

**THE IMPACT OF THE BAN OF CORPORAL PUNISHMENT ON  
STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS: A CASE STUDY OF  
BAHATI DIVISION OF NAKURU DISTRICT**

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**By**

**Salome Wairimu Maina**

**A Project Report Submitted to the Graduate School in Partial Fulfillment of the  
Requirements for the Award of the Degree of Master of Education in Guidance and  
Counselling of Egerton University**

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## DECLARATION

This Project Report is my original work and has not been presented for an award of a degree, diploma or certificate in any other university.

Signed *Maina Salome Wairimu* Date 21/8/06

**Maina Salome Wairimu.**

**Reg No. EMI6/0968/03.**



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## RECOMMENDATION

This Project Report has been submitted for examination with my approval as a University Supervisor.

Signed *A.M. Sindabi* Date 30/8/2006

**Prof. A.M. Sindabi.**

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## **DEDICATION**

This research project is dedicated to my loving son Michael M. Kiige for his patience, encouragement and for enduring my long absence from him while undertaking my graduate studies.

To a friend and companion W. A. Maina “ Adopted” for his support, encouragement and inspiration that resulted to this work.

To my parents, John and Lucy, for their great support, encouragement and good upbringing.

Finally to all my brothers and sisters for their role and inspirations in my education that resulted to this work.

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## ABSTRACT

Students unrest in secondary schools have been of great concern to the Government, Ministry of Education, school managers, teachers, students, key stakeholders in education and the entire national community. The purpose of this study was to establish the impact of the ban of corporal punishment on students' discipline in Bahati Division of Nakuru District. This research study was prompted by the observed increased rate of students' unrest in public secondary schools that have been attributed to the ban of corporal punishment in schools. The research study therefore set to investigate whether the ban of corporal punishment in learning institutions contributed to the increased students' unrest. The study used an *ex-post facto* research design. The population of the study comprised 1486 form four students from 18 public secondary schools, 18 head teachers, 18 deputy head teachers and 18 teacher counsellors. Simple and stratified random sampling technique was used to select a sample of 120 secondary school students, 12 head teachers, 12 deputy head teachers and 12 teacher counsellors from the different categories of secondary schools in Bahati Division (Boys only, Girls Only Mixed Boy and Girls, Day, Boarding or Day and Boarding). Data was collected using three sets of questionnaire designed and administered to the Head teachers, Deputy head teachers and Teacher counsellors and Students. The data was analyzed through the Statistical Package for Social Sciences (SPSS) version 11.5 and presented using Descriptive statistics such as percentages, tables and frequencies. The results of the findings indicated that unrest in secondary schools have been in existence before and after the ban of corporal punishment. Poor diet, transfers of teachers/headteachers, rigid rules and regulations, high handedness and autocratic leadership were reported as the cause of unrest in public secondary schools. Discipline problems such as lateness, noise making, absenteeism, drug and substance abuse among others were reported in secondary schools. All the respondents in the study however, were in agreement that the guidance and counselling is crucial in dealing with indiscipline in schools as it was established that corporal punishment was not a solution to school discipline as it contributed to disruptive and violent behaviours.

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## LIST OF ABBREVIATIONS

ANPPCAN:	The African Network for Prevention and Protection against Child Abuse and Neglect
A.T.S:	Approved Teachers Status
BOG:	Board of Governors
C.R.C:	Convention on the rights of children
D.E.O:	District Education Officer
E.F.A:	Education for All
K.E.S.I:	Kenya Education Staff Institute
K.S.S.H.A:	Kenya Secondary School Head teachers Association
M.O.E.S.T:	Ministry of Education Science and Technology
P.D.E:	Provincial Director of Education
TIQET:	Totally Integrated Quality Education and Training
T.S.C:	Teachers Service Commission
U.P.E:	Universal Primary Education

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study.

Corporal punishment is one of the oldest methods that were used to instill discipline. In Kenya, the history of corporal punishment dates back to the pre-colonial era (Human Rights Watch, 1999). As a method of engendering subjugation, corporal punishment was prominent in the era of slave trade. In the colonial period, chiefs and home guards flogged Africans to facilitate extraction of labour on the white highlands. This method was finally adopted in education and correctional institutions as a standard instrument for instilling discipline. Independence notwithstanding, the Education Act of 1972, which legalized the method, stated that corporal punishment may only be administered for certain behaviours after a full enquiry and in the presence of a witness. (The Laws of Kenya Cap 211).

While proponents of corporal punishment have religiously embraced the biblical adage, “spare the rod and spoil the child”, varying opinions have been resuscitated on its rationale and use. According to Human Rights Watch (1999), corporal punishment has a wide degree of cultural acceptance in Kenya to the extent that Kenyans have remained aloof to its negative effects on the victims. The use of corporal punishment points to what Kenyans regarded as its educative and instructive purpose without which a child would not be able to learn.

Corporal punishment has continued to be a subject of discussion with the increase in awareness on human rights of the child. In its official report of the 7<sup>th</sup> session in November 1994, the UN Convention on the rights of the child (CRC) prohibited the use of corporal punishment, terming it as a cruel, inhuman and degrading treatment. The report echoed its position when it stated: “in the framework of its mandate, the committee has paid particular attention to the child’s right to physical integrity. In the same spirit, it has stressed that corporal punishment of children is incompatible with the convention and proposed the revision of existing legislation, as well as the development of awareness and education campaigns”. (Symonides & Vladmir, 2001)

Most teachers in the rural areas have gone overboard, abandoning the use of the cane and instead resorted to whipping or punching their students with both wooden and metal rods (Siringi, 2001). The Standard Newspaper (September 23, 1998) also reported that a pupil died after a beating. A 13year old student of standard five was allegedly caned to death at Kayoyi

Primary School in Keiyo North District. Such extreme cases of abuse of corporal punishment provoked a public outcry from parents and educators who pressured the government to take action. In 1996 and later in 2001, the government officially announced the ban of corporal punishment in all institutions of learning (Ref G9/1/vol.viii/28).

With this ban, however, there has been an increase of cases of indiscipline and strikes in both primary and secondary schools, raising the concern of the educationists and parents. Indeed, the net effect of students' indiscipline has been destruction of property, deaths of fellow students and to lesser extent teachers. This has engendered perceptions for its sustenance. However the secondary schools head teachers during their general annual conference held in Eldoret, agonized over the trend of indiscipline in schools and blamed the Ministry for taking away the cane without thorough deliberations on the issue by the stakeholders (Daily Nation, July 16<sup>th</sup> 2001).

In the recent years, the welfare and the rights of the child have become a global issue. Several Conventions and Declarations have been issued to protect the child from brutality, cruelty, and inhuman and degrading treatments (Legal Resource Foundation 2004 page, 15.)

These Conventions include:

- i. Geneva Declaration on the Rights of the child (1954)
- ii. The Universal Declaration on the Rights of the child (1959)
- iii. The Convention on the Rights of the child (1989)
- iv. The African Charter on the Rights and Welfare of the child (1990)

The Convention on the Rights of the Child adopted by the United Nation General Assembly held on 20th November 1989 asserted that a child have a right against all forms of discrimination or punishment and further that in all actions concerning children; the best interests of the child shall be a primary consideration. Five of the rights of the child enumerated in this Convention, which have direct relevance to education, are:

- i. Education on the basis of equal opportunity.
- ii. The highest standards of health facilities and rehabilitation of health.
- iii. Absence of torture or cruel inhuman degrading treatment or punishment.
- iv. Access to information and materials aimed at the promotion of social, spiritual and moral well being.
- v. Protection from sexual exploitation and abuse.

The African Charter on the rights and welfare of the child recognized and reinforced the UN Convention on the rights of the child. It expected African countries to enhance the protection of children's rights. Kenya ratified this Charter in July 1990 and as a member of the Organization of African Unity had to put in place mechanisms which would allow children to exercise their rights. To counter the situation and protect the rights of the child, the above declarations, among others, recommended to the United Nations that corporal punishment should be abolished not only in educational institutions but also in all penal institutions. The government of Kenya took a bold step and made provisions for the protection of the child through an Act of Parliament – The Children's Act of 2001.

The Children's Act (Laws of Kenya, Cap 586) made a number of provisions that are key to management of primary education. Among the major recommendations included the following:

- i. Section 13 (1): It states that a child shall be entitled to protection from physical and psychological abuse by any person.
- ii. Section 127 (2): It states a child shall not be subjected to torture, cruel treatment or punishment.

The government therefore through Legal Notice No 56/2001 declared a ban on corporal punishment as a method of disciplining learners. This ban nullified the Legal Notice No. 40 of 1972 contained in the Education Act 211. The Kenyan government declared the ban of corporal punishment since it was against what was provided for in the international instruments on child protection, to which the government is a signatory. The committee on the rights of the child treaty body for the UN Convention on the rights of the child have continued to recommend prohibition of all corporal punishment in schools globally. Many European countries have explicitly banned school corporal punishment. Most African countries also followed suit such as Zambia, Tanzania, Zimbabwe, South Africa, Ethiopia and Kenya (Human Rights Watch, 1999).

Many nations throughout the world recognized that school corporal punishment violated the provisions of the UN Convention on the rights of the child. Corporal punishment constituted a cruel, inhuman or degrading practice and in its place recommended training of teachers in alternative means of maintaining discipline. Guidance and counselling departments have been established in most institutions of learning in Kenya. Schools came up with Programmes that dealt with academic, social, personal, spiritual and vocational guidance and counselling.

## **1.2 Statement of the Problem**

The recent scenario of the unrest and indiscipline among the young people in schools and institutions of higher learning is of great concern to everybody in the country. Drug abuse, truancy, bullying and cases of students killing each other; have been reported in our secondary schools. Following the ban of corporal punishment via a Kenya gazette notice dated 13<sup>th</sup> March 2001, the Minister for Education scrapped the section of the law that permitted the use of corporal punishment in schools. This caused a problem on the issue of discipline in schools resulting to observed increase in students' unrest that is attributed to the ban of corporal punishment. It is for this reason the researcher sought to establish the impact of the ban of corporal punishment on students' discipline in secondary schools in Bahati Division of Nakuru District.

## **1.3 The Purpose of the Study**

The purpose of the study was to investigate the impact of the ban of corporal punishment on student discipline in public secondary schools in Bahati Division of Nakuru District.

## **1.4 Objectives of the Study.**

The study attempted to achieve the following objectives:

- i. To find out the impact of the ban of corporal punishment on student discipline in secondary schools in Bahati Division of Nakuru District.
- ii. To identify the kind of discipline problems experienced in public secondary schools.
- iii. To investigate the disciplinary measures put in place to improve discipline in public secondary schools in Bahati Division of Nakuru District after the ban of corporal punishment.
- iv. To investigate the attitude of the secondary school teachers' in Bahati Division of Nakuru District towards the ban of corporal punishment.
- v. To find out the students' perception towards the ban of corporal punishment.
- vi. To identify the Guidance and Counseling Services and Programmes provided to the students in secondary schools.



## **1.5 Research Questions**

This study attempted to find answers to the following research questions:

- i. What is the impact of the ban of corporal punishment on student discipline in secondary schools in Bahati Division of Nakuru District?
- ii. What discipline problems are experienced in public secondary schools?
- iii. What disciplinary measures are in place in public secondary schools to improve discipline after the ban of corporal punishment?
- iv. What is the teachers' attitude towards the ban of corporal punishment?
- v. What is the students' perception towards the ban of corporal punishment?
- vi. What Guidance and Counseling Services and Programmes are provided to secondary school students?

## **1.6 Significance of the Study**

It is hoped that the results of the study would assist in training teachers in management and leadership. Institutions offering management training for teachers such as KESI may benefit from the study in getting to know the disciplinary methods to use in the post teacher training programmes of schools administration. It is also anticipated that the findings of this study will yield information for use by policy makers and educationists in developing policy. Education officers and inspectors of schools may use the outcome of this research to correct indiscipline problems in other schools. The research findings may provide insight to teachers on how to deal with students when there is unrest in their schools. Finally, the study would contribute to the development of literature on the role of the teacher in enhancing and maintaining classroom discipline. Furthermore, the study may offer some suggestions on ways of improving discipline in secondary schools hence reducing time wasted and destruction of property due to unrest. Other stakeholders in the educational sector may also find the information useful as they debate for or against the reintroduction of corporal punishment.

## **1.7 Scope of the Study.**

The study focused on Bahati Division of Nakuru District, which had a total of thirty secondary schools. The researcher restricted her study to the public secondary schools in the Division,

which are eighteen in total. For purposes of the study, the researcher confined the study to the ban of corporal punishment. This is because corporal punishment had been outlawed and it was the researcher's interest to establish the impact of the ban of corporal punishment on student discipline. A total population of 1486 students was targeted from whom 120 students were selected. Twelve Head teachers, 12 Deputy head teachers and 12 Teacher Counsellors were included in the sample.

### **1.8 Assumptions of the Study.**

The study was conducted under the following assumptions:

- i. That the respondents were willing to readily give the information as stipulated in the questionnaire.
- ii. It was also assumed that the respondents' views would be true reflections of the actual situations at hand.
- iii. That all public schools in Bahati Division of Nakuru District received the Circular from MOEST on the ban of corporal punishment.
- iv. That all the public secondary schools had developed standard procedures of dealing with indiscipline.

### **1.9 Limitations of the Study.**

The study was limited to public secondary schools from one Division of Nakuru District in Kenya therefore caution should be taken when generalizing the findings to students from low and high cost private schools respectively as well as to other Districts. Locating some of the randomly selected schools and accessing them was time consuming because of transport problems. The study was limited in terms of inaccurate information on the number of schools that experienced unrest due to Head teachers failure to report to the Ministry of Education officials, as they feared reporting would impact negatively on their administration.

### 1.10 Definition of Terms

The following terms were core to the study and were specially defined in accordance with the purpose of the study.

**Corporal punishment:** Inflicting physical punishment by use of whipping, beating, or caning.

**Day School:** An institution where the students report to school in the morning and leave for home in the evening.

**Discipline:** Adherence to the set rules and regulations, obedience and self-control.

**Head teacher:** The teacher in a school in charge of administration of the school.

**Private school:** A school that is approved and registered by the government but is owned and operated by a proprietor or organization.

**Public school:** A school that receives financial support from the government (maintained/assisted) out of public funds.

**Punishment:** Is the presentation of some form of discomfort or unpleasant consequence to a response that the pupil makes to suppress the unpleasant response.

**Rules and Regulations:** Guidelines put in place to control behavior of students in order to achieve the goals of the school.

**Secondary schools:** Second level of education that lasts four years and is provided for a fee paid by the students.

**Strike:** Refers to the cessation of programmed activities or work as stipulated in a daily routine of an institution, in order for the learners to press for their grievances.

**Unrest:** A situation where people e.g. students protest violently over certain unsuitable conditions.

**Truancy:** A habit where a student deliberately do not attend class lessons.

**Violence:** A situation where there is physical beating or threats during strike.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Introduction

This chapter dealt with literature regarding the concept of discipline in schools, corporal punishment, and worldview on corporal punishment, the ban of corporal punishment and students' unrests prior to the ban of corporal punishment. It also looked at the Religious teachings on corporal punishment, corporal punishment during the pre-colonial, colonial and postcolonial Kenya. In addition the researcher made a critical look at the major issues such as the previous studies carried out in the area, the role of guidance and counseling programmes and services in schools and finally the theoretical and conceptual framework of the study.

### 2.2 The Concept of Discipline in Schools

In every school, there are expected patterns of behaviour that every student must follow. School rules are designed to make a school have some order and to encourage the conditions for efficient learning. Discipline is looked at as the training or control using a system of corrective measure resulting in obedience to rules and regulations to guide the teachers and students. Conceptually, discipline is defined as a system of guiding the individual to make reasonable decisions responsibly (Mbiti, 1974). Conformity to the rules is mandatory. Failure to abide by the rules and regulations defined what should or should not be done as well as how and when each rule should be followed. Discipline in educational literature has been placed in different conceptual frameworks. It is variously thought of as: the central task of education, an optional extra to be used occasionally, the best method of providing moral education, a fundamental requisite of all educational activity, a construct enabling each individual to interact with others and a direct consequence of the system of sanctions imposed by the establishment (Durojaiye, 1976)

According to the MOEST (2001) discipline is not about coercion but about effective planning. One needed to set standards of behaviour and take corrective measures immediately, if such standards are ignored. The MOEST specified that if one took into account individual needs in his/her planning, he/she was unlikely to have problems. The purpose of discipline in school was primarily to create and maintain conditions favorable for learning and teaching. In support of this Hoover (1978) explained that the aim of good discipline was to help a pupil adjust to

personal and social forces of his experience. According to a publication by the Republic of Kenya (2002), the aim of education is to provide the learners with the opportunity to develop desirable social standards, moral and religious values. It should also help an individual develop into a self-disciplined, physically fit and healthy person. Therefore, the school being a social institution is charged with the responsibility of inculcating appropriate values, attitudes and skills. Docking (1990), outlined the role of discipline in institutions of learning as the following:

- i. Students got a feeling of security if they know where their limits are and they lived according to such limits.
- ii. When they live according to such limits of freedom they are less likely to sense a feeling of guilt from, having broken them
- iii. When they obey rules and regulations, they were praised by their parents and teachers, stimulating them to continue to discipline themselves and live an orderly life
- iv. Such living helps to protect and enhanced the ego by proving to the self that he/she controlled his/her impulses in accordance with standards.

Thus, the breaking of some rules at school, the infringement upon the good will of some other members of the home or school, many acts of mischief, and other forms of behaviour are undesirable and punishable. The disciplinary acts must strike deep into the innermost life and feelings of the individual and lead him to recognize that the anti-social behaviour act will not be tolerated. But too often discipline is looked upon as a punishment for getting caught or as a form of vengeance.

### **2.3 The Concept of Corporal Punishment in Schools.**

Wineman (1976) defined corporal punishment as the infliction of pain by a teacher or other educational official upon the body of a student as a penalty for doing something, which have been disapproved by the punisher. Another definition by Cangelosi (1988), considered corporal punishment as a form of contrived punishment in which physical pain or discomfort is intentionally inflicted upon an individual for the purpose of trying to get that individual to be sorry that he/she displayed a particular behaviour. Both definitions laid emphasis on pain as a prerogative to learning. Supporters of corporal punishment responded to off-task school behaviour sometimes provided the following arguments as provided by Cangelosi (ibid): What

else works? Some students do not understand anything else; there are harsher, more dangerous punishments such as sustained physical embarrassment, and students want corporal punishment. It provided firm guidance that they need to feel secure, and that parents want their children disciplined at school.

Indeed, some students supported the use of corporal punishment as a form of discipline in schools. Studies by Sanderson (1996) revealed that affection between the punishing agent and the child punished influenced the effect of controlling behaviour. Quoting evidence by Sears, Macoby and Levin (1957), Sanderson revealed that warm affectionate mothers reported that their spanking was an effective method of discipline, while cold hostile mothers indicated that their spanking was ineffective. Corporal punishment as a method of instilling discipline has been applied in institutions of learning in many parts of the world.

### **2.3.1 The Worldview on Corporal Punishment in Schools**

A study carried out in Singapore by the Braema (Strait Times, 1997), revealed that more than four out of five teachers from both primary and secondary schools approved the use of the cane as a disciplinary measure. He explained that teachers preferred caning the students for a range of offences such as telling lies, playing truant, bullying, cheating, stealing and violence. The study highlighted ten common discipline problems in various schools in Singapore as telling lies, late coming to school, disruptive behaviour, truancy, stealing, bullying, smoking and physical violence. Ayieko (1988), in his study on solving discipline problems in Kenyan secondary schools highlighted the common problems in Kenyan schools as truancy, theft, destruction of property, defiance to authority, late coming to school, fighting in school and smoking. From the study therefore, it showed that problems experienced in Singapore were not in any way different from problems experienced in Kenya.

In the United States of America, according to Washington Post (14th September, 1999), 23 states still allowed the use of corporal punishment. Amarillo, Globe News Texas (11<sup>th</sup> December, 1977) explained that “spare the rod and spoil the child” debate was becoming less of a guiding principle in most schools. It was no longer a prevalent attitude as it used to be. Barch (Tennessee, 27<sup>th</sup> August, 2000) reported that most apparent difference of opinion on the use of corporal punishment was mainly between the parents and experts. The American Psychological

Association reported that the negative message a child gets from corporal punishment is to be more aggressive (Commercial Appeal, 27<sup>th</sup> August, 2002).

In Britain, corporal punishment was traditionally used as a disciplinary action and its removal from the classroom through legislation in 1986 caused schools to provide alternative punishment. Newel (1989), Jenkins (1999), explained that a number of lessons were learnt as a result of abolishment of corporal punishment, not only in Britain but also even in other European countries such as Switzerland, Denmark and Sweden. He further explained that those lessons have a significant bearing on the educational situation in South Africa.

### **2.3.2 Ban of Corporal Punishment in Institutions of Learning in Kenya**

Although for many years the rod have been an emblem of the teacher, its use have become controversial in the recent years. This was because many teachers have violated the standards and regulations for its application/administration. In most schools infliction of corporal punishment was said to be routine, arbitrary and often brutal. There was often violation of the rules by some teachers who used physical blows. Often records on such punishments were not kept. In some extreme cases beatings by teachers had led to students being permanently disfigured, disabled and some had died (Human Rights Watch, 2000).

Corporal punishment was also noted to be inflicted on students for petty offences such as, reporting late to school, not paying school fees on time, not doing homework or assignment, wearing torn or dirty school uniform, poor academic performance, and absenteeism without permission. Corporal punishment was meted on the students without the teacher making any effort to find out the causes of the offence. Children who were severely disciplined for minor offences at school were usually less courageous and less self-confident than children who had a sense of proportion about the consequences of their behaviour. When a child learnt morality predominantly through punishment, he/she may feel anxious, fear and inhibition about the moral behaviour for which he was punished. However, when morality was associated with pleasant experiences of praise and approval, the child viewed morality as a positive and purposeful way of living (Durojaiye, 1976 page 197).

According to the American Academy of Pediatrics (Pediatrics Vol. 106, 2000), Baler (1988), corporal punishment adversely affected a student's self image and school achievement. It

also contributed to disruptive and violent school behaviour. In their view alternative methods of behaviour management proved more effective than corporal punishment. Corporal punishment is a distraction from learning. Sanderson (1996), found that if children are feeling and thinking they may be punished, their attentiveness will not be as clear, or as perceptive as should be. He therefore cautioned that this situation could adversely interfere with cognitive discrimination in children. In addition to this, Erickson (1950), stated that corporal punishment eroded the young's basic trust, stimulated mistrust, anger and resentment. At the same time, corporal punishment undermined the teacher's ability to interpret pupil's basic needs and to provide an environment of mutual trust conducive to learning. Erickson further revealed that data have been uncovered showing a direct relationship between severe corporal punishment in early childhood and delinquency later in life.

Corporal punishment is also physically harmful to the child. According to Jambor (2003), there were a number of recorded incidents of severe tissue damage, lower spine injuries and even sciatic nerve damage. In Kenya the Catholic church supported the ban of corporal punishment claiming that the cane was not the solution to the problems of indiscipline because like capital punishment it had failed to act as a deterrent to indiscipline in schools and therefore whatever the defiant behaviour, caning was not the cure, all what it did was to bring fear which was hardly good for learning. Despite the laid down regulations on how to carry out corporal punishment in the Education Act teachers continued to flout the rules and the media reported cases where students were beaten and sustained serious injuries or even died. A 13 years old boy sustained fracture on three of his fingers after he was allegedly beaten by his teacher for arriving late in school (Daily Nation, 19<sup>th</sup> November 2003). The African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) does not believe that corporal punishment enabled children to behave well. It advocates for alternative progressive discipline methods since hitting is a dangerous practice, which could harm the physical and psychological development of the child. A survey carried out in Nairobi by ANPPCAN found out that despite the ban in March 2003, corporal punishment was still being meted out on children (Daily Nation, April 6<sup>th</sup>, 2004).

During the Dakar Forum on Education For All (EFA) in 2000, Kenya was noted to be among the few countries that still maintained corporal punishment in its statutes. This led to the Legal Notice repealing corporal punishment of 2000. The Kenya government bowed to external



pressure as it was noted that corporal punishment went against the 1989 UN Convention on rights of the child. Under Article 19 of the Convention it is stated that appropriate measures must be taken to protect children from “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation” (MOEST, 2000).

The Children’s Act of 2001, which is an Act of parliament, also gave import to the principles of the convention on the rights of the child and the African Charter on the rights and welfare of the child. Under section 13 of the Children’s Act a child was protected from physical and psychological abuse while section 127 protected the child from torture, cruel treatment or punishment. Following the internal and external pressure, the Kenya government declared the ban of corporal punishment in learning Institutions in 2001 through legal Notice No.56 of 2001. It is imperative therefore to look at the schools situation before the ban of corporal punishment so as to identify whether unrests in schools have increased or not.

### **2.3.3 Students Unrests Prior to the Ban of Corporal Punishment**

Unrests in secondary schools in Kenya have been traced back to the beginning of the 20<sup>th</sup> century when the first case was reported in Maseno School in 1908 (MOEST, 2003). Since then, numerous strikes have been reported in educational institutions. Various reasons have been stated as the causes of the strikes:

High-handed administration, lack of dialogue and rigid rules were blamed for the increased cases of students’ unrest. Political interference, drugs and general social disorder also contributed to school strikes (Daily Nation, August, 7, 2000). Political interference and patronage in the management of schools have also been cited as the cause of unrest. Some politicians out to benefit from school resources agitated for the removal of competent head teachers and replaced them with those who could sing their song. (The Standard, September 18, 1998).

Indiscipline was attributed to fear and frustration inflicted on students by the administration. Many head teachers in secondary schools equated good discipline to punishment: caning, suspension and expulsion instead of using methods that are more positive. Most schools in the country are run in this draconian manner because head teachers do not operate an open communication policy (Daily Nation, August, 7, 2000).

Parents have also been blamed for having abdicated their responsibilities of disciplining their children from an early age. In the present circumstances of waged employment, particularly of mothers, more and more children are being left under the care of the maids. These house-helpers are often underage and ill equipped with childcare skills. Furthermore, their busy schedules leave no time for them to provide quality child-care (Ndegwa, 1987). Most parents have double standard, which is, expecting teachers to instill discipline in the students while they have either failed or abdicated their responsibilities in doing the same. The Kenyan youth, due to parental absence are growing up with little or no emotional guidance and security.

Drugs and alcohol abuse have also been attributed as a cause of unrest in schools. (Daily Nation, July 21, 2001). A worrying trend and challenge to all the stakeholders in education is that drugs and substance abuse have catalyzed students' indiscipline to evolve from simple protests to destruction of property and killing of other students as have happened in some schools in Kenya. (The Commission of inquiry into the Education system in Kenya, 1999). Sindabi (1992) cited drug abuse as a serious problem that faced many youths in Africa and observed that drug peddlers targeted the students at this tender age because they were easily hooked.

### **2.3.4 Religious Teaching on Corporal Punishment**

In most countries in the world, corporal punishment has been used as a method of instilling discipline and correcting behaviour. Discipline among the communities of the world has been stressed from time immemorial. The religious books such as the Holy Bible in the book of Proverbs 23: 13-14, also portrayed corporal punishment being used as a method of instilling correcting behavior and punishing of wrong doers. "Do not withhold discipline from your child, if you punish him with the rod he will not die. Punish him with the rod, and save his soul from death" (The Holy Bible; 1984:490). Corporal punishment was administered on the young people by the old.

According to the tradition of Prophet Muhammad (peace be upon him) he said "Ask your children to pray at the age of seven, and discipline them at the age of ten if they don't and separate them on bed" (Riyadh, 2000). The religious teaching emphasized on the discipline of children to put them right with both religious and traditional expectations.

### **2.3.5 Application of Corporal Punishment During the Pre-Colonial Period**

During the pre-colonial period the traditional African communities applied the use of corporal punishment among their people who committed offences such as stealing. The traditional African communities laid down rules and regulations to govern their people. Those who violated the set standards were punished. Among the punishment offered were corporal punishment, execution and fines (Ngugi, 1981). Punishment was also used by the adults, in many African child-rearing patterns, in the moral training of African children. Violation of any of the rules of the society usually incurred punishment. Punishment was given in the hope that the unpleasant experience of punishment would prevent a recurrence of the behavior for which punishment was given. African children perceived punishment, quite rightly, as a justifiable consequence of the violation of a moral code of behavior. The acts that deserved punishment included dishonesty, damage to the property of others or inflicting injuries on human beings or animals (Durojaiye, 1976). Among the African communities some aspect of corporal punishment were applied to the wrong doers, and this was acceptable. It was also noted that in the African communities there was no abuse of the same so the wrong doer accepted it as punishment for their mistakes.

### **2.3.6. Application of Corporal Punishment During the Colonial Period**

During the colonial period, the colonial government applied corporal punishment on the Africans as a sign of its supremacy and authority over the native Africans. Most Africans were punished in public if they disobeyed the colonial rules or failed to pay taxes. Legal systems in most African countries are founded on the colonial government and this explained why corporal punishment has been entrenched in the Legal system (Human Rights Watch, 1999). As mentioned earlier, Kenya being an African country, traced its history on the use of corporal punishment before the colonial era. It is clear that most African communities used corporal punishment to correct and discipline errant members of their society. There were regulations on the administration of the corporal punishment by the council of elders. During the colonial period the use of corporal punishment become more serious when the British colonialists administered corporal punishment to adult Africans for disobeying their rules or failure to pay tax. This was done in public as a deterrent measure. When the formal system of education was

introduced, corporal punishment became a norm. A Kenyan renowned writer Ngugi Wa Thiongo (1981), who went to school during this period wrote in his book “Decolonizing the mind the politics of language in African literature” that whenever the British found the natives speaking their gikuyu language at school, corporal punishment was administered, that is, three-five strokes of the cane on bare buttocks or one was made to carry a metal plate around the neck with inscriptions such as ‘I am stupid’ or ‘I am a donkey’. Corporal punishment was adversely applied during the colonial period. Corporal punishment administered by the colonial government to the native Africans was humiliating and against the set African traditional expectations hence the reaction and hostility portrayed by the Africans.

### **2.3.7 Application of Corporal Punishment After Independence**

The Kenyan education system had its foundation structure on the colonial government. At independence in 1963, the Education Ordinance Chap 211, revised in 1972, was handed over to the Kenyan government. This was later known as the Education Act Cap 211. The Education Act Cap 211 legalized the use of corporal punishment in learning institutions. The regulations and standard for the application of corporal punishment was provided for in Legal Notice No.40 of 1972 (The Laws of Kenya, Cap 211). Though the regulations and standards for the application of corporal punishment were outlined in the Education Act, teachers in learning institutions had made it routine, arbitrary and often brutal. The public outcry on the abuse of corporal punishment led to its ban through the Legal Notice No. 56/2001. However with the ban there has been a reported increase of indiscipline problems in institutions of learning with some people blaming it on the ban of corporal punishment. The study therefore investigated the impact of the ban of corporal punishment on student discipline.

### **2.4 Previous Studies Carried Out in the Area**

The Human Rights Watch conducted a lot of studies on corporal punishment globally. Their findings have helped many nations of the world recognize that school corporal punishment violated the provisions of the UN Convention on the rights of the child, and constituted a cruel, inhuman or degrading practice of school corporal punishment and instead sought to train teachers in alternative means of maintaining discipline. (Human Rights Watch, 1999)

The British Broadcasting Corporation (BBC) News also conducted an opinion poll on “should corporal punishment be banned”? While some advocated for its eradication citing it as barbaric and invasion of personal security and interference on law, others advocated for it insisting on the wise saying, “Spare the rod and spoil the Child” (BBC, 2004)

According to a study conducted by UNESCO Courier journalist on “spare the rod, save the child”, it was reported that in Kenya most school administrators and teachers contended that corporal punishment is one of the disciplinary tools available to deal with large class size of 50-60 students. They argued that without corporal punishment the schools would descend into chaos and the students would be unruly. Many teachers unfortunately view corporal punishment as a cheap and easy way to keep students in line. Most parents interviewed insisted that corporal punishment is for the good of the students and was necessary to maintain “proper discipline” in schools. Some parents also quoted the biblical verse that states, “Spare the rod and spoil the child”. This, they claimed, gives the teachers the authority to discipline their children.

## **2.5 The Role of Guidance and Counselling Programme**

The objective of setting up guidance and counseling programme and services was to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. In Kenya most pupils entered the secondary school at the crucial period of adolescence. This is a stage of growth and development that is characterized by many changes which in turn lead to anxiety. During the adolescence period the students’ physical and motor development are generally complete. However, other aspects such as social, emotional, mental and moral still need to develop. The imbalance between the physiological and psychological development leads to emotional difficulties and maladjustment. Adolescence brings in its wake a host of problems that need to be met and resolved with understanding. School counsellors therefore should assist students who manifest personality profiles such as unhappiness, anger, violence, carelessness, inability to meet personal needs, loneliness, anxiety neurosis, excessive frustration, ignorance, under-achievement and total failure.

Guidance is defined as a method of helping a student acquire and organize useful information so that she/he can know his/her strengths and weaknesses to make choices based on alternatives at his/her disposal (MOEST, 2003). Guidance assists students to know who they are,

perceive their nature clearly, experience good relationships, understand their world and be more productive and happy human beings. Guidance is considered a life long process that involved helping individuals both as part of a group and at the personal level. Many students joined institutions of learning with high hopes of success but majority of them left the institutions with shattered dreams. It is for this reason that the Ministry of Education advocated that in every school the following guidance services must be provided to the students:

- i. Development guidance: This involves orientation given to students' in a new environment. It also assists students' to adjust themselves to the school environment after leaving the security of their home environment. Academic guidance is essential and should be adequately provided at every new class and level of development.
- ii. Appraisal of performance that would help plan for better performance: These included information objectively obtained from achievement, aptitude, personality and interest tests, which helps the students, acquire a much better understanding of themselves and this can guide him/her better with regard to educational and vocational choices.
- iii. Placement services: This involves giving information that would aid the student achieve admittance into the right college/university of his own choice. It also includes identifying a suitable career for an individual and assisting in the entry or job attainment.

In secondary schools the Teacher Counsellors deals with various problems, which causes students to under-achieve academically such as poor or ineffective methods of studying, poor reading techniques, adolescent growth and development problems. It is therefore important that guidance and counselling programmes be established in all secondary schools. Miller (1968) defined guidance as the process of helping individuals achieve self-understanding and self-direction necessary to make the maximum adjustment to school, home and community. Guidance can be defined as that assistance which the school gave the pupil to aid in fulfilling his/her potential, negotiating the facts of development and solving his/her special problems.

Counselling in schools is basically helping students to overcome, cope, adjust or deal with obstacles that they meet in life. It offers an opportunity to the students to talk confidentially about anything that is bothering him and hindering academic progress, growth and development. Counselling is a process through which the teachers seek to know and understand students' feelings, ideas, intentions and moods as they express themselves verbally and non-verbally

(Kadzin, 1995). For guidance counsellors in schools to succeed they must display warmth, understanding and friendliness by which a bond of confidence and trust can be built between them and the students. This makes it possible for them to inculcate in students the desirable attitudes, interests and goals (MOEST, 2001). Unlike before guidance and counselling services provided in every school to address the following:

- i. Social/cultural changes in the society such as influence from west that conflict with African traditions that have created confusion.
- ii. Changes in parenting such as divorce and single parents that have posed challenges to schools.
- iii. Falling academic performance resulting from emerging issues like drugs abuse, HIV/AIDS and related complications.
- iv. Devastations, accidents, wars and natural calamities.
- v. Relaxed moral standards in the society.
- vi. Negative influences from the print and electronic media
- vii. Current economic trends with increased poverty leading to poor performance and even dropouts from school.

Finally guidance and counseling programmes and services could empower the schools to minimize the incidences of indiscipline. Indiscipline is a cancer in many schools and this can be attributed to among other reasons students lacking a sense of direction, a sense of purpose and a sense of fulfillment.

## **2.6 Theoretical Framework**

A theory is a statement that explains the relationship between social facts and concepts in a meaningful way. To explain the development and maintenance of behaviour the behaviourist used Classical and Operant conditioning. Later Social Learning theorists like Albert Bandura expanded on the basic behaviourist theory by suggesting that behaviour is determined by internal (cognitive) and external forces. Bandura further introduced observational learning in which he argued that behaviour could also be learnt through observing other people's behaviour. According to these theories behaviour is a result of learning; it therefore followed that problem behaviours can be changed (modified) through the same basic conditioning principles.

### **2.6.1 Operant Conditioning**

This theory was advanced by Skinner (1971) who consistently condemned the use of punishment as a means of controlling behaviour. Operant conditioning is concerned with the effect of certain kinds of consequences that increases the frequency of behaviour. A consequence that increases the frequency of a behaviour that preceded it is called reinforcement; one that decreased it is called punishment. The theory outlined two basic reinforcement strategies for increasing the frequency of behaviour. With the positive reinforcement, the behaviours increase because it is followed by the presentation of a reward. On the other, operant conditioning is used to reduce unwanted behaviour. The most efficient method is to cease reinforcement thereby allowing the behaviour to extinguish. Although, this concept is simple people often reinforce problem behaviour without knowing it for example, a teacher may attempt to punish a child who acts up in class by criticising the child in front of the other students. The teacher may not realize that the attention the child gains from other students in the form of laughter and classroom status has turned the intended punishment into reinforcement. Alternatively, we can use punishment to eliminate behaviour. In theory, the frequency of the behaviour is reduced when it is followed by the presentation of an aversive stimulus. However, research has shown that corporal punishment in schools administered to errant students does not teach appropriate behaviours. Teachers should know that corporal punishment only decreases the frequency of undesired behaviours. Secondly, to be effective, corporal punishment must be delivered immediately and consistently. A teacher/parent needs to punish the problem behaviour as soon as possible after it has happened and not later. Corporal punishment to be effective must also be fairly intense and should be administered after every instance of the undesirable behaviour. Lastly corporal punishment have a negative side effect in that although the teacher may have the intention of suppressing a certain response, a child might associate other behaviour with the punishment.

### **2.6.2 Classical Conditioning**

This theory by Ivan Pavlov (1904) states that through, classical conditioning, aversive feelings that accompany the punishment may be associated with the person doing the punishment. Teachers who use corporal punishment as a means of disciplining students may find that the students associate the teacher with the pain of spanking. Another side effect of the use of



corporal punishment is that undesirable behaviours may be learned through modeling. For example, children may learn that physical aggression is okay as long as you are stronger and bigger. Finally, corporal punishment interferes with learning the appropriate response.

Operant and classical conditioning aim at eliminating maladaptive behaviours and to learn more effective behaviour patterns by focusing on the factors influencing behaviour and finding out what could be done about the problematic behaviour. A student needs to learn how to behave in specific situations as guided by the school rules and regulations. Guidance and counselling programmes should equip students with knowledge and skills in problem solving and self-regulation for them to be well adjusted in the school and society at large.

### **2.6.3 Social Learning Theory**

This theory emphasizes on social institutions as the context in which behaviour is learned, while recognizing that learning can take place by observing the behaviour of others. These responses are referred to as modeling or observational learning. By observing a model performing an act, a child is more likely to behave in a similar manner. Therefore, children learn social behaviour by observing significant people in their lives.

Bandura (1980) also suggested that the environment could affect behaviour either positively or negatively. It is therefore the responsibility of the school to provide an appropriate environment for learning and enhancing positive behaviour. He argued that instead of working our way through rewards and punishments in a trial-and-error fashion every time we are faced with a new problem, we should imagine possible outcomes, calculate probabilities, set goals, and develop strategies. We do all this in our mind without engaging in random actions and waiting to see which one would be rewarded or punished. Bandura argues that most behaviour is performed in the absence of external reinforcements and punishments. He suggested that most of our daily actions are controlled by self-regulation. This is important for the students who in most cases engaged in behaviour because of reward they expect to get out of it, for example acceptance by their peers. Students should therefore, be taught to work toward self-punishment. Students should learn to take responsibility when they fail to meet their personal standards. From this understanding, guidance and counselling should provide role models from whom students can

learn the right behaviour. Guidance and counselling should play its role to ensure that the school provides the right environment for learning positive behaviour.

### 2.7 Conceptual Framework

The conceptual framework for the study is based on the concept that school discipline problems could be managed without corporal punishment. Corporal punishment is not the answer to secondary schools problems as its application only hardens the students making indiscipline unmanageable. The head teacher therefore have to involve all the other members of the school community in decision making such as the deputy head teachers (discipline master), guidance counselors, teachers, parents and students to attain discipline in schools. Guidance and counselling programmes and services must be established and empowered by the school administration in every school. This will help resolve problems experienced by the students as they enter secondary schools at the crucial period of adolescence characterized by many emotional and developmental problems The framework in Figure 1 illustrates that the end result of a good disciplinary method is improved behaviour and good academic performance.

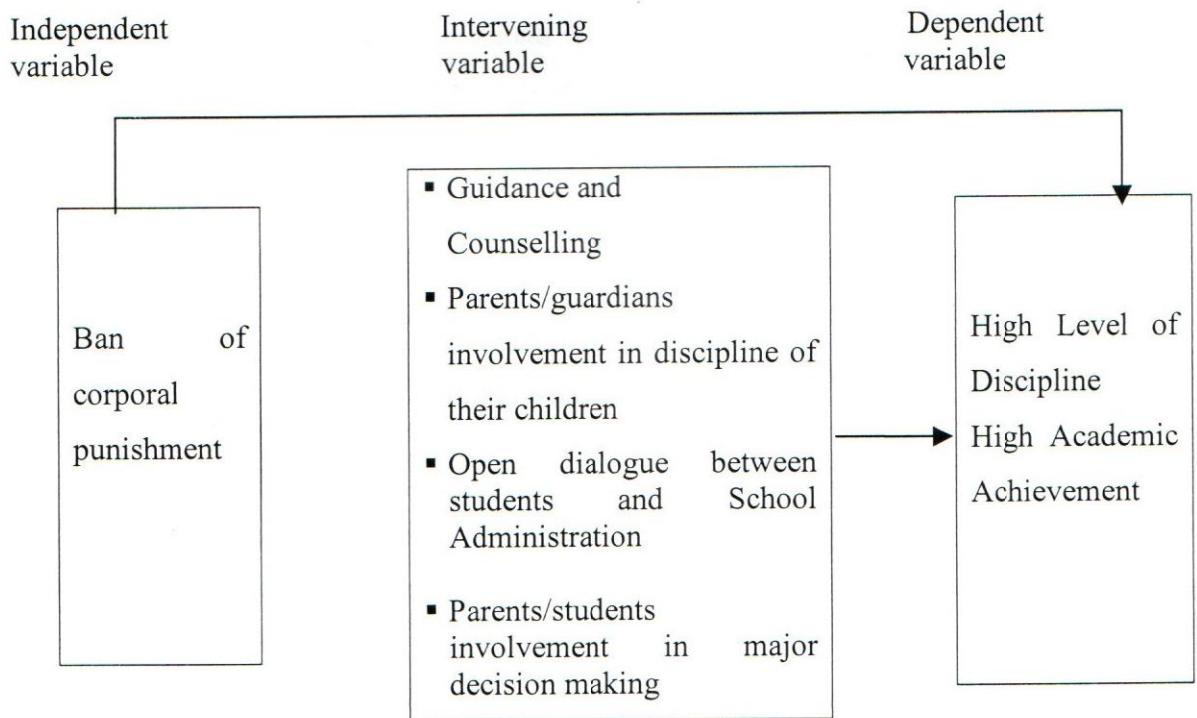


Figure 1: Factors Related to Indiscipline Among Secondary School Students

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter was concerned with the choice of research design, the target population for the study and the sampling techniques used to select the study sample. It dealt with instrumentation how the instruments were administered and how the collected data was analyzed.

### **3.2 Research Design**

The study used *ex-post facto* design. This involved studying events or situations long after they have occurred and presented no possibility of manipulating variables (Best, 1998). This design is appropriate in studying the situation of school student unrest because they have already occurred in the past hence the researcher would not be in a position to manipulate the involved variables.

### **3.3 Location of the Study**

The study was conducted in Bahati Division of Nakuru District in Rift Valley Province. Bahati Division was chosen for the study because it had the highest number of public schools from all the categories of schools compared to other Divisions of Nakuru District. It also has the highest population that is diversified with people from different socio-economic, ethnic and cultural backgrounds. It was hoped that the diversity of the population may generate results that could be generalized to the entire country.

### **3.4 Population of the Study**

Borg and Gall (1989) defined the target population as a study of all the members of a real or hypothetical set of people, event or objects to which an investigator wishes to generalize the results of the research study. The target population was all the public secondary schools in Bahati Division of Nakuru District, all the Head teachers of the secondary schools, all the Deputy head teachers and Teacher Counsellors and all the form four students in public secondary schools. Bahati Division has a total of 18 public and 12 private secondary schools. The total population of all the registered form four students in the 18 public secondary schools is about 1486. The

population was drawn proportionately from the selected categories of public secondary schools in Bahati Division. The categories are based on gender namely Girls only schools, Boys only schools and Mixed boys and girls schools. The second category was on the basis of whether the school is a Day, Boarding, or both.

Table 1: Population of the Study

Category of Schools	Number of Schools in each category	Students' Population of each category
Boys Boarding	1	46
Girls Boarding	2	244
Mixed Boarding	4	497
Mixed Day	10	584
Mixed Day & Boarding	1	115
Total	18	1486

### 3.5 Sampling Procedures and Sample Size

According to Savaranel and Mahel (1992) a sample is a smaller representation of the whole population. To obtain a representative sample, stratified random sampling was used to select the sample for the schools based on gender and whether the school was day or boarding. The number of schools in each category was proportionate to the total number of schools in that category to ensure equal representation in the sample. This ensured that the sample took into account the different student population characteristics and also yielded data that could be generalized to a larger population. Simple random sampling technique was used to draw the specific schools in each stratum to be included in the sample. The names of the school in each stratum and number were written on pieces of paper and then they were thoroughly mixed in a ballot box and the required number of schools for the sample picked. This technique is appropriate, as it ensured that all schools had an equal chance of being included in the study sample. The researcher sampled twelve out of the eighteen public schools. The form four students were purposely sampled. Since the characteristics for the students to be studied was homogeneous, from each of the 12 public secondary schools 10 form four students were

randomly sampled. The students' sample size therefore was 120. All Head teachers, Deputy head teachers and Teacher Counsellors of the twelve schools were sampled. In an ideal situation it is preferable to collect data from the total population but this is not practical due to limitation of time and finances.

Table 2: Sample Size

Category of Schools	Number of Schools in Each category	Number of Schools Sampled	Number of Sampled Form Four Students
Boys Boarding	1	1	10
Girls Boarding	2	2	20
Mixed Boarding	4	2	20
Mixed Day	10	6	60
Mixed Day & Boarding	1	1	10
Total	18	12	120

### 3.6 Instrumentation.

The study used three different sets of questionnaires. There was a questionnaire for the Students, Deputy head teachers and Teacher Counselors and one for the Head teachers of the schools sampled. The researcher used an observation schedule in order to assess if the schools had actually implemented the circular on the ban of corporal punishment. A lot of information could be gained through observing what is happening, for instance the students' reactions and behaviour towards the teachers and the administration. An observation schedule ensures that the process of observation is objective, systematic and reliable (Levi, 2002).

The Students questionnaire elicited information from students on their age, sex, when they joined the school, whether they chose to be in the school, their perception and attitude towards issues on discipline, corporal punishment, causes of students' unrest, their experience of the unrest, their view towards the ban of corporal punishment and their suggestions on ways through which discipline could be maintained and improved in schools.

The Deputy head teacher and Teacher Counsellor questionnaires consisted of information on their personal characteristics such as age, sex, professional status, teaching experience, date when he joined the school, period he has served in their capacity, whether they had undertaken any form of training, whether their appointment is from the TSC or BOG; whether they have witnessed any student unrest in the school, causes of the unrest, their perception on student discipline, punishment, guidance and counselling, ban on corporal punishment and their suggestions on ways through which discipline could be enhanced in secondary schools.

The Head teachers questionnaire was similar to that of the Deputy head teachers and Teacher Counsellors questionnaires but included administrative issues such as when the school was established, the type of the school, the student population, class size, the number of teachers and the staffing levels, student admission procedures, the BOG appointments and their status, the years he or she has been in the station, whether he or she have witnessed any student unrest, the causes of the unrest, his or her attitude towards the ban of corporal punishment, measures the school have put in place to maintain and enhance discipline and their suggestions on ways of maintaining discipline in the schools.

### **3.7 Validity and Reliability**

Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. To enhance validity of the instrument, a pre test was conducted on a population similar to the target population. The objective behind pre testing was to assess the clarity of the instrument items so that those items found to be inadequate for measuring the variables could either be discarded or modified to improve the quality of the research instrument thereby increasing its validity.

During the pre test study, after each respondent have completed filling the questionnaire the researcher discussed with him/her each question item to determine its suitability, clarity and relevance for the purpose of study. The pilot study was done in two schools out of the 18 public secondary schools in Bahati Division of Nakuru District. The piloted schools and persons came from the area outside the designated sample of study. The researcher also sought assistance of the supervisor and other lecturers from the Department of Psychology, Counselling and Educational Foundations in order to help improve validity of the instrument.

Reliability refers to the internal consistency of a measure or research instruments as explained by Best (1998). It means the extent of an instruments ability to produce the expected results when used more than once to collect data from two samples randomly drawn from the same population (Mulusa, 1990). To measure this, the split-half method was used in this study as explained in Borg and Gall (1989). This involved splitting the instrument items into two by placing all the odd-numbered items in another sub-test and all even- numbered items in one sub-test. The scores of all odd-numbered sub-test are computed separately and correlated with the computed even- numbered subtest. The correlation was done using Spearson Brown's Prophecy Formula. The correlation coefficient was 0.76.

### **3.8 Data Collection Procedures**

The researcher collected data for this study from the respondents after receiving permission from the DEO Nakuru, AEO Bahati and the head teachers of the schools concerned through the Chairman, Department of Psychology, Counseling and Educational Foundations. The researcher established a professional relationship with the schools and explained the purpose of the intended study. Data was collected through the use of questionnaires, observation schedule and informal interviews, so as to capture features and aspects of the study not addressed by the questionnaires and those that could not be quantitatively collected.

### **3.9 Data Analysis**

Data collected was mainly qualitative and was subjected to statistical package for social sciences (SPSS) version 11.5. SPSS package is known for its ability to handle large amounts of data and given its wide spectrum of statistical procedures purposely designed for social sciences. Qualitative data was analyzed in narrative form while quantitative data was analyzed through descriptive statistics such as percentage, tables and frequencies.

## **CHAPTER FOUR: RESULTS AND DISCUSSION**

### **4.1 Introduction**

The study examined the impact of the ban of corporal punishment on student discipline in secondary schools in Bahati Division of Nakuru District. This chapter presents results, interpretation and discussions. It also presents the main findings of the study based on the research questions, which were:

- i. What is the effect of the ban of corporal punishment on student discipline in secondary schools in Bahati Division of Nakuru District?
- ii. Identify the discipline problems that are experienced in public secondary schools?
- iii. What mechanisms have been put in place in public secondary schools in Bahati Division of Nakuru District to improve discipline after the ban of corporal punishment?
- iv. What is the teachers' attitude towards the ban of corporal punishment?
- v. What is the students' perception towards the ban of corporal punishment?
- vi. Identify guidance and counseling services and programmes provided to secondary school students?

#### **4.1.1 General Background Information of the Sampled Schools**

In the preliminary questions, the study sought to know the type of schools under study. Table 4 shows the category of schools studied. There are five categories of the public secondary schools in the Bahati Division of Nakuru District, Boys boarding, Girls boarding, Mixed boarding, Mixed day and boarding.



Table: 3 Category of Secondary Schools by the Type of School

Category	Frequency	Number	Percentage
Boys boarding	1	10	8.3
Girls boarding	2	20	16.7
Mixed boarding	3	30	25.0
Mixed day	5	50	41.7
Mixed day and boarding	1	10	8.3
Total	12	120	100.0

The total number of students who participated in the study was 120. The students were randomly sampled from each of the category of the schools. Students from the boys boarding were only 8.3%, drawn from the only boy’s boarding school in the Division while students in Girls boarding were 16.7% drawn from the two girls’ schools in the Division. Students from Mixed boarding were 25% and 41.7% from mixed day from the randomly sampled schools in the Division. Students drawn from mixed day and boarding were 8.3%. Mixed day schools consisted of fifty (50) students the highest number that participated in the study, followed by mixed boarding with thirty (30) students, then Girls boarding with twenty (20) students and finally ten (10) students each from Boys boarding and Mixed day and boarding which produced the same number of students.

Table 4: Students’ Distribution by Sex and Age

Age groups	Male		Female	
	Frequency	Percent	Frequency	Percent
15-16	3	4.62	2	3.6
17-18	48	73.8	48	87.3
Above 19	14	21.54	5	9.1
Total	65	100	55	100

Table 4 represents the students' distribution by sex and age. There were more male than female students (54% and 46% respectively). As indicated in the table 4 the respondents were aged between 16 and 19, with the majority being between 17 and 18 for both male and female students. This is the expected age of the form four students. The study sought to establish the year of admission of the students and if or not they had chosen the school or not.

Table 5: Year of Admission and the Choice of the Student

	Yes		No	
	Frequency	Percent	Frequency	Percent
2003	28	23.3	25	20.8
2004	31	25.8	29	24.2
2005	5	4.2	2	1.7
Total	64	53.3	56	46.7

The study revealed that only 23.3% of the form four students joined the schools in form one in 2003 joined the schools of their choice compared to 20.8% who did not. The study also revealed transfer cases among students in 2004 and 2005. Approximately 25.8% and 4.2% were among those who joined the schools either in form two, three or four after they failed to get a vacancy in form one selection to a school of their choice or repeated the class after poor performance in form four. During the official form one-selection students are selected according to the order of merit and the choice of the student. Most students, depending on the marks attained at KCPE, do not get to the school of their choice and this has contributed to frustration.

Table 6: Headteachers Response on the Criteria of Students' Admission in Schools

Criteria of Admission	Frequency	Percent
Official Form one selection	36	30
Personal/parent request	48	40
Official request from PDE/DEO	8	7
Interview	28	23
Total	120	100

Table 6 presents the criteria of students' admission in public secondary schools. The study revealed that 30% of the form four students in schools in Bahati Division were in the schools in which they were selected officially during the form one selection. Forty percent (40%) got admitted in the schools after their parents/ guardian requested the schools for admission, 23% were admitted upon being interviewed while 7% got admission through requesting either the PDE or the DEO to facilitate their admission.

The study sought to establish the criteria of students' admission in secondary schools. This was important, as indiscipline in schools have been blamed on the criteria of schools admission. Transfer cases have been cited as a cause of indiscipline in schools. Parents whose children are expelled from one school seek admission in another school without addressing the earlier problem or informing the new school about their children's indiscipline.

## Demographic information

Frequencies and percentages were used to describe the demographic data of the Head teachers, Deputy head teachers and Teacher Counsellors used in their responses are tabulated below.

Table 7: Sex and Age of Head teachers, Deputy head teachers and Teacher Counsellors

Sex	Head teachers		Deputy Headteachers		Teacher Counsellors	
	Freq	Percent	Freq	Percent	Freq	Percent
Male	8	66.7	10	83.3	2	16.7
Female	4	33.3	2	16.7	10	83.3
Total	12	100	12	100	12	100

Age	Head teachers		Deputy Headteachers		Teacher Counsellors	
	Freq	Percent	Freq	Percent	Freq	Percent
35-40	3	25	6	50	6	50
41-44	2	16.7	4	33.3	2	16.7
45-50	5	41.7	2	16.7	3	25
Total	12	100	12	100	12	100

Table 7 shows that 66.7% of the Headteachers in Bahati Division were male while 33.3% were female, 83.3% of the Deputy head teachers were male and only 16.7% were female. Eighty three point three percent (83.3%) of the Teacher Counsellors were female and only 16.7% were male. The study established that there were more female Teacher Counsellors than male.

The study established that 41.7% of the Headteachers fell in the age bracket of 45-50 years followed by, 25% in age bracket of 35-40 years and 16.7% in age bracket of 41-44 years. Fifty percent (50%) of the Deputy head teachers and Teacher Counsellors fell in age bracket of 35-40 years, while 33.3% of the Deputy head teachers and 16.7% of Teacher Counsellors fell in the age bracket of 41-44 years and 16.7% of the Deputy headteachers and 25% Teacher Counsellors fell in the age bracket of 45-50 years. It is therefore important to note that all those appointed in these positions were mature in age and had acquired adequate teaching experience.

Table 8: Professional Statuses, Teaching Experience and Length of Service

Qualification	Head teachers		Deputy head teacher		Teacher Counsellors	
	Freq	Percent	Freq	Percent	Freq	Percent
Diploma	3	25	5	41.7	5	41.7
Bachelors Degree	9	75	5	41.7	6	50
Masters Degree	-	-	2	16.7	1	8.3
Total	12	100	12	100	12	100
Teaching Experience						
11-15	4	33.3	6	50	5	41.7
16-20	5	49.9	3	25	4	33.3
21-25	1	8.3	3	25	3	25
26-30	2	16.7	-	-	-	-
Total	12	100	12	100	12	100
Number of Years Served						
0-5	5	41.8	7	58.3	9	75
6-10	3	25	3	25	3	25
11-15	4	33.3	2	16.7	-	-
Total	12	100	12	100	12	100

It was observed that 75% of the Headteachers in the sampled schools were holders of a Bachelors Degree in Education while 25% held Diploma in Education. Forty one point seven percent (41.7%) of the Deputy head teachers and Teacher Counsellors were holders of Diploma in Education, 41.7% of the Deputy head teachers and 50% of the Teacher Counsellors were holders of a Bachelors Degree in Education and 16.7% of the Deputy head teachers and 8.3% of the Teacher Counsellors had a Masters Degree in Education.

The study revealed that 50% of the Head teachers had a teaching experience of between 16-20 years, 33.3% had been in the teaching service for between 11-15 years and 16.7% had been in the service for 26-30 years. The least represented bracket of 8.3% was between 5-10

years and 21-25 years. This is an indication that prior to their appointment they had been in the service for a long time as teachers. None of the Head teachers had teaching experience of less than five years prior to their appointment. Fifty percent (50%) of the Deputy head teachers had a teaching experience of between 11-15 years, while 25% of them had a teaching experience of between 16-20 years and 21-25 years respectively. Among Teacher Counsellors 41.7% had a teaching experience of between 11-15 years, while 33.3% and 25% had a teaching experience of between 16-20 years and 21-25 years respectively.

Forty one point seven percent (41.7%) of the Head teachers had been in headship for a period of between 1-5 years, which indicates that Bahati Division has many newly appointed Head teachers. Although they have served the schools in other capacities such as assistant teachers, senior teachers, head of department and Deputy head teachers. Twenty five percent (25%) have served for a period of 6-10 years while 33.3% have served for a period of more than 10 years an indication that most of them have enough experience in school administration. Fifty eight point three percent (58.3%) of the Deputy head teachers and 75% of the Teacher Counsellors reported that they have served for a period between 0-5 years while 25% reported they have served for a period between 6-10 years. Only 16.7% of the Deputy head teachers have served for a period of 11-15 years.

The findings of the study established that all Head teachers of the sampled schools were officially appointed by the TSC. This however was not the case for the Deputy head teachers and Teacher Counsellors. The study therefore sought to establish the criteria of appointment of the Deputy head teachers and Teacher Counsellors.

Table 9: Criteria of Appointment of Deputy head teachers and Teacher Counsellors

Criteria	Deputy head teachers		Teacher Counsellors	
	Frequency	Percent	Frequency	Percent
TSC appointed	7	58.3	5	41.7
BOG appointed	5	41.7	2	16.7
Head teacher appointed	-	-	5	41.7
Total	12	100	12	100

According to the findings 58.3% of the Deputy head teachers and 41.7% of the Teacher Counsellors were officially appointed by the TSC, the BOG appointed 41.7% of Deputy head teacher and 16.7% Teacher Counsellors and finally the Head teachers appointed 41.7% of the Teacher Counsellors. It is important to note that majority of the practicing Teacher Counsellors are not officially appointed by the TSC. In a situation where Deputy head teachers and Teacher Counsellors are not officially appointed by the TSC they tend not to perform their duties with confidence. This is because they fear that TSC would post another teacher to take up their duties. It is therefore important that TSC formalizes their appointment if these teachers met the requirements.

The study sought to find out whether Deputy head teachers and Teacher Counsellors had undergone training after their appointments.

Table 10 Deputy head teachers/Teacher Counsellors Training

Training	Deputy head teachers		Teacher Counsellors	
Management/Counselling training				
Yes	8	66.7	5	41.7
No	4	33.3	7	58.3
Total	12	100	12	100

According to the findings 66.7% of the Deputy head teachers and 41.7% of the Teacher Counsellors reported to have received some training upon their appointment, while 33.3% and 58.3% respectively had received no training. It was established that some of the Teacher Counsellors officially appointed by TSC were not trained. It was also reported that other teachers who had attained various levels of academic qualifications such as Certificate, Diploma, Bachelors Degree and Masters Degree in Guidance and Counselling were not appointed by TSC. In some cases seniority of the teachers in age and teaching experiences was the consideration for appointment by the school administration.

It is therefore important that TSC streamline the appointment of Teacher Counsellors if Guidance and Counselling services and programmes in schools have to be effective. Deputy head teachers and Teacher Counsellors on being appointed should, therefore be trained by KESI which is charged with responsibility of training of schools administrators on educational management.

#### **4.2 The Impact of the Ban of Corporal Punishment on Student Discipline**

The first objective of the study was to establish the impact of the ban of corporal punishment on student discipline in secondary schools in Bahati Division of Nakuru District. The Head teachers were asked to indicate whether their schools had ever had students' unrest.



Table 11: Number of Schools that Experienced Student Unrest

Students Unrest in Schools	Frequency	Percentage
Yes	6	50
No	6	50
Total	12	100

Table 11 shows that 50% of the schools in the Bahati Division have experienced student unrest while 50% had not. The study also sought to find out when and how many times students unrest had occurred. This was important as it could help in establishing whether the unrest took place before the ban of corporal punishment in institution of learning or after. Table 12 shows the findings.

Table 12: Time the Students' Unrest Occurred

	Frequency	Percent
Before 2003	2	33.3
After 2003	3	50.0
Before and after 2003	1	16.7
Total	6	100.0

Table 12 shows that 33.3% of the schools in Bahati Division had experienced student unrest before the ban of corporal punishment in March 2003 while 16.7% of the schools experienced the unrest before and after the ban of the corporal punishment. This implies that school discipline problems and unrest have been in existence even before the ban of corporal punishment. Table 13 gives a summary of the reasons for the unrest in the six schools.

Table 13: Reasons for the Students' Unrest in Schools

Reasons of the unrest	Frequency	Percentage
Rigid school rules and regulations	1	16.7
Poor Diet	3	50
Transfer of a teacher/head teacher	1	16.7
High-handedness by the school administration/caning	1	16.7
Total	6	100

The study sought to find out the reasons for the unrest in public secondary schools. Table 13 depicts students' responses on the reasons for unrest in the secondary schools in Bahati Division. Fifty percent (50%) of the students reported poor diet as the main cause of the unrest in secondary schools. Other causes of the unrest reported in public secondary schools included high-handedness of the school administration, rigid school rules and regulation and transfer of teacher/head teacher all at 16.7%.

The study further sought to find out why the students went on strike/unrest instead of raising their concerns through other modes of communication with the concerned parties. Eighty three percent (83%) of the students reported that they opted for the unrest, as it was the only means through which their demands and grievances could be met. Seventeen percent (17%) however felt that they did not advocate for the unrest, as they did not achieve their demands. Table 14 outlined the effects of students' unrest.

Table 14: Students' Responses on the Effects of Unrest in Schools

	Frequency	Percentage
Destruction of Property	31	44.3
Suspension and expulsion	20	28.6
Injuries	10	14.3
Poor syllabi coverage	9	12.9
Total	70	100

The study established that only six public secondary schools in Bahati Division experienced students' unrests. Fifty students (50) in the study reported that they didn't experience students' unrests in their schools hence didn't respond to the question on the effects of student unrest. However, seventy students (70) reported that they had experienced students' unrests in their schools gave the above responses on the effects of the unrest in secondary schools. When asked what they didn't like about the unrest they reported that incidences of victimizations were common, with the innocent falling victims, destruction of property, suspension and expulsion, injuries, fines and being sent home to bring their parents. They felt it was just a waste time for learning time.

### 4.3 Common Discipline Problems in Secondary Schools.

The second objective of the study was to outline the common discipline problems in the public secondary schools in Bahati Division of Nakuru District.

Table15: Common Discipline Problems Experienced in Schools

Disciplinary problem	Head teachers N=12		Deputy Head tea N=12		Teacher counselors N=12		Students N=120	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Lateness	10	83.3	14	58.3	7	58.3	96	80.0
Noise making	10	83.3	11	91.6	10	83.3	95	79.2
Absenteeism	9	75.0	8	66.6	6	50	57	47.5
Boy/girl Relationship	4	33.3	8	66.6	7	58.3	43	35.8
Laziness	4	33.3	5	41.6	5	41.6	53	44.2
Smoking	1	8.3	8	66.6	4	33.3	37	30.8
Stealing	1	8.3	4	33.3	1	8.3	44	36.7
N	12		12		12		120	

Table 15 shows the common discipline problems that were experienced in schools in Bahati Division of Nakuru District. The Head teachers, Deputy head teacher, Teacher Counselors and the students' in the study cited lateness, absenteeism, laziness and noise making as the most common disciplinary problems experienced in school. Boy/ girl relationship, smoking and stealing were reported in schools though not very common. It is important to note that the more serious the students' perceive the offence the lesser the chances of its occurrence. Lateness, noise making, laziness and absenteeism were considered by the students as less offensive and were punishable through manual work and on extreme cases through corporal punishment. Boy/girl relationship was serious since besides corporal punishment one could be suspended to appear

before the BOG accompanied by the parents or guardian. Smoking and stealing were very serious offenses that besides corporal punishment could lead to suspension or expulsion and at times police was involved.

These finding is in agreement with Ayieko (1988), in his study on solving discipline problems in Kenyan secondary school, which cited common discipline problems as truancy, theft, destruction of property, defiance to authority, late coming to school, fighting in school and smoking.

The forms of indiscipline among schools in Bahati division are also similar to those described by the Sagini Report (Republic of Kenya, 1991) which reported lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, dissatisfaction, abuses, non-compliance to rules and regulations, drug abuse, destruction of property, bullying, assault among others.

#### **4.4 Disciplinary Measures in Place to Improve Discipline After the Ban of Corporal Punishment**

The third objective of the study was to investigate the disciplinary measures put in place to improve discipline after the ban of corporal punishment in public schools. Table 16 gives an outline of the disciplinary measures.

Table 16: Head teachers Responses on Disciplinary Measures in Public Secondary Schools

Disciplinary Measures	Frequency	Percentage
Manual work	11	91.7
Suspension	8	66.7
Expulsion	3	25
Police arrest	3	25
Religious interventions	3	16.7
Fines	2	16.7

Table 16 shows that 91.7% of the disciplinary measures put in schools after the ban of corporal punishment involved the use of manual work. Many of these offences were earlier controlled through the use of the cane. Since the ban of corporal punishment these offences/mistakes have become more frequent among the students. Manual work involved students being assigned duties such as mopping the dormitories, classrooms, or verandahs, weeding the flowerbeds, or in the school farms for a specific period of time. Students however do not find manual work a severe form of punishment.

Suspension is another disciplinary measure applied by Head teachers in most schools. Suspension was provided for in the Education Act Cap. 211 and it involves sending a student home for a period not exceeding two weeks and on reporting he or she be accompanied by the parents/guardian to appear before the school board of governors. The BOG deliberates on the accusations leveled against the student and makes recommendations to the Director of Education. A student however is expelled from the schools once the Director of Education accents to the decision of the school board of governors. Suspension is a more severe punishment given to the students and they fear as parents/guardian and BOG get involved. They are also forced to leave school for two weeks. Majority of the schools seem to have adapted this disciplinary measure to curb indiscipline among the students.

Expulsion as a disciplinary measure among the schools was reported at only 25 % as the school finds it to be a long and tedious process that they would rather avoid. Police arrests were reported at 25 % as a disciplinary measure in situations of wanton destruction of property, stealing from individuals or the school, assault or causing bodily harm, drugs and substance abuse as these are criminal acts or activities. Approximately 16.7% involved payment of fines in schools and it involved repayment for the loss or damage of individual or school property.

The study also sought to establish the level of effectiveness of disciplinary measure adopted in schools compared to corporal punishment.

Table 17: Head teachers Responses on the Level of Effectiveness of Disciplinary Measure

Level of effectiveness	Frequency	Percent
Not effective	1	8.3
Less effective	1	8.4
Moderate	3	25
Effective	7	58.3
Total	12	100

The Head teachers responses on the level of effectiveness of disciplinary measures after the ban of corporal punishment indicated that 58.3% stated the measures were effective, 25% said they were moderate and 8.3% reported not effective. Blandford (1998) argues that an effective head teacher ensures that he/she applies measures that everyone in the school community feels the responsibility for ensuring that discipline in the school is good.

To ensure level of effectiveness of discipline in secondary schools it is imperative that all Head teachers should aim at discussing discipline issues periodically with staff, students, and the wider community. They should all emphasize on the need for every person to keep the school functioning smoothly in order to keep the morale at a high level among teachers and students. The researcher also sought to investigate who administers the disciplinary measure in schools.

Table: 18 Students' Responses on Administrators of Disciplinary Measures in Schools

Administrators of Disciplinary Measures	Frequency	Percent
Head teacher	79	65.8
Deputy head teachers	106	88.3
Teacher on duty	60	50
Class teacher	32	26.7
Subject teacher	28	23.3
Perfects	6	5.0

N=120

The study revealed that 88.3% of Deputy head teachers administered disciplinary measures. Deputy head teachers in schools are in charge of discipline. The Head teachers were reported at 65.8%, other reported included teacher on duty, class teachers and subject teachers at 50%, 26.7% and 23.3% respectively. However, in few schools prefects were reported at only 5%. The study also sought to find out the level of awareness among students and teachers on the implementation of the circular that outlawed corporal punishment in the institutions of learning. It was observed that 92% of the teachers were aware of the ban and only 8% were not compared to 84% and 16% among students. The study further investigated whether corporal punishment was still being applied in schools. This is crucial in that it indicated the effectiveness of the school administrators in implementing the Ministry of Education circular on the ban of corporal punishment. Only 35% of the schools reported that corporal punishment was still applied. The study sought to establish the ways of improving discipline in schools after the ban of corporal punishment.



Table 19: Ways of Improving Discipline in School after the Ban of Corporal Punishment

	Head teacher		Deputy head teacher		Teacher Counsellors	
	F	P	F	P	F	P
Involvement of parents in solving disciplinary cases	3	25	3	25	3	25
Reinforce guidance and counselling	5	41.7	4	33.3	6	50
Prompt disciplinary actions	4	33.3	5	41.7	3	25
Total	12	100	12	100	12	100

The Head teachers, Deputy head teachers and Teacher Counsellors were asked to indicate disciplinary measures they had put in place after the ban of corporal punishment. Twenty five percent (25%) of the head teacher reported that they involved parents and students in major decision making, 41.7% said they reinforced guidance and counselling and 33.3% said they administered prompt disciplinary actions. Twenty five percent (25%) of the Deputy head teachers and Teacher Counsellors respectively reported that they involve parents in solving discipline cases, 33.3% of the Deputy head teachers and 50% of the Teacher Counsellors reported the need to reinforce guidance and counselling and 41.7% of the Deputy head teachers and 25% of the Teacher Counsellors reported prompt disciplinary actions. They all agreed on the need to involve parents in discipline cases that involved their children and all recognized the role played by the guidance and counselling.

The use of guidance and counselling as mentioned by all as the preferred method concurs with the findings of Kilonzo (1986) who reported that counselling is the best method of dealing with indiscipline because it touches directly on the lives of the students more than any other helping profession. These findings also corresponded with Wotuku (2000) who suggested that guidance and Counselling services are essential in facilitating school administration in dealing with problems of indiscipline in secondary schools.

#### 4.5 Teachers' Attitude Towards the Ban of Corporal Punishment

The fourth objective of the study sought to establish the teachers' attitude towards the ban of corporal punishment. In order to effectively assess the attitude the of Deputy head teachers and Teacher Counselors towards the ban of corporal punishment, the sample respondents were presented with 10 statements relating to effects of the ban on corporal punishment. They were requested to indicate their levels of agreement or disagreement on a 5-point scale (strongly agree - SA, agree - A, undecided - U, disagree - D and strongly disagree - SD). Table 20 depicts the distribution of their responses.

Table 20: Teachers' Attitudes Towards Ban of Corporal Punishment

Statement	Response (%)				
	SA	A	U	D	SD
Deteriorated respect among students towards their teachers	37.5	58.3	4.2	0.0	0.0
Has not minimized destruction of school property	41.7	41.7	0.0	4.2	12.5
Worsened the interaction between the teachers and the students in the school	25.0	37.5	12.5	16.7	8.3
Worsened the image of the school in the community	8.3	25.0	20.8	29.2	16.7
Improved the relationship between the school and other schools	4.2	8.3	29.2	58.3	0.0
Improved discipline in the school	0.0	12.5	16.7	50.0	20.8
Improved the relationship and respect among students	0.0	4.2	41.7	50.0	4.2
Improved the relationship between the students and the surrounding community	0.0	4.2	20.8	58.3	16.7
Improved the level of academic performance of the students	0.0	4.2	8.3	37.5	50.0
Has made the students more responsible in their academic work	0.0	0.0	25.0	58.3	16.7

In the first three statements the teachers recorded a high level of agreement. The study revealed that 37.5% strongly agreed while majority 58.3% agreed that the ban of corporal punishment led to deterioration of respect among students towards their teachers. Approximately 4.2% of the teachers were uncertain on the position to take. It therefore emerged that teachers felt that by withdrawing the cane, the students no longer respected them. However, many people still feel that use of the cane is not a solution to the problems of indiscipline, for instance the Catholic church claimed that the use of the cane, like capital punishment had failed to act as a deterrent measure to indiscipline. Forty one point seven percent (41.7%) of the teachers strongly agreed and agreed that the ban of corporal punishment did not minimize the destruction of school property, while only 4.2% disagreed and 12.5% strongly disagreed with the statement. This is an indication that the students destroyed school property more after the ban of corporal punishment than before. Twenty five percent (25%) of the respondents strongly agreed, 37.5% agreed while 12.5% were uncertain as to whether or not the ban of corporal punishment has worsened the interaction between the teachers and the students in schools. However, 16.7% disagreed and 8.3% strongly disagreed with the statement. The teachers who strongly agreed and those who agreed may be of the view that students only respected them when fear was instilled in them as a result of the use of the cane. Unfortunately, for most of the teachers, discipline is always equated with punishment. However, punishment plays little part in good discipline.

The next four statements recorded neutral responses towards the attitude of the teachers towards the ban of corporal punishment. This is an indication that the teachers may not be aware that the ban of corporal punishment worsened the image of the school in the community; they were also not certain whether the ban improved the relationship between the school and other schools, improved discipline in the school and improved the relationship between the students and the surrounding community.

In the last three statements the teachers recorded a high level of disagreement. The teachers did not agree that the ban of corporal punishment improved the relationship between the students and the surrounding community or improve the level of academic work. Discipline in schools should be nurtured and maintained through inculcating a sense of self-discipline that advocates for willingness to obey and support rules by the students. The students should be intrinsically motivated without any apparent recourse to force to ensure compliance.

In order to determine the attitude of the teachers towards the ban of corporal punishment, a total score of each respondent was computed by summing up the scores of all the ten statements. The individual statement scores were added up to form an overall attitude score for each respondent. The respondents' overall score vary between 10, indicating the least overall negative level of attitude, and 50, indicating the highest overall positive level of attitude. The higher the overall score, the more positive is the attitude of the teachers towards ban of corporal punishment in schools, and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of attitude among the respondents. This included a score below 30 (10 - 29) meaning negative level of attitude, a score of 30 (a neutral/average attitude) and a score above 30 (31 - 50) meaning positive level of attitude. Table 21 depicts the level of attitude of the teachers towards the ban of corporal punishment.

Table 21: Deputy head teachers and Teacher Counsellors Level of Attitude of Towards Ban of Corporal Punishment in Schools

Level of attitude	Frequency	Percent
Negative	22	91.7
Neutral/average	1	4.2
Positive	1	4.2
Total	24	100

From the table 21, 91.7% of teachers reported negative level of attitude towards the ban of corporal punishment in schools. This suggests that most teachers have not embraced the change in the discipline management of the schools. These teachers belong to the old school of thought where they believed that outlawing the use of the cane was tantamount to robbing them off their power and authority over the students. They believe that due to the large classes of between 45-60 students, learning and discipline could only be maintained through corporal punishment as it was the only thing that works.

In the view of the above some teachers still blame the MOE for withdrawing the use of the cane without consultation with them and other key stakeholders. The secondary schools head teachers echoed the same during their annual general conference held in Eldoret. They also felt

that the Ministry of Education should have stipulated alternative measures to be used in case of indiscipline. The Table 21 also revealed that 4.2% of the teachers had a positive attitude, while the other teachers had a neutral attitude towards the ban of corporal punishment.

#### 4.6 Students Perception Towards the Ban of Corporal Punishment.

The fifth objective of the study was to find out the Students' perception towards the ban of corporal punishment. In order to effectively assess the perception of students on the ban of corporal punishment, the sample respondents were presented with 10 statements relating to effects of the ban on corporal punishment. They were requested to indicate their levels of agreement or disagreement on a 5-point scale (strongly agree - SA, agree - A, undecided - U, disagree - D and strongly disagree - SD).

Table 22: Students' Perception on Ban of Corporal Punishment

Statement	Response (%)					N = 120
	SA	A	U	D	SD	
Improved the relationship and respect among students	27.5	33.3	10.8	16.7	11.7	
Improved discipline in the school	37.5	20.8	10.0	15.0	16.7	
Has not minimized destruction of school properties	25.0	30.8	14.2	15.8	14.2	
Improved the relationship between the students and the surrounding community	21.0	25.0	27.5	11.7	14.2	
Improved the relationship between the school and other schools	12.5	32.5	23.5	9.2	22.5	
Deteriorated respect among students towards their teachers	22.5	20.8	10.0	32.5	14.2	
Has made the students more responsible of their academic work	13.3	29.2	13.3	22.5	21.7	
Improved the level of academic performance of the students	19.2	29.2	9.2	7.5	35.0	
Worsened the image of the school in the community	25.8	11.7	15.0	23.3	24.2	
Worsened the interaction between the teachers and the students in the school	10.0	16.7	9.2	20.8	43.3	

The study revealed that 27.5% of the students strongly agreed while 33.3% agreed that the ban of corporal punishment has led to improved relationship and respect among students. Approximately 10.8% of the students were uncertain while 16.7% and 11.7% disagreed and strongly disagreed with the statement.

Thirty seven point five percent (37.5%) of the students strongly agreed and 20.8% agreed with the statement that the ban of corporal punishment had led to improved discipline in school, while 10% were reported to be uncertain. Fifteen percent (15%) disagreed and 16.7% strongly disagreed with the statement. Twenty five percent (25%) of the students strongly agreed with the statement that the ban of corporal punishment has not minimized destruction of school properties, 30.8% agreed, 14.2% were uncertain while 15.8% and 14.2% disagreed and strongly disagreed respectively.

Twenty seven point five percent (27.5%) of the students were uncertain with the statement that the ban of corporal punishment had improved the relationship between the students and the surrounding community. Twenty one percent (21%) strongly agreed, 25% agreed however 11.7% and 14.2% disagreed and strongly disagreed with the statement.

Approximately 12.5% strongly agreed and 32.5% agreed with the statement that the ban of corporal punishment had improved the relationship between the school and other school, while 23.5% percent were uncertain, 9.2% disagreed and 22.5% strongly disagreed.

Twenty two point five percent (22.5%) strongly agreed and 20.8% agreed with the statement that the ban of corporal punishment had deteriorated respect among students towards their teachers, 10 % were uncertain, while 32.5% disagreed and 14.2% strongly disagreed. Thirteen point three percent (13.3%) strongly agreed that the ban of corporal punishment has made the students more responsible of their academic work, 29.2% agreed, 13.3% were uncertain, while 22.5% disagreed and 21.7% strongly disagreed respectively.

Nineteen point two percent (19.2%) strongly agreed that the ban of corporal punishment has improved the level of academic performance of the students, 29.2% agreed, 9.2% were uncertain while 7.5% and 35% disagreed and strongly disagreed respectively.

Majority of the students 24.2% strongly disagreed and 23.3% disagreed with the statement that with the ban of corporal punishment had worsened the image of the school in the community, 15 % were uncertain, 11.7% agreed while 25.8% strongly agreed.

Forty three point three percent (43.3%) strongly disagreed and 20.8% disagreed with the statement that the ban of corporal punishment had worsen the interaction between the teachers and the students in the school, 9.2% were uncertain while 16.7% agreed and 10% strongly agreed.

The answers to each constituent statement were scored on a scale of 1, indicating least negative level of perception, to 5, indicating highest positive level of perception. The individual statement scores were added up to form an overall perception score for each respondent. The respondents' overall score vary between 10, indicating the least overall negative level of perception, and 50, indicating the highest overall positive level of perception. The higher the overall score, the more positive is the perception of students about ban of corporal punishment in schools, and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of perception among the respondents. This included a score below 30 (10 - 29) meaning negative level of perception, a score of 30 (a neutral/average perception) and a score above 30 (31 - 50) meaning positive level of perception. Table 23 depicts the level of perception of the students about ban of corporal punishment in schools.

Table 23: Level of Students Perception Towards the Ban of Corporal Punishment

Level of Perception	Frequency	Percent
Negative	52	43.3
Neutral/average	6	5.0
Positive	62	51.7
Total	120	100.0

From the table 23, majority 51.7% of students in secondary schools reported positive level of perception towards the ban of corporal punishment.

However the teachers were of a different opinion, as they perceived the ban of corporal punishment, had robbed them their power and authority over the students leading to increase in student indiscipline cases. It is also important to note that 43.3% of the students had a negative perception toward the ban of corporal punishment. This could be attributed to the fact that

African children are socialized to perceive punishment as a justifiable consequence of the violation of moral code of behaviour.

#### **4.7 Guidance and Counselling Services and Programmes provided to Students in Secondary Schools**

The sixth objective of the study sought to establish whether guidance and counselling services and programmes were adequately provided in secondary schools. Seventy five percent (75%) of the teacher counsellors reported that guidance and counselling departments were well equipped and facilitated and that they had the support of the teachers and the school administration. The findings of the study established that the students sought for guidance and counselling services.

Table 24: Teacher Counsellors Responses on the Number of Times Students Sought for Guidance and Counselling Services

Number of times students sought services	Frequency	Percent
1-2	61	71
3-4	20	23.3
5-6	4	4.7
7-8	1	1.2
Total	86	100

The above results show that guidance and counselling services are provided to students although it was noted that some did not seek the services. The study established that approximately 72% of the students in secondary schools in Bahati Division sought the guidance and counselling services while 28% did not. It was revealed that 71% of the students sought the services 1-2 times, 23.3% 3-4 times, 4.7% 5-6 times and 1.2% 7-8 times. The teacher counsellors were asked to indicate the counselling needs of the students who sought the services.



Table 25: Students' Responses on their Counselling Needs.

Students' Counselling needs	Yes		No	
	Frequency	Percent	Frequency	Percent
Relationship problems				
child/parent/boy/girl	17	14	7	6
Study habits	18	15	6	5
Drugs and substance abuse	13	11	11	9
Career choice problems	19	16	5	4
Pregnancy	5	4	19	16
Total	72	60	48	40

N=120

Table 25 presents an outline of the various counselling needs of the students who sought the counselling services as individuals. Majority of the Teacher Counsellors reported that although some students had counselling needs only 60% sought counselling services while 40% they failed to do so due to fear and ignorance. Fourteen percent (14%) of the students reported that they sought counselling services on issues to deal with relationship problems either between themselves and their parents or the boy and girl relationship. Majority of the students in secondary schools are in the adolescence stage. Adolescence stage is a period of turmoil with many development changes taking place in them. Many adolescents don't know how to handle the changes hence they are always into conflict with their peers, parents and the authority. It is therefore an important developmental stage that should be handled with the necessary precaution or it can lead to severe maladaptive behaviours.

Since the study focused on the form four students, 15% of the students sought services on study habits and 16% on career choice in an attempt to enhance their performance. Guidance and counselling programmes in schools should be tailored towards helping the students to understand who they are, where they are going as far as their academic performance and career placements are concerned and how they will get there.

Drug and substance abuse was reported at 11% among the form four students especially from schools that do not perform well academically. Sindabi (1992) cited drug abuse as a serious

problem that faced many youths in Africa and observed that drug peddlers targeted the students at this tender age because they are easily hooked. Adolescence is a period marked by the ventures and desires to do the forbidden like cigarette smoking, alcohol consumption and drug taking. Schools are entrusted with taking care of adolescents who are experiencing all these changes. The guidance and counselling programme in schools should therefore, help students to relate their abilities and interests to academic pursuit.

Only 4% of the form four students reported that they sought counselling services on issues of pregnancy. It is important that secondary schools guidance and counselling programmes should help students develop acceptable character, by equipping them with knowledge on their sexuality. The students in secondary schools should be able to understand their feelings and interest in the opposite sex and how to deal with them in line with societal values and moral expectations. Guidance and counselling departments should help students in adolescence stage deal with their sexual energy by helping them invest in various socially acceptable activities such as forming friendships, engaging in co-curricula activities and preparing for career.

The study also sought to get suggestions from the Head teachers, Deputy head teachers and Teacher Counsellors on how the guidance and counselling department could be made useful in solving disciplinary problems.

Table 26: Suggestions by the Respondents on how to Make Guidance and Counselling Department Useful in Solving Disciplinary Problems

	Head teachers		Deputy head teachers		Teacher counsellors	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Full-time teacher counsellors	5	41.7	4	33.3	6	50
More guidance and counselling training	3	33.3	4	33.3	1	8.3
Reduce workload of teacher counselors	3	33.3	2	16.7	4	33.3
Listen to students problems	1	8.3	2	16.7	1	8.3
Total	12	100	12	100	12	100

According to the findings the Head teachers, Deputy head teachers and Teachers Counsellors suggested that guidance and counselling department should be enhanced to solve discipline problems in schools. Forty one point seven percent (41.7%) of the Head teachers, 33.3% of the Deputy head teachers and 50% of the Teacher Counsellors suggested that in order to strengthen the guidance and counselling departments in secondary schools, each school should have a full-time Teacher Counsellor. Thirty three point three percent (33.3%) of the Head teachers and Teacher Counsellors and 16.7% of the Deputy head teachers suggested that the appointed Teacher Counsellors should have less teaching workload in order to concentrate on providing counselling services to the students. Head teachers and Deputy head teachers at 33.3% respectively and 8.3% of the Teacher Counsellors recommended that the appointed Teacher Counsellors should be given an opportunity for further and continuous training in guidance and counselling. These findings are in agreement with the Kamunge report (1988), which observed that guidance and counselling of youth in secondary schools is essential in enhancing discipline. The report suggested that guidance and counselling programmes should assist students to appreciate themselves and their role as workers and to develop right attitudes towards discipline.

The Koech report (1999) also emphasized the importance of guidance and counselling programmes. It stated that guidance and counselling programmes and services in schools and colleges be strengthened to become active and available to provide service to all students. Eight point three percent (8.3%) of the Head teachers and Teachers Counsellors and 16.7% of the Deputy head teachers' also pointed out that in order to enhance discipline in secondary schools it is important that teachers' should listen to students' problems. All the respondents reiterated that guidance and counselling programmes in schools should assist errant students to transform their misbehaviour into self-enlightenment in their present and future lives. By doing this students would develop the character that is acceptable in the society.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the findings, the conclusions reached, recommendations and suggestions for further research.

#### 5.2 Summary of the Findings

The purpose of the study was to establish the impact of the ban of corporal punishment on students' discipline in Bahati Division of Nakuru District. This research was prompted by the observed increase in the rate of students' unrest in public secondary schools that is attributed to the ban of corporal punishment. The research therefore set out to investigate whether the ban of corporal punishment in learning institutions contributed to the increased student unrests. To achieve these, three sets of questionnaires were used. The questionnaires were developed and administered to the Head teachers, Deputy head teachers, Teacher Counsellors and students in public schools in Bahati Division of Nakuru District.

The following is the summary of the findings, which are broadly presented in Chapter 4. The study findings indicated that:

- i. Discipline problems and unrest in secondary schools have been in existence even before the ban of corporal punishment. Other factors such as poor diet, high handedness of the head teachers, transfers of teacher/head teachers and rigid schools were rules cited as the cause of the unrest in secondary schools
- ii. Public secondary schools in Bahati Division continue to experienced indiscipline problems such as lateness, absenteeism, noise making and boy/girl relationships. These indiscipline problems in schools are dealt with by use of various methods such as guidance and counselling, manual work, suspension and expulsion among others. Drug and substance abuse in secondary schools is rampant therefore all stakeholders are called upon to curb the menace.
- iii. The school administrators, teachers, students and the parents are working together in solving discipline problems in the secondary schools. The involvement of all in major

decisions making is important as a way of creating trust and ownership, as mistrust created a situation where students have no way of expressing their grievances leading to frustrations, which results into disruptive behaviour.

- iv. Some teachers still have a negative attitude towards the ban of corporal punishment, as they believe that corporal punishment is one of the effective ways of curbing indiscipline cases. It is unfortunate that some teachers' still equates discipline to punishment yet punishment plays little part in good discipline. The teachers reported that disciplinary measures in place are not as effective as corporal punishment because they involved daily chores that students performed at home such as digging, cutting the grass and mopping classrooms which some students enjoys doing rather than being in class
- v. The students in public secondary schools reported a positive attitude towards the ban of corporal punishment, which they abhorred for being demeaning and cruel.
- vi. Guidance and Counselling Services and Programmes are reported as adequately provided to students' in public secondary schools in Bahati Division and students seek the services. All the respondents in the study agreed that Guidance and Counselling is crucial in dealing with indiscipline in public secondary schools. However, in some schools Guidance and Counselling Departments are not very effective as some Teacher Counsellors lacks adequate training. Some of the trained teacher counsellors are not officially appointed by the TSC while at the same time some of those officially appointed by the TSC have not received any form of training in guidance and counselling.

## **5.2 Conclusions**

The study set out to examine the impact of the ban of corporal punishment on student discipline in Bahati Division of Nakuru District. The following are the major conclusions reached from the study:

- i. According to all the respondents in the study, students' unrest is a living reality in learning institutions. The students' unrest in public secondary schools is reported to have been in existence before and after the ban of corporal punishment. Poor diet is noted as the major cause of unrest in public secondary schools. Head teachers and school management (BOG and PTA) are reported to be working together to curb unrest in public

secondary schools by providing quality and quantity meals to the students. Schools are involving students in preparing their menu in order to create ownership and avoid situations of mistrust between the school administration and the students. It was also established that corporal punishment is not the solution to school discipline as it contributes to disruptive and violent behaviour. Erickson (1950) stated that corporal punishment eroded the young's basic trust, stimulated mistrust, anger and resentment. Discipline in schools should therefore be nurtured and maintained through inculcating a sense of self-discipline that advocates for willingness to obey and support rules by the students.

- ii. It was noted that public secondary schools still experiences indiscipline problems. In order to enforce the disciplinary measures in schools after the ban of corporal punishment school administrators involves teachers, students and parents in solving indiscipline problems. Drug and substance abuse is noted to be rampant in public secondary schools. It was noted that the school administrators has intensified campaigns against the use of drugs and substance abuse among students. In order to achieve this they are involving the Provincial Administration and the Police to nab those who sell drugs to students.
- iii. The public secondary school administrators and the parents/guardians are working together to solve discipline problems among students.
- iv. Guidance and counselling programmes and services are reported by the respondents to be effective in dealing with indiscipline in schools. All the schools administrators ensure guidance and counselling departments are adequately provided for to enable them render services to the students. Adolescence stage is noted to be a critical period of growing up in terms of transition from childhood to adulthood. In our society today the youth are faced with many issues and conflicts relating to identity crises and as a result of disintegration of social support structures, peer pressure, drugs and substance abuse, HIV/Aids, career choices and reproductive health issues. These issues need to be addressed if learning and teaching is to be effective. The youth therefore requires guidance and counselling in order to grow into responsible citizens rather than use of corporal punishment, suspension and expulsion.

## 5.4 Recommendations

In the light of the findings and conclusions of the study, the following recommendations were made.

- i. The findings of the study revealed that unrest in public secondary schools in Bahati Division of Nakuru District have been in existence before and after the ban of corporal punishment. School administrators should therefore address the factors that contributes to unrest in public secondary schools such as poor diet, transfers of teachers / head teachers, rigid rules and regulations among others. High handedness and autocratic leadership among school administrators that creates mistrust between them and the students leading to frustrations should be discouraged by both the TSC and MOE.
- ii. Public secondary schools in Bahati Division still experienced indiscipline problems such as: lateness, noise making, absenteeism, boy/girl relationship, laziness, smoking and stealing. Schools should eradicate this indiscipline among students by enforcing the disciplinary measures in place in schools after the ban of corporal punishment such as the use of manual work, suspension, expulsion, and fines among others. The schools, parents, Provincial Administration and the Police should work together to curb the use of drugs and substance abuse among students in secondary schools.
- iii. There is need for involvement of parents/guardian in the discipline of their children. Parent/guardians and teacher relationship is fundamental in creating and inculcating a direct involvement of the parents in their children's conduct and progress in school.
- iv. To ensure level of effectiveness of the disciplinary measures put in place after the ban of corporal punishment it is important that all Head teachers discusses discipline issues periodically with the staff, students, and the wider community. The few teachers who reported a negative attitude towards the ban of corporal punishment should be sensitized on the demerits of the use of corporal punishment to in order to change their attitude towards the ban of corporal punishment positively.
- v. There should be professionally trained Teacher Counsellors in all schools since counselling has been found to be most effective in guiding the growing young people. It is therefore imperative that TSC streamlines the appointment of Teacher Counsellors and deployment of the trained teacher counsellors appropriately. Deputy head teachers and



Teacher Counsellors upon appointment should be facilitated to go for trainings conducted by MOE, KESI and other institutions.

- vi. Students in secondary schools with disruptive behaviours should be appreciated rather than being condemned as their misbehaviour is because of inner emotional turmoil or a feeling of inadequacy. They should be viewed as having capacity to change from their maladaptive to adaptive behaviours.

### **5.5 Suggestions for Further Research**

There is need for further research on the following:

1. More research should be done to find out why the nature of the student unrest has been tragic resulting in loss of lives.
2. This study was limited to public secondary schools. It is crucial the same be carried out for primary and private schools.

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## APPENDIX A: RESEARCH QUESTIONNAIRE FOR HEAD TEACHERS

My names are Salome W. Maina, a student of Egerton University undertaking a Masters degree in guidance and counseling. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is: The impact of the ban of corporal punishment on students' discipline in secondary schools in Nakuru district. You have been selected as one of the research respondents. I therefore kindly request you answer the below questionnaire. The information provided will be analyzed together with others and treated utmost confidentiality it deserved.

### Section A: Background information

1. Name of the school \_\_\_\_\_
2. When was the school established? \_\_\_\_\_
3. Type of school
  - a) Boy boarding
  - b) Girls boarding
  - c) Mixed boarding
  - d) Mixed day and boarding
  - e) Mixed day
4. Gender    1. Male                      2. Female
5. Age \_\_\_\_\_
6. Professional status
  - a) Diploma/S1
  - b) Approved teachers status
  - c) Graduate
  - d) Masters
7. Teaching experience \_\_\_\_\_
8. Number of years served as a head teacher \_\_\_\_\_
9. Number of students registered for KCSE this year \_\_\_\_\_
10. Average number of students per class in the school \_\_\_\_\_
11. Total number of teachers in the school \_\_\_\_\_
12. Procedure used to admit new students in the school \_\_\_\_\_
  - a) Form one official selection
  - b) Personal/parent requests
  - c) Official request (DEO/PDE/MOEST)
  - d) Interview

13. How was the deputy head teacher appointed

- e) Appointed by TSC
- f) Appointed by BOG
- g) Nominated by the staff
- h) Appointed by the head teacher
- i) Other (specify)

14. Has the school ever experienced any students' unrest/strike?

- 1. Yes
- 2. No

15. If yes in 14, how many unrest/strikes are you aware of that have occurred in this school \_\_\_\_\_

\_\_\_\_\_

16. If yes in 14, when did the said unrest/strikes occur?

- a) Before 2003 (Before ban of corporal punishment)
- b) After 2003 (After ban of corporal punishment)
- c) Before and after 2003 (Before and even after the ban of corporal punishment)

17. Were you the head teacher of this school when these unrest/strikes occurred?

- 1. Yes
- 2. No

18. What were the students agitating about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SECTION B: DISCIPLINE AND CORPORAL PUNISHMENT

19. Which of the following disciplinary problems are common among students in your school?
- a) Lateness
  - b) Noise making
  - c) Absenteeism
  - d) Bullying
  - e) Boy/girl relationships
  - f) Teacher/student relationships
  - g) Laziness
  - h) Untidiness
  - i) Destruction of properties
  - j) Pregnancy
  - k) Fighting
  - l) Defiance of authority
  - m) Strike/unrest
  - n) Smoking
  - o) Stealing
  - p) Misuse of school fees
  - q) Others (specify)
20. With the ban of corporal punishment in schools, what disciplinary measures has your school put in place to deal with the above-mentioned disciplinary problems?
- a) Suspension
  - b) Expulsion
  - c) Police arrest
  - d) Caning
  - e) Manual work
  - f) Fines
  - g) Religious intervention
  - h) Others (specify)
21. Are teachers and students in this school aware that corporal punishment was outlawed by the government as a means of instilling discipline in all educational institutions?
1. Yes                      2. No
22. Rate the level of effectiveness of the disciplinary measures adopted in the school compared to corporal punishment in dealing with discipline in the school
- a) Not effective
  - b) Less effective
  - c) Moderate
  - d) Effective
  - e) Very effective

Indicate whether you strongly agree (SA), agree (A), uncertain (U), disagree (D) or strongly disagree (SD) with the following statements relating to ban of corporal punishment in schools in the country.

Statement	SA	A	U	D	SD
Ban of corporal punishment in schools has improved the level of academic performance of the students					
Ban of corporal punishment in schools has made students more responsible of their academic work					
Ban of corporal punishment has deteriorated respect among students towards their teachers					
Ban of corporal punishment has improved the relationship and respect amongst students					
Ban of corporal punishment has not minimized destruction of school properties by students					
Ban of corporal punishment has improved the relationship between the students and the surrounding community					
Ban of corporal punishment has worsened the image of the school in the community					
Ban corporal punishment has improved the relationships between our school and the neighbouring schools					
Ban of corporal punishment has worsened the interaction between teachers and students in the school					
Ban of corporal punishment has improved discipline in the school					

23 In your own view, how can we improve discipline in schools following the ban of corporal punishment? \_\_\_\_\_

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## **APPENDIX B: RESEARCH QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS/TEACHER COUNSELLORS**

My names are Salome W. Maina, a student of Egerton University undertaking a Masters degree in guidance and counseling. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is: The impact of the ban of corporal punishment on students' discipline in secondary schools in Nakuru district. You have been selected as one of the research respondents. I therefore kindly request you answer the below questionnaire. The information provided will be analyzed together with others and treated utmost confidentiality it deserved.

### **Section A: Background information**

1. Designation    1. Deputy Head teacher    2. Teacher counsellor
2. Name of the school \_\_\_\_\_
3. Type of school
  - a. Boy boarding
  - b. Girls boarding
  - c. Mixed boarding
  - d. Mixed day and boarding
  - e. Mixed day
  - f. Girl only day
4. Gender    1. Male    2. Female
5. Age \_\_\_\_\_
6. Professional status
  - a) Diploma/S1
  - b) Approved teachers status
  - c) Graduate
  - d) Masters
7. Teaching experience \_\_\_\_\_
8. How was the deputy head teacher appointed?
  - a. Appointed by TSC
  - b. Appointed by BOG
  - c. Nominated by the staff
  - d. Appointed by the head teacher

9. Does the school have a trained teacher counselor?

1. Yes                      2. No

10. If yes, how was the teacher counsellor appointed?

- a) Personal characteristics                      d) Professional qualification  
b) Appointed by TSC                              e) Nomination by teachers  
c) Seniority

11. Number of years you served as a deputy head teacher \_\_\_\_\_

12. Do you have any professional training in guidance and counselling?

1. Yes                      2. No

13. Number of years served as a teacher counselor in this school \_\_\_\_\_

14. Has the school ever experienced any students' unrest/strike?

1. Yes                      2. No

15. If yes in 14, how many unrest/strikes are you aware of that have occurred in this school

\_\_\_\_\_

16. If yes in 14, when did the said unrest/strikes occur?

- a. Before 2003 (Before ban of corporal punishment)  
b. After 2003 (After ban of corporal punishment)  
c. Before and after 2003 (Before and even after the ban of corporal punishment)

17. Were you the deputy head teacher/teacher counsellor in this school when these unrest/strikes occurred?

1. Yes                      2. No

18. What were the students agitating about? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SECTION B: DISCIPLINE AND CORPORAL PUNISHMENT

19. Which of the following disciplinary problems are common among students in your school?

- |                                  |                              |
|----------------------------------|------------------------------|
| a) Lateness                      | i) Destruction of properties |
| b) Noise making                  | j) Pregnancy                 |
| c) Absenteeism                   | k) Fighting                  |
| d) Bullying                      | l) Defiance of authority     |
| e) Boy/girl relationships        | m) Strike/unrest             |
| f) Teacher/student relationships | n) Smoking                   |
| g) Laziness                      | o) Stealing                  |
| h) Untidiness                    | p) Misuse of school fees     |
|                                  | q) Others (specify)          |

20. With the ban of corporal punishment in schools, what disciplinary measures has your school put in place to deal with the above-mentioned disciplinary problems?

- |                  |                           |
|------------------|---------------------------|
| a) Suspension    | e) Manual work            |
| b) Expulsion     | f) Fines                  |
| c) Police arrest | g) Religious intervention |
| d) Caning        | h) Others (specify)       |

21. Are teachers and students in this school aware that corporal punishment was outlawed by the government as a means of instilling discipline in all educational institutions?

1. Yes                      2. No

22. Rate the level of effectiveness of the disciplinary measures adopted in the school compared to corporal punishment in dealing with discipline in the school

- |                   |                   |
|-------------------|-------------------|
| a) Not effective  | d) Effective      |
| b) Less effective | e) Very effective |
| c) Moderate       |                   |

Indicate whether you strongly agree (SA), agree (A), uncertain (U), disagree (D) or strongly disagree (SD) with the following statements relating to ban of corporal punishment in schools in the country.

Statement	SA	A	U	D	SD
Ban of corporal punishment in schools has improved the level of academic performance of the students					
Ban of corporal punishment in schools has made students more responsible of their academic work					
Ban of corporal punishment has deteriorated respect among students towards their teachers					
Ban of corporal punishment has improved the relationship and respect amongst students					
Ban of corporal punishment has not minimized destruction of school properties by students					
Ban of corporal punishment has improved the relationship between the students and the surrounding community					
Ban of corporal punishment has worsened the image of the school in the community					
Ban corporal punishment has improved the relationships between our school and the neighbouring schools					
Ban of corporal punishment has worsened the interaction between teachers and students in the school					
Ban of corporal punishment has improved discipline in the school					

23. In your own view, how can we improve discipline in schools following the corporal punishment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## APPENDIX C: RESEARCH QUESTIONNAIRE FOR STUDENTS

My names are Salome W. Maina, a student of Egerton University undertaking a Masters degree in guidance and counseling. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is: The impact of the ban of corporal punishment on students' discipline in secondary schools in Nakuru district. You have been selected as one of the research respondents. I therefore kindly request you answer the below questionnaire. The information provided will be analyzed together with others and treated utmost confidentiality it deserved.

### Section A: Background Information

1. Name of the school \_\_\_\_\_
2. Type of school
  - a) Boy boarding
  - b) Girls boarding
  - c) Mixed boarding
  - d) Mixed day and boarding
  - e) Mixed day
3. Gender 1. Male                      2. Female
4. Age \_\_\_\_\_
5. Number of students in your class \_\_\_\_\_
6. Which year did you join this school \_\_\_\_\_
7. Was this the school you chose to join for your secondary school education?
  1. Yes
  2. No
8. If No, how were you admitted to this school?
  - a) Form one official selection
  - b) Personal/parent requests
  - c) Official request (DEO/PDE/MOEST)
  - d) Interview
9. Are you a school prefect?
  1. Yes
  2. No

## SECTION B: DISCIPLINE AND CORPORAL PUNISHMENT

10. Which of the following disciplinary problems are common among students in your school?

- |                                  |                              |
|----------------------------------|------------------------------|
| a) Lateness                      | i) Destruction of properties |
| b) Noise making                  | j) Pregnancy                 |
| c) Absenteeism                   | k) Fighting                  |
| d) Bullying                      | l) Defiance of authority     |
| e) Boy/girl relationships        | m) Strike/unrest             |
| f) Teacher/student relationships | n) Smoking                   |
| g) Laziness                      | o) Stealing                  |
| h) Untidiness                    | p) Misuse of school fees     |
|                                  | q) Others (specify)          |

11. With the ban of corporal punishment in schools, what disciplinary measures has your school put in place to deal with the above-mentioned disciplinary problems?

- |                  |                           |
|------------------|---------------------------|
| a) Suspension    | e) Manual work            |
| b) Expulsion     | f) Fines                  |
| c) Police arrest | g) Religious intervention |
| d) Caning        | h) Others (specify)       |

12. Who administers the above disciplinary measures in your school?

- a) Head teacher
- b) Deputy head teacher
- c) Subject teacher
- d) Class teacher
- e) Teacher on duty
- f) Prefects



13. For the period that you have been in this school, has there been any student unrest/strike?

1. Yes

2. No

14. If yes, what was the unrest/strike all about?

- a) High-handedness by the school administration
- b) Poor diet
- c) Rigid school rules and regulations
- d) Transfer of the head teacher/any other teacher
- e) Caning
- f) High-handedness by the school prefects
- g) Others (specify) \_\_\_\_\_

15. Did the students achieve what they were demanding for by striking?

1. Yes

2. No

16. In your own opinion, what are the effects of student unrest/strike?

- a) Destruction of properties
- b) Suspension
- c) Expulsion
- d) Injuries
- e) Loss of life
- f) Poor syllabi coverage

17. Who organized for the unrest?

- a) All the students
- b) Senior students
- c) A few students
- d) A teacher

18. Do you think the unrest/strike was the right method of solving the problem you had in school?

1. Yes

2. No



26. If yes in 21, who administers it?

- a) Head teacher
- b) Deputy head teacher
- c) All teachers
- d) Prefects

Indicate whether you strongly agree (SA), agree (A), uncertain (U), disagree (D) or strongly disagree (SD) with the following statements relating to ban of corporal punishment in schools in the country.

Statement	SA	A	U	D	SD
Ban of corporal punishment in schools has improved the level of academic performance of the students					
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Ban corporal punishment has improved the relationships between our school and the neighbouring schools					
Ban of corporal punishment has worsened the interaction between teachers and students in the school					
Ban of corporal punishment has improved discipline in the school					

27 In your own view, how can we improve discipline in schools following the ban of corporal punishment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SECTION C: GUIDANCE AND COUNSELLING**

28. Is there guidance and counseling department in your school?

1. Yes

2. No

29. If yes in 24, have you ever sought for the services of the guidance and counselling department?

1. Yes

2. No

30. If yes in 25, how many times have you gone for the services of the guidance and counselling department? \_\_\_\_\_

31. Did you feel comfortable discussing your problems with the teacher counsellor?

1. Yes

2. No

32. Do you think that the guidance and counselling department has had any positive influence on the discipline of the school?

1. Yes

2. No

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DISTRICT EDUCATION OFFICE  
P.O. Box 1028  
NAKURU

Ref: NKU/ED/156.....

Date: 7th June, 2005.....

All Headteachers(Secondary)  
NAKURU DISTRICT

## AUTHORITY TO VISIT SCHOOLS FOR RESEARCH PURPOSES

This is to introduce to you **Ms Salome Maina** who is a Masters Student at Egerton University Registration number **EM 16/0968/03** for your kind assistance in her research.

She has our authority to collect information from Secondary Schools within Nakuru District for her research purposes.

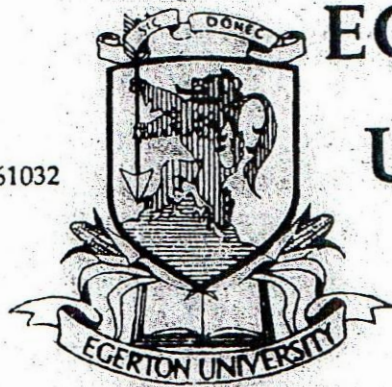
Please accord her all the necessary assistance.

Thank you.

A handwritten signature in black ink, appearing to read 'R. Onkoba'.

FOR DISTRICT EDUCATION OFFICER  
NAKURU DISTRICT

ROBERT ONKOBA  
FOR: DISTRICT EDUCATION OFFICER  
NAKURU.



# EGERTON UNIVERSITY

Telephone: Nakuru 61620, 61031, 61032

Telegrams: UNIVERSITY, Njoro

Telex: 33075

P.O. Box 536  
Njoro, Kenya.

In reply quote Ref: .....

Date: 7<sup>th</sup> June 2005

## TO WHOM IT MAY CONCERN

### RE: GUIDANCE AND COUNSELLING STUDENTS'RESEARCH

The above programme is offered in our University at Master's level. In order to complete their study requirements they have to carry out a reasearch. They are currently seeking a place to do so and have found your institution a valuable place to enhance their learning.

I wish to introduce to you SALOME W. MAINA..... registration number K16/0968/03... for your kind assistance in their study.

Please, accord them the help they may need in order to achieve this objective. While they are carrying out a research, they are familiar and bound by the ethical standards of collecting information, safeguard of the same, and using the findings pro-actively.

On behalf of the University, we wish you well and thank you for your partnership in the training of our students.

Sincerely,

CHAIRMAN  
EGERTON UNI.  
EDUC. PSY & COUN.  
P.O., BOX 538 NJORO

DR. FR. STEPHEN MBUGUA NGARI  
CHAIRMAN, DEPARTMENT OF EDUCATIONAL, PSYCHOLOGY AND  
COUNSELLING

For: Vice Chancellor – Egerton University

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