

School Rules Commonly Violated and Aspects of the Rules That Influence Their Violation among Public Sec Schools of Butere Sub County Kakamega

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ABSTRACT

School rules and regulations are mechanisms designed to control, regulate and manage students' behaviour in schools in order to create conducive learning environment. The purpose of this study was to establish commonly violated rules and regulation and aspects of the rules that promote their violation in public secondary schools in Butere Sub-County, Kenya. The study was informed by two specific objectives; to identify school rules and regulations that are frequently violated and establish the reasons for violation. Study population comprised 3290 students and 319 teachers all from 28 public secondary schools. Descriptive survey research design was used. Stratified sampling was used to categorize the schools into girls' boarding, boys' boarding, girls' day, boys' day and mixed day schools. Purposive sampling was used to select 8 deputy principals and 32 teachers. Simple random sampling was used at school level to select 40 students per school in the 8 selected secondary schools. Based on this criterion a sample size of 360 respondents was accessible for data collection on students' aggressive behaviour. Validity and reliability of instruments were established by experts in the department of education psychology of Maasai Mara University. A pilot study was carried out in four schools different from those where actual study was done. Questionnaires and interview schedules were used to collect quantitative and qualitative data on students' aggressive behaviour. Data generated by questionnaires and interview schedules were analyzed by descriptive statistics using frequency distribution and variable percentages. The findings were presented in graphs and Tables. The findings of the study revealed that students violated school rules and regulations that guard their behaviour and emotions by engaging in aggressive and violent activities such as theft, fighting, quarreling and destruction of school property. The study indicated that age is determinant in students' aggressive behaviour evidenced by high violations in form 2 and 3 where students are at prime adolescent stage. This is because some school rules and regulations are not clear to the students while others are rigid. This is because students are not involved at formulation stage which makes them to easily violate these rules and regulations. The study equally revealed that disciplinary measures conditioned students to behave in a certain manner without molding their character given the high number of repeated mistakes after punishment. The study recommends that school rules and regulations be reviewed to accommodate age challenges, disciplinary measures such as suspension and replacement of stolen items be repealed and that students be involved at formulation level. The findings of the study inform policy makers about the influence of school rules and regulations on students' aggressive behaviour and the need to restructure them to make them appealing as control and management tools.

KEY WORDS: Aggressive behavior, Influence, Rules and Regulations

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I. BACKGROUND OF THE STUDY

School rules and regulations are mechanisms designed to impede, regulate and manage students' aggressive behaviours in order to create conducive learning environment in schools. Traditionally, children were socialized by grandparents, aunts and mothers. Children were alerted of the societal expectations and norms as well as the consequences that followed violations of these norms. Children were obedient to these instructions

which made life bearable. Nowadays, the current generation is widely exposed to technology and social media which play role in shaping their behaviours. Consequently, schools face disruptive and indiscipline acts such as rules violations, disruptiveness, bullying, theft, defiance, fighting and vandalism of school property. Failure to deal effectively with these low level aggressive behaviours can contribute to poor individual and community outcomes (Conoley & Goldstein, 2004). Schools typical response by punitive approaches to discipline have been linked to antisocial behavior (Gettredson, Payne, and Gottfredson, 2005; Mayer & Butterson, 1995) and increased vandalism (Dishion & Dodge, 2005) especially when they were perceived as unfair.

Students' aggressive behaviours do not affect students alone but also educational personnel, teachers and parents. Learners' aggressive behaviours stem from different factors which can be traced from learners family backgrounds, community and school rules and regulations Osher (2010). If the learner is unstable due to these factors, the learner is likely to display aggressive behaviors (Felson & Tedeschi, 1993).

There were certain factors that influence aggression which may not be out rightly addressed by rules and regulations. These factors need deeper understanding of human development ranging from hereditary, sociological, psychological such as brain dysfunctional, hyperactivity, anxiety early childhood aggression, biochemical such as low cholesterol and chemical factors such as cocaine, alcohol. Olatunji (2009), in his study acknowledged that aggression is a complex concept proven by the different types of aggressions classified according to their intents, expressions and factors influencing them.

A 2006 study by the US Department of education and US Department of Justice, reveals that public schools experiencing violent incidences increased from 71 to 81% over five year period (1999-2004). It was reported that on Tuesday April 20, 1999, two students, Eric Harris and Dylan Klebold, of Columbine High School, shocked the nation when they entered the school armed with guns and explosives, killing fellow students and a teacher before taking their own lives. Stories of random violence and aggression such as this all too often plagued the media. While the attention of the nation has also recently been focused on the Colorado slayings, history revealed countless other similar crimes of aggression targeted towards innocent individuals. In both Nazi Germany and the more recent Bosnia conflict, ethnic cleansing has been used to violently eliminate certain races.

In the early 1990s, research demonstrated high prevalence in risk taking behaviour among adolescents who attend schools in Cape Town Peninsula in South Africa Firsher (1993). Students in adolescence experience rapid growth and change in physical, intellectual, emotional and social changes (Robinson, Morow, Kigin & Lindmail, 1991). The study noted that these changes occur at the time that environmental stressors such as parental and teachers pressure to excel and peer pressure to experiment are at the peak. Mepfumo (2001) noted that students experience immense psychological pressure in today's world. Madhuku (2005) concurred with Great (1992) when she stated that there were a number of socio-economic and physiological problems which disturb students' learning. He recommended that rules and regulations should be responsive to the existing realities.

In Canada, Canadian Association of Principals (CAP) noted that problems in schools may not be lack of written policy statements but the problem may be attributed to diminishing capacity and commitment of the adults in the school. Policy makers may be making decisions with very little data on the current situation of schools and how they compare with other systems. Urban, rural and suburb schools all face different circumstances, resources and constraints as well as local neighborhood, parents' attitude to education. Cotton (2000), argued that punishment is necessary as long as it is free from harshness and personal factors. Punishment is expected to teach students relationship between their behaviour and the outcome.

Humbertnaden (2011) as cited in Kiggundu noted that students were prohibited from using cell phones during school day within most public secondary schools. In USA, majority of students however maintained possession of personal cell phones within the school. This showed disrespect to rules that prohibit possession of cell phones in schools and suggests the need to allow students to have them but be instructed on how to use them responsibly as educational tool. Gerad (2006), indicated that some schools are changing policy on possession of cell phones by allowing students to use them before or after school. In accordance with the education system of the Republic of Maldives, all students shall abide by these rules and regulations of the Ministry of Education during the course of their study at school. In addition to this, each school should have their own set of more specific regulations for students based on these rules and regulations. This regulation was imposed on to all students studying in schools of the Republic of Maldives. Students are not allowed to harm any student, property and/or building inside or outside the school. Getting involved with others in such destructive behaviour is prohibited, Students are not permitted to take or use another students belonging without their prior permission, if a student does harm to another student, person, school property and building, the full responsibility of the action and damage has to be taken by that particular student and his/her parents/guardians.

Kabandize (2001), carried out a study on students conduct through rules and regulations set by individual schools in Uganda and observed that rules and regulations are enforced through prefect bodies, discipline committee and involvement of parents; however he noted that these rules are set without participation

of students. Cotton (2001), argued that best results could be obtained through vigilant reminder to students about rules and regulations and monitoring their compliance with them, however it has become normal for students to break these rules and regulation. Parents were involved at disciplinary level yet their views were not sought at the formulation which could have assisted them to help their children while at home to abide by school rules. Kabandize concurred with

Muya (1999) as cited in Simwata acknowledged that methods of managing students' discipline that are highly breached are suspension and expulsion. Suspension mostly to students with behavior learning disabilities, emotional disorders cannot result to behaviour change. Such are best addressed by behavior modification approaches rather than punishment. Students are reinforced to behave in a certain manner by rules and regulations but their behaviours have not been transformed by these rules hence recurrent of aggression. Students feel that rules infringe on their right of expression, relationships and decision making and in turn rebel against them.

In Kenya, Ministry of Education in the Legal Notice No. 40 of 1972 allowed use of corporal punishment in managing children discipline but this was repealed by Legal Notice No. 56 Of 2001 that abolished corporal punishment. This was after the cognizance of its negative impact on academic performance and psychological wellbeing of children (Anppcan, 2007). The Ministry advocated for guidance and counseling, however acts of violence and aggressive behaviour were still evident in schools. Kigotho(2008), reported that students at Ebungwe High School in Vihiga District of Western Province burned buildings protesting against lack of food and canning of students. In Western Province, other cases of violence among students were noted in Kapsambo, Sigalame, Lukhuna, Butonge, Ikobero, Teremiboy and Sirisia secondary schools (PDE's office, Western Province, 2008). Studies conducted in Western Province by Simatwa (2007) and Mutsotso (2004), identified various factors contributing to violence in schools in general.

Kindiki (2009), in his study noted that St Kizito Secondary School students went on rampage raping and maiming girls and in the process 19 girls died and 71 seriously injured. Ejim (2008) reported that 300 strikes were reported in Kenyan secondary schools in June 2008 with most of these cases involving destruction of property and lose of lives. Some of these cases were blamed on ban of corporal punishment upon enactment of children act in 2001 while some blaming them on drugs, alcoholism and post-election violence.

In Butere Sub County cases of physical and verbal aggression among students, bullying, theft and destruction of school property are common occurrences as recorded in District Quality Assurance and Standards report (2010) .This continued violation necessitated this study to investigate the influence of school rules and regulations on student aggressive behavior in secondary schools in Butere Sub-County, Kenya. Researchers have looked into causes and manifestation of aggression among secondary students .Gasa (2005) looked at the effects of rules on academic performance and learners' aggressive behaviour, however no information has been given on the influence of school rules and regulations on students' aggressive behaviours in secondary schools.

Statement of the Problem

Aggressive learners disrupted learning sessions as students were kept out while attending disciplinary sessions in the deputy's office while teachers missed lessons to attend to them. Most secondary school students fight each other, steal other students' items, quarrel each other, defy teacher's instructions and vandalized school property among other vices. They frequently violated school rules and regulations that are designed to control their behaviours. Most of them had been suspended, made to replace stolen items, done heavy tasks and their parents involved in discussing their misconduct but violation of school rules and regulations and acts of aggression were still evident among students in Butere Sub County which necessitated this study to investigate the commonly violated rules and reasons behind this. In Butere Sub County, documented cases of violations of these rules and regulations were evidenced in aggressive behaviours such as fighting, bullying, theft, destruction of school property and defiance to teachers' instructions by students (D.E.O, 2010).

Purpose of the Study

The purpose of this study was to investigate commonly violated school rules and aspects of the rules influence their violation among public secondary schools in Butere-Sub County, Kenya.

Objectives of the Study

The study was guided by the following objectives;

- i. To identify school rules and regulations frequently violated by students in public secondary schools in Butere Sub-County, Kenya.
- ii. Aspects of School Rules and Regulations that Influence Students' Aggressive Behaviour

Questions

The study was guided by the following questions in order to investigate the influence of school rules and regulations on students' aggressive behaviour.

- i. Which are the school rules and regulations that are frequently violated by students in public secondary schools in Butere Sub-County
- ii. What are the determinants in relation to violation of school rules and regulations among public secondary schools in Butere Sub-County?

Research Design

The study used descriptive survey research design. According to Orodho (2003), descriptive survey research design allows collection of in-depth information through interview schedule while questionnaires enabled collection of quantitative data from a large number of respondents. The interview schedule allowed the respondents to express their feelings which are not possible in the questionnaires. The interview schedule is appropriate for collecting facts, knowledge, opinions and attitudes about people, events or procedures (Gray, 2004).

Study Population

The study was carried out in selected public secondary schools in Butere Sub-County. The documented information by District Education Office (D.E.O, 2011) revealed that there were 28 public secondary schools in the District, 3290 students and 319 teachers. The population for the study comprised of teachers and students from public secondary schools in Butere Sub County. Deputy Principals and teachers respondents as well since they are in charge of discipline and behaviour management of students at school. The researcher limited the focus to 40 students per school who were randomly selected from form one to four.

Sampling Procedure and Sample Size

Butere Sub-County has 28 public secondary schools. The researcher used stratified sampling technique to classify schools into pure boys, pure girls and mixed schools, day and boarding schools. In the selected schools there were 2 pure boys and 2 pure girls' schools, the remaining four were mixed secondary schools. Simple random sampling was used to select 40 students per school raising a total of 320 students. However purposive sampling technique was used to select 4 teachers per school thus 32 teachers, this raised the total respondents to 360. Patton (1990) recommended purposive sampling since it provides information rich respondents for the study.

Data Collection Instruments

Researcher collected both primary and secondary data. Primary data was collected by use of questionnaires and interview schedules whereas secondary data was obtained from reports, official documents and journals. Questionnaires were appropriate for the study since a large number of respondents who are readily reachable were involved. They are also useful where respondents can read and write like was the case in this study (Orodho, 2004). The questionnaires contained both open-ended and closed-ended questions. Open-ended questions allowed the respondents to freely give their views and opinions on influence of school rules and regulations on students' aggressive behaviour. The close-ended questions guided respondents to give specific responses required by the researcher (Mugenda & Mugenda, 1999). Interview schedules were used to explore the in-depth feelings of the respondents which could not be retrieved by questionnaires.

Questionnaires

Researcher used three questionnaires to generate information on influence of school rules and regulations on students' aggressive behaviours. Questionnaire for deputy principals and teachers were divided into four sections. Section A sought information on demographic data. Section B explored information on rules and regulations that are frequently violated by students. Section C investigated aspects of school rules and regulations that influence students' aggressive behaviours while section D established the other determinants in relation to school rules and regulations that influence of students' aggressive behaviour. Student's questionnaire was equally divided into four sections with section A seeking information on demographic aspects of the students. Section B looked into school rules and regulations that are frequently violated by students. Section C investigated specific aspects of school rules and regulations that influence students' aggressive behaviour. Section D sought the other determinants in relation to school rules and regulations that influence students' aggressive behaviour and their general views on school rules and regulations.

Interview Schedules

Interview schedules are prepared to collect information through face to face from teachers, deputy principals and students. Interview schedules are flexible and give opportunity to restructure questions (Kothari, 2004) in Kiggundu (2005), indicated that interview schedules help researchers to remain focused and get different information from interviewees.

Validity and Reliability

The validity of the instrument was assessed by experts from Maasai Mara University and Moi University for verifications. This was to ensure clarity and no ambiguity of questions. The content validity index of the questionnaire in relation to the objectives was computed using the formula below; Content Validity Index (CVI) = The (CVI) was calculated basing on the different sections of the questionnaire. Appendix 1, section A had 2 valid items, section B had 2 valid items, section C had 5 valid items and section C had 3 valid items out of the 14 items of the instrument. The result was 0.85 indicating that the instrument was valid. This is supported by (Amin 2005) who stated that for any instrument to be accepted as valid, the average index should be 0.7 and above. Since the index value is 0.85 this proved the instrument as valid.

On Reliability, the researcher carried out test-retest where one respondent was given the same questionnaire after two weeks and the test provides evidence that scores obtained when the test is re-administered some other time and C instruments. A pilot study was carried out with 40 students. Reliability for each section was as follows; Section A, $\alpha = 0.64$, Section B, $\alpha=0.75$, Section C, $\alpha=0.61$ and Section D, $\alpha=0.85$. According to Amin (2005), a perfect reliable instrument has a coefficient alpha of 1.00 or close to 1.00. This therefore makes this instrument reliable. This is a convenient and easy method of determining reliability of instrument according to Gay (1996).

Data Collection Procedures

The researcher obtained introduction letter from the school of graduate studies, Maasai Mara University. This facilitated issuance of research permit by National Commission for Science, Technology and Innovation.

(NACOSTI). The researcher received research authorization from County Director of Education, Kakamega which was then used to obtain authorization from Butere Sub-County. The researcher was permitted to collect data on influence of school rules and regulations on students' aggressive behaviour in public secondary schools in Butere Sub-County, Kenya.

The researcher distributed questionnaires to the eight schools for completion by the respondents and were collected after two days. The researcher interviewed the respondents on the day of collecting the questionnaires. The researcher sought audience with teachers, deputy principals and students in the respective schools. The respondents were assured of confidentiality of the information they were giving which encouraged them to freely give the information.

Data Analysis Techniques

The raw data was collected, coded and edited by classifying questions without answers as undecided to cater for missing data. In order to assess the objectives on influence of school rules and regulations a 5 point Likert scale which comprises five variables indicated by theft, quarreling, fighting, destruction of school property and bullying was constructed. The scale ranging from SA=5, A=4, U=3, D=2 and SD=1 was used to code views of respondents on influence of school rules and regulations on students aggressive behaviours. The independent variable was depicted by persons involved in formulation of school rules and regulations, clarity, enforcement practices, access and ambiguity of school rules and regulations.

These quantitative data generated by questionnaires were analyzed using descriptive statistics involving frequency distributions and variable percentages derived from responses in the research questions. Qualitative data from the interview schedules was evaluated by thematic method of analysis. The descriptive survey research challenges which might have risen from survey analysis are the Hawthorne effect. Students, for example responded in a manner consistent to the way the interviewer or researcher wanted them to respond. Descriptive statistics which employed frequency distribution and variable percentages may not clearly uncover the correlation between independent and dependent variables.

II. FINDINGS OF THE STUDY

School Rules and Regulations that are Frequently Violated by Students

Objective one sought to identify school rules and regulations that are frequently violated by students in public secondary schools. The researcher administered questionnaires to students, teachers and deputy principals seeking their views and opinions. The responses are as given in the following tables and graphs.

Table 1
Frequency distribution for students views on school rules and regulations that are frequently violated by students

Variables	SA		A		U		D		SD	
Theft	172	63.2%	56	20.5%	4	1.2%	11	3.3%	29	8.7%
Destroying school property	138	49.6%	61	21.9%	1	2.3%	37	13.6%	35	12.6%
Fighting	91	32%	67	24.1%	4	1.4%	31	11.6%	79	28.4%
Quarreling	127	45.7%	51	18.3%	2	1.2%	40	14.7%	53	19%
Bullying	31	11.3%	22	8.1%		5.2%	57	21.4%	155	57.2%

Table 1 presented frequencies and percentages for school rules and regulations that are frequently violated by students in public secondary schools. This objective investigated ways in which aggressive behaviour among students was evidenced. When asked on school rules and regulations that were frequently violated 228 (83.7%) agreed that rules against theft were highly violated while 40 (14.6%) disagreed with the question. This showed that students provoke one another into aggressive behaviour by stealing from them. In response to this question respondents indicated that destruction of school property was a prevalent vice in their schools. 199 (71.5%) of the respondents agreed that students displace their anger on school proper to express their annoyance compared to 72 (26.2%) who disagreed with this question. This was evidenced in aggressive behaviour among students despite the fact they knew consequences such as suspension and expulsion that were administered on such offenders.

On school rules against fighting 158 (56.1%) of the respondents agreed that students fight while 110 (40%) of the respondents disagreed to this fact. However 4 (1.4%) of respondents were undecided. Quarrelling was a common indiscipline among students as revealed by 158 (64%) of the respondents who agreed with the question against 93 (34.7%) of the respondents who disagreed to this fact. In views of the students rules against bullying were respected as acknowledged by 212 (78.6%) respondents who disagreed by this question while 53 (19.4%) respondents agreed to it. The findings are in agreement with Ouma (2013), who observed that students frequently violated school rules and regulations regarding theft, bullying, fighting and destruction of school property. This concurred with Kindiki (2009) who acknowledged that St. Kizito students went into rampage raping and maiming girls, burnt dormitories resulting into death and injury of students. Ejim (2008) reported that strikes in Kenyan secondary schools resulted into destruction of school property. Jeukins (1994) found that hitting another student and damaging school property were the most frequently reported school crimes. Schools have written rules and regulations and consequences for their violations yet students still violate them by engaging in aggressive acts which attract punishments. This trend of violation was a pointer that alternative measures and review of these school rules were needed to make them responsive in managing students' aggressive behaviour.

Table 2
Frequency distribution for teachers views on rules and regulations that are frequently violated by students.

School Rules Commonly Violated And Aspects Of The Rules That Influence Their Violation ..

Variables	SA		A		U		D		SD	
Theft	17	69.0%	4	11.1%	3	1.6%	2	9.1%	3	10.2%
Destruction	8	39.2%	4	15.3%	2	2.7%	2	1.4%	11	44.1%
Fighting	12	43.1%	8	32. %4	1	1.4%	2	8.2%	4	18%
Quarreling	14	50.2%	3	13.4%	1	5%	3	10.2%	5	21%
Bullying	6	24.6%	3	15.1%	3	1.5%	3	13.1%	14	57%

Tables 2 and 6 sought views of teachers and deputy principals on how violation of school rules and regulations depicted aggressive behaviour among students in public secondary schools. In Table 5, 21 (80.1%) of the respondents agreed that theft was evidenced among students against 5 (19.3%) respondents who disagreed. Table 6 and 4, indicated that 9 (85.4%) respondents agreed that students steal from one another while 2 (14.5%) disagreed. It was therefore evident that theft depicted aggressive behaviour since victims were provoked to react by fighting or quarrelling.

Concerning violation of school rules and regulations regarding destruction of school property, 12 (54.5%) agreed that students displace their anger on school property while 13 (45.5%) disagreed. Students' emotions flare when angered as indicated by 20 (75.5%) respondents who agreed that students fight in school compared to 6 (26.2%) respondents who disagreed to the fact that this rule and regulation was violated by students. On the contrary 17 (63.6%) respondents observed the fact that students quarrelled one another against 8 (31.2%) respondents who disagreed. However bullying was comparatively managed by school rules and regulations as 9 (39.7%) agreed while 17 (70.1%) disagreed that bullying takes place in schools. School rules and regulations are essential as revealed by the fact that students do not bully one another however majority of the students disrupt others through aggressive acts showing that school rules are not effective in controlling and preventing their behaviour.

Table 3

Frequency distribution on deputy principals views on school rules and regulations that are frequently violated by students

Variables	SA		A		D		SD	
	f	%	f	%	F	%	f	%
Theft	4	73.3%	1	12.1%	1	3.0%	1	11.5%
Destruction of school property	3	41.73%	1	23.0%	1	16.2%	1	18.1%
Fighting	5	59.13%	1	10.3%	1	13.0%	1	15.3%
Quarreling	6	79.23%	1	8.1%	1	10.3%	1	13.0%
Bullying	3	43.13%	2	17.2%	1	9.0%	2	31.0%

Table 3 revealed that students act violently leading to destruction of school property. 4 (64.7%) respondents agreed that students destroyed school property compared to 2 (34.3%) respondents who disagreed that students vent their anger on school property. Fighting was common among students. 6 (69.4%) of the respondents agreed that despite the well stipulated rules against fighting, students still fought each other. 2 (25.5%) of the respondents disagreed that students fight when frustrated. Students when frustrated resort to quarrelling as noted by 7 (91.7%) respondents who acknowledged that students resort to quarrelling at school while 2 (25.5%) disagreed to this fact. Schools have well stipulated school rules and regulations and repercussions on those who violated were well stated however students still violated them and engaged in verbal aggression. Bullying occurred but not quite prevalent as indicated by 5 (60.33%) who disagreed. Tables 5, 6 and 7 confirmed that theft took the lead on school rules and regulations that were frequently violated. This was in agreement with frustration aggression theory, Barker et al (1941). Teachers equally observed that verbal

aggression was common among students, intimidating others in order to gain control over them, instill fear in them or express power over them, while others express their anger physically by fighting. Fighting could also be impulsive response to provocative acts from fellow students which arouse frustration in the victim thus responded by fighting. This was in agreement with Elton (1989) who carried research on the standards of discipline of students in schools in Scotland and Wales and reported that students were cited with violence that involved verbal and physical aggression to teachers and fellow students. These are persons who are psychologically weak and therefore cannot manage their emotions when angered; socially they lack morals that guide their behaviour. The researcher noted that some of these behaviours were due to experiences acquired from the environments while others were inborn which could not be eradicated by written rules and regulations.

Aspects of School Rules and Regulations that led to high violations

Formulation of School Rules and Regulations

The researcher sought to establish the effect of either involving or not involving students in the formulation of school rules and regulations on violation. These were sought by questions seeking views of students, teachers and deputy principals on how involvement at the formulation stage.

Table 4

Students, teachers and deputy principals views on influence of formulation on students aggressive behavior

Statement	Respondent	SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
School rules and regulations are formulated by teachers.	Students	139	51.2%	61	22.4%			30	1%	42	15.4%
	Teachers	21	80%							1	2%
	Deputy	6	75%	2	23%						
School rules and regulations are formulated by teachers and Deputy students.	Students	98	36%	42	15.4%			22	8.1%	101	37.1%
	Teachers	16	61	5	19.2	9	3.3%			3	11.5
	and Deputy	6	82%	1	10%	1	3.8%			1	8%
School rules and regulations are formulated by teachers and board of management.	Students	157	58%	71	26%	3	1.2%	32	12%	48	18%
	Teachers and	1	2%	2	8%			5	20%	18	71%
	Deputy							1	6%	7	89%
School rules and regulations are obtained from external sources.	Students	212	78%	29	11%			7	2.7%	25	9.2%
	Teachers	1	1%	2	9%			5	22%	16	62%
	Deputy			1	11%			1	15%	5	72%

The study findings in this sub section established the effects of involving or not involving students in formulating school rules were on aggressive behavior. Views of teachers, students and deputy principals' on how involvement in formulation of school rules and regulations influenced students' aggressive behaviours was sought. When asked if teachers were involved in formulation, 200 (73.5%) respondents agreed against 72 (16.4%) respondents who disagreed. In students' views teachers were the ones who formulated school rules and regulations. This was in agreement with teachers and deputy principals responses as they all agreed that rules and regulations were designed by teachers. When asked if students were involved in making school rules, 98 (36%) agreed while 101 (37.1%) disagreed.

In the second category 21 (80.2%) of the respondents agreed that both teachers and students participated in creating school rules which was in agreement with the third category where 6 (75%) of the respondents noted that both teachers and students designed school rules and regulations. There were varying views between students and teachers where students indicated that they were minimally involved while teachers believed that students were adequately involved. 228 (84%) respondents thought that board of management took part in preparation of school rules however 23 (91%) in the second category disagreed that BOM participated.

This was supported by 8(94%) respondents in the third category who disagreed with the fact that BOM took part in formulating school rules and regulations.

These varying views were indication that students were ignorant of who formulate school rules and as such they were not versed with the content of this document. Students at first disagreed that they were involved but later accepted that both students and teachers participated in formulation. This was evidence of students' ignorance of the tools that were to manage their behaviour which pointed to their violation of these rules and regulations. 241 (89%) of the respondents in the first category believed that school rules and regulations were obtained from external sources while those in second category disagreed. The deputy principals are in charge of discipline in schools and are therefore aware that rules are situational in order to address the prevailing environmental issues hence could not be obtained from other sources. However students' views were in agreement with Kabandize(2001), who recognized that most school rules and regulations were set without participation of students therefore students tend not to own them leading to disruptive behavior. This was supported by the findings of Byarugaba (1991) which discovered that failure to engage students in decision making make them not own school rules hence promoting easy violation.

Students Access to School Rules and Regulations

This subsection presented results on students' exposure to school rules and regulations. The questions were based on their level of access to school rules and regulations.

Table 5
Students access to school rules and regulations

Students views	Agree		Disagree	
	F	%	f	%
Notice boards	234	86.0%	21	7.7%
Form one admissions letters	256	94.1%	12	4.4%
Parade sessions	56	20.5%	181	66.5%

The study findings indicated that 234 (86.0%) of the respondents learnt of school rules and regulations from notice boards, 21 (7.7%) learnt from other sources, 256 (94.1%) learnt of them in their form one admission letters as they appended their signatures on them committing themselves to abide by them however 56 (20.5%) got to know of them during parade sessions. The first two sources are passive enough to be ignored while parade sessions were not adequate for better understanding of these rules. It was therefore evident that all schools have written rules and regulations that students were not well versed with.

Table 6
Teachers views on students access to school rules and regulations

Teachers views	Agree		Disagree	
	F	%	F	%
Notice boards	21	80%	4	15.3%
Form one admissions letters	23	88.4%	1	3.8%
Parade sessions	18	69.2%	3	11.5%

The findings of the study in Table 6 indicated the teachers' consent to the fact that students accessed school rules from notice boards. 21 (80%) of the respondents noted that the source of information concerning school rules was the notice board. 23 (88.4%) respondents agreed that students accessed school rules in their form one admission letters while 18 (69.2%) of the respondents agreed that students got to know their school rules and regulations during parade sessions. The first two ways of accessing school rules and regulations are quite inert such that students could not really read them and so they got to know them at a time of violation. Students had not internalized these rules, they did not form part of their thinking and therefore they easily violated them.

Table 7
Deputy Principals views on students' access to school rules and regulations

Deputy principals	Agree		Disagree	
	f	%	f	%
Notice boards	6	78%	1	12.5%
Form one admissions letters	5	62.5%	2	25.0%
Parade sessions	4	50%	1	12.5%

On Table 7 ,the findings indicated that the respondents agreed to the fact that students access their school rules and regulations from notice boards 6 (78%), of the respondents noted that they first accessed them from their form one admission letters 5 (62.5%) and during parade sessions 4 (50%). The following respondents 1 (12.5%) disagreed to the fact that school rules are accessed from notice boards. 2 (25.0%) disagreed that students learn of them from letters of admission while 1 (12.5%) felt that they are not accessed during parade sessions. Tables 9 and 10, the respondents confirmed that school rules and regulations were accessed through passive means and this could be a possible reason that led to their frequent violations by students. The results were in agreement with Elton (1989) who noted that schools have well written rules and regulations however students violated them. Students were expected to internalize these rules and regulations failure to which exposed them to frequent violations which attract strict measures such as suspension.

Clarity of School Rules and Regulations to Students

This section sought to establish the effects of clarity on violation of rules

Table 8
Frequency distribution on teachers' views of the clarity of school rules and regulations to students

How clear are school rules	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Very clear	14	15.3%	10	34.4%	5	19.3%	7	26.9%
Fairly clear	4	15.3%	3	11.5%	2	7.6%	17	65.3%
Not clear	1	3.8%	6	23.0%	1	3.8%	19	73.0%

The researcher investigated how well versed students were with school rules and regulation. The results in Table 8 showed that 24 (49.7%) of the respondents agreed that school rules were well understood by students, 12 (52.2) disagreed. The respondents represented by 7 (26.8%) agreed that school rules are fairly clear to the students while 19 (72.9%) disagreed. However 7 (31.8%) of the respondents felt that rules and regulations are not clear to the students compared to 20(76.8%) of the respondents who disagreed

Table 9
Frequency distribution on deputy principals' views on the clarity of school rules and regulations to students

How clear are the school rules	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Very clear	3	37.5%	4	50%	1	12.5%	1	12.5%
Fairly clear	1	12.5%	2	25%	1	12.5%	4	50%
Not clear	2	25%	3	37.5%	2	25%	1	12.5%

The findings of the study in Table 9 the respondents gave their views on clarity of school rules and regulations to students. Of the respondents 7 (87.5%) agreed that school rules are very clear an indication that they understand them and their repercussion 1 (12.5%) disagreed. On the contrary 2 (25%) of the respondents felt that school rules are not very clear. 3 (37.5%) of respondents who agreed that school rules and regulations are fairly clear but cases of aggression are still reported in these school. According to deputy principals school rules and regulations are well understood since students read and signed that they would obey them in their form one admission letters, rules are posted on notice boards for reference and they are reminded during parade sessions. However the fact that students frequently violated them indicated hidden factors that are beyond control by school rules.

Influence of Enforcement Practices on violation

The study findings of this section present the kind of penalties administered on those who violate school rules and regulations

Table 10
Students views on enforcement practices.

Students views	SA		A		D		SD	
	f	%	f	%	F	%	F	%
Suspension	193	71.3%	41	15.1%	22	8.2%	20	7.4%

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Involvement of parents	174	64.1%	49	18.3%	16	6.1%	33	12.4%
Replacement of stolen items	118	43.7%	138	51.1%	2	1.1%	24	9.1%
Withdrawal of privileges	35	13.1%	8	3.2%	74	27.4%	158	58.1%
Guidance and counseling	58	21.5%	42	15.7%	76	28.1%	143	52.7%

The findings of the study revealed that 193(71.3%) of the respondents strongly agreed that the mostly used punishment on students who violated rules was suspension followed by involvement of parents 174 (64.1 %), replacement of stolen items 118 (43.7%) and then guidance and counseling 58 (21.5%). They observed that withdrawal of privileges was rarely used as 158 (58.1%) strongly disagreed to that fact. The researcher established that even though a few respondents 58 (21.5%) agreed that it was applied a larger proportion of the respondents noted that it was a practice that was rarely used 143 (52.7%). In Tables 2, 3 and 4 the researcher established that students frequently violated school rules and regulations despite the fact that they faced suspension for such offences as indicated in Table 15. School rules and regulations were designed with a hope to domesticate students behavior and the fact that they did not respect them suggest a need to look deeply into their anticipated purposes.

Table 11
Teachers views on effects of enforcement of school rules on students aggressive behavior

Teachers views	SA		A		SD		D	
	f	%	f	%	f	%	F	%
Suspension	3	12.1%	7	28.4%	12	48.7%	5	27.1%
Involvement of parents	18	71.3%	3	15.1%	2	9.5%	1	1.3%
Replacement of stolen items	13	53.0%	4	18.7%	3	12.8%	3	11.6%
Withdrawal of privileges	12	48.2%	7	27.8%	4	18.1%	3	11.9%
Guidance and counseling	16	65.1%	6	26.3%	1	7.1%	1	4.2%

The findings of this section designated the views of teachers concerning the types of punishment used on those who violate school rules and regulations. 18 (71.3%) of the respondents conceded that parents were mostly involved in handling students' indiscipline issues which was in line with the Ministry requirements. 16 (65.1%) respondents maintained that guidance and counseling was used. The respondents strongly disagreed that students were suspended when they made mistakes 12 (48.7%), however they consented that for purposes of integrity among student council, one who violated school rules was demoted 12 (48.2%).

Table 12
Deputy Principals views on enforcement of school rules on students' aggressive behavior

Deputy principals views	SA		A		D		U		SD	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Suspension	1	1.7%	1	1.2%	1	21.7%	1	1.2%	4	54.3%
Involvement of parents	4	38.7%	3	24.3%	1	7.1%	1	1.8%	1	19.7%
Replacement of stolen property	3	49.4%	3	38.6%	1	9.9%			1	17.1%
Withdraw of privileges	5	71.2%	1	15.8%	1	3.4%			1	15.0%
Guidance and counseling	6	84.3%	1	12.8%	1	1.8%			1	1.0%

This sub section presents findings on deputy principals' views on influence of enforcement practices on students' aggressive behavior. 5 (76%) disagreed that suspension was used on wrong doers which was contrary to students opinions 193 (71.3%). Both respondents supported the involvement of parents 18 (71.3%), withdrawal of privileges 12 (48.2%) and guidance and counseling 6 (84.3%).

During the interview with students seeking their views on the method that should be removed 89% recommended that suspension be done away with since it was wasteful to their learning time. The findings were in agreement with Muya (1999), who recognized that the method of managing students' discipline that was highly breached was suspension. Students equally expressed their dissatisfaction with the unfairness and rigidity of these measures feeling that they infringe on their rights. The findings concurred with the views of Horoky (2010), that some punishments were found to be excessive and that some light offences were given very heavy

punishments. According to the administration any student leader who violated school rules and regulations was demoted 5 (71.2%) and to be responsive to ministerial demands of guiding and counseling parents were mostly involved during disciplinary sessions. Much emphasis was on parental involvement as opposed to suspension though students observed that suspension was frequently used. It was worth noting that student's behaviour was readily affected by school disciplinary actions. Teachers or school disciplinarians' decisions to suspend or involve parents may have serious repercussions on the student's feeling towards the school or teachers.

Influence of Age on Students violation of rules

The researcher sought to establish how age impact on students' violation of school rules

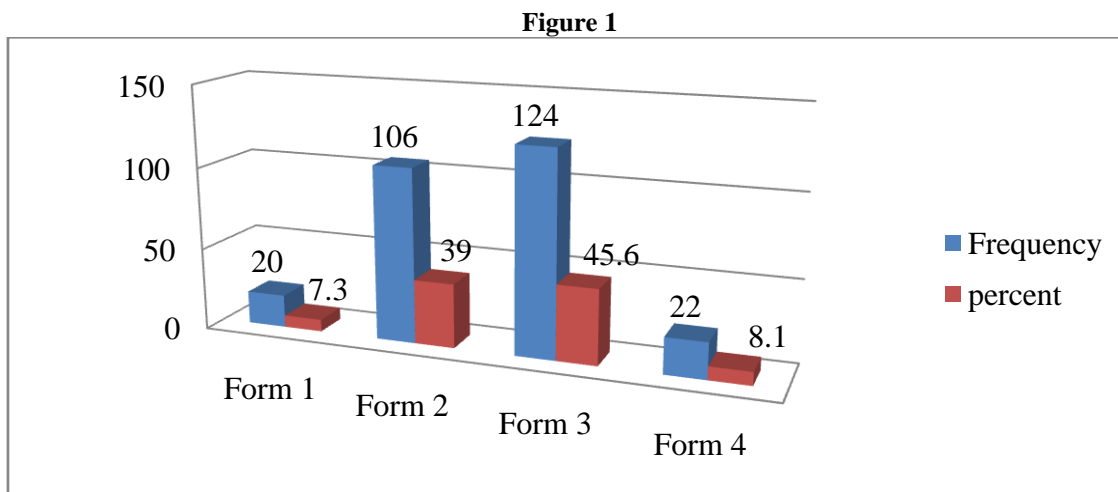


Figure 1 Students view on the influence of age on students' aggressive behaviour

Students in secondary schools are in the age bracket of 15 to 18 years. 106 (39%) of the respondents maintained that most offences are reported in form 2 while 124 (45.6%) respondents revealed that form 3 violated school rules. Form 2 and 3 students are at prime age of adolescence experiencing internal conflicts as they are negotiating the two sides of life. During this transition, they are quite experimental and reactive in their approaches to issues. This was supported by Mukharjee (1985), who in his study on standards of discipline in Mexico secondary schools noted that certain changes signaling maturity in the course of growth and development of students tend to make them misbehave by faulting school rules and regulations. They are prone to making mistakes that resulted to various forms of punishments. Forms 1 are still naïve and adjusting to secondary life while forms 4 are on exist and under examination pressure.

Table 13
Teachers views on the influence of age on students aggressive behavior

Teachers views	SA		A		D		SD	
	F	%	f	%	f	%	f	%
Form 1	3	15.2%	4	18.1%	6	24.0%	18	69.4%
Form 2	4	71.5%	3	15.8%	2	12.1%	3	13.8%
Form 3	21	81.1%	2	12.1%	1	1.4%	1	2.4%
Form 4	9	34.8%	4	17.1%	5	21.7%	11	44.8%

Similar to students, teachers acknowledged that the most affected classes are forms 2 where 4(71.5%) of the respondents noted that students violate school rules. 21 (81.1%) of the respondents acknowledged that frequent offences were reported in form 3. These views were shared with the deputy principals, 6 (87.2%) who agreed that form 2 and 3 are frequently involved in mistakes. 7 (97.4%) of the respondents noted that form 3 leads in violation of school rules. They are at transition age where they are vibrant and experimental and these put them at crossroads with school administration more often than not.

Table 14
Deputy Principals views on influence of age on students' aggressive behaviour.

Deputy principals	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Form 1	1	11.8%	1	17.4%	1	15.4%	6	82.1%
Form 2	6	87.2%	1	15.8%	1	1.0%	1	1.4%
Form3	7	97.4%	1	13.2%	1	1.2%	1	4.7%
Form 4	3	43.7%	2	28.7%	1	12.4%	1	15.9%

The results from the study gave the deputy principals' views on the influence of age on students' aggressive behavior. First, 6 (87.2%) of the respondents strongly agreed that age has influence on students aggressive behavior. 7 (97.4%) of the respondent felt that form3 students are usually found in mistakes while forms1 and 4 are least in committing offences. The form 1, 6 (82.1%) respondents acknowledged that they are still naïve while form4 3 (43.7%) noted that they are pre-occupied by the examination issues and getting ready for exit. These views are in support of Flannaery (2000) who recognized that students at pubertal stage are associated with high rates of violent behaviours. Erikson maintained that youths must resolve two crises during adolescence when they experience internal conflicts that are linked to development stages. School rules spelt out what should not be done however due to age students find the conditions to be unrealistic hence violating them.

Influence of Family Background on Students' violation of school rules

This sub section explored how parenting styles, relationship between parents and children and exposure to media impact on students' violation of school rules. The results were obtained through questions concerning parents' emotions, impact of exposure to media, on students' aggressive behavior.

Table 15

The influence of family background and mass media on students' aggressive behavior

Teachers views	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Family background	14	57.2%	6	26.7%	1	6.0%	4	15.9%
Mass media	17	69.1%	8	31.1%	2	8.6%	1	11.2 %

Results in table 15 showed that 19 (83.9%) of the respondents agreed that family background has influence on student's behavior compared to4 (21.9%) respondents who disagreed that family background influence students behavior .Concerning the influence of mass media 25(99.1%) agreed that mass media has influence on students' behavior, while 3 (19.8%) disagreed. The students from the families where parents physically abuse each other are likely to replicate such aggression on fellow students at school while children from families that are open to discussions are able to live with others in harmony and do not find it strenuous to follow school rules and regulations.

These views are in agreement with Gasa (2005), who indicated that family background has impact on students' aggressive behaviour. The researcher noted that the more violent the family, school climate and community are, the more negative the emotional self-concept of the adolescent. From the school perspective the researcher noted that excessive discipline cause aggressive behaviour since learners become stressed causing negative feelings in them hence aggressive behaviour. Patterson and his colleagues acknowledged that environmental factors such as poverty and divorce cause antisocial behaviour. These stressors disrupt normal parenting practices and in turn lead family members to interact with each other in a negative, aggressive ways and try to control each other's behaviour in a coercive means such as yelling, threats, intimidation and physical force (Patterson, et al, 1992 & Snyer, 2002), also noted that these children while at school, their behaviour take high intensity form such as hitting, bullying and stealing.

Influence of Gender on Students' violation of school rules

The study investigated the influence of gender on students' violation of school rules This sub section looked into how behavior differed among students by gender.

Table16

Frequency distribution for students view on influence of gender on students' aggressive behaviour

	Gender	F	%
Fights	Male	199	73.1
	Female	73	26.8
Quarrels	Male	61	22.4

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Destroys school property	Female	206	75.7
	Male	211	77.5
Steals	Female	49	18.0
	Male	175	42.2
Bullys others	Female	129	47.4
	Male	158	57.3
	Female	89	32.7

The researcher discovered that boys are physically aggressive as revealed by 199 (73.1%), respondents who felt that students fight in their schools. 211 (77.5%), of the respondents acknowledged that boys vent their anger on school property while 158 (57.3%) of respondents consented that boys lead in bullying others at school. Female students are noted to be verbally aggressive 206 (75.7%) felt that girls quarrel at school but boys rarely quarrel. Research revealed that boys and girls engage in theft in almost the same ratio. The findings of the study is in support of the study carried out in Germany by (Holtappels,1997, Tilmann,1999&Fuchs, 2001), which indicated that boys took precedence in physical aggression and girls in verbal aggression. Large research from contemporary psychology revealed that maladjusted behavior varies with gender (Bar-on, 1997). The research submitted that females appear to have stronger interpersonal skills than males but the later have high interpersonal capacity, they are better at managing emotions and more adaptable than the former. The findings equally agreed with Santrock (2005), who inferred that males due to their genital structure, males are more intrusive and aggressive however his findings that girls are inclusive and passive is contrary to the present findings since girls are verbally aggressive. Male students are prone to violation of school rules that are against fighting and vandalism of property as it was indicated that they were physically aggressive while female were likely to violate rules against quarrelling since they were verbally aggressive.

Table 17
Frequency distribution for teachers views on influence of gender on students' aggressive behaviour.

Teachers views	Gender	F	%
Fighting	Male	24	80.7
	Female	3	1.1
Quarreling	Male	9	4.6
	Female	13	50.0
Destruction of school property	Male	22	84.6
	Female	4	15.3
Theft	Male	11	57.6
	Female	10	38.4
Bullying others	Male	8	30.7
	Female	14	53.8

These views are shared by the teachers who noted that males were more aggressive than girls. 24 (80.7%) of the respondents agreed against 3 (1.1%) respondents who made the observations that boys fight but girls quarrel.

Table 18
Frequency distribution for deputy principals views on influence of gender on students' aggressive behavior

Deputy principals views	SA		A		D		SD	
	N	Percent	N	Percent	N	Percent	N	Percent
Boys fighting more than girls	4	61.2	1	15.4	1	2.3	1	11.7
Quarreling is frequent in boys than girls	1	12.1	1	13.7	2	21.6	4	58.1
Boys when angered destroy school property more than girls	3	44.6	2	24.1	1	11.2	2	21.7
Boys steal from others more than girls	3	38.1	1	11	1	(15	3	36
Bullying is more common in boys than girls	1	19.7	1	21.4	2	23	4	55.1

The findings of the study have indicated that boys are physically aggressive, fighting 4 (61.2%) respondents observed that boys vent their anger by fighting, 3 (44.6%) respondents maintained that males destroy school property, while girls are verbally aggressive 2 (21.7%) observed so, though they do fight 4

(68.1%). School rules denote things to abide by but students violate, it is imperative that alternative measures of managing students' behaviours be applied as well as modifying these rules.

III. SUMMARY FINDINGS

School Rules and Regulations that are Frequently Violated by Students

The school rules and regulations addressing students' emotions, character and attitudes were frequently violated eg fighting, bullying and theft.

It was established by deputy principals, teachers and students that school rules and regulations are formulated mostly by teachers leading to students disrespecting the school rules and regulations

Researcher found out that ways by which students learn of school rules and regulations such as form one admission letters and notice boards were passive and could be easily ignored; the students may not attach the same meaning to the words used hence making students not to respect and to violate them.

Parade sessions are not adequate for proper explanation of these rules.

The study equally revealed by students, teachers and deputy principals' acknowledged that enforcement of school rules and regulations were not appealing to students. Punishment such as suspension which is frequently used in view of the students is deemed a waste to their study time and they recommended that it be removed.

Deputy Principals, teachers and students consented that offenders face withdrawal of privileges which students termed as demeaning to human dignity.

Involving parents by way of replacing stolen items and attending disciplinary sessions are costly to parents.

Students shared their hurting and these accumulated emotions are vented out in aggressive acts such as fighting when slightly provoked, quarreling and in extreme circumstances they turn to destruction of school property regardless of the presence of rules that prohibit such violations.

Both students and deputy principals admitted that some students are rightly punished and some positively change.

Other determinants such as age, family background and gender influence students' violation of school rules .

The researcher expressed that many offences are by form two and three students while few cases were reported in form one and four.

Form two and three students are at adolescent stage; age where they want to determine what they want to be and how they want to be perceived by others. Life is more complex for them as they are struggling to get their own identity, struggling with social interaction and grappling with moral issues. They are to get who they are separate from their parents and teachers.

The study found out that family background has influence on students' behavior. Students with authoritative parents find it a life style to fight or quarrel when offended. Such students are prone to rules violation and frequent punishments which may not cause any character change. There are few students who are guided by their parents and such students live in harmony with others and do not find it strenuous to obey school rules and regulations.

IV. RECOMMENDATIONS

On the basis of these findings and discussions this study makes the following recommendations;

- i. The study found that schools have well written school rules and regulations but which are frequently violated by students. It is recommended that alternative measures be employed to instill values in students that can help them appreciate each other and have respect for school property. These rules and regulations need modification to make them compliant to modern trends.
- ii. Since students violate rules and regulations due to ignorance of their contents, it is recommended that students participate at the formation stage to give their views so that they own them. It is necessary that varied forums be created to expose students to rules and regulations given that the current methods used are passive which make students to easily ignore the written rules.
- iii. The study discovered that the key determinant of violation of rules among students is age. At this developmental stage, the students experience internal conflicts as they transit from childhood to adulthood and this makes them rebellious in nature. Punishment can only condition them to behave in a certain manner when the body is in constant state but when slightly provoked, the student explodes back to the natural behaviour.
- iv. It is imperative that behaviour modification techniques be used in managing students' aggressive behaviour. Intensive guidance and counselling can also help students to discover themselves and manage their emotions.

- v. The study equally established that violent family background also contribute to students' aggressive behaviour
- vi. Exposure to motivational talks and life skill lessons can help students to behave differently from their parents.

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