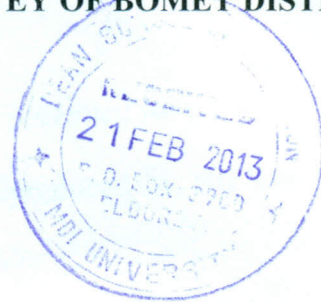


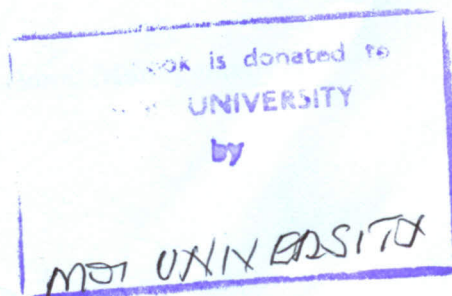
**EFFECTS OF SUSPENSION POLICY ON STUDENT DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN KENYA, A SURVEY OF BOMET DISTRICT**



BY

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ABSTRACT

Suspension has become the most commonly used disciplinary mechanism after the banning of corporal punishment in 2001. However, there is still widespread indiscipline in schools despite its use. This study thus sought to investigate the effects of suspension policy on student discipline in Bomet District. The study was based on operant conditioning theory espoused by B.F Skinner (1952). The study adopted descriptive survey design. The study was quantitative in nature. A combination of stratified random, simple random and purposive sampling techniques was used to select the respondents for the study. A random sample of 24 public schools was selected for the study. The respondents included; 24 head teachers, 24 deputy head teachers, 24 heads of guidance and counseling departments, and 350 form 3 students from the selected schools. The instruments utilized in data collection were; questionnaires and document analysis.

The study established that suspension policy has changed the behavior of most of the students to be desirable. The study also found that schools used the following behavior modification techniques after suspension: guidance and counseling, punishment, use of reinforcement, writing of commitment letter, extra classwork, and frequent reminders about school rules. The study further revealed that most of the suspended students did not like the suspension experience. However, a few of the suspended students felt that suspension gave them a chance to have a break from school. The study recommended that schools' administrators should continue using suspension on misbehaving students. They should pair suspension with punitive disciplinary measures. Moreover, the Ministry of Basic Education should provide in-service training for all guidance and counseling teachers in this field to make them effective in their service.