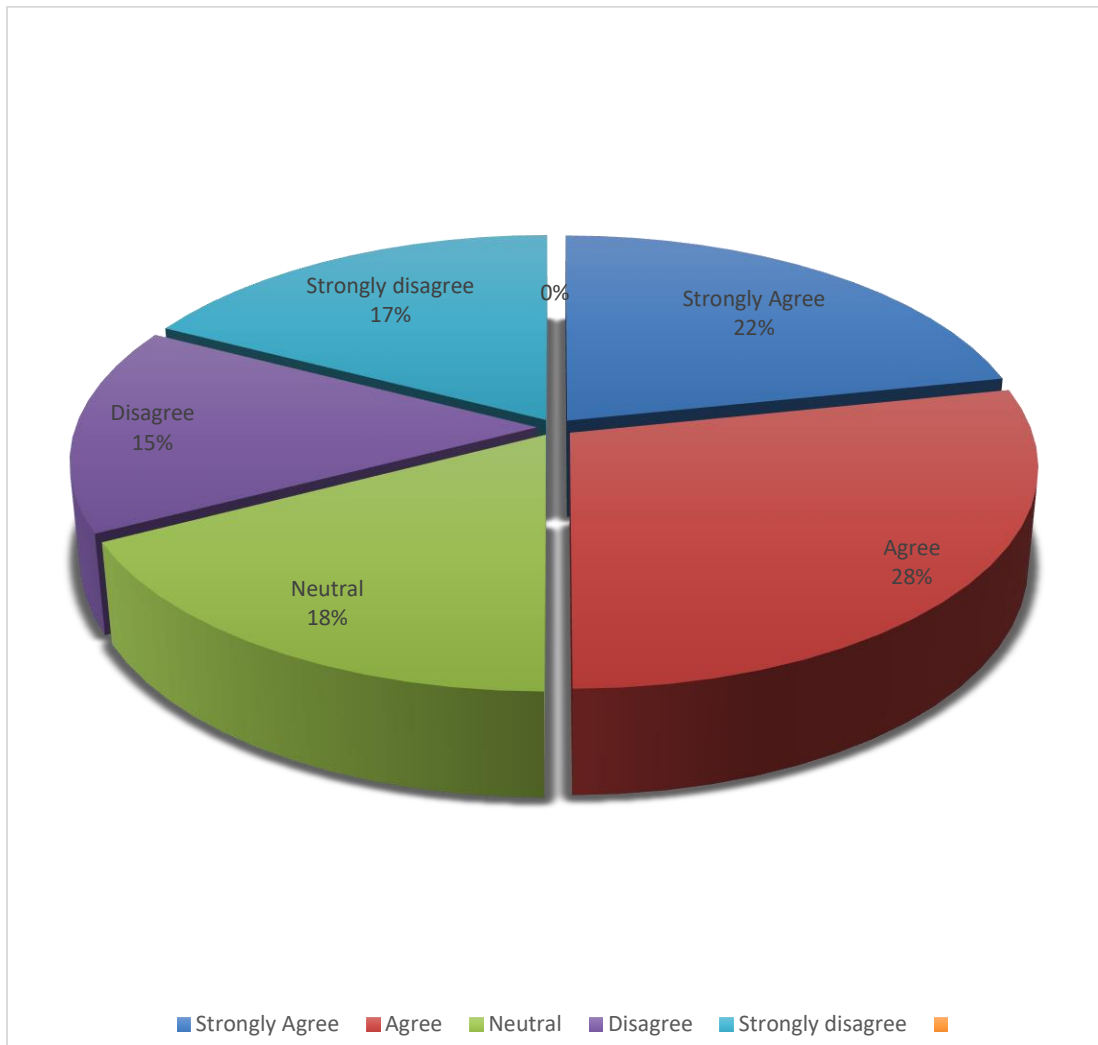


4.6.2. Students Lose Trust with their Teachers Once they Suspend them Out of School

Teachers were once thought of as moral authorities who upheld cultural standards and societal norms and who would be seen as role models by the students. Once they suspend them out of school, students lose trust in them. OSS inflicts fear on the suspended students who may not trust the teachers.

Fig. 4.13 below shows the students' responses to the loss of trust with their teachers due to OSS. 22% strongly agreed, 28% agreed, 17% strongly disagreed, 15% disagreed, and 18% of the respondents were neutral.

Figure 4.13: Students loose trust with their teachers once they suspend them out of school

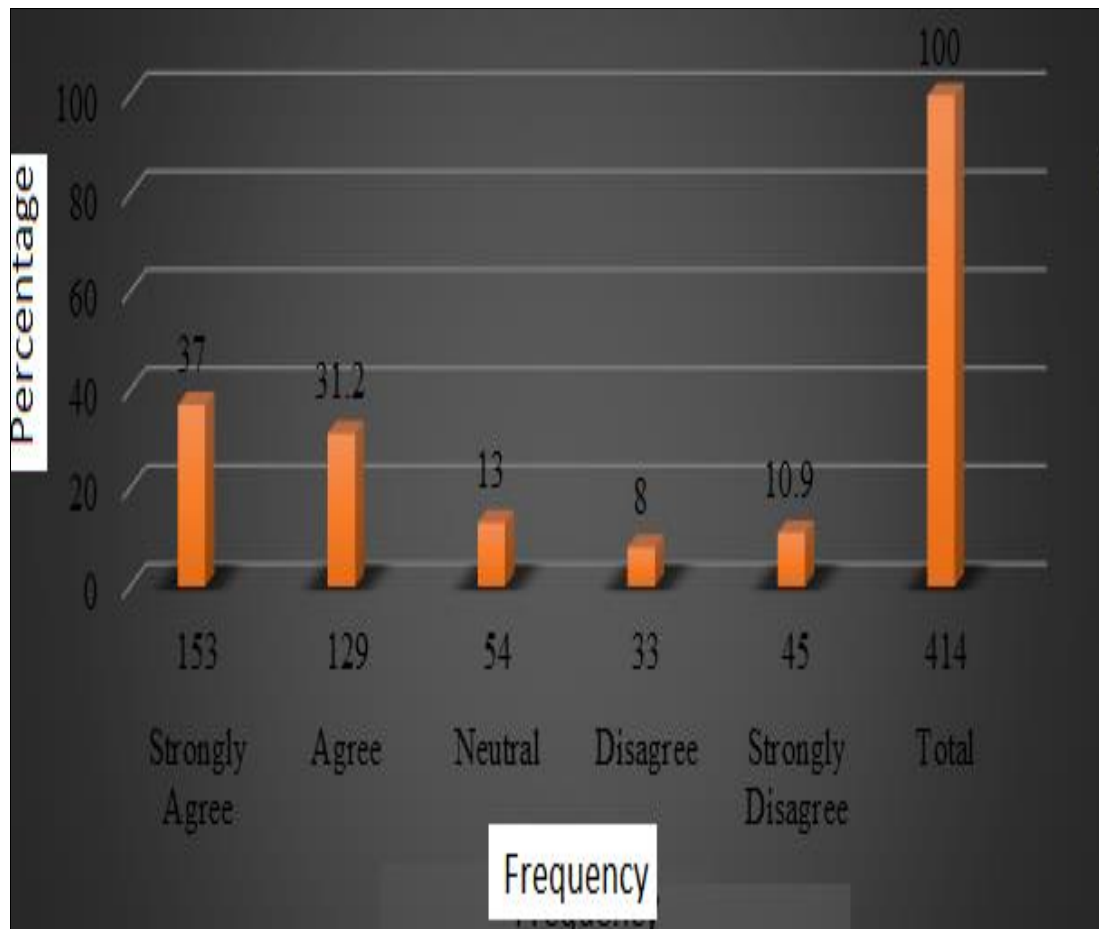


4.6.3. Suspension Out-of-School Improves Students' Behaviour in Public Secondary Schools and their Relationship with Teachers

In public secondary schools, OSS has been widely used because of its effectiveness in dealing with students' indiscipline.

Fig 4.14 below shows the respondents' views on the question of whether out of school suspension improves the behaviour of students in public secondary schools. 153 of the respondents strongly agreed, whereas 129 of the respondents agreed. 54 of them were neutral, 33 disagreed, and 45 strongly disagreed. It therefore shows that OSS is accepted by the highest number of students.

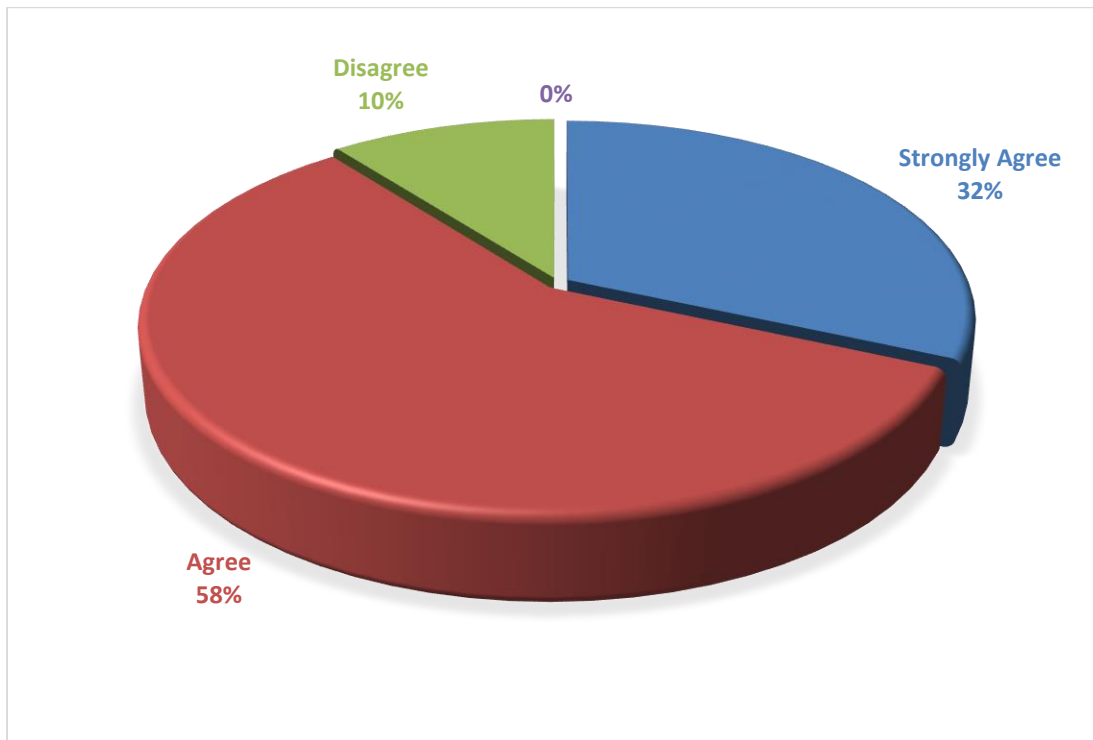
Figure 4.14: Suspension out of school improves students' behaviour in public secondary schools and the relationship with their teachers.



4.6.4. Students Feel More Secure when in School than when Out of School

From figure 4.15 below, 32% of the respondents strongly agreed that students feel more secure when in school; 58% agreed; and 10% of the respondents disagreed. This justifies the fact that students do trust the teachers whom they see as loco parents when they are in school. Again, the students in school only interact with the teachers and their peers who are in the same line.

Figure 4.15: Students feel more secure when in school than when out of school

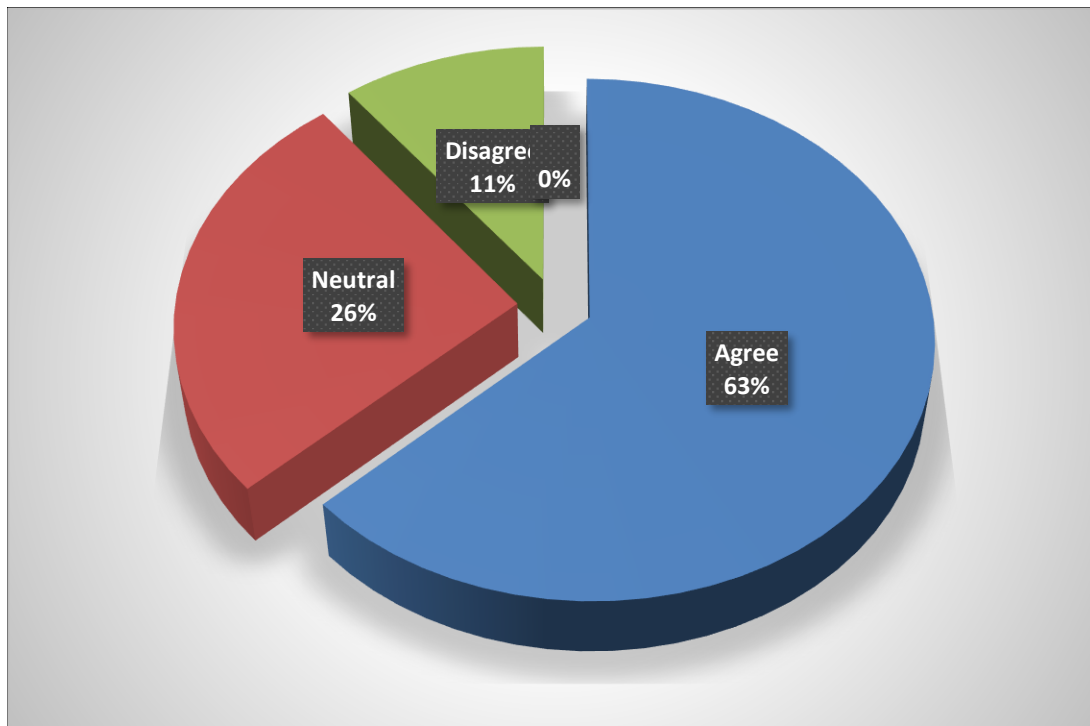


4.6.5. Teachers' Responses on Suspension and their Relationship With Students

On the issue of the teacher-student relationship, teachers were of the opinion that students should see them as role models and those who misbehave should be suspended out of school so as to reform. Therefore, the majority of the teachers agreed that suspension is the best method.

According to Figure 4.16 below, 63% of the teachers agreed that out of school suspension was an appropriate way of correcting students' behaviour, whereas 26% remained neutral and 11% disagreed. The teachers' responses to the question on out of school suspension as a way of correcting students' behaviour showed that 63% agreed that it was an appropriate method. 26% were neutral and 11% disagreed.

Figure 4.16: Teachers' responses on OSS and their relationship with students



4.7. Interviews With the Principals

The researcher conducted key informant interviews with the principals. Some principals reported that most schools had laid down procedures for dealing with indiscipline behaviours in school, such as guidance and counselling. However, this procedure is often ineffective due to a shortage of trained personnel. This argument agrees with the findings of Kindiki (2009), who recommended that guidance and counselling for students would help them realize their mistakes and initiate behaviour changes aimed at being well disciplined. Some principals indicated that they utilise the services of guest speakers to talk to the students. They commented that this strategy yields some observable results, but the process is expensive for schools. A significant number of principals agreed that out of school suspension, although considered the best, may not correct the students' behaviour fully owing to the fact that once the student is out of school, teachers cannot account for other misbehaviour and most parents were not willing to expose their children to the teachers. One of the principals highlighted neglect by the parents whereby the parents transfer disciplinary duties to teachers and even fail to attend meetings in school. From the above argument, it is clear that teachers feel that there is a gap that parents ought to fill.

Table 4.4: Data obtained from key informant interviews.

Question	Interview A	interview B
Which measures do you use to discipline students	School rules, Suspension, Punishment, Guest Speakers,	Guidance and counselling, suspension, Calling parents, School rules Punishments Inviting guest speakers
Do you involve parents in the students' discipline And what are your views on OSS?	Yes OSS is the best Students need to be talked to after. Parents to be involved Some methods of discipline are expensive.	Yes OSS is the best form of discipline Parents to be more concerned

4.8. Focus Group Discussion

The researcher conducted a focus group discussion with five students who had been suspended. For anonymity, three boys were from a mixed-boarding school (school A), while two girls were from a pure girls' school (School B). The boys failed to agree that suspension was the best method of correcting their behaviour, citing reasons such as bias based on gender. The girls preferred suspension rather than being punished in school and being viewed by the other students. They also stated that parents are more accommodating and listeners than teachers for their respective reasons.

After suspension, the students claimed that they were labelled as bad students by their teachers, which often affected their self-esteem. The relationship with teachers further affects their attitude towards them and their academic performance. The students added that some of the repercussions of the out-of-school suspension negatively affect their academic lives. For example, drafting and submitting apology letters to the principal. (Verbal interview with the affected students) From the key questions, the following responses were obtained, which were organised into various categories as discussed in relation to the research objective. See table 7 below.

Table 4.5: Data from focus groups discussion

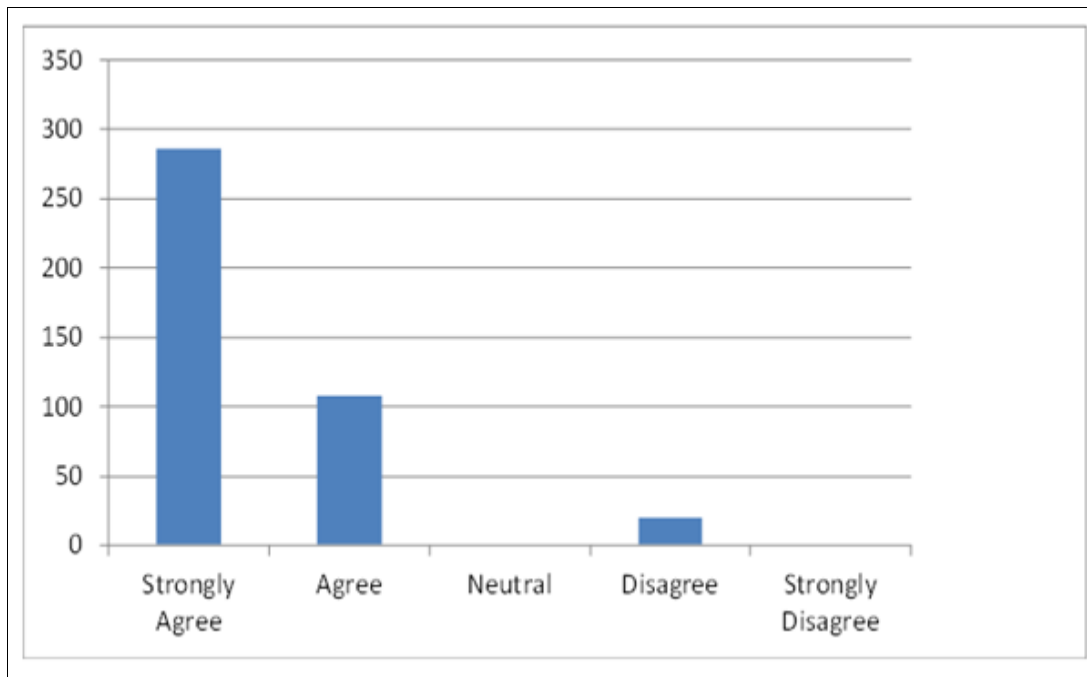
Question	Responses	Categories
How did you feel when you Were suspended?	School B.- Scared of going Home. - Fear of loosing Friends and failing exams. School A, - Girls preferred OSS than being punished Felt that parents would Understand them better.	Fear, Loss, Fail Parents
How has OSS affected you	Both A and B:in Academics, In Social life both at school And at home Lost friends Lost time Lost self esteem	Loss in academics, Psychological and Social.
Give your views on OSS	School B: OSS not the best Teachers may be biased on Gender School A: OSS the best Since parents are more accommodative.	Teacher Biasness. Low esteem Parents Accommodative.

4.8.1. Students' Views on Suspension as An Effective Method in Correcting Student's Problem Behaviours in Schools

The above discussions from the focus group also related to the data obtained from the students on their views on suspension as an effective method in correcting students' behaviour in schools, as indicated in the table below.

According to figure 4.17 below, out of 414 respondents, 286 (69%) strongly agreed that OSS was an effective method of correcting students' behaviour. 108 (26%) agreed, while 20 (5%) disagreed.

Figure 4.17: Out of school Suspension is effective in correcting student’s problem behaviours in school.



4.9. Correlation Of Out-of-School Suspension and Students’ Behaviour

The study sought to establish the distribution rate of the respondents and their response rates to the effects of out-of-school suspension on students’ behaviour in Kyuso sub-county, Kitui County. The researcher was confident that the sample was significant. The demographic characteristics of the respondents played a role in understanding the background characteristics of the respondents and were supported by the social learning theories of Albert Bandura and John Watson. The gender, age, and experience of the teachers provided an insight into how teachers handle students’ discipline cases. For instance, experienced teachers may be in a position to handle cases of indiscipline better than young teachers. Fig 3 illustrates that the majority of the students are adolescents, which is an age group that tends to be influenced by peers, and most of the indiscipline cases may be attributed to growth and development. This was in agreement with Aomo et al. (2015), who in their findings showed that behaviour problems are associated with normal personality at the adolescent stage.

On the distribution of the responses, 63% of the students who participated in the study were of the opinion that out of school suspension was adequate in correcting students’ behaviour and that teachers use it appropriately. This is in agreement with earlier research by Lacoé & Steinberg (2018), who argued that OSS may be appropriate for serious infractions but the amount of time lost in classroom interactions may result in low scores on examinations for students who had been out of class. This was in agreement with the students’ responses to the

dropout incidences associated with OSS. A majority agreed that there were higher chances of dropping out of school when one is suspended. This was also emphasised by the responses students gave to the most prevalent behaviour associated with OSS. The majority were for that. It led to increased misbehaviour, followed by low grades and dropout incidences. During suspension, students may interact with peers at home who may influence them to misbehave more. This is in agreement with the findings of Jones (2018) on increased misbehaviour, who found that not only does suspension increase the possibility of subsequent suspension, but also increases the likelihood of subsequent antisocial behaviours. The issue of low academic grades agrees with Simatwa (2012), who argued that one of the most serious effects of OSS is the relationship with lower academic grades. When students were asked to give their responses to the question of whether out-of-school suspension affected other students in school, the majority of the students said that it affected them. This was attributed to interrupted learning and the fact that some students felt that teachers were not fair in administering suspensions. In their responses on what teachers should do, a majority of the students agreed that parental involvement is necessary and that after the suspension, teachers should take time to discuss with the affected students, while others were for the reinforcement of students' positive behaviour. Teachers were of the idea that most parents were absent, and therefore, this was in agreement with the students' views. This was supported by an earlier study by Koech (2016), who echoed that OSS was a disciplinary measure to send out a message to the errant students' parents that the offense committed was serious. So, when a student is sent home, parents will have time to talk to them and also accompany them back to school.

The third objective sought to establish the relationship between the students and their teachers after OSS. The student reported that OSS widens the gap between student and teacher, which leads to a loss of trust. The finding was in agreement with a study by Omote et al. (2015), who stated that teachers are expected to be exemplary role models all the time. The findings of this study showed that students in Kyuso Sub County public secondary schools believed that OSS was an adequate method to deter problem behaviour. However, most students were opposed to OSS due to the risk it bears on misbehaviour and low academic grades, loss of trust with their teachers and therefore widening the gap in their relationship. This contradicts an earlier study by Noltemeyer et al. (2015) who found that offending students perceive OSS as an officially sanctioned holiday or a reward rather than a punishment.

4.10. Correlation Between OSS and Students' Behaviour

The researcher employed the Pearson's correlation coefficient (r) to test the relation between OSS and students' behaviour in secondary schools in Kyuso Sub County in Kitui County and to measure the degree of relationship between the independent variable and the dependent variable indicators. The data from the various responses was used to determine the coefficient 'r'. A correlation coefficient (r) ranging from 0.1 – 0.49 indicates a weak correlation, while a coefficient of 0.50 – 1.0 is considered a strong correlation. A positive correlation is denoted by $>$, greater than, while a negative correlation $<$, less than. The variables were tested at a 0.05 significance level. From the findings, the correlation coefficient on the use of OSS was $r = 0.69 > 0.05$, indicating a positive and strong correlation. Dropout $r = 0.5 > 0.05$, a strong positive correlation, low grades $r = 0.30 > 0.05$, a positive but weak correlation, while on the issue of teacher-student relationship, loss of trust $r = 0.50 > 0.05$, which is a strong positive correlation, while widening the gap $r = 0.71 > 0.05$, and this is a strong positive correlation.

These results on the correlation between OSS and student behaviour in public secondary schools in Kyuso Sub County can be interpreted as follows; the correlation coefficient of 0.69 on the appropriateness of the use of OSS indicates that 69% of the variability is on the appropriate use of OSS. The correlation coefficient of drop out is 0.5, which indicates 50%, low grades, 0.30 indicates 30%, loss of trust with teachers, and 0.50 indicates 50%, on the variability, meaning that the use of OSS has a positive effect on all these variables.

This finding is supported by Okumbe (1998), who stated that one of the negative consequences of disciplinary suspension is that it increases the possibility of poor study outcomes and eventual dropout of suspended students.

Chapter 5: Summary, Conclusions and Recommendations

5.1. Introduction

This chapter presents a summary of the study findings and conclusions and also proposes areas of further study.

5.2. Summary of Findings

The literature reviewed has shown various disciplinary measures used to curb students' misbehaviour, which include OSS. The researcher sought to investigate the effects of OSS on students' behaviour in line with the three research questions: what is the effect of out of school suspension on academic achievement? What is the relationship between out-of-school suspension and dropout incidences? And what is the effect of out-of-school suspension on students' relationship with teachers? The researcher sought to elicit responses that could lead to more knowledge on the use of out of school suspension on students' behaviour in Kyuso Sub County public secondary schools so as to answer the research questions.

5.2.1. Correlation Between OSS And Academic Achievement

The first research question sought to investigate the effects of OSS on students' academic achievement. The findings of the study found that 30% of the students responded to the idea that OSS leads to poor academic performance and low grades. The issue of low academic grades agrees with Simatwa (2012), who in his findings argued that one of the most serious effects of OSS is the relationship with lower academic grades. The study also agrees with the findings of a study done in the US by Noltemeyer et al. (2015) who found that there was a negative relationship between suspension and students' performance on achievement tests. Findings by Lacoé & Steinberg (2018) found that the amount of time lost in classroom interactions may result in low scores on examinations among students who have been absent from class as compared to their contemporaries who have attended class. They also found out that suspended students struggle academically because of the loss of time in the classroom, and therefore they have a harder time mastering reading and passing. Anyanwu (2019), in his study on disciplinary suspension and psychological well-being among students of public secondary schools in Lang'ata sub-county, found out that suspension has been associated with negative consequences for suspended students, including a high risk of academic failure and school dropout. He further found that suspended students suffer from psychological and social problems, which may lead to poor performance in academic work. This finding is in line with the finding of Okumbe (2008), who stated that one of the negative consequences of disciplinary

suspension is that it increases the possibility of poor study outcomes and eventual dropout of suspended students.

5.2.2. Correlation Between OSS And the Drop Out Incidences

The second research question sought to answer the relationship between OSS and drop-out incidences. The study's findings revealed that students had various perspectives on the use of OSS. From the findings of the study, 50% of the students strongly agreed and agreed that OSS has affected students, thus leading to dropout incidences. This was also emphasised by the students' responses to the prevalent behaviour associated with OSS, which was rated as follows; increased misbehaviour 53%, low grades 30%, school dropouts 10%, and disrespect to others 10%, as indicated in fig 10 above. This agrees with the findings of a study done in the US by Noltemeyer et al. (2015), which found that there was a significant positive relationship between suspension and increased dropout rates. Again, this was supported by Anyanwu who, in his study in secondary schools in Lang'ata sub-county, found out that at the expiration of suspension, some students went back to school while others dropped out of school. This agrees with the findings of the study, which found that students who were interviewed (focus group) showed that once suspended, they find it hard to cope with the situation back at school and, therefore, some may opt to stay at home. Others, due to peer pressure at home, indulge in other crimes and misbehaviour. This is in agreement with Ngozi (2016) and Mudege et al. (2013), who found that there was a correlation between the escalating crime rate and dropouts among secondary school students globally. This finding is also supported by Okumbe (2008), who stated that one of the negative consequences of disciplinary suspension is that it increases the possibility of poor study outcomes and eventual dropout of suspended students.

5.2.3. Correlation Between OSS And Students' Relationship with Teachers

The third objective sought to establish a relationship between the students and their teachers once they are suspended. The student responses on this issue of teacher relationships were that OSS widens the gap (70.4%) as seen in fig. 12 above, instead of bringing the student closer to the teacher. 50% of the respondents strongly agreed and agreed that OSS makes the students lose trust in teachers once they are suspended. This agrees with the findings of Skiba et al. (2014), who in their study found that students usually perceive suspension as a rejection, leading to a lack of trust between students and their teachers. They also found that OSS causes mistrust in students who receive punishment disproportionately. This contradicts findings by Koech (2017), who found that some students derive pleasure in being suspended from school

since their peers would see them as heroes or heroines who have easily managed to accommodate the worst punishment a school can give a student.

This could be due to the fact that they see teachers as exemplary role models and loco parents when in school, and therefore OSS widens their relationship gap. This is backed by the findings of Aomo et al. (2015) who found that students spend a large amount of time outside their homes with their teachers in school, whom they see as role models, so when suspended out of school, they lose trust in them and cannot help being influenced by their peers' decisions and moral reasoning.

5.3. Conclusion

The study was guided by three theories, Deterrence theory, Reformative theory and the social leaning theory. Therefore, students' behaviour and learning occur as a result of interactions with the models that are imitating and observing others. The theories establish that most of the models underestimate the social context in which they live. The conclusion was drawn from the research questions formulated in chapter one. It was concluded that OSS used alone in schools could not curb students' misbehaviour and that the appropriate method requires the entire stakeholders' effort. This finding concurs with Mendez (2003), who states that OSS is ineffective because it fails to address the underlying issues that lead to students' misbehaviour and that out of school suspension correlates significantly with a host of adverse outcomes, including students' poor academic achievements, grade retention, and delinquency and dropping out. The study revealed the following: OSS is associated with low grades, low academic performance, and a loss of trust in teachers. Thus, teachers ought to involve parents in the discipline issues of their children. This is also in line with the findings of Anyanwu (2019), who pointed out that disciplinary suspension is unfair, unreasonable, and unsuitable for students, the reason being that suspension brings them at per with their parents, teachers, and colleagues in school.

The findings implied that there could be several reasons for the teacher ratings of the student behaviour; in essence, students with problem behaviour were identified accurately and without bias through proper reports and teacher skills. Students' misbehaviour could be aggravated by several factors both at school and at home, which were not part of the study, so teachers should at least discuss it with the affected students so as to know why they behave the way they do. Students spend most of their time in school, and therefore they say they feel more secure in school than when at home on suspension. The majority of the responses were for alternative methods of curbing problem behaviour as they agreed on guidance and counselling.

5.4. Recommendations

From the reviewed literature, it is evident that OSS is an effective and accepted way of effecting behaviour change. However, it is not the best option for teachers to undertake due to the various factors affecting students' behaviour both at home and in school, as supported by the findings of the study and also the theories backing the study, which include environmental factors, social and personal characteristics. It is also evident that students support OSS, and therefore the study recommends the following: -

5.4.1. Policy Makers

The government should review the use of alternative disciplinary measures used in all public secondary schools to ensure that they are aimed at correcting and guiding the students towards the desired behaviour.

5.4.2. Practice

School administrations should emphasize and streamline external rewards in schools to ensure students' self-motivation for good behaviour. The government should strengthen school administrators and stakeholders at the institutional level.

5.4.3. Further Research

The findings have indicated that OSS is effective and is used adequately by the teachers. The findings show that one goal of discipline in school and the home should be to produce young people who will be responsible when they become adults. The study is guided by social learning theory by Albert Bandura and has identified a social gap that has a very crucial role in determining behaviour. The study therefore proposes that further studies could be carried out in the following areas:

- (i) The extent to which beliefs affect students' behaviour in school.
- (ii) The influence of social context on students' behaviour.
- (iii) The school environmental factors that affect students' behaviour.

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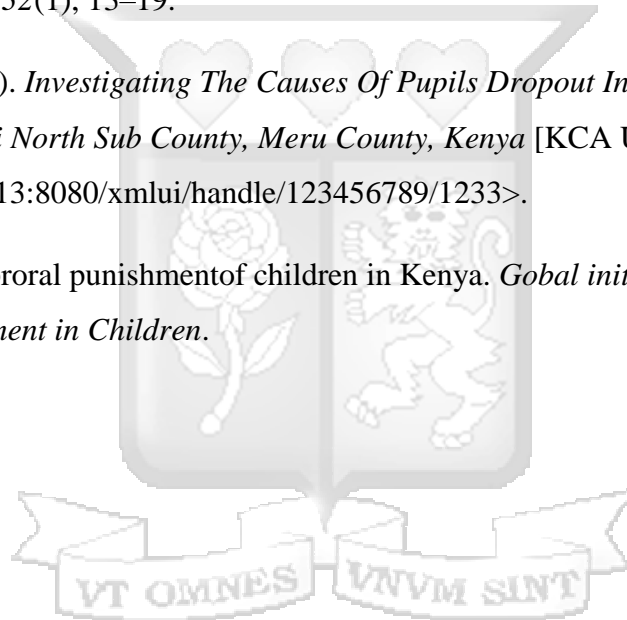
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Appendices

Appendix I: Introduction Letter

Mwinzi Esther Kimala,

School of Humanities and Social Sciences,

Strathmore University,

P.O BOX 59857-00200,

Nairobi,

Kenya.

To The Principal

Dear Sir/Madam,

Re: Request to Carry out Research in your school.

I am a Master of Science in Education Management student at Strathmore University. I am conducting a study aimed at examining the effects of out-of-school suspension on students' behaviour, and your school has been selected to take part in this study. The research is a requirement towards completion of my Master's degree. The information obtained in the study is intended to facilitate crucial knowledge for educational research only. You are kindly asked to provide information in response to the questions. You are guaranteed that the information will be handled with the utmost confidentiality. Do not write your name on the questionnaire.

Thank you in advance.

Yours faithfully,

Mwinzi Esther Kimala.

Appendix II: Interview Guide for The Principals

Dear respondents,

I am a Master of Science in Education Management student at Strathmore University. I am conducting research to examine the effects of out-of-school suspension on students' behaviour. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all the questions in the attached questionnaire. Your name will not appear anywhere in the questionnaire. The information will be kept confidential and will be used for academic research purposes only.

Your co-operation will be greatly appreciated. Thanks in advance.

1. Do you have school disciplinary committee?

A. (Yes).....

B. (No).....

2. What are the disciplinary measures that your school uses to curb problem behaviour?

Tick as appropriate.

A. School rules and regulations

B. Suspension

C. Punishment

D. Guidance and counselling

Any other

3. Have you ever used out-of-school suspension in disciplining students?

A. (Yes)

B. (No)

4. Do you think that suspension helps in improving student's behaviour?

A. (Yes)

B. (No)

5. Do students see teachers in your school as role models?

A. (Yes)

B. (No)

6. Do you think that teachers have any influence on students' behaviour?

A. (Yes)

B. (No)

7. What is your general view or opinion on out-of-school suspension for students?

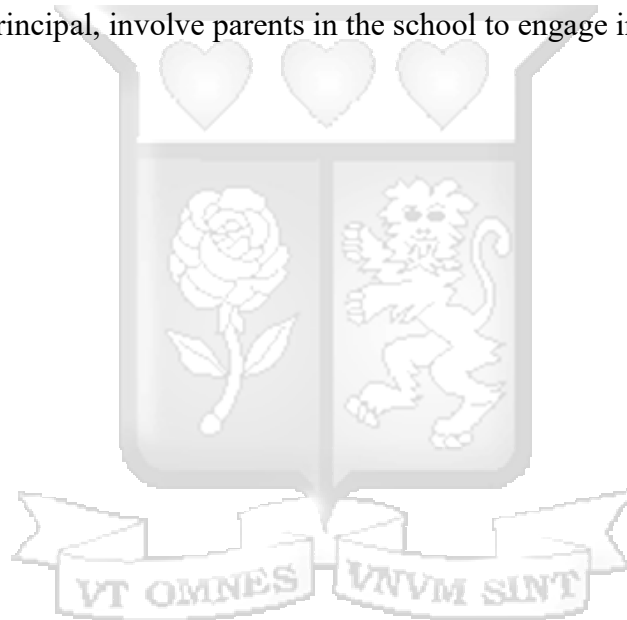
.....

8. Do you, as a principal, involve parents in the school to engage in their children's behaviour?

A. (Yes)

B. (No)

Thank you.



Appendix III: Teachers Questionnaires.

Dear participant,

I am conducting a study aimed at assessing the effects of out-of-school suspension on students' behaviour. The research is a requirement towards completion of my master's degree. The information obtained in the study is intended to facilitate crucial knowledge for education stakeholders, teachers, and students.

You are kindly requested to give truthful information to the questions asked. You are therefore guaranteed that the information will be handled with confidentiality and sincerity. Do not write your name on the questionnaire.

Thanks in advance.

Instruction: please tick as appropriate [].

SECTION A. GENERAL INFORMATION

1. Your Gender

Male [] Female []

2. What is your age bracket?

Below 25yrs [] 25-35yrs [] 35-45yrs [] 45-55yrs [] Above 55yrs []

3. What is your teaching experience

0-2yrs [] 3-5yrs [] 6-8yrs [] Above 8yrs []

4. Nature of your school? Mixed day [] Boarding []

SECTION B: Effect of suspension out of School on Students' behaviour

4. Suspension is an adequate way of correcting students' behaviour

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

5. Teachers are fair when suspending students?

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

6. Suspension Influences behaviour change in students?

Strongly agree [] agree [] Neutral [] Disagree [] strongly disagree

7. Suspension improves the students' behaviour?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree

SECTION C: Out of school suspension and drop out incidences.

8. Have you ever suspended students because of indiscipline?

Yes [] No []

9. Do you think that students' behaviour change after suspension?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

10. How many students have been suspended in your school in the last 2 years?

0-5 [] Above 6 []

11. Suspension leads to dropout incidences of learners.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

12. Most suspended students who have been suspended end up dropping out of school.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

Section D. Out of school suspension and students' performance grades

13. Suspension out of school exposes students to more social injustice, which leads to poor performance grades.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

14. Students who are suspended out of school lose significant time in their studies; hence, this leads to low grades.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree

15. Out of school suspension leads to increased learner stress and hence reduced performance grades in school.

Strongly agree [] Agree [] neutral [] Disagree [] Strongly disagree

Section E. Status of school suspension and students' relationship with teachers.

16. Students feel more secure when in school than when out of school.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

17. A good teacher-student relationship yields good behaviour and students' confidence.

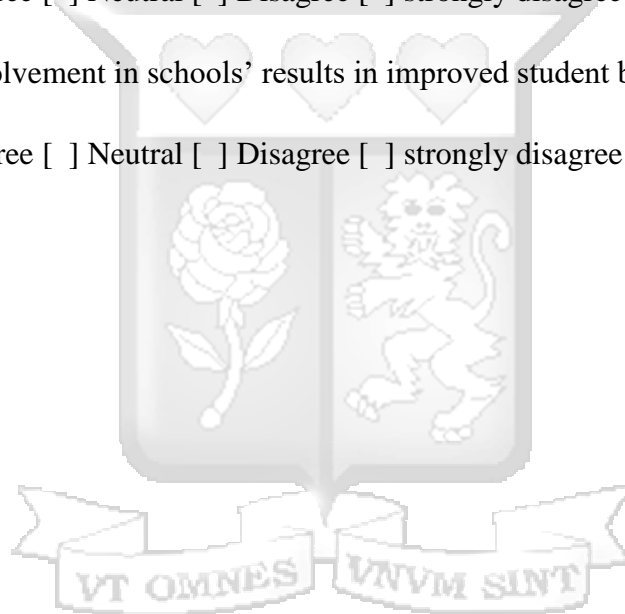
Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree

18. Parents play a crucial role in their children's behaviour in school.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

19. High parental involvement in schools' results in improved student behaviour.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []



Appendix IV: Students' Questionnaire

Dear respondents,

I am a Master's of Science in Education Management student at Strathmore University. I am conducting research to examine the effect of "out-of-school suspension" on students' behaviour in secondary schools in Kyuso sub-county.

You have been selected to take part in this study. I would be grateful if you would assist me by responding to all the questions in the attached questionnaire. Your name does not need to appear anywhere in the questionnaire. The information will be kept confidential and will be used for academic research purposes only.

Your co-operation will be greatly appreciated. Thanks in advance.

Yours sincerely,

Mwinzi Esther Kimala

Part A. Student characteristics

1. Your gender

Male [] Female []

2. What is your age bracket?

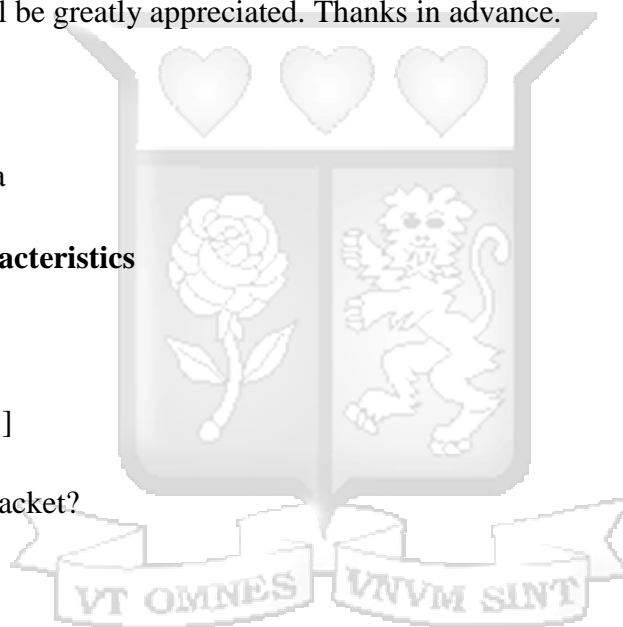
A} 13-15 []

B} 16-18 []

C} Over 18yrs []

Part B. Effects of suspension on students' behaviour, low grades and drop out incidences.

- 3 Rate the use of the following strategies in curbing problem behaviours among students in public secondary schools.



School rules and regulations	Very adequate	Adequate	Inadequate	Very Inadequate	Not Sure
Punishment					
Suspension					
Guidance and Counselling					

The statements below contain some statements about out of school suspension Choose the level of agreement in each statement as appropriate by indicating whether you Strongly agree, Agree, Neutral, Disagree or Strongly disagree..

4. Suspension is effective in correcting students' problem behaviour in schools

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

5. Teachers use suspension appropriately?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

6. Drop out risks is associated with suspension out of school to learners.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

7. Tick the most prevalent risk behaviour associated with suspension out of school

a) Increased misbehaviour []

b) School drop outs []

c) Disrespect to others []

d) Low grades in school []

8. What do you think teachers should do after suspension?

a) Discussion with the students who misbehave []

b) Parental involvement to discuss with the students in schools []

c) Reinforcing students' positive behaviours []

9. Suspension also affects the other students in school?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

Section C. Status of out of school suspension and the relationship with teachers.

10. Suspension out of school widens the gap between students and their teachers.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

11. Students lose trust with their teachers once they suspend them out of school.

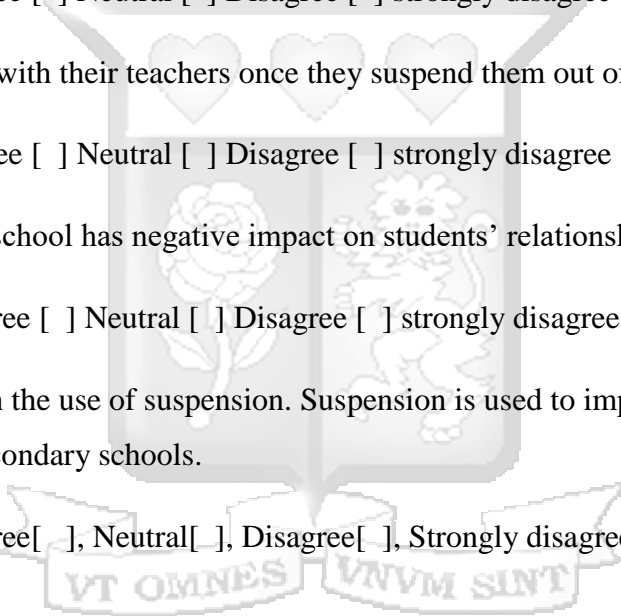
Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

12. Suspension out of school has negative impact on students' relationship with teachers.

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

13. Give your views on the use of suspension. Suspension is used to improve student's behaviour in public secondary schools.

Strongly agree[], Agree[], Neutral[], Disagree[], Strongly disagree.



Appendix V: Consent Form for Teachers, Principals and Parents/Guardians.

PARTICIPANT INFORMATION AND CONSENT FORM

SECTION 1: INFORMATION SHEET

Title of the research project:

The effect of out-of-school suspension on students' behaviour in public secondary schools in Kyuso Sub-County, Kenya

Name and position of researcher:

MWINZI ESTHER KIMALA, Master of Science in Education Management Strathmore University Graduate School.

SECTION 2: STUDY INFORMATION

2.1 Why is the study being carried out?

The purpose of this study is to assess the effects of out of school suspension on students' behaviour in public secondary schools in Kyuso Sub-County, Kenya. The target population are the high school students and teacher. The information collected for this study will be used for academic purposes only.

2.2 Do I have to take part?

No. Participating in this study is optional. However, your input is valued as it will give a better understanding of the subject matter. You may withdraw your participation at any given time.

2.3 Who is eligible to take part in this study?

Teachers in public secondary schools in Kyuso Sub-County, Kenya

Students in public secondary schools in Kyuso Sub-County, Kenya

2.4 Who is not eligible to take part in this study?

Secondary school teachers in private schools, students in private and public schools throughout Kenya

2.5 What will taking part in this study involve for me?

You will be approached by the researcher, who will explain the study to you and invite you to consent to participate. You will then be given a questionnaire to fill out in your own time.

The research will collect the questionnaire from you after a few days.

2.6 Are there any risks or dangers in taking part?

There are no risks involved. All information you provide will be treated with confidentiality and not used in any way without your permission.

2.7 Are there any benefits of taking part in this study?

By participating in the study, you will contribute to identifying the effects that out-of-school suspensions have on student's behaviour in public secondary schools in Kyuso Sub-County, Kenya.

2.8 What will happen to me if I refuse to take part in this study?

Your participation is voluntary. Withdrawal from the study has no immediate consequences for you.

2.9 Who will have to access to my information during this research?

Records will only be accessible to people closely working on the study. They will be securely stored in locked cabinets, and where in digital format, will be protected by a password.

2.9.1 Who can I contact in case I have further questions?

You can contact Esther Mwinzi at Strathmore University or by email at estherkimala18@gmail.com or by phone at 0711683898. You can also contact my supervisor, Dr. Mukami Njoroge, at Strathmore University, Nairobi. If you want to ask someone independent anything about this research, please contact them. The Secretary at Strathmore University Institutional Ethics Review Board, P.O. Box 598577, 00200 Nairobi. The email: ethicsreview@strathmore.edu and Tel. number +254703034188.

Please tick yes or no.

I voluntarily agree to participate in this study. YES [] NO []

I understand I can withdraw at any time, refuse to answer any question without consequence.

YES [] NO []

I understand I will not benefit directly in participating in the study in this research.

YES [] NO []

I understand all the information provided in this study will be treated with confidentiality.

YES [] NO []

I understand my identity remains anonymous in the study. YES [] NO []

I,..... have had the study explained to me. I have understood all that I have read and had explained to me, and my questions were satisfactorily answered. I understand I can change my mind at any stage.

Please tick the boxes that apply to you.

Participation in the research study.

[] I AGREE to take part in this research.

[] I DON'T AGREE to take part in this study.

Storage of information from the completed questionnaire

[] I AGREE to have my information stored for future data analysis.

[] I DON'T AGREE to have my information stored for future data analysis.

Participant's signature

Date -----/-----/-----

(DD) (MM) (YEAR)

Participants Name _____

Time _____

(Please print Name)

I, _____ (Name of person taking consent), certify that I have followed the SOP of this study and have explained the study information to the study participant named above, and that s/he has understood the nature and purpose of the study and consents to my participation in the study. S/he has been given the opportunity to ask questions which have been satisfactorily answered.

Investigator's Signature.

Date -----/-----/-----

Investigator's Name.



Appendix VI: Assent Form for Students

Participant Information and Assent Form

Your teachers have given their consent for you to take part in a research study on the effects of out-of-school suspension on students' behaviour in your school. You need to read the information about the study presented below.

Please feel free to ask any questions that you might have. Once you understand the content of the study and how you will be involved, you may agree to take part (by signing at the bottom of this form) or you may choose not to take part (in this case, you return this form unsigned to the person who gave it to you). You will not be victimized if you choose not to take part.

SECTION 1. Information Sheet

Title of the research project:

The effect of out-of-school suspension on students' behaviour in public secondary schools in Kyuso Sub-County, Kitui County.

Name and position of researcher:

MWINZI ESTHER KIMALA, Master of Science in Education Management Strathmore University Graduate School.

SECTION 2. Study Information

2.1 Why is the study being carried out? The purpose of this study is to assess the effects of out-of-school suspension on students' behaviour in public secondary schools in Kyuso Sub-County, Kenya. The target population includes high school students and teachers. The information collected for this study will be used for academic purposes only.

2.2 Do I have to take part?

No. Participating in this study is optional. However, your input is valued as it will give a better understanding of the subject matter. You are to withdraw your participation at any given time.

2.3 Who is eligible to take part in this study?

Teachers in public secondary schools in Kyuso sub-county, Kenya

Students in public secondary schools in Kyuso sub-county.

2.4 Who is not eligible to take part in this study?

Secondary school teachers in private schools, students based at private and any other public school in Kenya.

2.5 What will taking part in this study involve for me?

You will be approached by the researcher, who will explain the study to you and invite you to consent to participate. You will then be given a questionnaire to fill in your own time.

The research will collect the questionnaire from you after a few days.

2.6 Are there any risks or dangers in taking part?

There are no risks involved. All information you provide will be treated with confidentiality and not used in any way without your permission.

2.7 Are there any benefits of taking part in this study?

By participating in the study, you will contribute to identifying the effects that out-of-school suspensions have on students' behavior in public secondary schools in Kyuso Sub-County, Kenya.

2.8 What will happen to me if I refuse to take part in this study?

Your participation is voluntary. Withdrawal from the study has no immediate consequences for you.

2.9 Who will have access to my information during this research?

Records will only be accessible to people closely working on the study. They will be securely stored in locked cabinets, and where in digital format, will be protected by a password.

2.9.1 Who can I contact in case I have further questions?

You can contact Esther Mwinzi at Strathmore University or by email estherkimala@gmail.com or by phone 0711683898. You can also contact my supervisor Dr. Mukami Njoroge at Strathmore University, Nairobi.

If you want to ask someone independent anything about this research please contact.

The Secretary at Strathmore University Institutional Ethics Review Board, P.O BOX 598577, 00200 Nairobi. The email: ethicsreview@strathmore.edu and Tel. number +254703034188.

Please tick yes or no.

I voluntary accept to participate in this study YES [] NO []

I understand I can withdraw any time, refuse to answer any question without consequence
YES [] NO []

I understand I will not benefit directly in participating in the study in this research
YES [] NO []

I understand all the information provided in this study will be treated with confidentiality
YES [] NO []

I understand my identity remains anonymous in the study YES [] NO []

I,..... Have had the study explained to me. I have understood all that I have read and have had explained to me and my questions were answered satisfactorily. I understand I can change mind at any stage.

Please tick the boxes that apply to you.

Participation in the research study.

[] I AGREE to take part in this research.

[] I DON'T AGREE to take part in this study.

Storage of information from the completed questionnaire

[] I AGREE to have my information stored for future data analysis.

[] I DON'T AGREE to have my information stored for future data analysis.

Participant's signature

Date -----/-----/-----

(DD) (MM) (YEAR)

Participants Name _____

Time _____

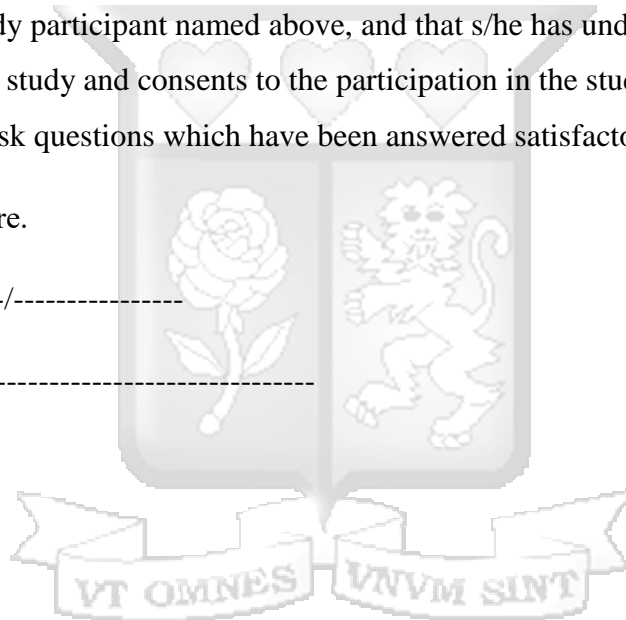
(Please print Name)

I, _____ (Name of person taking consent), certify that I have followed the SOP of this study and have explained the study information to the study participant named above, and that s/he has understood the Nature and the purpose of the study and consents to the participation in the study. S/he has been given opportunity to ask questions which have been answered satisfactorily.

Investigator's Signature.

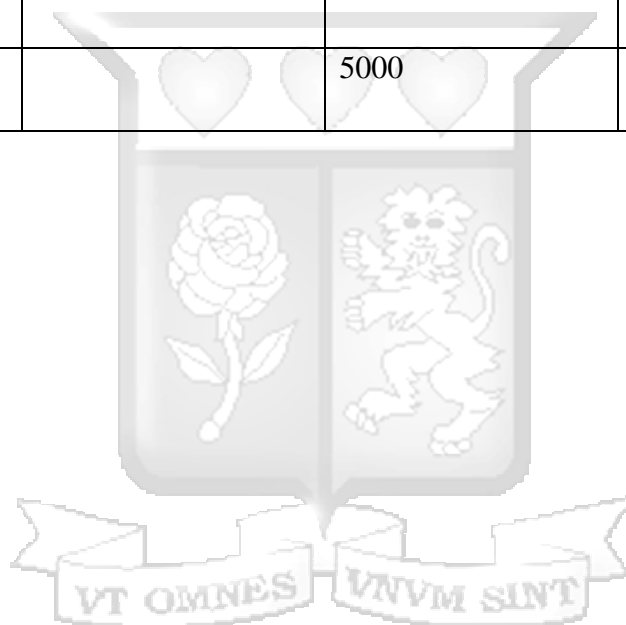
Date -----/-----/-----

Investigator's Name-----



Appendix VII: Research Budget

ITEM	QUANTITY	PRICE	AMOUNT
Travelling expenses	12 days	500	6000
Printing and duplicating papers	4 realms	500	2000
Binding	4 copies	500	2000
Internet bundles		2000	2000
Communication		1500	1500
Miscellaneous		5000	5000



Appendix VIII: Introduction Letter



21 October 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH

This is to certify that **Esther Mwinzi** is a final term Master of Science in Education Management (MSc.EM) student at Strathmore University. To complete her Masters, she is required to write a dissertation applying the knowledge and skills she has acquired.

Esther has titled her dissertation *'The Effects of out of school suspension on students' behaviour in public secondary schools: A case of Kyuso Sub County, Kitui County*. We shall be grateful for any assistance you can give her.

She commits to follow all confidentiality regulations and submit the findings to your institution's management before publishing or disseminating them.

We shall appreciate any assistance given to her.

Yours truly,

Brian Njeru

Research and Masters Coordinator
Master of Science in Education Management

Appendix IX: SU-IERC Authorization Letter



17th November 2021

Mrs Kimala Mwinzi,
estherkimala18@gmail.com

Dear Mrs Kimala,

RE: The Effects of Out of School Suspension on Students' Behavior in Public Secondary Schools in Kyuso Sub-County Kitui, Kenya

This is to inform you that SU-IERC has reviewed and **approved** your above **SU-master's** research proposal. Your application reference number is **SU-IERC1173/21**. The approval period is **17th November 2021 to 16th November 2022**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 48 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 48 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.

Yours sincerely,

for: Prof Fred Were,
Chairperson; SU-IERC



Appendix X: Receipt

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

AC 17302

OFFICIAL RECEIPT

Station: Nairobi **Date:** 26/Nov/2021

Received from: ESTHER MWINZI

KES: *** One Thousand only ***

On Account of Research Permit Fees ref 15506

Vote Head R-43



Item A-1-A

USD	
Kshs	1,000
AC	
NO	

Cash/Cheque No MPESA



Appendix XI: Nacosti Research Permit



REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No: **533102**



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Date of Issue: **01/December/2021**

RESEARCH LICENSE



This is to Certify that Ms. ESTHER KIMALA MWINZI of Strathmore University, has been licensed to conduct research in Kitui on the topic: THE EFFECTS OF OUT OF SCHOOL SUSPENSION ON STUDENTS' BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN KYUSO SUB COUNTY KITUI COUNTY for the period ending : 01/December/2022.

License No: **NACOSTI/P/21/14686**

Applicant Identification Number
533102

Walter Mwangi
Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

1

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

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

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
of Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix XII: Graduate Theses/Dissertations Similarity Checker (2022)













Summary

Document Information

Analysed document	Estherfinaldocument.docx(D137607627)
Submitted	2022-05-23T10:50:00.0000000
Submitted by	
Submitter email	esther.mwinzi@strathmore.edu
Similarity	6%
Analysis address	library.strath@analysis.arkund.com



Sources included in the report

SA	Project 2.pdf Document Project 2.pdf (D41225050)	 2
SA	RAKIRO SEMINAR.docx Document RAKIRO SEMINAR.docx (D129502156)	 5
SA	1 Rhoda Final Thesis.docx Document 1 Rhoda Final Thesis.docx (D15963958)	 5
SA	5IJ06SS21233.docx Document 5IJ06SS21233.docx (D109688835)	 1
W	URL: https://www.ijern.com/journal/2017/September-2017/08.pdf Fetched: 2020-03-12T09:06:15.9430000	 4
W	URL: https://www.researchgate.net/publication/260125871_Students'_experiences_of_school_suspension Fetched: 2020-07-01T18:11:26.0930000	 2
W	URL: https://core.ac.uk/download/pdf/43175719.pdf Fetched: 2019-10-10T10:25:42.1900000	 2
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W	URL: https://edsources.org/wp-content/uploads/2018/09/Noltemeyer_Ward_2015_Meta-Analysis.pdf Fetched: 2020-02-04T04:38:46.1770000	 1
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