

**EFFECTIVENESS OF GUIDANCE AND COUNSELLING AS AN
ALTERNATIVE DISCIPLINE METHOD TO CORPORAL PUNISHMENT: A
CASE OF KIRINYAGA DISTRICT PRIMARY SCHOOLS, KENYA.**

**BY
THOMAS NDWIGA NJOGU
REG: EM16/ 0894/ 03**

A Project Report submitted to the Department of Educational Psychology and
Counselling in partial Fulfilment of the Requirements for the Award of the Degree of
Master of Education in Guidance and Counselling of Egerton University.

EGERTON UNIVERSITY

NJORO, KENYA

APRIL, 2007

DECLARATION

I declare that this project report is my original work and has not been previously published or presented for the award of degree in any university.

THOMAS NDWIGA NJOGU

DATE

RECOMMENDATION

This project report has been submitted for examination with my approval as the University supervisor.

DR. FR STEPHEN MBUGUA (SUPERVISOR)

DATE

DEDICATION

This work is dedicated with a lot of love to my wife Phyllis Wanjiku, my children Edith Wawira and Kennedy Njogu.

ABSTRACT

The Kenyan Government outlawed corporal punishment as a means of instilling discipline in schools in 2001, and guidance and counselling was introduced as a best practice in its place. The culture of the use of corporal punishment is deep rooted in many communities around the world. However, efforts are being made to introduce alternative methods to corporal punishment (Save the Children, Sweden 2003). This research aimed at assessing the effectiveness of the alternative positive methods to corporal punishment in primary schools in Kirinyaga District in Central Province of Kenya. The study used the survey research design in which the respondents were sampled from each of the three divisions of Kirinyaga District namely; Ndia, Gichugu and Mwea.

The purposeful sampling was used and a sample size of 205 respondents was selected. The sample included, 5 officers from the Ministry of Education, 50 parents, 50 teachers and 100 pupils were selected for data collection. Tools of data collection used included the questionnaires and focus group discussion. The validity of the instruments was determined by the supervisor and pilot tested for reliability. The questionnaire was the main tool and had a reliability coefficient at alpha scale of 0.70. Qualitative data from focussed group discussions was compiled and analysed using descriptive and inferential statistics. By use of computer Statistical Package for Social Sciences (SPSS), quantitative data was organized, coded and percentages, means and cross tabulations calculated. Chi-square was employed to test whether there was relationship between those who support the use of corporal punishment and administration of physical punishment and their experience at youthful stage. The study found that any physical punishment is not taken as corporal punishment but as a form of disciplining a child. The study also found that guidance and counselling programmes are alternative methods to corporal punishment. The study may significantly enrich the advocacy towards the ban of the cane in schools, homes and other learning institutions. The study therefore recommended that the child care professionals in conjunction with the Ministry of Education should spearhead a campaign for child protection and sensitize the public that hurting children as a punishment is unacceptable and places them at risk of physical and psychological harm.

ACKNOWLEDGMENT

The space on this page is not big enough for me to thank adequately some people whose assistance has been invaluable towards making this work become what it is. First and foremost my most sincere gratitude go to my supervisor Dr. Fr. Stephen Mbugua for his expert advice, guidance, encouragement and also allowing me use his personal library. I also would wish to appreciate the dedication of my lecturers, Prof. D. Nassiuma, Prof. A. Sindabi, Dr. B. E. E Omulema, Dr. M Udoto, Dr. C. C. Cheruiyot, Dr. Chepchieng and Dr. Fr. Karega for making this work a success through their different contribution, support and encouragement both at class and personal level. In addition, I would like to acknowledge the unlimited support by my family who encouraged me to study. I thank very much my wife for providing moral support. I also thank my daughter and son for being understanding even when I could not be there for them.

I must make mention of some very special friends whose constant presence, support, prayers and encouragement need to be acknowledged and appreciated. Peter Kariuki was more than a friend and greatly inspired me. He was always ready with a helping hand and provided material, moral and emotional support. Thank you so much Karis. I would also like to acknowledge the unreserved effort of Kanaiyu, Francis and Munene who assisted in data collection. My classmates were all very encouraging and supportive. Thank you all.

Finally, I wish to thank the principal Karucho Secondary school Mr. T. Murage and his deputy Mr. A. Ngare for making it possible for me to study. I can not also forget the respondents in Kirinyaga District who gave their time by allowing themselves to be interviewed and the others not mentioned who assisted me in one way or the other in getting this work completed I say big thank you. God bless you.

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LIST OF ABBREVIATIONS AND ACRONYMS

D.V	Dependent Variable
E.V	Extraneous Variable
FGD	Focus Group Discussion
IV	Independent Variable
MOEST	Ministry of Education Science and Technology
NGO	Non-Governmental Organizations
SPSS	Statistical Package for Social Science
T.V	Television
TTCs	Teacher Training Colleges
U.N	United Nations
U.S.A	United States of America
UNCRC	United Nations Children Right Council

CHAPTER ONE: INTRODUCTION

1.1 Background Information

Since November 1999, there has been global progress towards eliminating corporal punishment of children in homes, schools and learning institutions (Save the Children, Sweden 2003). Griffin (1998) indicated that corporal punishment promotes bullying and subsequently leads to more violence.

“Show me a school that has excessive corporal punishment and I will show you a school that has bullying” Griffin (1998) pp 28.

It is therefore true that of all types of aversive behavioural control, corporal punishment appears most apt to induce aggression.

Since corporal punishment tends to provide both fear and anger, its continued use in schools can only be counter productive to the learning process. Fortunately, the Kenyan Government through the Ministry of Education banned the use of corporal punishment in schools in the year 2001 through a legal notice number 56 of 2001 (Kenya subsidiary legislation dated 13th March 2001 by the Ministry of Education). It is believed, with the training of more teachers and staff on alternative methods of effectively dealing with the troublesome pupil, teachers will no longer feel powerless and will have control of students in their classes. The training of teachers should be focused on the use of non- aversive but effective techniques of pupil control. This can be enhanced by the support of well-trained guidance personnel who are willing to enter homes and work with the behavioural problems at their source.

According to a study by Wangai (2001), cases of indiscipline and unrest in secondary and tertiary institutions in Kenya has alarmingly increased and cited as indication of erosion of discipline. Several cases have been reported whereby students have engaged in damaging riots and other forms of vandalism which has costed our nation big sums of money. Many solutions to the problem are being offered, but the predominant theme appears to be a call for a return to the use of corporal punishment (Watoro, 2004).

Some people feel that many children do not obey their teachers or parents because they failed to receive needed discipline. Cases of boys behaving immorally, drinking chang'aa and smoking and boys and girls openly canoodling and insulting their teachers are common and are indicators of the moral decay in our Kenyan schools. The upsurge of indiscipline, unreasonable demands,

strikes even arson (as happened in Nyeri high school and Kyanguli secondary school in 1998 where some students set ablaze dormitories killing their fellow students) are blamed on the law that has in recent years forced teachers and even parents to spare the rod (Wangai, 2001). The ban of the cane was a result of protracted arguments that the cane was too brutal. The school caning – a tradition we borrowed from colonial Britain when it introduced the classroom form of education, allowed teachers to take the law into their own hands. This was later legalized through a legal notice number 40 of 1972 that allowed the use of caning in schools. It introduced corporal punishment into the Education Act (Human Rights Watch, 1999). However the 1972 Act, regulated corporal punishment by; reserving it for the most serious disciplinary infractions; not more than six strokes may be given, and only by or in the presence of the head teacher. It also required that a full inquiry must have been conducted before corporal punishment is administered; a written record must be kept; and children can only be hit on the buttocks or the palm, and not in the presence of other children. Unfortunately these regulations governing the use of the cane were not adhered to and caning became a regular routine in schools and often administered in a manner inconsistent with the regulations (Human Rights Watch, 1999).

In a study carried out by Kibas (2004) on child discipline in Kenya revealed that some teachers failed to draw a line between punishment and sadism. Some caned students causing grievous body harm and even leading to death in some cases. Study by Human Rights Watch (1999) revealed similar findings and showed that corporal punishment not only caused injuries but it negatively affected the academic performance as well as the psychological well being of the child. Based on the recommendations by a committee on indiscipline and unrest in secondary school in Kenya, chaired by Wangai, the Government banned the use of the cane in schools in 2001. In consistence with the ban, Kenya is also a signatory to the UNCRC, the African Charter and passed the children Act, all of which require that the child be protected, treated humanely and respect for their inherent dignity and in no way be prevented from receiving an education or jeopardize their chances.

Article 19 of the convention on the rights of the child states that; to protect the children from all forms of physical and mental violence while in the care of parents and others. Hitting children is therefore a fundamental breach of children's rights to respect for their human dignity and physical and mental integrity. Hitting children is a dangerous practice, which can cause physical and psychological injury and even death. Research has it that corporal punishment is a significant factor in the development of violent attitudes and actions, both in childhood and later

in life. It inhibits or prevents positive child development and positive forms of discipline. It is unfortunate that corporal punishment is still a common practice in many homes in Kenya. It is therefore the right time to work and make quick progress towards ending social and legal acceptance of corporal punishment not only in Kenya but also in other countries around the world.

The United Nations Children's Rights committee on the rights of the child has stated consistently that corporal punishment is incompatible with the convention. It has therefore recommended to over 120 states in all continents that they should abolish all corporal punishment including in the home, and develop public education campaigns to promote positive, non-violent discipline in the family, schools and other institutions. By 2001, ten states had prohibited all corporal punishment of children: Austria (1989), Croatia (1999), Cyprus (1994), Denmark (1997), Finland (1983), Germany (2000), Latvia (1998), Norway (1987), Sweden (1979) (Save the Children Sweden, 2003).

Corporal punishment in schools and penal system is prohibited in more than half of the world's countries (Save the Children Sweden 2003). Those that have banned corporal punishment in schools recently include: Kenya, Ethiopia, Korea, South Africa, Sri Lanka, Thailand, Trinidad, Tobago and Zimbabwe (Save the Children Sweden 2003). However the cultural norms supporting corporal punishment to children are still rigid and changing very slowly in many parts of the world. In Kenya for example, the belief in and practice of physical punishment is deeply rooted and pervasive and may take a little longer to eradicate. The use of corporal punishment in homes, schools and child-care institutions in Kirinyaga district is still on despite the ban. Some teachers in the district argue that they were not supplied with alternative discipline methods while others are totally ignorant of the damages corporal punishment may cause. Other teachers say that they prefer not to use physical means of disciplining students; however, they say they must resort to these methods because they may be responsible for seventy five or more students per class, and that, they have no other way to maintain control of such a large group of young persons (Human Rights Watch, 1999).

Several arguments may be used to justify the use of corporal punishment, but the facts are, it is damaging and a violation to human rights and dignity. There is need to work towards change in attitude and promote positive discipline. Educators and psychologists argue that teachers can oversee classrooms and develop their pupils' knowledge, skill and amplitudes through means other than corporal punishment. For example, praising pupils' good behaviour, imposing non-

physical punishments and involving children in making the school rules significantly reduces disciplinary problems (Human Rights Watch, 1999). In schools and other institutions, there will need to be effective enforcement of the law, including thorough regular independent inspections and the availability of independent advice, advocacy and complaints procedures for the children, parents and others.

1.2 Statement of the Problem

Kenya Government outlawed corporal punishment in schools in 2001, and in its place alternative disciplinary sources were introduced by the Ministry of Education, the main one being guidance and counselling. Traditionally, caning was thought to be an effective method of discipline. In Kirinyaga, the use of corporal punishment in homes and child care institutions is still on despite the ban. Several studies have revealed that corporal punishment makes children resentful and feel rejected. A child may interpret caning as a sign that the parents and teachers hate him. This may lead to rebellion against seemingly unfair and uncaring parents or teachers. In this way, the perceived aim of the punishment to correct behaviour fails. According to Human Rights Watch 1999, children can effectively develop skills, knowledge and good morals through alternative disciplinary methods of guidance and counselling. The study revealed that praising the child's good behaviour, being compassionate and showing respect make children blossom, becoming more confident and more willing to do what is right. However no studies have been conducted to establish the use and effectiveness of guidance and counselling as an alternative to corporal punishment. It was therefore necessary to investigate how teachers and parents were using guidance and counselling as an alternative discipline method to corporal punishment in primary schools in Kirinyaga district and how the new disciplinary measures are instilling discipline and enhancing learning in the area.

1.3 The Purpose of the Study

This study aimed at investigating the effectiveness of guidance and counselling as an alternative discipline method to corporal punishment in primary schools in Kirinyaga District. It also assessed the level of awareness of parents, teachers and other caregivers on the effects of corporal punishment on children.

1.4 Objectives of the Study

Specifically, the objectives of the study were:

- i. To find out the common types of alternative discipline methods used by the parents and teachers in primary schools in Kirinyaga District.
- ii. To establish the attitude of the parents, teachers and children towards alternative discipline methods.
- iii. To determine the attitude of parents, teachers and others on the ban of corporal punishment in primary schools.
- iv. To establish the effectiveness of alternative discipline methods on behaviour.
- v. To compare discipline methods used before and after the ban of the caning.

1.5 Research Questions

This study was aimed at answering the following questions:

- i. What are the common alternative discipline methods used by parents and teachers in Kirinyaga schools?
- ii. What is the attitude of parents, teachers and others on the use of alternative discipline methods?
- iii. Do the parents, teachers and others support or oppose the ban of corporal punishment in schools.
- iv. What is the effectiveness of alternative discipline methods on behaviour?
- v. Are there differences in discipline methods used before and after the ban of the cane?

1.6 Significance of the Study

This study is expected to add insight on the existing knowledge on alternative discipline method. The survey may provide useful information to the Ministry of Education, parents, teachers and guardians for the proper up bringing and education of children. It is hoped that through this study, the parents, teachers and significant others will be able to identify and use positively alternative discipline methods. The researcher hopes the result findings of this research provided data that will shed light on the role of parents, teachers and caretakers in enhancing the behaviour patterns of children. The study is expected to show the extent to which appropriate disciplinary methods administered on the child produce desired results in child's behaviour. The findings can also be useful in helping the Ministry of Education in its effort of reinforcing the ban of corporal punishment in schools and other child care institutions around the country. The Ministry of Education may also use the findings of the study to advice teachers' training

institutions on the training means. The researcher hopes the result findings of this research may be beneficial to all those either directly or indirectly involved in the child rearing and education and will be able to use appropriately the acquired skills, knowledge and techniques.

1.7 Scope and Limitations of the Study

The research was based in Kirinyaga district and targeted primary schools teachers, officers from the Ministry of Education and parents. It focussed on children who were in school and those who were expected to be in school but were not. The limitation of the study was; some respondents became sceptical and un-cooperative in giving the needed information; however the researcher encouraged them on the purpose and usefulness of the study.

1.8 Assumptions of the Study

This study was based on the assumption that:

- i. All respondents in the study gave honest and accurate information.
- ii. The use of alternative discipline methods to corporal punishment is in use in all primary schools in Kirinyaga district

1.9 Definition of Terms

Alternative forms of discipline	Refers to methods of disciplining children other than corporal punishment, for example counselling, time outs, dialogue among others
Baraza	A social gathering
Chang'aa	Is a local illicit distilled spirit alcohol.
Child	Is any person who is below 18 years of age, within or below the adolescent age.
Corporal punishment	Is a form of punishment where caning and beating are used.
Counseling	Is the process of helping children to discover methods of solving their problems, acquires skills of living life positively and skills needed for effective involvement with others.
Cuffing	Is a blow or a slap with the open hand.
Discipline	Refers to socially accepted behavior.
Effective	Producing the result that is wanted or intended: producing a successful result.
Guidance	Is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have as a form of systematic assistance in achieving satisfactory adjustment to school and life in general.
Physical punishment	Is an action intended to cause physical discomfort or pain to correct a child's behaviour, to teach a lesson or to deter the child from repeating the behaviour.
Pupil	Refers to Primary school learner normally aged between 6 and 15 years.
Scolding	Refers to reprimanding, or criticizing and usually angrily.
Smacking	Is a general term used to refer to caning, spanking, slapping, padding, whipping or kicking.
Tapping	Refers to striking a person gently with a light blow or blows.
Vulnerable age	Refers to the age bracket when children are prone to physical punishment from their parents, teachers and guardians.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this chapter, the major concepts and variables of interest in this study are discussed and relevant literature reviewed. The researcher has enumerated the nature and effects of corporal punishment on the development of the child and the efforts being made worldwide to ban the use of corporal punishment. The common defences of corporal punishment by some people are also discussed. Further, alternative methods to corporal punishment are highlighted and lastly the behavioural theory by B. F Skinner and I. Pavlov is presented as the research theoretical framework.

2.2 Corporal Punishment

Study done by Straus (1994) reveals that in the 1960's there was almost complete consensus concerning the cultural norm that permitted and expected parents to use corporal punishment as a form of instilling discipline. Although cultural norms supporting corporal punishment of children may be changing, there is abundant evidence that these norms are deeply rooted and pervasive (Greven, 1991, Straus, 1994). In many countries corporal punishment is an accepted traditional practice and often passed down from one generation to another as part of the child-rearing culture, and in some cases supported by religious belief. One of the most fundamental ways in which cultural norms supporting corporal punishment are expressed is in the criminal law on assault in many countries. For example in every State of the U.S., hitting a child for purposes of correction or control is exempt from the crime of assault usually with the provision that it is limited to the "reasonable force". In practice, that includes the right to hit with belts and saddles, provided the child is not injured (Kibas, 2004).

According to Straus (1994), in the 1960's every State in the U.S. passed legislation designed to protect children from physical abuse and to provide services for abused children. Ironically, in order to garner sufficient votes to pass the child abuse law, it was typically necessary to include a provision declaring that parents continued to have the right to use corporal punishment. As a result, legislation intended to protect children from physical abuse contained provisions that further legitimated a practice that increases the risk of physical abuse.

According to Wineman and James (1967), the use of corporal punishment in homes and schools has been widely debated. Some believe it is a means of discipline while others call it abuse.

Those who support the use of corporal punishment feel that without it, children would be unmanageable. Corporal punishment though may work at times, is not the best tool for discipline and it is not effective. Study by Human Rights Watch (1999) revealed that corporal punishment is harmful to the children and could lead to emotional and physical problems. Physical punishment is so readily at hand that it discourages some teachers and parents from trying alternatives. Some parents and teachers still think that a little caning or even spanking is good for the child as it 'calls him/her to order', and quickly too. They also argue that schools which have done away with it completely could in the long run have done children a disservice. However, Wineman and James (1967) indicated that corporal punishment has many weaknesses. It teaches children what is wrong but it does not say anything about what is right. It also makes children resentful and feel rejected. A punished child may look at caning as a sign that the parent or teacher hates him/her. The children could also become dysfunctional because when we punish them physically, we pass the message that violence is an acceptable way of solving problems and that people can hit if they are big enough and in a position of power. Study by Straus 1994 reveals that children imitate parents' behaviour consciously and sub-consciously. This perhaps explains why people who were abused by their parents, abuse their own children. It is also true that the schools and homes with the most corporal punishment have had the worst discipline record (Kibas, 2004).

Study by Save the Children Sweden (2003), indicates that since 1989, there has been accelerating global progress towards eliminating corporal punishment on children. The Committee on the Rights of the Child (2002) in Sweden has continued to recommend prohibition of all corporal punishment and has recommended a public education on positive, non-violent discipline as it examines reports from states in all continents. According to Save the Children Sweden (2003), various supreme courts and constitutional courts have banned corporal punishment not only in penal systems but in schools and homes. The following nine European countries have explicitly banned corporal punishment by parents and all other child caretakers: Sweden (1979), Finland (1983), Norway (1987), Austria (1989), Cyprus (1994), Denmark (1997), Latvia (1998), Croatia (1999), Germany (2000). (Save the Children, Sweden 2003) In addition, in January 2000, a judgment of Israel's Supreme Court effectively banned all corporal punishment and in 1996 Italy's Supreme Court in Rome declared all corporal punishment to be unlawful. In Africa the abolition of school corporal punishment is spreading fast with countries like Zambia, South Africa, Uganda, Ethiopia, Kenya and Zimbabwe declaring corporal punishment in schools unlawful. In spite of the ban, corporal punishment has remained a daily

occurrence in homes and some schools around the world. In Kenya, for example, children are physically punished in their homes and in some care institutions. This is a breach of children's fundamental human rights to respect of their physical integrity and human dignity according to a UN convention on the rights of children.

In June 1997, Human Rights Watch (1999) published a detailed report on corporal punishment in Kenyan schools: "*spare the child*". According to the survey, most Kenyan children experience regular violence in schools. Teachers could use various forms of physical punishment such as caning, slapping and whipping children to maintain classroom discipline and to punish them for poor academic performance. Their findings revealed that corporal punishment administered by teachers sometimes left the children permanently disfigured, disabled or dead. The Human Rights Watch then made a detailed recommendation to the Government to prohibit corporal punishment in schools and ensure effective enforcement and promote positive forms of discipline. In addition, recommendations made by a committee chaired by Wangai on "indiscipline and unrest in secondary schools in Kenya" in 2001, the Kenya government through the Ministry of Education banned the use of corporal punishment in schools through a legal notice number 56 of 2001 (Kenya subsidiary legislation dated 13th March 2001 by the Ministry of Education). The ban was also consistent with the UN Convention of Children's human Rights (the UNCRC) to which Kenya is a signatory and which requires that the child be protected, treated humanely and with respect.

2.3 A World Wide Phenomenon

Corporal punishment is wide spread across different cultures. However the magnitude and the depth of the practice vary from one culture to another. Scholars have argued that no culture can be said to own corporal punishment-but all societies have a responsibility to disown it. The Convention of the Rights of the Child upholds all children's right to protection from all form of physical or mental violence without discrimination on ground of race, culture, tradition or religion. Corporal punishment of children is thus being challenged in many parts of the world. School and judicial beatings have been outlawed in several states in many continents. Nevertheless, cases are being reported on caning as a punishment being administered for breaches of school rules or for 'bad behaviour' at home. According to Straus and Wauchope (1990) corporal punishment is a personal issue to many people; who were as children hit by their parents and go on to hit their own children. As a child, when the people you love and admire in the world cause you pain, you have two choices; either to blame them or blame yourself. Most

children choose the latter; and embark on a process of justifying the practice of corporal punishment (Straus 1990).

2.4 The Global Initiative to end all Corporal Punishment of Children.

According to Save the Children Sweden (2003) a global initiative to end all corporal punishment of children was launched in 2001. It works within the context of the United Nations Convention of the Rights of the Child to pursue children's equal human right to be protected from being hit and humiliated.

The global initiative aims to:

- i. Launch a wide information and education campaign to promote non-violent ways of caring for children.
- ii. Forge a strong alliance of human rights agencies, key individuals and international and national non-governmental organizations against corporal punishment.
- iii. Make corporal punishment of children visible by building a global map of its prevalence and legal status, ensuring that children's views are heard and charting progress towards ending it.
- iv. Lobby government systematically to ban all forms of violence including corporal punishment and to develop public education programmes.
- v. Providing detailed technical assistance to support states with these reforms, (Save the Children Sweden 2003, p. 28)

2.5 The Impact of Corporal Punishment

Educational experts argue that the long-term costs of corporal punishment outweigh any short-term benefit that might be gained by its application. Although the application of corporal punishment may take less than a minute, its effects may last for years and may completely ruin the life of an individual. Corporal punishment affects both the physical well being and the psyche of those who are punished. It makes a lasting impression on the minds of all children who witness corporal punishment in the classroom, and may be detrimental to their relationships with teachers, parents and other authority figures (Human Rights Watch 1999).

According to a psychologist Norman, (1972) corporal punishment has serious psychological effects in which the victim or the witness of physical punishment develops neurotic reactions such as depression, withdrawal, anxiety, tension and in older children substance abuse, interference with school work and precocious sexual behaviour. When children are physically punished, they may be unable to cope with emotions they experience and as a result they feel humiliated and degraded. They also become angry and resentful towards those who punish them. Another study by Bitensky (1991) indicates that children who are physically punished are more likely to bully their peers. He says, corporal punishment may cause children to exhibit increased physical aggressiveness. His study findings concur with those ones of Dr. Griffin stated that corporal punishment promotes bullying and subsequently leads to more violence. Hitting children may send the message that hurting others is acceptable behaviour. According to Bitensky (1991), the negative effects of corporal punishment reverberate throughout a society. He says, childhood anger is thought to contribute to adult aggressiveness, authoritarianism, and lack of empathy.

Many children who receive corporal punishment are usually unhappy when they fall victims and often are at odd with their parents and teachers (Graven, 1991). The teachers and parents may insist that corporal punishment is for the good of their children. They may argue it is a necessary means to maintain proper discipline in schools and at home. They attach great value to corporal punishment. The relationship between them and the children is negatively affected and became ruined.

According to a survey carried out by the Human Rights Watch 1999, many children reported that corporal punishment was a significant factor leading to drop out of school or in some cases to transfer to another school. This negatively affects the children's education. Study by Straus (1994) indicates that a child can become used to corporal punishment and when this happens it ceases to have any effect on behaviour. The child no longer fears the punishment as it becomes part of everyday life. He/ she become hardened. Corporal punishment which is oftenly brutal leaves children with bruises and cuts while others suffer more severe injuries such as broken bones, knocked-out teeth, internal bleeding and at times leave children permanently disfigured, disabled or dead.

Physical punishment produces adults who are used to responding to threats and reacting out of fear. Study by Straus (1994) shows that a person who complies but has not accepted social

norms should be watched over all the time because he will do what is right only when he suspects that he could be caught. It is also true that a person who complies simply to avoid detection and subsequent punishment can devise ways of hiding undesirable behaviour. Hitting children is therefore a dangerous practice which is known to cause physical and psychological injury and even death. Corporal punishment is identified by research as a significant factor in the development of violent attitudes and actions, both in childhood and later life. It inhibits or prevents positive child development and positive forms of discipline (Save the Children Sweden, 2003). Promoting positive, non-violent forms of discipline empowers parents and reduces family stress. Unfortunately, corporal punishment in the family home and schools is still a legal and common practice in most parts of the world.

In many countries, corporal punishments remains an accepted form of discipline in schools, homes and other institutions while in some it is authorized as a sentence for juvenile offenders and as a punishment in penal institutions. It is now the right time to make quick progress towards ending social and legal acceptance of corporal punishment globally. Some countries have already prohibited all corporal punishment including in the family, schools and other institutions with positive results. Those that still support corporal punishment should be encouraged to stop and adopt alternative discipline methods. This process requires both explicit legal reform and also public education involving all sectors of the community including children. Legal reform is essential to send clear messages that it is no more acceptable to hit or humiliate children than any one else. But legal reform will achieve little unless it is well publicized to children and adults and linked to the promotions of positive, non-violent discipline. Programmes and materials need to be developed to give positive advice to parents, teachers and others on effective ways of discipline. It is worth noting that mobilizing action to end all corporal punishment of children is not just about promoting one way of child-rearing over another, it is about seeking to apply fundamental human right to all adult/child relationship (Save the Children Sweden, 2003).

2.6 Common Defences of Corporal Punishment

There is an active national campaign to end corporal punishment of children in many states in all continents now. The issue arouses strong feelings, and campaigners often meet strong resistance. There are certain “defences” that are commonly raised by parents, teachers and other carers when corporal punishment is challenged. Study by Human Rights Watch (1999) indicated that some parents and teachers supported the use of the cane and argued that children learn from

a smacking and beating to respect their parents and teachers to distinguish right from wrong to obey rules and work hard. Without corporal punishment children will be spoilt and undisciplined. Otwani (1999) (former Dean of Curriculum Development at Tambach Teachers Training College), told the Human Rights Watch researchers that it used to be thought, that corporal punishment brightened the head of the students and that children must experience pain in order to learn. However, as much as children would need self-discipline, corporal punishment is a very ineffective form of discipline. Research has consistently shown that it rarely motivates children to act differently because it does not bring an understanding of what they ought to be doing nor does it offer any kind of reward for being good. The fact that parents, teachers and others often have to repeat corporal punishment for the same misbehaviour by the same child testifies to its ineffectiveness.

Some teachers interviewed by Human Rights Watch (1999) argued that schools need corporal punishment as a last resort, a deterrent to discourage bad behaviour and encourage good work. But if corporal punishment is available as a sanction you can be sure it will be used (Save the Children Sweden, 2003). Corporal punishment is not effective and therefore it will tend to be used repeatedly on a minority of students (Munywoki, S. 2004). According to a study by Save the Children Sweden 2003, if corporal punishment is regarded as a “last resort”, it may lead students to regard other, more positive forms of discipline as unimportant and so render them ineffective.

There are some people who strongly believe that it is the parents’ right to bring up children as they see fit and should not be challenged unless in extreme cases. However the convention on the Rights of the Child replaces the concept of parents’ rights with “parental responsibilities” (which of course carry with them certain rights), including the responsibility to protect the rights of children themselves. Children are now recognized as individual who are entitled to the protection of human rights standards along with everyone else but not as parents possessions as some people are accustomed to thinking.

According to Save the Children, Sweden (2003) in their defence some people argued that corporal punishment is as old as mankind and is therefore a part of the culture and child-rearing tradition. It should therefore not be outlawed. Study shows that no culture can be said to “own” corporal punishment. All societies have a responsibility to disown it as they have disowned other

breaches on human rights which formed a part of their traditions, (Save the Children Sweden, 2003).

Studies also reveal that some people support corporal punishment because their religion requires it on children. Phrases such as “spare the rod spoil the child” do occur in the bible. However, such phrases should not be treated as doctrinal text. King Solomon the author of the book of Proverbs which advocates for physical punishment was recorded as a brutal King who subjected his people to slavery and later opposed the law of God. His sons no doubt received corporal punishment and turned out to be rebellious, disrespectful and very aggressive. It is also true that, sayings, which endorse peaceful solutions and kindly forms of child-rearing can be found in equal measure to punitive sayings in many religious scriptures such as the New Testament in which Jesus denounces all violence against children. (Human Rights Watch, 1999).

Some parents argue that children need to be hit in order to learn that it is a dangerous situation, but study shows this never works. If a child is crawling towards a hot oven or running into a dangerous road, a responsible parent would use physical means to protect him. He would grab the child pick him up and show him by telling him about the danger. In the contrary, hitting the child would be hurting and sending a confusing message about danger and distracting his attention from the lesson you want him to learn. A responsible adult should remove objects of danger to children in homes and schools (Save the Children Sweden, 2003). Several studies have revealed that corporal punishment is ineffective and does not produce the desired results of correcting behaviour. Parents, teachers and other care givers should now be encouraged to spare the rod and use other positive alternative discipline methods.

2.7 Alternative Methods to Corporal Punishment

Teaching children self-discipline is a demanding task. It is a process that requires patience, thoughtful attention, cooperation and a good understanding of the child. Educators and psychologists argue that children can develop skills, knowledge and attitudes through other means other than corporal punishment. Guidance and counselling techniques should be emphasized for effective results. Teachers, parents and other carers need to be trained to enable them apply effectively the alternative discipline methods. According to Human Rights Watch (1999) praising the child’s good behaviour, being compassionate and showing respect significantly reduces disciplinary problems. Alternative methods of discipline are more beneficial and less detrimental to a child’s development than corporal punishment. It is also a

fact that alternative discipline does not necessarily require the investment of significant amount of additional funds (Save the Children Sweden 2003). According to the Human Rights Watch 1999, the following are some of the alternative discipline methods that can be employed to effectively prevent indiscipline among children:

- i. Parents, teachers and other carers should set clear and consistent rules. Children should be made to know what kind of behaviour is acceptable or unacceptable to their parents. Involving children in setting the rules is important because it ensures that they know what is right and what is wrong and are also aware of the consequences of misconduct beforehand.
- ii. Parents and teachers should also respect and show interest in children's activities. Psychologists believe that children at times misbehave to call the attention of parents, teachers or significant others. When parents, teachers and other carers show respect and compassion to the children, a message that they are appreciated is passed on and children may not have to misbehave in order to get their attention.
- iii. Provide appropriate and engaging extra-curricular activities. There is a popular saying that "an idle mind is the devil's workshop" and so a child needs to be happily engaged in appropriate activities such as games or sports during his/ her leisure time. Studies have it that a child who is engaged in an activity will be less likely to misbehave as opposed to one who is constantly bored and has nothing interesting to do.
- iv. Parents and teachers should also focus on the desired behaviour rather than the one to be avoided. They should reward their efforts with praise, companionship and respect. Contrary to what some parents may think, encouragement and praise make children blossom, become more confident and more willing to do what is right.
- v. Parents, teachers and other carers should set a good example. They should act as role models. Children learn from others and parents or teachers should not expect that children will grow up differently from what they see around them.
- vi. Children should also be allowed to experience the natural consequences, the so called "learning the hard way". For example if a child is careless with an item important to them, they could lose it and have to suffer the consequences of doing without it. Similarly, some privileges earlier enjoyed could be withdrawn such as T.V. video, outings, trips, new dress or shirt or toy among others. Children should also be involved in fixing up things they damaged or broken. For example if they hurt their younger sibling they should apologize, if they tear something they can mend, if they dirty something they can help clean it.

- vii. Guidance and counselling should be emphasized. A counsellor at Makerere University Hospital described beating as a “primitive way of communicating to children”. He recommended talking and listening as the best way of guiding them and helping them to learn (Kemigish, 1999). According to him, corporal punishment teaches children nothing positive, nothing about the way we as adults want them to behave, on the contrary, it is a potent lesson in bad behaviour. (Alternative to corporal punishment, 2003, p. 19).
- viii. Parents, teachers and other carers should give clear directions, one at a time for the children to follow. They should take their time and explain the instructions to ensure that they are properly understood. (Human Rights Watch, 1999).

2.8 Theoretical Framework

This study was based on the Behavioural Theory by B.F. Skinner and Ivan Pavlov. According to Skinner (1901) as cited in Norman (1972), there is spontaneous stimulus that automatically prompts one to behave in a certain manner. He says any organism operates on its environment to generate consequences and if the consequences are rewarding, the response will be repeated and will grow in strength. The subject’s response operates on the environment to achieve some result such as access to food or water, recognition by others, escape from pain or discomfort or some other desirable circumstances.

Skinner states that operant conditioning has a powerful means of controlling behaviour. By providing reinforcement, an object increases the frequency of a selected response while withholding reinforcement the object reduces the frequency of the response. The above theoretical explanation appears in a way suitable for controlling behaviours of children by their parents and teachers. The use of alternative discipline methods such as guidance and counselling can effectively influence the children to develop skills, knowledge and good morals. Rewarding a child’s good behaviour by praises and encouragement makes the child confident and more willing to do what is right. This concurs with Skinner’s findings that if the consequences are rewarding, the response will be repeated and will grow in strength. Also, providing reinforcement, a child will increase the frequency of doing the right thing. Similarly, when an indisciplined child is forced to experience the natural consequences of his/her undesired response, the undesirable behaviour can be corrected. For example if he/she is careless with an item important to him/her, he/she could lose it and have to suffer the consequences of doing without it. Similarly if a child insists on playing instead of doing homework, he/she could be denied permission to visit friends over the weekend. This will eventually discourage the

undesirable behaviour and an alternative desirable behaviour is adopted. This concurs with Skinner, who in his operant conditioning revealed that withholding reinforcement has a powerful means of controlling behaviour.

An educationist Muhammad (1999) as quoted by Kemigisho (2000), states that, in learning there are both positive and negative reinforcement means and that corporal punishment is part of the negative reinforcement while praise, appreciation and other forms of rewarding sentiments are part of the positive reinforcement. Research by experts reveal that negative reinforcement makes the learners to withdraw, lose self-confidence and leads to development of a low self esteem. Psychologist Ivan Pavlov (1909) in his theory of classical conditioning also says that when a negative reinforcement is withdrawn the children tend to revert back to the behaviour being condemned through a process called “extinction”.

Corporal punishment is therefore not an effective discipline method because it draws on intimidation and fear. According to Mohammad 1999, the negative reinforcement makes the learner suffer withdrawal and occasionally drops out of school. He also states that when you do away with this kind of reinforcement, then children revert back to the undesired behaviour you are fighting because they cannot learn on their own. Corporal punishment is therefore damaging and may damage the child beyond salvage. My position is that though it may work at times, it is not the best tool for discipline and it is not effective. It makes no sense if in correcting behaviour, the parent or teacher destroys the child. Parents, teachers and other care takers should choose positive over negative reinforcement. Along with dialogue, they should choose rewards to encourage good behaviour. Unlike punishment that tells a child what is wrong, reward dwells on what is acceptable and appreciated.

2.9 Conceptual Framework

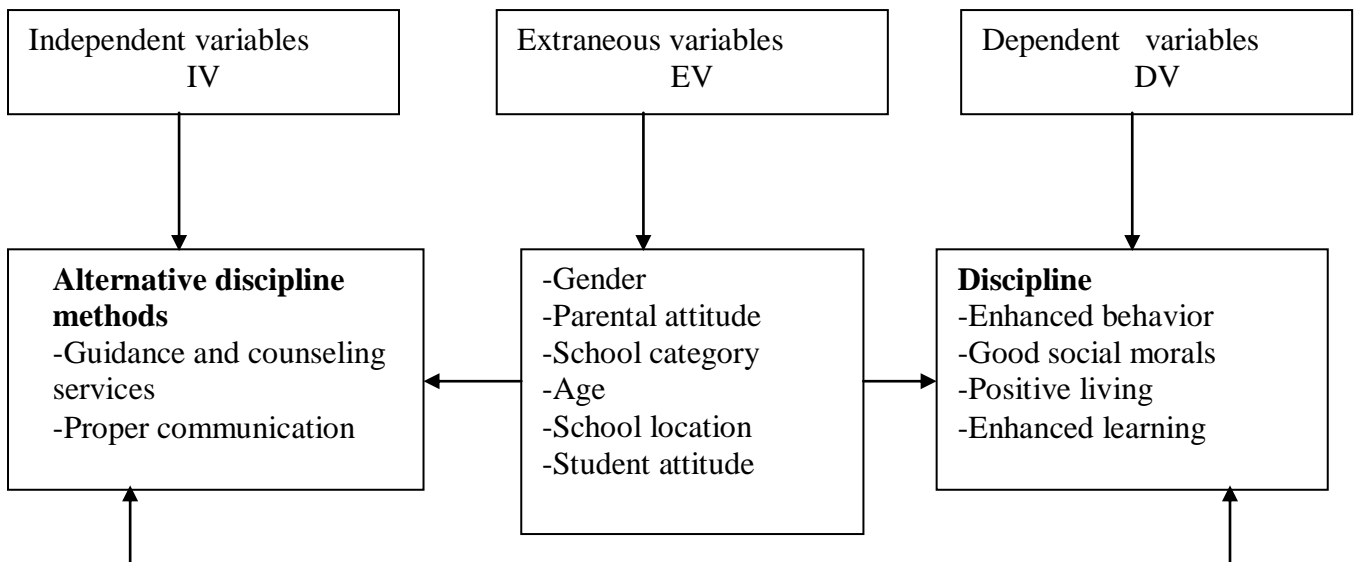


Figure 1: A model showing how environment and personality affect discipline

In the Figure 1 above, alternative discipline method is the main focus and the entry point. Teaching children self discipline is a process that requires patience, thoughtful attention, cooperation and good understanding of the child. It also requires knowledge of one's own strengths and struggles with disciplinary issues. Most parents are without proper knowledge of parenting, and usually refer to their own experience of being parented because there were no parenting schools. However, such experiences may not always be helpful in raising children today. There is need for parents and teachers to know and understand why their children misbehave at home and at schools. By doing so, they will be more successful in reducing behaviour problems. Proper communication and offering guidance and counselling services are among the most effective methods of enhancing positive behaviour. In this research, proper communication that comprises of: praising the child's good behaviour, being compassionate, showing respect, providing a good role model, setting clear and consistent rules are the input variables (independent variable) that significantly reduces disciplinary problems but produces children of: good social morals, positive living, enhanced behaviour as well as positive skills, knowledge and attitudes that are recognized as output variables (dependant variables).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, a description of research design, which was adopted during the study, is presented. It defines also the location of the study and the population. Similarly, description of sampling procedures and sample size that was used is presented. Finally, the instrumentation, data collection and analysis procedures are explained.

3.2 Research Design

The study used the survey research design that employed *ex post facto* design because no treatment was given to respondents before the interview. Gall Meredith (1996) recommends the use of the survey research design for purposes of formal evaluation to shed light to the phenomenon of study. The descriptive research method was also used to describe characteristics of the respondents among them being; children, parents, teachers and officers in the Ministry of Education. Some of the respondents were interviewed and the information they gave was used to fill questionnaires.

3.3 Location of the Study

The study was conducted on schools within Kirinyaga district. The area has three divisions namely; Mwea, Ndia and Gichugu. There are 204 primary schools in the district. The parents in this region are of diverse social, religious and economic background hence justification for selection as a suitable case study.

3.4 Study Population

Kirinyaga district has 204 primary schools that are distributed within the three divisions. Gichugu has a total of 76 primary schools while Ndia and Mwea divisions have 68 and 60 primary schools respectively. Therefore, the total population for the study comprised of; the 15,000 pupils attending the primary schools, 500 children who are supposed to be in schools but are not, their 7,500 parents and other caregivers, 4000 teachers teaching in primary schools and 80 officers in the Ministry of Education Kirinyaga branch. The following table summarizes their distribution.

Table 1: Distribution of Study Population

Divisions	Schools	Population		Population		Parents population	Officers from the Ministry of Education	Children out of school
		Pupils	Teachers	Pupils	Teachers			
Mwea	60	4,000	1,000	25	15	2,000	25	200
Ndia	68	5,000	1,400	25	20	2,500	35	150
Gichugu	76	6,000	1,600	30	15	3,000	30	150
Total	204	15,000	4,000	80	50	7,500	80	500

Source: Ministry of Education, 2005

3.5 Sampling Procedures and Sample Size

A representative sample from each division was carefully selected. A blend of stratification by region, gender, religion, economic and responsibilities in the community was used. Purposeful sampling and snow-balling techniques was used to capture the views representative of all the children who have dropped from school. Ulin *et al* (2002) indicate that Snow ball sampling is useful when individuals with knowledge or data are difficult to reach, or may be fearful of public exposure as is the case with the school dropouts. The researcher used the formula for estimating the sample size as provided by Krejcie and Morgan (1970). The total sample included 100 children out of which 80 were pupils currently in school and 20 out of school. A total of 50 parents evenly distributed within the district were reached through their children. Five officers in the Ministry of Education and 50 teachers were selected for the study. The total sample size was 205 respondents. Those respondents selected fulfilled some of the following basic characteristics; were children below the age of 18 years either in school or have dropped from school, were parents either employed or unemployed, were teachers teaching in primary schools or were civil servants in the Ministry of Education. The 50 teachers, 50 parents and 5 officers from the Ministry of Education were selected purposely because of their experiences and rich information regarding education and upbringing of children. For a fair selection, the researcher evenly and conveniently selected the sample size from across the three divisions of Kirinyaga district. The following table summarizes their distribution:

Table 2: Distribution of Sample Population

Divisions	Mwea	Ndia	Gichugu	Total Sample
Respondents	Sample	Sample	Sample	
Parents	15	15	20	50
Teachers	15	20	15	50
Pupils in school	25	25	30	80
Children out of school	6	7	7	20
Ministry of Education officials	1	2	2	5
Total	62	69	74	205

3.6 Instrumentation

There is no single research method that can tap all dimension of a complex research problem. Ulin et al (2002), recommends the use of different data collection tools so as to reveal different ways that people conceptualize and evaluate the same situation. This research mainly used the following tools of data collection namely; questionnaires, in depth individual interviews and focused group discussions. Schedule interviews were administered to the parents to supplement information received by use of other tools since it provided a chance to express views and opinions in details. The parents were organized into three focussed group discussions. They discussed on the merits and demerits of the use of corporal punishment and also on the effectiveness of the use of alternative discipline methods. Two sets of closed ended questionnaires were administered; one set to the children and the other to parents, teachers and officers in the Ministry of Education. The questionnaires were structured to measure the attitude to corporal punishment, the level of awareness to alternative discipline methods and the commonly used corporal punishment methods on children.

3.7 Validity and Reliability

According to Wanjama (2002), using different methods to investigate the same phenomena enables the researcher to gather enough information from different perspectives on particular issues ensuring validity of the data. The researcher therefore mixed various tools of data collection.

To ensure reliability, the instruments were piloted on a small sample of 20 subjects who were selected from a school in Gichugu that was not to form part of the main study sample. Amendments and improvements were done accordingly. Each questionnaire had a reliability coefficient at alpha scale of 0.70 according to Cronbach formula. To ensure validity, the researcher consulted the supervisor in the department. The researcher compared instrument with research questions to ascertain that the instrument was measuring what is expected to measure.

3.8 Data Collection Procedure

The researcher sought and obtained permission from the office of the Ministry of Education, Kirinyaga branch to conduct research in schools within Kirinyaga district. The researcher prepared questionnaire and administered them to gather information from respondents. The researcher personally conducted the schedule interview and acted as a facilitator during focused group discussions. The researcher took notes and assured the resource persons of confidentiality so as to elicit in-depth information by use of probing questions. Combination of qualitative and quantitative data was collected during the research. Interview schedule was employed when carrying out the interview to supplement the questionnaire. Parents who were subdivided into groups for focussed group discussion under the guidance of the researcher.

3.9 Data Analysis

The data collected from the questionnaire was organized, coded and analyzed using frequency tables, percentages, means and cross-tabulation. Chi-square was used to test if there was any relationship between those who were physically punished while young and their attitude to corporal punishment on children. Statistical Package for Social Sciences (SPSS) was employed to analyze the data. According to Gall and Borg (1989), SPSS is the commonly used set of computer programme in education research. It is comprehensive, integrated collection of computer programmes for managing, analysis and displaying data. Data collected through in-depth interviews and focused group discussion was coded into themes for analysis. Interpretations were made and conclusions drawn.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

The main purpose of this research was to investigate the effectiveness of guidance and counseling alternative discipline methods to corporal punishment in primary schools in Kirinyaga district. This chapter presents the findings of the research. The result and discussions are related to the objectives of the research. The data was collected through mainly use of questionnaire, focused group discussions and schedule interview. All these methods supplemented each other to give the field data, which supports the objectives of the study. The study aimed at answering the following research questions.

1. Are there alternative discipline methods used by parents and teachers?
2. How effective are alternative discipline methods on behaviour?
3. Are there differences in discipline methods used before and after the ban of the cane?
4. What is the attitude of teachers, parents and others on the use of alternative discipline methods?
5. Do the parents, teachers and others support or oppose the ban of corporal punishment in schools?

4.2 Demographic Characteristics

A sample of 205 respondents in Kirinyaga district responded to the questionnaire out of which 105 were adult while 100 were pupils. On average adult individuals sampled showed awareness of the ban of the use of the cane by the Ministry of Education as a method of disciplining a child. 74.3% were fully aware, 20.3% were not aware that disciplining a child through physical punishment is wrong, while 5.4% were not sure whether it is right or wrong. Out of the 105 respondents sampled, 14% were unemployed, while 86% were employed but in casual or low paying jobs. Out of the employed 45.3% earned over Ksh 10, 000 a month, 14% earned between Ksh 8,001 and Ksh 10,000, 5.8% earned between Ksh 6,001 and Ksh 8,000. 15.1% earned between Ksh. 4,001 and 6,000 while 19.8% earned between Ksh 2001 and 4,000. This phenomenon could be attributed to low level of education and training which could in addition influence their ignorance on the physical and psychological dangers associated with the use of corporal punishment on children as a means of instilling discipline. This fact agrees with almost all written literature today that many parents, teachers and other caregivers may be unaware of the effectiveness of corporal punishment and how it negatively affects the child's academic performance as well as his/her psychological well-being (Human Rights Watch, 1999).

The findings of the study also revealed that children are physically punished across socio economic groups. However, the children who reported being physically punished are more likely to come from single parent families and families with low income. As parents and teachers stated, corporal punishment at home and in schools is often associated with wider, fundamental problems in the society. A key factor is stress and frustrations encountered by parents and teachers in their course of duty as a result of poor living standards. Virtually all sampled adult respondents were poor and were entangled in the vicious circles of poverty. Teachers are underpaid and undervalued while many parents live below the poverty level. They as a result vent up their feelings and frustration on children. The result findings concur with those of Kibas (2002). The use of corporal punishment may also be triggered by other factors such as low level of training on alternative discipline methods. Refer to Table 3 below.

Table 3: Data on the Sample characteristics of adult sampled population

Sample characteristic		Frequency	Percentage
Age	16-20	-	0
	21-30	10	9.5
	30-35	26	24.8
	Over 35	69	65.7
	Total	105	100
Gender	Male	43	40.9
	Female	62	59.1
	Total	105	
Occupation status	Employed	86	86
	Unemployed	14	14
	Total	100	100
Marital status	Married	71	67.6
	Single	26	24.8
	Widowed	5	4.8
	Divorced/separated	3	2.8
	Total	105	100
Income per month	Les than Ksh. 2,000	None	
	Ksh 2001-4,000	17	19.8
	Ksh 4001-6,000	13	15.1
	Ksh 6001-8,000	5	5.8
	Ksh 8000-10,000	12	14.0
	Over Ksh 10,000	39	45.3
	Missing	19	0.0
	Sub total	86	100
	Total	105	100

4.3 Characteristics of the Sampled Children Population

A sample of one hundred pupils in Kirinyaga district answered the questionnaire. 80% are still in school while 20% have dropped out of school. On average each individual sampled has had an experience of a form of physical punishment from parents, teachers or close relatives at home and in school. Of the 90 pupils who reported they were not happy at home, 23.3% were unhappy

by their father; 30% by their mother, 21.1% by their brothers, 15% by their sisters, 7.8% by their uncles and 2.2% by their aunts while 10 pupils reported that they were happy at home. 91 pupils reported they were unhappy at school while 9 were happy. 39.6% of the pupils sampled reported they were made unhappy by their peers, 55% by their teachers while 5.4% were unhappy by matron and other workers.

On average majority of those who were unhappy at school was contributed by their teacher, a phenomena that is likely to affect negatively the academic performance of the pupils. This fact concurs with the study by human right watch 1999 that found out that increased cases of school drop-out was influenced by continuous use of corporal punishment in schools as a method of instilling discipline on children. Refer to Table 4.

Table 4: Data on the sample characteristics of children sampled population.

Sample	Characteristic	Frequency	Percentage
Age	Less than 5	-	-
	6-10	4	4
	11-15	66	66
	Over 16	30	30
	Total	100	100
Gender	Male	59	59
	Female	41	41
Class	Std. 1-3	-	-
	Std. 4-6	5	5
	Std. 7-8	75	75
	Not in school	20	20
	Total	100	100
Unhappy at home	Father	21	23.3
	Mother	27	30
	Brother	19	21.1
	Sister	14	15.6
	Uncle	7	7.8
	Aunt	2	2.2
	Total	90	100
Unhappy at school	Peers	36	39.5
	Teachers	50	55.0
	Matron	5	5.4
	Missing	9	-
	Subtotal	91	100
	Total	100	100

4.4 Teachers and parents level of awareness

The study finding revealed that parent and teachers were fully aware that corporal punishment is unlawful and out of the 105 sampled respondents, 74.3% were aware, 20.3% were not aware while 5.4% were neutral. Refer to Table 5 below.

Table 5: Data on the level of awareness on physical punishment

Sample characteristics	Frequency	Percentage
Fully aware	78	74.3
Not aware	21	20.3
Neutral	6	5.4
Total	105	100

On average majority of the respondents were aware that physical punishment is wrong. However, parents and teachers reported that corporal punishment is a necessary evil because without it children would be undisciplined. They said children need to learn from physical punishment to respect their elders, learn right from wrong, obey rules and work hard. As one parent stated, “how can a child learn if it’s not through a cane? And “how the children are brought up is the business of the family, not the government”. I do with my child the same as my parents did with me. They punished me and nothing bad happened and if anything, it made me what I am”. Parents who were themselves physically punished as children are more likely to respond to their own children’s behaviour the same way than those parents who were not physically punished when young. However, some parents and teachers admitted using corporal punishment on children because they do not know better ways of disciplining them.

Table 6 below shows 93.5% of the 105 respondents had been physically punished while children, out of which 75.0% reported that physical punishment is a form of disciplining children and they often administer it on their children.

Table 6: Data comparison between respondents who were physically punished when young and those who were not

Sample characteristic	Frequency	Percentage
Physically punished	98	93.5
Not physically punished	7	6.5
Total	105	
View physical punishment as a form of discipline	74	75.0
View physical punishment not a form of discipline	24	25.0
Missing	7	
Subtotal	98	100
Total	105	100

4.5 Respondents on alternative discipline methods

According to Kennedy 1994, the best way of dealing with child misbehaviour is preventing it. Schools with good discipline not only correct misbehaviour but also teach appropriate behaviour and coping skills. There are a number of programs that when appropriately used have proven effective.

The study aimed at determining how parents and teachers deal with cases of indiscipline at home and in schools apart from physically punishing the children. From the questionnaires filled by the adult respondent; it is evident that guidance and counseling is the best alternative to corporal punishment and should be emphasized for positive and effective results. Out of the 105 respondents, 94.3% reported that the use of guidance and counseling instill discipline among children and is effective while 3.8% reported that physical punishment should not be done away with because it's the only method that seems to work and 1.9% failed to give their views. Further findings of the research indicated that denying children privileges such as watching favourite programmes in the TV, going for outings, new dress, toys among others for the

purpose of correcting a misconduct proved very effective because the said misbehaviour was effectively done away with and the child became disciplined.

The findings of the study also indicated that adult role modelling was an effective way of disciplining children. Children learn through examples. They copy and emulate their parents, teachers and respected others. Good role models by adults mould desired behaviour among children. 68% of the sampled population showed that good role modelling is a key contributing factor to the discipline of the child. Parents, teachers and significant others should therefore set good role model for the young to emulate.

Table 7: The effectiveness of alternative discipline methods on behaviour

Alternative discipline	Frequency	Percentage
Guidance and counselling	99	94.3
Physical punishment	4	3.8
Denying privileges	77	73.2
Role modelling	71	68.0
Combination of several discipline methods	76	72.3
Time out	37	35.7
Total	105	100

The findings of the study concurs with Griffin (1994) and suggest that it is possible to run a school without necessarily using corporal punishment yet the students remain orderly, responsible and disciplined. This can be realised by for instance giving pupils considerable freedom of movement and speech; by training them to handle major responsibilities in the administration of their affairs and to joyfully accept community service outside the school: by enabling them to follow a wide range of co-curricular activities without prejudice to academic work, and generally by creating an environment in which discipline and punishment are not synonymous. Pupils can be orderly, yet happy and free from undue stress”.

As teachers, it is necessary to take time to clearly explain to pupils and their parents the standards you expect and why. It should be made clear to them that discipline should be observed at all times and is not something to be discarded during school holidays. Children should be expected to maintain standards both at home and at school and parents should be cooperative in ensuring that this happens.

Parents and teachers should also ensure that rules governing a particular behaviour are started briefly and plainly for better understanding. It is always important to ensure that any regulation made is reinforced otherwise failure to do so will bring contempt not only to that particular role but to others as well.

Parents and teachers should seize every opportunity of bestowing praise and encouragement. Children will bloom under the sun of your appreciation. It is old-fashioned to think as some do, that the children should never be praised lest they become complacent and lazy.

Parents and teachers should also learn that, children respond best to steady and consistent handling. They like to know where they stand. A teacher or parent who is familiar and friendly one day and ferocious the next for no reason other than the way he or she feels, creates stress in his children that can in turn cause indiscipline.

Teachers and parents must be accessible and understanding. Every child in the school should feel that they have access to the headteacher if they have a problem. Children should also be handled with a lot of understanding so that those issues that may appear trivial to teachers and parents may be an emergency in the eyes of a child and should therefore be handled wisely and with understanding. It is also important to ensure that any serious case of misconduct is handled with in a professional way and in good time.

Teachers and parents must also encourage communication. Communication is the best way to solve problems that may cause indiscipline in homes and schools. In a school situation for example if a new rule is made, ensure to explain why it is necessary. Similarly, where there is a problem, tell the students about it and communicate to them what actions you intend to take in an attempt to offer solutions. For example filling a teacher vacancy, obtaining much needed equipment or providing the usual food etc. Explain the situation and the best way forward. This

way your children will feel that you trust them and rely upon them, and in return will give you loyal support.

Finally, parents and teachers should create a safety valve. Stress and strain will always arise among students and may be a big threat to discipline. Issues of concern to students and those that may cause strains need to come to the notice of the administration at an early age so that they can be defused before they reach dangerous dimensions. A forum where children express themselves openly in a *baraza* or suggestion boxes may be useful.

4.6 Common forms of discipline methods in Kirinyaga district

The study findings revealed that the following were the common forms of discipline in the district. Smacking was leading and recorded 78.0% followed by pulling of ears with 68.6%, then scolding with 68.3%, cuffing had 61.5%, forcing a child to kneel on a hard floor had 45.9%, tapping recorded 43.3%, forcing a child to stand in the sun had 33.2%, while requiring a child to remain motionless had 30.3%, physical exertion had 30.2%, pulling hair recorded 29.6%, isolating a child in a confined space recorded 29.1%, burning fingers had 19.7%, washing a child's mouth with a soap had 5.2% and denying a child use of a toilet was the most unpopular method and had 2.3%.

The study findings revealed a conflicting perception between adult and children in respect to the use of physical punishment. The children perceived these forms of physical punishment were not only humiliating but also affected their physical and emotional development. On the other hand, parents said that they make the children to reform and to be disciplined. The table appearing in the appendix summarises the common disciplinary methods used in Kirinyaga district.

4.7 The attitude of teachers, parents and others on the use of alternative discipline methods

The study findings indicated that out of 103, 72.2% adult respondents supported corporal punishment as a way of disciplining children and do rarely use alternative methods while 14.5% supported alternative methods while 13.3% supported both. As one parent stated, that discipline is a very sensitive issue because you can easily spare the rod and spoil the child". Further findings of the research revealed that some parents and teachers use physical punishment because they do not know better ways of disciplining children. From the study findings, when adult respondents were asked whether physical punishment is a method of disciplining a child,

83.9% reported that it is a form of disciplining the child while 16.1% equated it to corporal punishment.

Table 8: Use of alternative discipline methods

Attitude	Frequency	Percentage
Support corporal punishment	74	72.2
Support alternative methods	15	14.5
Support both methods	14	13.3
Missing	2	0.0
Subtotal	103	100
Total	105	100
View physical punishment as corporal punishment	17	16.1
View physical punishment as a form of discipline	86	83.9
Missing	2	0.0
Subtotal	103	100
Total	105	100

4.8 Administers of corporal punishment

The study finding revealed that corporal punishment at home is a collective responsibility and is administered by family members. However, the research findings by the adult respondents differed with that of the children. The children respondents said that corporal punishment is more often administered by mothers than the fathers while uncles and aunts were rated last. The rating was out of 84 children who filled the questionnaire 19.6% said their mothers uses physical punishment, 17.5% said it is their fathers who uses physical punishment while 0.7% reported that their uncles and aunts uses physical punishment on them. However, 37.8% were not specific and reported that any of the family members; mother, father, uncles or aunts used physical punishment on them. On the other hand adult respondents reported that the fathers use physical punishment more than the mothers or uncles and aunts. Out of the 104 respondents, 42.7% said that fathers use physical punishment more than the mothers who were rated 27.3%. Uncles and aunts well rated last with 1.2% while 18.8% were not specific as to who among the family members use it on children. Refer to Table 9.

Table 9: Administrators of physical punishment

Perpetrators	Adult		Children	
	Frequency	percentage	Frequency	percentage
Father	44	42.7	15	17.5
Mother	28	27.3	16	19.6
Uncles and aunts	2	1.2	1	0.7
Sister	3	2.5	4	4.9
Brother	2	2.4	4	4.8
Guardian (female)	3	2.6	4	5.0
Guardian (male)	3	2.5	3	3.9
Any member of the family	19	18.8	32	37.8
None	0	0	5	5.8
Missing	1	0.0	16	0.0
Subtotal	104		84	
Total	105	100	100	100

Regarding the vulnerable age at which children were more physically punished, the research findings indicated that young children between age 6 and 10 years are mostly affected. 55.6% of the adult respondents said that physical punishment is mostly administered on children aged between 6 and 10 years while those that are aged above 16 years are the least physically punished. They were rated at 4.8%. However, this finding differed with that of the young respondents who said that the most vulnerable age group to physical punishment is between 11 and 16 years which was rated at 49.0%. The survey showed that as children matures and grow older, physical punishment is less often administered. See Table 10.

Table 10: Most vulnerable age group

Age group	Adult		Children	
	Frequency	Percentage	Frequency	Percentage
Less than 5	9	8.1	4	4.2
6 – 10	58	55.6	40	40.6
11 – 16	33	31.5	49	49.0
Over 16	5	4.8	5	4.8
All the above age groups	0	0.0	1	1.4
Missing	0	100	1	0.0
Subtotal	0		99	
Total	105	100	100	100

4.9 Perceived changes brought by use of physical punishment.

Table 10 shows the adults reaction to the use of physical punishment on them when they were young. The research findings indicate that parents who were physically punished while growing up as children 71.0% felt that they became disciplined children; 9.7% said that they were left injured, 7.3% were hardened, 7.3% lost their confidence while 4.8 felt that it did not change them at all.

However the results that, the high rating of 71.0% of those who felt physical punishment changed them for better, they could have failed to differentiate between physical punishment and discipline.

Table 11: Effects of physical punishment

How physical punishment changed respondents	Frequency	Percent
Made you a disciplined child	74	71.0
Hardened you	8	7.3
Made you lose your confidence	8	7.3
Didn't change you at all	5	4.3
Left you hurt	10	9.7
Total	105	100

4.10 The attitude of parents, teachers and other caregivers on corporal punishment in schools.

The study sought to find the attitude of parents, teachers and other caregivers on the ban of corporal punishment in schools by the Ministry of Education. The results show that many of those who were interviewed did not support the ban and felt that corporal punishment would have been allowed to continue. Out of the 105 adult respondents who filled the questionnaire, 54% said they wouldn't like physical punishment to be stopped.

However 62.2% of the children respondents supported the ban of corporal punishment in schools while 55.2% said they would not wish to physically punish their children when they themselves become parents.

Table 12: Attitude towards the ban of corporal punishment

Should physical punishment be stopped	Parents		Children	
	Frequency	Percentage	Frequency	Percentage
Yes	48	46.0	61	62.2
No	57	54.0	37	37.8
Missing	-	0.0	2	0.0
Subtotal	105	100	98	100
Total	105	100	100	100
Would you like to beat your children?				
Yes	-	-	44	44.8
No	-	-	54	55.2
Missing	-	-	2	0.0
Subtotal	-	-	98	100
Total	-	-	100	100

The research findings indicated that adult respondents had not supported the ban of corporal punishment in schools by the Ministry of Education. The implication is that many people do not know yet the dangers that corporal punishment causes on the child. It is therefore important to sensitive parents, teachers and other caregivers on the effects of corporal punishment on children. It is a fact that corporal punishment causes physical injuries such as bruises and bleeding and at worst, death. It also causes psychological and mental injuries. In agreement with the findings is a study by Wauchope and Strauss (1990) which revealed that corporal punishment causes psychological injuries on the victim who may develop depression and other emotional disorders. When children are physically punished a message that corporal punishment is a socially accepted form of violence is sent in their minds. This cultivates aggressive, criminal and antisocial behaviors in those children and in their later adulthood.

Research finding by Murray, (1994) also revealed that corporal punishment result to the child developing low self-esteem, negative psychological adjustment and poor relationships with

parents. The fear of corporal punishment has also caused some pupils to drop out of school as some stated when interviewed in Kirinyaga District while in some cases they had to transfer to other schools. This adversely affects their academic performance in class.

When a chi-square test was ran on the relationship between those who were physically punished while young and their attitude to physical punishment the computed chi-square value was 8.52 at 0.05 level of significance and 2 degree of freedom. The critical value is 5.9. Therefore the conclusion is that those parents who were physically punished when children support the use of corporal punishment on their children. This fact concurs with almost all written literature that link adult attitude to violence and their social upbringing (Straws, Sugarman, and Giles-sims 1997).

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The research findings have revealed that the use of guidance and counseling as an alternative discipline method has significantly helped to mould discipline of children in homes and primary schools in Kirinyaga district. The use of simple strategies of rewarding a child's good behaviour through praises, encouragement and appreciation has greatly improved the morals of the youth. As the situation is, the use of corporal punishment is retrogressive and ineffective in producing desirable behaviours. Parents and teacher should be encouraged to shun off the old fashioned way of thinking that the cane works wonders and embrace the new effective alternative discipline methods.

5.2 SUMMARY OF THE RESEACH FINDINGS

In reference to objective 1, the study reveals that parents and teachers use guidance and counseling as the main alternative discipline method-and whenever used, it has yielded impressive results.

Further findings in objective 2 were that parents and teachers are still tied in a deep-rooted culture on the use of the cane and appear to be reluctant to try alternative discipline methods. However, the few who have used alternative discipline methods acknowledged its effectiveness in promoting positive behaviour.

From objective 3, the research has revealed that parents and teachers are opposed to the Ministry of Education policy of the ban of corporal punishment in schools. Some teachers argued that they were banned from using the cane and were not provided with alternative discipline methods. They are blaming the increasing moral decay of students in schools to the ban of corporal punishment.

In the research objective 4, the research revealed that the use of alternative discipline methods is very effective and far better in moulding positive behaviour than corporal punishment.

Finally, objective 5 aimed to compare discipline methods used before and after the ban of the cane. The research revealed that a wide range of disciplinary methods were used before the ban of the cane chief among them being; smacking, pulling of years and scolding. However, washing

a child's mouth with a soap and denying him/her the use of a toilet were among the least applied forms of punishments. After the ban of the cane, guidance and counseling are being used by some respondents and have approved effective.

5.3 CONCLUSION

Based on the findings of this study the following conclusions were made.

1. Majority of the parents, teachers and other care givers in Kirinyaga District are aware of the ban of corporal punishment in schools.
2. The study found out that in spite of the ban, parents, and teachers still use physical forms of punishment on the children.
3. The study finding also indicated that the use of corporal punishment is across the social economic classes of people. However, physical punishment as a method of discipline is more popular among the low earners than the rich.
4. The study revealed that majority of those who use physical punishment are not aware of the negative effects it has on the growing child.
5. In the home settings administration of corporal punishment is a collective responsibility of the members of that family.
6. Majority of parents and teachers in Kirinyaga District showed awareness of the effectiveness of alternative discipline methods on behaviour.
7. The study indicated that the perpetrators of physical punishment on children had experienced the same from their parents and teachers when they themselves were children and pupils.
8. Guidance and counseling is being used by teachers and parents and whenever used it is bearing positive results in moulding the character and behaviour of the children.
9. The most vulnerable age group to physical punishment is the middle aged group of between 6-16 years while the very young ones of below 6 years and those above 16 years are less often physically punished.

5.4 RECOMMENDATIONS

In view of the above findings the researcher made the following recommendations.

1. There is need to have elaborate training programmes for guidance and counseling of teachers and parents which will equip them with the skill necessary to handle and care for the needs of the growing child. This can be achieved if the government can encourage and give incentives to those who enroll for in-service training programmes. The

government should also intensify teacher training programmes to accommodate guidance and counseling.

2. The Kenyan government through respective Ministries must develop strategies to inform all Kenyans about the risks associated with physical punishment and its ineffectiveness as a discipline method. The government should also enforce the protection of children from physical assault as given to Kenyan's adults.
3. The Kenyan government should also implement a review of curriculum in teacher training colleges to incorporate alternative discipline methods for children including training with regard at dealing effectively with children's and youth's behavior, the normal stages of children development of primary school children.
4. The government should develop and distribute information for public awareness on creation on alterative discipline methods for parents and parents-to-be in pre-natal classes, foster and adoptive parent preparation programs and orientation programs, schools homes and churches. They should also provide information about the effects of physical punishment.
5. Child care professionals should spearhead a campaign for child protection and proclaim clear poisons regarding physical punishment of children.
6. The government should put into place an information and education programme to promote non-violent of caring for children.
7. The child care professionals should make corporal punishment of children visible by highlighting a regional map of its prevalence and legal status to ensure that children's views are heard and appropriate action is taken towards ending physical punishment.
8. The government should also encourage the establishment of children's participation forum to raise their views in matters affecting their welfare and on issues such as physical punishment.
9. The government through the Ministry of Education should organize regular training programmes and strengthen guidance and counseling department in primary schools. The government should also sponsor workshops to train teachers on methods of disciplining students that are not physically abusive.
10. The government should also establish an independent complaints board charged with investigating individual complaints and other reports of corporal punishment in primary schools.

5.5 Suggestions for further research

Owing to the importance of doing completely away with corporal punishment and using alternative methods of discipline to mould our children, the research recommends further research aimed at the following

- i. To find out the training needs for guidance and counseling teachers
- ii. To assess the use and effects of guidance and counseling services in homes and schools.
- iii. To find out the main counseling needs of the youth below 16 years.

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APPENDICES

APPENDIX A: Questionnaire for Parents, Teachers, Officers from the Ministry of Education and others

Dear respondent,

My name is Thomas Njogu. I'm a post graduate student at Egerton University pursuing a Master Degree in Guidance and Counselling. I'm in the process of conducting a research on effectiveness of alternative discipline to corporal punishment. The study will provide information and recommendation for strategic intervention policies that will be communicated to the ministry of education, parents/guardian, teachers and children. I am therefore appealing for your assistance.

Please tick the right category to which you belong

Are you:

	<input checked="" type="checkbox"/>
A parent?	<input type="checkbox"/>
A Head teacher?	<input type="checkbox"/>
A Deputy Head teacher?	<input type="checkbox"/>
Head of department?	<input type="checkbox"/>
Assistant teacher?	<input type="checkbox"/>
Officer from the Ministry of Education?	<input type="checkbox"/>
Others (specify)	<input type="checkbox"/>

1. What is your gender? Male

Female

2. What is your age bracket? 16-20

30-35

21-30

Over 35

3. What is your marital status? Married

Single

Widowed

Others (specify) -----

4. Please give your occupational status.

Employed

Unemployed

Self-employed

5. If employed/self employed, how much do you generate in a month?

Less than KShs 2,000 2001-4000

KShs 4,001-6,000 6001-8000

KShs 8,001-10,000 over KShs. 10,000

6. How many children do you have?

None 1-3

4-6 7-9

Over 9

7. As a child did you receive any form of physical punishment such as caning or beating?

Yes No

8. If the answer to the question 7 above is yes, how do you feel it changed you? Tick the correct response.

Made you a disciplined child

Hardened you

Made you loose your confidence

Left you hurt

Didn't change you at all

9. Who administered physical punishment such as beating in your family?

Father

Guardian (male)

Mother

Guardian (female)

Others (specify) -----

10. Is any physical punishment a corporal punishment or a form of disciplining the children?

Corporal punishment

Form of disciplining children

11. If a form of disciplining children, tell us the way you understand the term discipline?

12. How do you discipline your children?

Caning

Talking to them

Denying privileges

Time out

Others specify _____

13. Are the methods you use above effective?

Yes

No

Not sure

14. Tick the common forms of discipline you think are used to discipline children.

(i) Smacking

- Canning Yes No

- Spanking Yes No

- Slapping Yes No

- Padding Yes No

- Whipping Yes No

- Kicking Yes No

(ii) Tapping (to strike gently with a light blow or blows)

Yes No

(iii) Cuffing (a blow or slap with the open hand)

Yes No

(iv) Scolding (To reprimand or criticize harshly and usually angrily)

Yes No

(v) Burning fingers with fire

Yes No

(vi) Pulling ears

Yes No

(vii) Pulling hair

Yes No

(viii) Being send out of house/ class

Yes No

(ix) Being forced to stand in the sun / uncomfortable position

Yes No

(x) Washing your mouth with soap

Yes No

(xi) Being forced to kneel on a hard floor/ gravel/ thorns.

Yes No

(xii) Being isolated in a confined space (locking)

Yes No

(xiii) Being denied to use the toilet

Yes No

(xiv) Forced physical exertion (the act or an instance of exerting, especially a strenuous effort).

Yes No

(xv) Being denied access to the needed water, food or sleep

Yes No

(xvi) Others (specify) _____

15. As a child care giver (mother / father/ guardian and children's institution personnel) are you aware that disciplining child through physical punishment is wrong?

Yes No

16. If the answer to question 15 above is a yes, why do you think parents / teachers/ guardians and others punish children?

17. Which age group of children is the most victim of parental/ guardian/ physical punishment?

Less than 5

6- 10

11- 16

Over 16

18. What do you think is the consequences/ effects of children's physical punishment?

19. Do you think physical punishment should be stopped?

Yes

No

20. Tell us how you think children should be disciplined apart from physically punishing.

APPENDIX B: Questionnaire for Pupils

Dear respondent,

My name is Thomas Njogu. I'm a post graduate student at Egerton University pursuing a Master Degree in Guidance and Counselling. I'm in the process of conducting a research on effectiveness of alternative discipline to corporal punishment. The study will provide information and recommendation for strategic intervention policies that will be communicated to the ministry of education, parents/guardian, teachers and children. I am therefore appealing for your assistance.

Please tick in the box/ write the answer in the space provided as appropriate

1. What is your age? _____ years old.

2. Gender Male

 Female

3. Are you in school?

Yes

No

4. If the answer to Question 3 above is yes, what is the name of your school? _____

5. Which class are you in? _____

6. How many brothers and sisters do you have?

Brothers

Sisters

None

Total

7. Is there a time you are not happy at home?

Yes

No

8. If the answers to Question 7 above is yes, who makes you unhappy and why?

Father

Mother

Brother

Sister

Uncle

Aunt

Others (specify) _____

9. Is there a time you are not happy at school?

Yes

No

10. If the answer to Question 9 above is yes who makes you unhappy and why?

Peers

Teacher

Deputy

Matron

Head teacher

Others (specify) _____

11. Are the following forms of punishment administered on you when you do something wrong?

A. Smacking

i). Canning Yes

No

- ii). Spanking Yes No
- iii). Slapping Yes No
- iv). Padding Yes No
- v). Whipping Yes No

B. Tapping (to strike gently with a light blow or blows)

Yes No

C. Cuffing (a blow or slap with the open hand)

Yes No

D. Scolding (To reprimand or criticize harshly and usually angrily)

Yes No

E. Burning fingers

Yes No

F. Pulling ears

Yes No

G. Pulling hair

Yes No

H. Being sent to stand in the sun

Yes No

I. Washing your mouth with soap

Yes No

J. Being required to remain motionless or in a sitting position without a chair.

Yes No

K. Being forced to kneel on a hard floor

Yes No

L. Being isolated in a confined space (locking)

Yes No

M. Being denied to use the toilet

Yes No

N. Forced physical exertion (the act or an instance of exerting, especially a strenuous effort).

Yes No

O. Being denied access to the needed water, food or sleep

Yes No

12. When any or all the above forms of physical punishment are used on you, do they make you stop and change the wrong you had done?

Yes No

13. Do you know any child who was hurt because of being punished?

Yes No

14. Tell us why you think parents, teachers and others physically punish children?

15. When you grow and have children would you like to be physically punishing them?

Yes No

16. Please explain your answer in the above question

17. List the common and most effective forms of discipline you have ever experienced

18. What age group of children is the most victim of parental physical punishment?

Less than 5

6- 10

11- 16

Over 16

19. Do you think its right for anybody to physically punish a child?

Yes

No

APPENDIX C: Focus Group Discussion Guide

- i. What is discipline?
- ii. What is physical punishment?
- iii. What forms of physical punishment do you know?
- iv. Do you think children should be disciplined?
- v. What forms of alternative discipline to physical punishment do you know?
- vi. How effective are the alternative discipline to physical punishment?
- vii. How is discipline different from physical punishment?
- viii. Do you think children should be physically punished?
- ix. Is physical punishment by the parents/ guardian, teachers and others wrong?
- x. What do you think is the consequences/ effects of children's physical punishment?
- xi. Should physical punishment to children be stopped?
- xii. What do you think makes parents to physically punish their children?

Tell me how you think children should be disciplined when they do something wrong.

APPENDIX D: A Table Showing Common forms of Discipline

	Parents		Children		Average %
	Frequency	Percentage (A)	Frequency	Percentage (B)	$\frac{A+B}{2}$
Smacking					
Yes	92	87.9	69	69.9	78.9
No	13	12.1	30	30.1	21.1
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Tapping					
Yes	54	51.6	35	35	43.3
No	51	48.4	64	65	59.7
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Cuffing					
Yes	63	59.7	62	62.2	61.5
No	42	40.3	37	37.8	38.5
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Scolding					
Yes	69	65.3	71	71.3	68.3
No	36	34.7	28	28.7	31.7
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Burning fingers					
Yes	32	30.6	8	7.7	19.7
No	73	69.4	91	92.3	80.3
Missing			1		
Subtotal			99		

Total	105	100	100	100	100
Pulling ears					
Yes	78	74.2	61	62.9	68.6
No	27	25.8	38	37.1	31.4
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Pulling hair					
Yes	34	32.2	17	16.8	29.6
No	75	67.7	82	83.2	70.4
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Forcing a child to stand in the sun					
Yes	55	52.4	14	14	33.2
No	50	47.6	85	86	66.8
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Washing a child's mouth with soap					
Yes	9	9.0	2	1.4	5.2
No	96	91.0	97	98.6	94.8
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Requiring a child to remain motionless					
Yes	42	40.3	20	20.3	30.3
No	63	59.7	79	79.7	69.7
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Forcing a child to kneel on a hard floor					

Yes	46	43.5	48	48.3	45.9
No	59	56.5	51	51.7	54.1
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Isolating a child in a confined space					
Yes	34	32.3	26	25.9	29.1
No	71	67.7	73	74.1	70.9
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Denying a child the use of a toilet					
Yes	2	1.1	3	3.5	2.3
No	103	98.9	96	96.5	99.7
Missing			1		
Subtotal			99		
Total	105	100	100	100	100
Physical exertion					
Yes	33	33.1	27	27.3	30.2
No	72	66.9	72	72.7	69.8
Missing			1	0.0	0.0
Subtotal			99		
Total	105	100	100	100	100