

**AN ASSESSMENT OF THE EXTENT OF USE OF
CORPORAL PUNISHMENT IN SECONDARY SCHOOLS IN
MUTHAMBI DIVISION IN MAARA DISTRICT, THARAKA
NITHI COUNTY, KENYA**

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DECLARATION

This project is my original work and has not been presented for a degree or any other award in any other university.

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DEDICATION

I dedicate this project to my late father M'Mugambi Mageria Fredrick. Your love and value for education has given me inner burning desire to move on even when discouragements seemed to be coming from all directions.

I also dedicate my mother Charity Nkirote. You have always been an inspiration to my life with your endurance, patience and resilience. These virtues have given me energy to go on during hard times throughout the period of my study.

Lastly, I dedicate this study to all lovers of discipline as a lifelong endeavor to achieve order in turbulent world.

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I sincerely appreciate my supervisors Dr. Ogola Martin and Dr. Jackline Nyerere for their guidance, support and patience when I seemed as if I was wavering.

Many thanks go to the DEO Maara District for allowing me to carry out research in the schools in the district. My sincere thanks go to all the principals from sampled schools for allowing me to conduct research in their schools.

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My gratitude goes to my wife Micere Mutuma and my siblings: Lydia Kaigongi, late Mary Nkatha, Lucy Mwendwa, Gilbert Muthuri and Caroline Kagwiria for their moral, spiritual, material and financial support.

I pay tribute to all who assisted me in one way or the other towards the successful completion of my study.

ABSTRACT

The central problem of this study is that despite the efforts by the government to curb the use of corporal punishment in schools, the practice has persisted in schools in Kenya. This is despite the fact that education is supposed to inculcate and instill discipline to learners critical for their success both during school time and after school. The purpose of this study was to examine the extent of the use of corporal punishment, though illegal, as a means to curb discipline problems in schools in Muthambi Division. The specific objectives for the study were: to find out the forms of punishment meted on students in secondary schools in Muthambi Division, to find out the efforts in place to use positive discipline to curb infraction in secondary schools in Muthambi Division, to investigate students' and teachers' preferences in regard to correction of infraction in Muthambi Division and lastly, to find out why the use of corporal punishment has persisted in secondary schools in the secondary schools in Muthambi Division despite the ban by the government. The target population was the 14 secondary schools with a total student population of 4,761 whose sample was 300 students, 9 deputy principals and 9 guidance and counseling teachers in Muthambi Division. The study adopted a descriptive survey design. Stratified random sampling was used to sample schools where teacher and student respondents were drawn from. The literature review showed various effects of use of corporal punishment such as neurotic reaction reflected by fear, anxiety, withdrawal tension, depression, trauma, stress, timidity, and submissiveness, physical harm or even death, resentment of the punishing teacher and consequently poor performance in the subject s/he teaches. At the end it may lead to wastage in education manifested by dropout. In the long run it may lead to high rates of violence, aggression and homicide committed by children. The literature showed that other forms of correction are withdrawal of privileges, detention, exclusion, manual work, monetary and material fines, mentoring and use of medicine. Data was collected by administering questionnaires to deputy principals, and guidance and counseling teachers and students. To ensure reliability test re-test was used and Pearson's correlation co-efficient of 0.702, 0.741 and 0.753 was realized for students, guidance and counseling teachers and deputy principals respectively. The data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics including were used to analyze data obtained. The results of data analysis were presented using tables, pie charts and graphs. The findings of the study helped the researcher to come up with recommendations for the future efforts that should be employed to curb indiscipline in secondary schools. It was clear from the findings that corporal punishment is in use in most of the schools in the division. However, unlike reports about negative perception of guidance and counseling among students, students are today increasingly seeking help from the guidance and counseling departments in the secondary schools at their own volition in the division. The researcher recommends that the public should be sensitized on the negative effects of corporal punishment, students should be involved more in the formulation and revision of school rules and regulations, the T.S.C should review the minimum workload for guidance and counseling teachers, principals and deputy principals to create more time for handling student discipline in a friendlier manner.

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ACRONYMS AND ABBREVIATIONS

SPSS	Statistical Package for Social Sciences
GoK	Government of Kenya
MoEST	Ministry of Science and Technology
KCSE	Kenya Certificate of Secondary Education
G/CTs	Guidance and Counseling Teachers
NCST	National Council for Science and Technology

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, theoretical framework and lastly operational definition of terms.

1.1 Background of the Study

A historical assessment on the use of corporal punishment in general and schools in particular traces the use of corporal punishment as early as 10th century B.C in Solomon's Proverbs. Corporal punishment has its recorded origin in classical civilizations such as Greek, Roman and Egyptian. Glasser (as cited in Gaffney 1997) traces the use of corporal punishment in medieval Europe was influenced by the medieval church which saw flagellation as a common means of self discipline. This had influence on the use of corporal punishment in schools, since they were closely attached to the church. However, as early as 11th century, saint Anselm, Archbishop of Cantubury spoke against what to him was excessive use of corporal punishment in the treatment of children. The work of the English philosopher, John Locke as cited in Conte (2000) explicitly criticized the use of corporal punishment in education had a big influence on the banning of corporal punishment in Polish schools in 1783. Incidences where victims lost their lives at the hands of disciplinarians were used to galvanize public opinion against corporal punishment in the early 19th century. Many schools continued to use corporal punishment despite the ban of its use through the

UN Universal Declaration of Human Rights in 1948 prohibiting all forms of violence against any human person. Britain, for instance, declared corporal punishment illegal in 1989. According to www.stophitting.com/index.php corporal punishment remains legal in twenty one states in U.S.A and 200,000 children were spanked in the year 2008 as reported by human rights groups. Legal use of corporal punishment gives clear parameters within which the punishment is administered leaving limited room for abuse.

In many traditional African societies, the practice of corporal punishment was common in education which was mainly informal. Among the Ameru, for instance, the practice was common both in the seclusion immediately after initiation and upon coming out of seclusion. Should a member of ones age set contravene the accepted code of conduct, the whole age group was treated to a form of thorough beating as it was considered that the whole group had erred.

Formal education was introduced in Kenya by the colonial masters in the early 19th century. At the time corporal punishment which was legal in Britain, the colonial master in Kenya, therefore found its way to the Kenyan education system. The practice continued even after independence in 1963 under The Education Act of 1968 put in force in 1972. According to the Act, corporal punishment was allowed in cases of grave neglect of work, lying, bullying, gross insubordination, indecency and truancy. Caning would take place in the presence of the school headteacher or the principal only after full inquiry and only a maximum of six strokes would be administered. The Act stipulated that it would not be done in the presence of other

pupils and that a written record of all corporal punishment had to be kept. This restricted the use to only the headteacher alongside stipulating the kind of object to be used. It also reduced cases of abuse since a teacher would not cane out of rage.

The practice was outlawed in Kenya through a Legal Notice No. 56 of 2001 Article (29) of the constitution in force from August 2010 also outlaws corporal punishment by stating that “every person has the right to freedom and security which includes the right not to be- (c) subjected to any form of corporal punishment from either public or private sources;(d) subjected to torture in any manner whether physical or psychological;(e) subjected to corporal punishment or (f) treated or punished in a cruel , inhuman or degrading manner.” However, article 127 of The Children’s Act (2001) of the laws of Kenya that gives rights to parents and others to administer reasonable punishment to children is yet to be repealed although it is rendered ineffective under article 2(4) of the constitution which states that any law that is inconsistent with this constitution is void.

Corporal punishment is however, a common practice in many schools in the country as revealed in Ndichu (2004) examining philosophical foundations of corporal punishment in Kenyan education. In his study, seventy six percent of schools sampled in the study used corporal punishment. A report by Human Rights Watch conducted in selected schools in Rift Valley Province, Kenya, in 2003 shows that in all the 20 primary schools and 20 secondary schools sampled, there was use of corporal punishment. The study further asserts that “the infliction of corporal punishment is routine, arbitrary, and often brutal”. If it is arbitrary and often brutal, then the practice

is now worse than it was before it was banned. This is because before it was banned, it was controlled since it was administered by the headteacher or principal or in their presence.

Since the 2001 ban on corporal punishment, there has not been a marked reduction in indiscipline and violence in schools as was expected yet it is claimed that the use of corporal punishment may increase student's likely use of violence. This is evidenced by recent cases where there was a spate of burning of schools in Kenya. A case in point is the unrest at Endarasha Secondary School in Nyeri in September, 2010 which led to an inferno where two students lost their lives (East African standard September 2nd 2010).

This necessitates a study that objectively establishes why schools still consider the cane as an effective mode of correcting misbehavior. This is because in addition to imparting knowledge, education is supposed to inculcate desirable values in the society.

1.2 Statement of the Problem

The Kenyan government has made efforts to curb the use of corporal punishment in schools by making it illegal. This was first done through legal notice No.56 (2001), Childrens Act (2001) Article 91 and Republic of Kenya (2010) Constitution: Bill of Rights that out laws all forms of corporal punishment in the country. Most recently, the government has outlawed all forms of harassment be they physical or mental through Basic Education Act (2012). Article 35 of the bill states that no child shall be subjected to inhuman or degrading treatment or punishment in any manner. The fine

for this is Kshs. one hundred thousand or six months in prison or both. The practice has however persisted in many schools as revealed by the high prevalence levels of the use of corporal punishment in many studies conducted in various parts of the country such as a recent study by Kimani, G., Kara, A and Teresa, B. (2012) in their study revealed that prevalence levels of corporal punishment were as high as ninety one percent as per the students and fifty percent as per head teachers. Guidance and counseling that was supposed to be the alternative seems to be inadequate considering the fact that the use of corporal punishment is rampant in many schools. Moreover, there are insufficient trained personnel to offer guidance and counseling in schools. Chepkirui (2011) notes that sixty two percent of the guidance and counseling teachers in Bureti District reported that they were just appointed to head the Guidance and Counseling and were not trained on their new roles. Even in cases where there are guidance and counseling teachers, they are not able to address most of the students' problems owing to big weekly workloads occasioned by teacher shortages in many schools (KAAR 2007). The national teacher shortage in Kenya is estimated at eighty thousand (Daily Nation April 8th, 2013).

There is therefore need to carry out a study aimed at assessing the extent of the use corporal punishment in schools with a view to encouraging schools create friendly environment devoid of violence. Studies have been done to relating to indiscipline in general in and corporal punishment in particular but no studies have been done to find out the extent of the use of corporal punishment in Muthambi Division hence the reason to conduct the study.

1.3 Purpose of the Study

The study set out to examine the extent of the use of corporal punishment in secondary schools in Muthambi Division Maara district although the use of corporal punishment is illegal in Kenya.

1.4 Objectives of the Study

The objectives of the study were:

- a) To find out the forms of punishment meted on students in secondary schools in Muthambi Division.
- b) To find out the efforts in place in secondary schools in the division to use positive discipline in Muthambi Division.
- c) To investigate students' and teachers' preferences in regard to correction of infraction in Muthambi Division.
- d) To find out why the use of corporal punishment has persisted in secondary schools despite the ban by the government in Muthambi Division.

1.5 Research Questions

The study was guided by the following questions:

- a) What are the forms of punishment meted on students in the secondary schools in Muthambi Division?
- b) What are the preferences of students and teachers to different forms of punishments in secondary schools in Muthambi Division?
- c) What efforts are in place to use positive discipline in secondary schools in Muthambi Division?

- d) What reasons have led to the persistence of corporal punishment in secondary schools in Muthambi Division despite the ban by the government?

1.6 Assumptions of the Study

The study was guided by the following assumptions:

- a) Students and teachers take discipline as one of the important factors contributing to the success of their institution.
- b) There are established measures taken to curb indiscipline in schools.
- c) Guidance and counseling is used in the schools to help students keep away from indiscipline.
- d) Teachers are aware of government policy on corporal punishment.

1.7 Limitations of the Study

The following were the limitations of the study:

- (a) Inadequate resources and limited time on the part of the researcher made the research to limit itself to only one division instead of the whole district. If the whole district would have been used for the study it would have been more inclusive.
- (b) The study relied on the willingness of the subjects to co-operate and provide impartial information regarding the study which is outside the control of the researcher.
- (c) The study would have been more fruitful if parents could be reached for responses but since it might be hard to reach them, the study therefore was limited to students and teachers.

1.8 Delimitation of the Study

- a) The study was limited to Form Twos, Form Threes and Form Four of year 2012 in sampled schools since Form Ones for the year 2012 cohort had not joined school during the time of the study.
- b) The study is limited to one year while two or three years would have given better and more conclusive data.

1.9 Significance of the Study

According to Orodho (2008), a research study must have importance for the society and its members. He further states that an educational research is meaningful if it will set a stage for improving educational enterprise and process. The significance of this study therefore is in the fact that discipline is a critical component in the achievement of schools' objectives. Essentially, no meaningful learning can take place in an atmosphere bedeviled by indiscipline. Furthermore, the Kenya envisaged by vision 2030 is a Kenya marked by a disciplined citizenry dedicated and disciplined human capital.

The findings of the study were found to have both theoretical and practical implications for the future of discipline in schools. Theoretically, the study was expected to contribute to adoption of modern techniques of molding students. Hyman (1995) asserts that these methods are supposed to be devoid of violence of all kinds due to the many disadvantages associated with violence. They are also supposed to correct misbehavior by instilling lifelong values among the learners. The findings of the study led to the conclusion that although some secondary schools still use corporal

punishment in Muthambi Division, there are secondary schools using other modes of correction of infraction successfully. It is also noted from the study that there is increasing positive attitude towards Guidance and Counseling as a mode of correcting infraction in secondary schools. This is in line with the government policy as stipulated in the Sessional Paper No. 1 of 2005 (p.26) that puts a lot of premium on the role of schools in inculcating lifelong morals and values such as peace, integrity, honesty and equity. The study has practical significance because it is hoped that it will lead to improvement of strategies employed by educational practitioners by exploring the strengths of both corrective measures and preventive measures that can be employed in schools. By the very fact that 28 teachers in Muthambi Division were involved in the study, it is hoped that it would open the participants' eyes to the best practices in regard to discipline. Most significantly, the study dealt with young people in their formative stages when they can easily be made to acquire valuable virtues in life. The study was also expected to form a basis upon which other scholars can develop their studies.

1.10 Theoretical Framework

McGregor's Theory X and Theory Y

Douglas McGregor's Theory X and Theory Y are sets of assumptions about behavior of people at work.

This theory though relating to people at work, can be applied to students in regard to discipline.

Theory X looks at individuals as being lazy and dislike work and as such, they should be coerced in order to do it. This, in relation to students, means that they dislike work in form of the assignments given by teachers and duties assigned to them, such as manual work. Perceived this way, students therefore have to be coerced to work. The forms of coercion therefore, according to the theory, necessitate the use various forms of punishment including the outlawed corporal punishment. According to the theory, employees will avoid responsibilities and will seek to be led. This means that students should be offered leadership which will guide them in their daily life in school. Lastly, the theory posits that most employees are self centered in that they place security above all other factors. In a school situation, student's security is in form of freedom from abuse and harassment from both fellow students and teachers. This contradicts the earlier position that calls for use of coercion. Security is also in form of the fact that students are given opportunity to remain in a school as long as their needs are met without necessarily being threatened with expulsion. In a nutshell, the theory applied to student discipline means that students should be protected from all forms of threats to ensure their security. Freedom from abuse and harassment is also necessary. This is abuse such as the use of corporal punishment.

Theory Y on the other hand assumes that employees are not inherently lazy and view work as natural as rest or play. This implies that students are not lazy and will do the assignments and their manual work as they view it as naturally what they are expected to do and the sole reason as to why they are in school. In addition, the theory posits that employees will exercise self direction and self control if they are committed to objectives. Looked at this way, students have self direction and self control as they

come to school therefore, minimal coercion would be required. Moreover, the theory asserts that on average employees learn to accept, even seek responsibility and that ability to make innovative decisions is widely dispersed throughout the population. In schools, it is not uncommon to find students seeking responsibility especially leadership and volunteer to offer services to the school.

This theory is applicable to this study since in a school situation, it calls for protection of students from abuse and harassment, in addition, it looks at students as being committed to set objectives and as such there may be minimum need for the use of violence.

1.11 Conceptual Framework

The conceptual framework was based on related reviewed literature to the study. The inputs of this study were the independent variables and included forms of punishment used in correcting infraction. Development of a well balanced pupil calls for the use of modes of correction that are not only friendly but also non violent. The output indicated by student's level of discipline was the dependent variable. From the related literature the variables were conceived as shown in figure 1

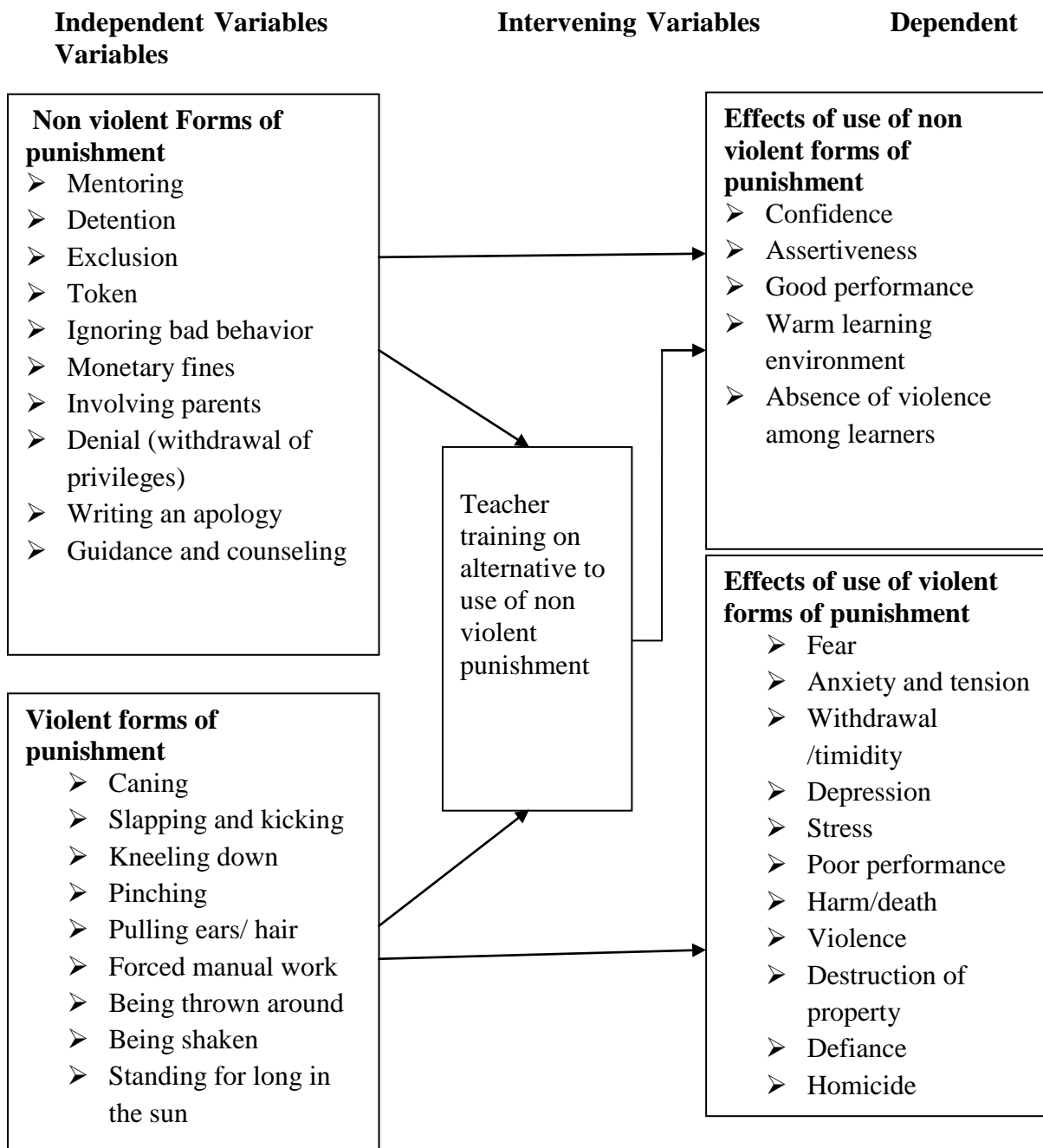


Figure 1: Conceptual Framework Showing effects of use of Violent and Non Violent forms of Punishment.

Forms of punishment –both violent and non violent- were treated as independent variables. Effects of the use of use of the violent and nonviolent forms of punishment were treated as dependent variables while training of teachers was treated as the intervening variable. This study aimed at looking at the extent of the use of corporal punishment in Muthambi Division. It is conceptualized that knowledge of both violent and nonviolent forms of punishment and the consequences of using each of the methods would lead to adoption of best practices in management of discipline in schools and consequently making learning environment warm friendly to both the teachers and learners.

1.12 Operational Definition of Terms

Corporal punishment: This refers to forms of punishment in schools that inflict pain on the learner for instance pinching, smacking and caning.

Positive Discipline: These are measures that lead to training that enables students to make appropriate choices in learning environment of warm and support which includes limitations with both positive and negative consequences.

Guidance and Counseling: This refers to a form of positive discipline process by which a teacher-counselor assists a student or a group of students to deal with problems they face while in school. These needs range from psychological, educational, vocational or social.

Principal: Head of a secondary school institution as applied in Kenya. S/He is central in discipline management in school.

Prefect: A student either elected by students or appointed by teachers to be in charge of a certain area in a school. They assist the school in day –to-day management of

discipline in school.

Students' Baraza: A forum organized by schools where students freely air their views and grievances for the attention of the school administration and teachers. The forum is important in the communication aspect of positive discipline.

Suspension: A period in Kenyan schools when an offending student is sent home by the school authorities for a specified period of time and in most cases required to be accompanied back to school by his or her parent(s) or guardian. Suspension is a form of positive discipline in which school services are withdrawn from an offending student for a period of time.

Report Form: A document given to each student at the end of school term in schools in Kenya indicating their academic performance, participation in co-curricular activities and discipline. It is important in communicating to both the parents or guardians and student the schools judgment of a student's conduct in a given period of time.

Work load: Number of lessons taught by a single teacher per week. This may affect the teacher's performance in other duties assigned to them for example guidance and counseling.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to forms of punishments meted on students in schools, positive discipline, guidance and counseling, corporal punishment, reasons for persistence of corporal punishment in schools, and lastly summary.

2.1 Forms of Punishment in Schools

There are various methods that have been applied in schools with some measure of success. Ndichu (2004) categorizes them into three: preventive, corrective and rehabilitative.

Preventive measures aim at helping learners to do the right thing and avoid any form of behavior termed as undesirable by the school rules and regulations. These measures include guidance and counseling. They also include teacher's commitment to his or her professional expectations with dedication and love. It also involves provision students' physical, psychological, emotional and intellectual needs by the school administration. In addition, it entails measures to ensure that schools principles of fairness, democracy and respect for student's freedom. This view is held by Griffins (1994) when he says that form four students at Starehe Boys' Centre are free to go out on Saturday in the afternoon after preps without leave out chit. As opposed to situations where students are strictly confined to school, when they are allowed out they go with a feeling of pride that they are trusted and are unlikely to commit crimes.

Ndichu further notes that corrective measures are employed when preventive measures have failed and are aimed at correcting the offending student. They include a variety of measures. First, denial or withdrawal of privileges may be used. These privileges may include outings and popular leisure's. This is likely to work since many of these activities are held dear by many students. The learner can only be allowed to participate in these activities only with a promise of improvement. S/he will endeavor to improve so as not to miss the favorite activity.

Detention may also be used. This is where a student is held in class or school longer than the others. It has been used with students who fail to put enough effort in class where they are required to report back from holiday earlier than others. It is however time consuming and demanding since it calls for supervision while the teacher could be doing something else more constructive. In a way the teacher is subjected to some kind of punishment. This method will also work depending on the student (Cowley, 2001).

Okumbe (2007) identifies manual work as one form of correction of infraction used in many schools. He however notes that it is time consuming for both the student and the teacher. Another demerit is that it may make the victim to associate manual work with some subjects like Agriculture that involve practical training with punishment or something unpleasant. The same applies for situations where physical drills like running is used as a form of punishment.

Involving parents or guardians in the formation of student's character is another method that is commonly used in correction of misbehavior among offending students in schools. This involves making a call to the parent or guardian or writing a bad report requiring parents or guardians to come to school. The method is however effective only if the parent or guardian is cooperative and is able to control their children. It has proved effective as although the parent may not be able to control their child, at least they are kept abreast of the behavior of their children (Cowley, 2001).

Token or contracting is another method mainly applied in schools (Sugai, 2007). It involves giving tokens or prizes. It may however be interpreted as bribery or persuasion to do the right.

According to Price (2007), ignoring misbehavior especially when it does not affect other students is another method of correcting infraction. This method is mostly appropriate for attention seekers. Such students can be assisted to regain self confidence if their behavior results from low self esteem. These students may also be encouraged to channel their energies to co curricular activities like games, music, drama, and athletics among others.

Price further notes that exclusion is another method which can be used in schools to curb indiscipline. This method involves keeping out of schools an offending student. It takes the form of suspension and in extreme cases expulsion. Although they keep the offending student from school, they may be counterproductive since the victim end up

losing so much time and may take long to catch up with others in class for the case of suspension. In the case of expulsion, change in behavior is not guaranteed.

According to Macharia (2005) in his study on challenges facing guidance and counseling in public secondary schools in Kiambaa Division of Kiambu District, monetary fines was one of the forms of punishment used to correct misbehavior. For instance, when a student sneaks out of school, they may be asked to buy a roll of barbed wire. In this case, the parent end up being punished rather than the culprit- the student. It however works since the parent of such a student is likely to reprimand his or her child.

The ninth method used in schools as punishment is writing an apology letter and sometimes reading it to the school Kamugane (2008). This method has been use with some level of success due to the psychological pain involved as the student apologizes for it disarms a student who is a deviant so as to appear a hero among peers.

Lastly, mentoring is another method of correcting student indiscipline. It involves pairing an adult or older peer with student who is at risk to provide educational, social, and personal support. Mentoring provides role model to students at risk behavior and educates them on the dangers of their action. It also helps students improve their academic performance. Mentoring also helps students to set goals and improve self esteem. Lastly, it helps learners for future by sharing work experience and exploring career options (Etesi, 2010).

The most dramatic is the pharmaceutical alternative in America. Medicines have been developed to treat and control students' behavior and emotional problems in school and at home. It has brought with it many challenges including commercialization of the wonder drug, diagnosis of the problem and who is to prescribe the drug- the teacher or the doctor (Mulaa, East African Standard, September, 2nd 2001). Considering the conservative nature of the Kenyan population, such an option would be met with a lot of hostility.

2.2 Positive Discipline

The term discipline is derived from Latin 'disciplinaria' which means instruction. Savage (1999) defines discipline as the development of self control, orderliness and efficiency. Eteshi (2010) asserts that discipline implies not only compliance and conformity but also it is a process of growing toward self control, developing character, and learning orderly and productive ways of living. Flower (2008) distinguishes two types of discipline: virtuous and continent behavior. Virtuous behavior is when one uses reason to determine the best course of action that opposes one's desire. That is to do what one knows is right and do it gladly. Continent behavior on the other hand is when one does what one knows is best but does it opposing one's motivation. He further asserts that moving from continence behavior to virtuous behavior requires training and self discipline.

From the definitions given by Savage and Eteshi, discipline is processes of instruction aimed at ultimately making the individual acquire self control and learning orderly acceptable ways of living in the community. This is what Flower calls virtuous

behavior which entails doing what is right and doing it gladly. All forms of measures instituted in the school to discipline the student should be aimed at making the student see the need to do what is right and do it gladly.

Okumbe (2007) distinguishes two types of discipline: preventive and corrective discipline. Preventive discipline is action taken by an education manager to encourage students and employees to follow the standards, rules and which prevent infractions. In schools, this is expressed in form of rules and regulations that should be clearly stipulated it also takes forms of communication on day to day basis that pass across the expectations of the school management in regard to various issues relating to the school.

This is very important since it is only after students understand what is expected of them will they strive to do so. To make students own the rules and regulations of the school, it is very important to involve them in formulating and even revising the rules and regulations. This has been used effectively in some schools in form of 'student barazas', class and house meetings and suggestion boxes. Griffins (1994) asserts that the barazas have been used effectively at Starehe Boys' centre where under his watch, students air their views regarding various issues in the presence of teachers and school administration.

Corrective discipline on the other hand is the action taken following an infraction of a rule. It is aimed at discouraging further infringement of the rules. Preventive discipline is preferred to corrective discipline. This is based on the fact that discipline is

supposed to reform offenders, deter others from similar actions and maintain consistent effective group standards.

School discipline therefore is not only involved in ensuring compliance to established rules and regulations but also training of the mind to reason, appreciate and respect and conform to the policies and programmes within the school.

2.3 Guidance and Counseling

Guidance and counseling was the option given by the government after the ban of corporal punishment. While reporting on guidance and counseling, The Irish National Advisory Council on Education (1975) notes that the teacher's role is to help the individual pupil to develop a system of values, social awareness, sound judgment and sense of human dignity and excellence which will in turn motivate him or her to act. This role is loaded with a wide range of duties bestowed upon a guidance and counseling teacher. This calls for adequate time on the part of the teacher so as to deal with all cases that seek his or her service.

In his study Ngada (2002) identifies various drawbacks that hinder effective delivery of guidance and counseling services in Kenyan secondary schools. First, there is lack of adequately trained personnel in many secondary schools. Secondly, many guidance and counseling teachers lack adequate facilities for instance rooms where students can confide to them in confidence. Thirdly, since it is associated with social misfits and troublemakers, many students will fear to seek assistance for fear of being laughed at

or being seen as emotionally or psychologically sick by their peers. In addition, many fear becoming victimized after revealing their problems.

Macharia (2005) in her study on specific challenges facing guidance and counseling teachers in Kiambaa notes that teachers spent most of their time teaching. This further leads to breach of confidentiality since a guidance and counseling teacher is involved in discipline which includes all forms of limiting behavior such as assignment in class, love, empathy and even punishment. These conflicting roles make students view guidance and counseling teacher with suspicion. The many roles that a guidance and counseling teacher is supposed to play in school may lead to burnout and stress. This ultimately compromises the quality of services rendered.

2.4 Corporal Punishment

Corporal punishment has been defined as physical pain inflicted on the body as a penalty for disapproved behavior (David, 2008). There is a close relationship between psychological and legal definitions of corporal punishment and child abuse. Hyman (1997) defines corporal punishment as purposeful infliction of pain on the human body as penalty for an offense. Child abuse on the other hand occurs when someone physically harms a child and proof is seen by marks on the body for instance bruises and cuts. From the above definitions, corporal punishment can be used without necessarily being termed as child abuse especially in cases where no marks are left. It is also clear that child abuse is harmful and does not necessarily occur as a result of infraction of rules. The question that education practitioners in regard to discipline are

always asking is “how much is too much corporal punishment before it becomes child abuse?”

The origin of corporal punishment can be traced in Victorian Era based on the concept of *loco parentis* a concept which originated from English law that gives schools educational and moral responsibility for children. It was later imported into law to protect teachers who felt the need to administer corporal punishment (Conte, 2000). The underlying principles for the use of corporal punishment were that it would help in producing people who would conform to accepted societal norms. Secondly, it would beat out obstinacy which was viewed as a syndrome of original sin. Lastly, it was claimed that it would ensure learning occurs (Hyman, 1995).

It is however clear that these propositions may be hard to substantiate and even studies conducted by psychologists on the effects of the use of corporal punishment end in unclear stands depending on whether they are conducted by proponents or anti corporal punishment crusaders.

Many countries have banned the use of corporal punishment. However, due to its controversial nature and opposing views held by both proponents and antagonists, there is a continued use of the same by educational practitioners. In the US, for instance, 29 states have banned its use while 21 have not. This shows divergent views held by different persons and nations- Kenya included.

In the US, the push for its ban emanated from work by Sigmund Freud in the 1920s and 1930s that explored the effect of spanking in child development. As a result, the legal concept of *loco parentis* started being questioned in the 1960s. In 1972, American Civil Liberties Union sponsored a conference on corporal punishment which culminated in passing of a resolution against corporal punishment by American Psychological Association among other groups that advocated for abolishment of corporal punishment in the US.

In Africa, many countries have banned corporal punishment in schools among them South Africa, Zimbabwe and Botswana. The ban is reflected in countries constitutions and statutes. This follows argument against the use of corporal punishment that is considered inhuman.

Various arguments have been raised against the use of corporal punishment in schools. Although some research findings indicate that the use of corporal punishment has been associated with increased immediate compliance, doubts are raised over its role in enhancing social skills and self control over time. This is evidenced by the fact that same students are hit for the same misbehavior over and over again (Teicher, 2005).

Hyman and Perone (1998) identify various effects of the use of corporal punishment in schools. First, it leads to neurotic reaction for instance fear, anxiety, withdrawal, tension, depression, trauma, stress, timidity and submissiveness. Secondly, it creates resentment and hatred against the punishing teacher and subject leading to poor

performance in the subject. Thirdly, it hurts the dignity and self respect of the learner especially if administered in the presence of other students. The fourth reason advanced is that it may cause physical harm injuries and even death to the student. As a result, it may lead to rebellion against the teacher and or administration. The other effect is that it may cause mental torture that leads to maladjusted personalities. The seventh effect is that it may lead to school dropout. This by extension leads to wastage in the education system since the government and parents had already invested in the student who dropout. The eighth effect is that it hardens the offenders instead of reforming them especially when used in excess. It is also unfair especially if inflicted for factors beyond learners control for instance inability to perform well academically. It may also be used by the teacher as a way of venting anger and frustration both from home and work place thus making the student a victim of the teacher's rage and outburst. It is degrading to the teacher since s/he becomes insensitive to human feelings (Nganda, 2002).

Moreover, the humiliation accompanying corporal punishment may reduce child's ability to problem solving rationally and make a child more aggressive defiant and oppositional. This assertion could possibly be the reason as to why secondary schools in Kenya experienced a spate of strikes leading to massive destruction of property in schools. It inhibits a child's ability to solve problems effectively (Hyman, 1995). It also makes students to develop feelings of inadequacy and resentment and may eventually lead to anger, hostility, violence, and aggression against school property, peers and authorities. It also increases student alienation, misbehavior, and desire to seek revenge. Hyman (1995) notes that studies have shown that schools with high rate

of corporal punishment record higher rates of student's misbehavior. States with high rates of corporal punishment also experience high rates of violence, aggression and homicide committed by children. Owen, (2005) asserts that administering violence legitimizes the practice of violence by using violent means to solve problems. One of the ways of ending the use of corporal punishment is by educating the general public on the negative effects. This would generate public concern over its use. Empirically based alternatives can also be employed for instance, social skills and character education programmes (Price 2007).

Considering the above reasons advanced against the use of corporal punishments, it would be disastrous if a society continues to subject its children to corporal punishment. Who as a parent for instance would want his or her child to exhibit the above disorders emanating from poor upbringing? Which country would wish to have a rebellious youth as a result of the use of corporal punishment?

2.5 Reasons for Persistence of Corporal Punishment in Schools

Various reasons have been advanced in support for the use of corporal punishment. In his case in 2006 seeking the reintroduction of corporal punishment in Kenyan schools, Nicholas Kaloki Kasolya cites its immediacy and measurability as reasons as to why it should be reintroduced. He also notes that guidance and counseling takes a long period of time and the assumption by the Ministry of Education that every teacher can double as a counselor is fallacious (Daily Nation, Wednesday, April 5, 2006).

Such arguments are espoused in Gaffney's study of preservice teachers' beliefs about various issues and myths regarding use of corporal punishment. In his study, he looks at myths upon which corporal punishment has thrived in Florida. The myths include: i) Corporal punishment is time efficient. ii) Corporal punishment attacks the problem head-on. iii) All students dislike corporal punishment. iv) Educators only use corporal punishment for the benefit of the students. v) Corporal punishment prepares students to live in society that punishes those who break rules. vi) Corporal punishment is a way of punishing those who misbehave. vii) Corporal punishment leads to development of character. viii) Corporal punishment teaches respect. ix) Corporal punishment is the only thing students understand. x) Corporal punishment is only used as a last result. xi) Corporal punishment works better than all other disciplinary methods. xii) Corporal punishment deters aggression in students. xiii) Corporal punishment is harmless. It is worth noting that 46% of the respondents in Gaffey's study agreed or were undecided on with the myths on corporal punishment. In his study, Gaffney suggested that the study be replicated in other areas to ascertain the validity of the study.

This study will seek to find out whether the myths also exist among teachers in Muthambi Division.

To opponents of the use of corporal punishment, these are myths but to proponents and teachers who have nothing against the use of corporal punishment, they are reasons they give for its continued use.

First, the use of corporal punishment is considered quick solution, and less time consuming method when compared with others. Secondly, it scares students from repeating mistakes since it is a humiliating form of punishment. Third, lack of commitment by some teachers force them to avoid the trouble of accompanying students in their holistic formation (Meli, 1998.19). In addition, some teachers are not conversant with other forms of instilling discipline in schools apart from corporal punishment. Gladwell (1999) in a survey of teachers' attitude towards ban of corporal punishment in South Africa reported that teachers had a sense of despair attributed mainly to disruptive student behavior and perception by teachers that authority had been taken away after the ban of corporal punishment. The sixth reason for continued use of corporal punishment is ineffectiveness or absence of guidance and counseling as an instrument of enforcing discipline. The seventh reason is that some teachers lack knowledge on the negative effects of corporal punishment. Frustrations due to lack of good working conditions drive some teachers to cane as a form of defense mechanism and a form of displacement of anger and frustration is another reason why some teachers result to use of corporal punishment. Some teachers also cane students as a means of securing their status and respect from the students. This is occasioned by feeling of insecurity and when they feel threatened due to lack of self confidence and esteem. Others cane due to lack of professional ethics, ignorance of more humane forms, and even as a form of transference of one's lack of motivation and interest in the teaching profession. Lastly, lack of democratic leadership in some schools encourages many teachers to use corporal punishment in maintaining discipline in classrooms and schools.

Perhaps the most quoted justification for the use of corporal punishment is the Biblical belief in Proverbs 23:13-14."Do not withhold discipline from a child. If you beat him with a rod he will not die". According to the Bible discipline is equivalent to beating. This study will seek to find out whether this view is held by teachers and students in secondary schools in Muthambi Division.

2.5 Summary

The literature reviewed relates to forms of punishment meted in schools, positive discipline and corporal punishment. According to definitions from various authors, discipline in this study is looked at as a training of development of self control, orderliness and efficiency and not only compliance and conformity.

Literature relating to various forms of punishment has been reviewed. The punishments meted on students for misbehavior in schools include: denial or withdrawal of privileges, detention, and manual work, involving parents, use of token or contracting, ignoring bad behavior, exclusion, monetary fines writing an apology, mentoring and use of pharmaceutical. From the literature reviewed, it is worth noting that no single method of punishment is devoid of shortcomings from the above discussion.

The literature reviewed also has revealed that studies conducted earlier note there are various factors that affect proper implementation of guidance and counseling in secondary schools. These factors include constrains on time on the part of guidance and counseling teachers due to huge teaching loads, conflicting roles of the guidance

and counseling teacher and classroom teacher, inadequate facilities like office space, and lack of adequately trained personnel. This study aimed at establishing the effectiveness of guidance and counseling services in secondary schools in Muthambi Division. This is by establishing whether some of the bottlenecks affecting proper delivery of guidance and counseling services to students in other areas are evident in Muthambi Division.

Literature relating to positive discipline has been reviewed. Positive discipline refer to measures put in place in schools aimed at ensuring that the schools provide of physical, psychological, emotional and intellectual needs of the learner. It also includes aspect such as fairness democracy and freedom in school environment. Specifically, positive discipline advocates for involvement of the learners in decision making especially decisions relating to setting and revision of rules and regulations in schools. The rules and regulations according to the literature reviewed should have consequences. This study aimed at finding out the level of involvement of learners in formulation of school rules and regulations and whether the rules and regulations had consequences. Literature relating to corporal punishment in schools was also reviewed.

This literature revealed that there are various negative effects of use of corporal punishment among students they include: neurotic reactions like fear, anxiety, withdrawal, tension timidity, trauma, stress, submissiveness, resentment, poor performance, drop out, injury and in extreme cases death. In addition use of corporal punishment was found to cause mental torture, hardening of the offender and may be

used by the teacher to vent anger and frustration from both work and home. Other effects include making children more aggressive, defiant, hostile and violent at the end leading to destruction of property. Considering all these negative effects, this study aimed at assessing the extent of the use of corporal punishment in secondary schools in Muthambi Division especially now that it is illegal in Kenya.

Lastly, it is worth noting that violence has no place in modern society and using it in schools would be a violation of the learner's rights. This can best be summed up by Price (2007) who notes that appropriate discipline ought to be constructive as it ultimately leads to self discipline. Externally imposed discipline is artificial and based on desire to avoid pain of punishment. Considering that students stay longer with teachers than their parents, it is the teachers' duty to assume the responsibility of caring parents.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the procedures and strategies employed in conducting the study. It focuses on research design, study locale, target population, sampling techniques and sample, research instruments, pilot study, validity of research instruments, reliability of research instruments and data collection and data analysis techniques.

3.1 Research Design

The study adopted a descriptive survey design. Kerlinger (1973) argues that survey is widely used to obtain data useful in evaluating present practices and in providing basis for decision making. It involves describing, recording, analyzing, and reporting existing conditions or conditions that existed regarding a certain phenomena. Descriptive survey is most appropriate in collecting data since it will involve description of the current state on the use of corporal punishment in secondary schools in the division without manipulation of variables.

3.2 Study Locale

The study was conducted in Muthambi Division. This locale was found suitable since there were adequate number of schools to elicit the desired information. The division is in Maara district and borders Meru South to the south, Mwimbi Division to the North, Mount Kenya Forest to the West and Tharaka District to the East. Singleton (1993) observes that, the ideal setting for any study should be easily accessible to the

researcher and that which allows instant rapport with the informants. Wamahiu and Karugu (1995) also note that, sometimes being familiar with the research locale helps in gaining rapport and acceptance. Accessibility of Muthambi Division and the fact that no similar study known to the researcher has been conducted in the division makes it an ideal choice. The accessibility of the division to the researcher will make it economical in terms of expenditure on transport costs.

3.3 Target Population

The target population were all the fourteen schools in the division. Of the 14 secondary schools, there is one boys' boarding school, three girls' boarding schools, three mixed boarding schools, four mixed day and boarding schools and three mixed day schools. The total student population is 4,761 among them 1,959 boys and 2,802 girls. Table 3.1 gives data of the student population in the schools.

Table 3.1 Student Population in Secondary Schools in Muthambi Division

<i>Type of school</i>	<i>No. of school</i>	<i>No. of students</i>		<i>Total</i>
		Boys	Girls	
Boy's boarding	1	406	0	406
Girls' Boarding	3	0	1,631	1,631
Mixed Boarding	3	855	608	1,463
Mixed Day & Boarding	4	499	339	838
Mixed Day	3	199	224	423
	14	1,959	2,802	4,761

Source: District Education Office Maara District (2011)

3.4 Sampling Techniques and Sample

Stratified random sampling was used to select nine schools from the fourteen schools in Muthambi Division to ensure that different categories of schools are involved in the study. This is sixty four percent of the total number of schools. The schools were stratified into boys' boarding, girls' boarding, mixed boarding, mixed day and boarding and mixed day schools. Two schools from each category of schools were sampled except the boys' boarding category with only one school.

A total of three hundred (300) students were sampled from a population of 4761 students. Proportionate allocation was used to determine the number of students in each category. That is, total number of students in each category divided by the total student population multiplied by three hundred. The number of students sampled per school was determined by the number of students in that particular school and the number of students allocated to the category. All the nine deputy principals and guidance and counseling teachers from the sampled schools participated in the study. Table 3.2 summarizes the sample size.

Table 3.2 Study Sample Size

Type of School	No of Schools	Deputy Principals	G/C Teachers	Students
Boys' Boarding	1	1	1	25
Girls' Boarding	2	2	2	103
Mixed Boarding	2	2	2	92
Mixed Day & Boarding	2	2	2	53
Mixed Day	2	2	2	27
Total	9	9	9	300

Systematic (interval) sampling was used to sample students in selected schools. Students were drawn from form Two, Three and Form Four since form one students of the year 2012 had not reported. This was done by using the already existing class list for form four, form three and form two and a sampling constant calculated depending on the population size required and every Kth case from the class list selected until the desired number of respondents per school is obtained.

Stratified sampling was used to sample schools where teacher respondents were drawn from and purposive sampling used to identify teachers specifically involved in discipline. Later, random sampling was used to identify teacher respondents in schools where there are committees dealing with discipline.

3.5 Data Collection Instruments

Questionnaires were used to collect data from sampled respondents. Both unstructured open-ended questions and structured closed ended questions were used. Demographic questions were also be used to collect data regarding to the background information about the respondents.

3.5.1 Student Questionnaire

Student questionnaire was administered to collect information regarding their involvement in formulation of school rules, types of punishments meted and whether corporal punishment is used in their schools. The questionnaire was also used to collect the student views on the use of corporal punishment.

3.5.2 Deputy Principal's Questionnaire

These were used collect data on the various groups of people involved in formulation of rules and regulations in school and whether corporal punishment is used in their respective schools. It was also be used to generate data on the rate of the use of corporal punishment if it does exist in their schools.

3.5.3 Guidance and Counseling Teacher's Questionnaire

The questionnaires were used to collect data on their qualification in guidance and counseling, how cases requiring guidance and counseling reach their offices, forms of indiscipline cases they handle and forms of punishments employed in their schools.

3.6 Validity of the Research Instruments

According to Orodho (2008), validity is the accuracy and meaningfulness of the inferences which are based on the research results. That is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation.

There are three major types of validity: face validity, content validity and construct validity. Face validity refers to the likelihood that a question will be misunderstood or misinterpreted. This was taken care of by pre-testing. Items that are likely to be misinterpreted or misunderstood are modified to increase validity (Kilemi & Wamahiu1995). Content validity on the other hand refers to whether an instrument provides adequate coverage of a topic. This was ensured by using expert opinion from the supervisors, literature review and pre-testing to identify problems that the respondents are likely to face in the process of answering the questions.

3.7 Pilot Study

After the questionnaires were developed, they were piloted in one school in the division that was not involved in the actual study. Piloting is an important aspect in research as it helps to identify misunderstandings, ambiguities and inadequate items (Wiersma, 1995). The research instruments were pre-tested and vague questions were identified for improvement while ambiguities were removed from the questions. It enabled the researcher to familiarize himself with the administration of the instruments. Mugenda and Mugenda (1999) note that the number of cases in the pre-test should not be very large but between 1% and 10% depending on the sample size. The bigger the sample size, the smaller the percentage. The number to be pretested in this study constituted about 1% of sample of the study.

The identified students, deputy principals and guidance and counseling teachers were issued with the questionnaires and the instruments were scrutinized by the researcher to ascertain whether the responses are as expected and whether the respondents understood the questions as required.

3.8 Reliability of the Instruments

Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. There are three methods of testing reliability: test re-test, equivalent form and internal consistency. Reliability of the instruments was tested by use of test-re-test method. The questionnaires were administered to 2% of the students sampled, 1 guidance and counseling teacher and 1 deputy principal. The same questionnaires were administered

after two weeks to the same group. The answered questionnaires were scored manually again and a comparison of the results made. Pearson's correlation coefficient was computed to establish the extent of reliability. Gay (1992), notes that a correlation coefficient of 0.7 and above is acceptable. A correlation coefficient of 0.702, 0.741 and 0.753 were realized for students, guidance and counseling and deputy principals respectively using SPSS version 11.5 for windows

3.9 Data Analysis and Presentation

Orodho (2008) observes that the rationale of organizing data is to make them consistent and understandable forms for not only the researcher but also anyone who might need to use the collected data. Descriptive statistics was used to analyze collected data. The data collected from the field was cleaned, organized, coded and recorded. The data collected by the use of questionnaires' close-ended questions was coded and analyzed using Statistical Package for Social Sciences (SPSS). Open ended items from each questionnaire were arranged and grouped according to research questions. The responses received were then arranged to generate data which is organized and coherent to address the research questions. Qualitative data was analyzed by similar responses being tallied to generate frequency counts and percentages. Bell (1993) asserts that when making the results known to a variety of readers, simple descriptive statistics such as percentages have considerable advantage over more complex statistics. The descriptive statistics were presented in form of pie charts and frequency tables. The results of the study were discussed to respond to research objectives relating to the extent of illegal use of corporal secondary schools in Muthambi Division. Data were presented using frequency distribution tables, pie charts and graphs.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presents the findings and discussion of the study. The purpose of the study was to find out the extent of the use of corporal punishment in secondary schools in Muthambi Division Maara District. The study had four research questions: a) What are the forms of punishment meted on students in the schools? b) What are the preferences of students and teachers to different forms of punishments? c) What efforts are in place in secondary schools in the division to use positive discipline? d) What reasons have led to the persistence of corporal punishment use in secondary schools despite the ban by the government?

The findings are based on data collected from sampled 9 deputy principals, 9 guidance and counseling teachers and 300 students from Muthambi division. The data has been analyzed using descriptive statistics. The findings are presented mainly in form of frequency tables, percentages and graphs.

4.1 Demographic Data of Participants and Schools

Demographic information from the study subjects is necessary so as to understand if the sample selected is representative of the target population. In this study, the researcher investigated the respondents' characteristics by establishing their gender, class and experience.

4.1.1 Student Information

Of the 300 students sampled for the study, forty one percent were male while fifty nine percent were female. Their ages varied from 14 to 21 years.

Student Age Distribution

Student age population was sought to find out the age distribution of the sample because it is vital in determining the kind of corrective measures that would be appropriate. The response is summarized in table 4.1.

Table 4.1 Student Age Distribution

Age Distribution	N	%
14	40	13
15	60	20
16	45	15
17	70	23
18	40	13
19	30	10
20	10	3
21	5	1
TOTAL	300	100

Table 4.1 shows that thirteen percent of the students were aged 14 years, twenty percent were aged 15 years, fifteen percent were aged twenty three percent 16, twenty three percent were aged 17, thirteen percent were aged 18, ten percent were aged 19,

three percent were aged 20 while one percent were aged 21 years. It is important to note that seventy one percent of the students are below the age of consent in Kenya that is eighteen years. However, twenty nine percent is above the age of consent. This means that some forms of corrective measures employed may be very humiliating, for instance corporal punishment, especially if administered to the older students more so if done in public.

4.1.2 Type of school

Information about the type of school involved in the study is significant since the type of school determines how equipped the school is in terms establishment of departments. This is so especially with the emergent of many day schools that may not be very well equipped. Many upcoming schools may also not have experienced teachers and as such may not have a variety of choices of measures of correction. The types of school involved in the study are summarized in table 4.2.

Table 4.2 Type of School Involved in the Study

Type of School	N	%
Girls' Boarding	2	22
Boys' Boarding	1	11
Mixed Girls' and Boys' Boarding	2	22
Mixed Girls' and Boys' Day and Boarding	2	22
Mixed Day School	2	22
TOTAL	9	100

Table 4.2 shows that twenty two percent of the schools were girls boarding, eleven percent boys' boarding, twenty two percent from mixed girls' and boys' boarding twenty two percent from mixed girls and boys day and boarding and twenty two percent from mixed day schools. This was based on the population of students in each category of schools. The study found out that apart from boys, boarding school which is only one in the division, all the other categories have balanced representation.

4.1.3 Distribution of Students in Different Categories of Schools

Students were distributed in different school categories as shown in figure 2. as per student population in the category so as to make the sample size representative.

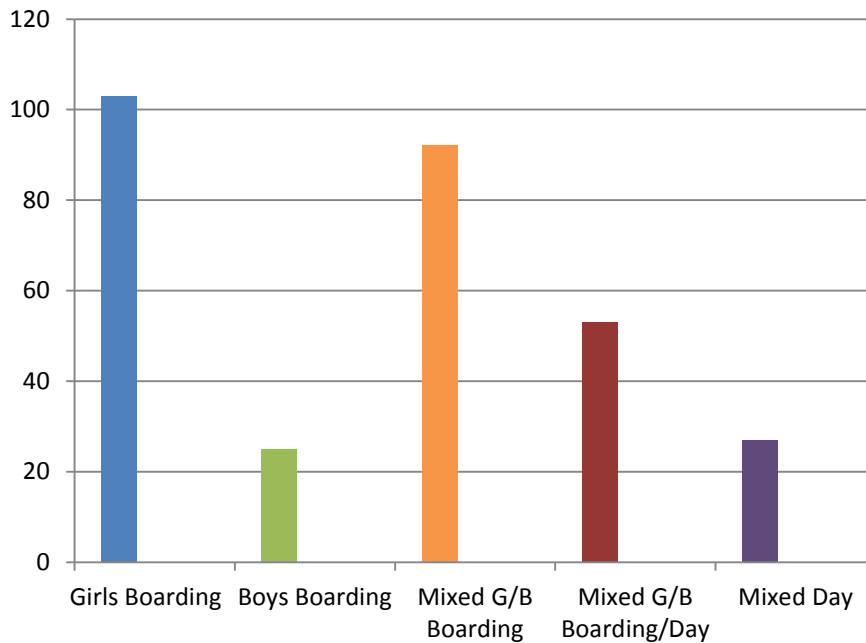


Figure 2 Distribution of the Students in Different Categories of Schools

Based on the population of students in different categories of schools in the division, thirty four percent eight percent of the students were from girls boarding secondary schools, eight percent from boys boarding secondary schools, thirty one percent of the students were from mixed girls and boys boarding secondary schools, eighteen percent were derived from mixed girls and boys day and boarding secondary schools and nine percent came from mixed day school secondary schools.

4.1.4 Distribution of Students per Class

The demographic characteristic of the class of the sampled students in the study gives information about the length of stay in high school. Representation of students in each of the three classes proportionately gives a chance for the three classes' views to be represented in the study findings.

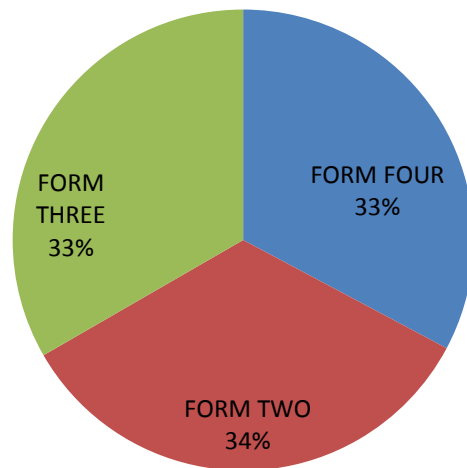


Figure 3 Distribution of Students per Class

Thirty three percent of the students were derived from form four, thirty four percent of the students were made up of form two students while thirty three percent were made up of form three students. This indicates that the sample population was evenly balanced in terms of classes.

4.1.5 Deputy Principals' Information

Gender of the Deputy Principals

Gender of the deputy principal determines the choice of the corrective measure chosen by the deputy principal being the person charged with the responsibility of maintaining discipline among students in the school. This information is as presented in figure 4.

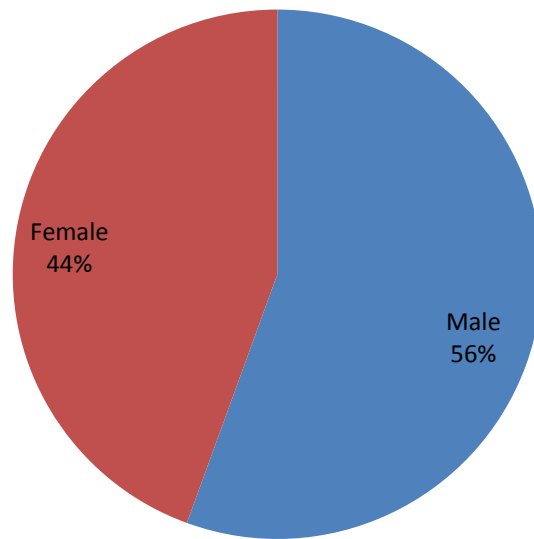


Figure 4 Gender of the Deputy Principals

From the findings, out of the nine deputy principals who took part in the study, forty four percent were female while fifty six percent were male. The fact there are more males serving as deputy principals means that the data presented relating to deputy principals may be biased towards male mind set relating to maintenance of discipline.

Table 4.3 Period of Service as a Deputy Principal

PERIOD	N	%
1-4 Years	3	33
5-9	5	55
10 <	1	11
Total	9	100%

Three deputy principals thirty three percent had served for a period of between 1 to 4 years; fifty six percent of deputy principals had served for a period of 5 to 9 years while one percent had served for more than ten years. The mode of the distribution of deputy principals is between ages 5-9 years. This implies that with this experience, the modes of correction of infraction considered by the deputy principals to be most effective can possibly not easily be changed unless their mind set is changed. Therefore training of deputy principals on the different measures of correction of infraction is necessary.

4.1.6 Guidance and Counseling Teachers Information Gender

The information on gender of guidance and counseling is important since studies have shown that males and females approach discipline differently. Gender of the guidance and counseling teachers is as presented as shown in figure 5.

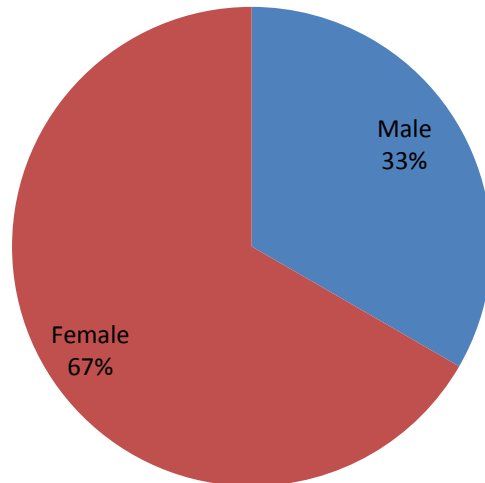


Figure 5 Gender of Guidance and Counseling Teachers

The pie chart shows that 3 guidance and counseling teachers thirty three percent were male while sixty seven percent were female.

Number of Years Served as Guidance and Counseling Teacher

Table 4.4 presents work experience of guidance and counseling teachers in the division. This is important since it determines the experience the guidance and counseling teachers have in handling cases presented to them.

Table 4.4 Number of Years Served as Guidance and Counseling Teacher

PERIOD	N	%
1-4 Years	1	11
5-9	3	33
10 <	5	55
Total	9	100%

Table 4.4 shows that eleven percent of guidance and counseling teachers had served as guidance and counseling teachers for 1-4 years, thirty three percent had served between 5-9 years and fifty five percent had served for more than ten years. The study found out that most of the guidance and counseling teachers eighty nine percent had adequate experience to handle the cases professionally having served for more than five years as guidance and counseling teachers.

4.2 Types of Punishments Meted on Students

The first objective of the study was to find out the forms of punishments meted on students for various infractions to school rules and regulations. To determine this, the 300 students were given a set of common offences for which they were asked to indicate the form of punishment meted. The responses for the form of punishment meted for every infraction were tallied and frequency tables prepared percentages of the form of punishment for each infraction were computed manually and the results are as summarized in table 4.5

Table 4.5 Types of Punishment Meted on Students

Offence	Caned	Manual punishment	Confiscated	Defaced	Suspended	Monetary Fine
Noise making	76%	24%				
Lateness	83%	17%				
Use of Vernacular	52%					48%
Improper uniform			73%	27%		
Bullying		10%			90%	
Sneaking	37%					63%

For noise making, seventy six percent of the students were caned while twenty four percent were given manual work, for lateness to class eighty three percent of the students were caned while seventeen percent of the students were given manual work, for use of vernacular, fifty two percent were asked to buy a novel which is a form of monetary fine while forty eight percent were caned. For students found with improper uniform, seventy three percent of the students had their clothes confiscated while twenty percent had the clothes defaced. For students who were found to have bullied, ninety percent were suspended for two weeks while ten percent were caned. Lastly for those who sneaked out of school it was reported that, thirty seven percent of the students were caned while sixty three percent were asked to buy a roll of barbed wire.

The above findings show that students were mainly subjected to corporal punishment for crimes that are common on day to day basis in the school. These offences are noise making, lateness and use of vernacular. Macharia (2005) observes the same in his study of challenges facing guidance and counseling teachers in public secondary schools in Kiambaa, Division of Kiambu District. He notes that students are subjected to corporal punishment mainly for cases of indiscipline that are prevalent on day to day basis. However, for cases like bullying and use of improper uniform caning is not reported to have been used in secondary schools in Muthambi Division. Macharia notes that the reasons given for use of corporal punishment for indiscipline cases that are committed on day-to-day basis was that it is time saving the part of both the teacher and the student. Teachers involved in the study further observed that despite the use of corporal punishment, the cases were still rampant and students who had been caned for a certain offence was punishment for the similar offence on a number of occasions. These findings are also supported by Kamugane (2008) in his study on the impact of the ban of corporal punishment in secondary schools in Nembure Division of Embu district. Kamugane notes that although cases of indiscipline still existed in the division, the cases had significantly declined in schools that had adhered to the directive of the ban of use of corporal punishment in their schools. Further he observes that the reduction of indiscipline especially bulling was noted in schools that no longer used corporal punishment.

4.3 Preferences of Students to Different Forms of Punishments

The second objective of the study was to find out the preferences of students to different forms of punishment. The three hundred students sampled were asked in item j in the student questionnaire designed to collect data on the preferences of students to different forms of punishment to tick the form of punishment they preferred. They were given five choices: guidance and counseling, corporal punishment, suspension and expulsion. The responses to preferred mode of correction for each offence were tallied and frequency tables formulated. Percentages of students who preferred a certain mode of correction of infraction computed. The results are as summarized in table 4.8.

Table 4.6 Students' Responses on the Preferred Mode of Correction

Preferred Mode of Correction	N	%
Guidance and Counseling	195	65
Corporal Punishment	51	17
Manual Punishment	33	11
Suspension	18	6
Expulsion	-	-

Table 4.6 shows that sixty five percent of the students preferred guidance and counseling, seventeen percent preferred corporal punishment, eleven percent manual punishment and six percent preferred suspension. This is indicative of the fact that guidance and counseling is very popular among students since sixty five percent of the

students preferred it as opposed to other forms. It is also supported by the fact that sixty seven percent of the students sought guidance and counseling services on their own volition. The fact that eleven percent preferred corporal punishment shows that a considerable number of students would rather be subjected to corporal punishment rather than suspension and expulsion. These findings are supported by Ndichu (2004) in his study on 'An Examination of Philosophical Foundations of Corporal Punishment in Kenyan Education'. In his study Ndichu found out that given a chance some students would prefer corporal punishment to many other forms of corrective measures like manual work, suspension and expulsion. It is therefore important to note that if corporal punishment is used among students who prefer it, it may not produce the desired change in behavior among such students. Ndichu in his study further notes that among students involved in the study, majority of those who preferred caning were found to have been punished for the same offence after some time. On the contrary, Kamugane in his study on the impact of the ban of corporal punishment on student discipline in secondary schools notes that that there was a reduction in recurrence of offences among students were subjected to other forms of punishments.

4.4 Efforts Put in Place to Use Positive Discipline

The third research question was 'What efforts are in place in secondary schools in the division to use positive discipline in schools?' The study conceives positive discipline as measures that lead to training that enables students to make appropriate choices in learning environment that is warm. In addition, it includes limitations with both positive and negative consequences. It involves measures such as involvement of

students in the formation and revision of the school rules and regulations, guidance and counseling, use of tokens and contracting and mentoring.

Students' Responses on their Involvement in the Formulation and Revision of School Rules and Regulations

First, students interviewed were asked whether there were rules and regulations in their schools. All the students (100%) affirmed the presence of school rules and regulations in their schools. All the deputy principals interviewed were also in affirmation that there were school rules and regulations. Students were then asked to state whether they were involved in the formation and revision of the rules and the responses were as summarized in figure 6.

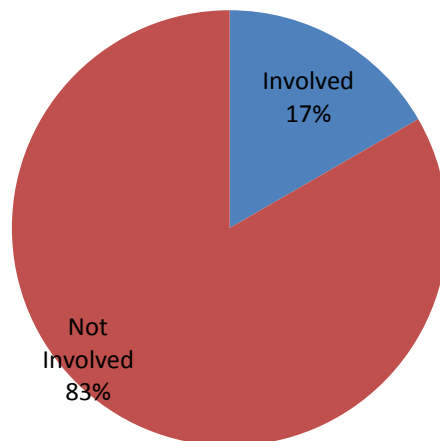


Figure 6 Students' Responses on their Involvement in the Formulation and Revision of School Rules and Regulations

Figure 6 shows that seventeen percent of the students were involved in formulation or revision of the school rules and regulations while eighty three percent were not involved. This means that a significant number of students in the division were not involved in either formulation or revision of the rules and regulations in their schools. When students are not involved in the formulation and revision of the rules and regulations, they may not understand why they should adhere to them as opposed to when they are involved in the formulation and revision of the rules and regulations. Meli (1998) in his study on parent's, student's and teacher's attitudes towards the practice of corporal punishment in selected schools in Nairobi, noted that in schools where student were involved in the formulation and revision of school rules and regulations cases of indiscipline were few. This is supported by Griffin (1994) assertion that the involvement of students in barazas helped the school administration to both understand the students and explain the administration's expectations of the students through a give and take process. In the barazas, he explains, the teachers would be required to defend their positions and school rules and regulations would come under scrutiny sometimes prompting revision.

Communication of the Rules and Regulations to Students

The deputy principals were required to indicate how students are made aware of the school rules and regulations. Communication is an important aspect in ensuring adherence to school rules and regulations by students as they are constantly reminded of the expectations of the school of their behavior. The results are summarized in the table 4.7.

Table 4.7 Deputy Principal’s Responses on How Students are Informed about the School Rules and Regulations

Mode of Communication	N	%
Admission Letter	7	78
During Assemblies	5	55
Notice board	3	33

The table shows that seventy eight percent of the deputy principals identified the use of admission letters as the means to communicate school rules and regulations, thirty three percent identified the use of notice boards and fifty five percent indicated that school rules and regulations are communicated during the assemblies. Although eighty three percent of students were neither involved in the formulation of the rules and regulations nor their revision, the rules and regulations are made available to the students.

Students were asked whether the rules showed the consequences for infraction. Clearly stated consequences of infraction are important as they make it clear to the students the repercussions of their actions thus deterring them from infraction. It also guides the teachers on decision making regarding consequences of student misbehavior leaving no room for hunch and intuition on the part of the punishing teacher.

Eighteen percent of students eighteen percent reported that the rules and regulations showed the consequences of infraction while eighty two percent of the interviewed

students indicated that they did not show the consequences of infraction. The fact that eighty two percent of the respondents indicated that there were no consequences for infraction on the rules and regulations means that the consequences of infraction are not clear to most of the students and teachers. As a result, the consequence is open which may leave the student at the mercy of the teacher who may or may not be rational. The consequence does not exclude the use of corporal punishment despite having been banned is not out of question.

Guidance and Counseling

Guidance and counseling teachers were asked to state the number of lessons they teach per week. This was done to determine the suitability of the guidance and counseling teachers considering their workload. Guidance and counseling teachers are key in providing student friendly environment an aspect of positive discipline.

Table 4.8 Guidance and Counseling Teachers Weekly Work Load

Number of lessons	Number of Teachers	%
15	4	44
16	3	33
12	1	11
8	1	11

Table 4.8 shows that eleven percent of the teachers had 8 lessons, eleven percent had 12 lessons, forty four percent had 15 lessons and thirty three percent had 16 lessons. The recommended workload for HoDs is eighteen lessons. Therefore, the workload of

the guidance and counseling teachers within the division is within the limit as provided for by the TSC that recommended eighteen lessons per week.

The guidance and counseling teachers were asked to indicate whether they felt effective in serving students considering their workload. Twenty two percent of guidance and counseling teachers said that they found themselves effective considering their workload while seventy eight percent said that they did not find themselves effective considering their workload. This is despite the Teachers Service Commission recommended Heads of Departments workload of eighteen lessons. This is supported by study by Macharia (1985) on 'Specific Challenges Facing Guidance and Counseling in Public Schools in Kiambaa Division of Kiambu'. He notes that the duo roles of guidance and counseling teachers as both classroom teachers and guidance and counseling teachers confuses students thus making it difficult for students to seek the services of the guidance and counseling teachers. This may be due to role conflict arising from a lot of pressure on the guidance and counseling teachers due to pressure on the teachers as a result of the lessons and the guidance and counseling duties. According to Bernnet (1997) role conflict is a situation where a person does not behave in accordance with expectations attached to a role because to do so would place too much strain on that person. The person who cannot live up to role expectations may experience feelings of inadequacy, embarrassment and guilt.

Guidance and Counseling Teachers' Training

The guidance and counseling teachers were asked whether they have gone through any training relating to guidance and counseling. It is hoped that the skills acquired would

help the guidance and counseling teachers in the performance of their duties. The skills acquired are expected to enable the counselors help schools to provide a warm environment. The responses are summarized in figure 7.

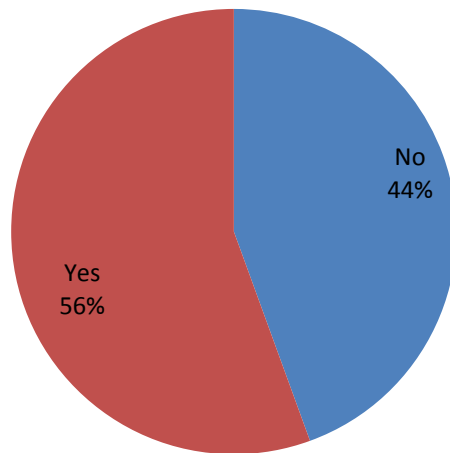


Figure 7 Responses on whether Guidance and Counseling teachers are trained

Figure 7 shows that fifty six percent forty four percent of the guidance and counseling teachers had gone through training while forty four percent had not gone through requisite training. The study found out that a sizeable number of guidance and counseling teachers forty four percent therefore did not have the requisite knowledge and skills to effectively perform their duties as guidance and counseling teachers.

Sixty seven percent of the schools had guidance and counseling offices while thirty three percent of the guidance and counseling teachers had no offices. This would adversely affect confidence of students in the guidance and counseling a service that requires lot of confidentiality. Absence of guidance and counseling offices is also

noted as one of the drawbacks of guidance and counseling in secondary schools by Nganda (2002) in his study ‘Factors that Hinder Effective Counseling in Kenyan Secondary Schools’.

To know how students perceive guidance and counseling, the guidance and counseling teachers were asked to indicate how cases reach their office. This information is important considering the many challenges that face guidance and counseling services in secondary schools. The responses were as summarized in table 4.10.

Table 4.9 How Cases Reach the Guidance and Counseling Office N-9

How cases get to the G/C office	N	%
Students	4	44
Referred by the administration	2	22
Referred by parents	1	11
Referred by teachers	1	11
Identified by G/C teacher	1	11

The study found out that forty four percent of the students sought the services in their own volition, twenty two percent of the cases were referred by the administration, eleven percent were referred by teachers, eleven percent were referred by parents, and eleven percent were identified by the guidance and counseling teachers. This is indicative of the fact that guidance and counseling is popular among students with forty four percent of the students seeking guidance and counseling on their own

volition. Guidance and counseling should therefore be supported as one of the means of maintaining discipline in schools.

4.5 Reasons for Continued use of Corporal Punishment in Schools

The fourth research question was ‘what reasons have led to the persistence of corporal punishment in secondary schools in the division despite the ban by the government?’. Despite the ban of use of corporal punishment in Kenyan schools in 2001, subsequent studies have shown that there is continued use in schools. While assessing the impact of the ban of corporal punishment on students discipline in secondary schools in Nembure division of Embu district, Kenya, Kamugane (2008) notes that despite the ban, there was use of corporal punishment in sixty two percent of the schools under study. This study, as a result, sought to find out why there is continued use of corporal punishment in secondary schools in the division.

Students and guidance and counseling teachers were asked if there was use of corporal punishment in their schools. This is important to find out whether there are schools that have adhered to the government directive banning the use of corporal punishment. The findings by students are presented in figure 8.

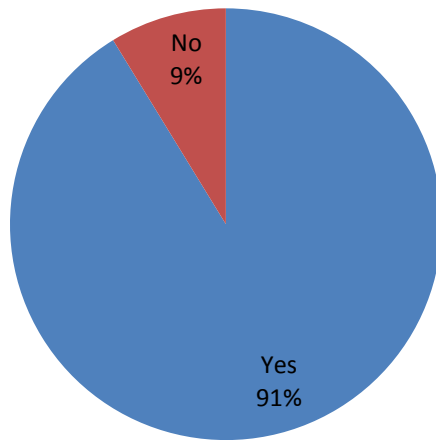


Figure 8 Students Response Regarding the Use of Corporal Punishment in Schools

Figure 8 shows that ninety one percent students reported that there was the use of corporal punishment in their schools while in nine percent there was no use of corporal punishment. Guidance and counseling teachers were also asked whether there was the use of corporal punishment in their schools. Eleven percent of the guidance and counseling teachers reported that there was no use of corporal punishment in their schools while eighty nine percent said that there was use of corporal punishment in their schools. On the other hand, seventy eight percent of the deputy principals reported that there is the use of corporal punishment in their schools while twenty two percent indicated that there is no use of corporal punishment in schools in their schools. Ninety one percent of the students, eighty nine percent of the guidance and counseling teachers and seventy eight percent of deputy principals reported that there is use of corporal punishment in their schools. It is worth noting that nine percent of the students, eleven percent of the guidance and counseling teachers and twenty two

percent of the deputy principals indicated that corporal punishment was not in use in their schools. It is the small proportion that does not use corporal punishment that should help schools to come up with approaches that can be used to handle indiscipline cases in schools. These studies have replicated responses of students in a study conducted in Starehe Division where ninety one percent of the students reported that there was the use of corporal punishment while only fifty percent of the principals reported that corporal punishment was not used. The reason for the disparity between students and principals according to the researchers was attributed the knowledge of the ban of corporal punishment among the principals (Kimani,G., Kara,A. and Teresa, B, 2012).

After establishing whether there is corporal punishment in schools, deputy principals and guidance and counseling teachers were asked their opinions on why there is still corporal punishment. Gaffey (1997) carried out a study aimed at assessing various issues and myths regarding the use of corporal punishment in Miami. The myths under scrutiny included myths like: corporal punishment is time efficient, corporal punishment attacks the problem head-on, all students dislike corporal punishment, educators only use corporal punishment for the benefit of the students, corporal punishment prepares students to live in society that punishes those who break rules, corporal punishment is a way of punishing those who misbehave, corporal punishment leads to development of character, corporal punishment teaches respect, corporal punishment is the only thing students understand, corporal punishment is only used as a last result, corporal punishment works better than all other disciplinary methods, corporal punishment deters aggression in students and that corporal punishment is

harmless. Gaffey found out that 46% of the respondents were in agreement that the myths existed in their teaching environment. This study sought to find out whether the reasons advanced by proponents of corporal punishment are the same as those identified by Gaffey in his study.

Guidance and Counseling Teachers' Responses on the Effectiveness of Corporal Punishment

The G/CTs were asked to rate effectiveness of corporal punishment in curbing indiscipline. The responses are summarized in figure 9.

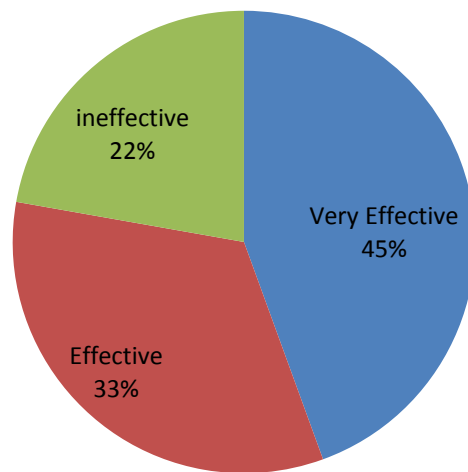


Figure 9 Guidance and Counseling Responses on the Effectiveness of Caning

The pie chart shows that forty five percent of the guidance and counseling teachers said that caning was very effective, thirty three percent said that caning was effective while twenty two percent said that caning was ineffective in curbing indiscipline in schools. The study found out that a total of eighty eight percent reported that caning was either effective or very effective. This is a significant number considering that the

guidance and counseling teachers are supposed to provide an alternative to corporal punishment. Notable however is the fact that twenty two percent of the reported that corporal punishment is ineffective.

The deputy principals were asked to rate the effectiveness of corporal punishment in their schools.

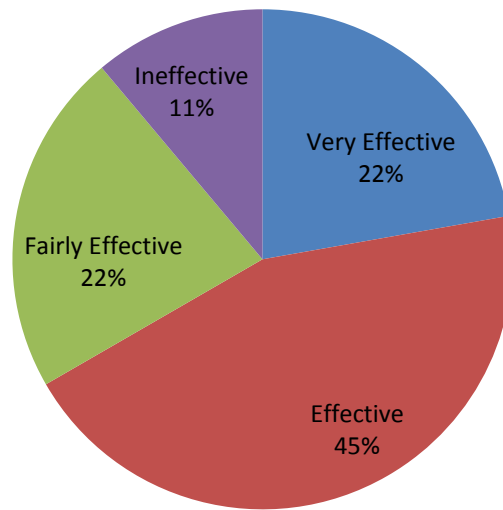


Figure 10 Deputy Principals' Responses on the Effectiveness of Corporal Punishment

From the findings of the study, forty five percent of the deputy principals said that corporal punishment is effective, twenty two percent reported that it is very effective, twenty two percent said that it is fairly effective and eleven percent of the deputy principals said that it is ineffective. Notable is the fact that sixty seven percent of the deputy principals rated corporal punishment as being either effective or very effective. This is almost similar to the case of the guidance and counseling teachers where sixty eight percent rated corporal punishment as either effective or very effective.

Guidance and Counseling Teachers Responses on Reasons for Continued use of Corporal Punishment in Secondary Schools

The G/CTs were asked to give their opinion as to why they thought corporal punishment was still in use in their schools despite the ban by the government. The responses are summarized in figure 11.

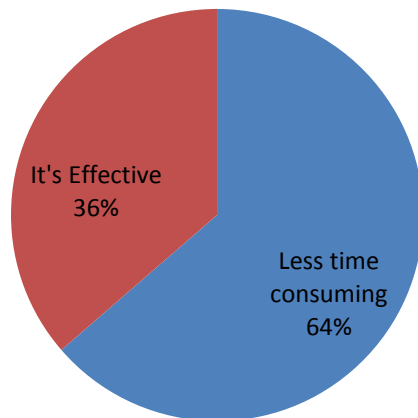


Figure 11 G/CTs Responses on Why Corporal Punishment Has Persisted in Schools

The study findings established that sixty four percent of the guidance and counseling teachers reported that the use of corporal punishment is less time consuming while thirty six percent indicated that its use effective. This confirms what Gaffey finds in his study in Miami. Worth noting also is the fact that no scientific research has so far confirmed that the use of corporal punishment is effective. This is especially regarding permanence of the positive change in behavior among students who are punished. Furthermore, considering the negative effects of the use of corporal punishment as outlined in the literature review, it is worth spending adequate time in developing lifelong values among learners.

The deputy principals were also required to give their opinion on why there is still the use of corporal punishment in the schools despite the government ban. The results are summarized in figure 12

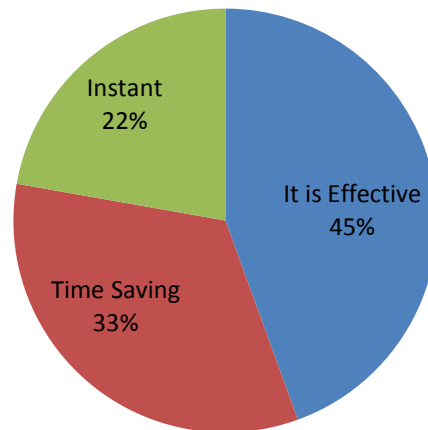


Figure 12 Deputy Principal's Responses on Why Corporal Punishment Has Persisted.

The findings of the study revealed that forty five percent of the deputy principals reported that the use of corporal punishment is effective in curbing indiscipline, thirty three percent deputy principals indicated that it is time saving while twenty two percent noted that caning is instant because infliction of pain on the offender is immediate . These findings from the deputy principals almost replicate what is advanced by the guidance and counseling teachers as reasons for continued use of corporal punishment in schools. There is therefore need to, for instance, create time for curbing indiscipline using methods that do not impact negatively on the development of the child.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary and conclusions from the findings of the study. Recommendations and the suggestions for further research are also discussed.

5.1 Summary

5.1.1 Information on Deputy Principals and Guidance and Counseling Teachers

Majority that is 56 percent of the deputy principals were male while forty four percent were female. Fifty seven percent of the deputy principals had adequate experience as they had served for a period between five to ten years. Thirty three percent of the deputy principals had served between 1-4 years. It is therefore possible that those who had served for long periods of time had fixed opinions about means of curbing indiscipline in schools while those who had not served for long could be easily trained on acceptable modes of correction of infraction. Thirty three percent of the guidance and counseling teachers were male while sixty seven percent were female. Eleven percent had experience ranging from 1-4 years while 89 percent had experience above five years. This means that most had adequate experience in terms of years of service to serve as guidance and counseling teachers.

5.1.2 Types of Punishment Meted on Students

Seventy six percent of the sampled students reported that they were caned while 24% of the students were given manual work for noise making. For lateness, 83% of the students were caned while seventeen percent were given manual work. For students who used vernacular, 52% were asked to buy a novel while 48% were caned. For use of improper uniform, 73% had their clothes confiscated while 27% had their clothes defaced. For students who were found to have bullied, 90% were suspended for two weeks while ten percent were caned. For those who sneaked from school, 37% of the students were caned while 63% asked to buy a roll of barbed wire. This implies that for majority of infractions in school, corporal punishment is used to punish the offenders despite the government ban on the same in 2001.

5.1.3 Preferences of Students to Different Forms of Punishment

The findings showed that the majority of students at 65% preferred guidance and counseling as a mode of correction of infraction. Seventeen percent preferred corporal punishment while 11% preferred manual work. Six percent of the students preferred suspension. No student preferred expulsion. There is need therefore to support the positive attitude students have towards guidance and counseling. Worth noting, is the fact that a sizeable number of students 17% preferred corporal punishment to many other forms of correction of infraction. The findings also revealed that expulsion is very unpopular among the students.

5.1.4 Efforts to Put in Place Positive Discipline in Schools

Majority of the student respondents 83% were not involved in the formulation and revision of school rules and regulations while 17% were not. Most students, as a result, are likely not to own the rules and regulations. Regarding communication of the rules and regulations, 78% of the students reported that the admission letter is used, 33% of the students noted that they have them displayed on the notice board, and 55% have the rules and regulations communicated during assemblies. Although most of the students are not involved in the formulation and revision of school rules and regulations, there are efforts to communicate them in most of the schools.

Eleven percent of the guidance and counseling teachers had eight lessons, 11% had 12 lessons, 44% had sixteen lessons while 33% had 18 lessons. Therefore all the guidance and counseling teachers had the recommended number of lessons recommended by the Teachers' Service Commission. Based on the number of the lessons, majority of the guidance and counseling teachers 78% reported that they did not find themselves effective in delivering their services while 22% reported that they felt effective. Most of the guidance and counseling teachers 56% indicated that they had requisite training in guidance and counseling while 44% did not have the training. Forty four percent of the students sought the services on own volition, 22% of the cases were referred by the administration, 22% of the cases handled by guidance and counseling teachers were referred by teachers while 11% of the cases were referred by parents. This underscores the fact that guidance and counseling is popular among students and all the stakeholders in the schools consider guidance and counseling a critical area in curbing of indiscipline. This is because all parties - students, parents,

teachers and administration - refer students to the guidance and counseling teachers for the service. The findings also showed that 67% of the GCTs had offices while 33% had no offices. This may have negatively affected some student's confidence seeking guidance and counseling services.

5.1.5 Reasons for Continued use of Corporal Punishment in Schools

Ninety one percent ninety one percent of the students reported that there was use of corporal punishment in their schools while nine percent said there wasn't. On the other hand, 78% of the deputy principals revealed that there was the use of corporal punishment while 22% said that there was no use of corporal punishment in their schools. Eighty nine percent of the guidance and counseling teachers said that there was the use of corporal punishment in schools while eleven percent indicated that there wasn't.

The deputy principals cited the following as reasons why there is continued use of corporal punishment: 45% reported that it is effective, 22% indicated that is instant, while 33% reported that it is time saving. Guidance and counseling teachers gave the following as the reasons as to why corporal punishment is still in use in secondary schools: 36% reported that it is effective while 64% reported that it is less time consuming.

5.2 Conclusions

5.2.1 Forms of Punishment Meted on Students

Based on the findings of the study, the researcher concludes that despite the ban on the use of corporal punishment in Kenyan schools in 2001, the practice is still rampant in many secondary schools. All the three groups interviewed –students, guidance and counseling teachers and deputy principals- reported different levels of use of corporal punishment in their schools. Other forms of corrective measures identified include: manual work, monetary fines, and suspension from school. There are however a number of schools where corporal punishment is not in use.

5.2.2 Positive Discipline

Most of the schools had school rules and regulation. This is a step towards ensuring positive discipline as it aims at creating a warm environment for the learners in school. However, majority of students eighty three were not involved in the formulation and revision the school rules and regulations. This means that in most of the schools, students may not be able to own the rules owing to their lack of involvement in the formulation and revision of the schools rules and regulation.

5.2.3 Preferences of Students and Teachers to Various Forms of Punishment

Guidance and counseling was the most preferred mode of correction of infraction by students at sixty five percent. This is despite the many challenges that are faced by the guidance and counseling departments as revealed in the study. The study found out that, for instance, forty four percent of the guidance and counseling had no requisite

training to prepare the teachers for their roles. Moreover, the study also revealed that there was inadequate time for the guidance and counseling teachers to offer services to students. This is so because seventy eight percent of the guidance and counseling teachers felt inadequate in their provision of services to students considering their work load. The study also found out that seventeen percent of the students preferred corporal punishment to other forms of correction of infraction. This implies that there are those students who may not feel the pain of being subjected to corporal punishment and as such may not be deterred from being in disciplined by being subjected to corporal punishment.

5.2.4 Reasons for Continued Use of Corporal Punishment in Secondary Schools in Muthambi Division

The major reasons advanced for continued use of corporal punishment were its perceived effectiveness and the perception that it is time saving. The deputy principals, for instance reported that the use of corporal punishment is either effective or very effective at forty five percent and twenty two percent respectively. There were feelings among deputy principals that it is also instant. Of significance is the fact that corporal punishment is not used in some schools as revealed by twenty two percent, eleven percent and nine percent by deputy principals, guidance and counseling teachers and students respectively.

5.3 Recommendations

Based on the conclusions, the researcher wishes to make the following recommendations:

- i. The public should be sensitized through the use various forms of media on the negative effects of corporal punishment. This is because if the public opinion against its use, it will help reduce its use in secondary schools.
- ii. Students should be involved more in formulation and revision of school rules and regulations. This would make the school rules and regulations more meaningful to the students. As a result, the students are likely to adhere to them.
- iii. The Teachers Service Commission should review the minimum workload for guidance and counseling teachers with a view to reducing the workload so as to avail more time for them to handle guidance and counseling cases in schools.
- iv. The Ministry of Education should consider reducing further the workload of schools administrators -deputy principal's and principal's- workload so as to create more time for them to handle discipline in schools using acceptable modes of correction.
- v. Teaching of life skills should be intensified in schools to equip learners with skills necessary in handling life challenges.
- vi. The Quality Assurance Department should conduct regular visits to schools to ensure that the ban of corporal punishment is enforced.

5.4 Suggested Further Studies

- i. A similar study needs to be carried out in other areas to find out whether there has been a reduction in the use of corporal punishment in secondary schools.
- ii. Further research should be carried out to find out the frequency of the use of corporal punishment between male and female gender in secondary schools.
- iii. There is need to conduct a research to establish the modes of correction of infraction in secondary schools where corporal punishment is not used with a view to replicating the same in other schools so as to make schools more friendly to learners.

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APPENDICES

APPENDIX I: Students' Questionnaire

Introduction

The aim of this questionnaire is to collect information relating to how indiscipline is handled in your school which will be considered to be a true representation of other schools in the country. Its findings will help in coming up with ways that can be used to deal with discipline cases for the benefit of the student. The success of this study will depend on your honest responses. Any information provided will be treated with a lot of confidentiality.

Background information (*tick appropriately*) (√)

a) Gender

Male []

Female []

b) Age..... Years

c) Type of school

Girls' boarding []

Boys' boarding []

Mixed Girls' and Boys' boarding []

Mixed Girls' and Boys' Day and boarding []

Mixed day school []

d) Form

One []

Two []

Three []

e) (i) Are there rules and regulations in your school?

Yes []

No []

(ii) If yes, are the students involved in revising or coming up with the rules and regulations?

Yes []

No []

(iii) If yes in i above, do the rules and regulations clearly show the consequences of violating the rules?

Yes []

No []

f) Give the offences students are punished for in your school in their order of severity. For each of the offences, indicate the form of punishment given in the spaces provided.

Offence	Punishment

g) (i) Is there use of corporal punishment in your school?

Yes []

No []

(ii) If yes in the above, give five (5) offences for which students have been caned in your school.

.....
.....
.....
.....
.....

J) In your opinion, which would be the most effective way of ensuring high standards of discipline in your school? (*Tick [✓] appropriately multiple responses allowed*)

Suspension []

Expulsion []

Manual punishment []

Guidance/ counseling []

Corporal punishment []

Thank you for your participation

APPENDIX II

Guidance and Counseling Teacher's Questionnaire

Introduction

The aim of this study is to collect data that will culminate to conclusions that will help in coming up of ways to curb indiscipline in our schools. The success of this study will depend on your provision of accurate data. Any information given will be treated with a lot of confidentiality.

Background Information (*tick appropriately*) (√)

a) Gender

Male []

Female []

b) Number of years you have served as a guidance and counseling teacher

1-4 Years []

5-9 Years []

10 Years and above []

c) Type of school

Girls' boarding []

Boys' boarding []

Mixed Girls' and Boys' boarding []

Mixed Girls' and Boys' Day and boarding []

Mixed day school []

- d) i) How many lessons do you have per week?
- ii) Considering the number of lessons are you able to effectively deal with student cases requiring guidance and counseling?
- Yes []
- No []
- e) Have you attended any training relating to guidance and counseling?
- Yes []
- No []
- f) Do you have an office from which you serve students?
- Yes []
- No []
- g) How do the cases of indiscipline that you handle reach your office?
- Referred by school administration []
- Referred by parents []
- Referred by teachers []
- Students come to seek help []
- Identify them myself []
- h) Is corporal punishment used in your school?
- Yes []
- No []

i) If yes in the above, who does it?

Principal []

Deputy Principal []

Teachers []

Parents []

Prefects []

j) Rate the effectiveness of corporal punishment in curbing indiscipline in your school.

Very effective []

Effective []

Fairly effective []

Ineffective []

k) In your opinion, why do you think corporal punishment is still in use in schools despite the government ban?

.....
.....
.....
.....

Thank you for your participation

APPENDIX III

Deputy Principal's Questionnaire

Introduction

The aim of this study is to collect data that will culminate to conclusions that will help in coming up with ways to curb indiscipline in our schools. The success of this study will depend on your provision of accurate data. Any information will be treated with a lot of confidentiality.

Background information

a) Gender

Male []

Female []

b) Number of years you have served as a deputy principal

1-4 Years []

5 Years and above []

c) Type of School

Girls' boarding []

Boys' boarding []

Mixed Girls' and Boys' boarding []

Mixed Girls' and Boys' Day and boarding []

Mixed day school []

d) Are there rules and regulations in your school?

Yes []

No []

e) If yes in the above, how are students made aware of the school rules and regulations and changes in the rules and regulations?

.....
.....
.....

f) Who are involved in formulation of the school rules and regulations? Tick appropriately? (*Multiple responses are allowed*)

- The B.O.G []
- The P.T.A []
- The teachers []
- The students []

g) Is there use of corporal punishment in your school?

- Yes []
- No []

h) If yes above, why in your opinion has the use of corporal punishment persisted in our schools despite the ban by the government?

.....
.....
.....

i) Rate the effectiveness of corporal punishment effective as a remedy to indiscipline in schools?

Very effective []

Effective []

Fairly effective []

Ineffective []

j) In your opinion, is the use of corporal punishment more likely to be abused now that it is banned or earlier when it was restricted?

Now that it is banned []

When it was restricted to specified people []

Thank you for your participation

Appendix IV

Budget

Activity	Description	Amount
Concept paper development	Typing 3 copies @ Ksh. 150	Ksh.450
Proposal development	Typing 3 copies @ Ksh. 830*3	Ksh.7,470
Literature review	Internet charges Ksh. 10,000	Ksh.10,000
	Travelling Ksh. 10@900	Ksh.9,000
	Feeding Ksh. 10@400	Ksh.4,000
Questionnaire	Typing Ksh. 12@20	Ksh.240
	Photocopy Student's Ksh. 300*5@3	Ksh.4,500
	Teacher's Ksh. 10*7@3	Ksh. 210
Data analysis	Computer time	Ksh. 25,000
Report writing	Typing and photocopy	Ksh. 3,000
	TOTAL	Ksh.63,870

Appendix V

Work Schedule

Activity	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec 2011	Jan 2012	Feb 2012	Mar 2012
Concept paper development	√											
Proposal development		√										
Presentation of the proposal at Graduate School		√										
Data collection			√	√	√							
Data analysis							√	√	√			
Report writing									√			
Submission to Graduate School										√	√	√