

**CORPORAL PUNISHMENT AND POSTIVE DECIPLINE ON STUDNETS
OF ELDORET TOWN, UASIN GISHU
DISTRICT KENYA**

BY

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DECLARATION

I, MAURICE OTUNGA SHILAHU declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature



MAURICE OTUNGA SHILAHU

DATE:

:

24/9/09

APPROVAL

This report is resulting from the researcher's effort in the area "effects of corporal punishment on pupils, Uasin Gishu district Kenya". Was conducted under my supervision with my approval; it is now ready for submission to the academic board for the award of a bachelor degree in early childhood and primary education of Kampala International University

Signed



SUPERVISOR **MR. SSEKAJUGO DERRICK**

DATE: 24/09/09

DEDICATION

To my children, Kevin ,Eunice, and Loren.

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ABSTRACT

The purpose of this study was to determine effects of corporal punishment on pupils of Sos Herman Umeiner Eldoret, Uasin Gishu district Kenya. Specific objectives of the study were to: Identify the Causes of corporal punishment Determine the Psychological Effects of corporal punishment, Investigate the Social consequences of corporal punishment, determine the Physical effects of corporal punishment, determine how Corporal punishment leads to School Drop Out and determine the effects of corporal punishment on Classroom Discipline and Instruction. The methods used for data collection were interviews with teachers and questionnaires were distributed to pupils. Observation was also be done on the state of the children and focus group discussions were held with the community members in languages that they understood.

The findings revealed that the most cause of corporal punishment was poverty that is 94.4%, followed by drug abuse 90.3%, 88.9 of the respondents also mentioned child labor. 48.6% of the respondents strongly agreed that corporal punishment leads to depression. The study also established by 59% that corporal punishment leads to violence. 45.9% of the respondents strongly agreed that corporal punishment leads to injuries. The study also established by 35% respondents that corporal punishment leads to school drop out and finally 37.8% of the respondents strongly agreed that Corporal punishment leads to further indiscipline. The study recommended that: The community should be sensitized and educated on the effects of corporal punishment on children and also change their attitudes towards it and also teach them how to punish their children positively. Teachers, parents and the community should adopt the use of positive reinforcement. Use of positive reinforcement techniques reduces the frequency and extent of student misbehavior. Guidance and counseling should be availed in schools to help children who are emotionally disturbed which results into misbehavior.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Corporal punishment is a universal vice which occurs in all social settings regardless of the gender or social, economic or intellectual status of those it affects. UNICEF (1997). Research indicates that corporal punishment is a means by which adults gain control over children. In many societies, corporal punishment is considered as the norm rather than the exception.

Corporal punishment in one form or another has been around schools for centuries. It certainly is not a new issue

For many children around the world, violence was a regular part of the school experience. In some countries, school officials routinely used corporal punishment to maintain classroom discipline and to punish children for poor academic performance. In other countries, authorities failed to intervene to protect minority children from harassment and attacks by other students. The failure of school officials to protect children from violence in school denied them their right to be free from all forms of physical or mental violence and the full enjoyment of their right to education. UNICEF. (1997).

It is estimated that corporal punishment is administered between 1 and 2 million times a year in schools in the United States. US Department of Education; (1992) Increasingly, states are abolishing corporal punishment as a means of discipline, but statutes in some states still allow school officials to use this form of discipline.

Kenya's School Discipline Regulations authorized the use of corporal punishment in schools but failed effectively to regulate its use. Nominal restraints were routinely ignored by teachers and the regulations rarely enforced. Teachers caned children for "offenses" such as tardiness, talking in class, wearing torn or dirty uniforms, being unable to answer a question, or failing to achieve target marks set on exams. These measures often resulted in bruising, swelling, and small cuts; at times, however, children suffered more serious injuries such as sprained or broken fingers or wrists, knocked-out teeth, internal injuries, and even death. UNHCR(2002)

Due to the increase in the cases of child corporal punishment in schools and homes. Corporal punishment was banned in Kenyan schools in the year 2001 through Legal Notice No. 56 of 2001. ANPPCAN (2005) However Illegal and severe forms of corporal punishment remain widespread. it is upon this background that the study was undertaken.

1.2 Statement of the problem

Corporal punishment violates internationally recognized human rights to freedom from cruel, inhuman, and degrading treatment or punishment, and freedom from physical violence. In many instances, it violates the prohibition on discrimination and impinges on children's right to education. Corporal punishment is also contrary to respect for human dignity, a deep-seated guiding principle of international human rights law enshrined in the Universal Declaration of Human Rights. Apart from physical injury, corporal punishment has overall negative effects on children and adversely affects not only their academic performance, but also their psychological well being. Hence need for the study

1.3 Objectives of the study

General: Determine corporal punishment and positive discipline on pupils of Eldoret town, Uasin Gishu District Kenya.

Specific: This study sought to:

1. Determine how Corporal punishment leads to School Drop Out
2. Determine the Psychological Effects of corporal punishment.
3. Determine the effects of corporal punishment on Classroom Discipline and Instruction
4. Investigate the Social consequences of corporal punishment
5. Determine the Physical effects of corporal punishment
6. Identify the Causes of corporal punishment.
7. Find out the alternatives to corporal punishment.

1.4 Research Questions

1. How does Corporal punishment lead to School Drop Out?
2. What are the Psychological Effects of corporal punishment?
3. What are the effects of corporal punishment on Classroom Discipline and Instruction?
4. What are the Social consequences of corporal punishment?
5. What are the Physical effects of corporal punishment?
6. What are the Causes of corporal punishment?
7. What are the alternatives to corporal punishment?

1.5 Scope of the study

The study was carried out in Eldoret town, Uasin Gishu district Kenya. Eldoret is a town in western Kenya and the administrative centre of Uasin Gishu District of Rift Valley Province. Lying south of the Cherangani Hills, the local elevation varies from about 2100 metres above sea level at the airport to more than 2700 metres in nearby areas (7000-9000 feet). The population was 193,830 in 1999 (census), and it is currently the fastest growing town in Kenya, and currently the 5th largest in Kenya. The study focused on physical punishment and positive discipline. The study was conducted from August 2008 to April 2009.

1.6 Significance of the study

This study will benefit the following disciplines:

Policy makers will be called upon to strengthen the available laws on corporal punishment.

Head teachers, teachers and parents will understand the alternatives to corporal punishment and avoid harming children.

Definition of terms

Corporal or physical punishment: is the use of physical force intended to cause some degree of pain or discomfort for discipline, correction, and control, changing behavior or in the belief of educating/bringing up the child. Physical pain can be caused by different means such as hitting the child with a hand or other object, kicking, shaking or throwing the child, pinching or pulling the hair, caning or whipping.

Discipline: Teaching and parenting that helps develop self-control, self-esteem, character and orderly condition. A positive approach with long range goals.

Punishment: Penalties for wrong doing which are placed on children by adults; often harsh treatment. A negative approach or quick fix

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of corporal punishment and positive discipline. It is guided by the objectives of the study outlined in chapter one.

2.1 Corporal punishment and School Drop Out

Corporal punishment erodes students' trust in their teachers and their schools. In the United Nations Secretary-General's worldwide Study on Violence against Children, physical punishment in schools is noted as one factor that contributes to absenteeism, dropping out, and lack of motivation for academic achievement. (Gershoff, 2002). corporal punishment of children actually interferes with the process of learning and with their optimal development as socially responsible adults." (Straus & Mathur, 1995; Straus & Paschall, 1998).

Corporal punishment can lead to students feeling disrespectful and angry toward their educators. UNICEF. (1997) Corporal punishment can leave students disengaged in school, less likely to succeed, and more likely to drop out. A survey of in South Asia found that regular beatings resulted in a loss of interest in studies and a drop in academic performance. A statistical study of public education in Alabama found a correlation linking corporal punishment in schools to drop-out rates.

2.2 Psychological Effects of corporal punishment.

Corporal punishment and other cruel, inhumane, or degrading treatments can have serious psychological effects on students who are victims and witnesses of physical discipline. According to one author on the subject, "experts have found that corporal punishment may produce in children neurotic reactions such as depression, withdrawal, anxiety, tension, and in older children, substance abuse, interference with school work, and precocious sexual behavior." (Berkowitz, 1993; Strassberg, Dodge, Pettit, & Bates, 1994; Straus, 1994; Straus & Gelles, 1990; Straus & Kantor, 1992).

According to many experts in the field, these psychological conditions arise out of children's inability to cope fully with the emotions they feel when punished in this manner. Children feel humiliated and degraded; (Sternberg et al., 1993; Straus, 1994) they become angry and resentful towards those who punish them. Hyman, I. A. (1995). There is no socially acceptable manner for them to express their feelings. If they act out their frustrations, they will be further punished. Greven, P. (1991). At home, they may find little consolation or support, if parents support teachers' actions, even when unjust.

One manifestation of the repression of this anger described by experts includes bullying others. Bitensky, S. H. (1998). Some psychological and educational research indicates that children who are punished physically themselves are more likely to bully their peers. "Corporal punishment may cause children to exhibit increased physical aggressiveness. . . . Coupling aggressiveness with lack of empathy creates a propensity to hurt others without compunction." Hyman, I. A. (1995). Hitting children may send the message that hurting others is acceptable behavior.

2.3 Effects of corporal punishment on Classroom Discipline and Instruction

Despite teacher and parent claims that corporal punishment makes it easier for instructors to manage their classrooms, there is little evidence that canings, whippings and other cruel, inhuman, or degrading treatment are as effective as many Kenyans believe. According to experts in the field, "there is considerable data indicating that corporal punishment does not, in any consistent way, deter misbehavior or encourage good behavior on the part of children. (Straus, 1994) Most experts agree that corporal punishment does nothing to fulfill the disciplinary goal of developing a child's conscience so as to enable him or her to behave well

Social consequences of corporal punishment

The strongest, usually unintended, message that corporal punishment sends to the mind of a child is that violence is acceptable behavior, that it is all right for a stronger person to use force to coerce a weaker one. This helps to perpetuate a cycle of violence in the family and in society.

(Straus, Gelles, & Steinmetz, 1980; Straus, Sugarman, & Giles-Sims, 1997).

Physical effects of corporal punishment

Research conducted in different countries reveals the severity of harm that can be inflicted on children when adults try to manage their behavior. Children may suffer injuries arising from corporal punishment that need medical attention, leave permanent damage and even cause their death. This includes children being knocked unconscious, bleeding, broken limbs, damaged eyes and stitches; being beaten with implements such as canes, belts, or thorns; being whipped or slapped, punched or kicked. Weiss, B., Dodge, K. A., Bates, J. E., & Pettit, G. S. (1992)

2.4 Causes of corporal punishment.

Drug and substance abuse. The value system of modern society has changed drastically over the years. Children today grow up in an environment that promotes impulsive desires fed to them by the media or peer influence. Today's liberal society has allowed media channels to put greater emphasis on indulgence through drugs and other substances that are detrimental to the life of a child.

Child labor. As the pressure for economic survival mounts, every member of the community – including children – is expected to contribute to the welfare of society through participation in gainful employment. Economic activity involving children aged from five to 18 years covers unpaid, casual and illegal work across formal and informal sectors. Hyman, I. A. (1995). It is estimated that most child labor occurs in the Asia-Pacific region and is lowest in the developed economies of Western Europe and North America. UNHCR (2002)

Poverty. In a number of communities around the world, poverty is the largest contributory factor to violence. Poverty limits parents' capacity to cater for the basic necessities of their children and hence increases the risk of violent behavior within the family. UNICEF. (1997).

2.5 Positive discipline.

Positive Reinforcement

According to educational experts who oppose the use of corporal punishment, use of positive reinforcement techniques reduces the frequency and extent of student misbehavior. Teachers can reward students in a variety of simple ways. An instructor can praise a pupil in

front of the student's classmates or other instructors, award special certificates to children who perform well or are particularly caring, or list their names on notice boards. A teacher can write positive comments in a child's exercise book. ANPPCAN Kenya (2005) Teachers can hold school-wide competitions and give material rewards like exercise books or pens to those who do well. If a teacher rewards students by giving them positive attention; the teacher can punish a particular pupil by ignoring that pupil's attempts to be disruptive. A student may break the rules because he or she wants the teacher's attention. If the teacher is not ruffled or angered by the pupil's misdeed, then the student is less likely to perform the act in the future. Denial of what the child has come to value is a form of punishment, according to educators and psychologists opposed to physical punishment of children. ANPPCAN Kenya (2005)

Guidance and Counseling

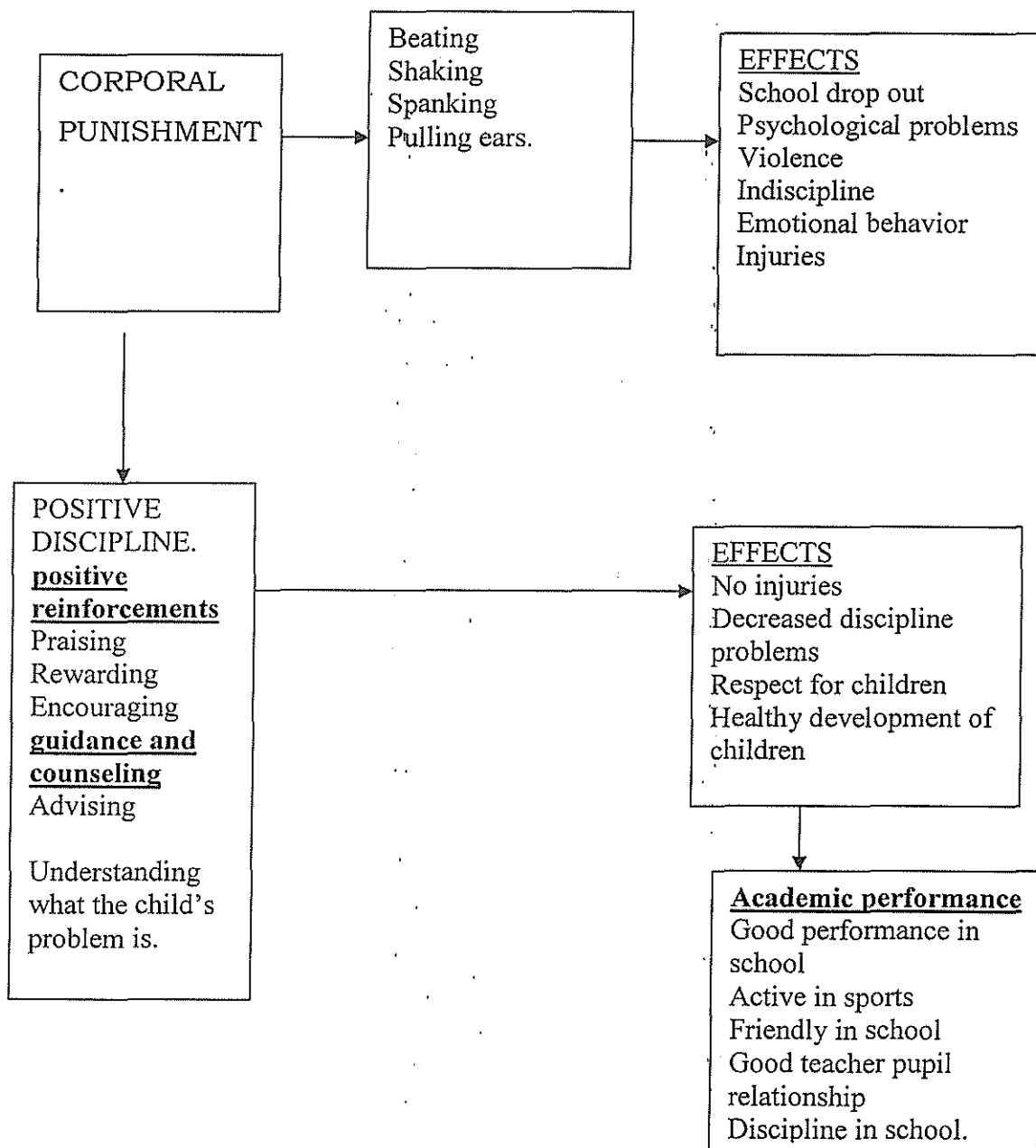
Some students may not conform to their teachers' requirements due to reasons outside of their control. They may not have enough to eat, they may travel a long distance to school, and their parents may expect them to work when they are not at school, they may need to take care of their younger siblings, or their parents may quarrel often. These external factors affect their abilities to concentrate and the amount of time and energy they can devote to school. ANPPCAN Kenya (2005)

Under these circumstances, beating a child is unlikely to be a productive punishment, according to educators and psychologists who oppose corporal punishment. A teacher is more likely to elicit appropriate behavior if the teacher can understand the situation that the child faces and offer guidance and counseling to the student and the student's family. According to a Namibian Ministry of Education text, "[t]alking and listening to a learner can frequently lead to a change in behavior for the better. If the learner knows that there is someone who cares about his or

her problems, the problems become easier to carry, even if there is no way to change them." ANPPCAN Kenya (2005)

2.6 Conceptual Framework

Corporal punishment and positive discipline



CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter discusses the methods the researcher used to collect data. It focuses on the Research design, organization of the study, data collection, and data collection procedure and data analysis.

3.1. Research Design

The design that was used consisted of both quantitative and qualitative method. Field work was undertaken and this comprises of direct observations and interview Guides for the respondents. Case study design was used. In this case the researcher will chose a group of children who have been victims of corporal punishment to participate in the study and use them to represent the rest.

3.2. Organization of the study

3.2.1. Study area

The research was carried out in Eldoret town, Uasin Gishu district Kenya.

3.2.2 Study population.

This study involved teachers, community members and pupils.

3.2.3. Sample size

Twelve teachers were purposively selected to participate in the study, 40 pupils were randomly be selected and 30 community members were randomly be selected with the help of local leaders.

3.2.4. Sampling technique

Teachers were purposively be selected to participate in the study, pupils were randomly be selected and community members wererandomly be selected with the help of local leaders.

3.3. Data collection.

3.3.1. Sources of data

Instrumentation

Face to face interviews were carried on with teachers and questionnaires will be distributed to pupils. Observation were also done on the state of the children and focus group discussions held with the community members in languages that they understand.

3.3.2 Reliability of instruments.

Interviews were convenient because they helped the researcher get relevant information by facing the teachers. Since the pupils were many questionnaires were convenient because they got information in a short period of time. Since some community members did not know English focus group discussions were convenient because they were held in languages that they understand.

3.4. Data collection procedure

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teachers before interviews were carried on with the teachers and questionnaires distributed to the pupils. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.5. Data analysis

The frequencies and percentages was used to determine the number of sample respondents that were used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which were used to discuss the results of collected data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter is a presentation, discussion of the findings. The results are presented in form of tables, frequency counts and percentages. This chapter focuses on "The effects of corporal punishment on pupils of Eldoret town, Uasin Gishu district Kenya.

4.1. Profile of the respondents

Table 1: Shows the profile of the respondents.

Respondents	Frequency (fo)	Percentage (%)
Sex		
Male	23	62.2
Female	14	37.8
Total	37	100
Age		
12 and below	5	13.5
13-15yrs	23	62.2
16 and above	9	24.3
Total	37	100
Academic level		
standard six	8	21.6
standard seven	12	32.4
standard eight	17	46
Total	37	100

Source: Field data 2009

Forty (40) questionnaires were distributed to the pupils and 37 were filled and returned this therefore represents 92.5 % of the total number of questionnaires that were distributed.

The study covered 37 randomly selected pupils of whom (62.2%) were male and (37.8%) were female.

The age category of the respondents were divided in three groups that is 12 and below were 5 which represents (13.5%), 13-15 yrs were 23 (62.2%) and 16 and above were 9 representing (24.3%) of the respondents.

The academic level of the respondents was divided in three categories that is standard six, standard seven and standard eight, 8(21.6%) of the respondents were in standard six, 12(32.4%) were in standard seven and 17(46%) were in standard eight.

Interviews were held with ten (10) teachers and focus group discussions held with 25 community members.

4.2. Causes of corporal punishment.

The first objective of the study was to identify the Causes of corporal punishment. Data collected was analyzed under the question: What are the Causes of corporal punishment? The results are presented in the subsections below;

Teachers, pupils and community members (N=72) were asked to name the causes of corporal punishment their responses are summarized in table 2 below;

Table 2: Opinion on the Causes of Corporal Punishment.

What are the causes of corporal punishment?	Drug abuse	Poverty	Indiscipline	Family structure	Child labor	Ignorance
Frequency (fo)	65	68	54	33	64	44
Percentage (%)	90.3	94.4	75	45.8	88.9	61

Source: Field data 2009

The results in table 2 showed that the most named cause of corporal punishment was poverty that is 94.4%, followed by drug abuse 90.3%, 88.9 of the respondents also mentioned child labor. Indiscipline was also mentioned by 75% of the respondents, the least mentioned were ignorance 61% and family structure 45.8%.

The teachers revealed in interviews that most children are severely beaten because of poverty and indiscipline cases for example a teacher sited an example of a child who was severely beaten by his parent that he had stolen 50 kshs. According to the teachers the parents see this as the only way of punishing the children who they think have misbehaved.

The teachers also revealed that in schools children are mostly beaten when they fail tests or examinations. According to the them if a child fails all the subjects then all the teachers will be punished.

Family structure was mentioned by mostly the pupils who mentioned that they are beaten by step mothers. It was also revealed that single parents also beat their children often and this according to the teachers is due to the pressure they go through raising children alone.

According to table 4.3 27% of the respondents strongly agree that corporal punishment should be exercised, 10% agreed, 30% strongly disagreed and 13% disagreed. This means that most of the respondents were not in support of corporal punishment.

However Most of the community members who participated in the study were in support of corporal punishment. According to them how will they discipline their children when they misbehave without any beating? One of the participants quoted the saying “spare the rod and spoil the child”.

The community members also stressed that corporal punishment has been their since time immemorial.

“.....we grew up our parents beating us and it helped us because we grew up disciplined people.....” (FGD participant Eldoret)

However they were of the view that children should be punished where necessary and for a good reason. For example a parent complained that her children are always beaten for not paying school fees that is they are sent home to bring the money from their parents but when they do not get it they go back to school and they are beaten.

Poverty was the most mentioned cause of corporal punishment and this is so because parents are frustrated and under pressure and therefore end up showing their frustrations on their children by being rude and violent on the children. The results are in agreement with the findings of UNICEF. (1997) that, poverty is the largest contributory factor to violence. Poverty limits parents' capacity to cater for the basic necessities of their children and hence increases the risk of violent behavior within the family.

4.3. Psychological Consequences of Corporal Punishment.

The second objective of the study was to determine the psychological consequences of corporal punishment. Data collected was analyzed under the question: What are the psychological consequences of corporal punishment? The results are presented in the subsections below;

The respondents were asked whether corporal punishment leads to depression their response is summarized in table 3 below:

Table 3: opinion on whether corporal punishment leads to depression

corporal punishment leads to depression	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	18	10	5	4	37
Percentage (%)	48.6	27	13.5	10.8	100

Source: Field data 2009

The results in table 3 showed that 48.6% of the respondents strongly agreed that corporal punishment leads to depression, 27% agreed while 13.5% strongly disagreed and 10.8% disagreed that corporal punishment leads to depression.

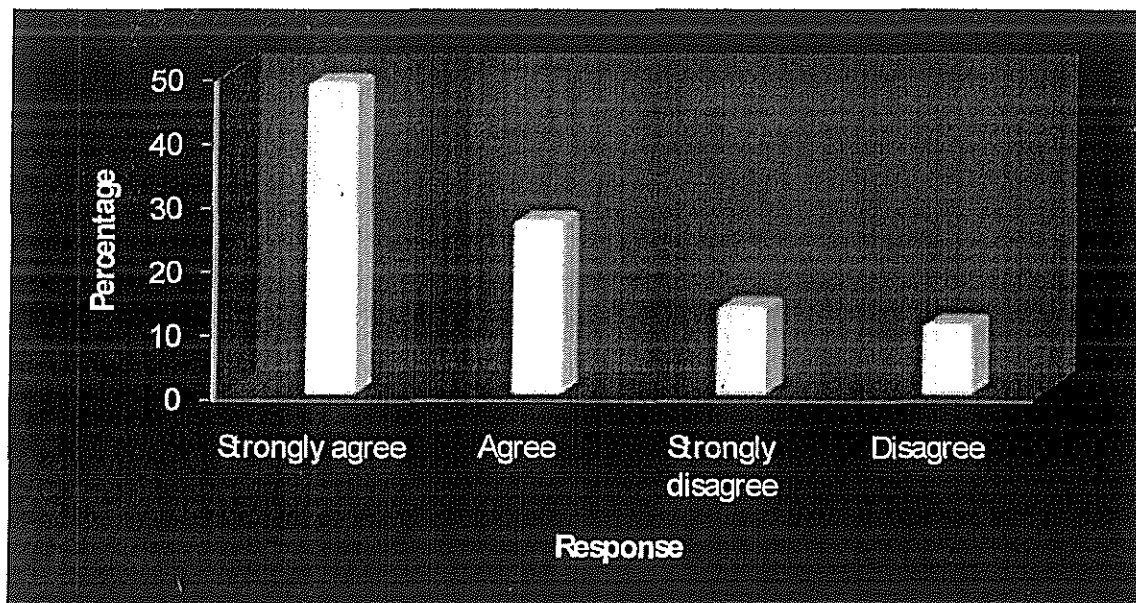
According to the teachers children who are beaten are depressed because they feel humiliated and hurt.

The community members who agreed that corporal punishment leads to depression were of the view that children can only be depressed when severely beaten or treated.

According to one author on the subject, "experts have found that corporal punishment may produce in children neurotic reactions such as depression (Berkowitz, 1993 et al).

The data in table 3 was analyzed using bar chart 1 summarizes the analysis on whether corporal punishment leads to depression.

Bar Chart 1: opinion on whether corporal punishment leads to depression



Source: Field data 2009

The results in bar chart 1 showed that 48.6% of the respondents strongly agreed that corporal punishment leads to depression, 27% agreed while 13.5% strongly disagreed and 10.8% disagreed that corporal punishment leads to depression.

The respondents were asked whether corporal punishment leads to drug abuse their response is summarized in table 4 below:

Table 4: opinion on whether corporal punishment leads to drug abuse

corporal punishment leads to drug abuse	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	15	8	6	8	37
Percentage (%)	40.5	21.6	16.2	21.6	100

Source: Field data 2009

The results in table 4 showed that 40.5% of the respondents strongly agreed that corporal punishment leads to drug abuse, 21.6% agreed while 16.2% strongly disagreed and 21.6% disagreed that corporal punishment leads to drug abuse.

According to the teachers children who are severely beaten or punished turn to abusing drugs as a way of taking off the pain they feel.

The respondents were asked whether corporal punishment leads to anxiety and their response is summarized in table 5 below:

Table 5: opinion on whether corporal punishment leads to anxiety

corporal punishment leads to anxiety	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	17	10	4	6	37
Percentage (%)	45.9	27	10.8	16.2	100

Source: Field data 2009

The results in table 4 showed that 45.9% of the respondents strongly agreed that corporal punishment leads to anxiety, 27% agreed while 10.8% strongly disagreed and 16.2% disagreed that corporal punishment leads to anxiety.

According to the teachers punishing children severely leads to nervousness and fear especially when they meet or see the person who has punished them or punishes them. This means that they cannot leave freely in the society.

The respondents were asked whether corporal punishment leads to withdrawal and their response is summarized in table 4 below:

Table 6: Opinion on whether corporal punishment leads to withdrawal

corporal punishment leads to withdrawal	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	20	8	5	4	37
Percentage (%)	50	21.6	13.5	10.8	100

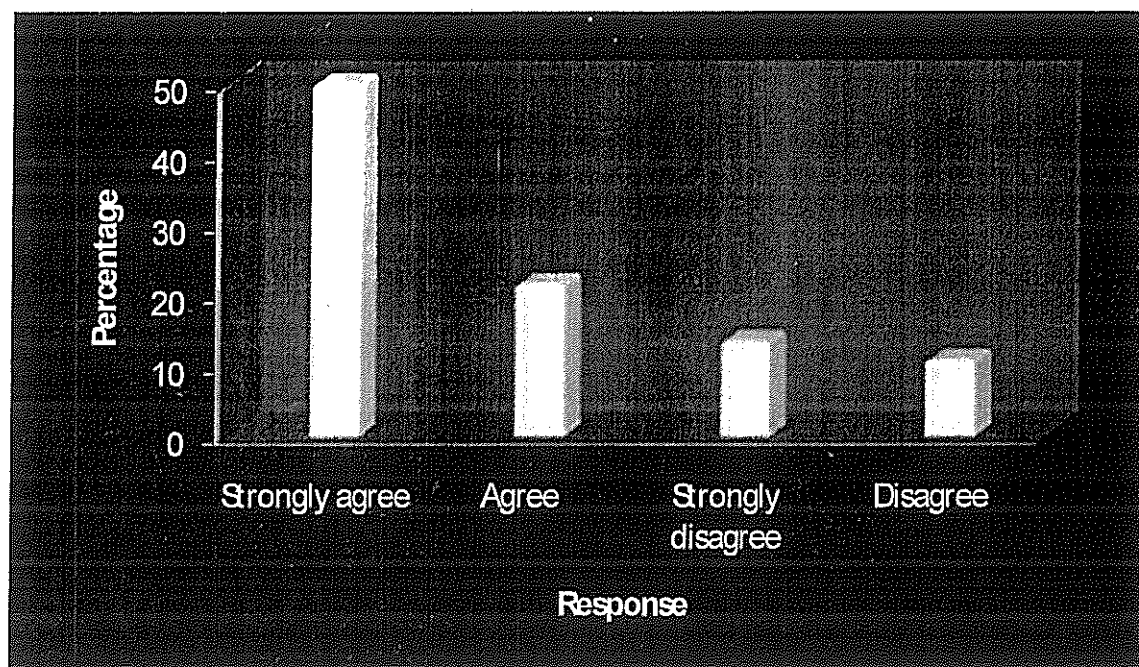
Source: Field data 2009

The results in table 6 50% of the respondents strongly agreed that corporal punishment leads to withdrawal, 21.6% agreed while 13.5% strongly disagreed and 10.8% disagreed that corporal punishment leads to withdrawal.

The study established from the teachers that corporal punishment makes children feels dejected and therefore do not mingle freely with others.

The data in table 6 was analyzed using a chart and bar chart 2 summarizes the analysis on Opinion on whether corporal punishment leads to withdrawal.

Bar chart 2: Opinion on whether corporal punishment leads to withdrawal.



Source: Field data 2009

The results in bar chart 2 50% of the respondents strongly agreed that corporal punishment leads to withdrawal, 21.6% agreed while 13.5% strongly disagreed and 10.8% disagreed that corporal punishment leads to withdrawal.

4.4. Social consequences of corporal punishment

The third objective of the study was to investigate the Social consequences of corporal punishment. Data collected was analyzed under the question: What are the social consequences of corporal punishment? The results are presented in the subsections below;

The respondents were asked whether corporal punishment leads to violence and their response is summarized in table 7below:

Table 7: Opinion on whether corporal punishment leads to violence

corporal punishment leads to violence	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	22	10	4	4	37
Percentage (%)	59	27	10	10	100

Source: Field data 2009

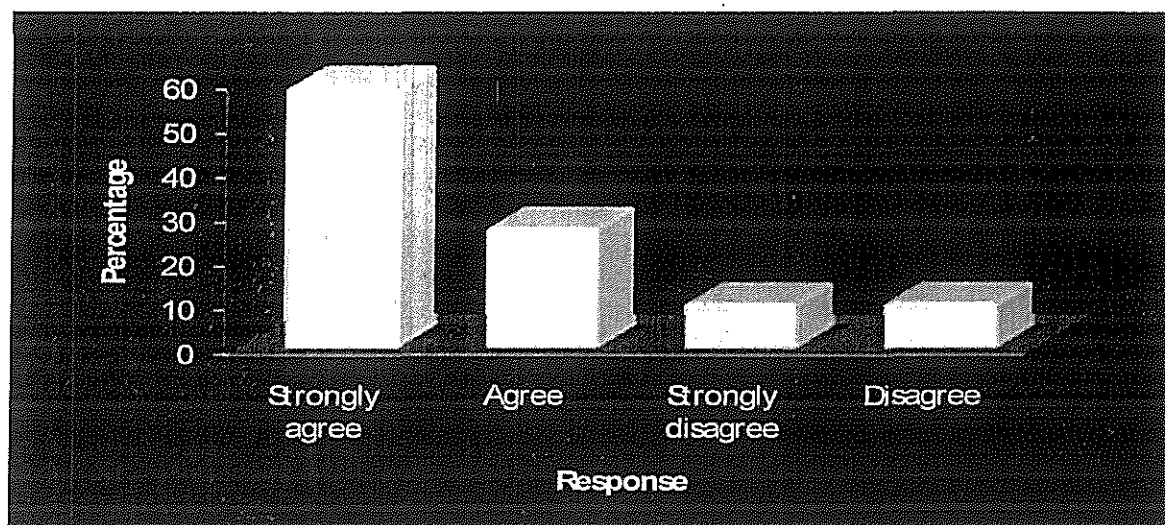
The results in table 7 showed that 59% of the respondents strongly agreed that corporal punishment leads to violence, 27% agreed while 10% strongly disagreed and 10% disagreed that corporal punishment leads to violence.

According to the teachers corporal punishment makes children rebellious and therefore resort to violence as a form of revenge.

However some of the community members were of the view that when a child is not beaten then he/she is likely to be violent and indiscipline.

The data in table 7 was analyzed using a chart and bar chart 3 summarizes the analysis on Opinion on whether corporal punishment leads to violence

Bar chart 3: Opinion on whether corporal punishment leads to violence



Source: Field data 2009

The results in bar chart 2 showed that 59% of the respondents strongly agreed that corporal punishment leads to violence, 27% agreed while 10% strongly disagreed and 10% disagreed that corporal punishment leads to violence.

The respondents were asked whether Children who are severely punished are more likely to enact violence in their peer relationships and their subsequent relationships as adolescents and adult and their response is summarized in table 8 below:

Table 8: Opinion on whether Children who are severely punished are more likely to enact violence in their peer relationships and their subsequent relationships as adolescents and adult

violence in their peer relationships and their subsequent relationships as adolescents and adult	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	18	8	6	8	37
Percentage (%)	48	21.6	16.2	21.6	100

Source: Field data 2009

The results in table 8 showed that 48% of the respondents strongly agreed, 21.6 % agreed while 16.2% strongly disagreed and 21.6% disagreed.

The teachers agreed that the imposition of corporal punishment promotes bullying in schools. According to them children who are severely punished grow up as angry people and therefore do not have empathy for any one.

4.5. Physical effects of corporal punishment

The fourth objective of the study was to investigate the physical effects of corporal punishment. Data collected was analyzed under the question: What are the physical effects of corporal punishment? The results are presented in the subsections below;

The respondents were asked whether corporal punishment leads to injuries and their response is summarized in table 9 below:

Table 9: opinion on whether corporal punishment leads to injuries

corporal punishment leads to injuries	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	17	10	4	6	37
Percentage (%)	45.9	27	10.8	16.2	100

Source: Field data 2009

The results in table 9 showed that 45.9% of the respondents strongly agreed that corporal punishment leads to injuries, 27% agreed while 10.8% strongly disagreed and 16.2% disagreed that corporal punishment leads to injuries.

The study established that Bruises and cuts are regular by-products of school punishments, and more severe injuries (broken bones, knocked-out teeth, internal bleeding) are not infrequent. At times, beatings by teachers leave children permanently disfigured, disabled or dead.

The teachers also revealed that many children come to school with injuries from beatings they have received from their parents or guardians.

The respondents were asked whether corporal punishment leads to severe bleeding and their response is summarized in table 10 below:

Table 10: opinion on whether corporal punishment leads to severe bleeding.

Corporal punishment leads to severe bleeding.	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	17	10	4	6	37
Percentage (%)	45.9	27	10.8	16.2	100

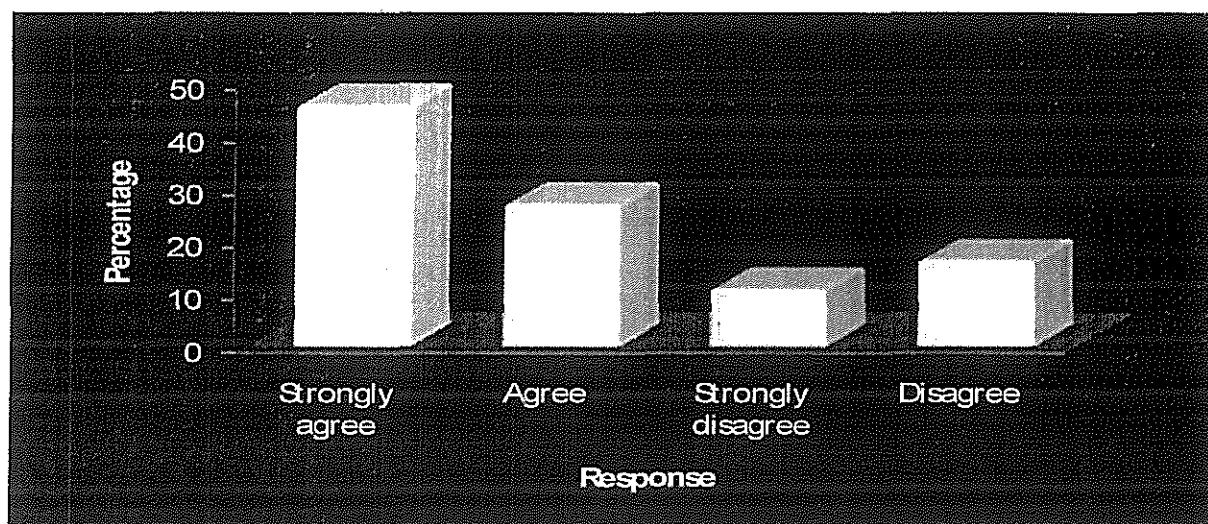
Source: Field data 2009

The results in table 10 showed that 45.9% of the respondents strongly agreed that corporal punishment leads to injuries, 27% agreed while 10.8% strongly disagreed and 16.2% disagreed that corporal punishment leads to bleeding.

According to the teachers bleeding is the most common physical effect of corporal punishment.

The data in table 10 was analyzed using a chart and bar chart 4 summarizes the analysis on opinion on whether corporal punishment leads to severe bleeding

Bar chart 4: Opinion on whether corporal punishment leads to severe bleeding



Source: Field data 2009

The results in bar chart 3 showed that 45.9% of the respondents strongly agreed that corporal punishment leads to injuries, 27% agreed while 10.8% strongly disagreed and 16.2% disagreed that corporal punishment leads to bleeding.

The respondents were asked whether corporal punishment leads to death and their response is summarized in table 11 below:

Table 11: opinion on whether corporal punishment leads death

Corporal punishment leads to severe death.	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	25	5	1	6	37
Percentage (%)	67	13.5	2.7	16.2	100

Source: Field data 2009

The results in table 11 showed that 67% of the respondents strongly agreed that corporal punishment leads to death 13.5% agreed while 2.7% strongly disagreed and 16.2% disagreed that corporal punishment leads to death.

Both teachers and the community members agreed that in some cases when children are punished severely they end up dying. they also cited examples of cases where a child was severely beaten by his grandmother for allegedly stealing money and he ended up dying.

The respondents were asked whether corporal punishment leads to Unconsciousness and their response is summarized in table 12 below:

Table 12: opinion on whether corporal punishment leads to Unconsciousness

Corporal punishment leads to Unconsciousness.	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	15	13	6	6	37
Percentage (%)	40.5	36.4	16.2	16.2	100

Source: Field data 2009

The results in table 12, showed that 40.5% of the respondents strongly agreed that corporal punishment leads to Unconsciousness 36.4% agreed while 16.2% strongly disagreed and 16.2% disagreed that corporal punishment leads to Unconsciousness.

The teachers agreed that corporal punishment leads to unconsciousness. According to the teachers sometimes these children are beaten when they have not had what to eat and therefore are weak so they end up unconscious.

4.6. Corporal punishment leads and School Drop Out

The fifth objective of the study was to determine whether corporal punishment leads to school drop out. Data collected was analyzed under the question: does corporal punishment lead to school drop out? The results are presented in the subsections below;

The respondents were asked whether Children drop out of school due to corporal punishment and their response is summarized in table 13 below:

Table 13: opinion on whether Children drop out of school due to corporal punishment

Children drop out of school due to corporal punishment	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	13	10	8	9	37
Percentage (%)	35	27	21.6	24	100

Source: Field data 2009

The results in table 13 showed that 35% of the respondents strongly agreed that Children drop out of school due to corporal punishment 27% agreed while 21.6% strongly disagreed and 24% disagreed that Children drop out of school due to corporal punishment.

The teachers revealed that some children refuse to go back to school because of the punishments they get and embarrassments they feel when their fellow pupils laugh at them as they are being punished.

Some of the community members agreed that excessive corporal punishment leads to some pupils leaving school.

The respondents were asked whether Corporal punishment makes children hate the school environment and their response is summarized in table 14 below:

Table 14: opinion on whether Corporal punishment makes children hate the school environment

Corporal punishment makes children hate the school environment	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	27	5	3	2	37
Percentage (%)	73	14	8	5	100

Source: Field data 2009

The results in table 14 showed that 73% of the respondents strongly agreed that Corporal punishment makes children hate the school environment 14% agreed while 8% strongly disagreed and 5% disagreed that Corporal punishment makes children hate the school environment.

According to the teachers children develop fear for teachers and the school environment where corporal punishment is administered and therefore end up hating the school.

The respondents were asked whether Children who are beaten lose respect for teachers and education and their response is summarized in table 15 below:

Table 15: opinion on whether Children who are beaten loose respect for teachers and education.

Children who are beaten loose respect for teachers and education.	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	20	10	4	3	37
Percentage (%)	54	27	10.8	8	100

Source: Field data 2009

The results in table 15 showed that 54% of the respondents strongly agreed that Children who are beaten loose respect for teachers and education, 27% agreed while 10.8% strongly disagreed and 8% disagreed that Children who are beaten loose respect for teachers and education.

The teachers revealed that teachers who use corporal punishment instill fear into the children and not respect.

4.7.Corporal punishment on Classroom Discipline and Instruction

The sixth objective of the study was to determine the effect of Corporal punishment on Classroom Discipline and Instruction. Data collected was analyzed under the question: what is the effect of Corporal punishment on Classroom Discipline and Instruction? The results are presented in the subsections below;

The respondents were asked whether Corporal punishment leads to further indiscipline and their response is summarized in table 16 below:

Table 16: opinion on whether Corporal punishment leads to further indiscipline

Corporal punishment leads to further indiscipline	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	14	10	10	3	37
Percentage (%)	37.8	27	27	8	100

Source: Field data 2009

The results in table 16 showed that 37.8% of the respondents strongly agreed that Corporal punishment leads to further indiscipline, 27% agreed while 27% strongly disagreed and 8% disagreed that Corporal punishment leads to further indiscipline.

As mentioned earlier the teachers agreed that corporal punishment makes children more rebellious and this makes it difficult to manage the class.

The respondents were asked whether Corporal punishment leads to lack of respect in class and their response is summarized in table 17 below:

Table 17: opinion on whether Corporal punishment leads to lack of respect in class

Corporal punishment leads to lack of respect in class	Strongly agree	Agree	Strongly disagree	Disagree	Total
Frequency (fo)	10	20	2	5	37
Percentage (%)	27	54	5	14	100

Source: Field data 2009

The results in table 17 showed that 27% of the respondents strongly agreed that Corporal punishment leads to lack of respect in class, 54% agreed while 5% strongly disagreed and 14% disagreed that Corporal punishment leads to lack of respect in class

According to the teachers when children are severely punished they lose respect for the school, teachers and class.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to conduct an investigation on The effects of corporal punishment on pupils of Eldoret town, Uasin Gishu district Kenya. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Discussions

The first research objective was to identify the Causes of corporal punishment. The most named cause of corporal punishment was poverty that is 94.4%, followed by drug abuse 90.3%, 88.9 of the respondents also mentioned child labor. According to UNICEF (1997) In a number of communities around the world, poverty is the largest contributory factor to violence. Poverty limits parents' capacity to cater for the basic necessities of their children and hence increases the risk of violent behavior within the family.

The second research objective was to determine the psychological consequences of corporal punishment. 48.6% of the respondents strongly agreed that corporal punishment leads to depression. 40.5% of the respondents strongly agreed that corporal punishment leads to drug abuse. 50% of the respondents strongly agreed that corporal punishment leads to withdrawal. According to Berkowitz, 1993; Strassberg, Dodge, Pettit, & Bates, 1994; Straus, 1994; Straus & Gelles, 1990; Straus & Kantor, 1992) corporal punishment may produce in children neurotic reactions such as depression, withdrawal, anxiety, tension, and in older

children, substance abuse, interference with school work, and precocious sexual behavior."

The third objective was to investigate the Social consequences of corporal punishment. 59% of the respondents strongly agreed that corporal punishment leads to violence. According to the teachers corporal punishment makes children rebellious and therefore resort to violence as a form of revenge. According to The (Straus, Gelles, & Steinmetz, 1980; Straus, Sugarman, & Giles-Sims, 1997) usually unintended, message that corporal punishment sends to the mind of a child is that violence is acceptable behavior, that it is all right for a stronger person to use force to coerce a weaker one. This helps to perpetuate a cycle of violence in the family and in society.

The fourth objective of the study was to investigate the physical effects of corporal punishment. 45.9% of the respondents strongly agreed that corporal punishment leads to injuries. The study established that Bruises and cuts are regular by-products of school punishments, and more severe injuries (broken bones, knocked-out teeth, internal bleeding) are not infrequent. At times, beatings by teachers leave children permanently disfigured, disabled or dead. According to Weiss, B., Dodge, K. A., Bates, J. E., & Pettit, G. S. (1992) Children may suffer injuries arising from corporal punishment that need medical attention, leave permanent damage and even cause their death. This includes children being knocked unconscious, bleeding, broken limbs, damaged eyes and stitches; being beaten with implements such as canes, belts, or thorns; being whipped or slapped, punched or kicked.

The fifth objective of the study was to determine whether corporal punishment leads to school drop out. 35% of the respondents strongly agreed that Children drop out of school due to corporal punishment. The

teachers revealed that some children refuse to go back to school because of the punishments they get and embarrassments they feel when their fellow pupils laugh at them as they are being punished. According to UNICEF (1997) Corporal punishment can leave students disengaged in school, less likely to succeed, and more likely to drop out.

Finally the study sought to determine the effect of Corporal punishment on Classroom Discipline and Instruction. 37.8% of the respondents strongly agreed that Corporal punishment leads to further indiscipline. 27% of the respondents strongly agreed that Corporal punishment leads to lack of respect in class. Straus, (1994) agrees that corporal punishment does nothing to fulfill the disciplinary goal of developing a child's conscience so as to enable him or her to behave well.

5.2. Conclusion.

The main purpose of the study was to investigate on the effects of corporal punishment on pupils of Eldoret town

The most named cause of corporal punishment was poverty, followed by drug abuse and child labor.

The study established that corporal punishment leads to depression, drug abuse and withdrawal

The study established that corporal punishment leads to violence. According to the teachers corporal punishment makes children rebellious and therefore resort to violence as a form of revenge.

According to the study corporal punishment leads to injuries and harm on children.

The study also established from the respondents that corporal punishment leads to school drop out.

Finally the study established that Corporal punishment leads to further indiscipline

5.3. Recommendations

The community should be sensitized and educated on the effects of corporal punishment on children and also change their attitudes towards it and also teach them how to punish their children positively. .

Teachers, parents and the community should adopt the use of positive reinforcement. Use of positive reinforcement techniques reduces the frequency and extent of student misbehavior.

Guidance and counseling should be availed in schools to help children who are emotionally disturbed which results into misbehavior.

5.4 Suggestions for further research

Further research can be conducted to investigate effects of corporal punishment on children and the role of the community in removing it completely.

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APPENDIX I:

TRANSMITTAL LETTER



**KAMPALA
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OFFICE OF THE DIRECTOR.
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

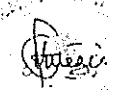
He/She wishes to carry out a research in your Organization on:

Case Study:

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,


MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

APPENDIX II: QUESTIONNAIRE FOR PUPILS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "corporal punishment and positive discipline on pupils of Eldoret town, Uasin Gishu district Kenya." You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

1. GENDER

Male ☐ Female ☐

2. Age 12 and below ☐ 13-15 ☐ 16 and above ☐

3. Class ()

4. What are the Causes of corporal punishment in Eldoret town, Uasin Gishu district Kenya?

.....

.....

.....

.....

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
4	3	2	1

Evaluate the following statements by indicating the number on the one you most agree with.

Psychological Effects of corporal punishment.

1. Corporal punishment leads to depression
2. Corporal punishment leads to drug abuse
3. Corporal punishment leads anxiety.
4. Corporal punishment leads to withdrawal.

Social consequences of corporal punishment

- 5 .corporal violence leads to violence
6. Children who are severely punished are more likely to enact violence in their peer relationships and their subsequent relationships as adolescents and adult

Physical effects of corporal punishment

7. Corporal punishment leads to injuries
8. Corporal punishment leads to severe bleeding.
9. Corporal punishment leads to death
10. Corporal punishment leads to unconsciousness

Corporal punishment leads and School Drop Out

11. Children drop out of school due to corporal punishment
12. Corporal punishment makes children hate the school environment.
13. Children who are beaten loose respect for teachers and education.

Corporal punishment on Classroom Discipline and Instruction

14. Corporal punishment leads to further indiscipline
15. Corporal punishment leads to lack of respect in class.