



BAN OF CORPORAL PUNISHMENT AND ITS EFFECTS ON PUPILS' DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN MANGA DIVISION NYAMIRA COUNTY, KENYA

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Abstract: - In keeping with the international trends of recognizing the rights of the child, and since Kenya is a signatory to the United Nations Charter on Human Rights; and, having been criticized by the World for allowing the use of corporal punishment in schools, the same was banned in the Kenyan schools about 14 years ago. However despite this ban, newspapers, media and limited research show that corporal punishment is still occurring in schools. The government has made efforts to curb the continuing use of corporal punishment. This research was guided by the following objective: to determine the effects of ban of corporal punishment on discipline of pupils in public primary schools in Manga Division. The research adopted descriptive survey design. It targeted primary school head teachers, deputy head teachers, guidance and counseling teachers, teachers two Zonal Quality Assurance and Standards Officers in public primary schools. To select schools, stratified random sampling will be used. The main respondents were stratified on the basis of their zones. The study sample comprised of 20 head teachers, 20 deputy head teachers, 20 guidance and counseling teachers, 54 teachers and 432 pupils making a total of 548 respondents. To collect the required data, the researcher used Questionnaires and interview schedules for data collection. The researcher further ensured that these instruments were tested for reliability by using test re- test methods and validity by using suggestions from supervisors before setting out to collect data. The researcher then sought permission from the National Council for Science, Technology & Invocations strain before starting the process of data collection. Data was organized, presented, analyzed and interpreted using descriptive statistical and inferential techniques using the Statistical packages of social sciences (SPSS) version 18. Presentation of data was done by use of tables, pie charts and bar graphs, mean and percentages. The study found that large number 3.24(sd.1.39) skips classes due to corporal punishment. The study recommended that there should be enough sensitization by government when introducing measures to stop a critically ingrained tradition, like the thorny corporal punishment, in centres of learning as 'old habits die hard'.

Key Words: Ban, Corporal, Punishment, Pupils', Discipline Public Schools, Kenya

Introduction: Studies done by Straus (2004) on corporal punishment against a child was defined as the use of physical force with the intention of causing a child to experience pain but not injury for the purpose of correction or control of the child's behaviour. Discipline is either withholding of a reward or the application of unpleasant stimulus in an attempt to extinguish an undesirable response (Mbiti, 2002). In recent years the work of Durrant (2006) in Sweden revealed that there has been an international movement toward recognizing the rights of the Child banning Corporal Punishment in all countries. Sweden was the first country to pass the first explicit ban on corporal punishment. Countries such as United States of America are making strides in doing away with corporal punishment practices in the classroom. On the other hand, however, in South Asia corporal punishment is “ often considered necessary to children's upbringing to facilitate learning and to instill discipline” (UNICEF 2001).

In Africa the use of corporal punishment is still practiced in countries like Botswana and Kenya. In Botswana there are regulations which govern corporal punishment where only the principal is allowed to administer the punishment on the hand or buttocks with a regulated size of the cane. The same origins seem to be true in South Africa, Austria, Croatia, Cyprus, Denmark, Finland, Germany, Israel , Latvia and Norway (Boser, 2001 and Bitensky, 2008) have followed Sweden's path in the outlawing of corporal punishment. According to Simatwa (2007), for a period of time, corporal punishment had been used in Kenyan schools until 2001 when it was banned by the Ministry of Education. Although this ban

was introduced in 1996 through a circular issued by the Director of Education, it was neither gazetted nor endorsed until later in 2001. The Committee on Human Rights, Kenya, recommended the ban in its report which was presented to the President of the Republic of Kenya in July 2000. The call to ban caning, the committee suggested that parents, teachers and society be educated on the harm caused by corporal punishment and alternatives to it used instead. It was also recommended by the same committee that Counseling be strengthened to assist the teachers and pupils. The ban was later strengthened by the legislation of the Children Act in 2001 which recommended that no child offender was subjected to corporal punishment.

Statement of the Problem: The ban of corporal punishment in Kenyan schools since 2001 gave the country's schools' administrators and teachers into many administrative challenges. Educational stakeholders claimed that the government should have had a gradual sensitization program to effect the change for the management of discipline in schools since corporal punishment had been in use for a long period replacing it with sound alternatives. Pupils have been involved in unwarranted behaviour. Despite government's efforts to introduce various *alternatives* to replace corporal punishment the level of discipline is still wanting and declining in public primary schools. The study found out there are far reaching effects of the ban of corporal punishment on pupils' discipline in public primary schools in Manga Division, Manga Sub-County.

Effects of Ban of Corporal Punishment on Pupils' Discipline in Public Primary Schools

Critical studies done by Bretch (2002) in Harvard University revealed that emotional, social and behavioural consequences of the use of corporal punishment were dealt with and had far reaching effects. Corporal punishment and its effects are of particular relevance to children's professionals like psychologists, social workers, teachers and doctors. Pupils on whom corporal

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punishment is administered are often left with physical evidence of the abuse. According to a UNICEF (2001) report in Asia, children's eardrums have burst as a result of being boxed in the name of discipline while minor injuries such as bruising and swelling were found to be common. More severe injuries such as 'large cuts, sprains, broken fingers, broken wrists and collar bones, teeth being knocked out and even internal injuries requiring surgery do occur.

The work of Baumrind, Cowan and Larzelere (2002) and that of Albert (2003) are prescribing that use of corporal punishment influences children's school attendance due to fear and consequently the learning environment is not perceived as safe hence school is avoided. Children who have been subjected to violence in schools are more likely to use violence in their own families later in life; while learners who are physically punished are more likely to bully their peers (Baumrind et al. 2002). Pointing to the future, Straus (2004); Zabel and Zabel (1996) stated that adolescents who were subjected to corporal punishment displayed an increased risk of developing depressive symptoms as adults. He further state that it increases suicidal deflation which is further associated with a high frequency of suicidal thoughts as an adult.

More studies in America by Kopansky (2002) explained that students and pupils may develop into adults who display little or no empathy and would hurt without conviction in the future. Furthermore, children learn aggression as an effective means of problem solving. Corporal punishment emphasizes fear and violence (Tharps, 2003). The effect of this kind of punishment has more future problems as Straus & Yudanis (2006) asserted that American and European adolescents who experience frequent corporal punishment are at a greater risk of assaulting later in life Parents who use corporal punishment as a form of discipline have a greater probability of their children developing delinquent tendencies (Kopansky (2002).According to Straus (2004) and Boyd

(2008)regular, periodic and repeated corporal punishment leads to chemical and structural changes in the brain which result in depression of learners.

The work of Flynn (2010) opined that there is no clear evidence that corporal punishment will in the future lead to better control in classroom, enhance moral character development in children, or increase the pupils' respect for teachers or other authority figures. Corporal punishment does not instruct pupils' incorrect behaviour. Moreover, the use of corporal punishment in schools communicates that hitting is the correct way to solve problems and violence is acceptable in our society. This sentiment was supported by Ginnot (2001) that corporal punishment does not produce long- lasting changes in behaviour, negatively affects the social psychological and educational development of pupils, contributes to the cycle of child abuse and promotes pro- violence attitudes of youth. Concerning pupils behaviour, Smith (2008) concluded that corporal punishment encourages pupils to be sneaky, truant and to lie about their behaviour in order to escape harm. Furthers more, pupils fear their teachers and also going to school, some run away from their teachers and from school, feel high levels of anxiety helplessness and humiliation, being aggressive or destructive at home and school

In Africa, effects of corporal punishment are not few. Research done by Mabelane (2000) in South Africa and that of Joubert and Prinsloo (2010) contended sneaking from school was a major discipline problem as most students feared the punishment and consequently this impacted negatively on their academic achievement. Similarly, in Kenya, the work of Simatwa (2007), found out that some students sneak from school so as to go and indulge in other indiscipline cases such as drinking smoking among others. studies by Mudis and Yambo (2015) have found out that caned pupils' and those who watch the beatings become timid, lose

self-confidence, have magnified guilt feelings, exhibit various anxiety symptoms and the nurturing of open communication which has been so vital to effective education was severely affected due to fear. According to O'Brien and Carl (2013); Ombuya, Yambo and Omolo (2012) children who experience psychological abuse because of corporal punishment may suffer from sleep disturbances, including the reappearance of bedwetting nightmares, sleepwalking and fear of falling asleep in a darkened room as a consequence of corporal punishment. There have been reported cases of children committing suicide as a result of the humiliation and shame they feel due to physical and mental punishment (UNICEF 2011). Furthermore, somatic symptoms such as stomach-ache, headaches, fatigue and bowel disturbances, accompanied by a refusal to go to school can also occur (Hyman, 1990). Corporal punishment decreases a child's motivation and increases his/her anxiety as a consequence the ability to concentrate is inhibited and learning is poor (UNICEF 2011).

The work of Simatwa (2007) and Yambo (2012) posited that unplanned, unreasonable punishment deprives a learner confidence and exposes a child mental health problems particularly internalizing ones such as depression, drug, substance and alcohol abuse. The ban of corporal punishment also brought diverse disciplinary cases which included truancy, bullying, indecency in dressing, lying, theft, sexual harassment, absenteeism, drugs and substance abuse, sneaking, disobedience, not completing assignment, noise making in class due to lack of punishment in schools. Pupils resorted to lethal ways of expressing their grievances such as gang raping teachers, looting, arson, destroying schools and public properties, drinking, smoking, murdering their teachers and even fellow pupils (UNICEF 2001).

Research Methodology: The study adopted descriptive survey design. Bloomberg and Volpe (2008) state that survey studies are concerned with assessing attitudes, opinions, preferences, demographic practices and procedures. Orodho (2005) further asserts that this design gathers data at a particular point in time with the intention of describing the nature of existing conditions, identifying standards against which existing conditions can be compared and determining the relationships that exist between specific events. The study targeted all public primary school teachers, head teachers, deputy head teachers, guidance and counselling teachers and pupils in Manga Division, Manga Sub-County. Records in C.E.O's office Manga, by the time of the study indicated that there were 20 primary schools in the division, 20 head teachers, 20 guidance and counselling teachers, 20 deputy head teachers, 180 teachers, 1440 class 7 and 8 pupils and 2 ZQASOs. The study used questionnaire, and interview schedules. A questionnaire is a research instrument that gathers data from over a large sample (Kombo & Tromp, 2006). When using a questionnaire it was easier to ensure that questions and instructions were uniform for all participants which allowed for comparisons to be made (Albert, 2003). Validity is the degree in which an instrument measures what it is supposed to measure (Kothari, 2004). The researcher sought the opinion of research experts from Faculty of Education and Human Resource Development, Kisii University to validate the research instruments. They assessed the instrument and the feedback was incorporated. The same test was administered to the same respondents after a one month period and the results were compared. According to Kombo and Tromp (2009) the level of consistence should be 0.70 and above. The researcher was aware that it was a voluntary activity for the respondents to participate in research, assured them of confidentiality of information since each respondent was given his/her own questionnaire. The researcher therefore ensured that research

questions would not invade personal lives of the respondents. Anonymity of respondents and feedback from the research should they be required were equally assured. The researcher guarded against plagiarism and also assured of confidentiality of the information which they gave (Best and Kahn 2006).

Results and Discussion: The main research Question Responded to was:

What are the effects of ban of corporal punishment on pupils' discipline in Manga Division, Manga Sub-County, Kenya?

Table 1 : Head Teachers responses on Absenteeism

(n=20)

		State of Discipline since ban of CP	Low level of absenteeism	Our classes begin 30 minutes later	Pupils usually come to school late
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		3.7	3.15	3.1	3
Std. Deviation		1.342	1.348	1.41	1.451
Sum		74	63	62	60

Source: Field Data 2014

Table 1 shows that indiscipline cases went up after the ban of corporal punishment; most of the head teachers with a mean of 3.7 (sd. 1.342) agreed that the ban led to indiscipline cases rising steadily. Although absenteeism lowered 3.15(sd.1.348) the responses indicate that cases of lateness also increased 3(sd. 1.451) making most schools to begin their classes late 3.1 (sd.1.41). The data is implication of a

Table 1 gives the summary of the responses of the Head teachers regarding the effects of the ban of corporal punishment. The head teacher is seen as the implementer of the ministry of education, science and technology policies. Their responses were looked at with four items: absenteeism, sneaking and uniform, Instruction and noise making. All these items concern pupils. The responses were as depicted in the tables that follow:

disturbance in the school routine that makes the teachers also to come to school late; the classes start late and the administration places much time in sorting out the cases. Lateness is a major discipline problem, as supported by Mudis and Yambo (2015) since most pupils absentee themselves from schools to go and indulge in indiscipline cases like drug and substance abuse, sexual harassment.

Table 2 summary of the Head teachers' responses on the behaviour of pupils

		Pupils often sneak out of school	Pupils do not attend all classes	School has specific uniform	All pupils wear school uniform	Teachers enforce right uniform	Pupils wear baggy and tight uniforms
N	Valid	20	20	20	20	20	20
	Missing	0	0	0	0	0	0
Mean		3.15	3.1	3	3.35	3.35	3
Std. Deviation		1.387	1.483	1.451	1.309	1.309	1.376
Sum		63	62	60	67	67	60

Source: Field Data 2014

The study found that in most schools with the mean of 3.15 and standard deviation of 1.387

had their pupils often sneaking out of school. They also don't attend all classes during the

school day. This behaviour was compounded by the fact that the said schools did not have specific uniforms 3(sd.1.451). This meant that most schools had chosen uniform with as many shades that confuse even the pupils. It was also found out that a mean of 3 and standard deviation of 1.376 of pupils wore baggy and tight uniforms. The reason for this was not stated to the researcher although one head

teacher quipped that the level of poverty contributed to the scenario. Poverty in Africa, as put forward by Ombuya et al. (2012) has been a devastating situation that can result into different disruptive scenarios. The result show an increase in wearing baggy and tight clothes among pupils thus indecent dressing. This ranged from the way they cut their hair, tucking in of shirts, sagging shorts for boys.

Table 3: Head Teachers' responses regarding curriculum delivery and noise making

		Pupils turn in assignments in time	Corporal punishment escalates child abuse	Pupils make noise when teachers are absent	Corporal punishment is applied to noise makers
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		2.85	2.8	3	3
Std. Deviation		1.424	1.576	1.451	1.376
	Sum	57	56	60	60

Source: Field Data 2014

Many pupils with a mean of 2.85 and standard deviation sd.1.414 don't turn in their assignments in time for the teachers to appraise. Most head teacher held the view that 3(sd. 1.451) of teachers apply the cane even when it had been outlawed. The study found that 3 (sd. 1.451) responses indicate there was laxity

whereby pupils made noise even in the presence of teachers (UNICEF2001). Pupils lacked seriousness in their study as it is indicated by the high rate of noise making in classrooms, outside classrooms and in dormitories.

Table 4: Deputy Head Teachers Responses on Absenteeism (n=20)

		Ban of corporal led to indiscipline	There is high level absenteeism	Classes begin later than 8.30am	Pupils come late	Pupils sneak school	Pupils do not attend all classes regularly
N	Valid	20	20	20	20	20	20
	Missing	0	0	0	0	0	0
Mean		2.45	3.85	3.1	2.3	2.9	3.47
Std. Deviation		1.57	1.37	1.41	1.22	1.17	1.61
	Total	49	77	62	46	58	69

Source: Field Data 2014

Table 4 shows that the Deputy Head Teachers attribute on level of indiscipline had a mean of 2.45 and standard deviation of 1.57 after the ban of corporal punishment. As a result there was rampant absenteeism 3.85(sd. 1.37) for the pupils disregard all other schools rules (Mudis

and Yambo 2015). This had led to most schools 3.1(sd.1.41) beginning their lessons as late as 8.30 a.m. Also of concern was that pupils had become lax in their actual attendance on a regular basis is hampered 3.47(sd.1.61). This was a phenomenon reported from many schools.

Even those who attend 2.9(sd.1.17) sneak from school. In all the deputy head teachers hold that at least “the government should provide a different method which is a bit deterrent so that the pupils were contained. Majority of the Deputy Head Teachers stated that: Our level of growth or development requires more restraints for the children who are future citizens of this country to be orderly and disciplined. One

cannot even instil morals to a society of this nature where no one fears to do wrong. The findings concur with Yambo (2012) that lateness was very common in all schools 2.3(sd. 1.22). The trend was “worrying as it led to other aspects of curriculum delivery and implementation fail to reach the expected levels” and it led to blame.

Table 5 Deputy Head Teachers' Responses on Sneaking and Uniforms (n=20)

		There is specific uniform	All pupils wear uniform	Teachers insist on uniform	Pupils wear baggy & tight	Pupils sneak school
N	Valid	20	20	20	20	20
	Missing	0	0	0	0	0
Mean		4.35	4.2	3.9	3.55	2.9
Std. Deviation		0.93	1.19	1.07	1.85	1.17
Total		87	84	78	71	58

Source: Field Data 2014

Table 5 presents the Deputy Head Teachers’ assertions on sneaking and uniforms as issues that were affected since introduction of the ban of corporal punishment on discipline. The study found that most schools had specific uniforms 4.35(sd.0.93). The schools were doing well. Pupils were commended for wearing these uniform 4.2(1.19). Teachers were commended also for insisting on pupils wearing uniforms

and this has been supported by the work of Simatwa (2007). However, pupils wear colours that were of the school uniform but the uniforms were baggy and tight in nature 3.55(sd.1.85). This was a high number that contrasted what the teachers insist on. These semblances offered an opportunity for pupils to sneak out of school unnoticed.

Table 6 Deputy Head Teachers' Responses on Instruction and Noise Making

		Pupils turn in homework	Corporal escalates indiscipline	Pupils make noise as tr in class	Corporal applied to noise makers
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		3.4	3.35	4.2	3.1
Std. Deviation		1.09	1.18	0.41	1.02
Total		68	67	84	62

Source: Field Data 2014

The study attributed these to offering a condusive atmosphere for affecting the mission of the school. It was commendable that a mean of 3.4 and standard deviation of 1.09 of the respondents indicated that pupils turn in their homework for appraisal and in time. However, deputy head teachers showed that 3.35(sd. 1.18) indicated that the ban of corporal punishment

escalated indiscipline amongst pupils. Pupils did not regard the presence of the teachers even in classrooms as of any effect as 4.2(sd. 0.41) make noise in class. However, the teachers were not left idle as 3.1(sd. 1.02) straight away applied the cane to noise makers (UNICEF, 2011).

Table 7 Deputy Head Teachers' Responses on General Governance (n=20)

		School has rules to govern conduct	School rules are clearly displayed	Pupils participate in making rules	Rules are consistently applied
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		4.1	4.25	3.6	4.1
Std. Deviation		0.31	0.44	0.82	0.31
Total		82	85	72	82

Source: Field Data 2014

On general governance Table 7 shows that the deputy head teachers stated that there are school rules that govern their respective institutions with a mean of 4.1 and standard deviation of 0.31. They also supported 4.25(sd.0.44) that the rules were displayed and read clearly to the pupils, this was also alluded to by Joubert and

Prinsloo (2010). Most of the schools 3.6(sd.0.82) stated that they involved pupils in the process of formulating the school rules, and 4.1(sd.0.31) indicated that the rules were applied consistently. This then leads the researcher to seek for the reason for such lapses as were seen in the effectiveness of the rules.

Table 8 Regular Teachers Responses on Effect of Ban Corporal Punishment n=54

		Ban led to Indiscipline	There is high absenteeism	Pupils come to school late	Pupils are not regular attendees	Assignment is turned in time	Pupils leave home never reach school
N	Valid	54	54	54	54	54	54
	Missing	0	0	0	0	0	0
Mean		2.56	2.37	2.93	2.24	2.76	2.24
Std. Deviation		1.48	1.14	1.3	1.39	1.32	1.41
Total		138	128	158	175	149	121

Source: Field Data 2014

Table 8 depicts the responses of the regular teachers on the ban of corporal punishment in Kenyan schools. Like both the deputy head teachers and the head teachers the regular teachers supported the notion that the ban escalated indiscipline amongst the pupils in primary schools with the mean of 2.56 and standard deviation of 1.48. They indicated that absenteeism within the pupil fraternity went high since 2001 2.37(sd. 1.14) while lateness

had been also on the rise 2.93(sd. 1.3) and attendance of pupils is not very systematic 2.24(1.39), leading to starting lessons late as was shown by both the HT's and DHT's responses (Baumrind et al. 2002). Although the pupils turn in their assignments in time for marking many of them 2.24(sd. 1.41) leave home in the morning and never reach school. This is a worrying trend that calls for the support of the parents in tackling it.

Table 9 Regular Teachers' Responses on Absenteeism (n=54)

		Ban led to Indiscipline	There is low absenteeism	Classes begin 30 minutes late	Pupils come to school late
N	Valid	54	54	54	54
	Missing	0	0	0	0
Mean		2.56	2.37	4.13	2.93
Std. Deviation		1.48	1.14	1.33	1.36
Skewness		0.09	0.81	-1.44	-425
Std. Error of Skewness		0.32	0.32	0.32	0.32
Sum		138	128	223	158

Source: Field Data 2014

Teachers were categorical that the ban of corporal punishment escalated indiscipline with a mean 2.56 and standard deviation of 1.48. Even though 2.37 (0.81) showed that absenteeism had been curbed and it wasn't a major set-back. Most 2.93(sd.1.36) held that there was rampant lateness that led to most

classes in the division starting 30 minutes late on average 4.13(sd.1.33) with a negative (-1.44) skewness (Baumrind et al. 2002). This attitude developed by teachers to the extent that lateness even to class was condoned needs a serious change in the mindset.

Table 10 Regular teachers' responses on school Uniforms and class attendance

		Pupils sneak out of school	Pupils are not regular attendees	The specific school uniform	All pupils wear school uniform	Teachers insist on neat uniform
N	Valid	54	54	54	54	54
	Missing	0	0	0	0	0
Mean		3	3.24	1.43	2.61	2.54
Std. Deviation		1.3	1.39	0.96	1.31	1.45
Skewness		-0.64	-0.23	2.19	0.82	0.75
Std. Error of Skewness		0.32	0.32	0.32	0.32	0.32
Total		162	175	77	141	137

Source: Field Data 2014

There was an unfortunate scenario where pupils come to school late and as the time table was followed, they would sneak out of school 3(sd.1.3). Classes are not regularly attended to either. A large number 3.24(sd.1.39) skips classes this concurs with the findings of Bretch

(2002). It was noted that each one of the schools had specific uniforms 1.43(sd. 0.96) which was impressive. Teachers too insist of appropriate school uniforms and pupils conformed to the demands 2.61(sd.1.31) and 2.54(sd.1.45).

Table 11 Regular Teachers' Responses on Instruction Delivery n=54

		Assignment is turned in time	Pupils are noisy in class	Corporal punishment is applied	Pupils make assign and mark them	Pupils found are not punished
N	Valid	54	54	54	54	54
	Missing	0	0	0	0	0
Mean		2.76	3	2.33	2.41	2.61
Std. Deviation		1.32	1.5	1.01	1.27	1.58
Total		149	162	126	130	141

Source: Field Data 2014

Table 11 represents the regular teachers' responses on the delivery of instruction with a mean of 2.76 and standard deviation of 1.32 confirming that pupils turn in their assignments in time for the teachers to appraise and make necessary corrections and revisions. However, very common was the fact that pupils 3(sd.1.5) make noise even in the presence of the teachers. Teachers 2.33(sd1.01) still applied the cane to

noise makers which was quite often. Pathetic condition that was recorded include a situation where pupils set and mark their own work 2.41(sd1.27) thus presenting the same to their guardians and parents as work emanating from school (Straus 2004). The situation in many schools was that there was no appropriate punishment given that even when they are caned the same crime persists 2.61(sd. 1.58).

Table 12 Regular Teachers' Responses on Truancy and Drug Use and Abuse (n=54)

		Pupils found using are not punished	Pupils sell and take drugs	Caught selling drugs are punished	Pupils leave home never reach school
N	Valid	54	54	54	54
	Missing	0	0	0	0
Mean		2.61	2.56	2.24	2.2
Std. Deviation		1.58	1.41	1.48	1.41
Total		141	138	121	121

Source: Field Data 2014

Table 12 shows regular teachers' responses to questions on Truancy and Drugs use and abuse with a mean of 2.56 and standard deviation of 1.41 indicating that their pupils sell and take drugs and other related substances (Mudis and Yambo 2015). Those found using drugs even in school 2.61(sd.1.58) were not punished. Though those found selling 2.24(sd.1.48) were punished. This was a double standard application of the same rule. Truancy was rampantly reported 2.2(sd. 1.41) because many pupils left home never to reach there.

The two Zonal Quality Assurance and Standards Officers were in harmony that pupil discipline has gone down with the ban on corporal punishment not because the policy is not good but that "teachers had developed bad taste towards the ban and taken a relaxed stance" which escalates "bad behaviour and moral lapse". One of them asserted that the teachers had depended on the cane that embracing alternative measures was almost impossible. The attitude of the teachers and some head teachers make it hard for the implementation to be done although when the government takes stern measures on whoever is caught others seem to become serious however for a very short time,

this fact was echoed in the work of Flynn (2010). Teachers still use the cane in a secret venture.

Summary: The head teachers are the implementers of the ministry of education, science and technology policies. Their responses were looked at with four items: absenteeism, sneaking and uniform, Instruction and noise making. All these items concern pupils. They stated that since the ban of corporal punishment; most of the head teachers' responses indicated that indiscipline cases had risen steadily. Although absenteeism lowered the responses indicated that cases of lateness also increased making most schools to begin their classes late. The data is implication of a disturbance in the school routine that makes the teachers also to come to school late; the classes start late and the administration places much time in sorting out the cases. Also the behaviour of pupils had been affected greatly in that in most schools pupils often sneak out of school. They also do not therefore attend all classes during the school day. This behaviour was compounded by the fact that the said schools did not have specific uniforms this meant that most schools had chosen uniform with as many shades that

confuse even the pupils. Other pupils wore baggy and tight uniforms.

Their responses indicated that many pupils do not turn in their assignments in time for the teachers to appraise. Most head teachers held the view that teachers apply the cane even when it had been outlawed. The study found out that there was laxity whereby pupils made noise even in the presence of teachers. The study found that head teachers did not regard the ban as being the right thing that the government did. They argue that the situation of discipline had worsened and that the “government should have left it to continue but only applied by the head teachers. Some teachers agreed that other methods of enforcing discipline were applicable while others recommended the use of guidance and counseling as a very effective method that had so far been used in their respective schools with success. Indeed, the study found that the ban of corporal punishment had affected the discipline of pupils in primary schools in Manga Sub-County but also that the alternative methods were in use except there ought to be a decisive effort from the teachers to use them more.

Recommendation: There should be enough sensitization by government when introducing measures to stop a critically ingrained tradition, like the thorny corporal punishment, in centres of learning as ‘old habits die hard’.

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