

**THE EFFECT OF CORPORAL PUNISHMENT ON PERFORMANCE  
IN SCHOOLS: A CASE STUDY OF RINGA ZONE, KASIPUL  
DIVISION, RACHUONYO SOUTH DISTRICT**

**BY**

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### DECLARATION

I, **Onyango Calleb Onyango**, declare that the content of this document is my original work and has never been presented or submitted to any university college or any instruction of learning for any award.

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Date: 26<sup>TH</sup> APRIL 2011

## APPROVAL

This piece of work has been under my supervision and now it is ready to be submitted to the internal examiners.

Signature: \_\_\_\_\_



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Date: \_\_\_\_\_

26/04/2011

## DEDICATION

I dedicate this piece of work to my wife Phoebe for her love, tender and financial support., my children Gravine, Byron and Breetly, my mother Esther for her moral and spiritual support and my sister Hellen my brothers Thomas and Richard.

## **ACKNOWLEDGMENTS**

First and foremost I would like to thank the almighty God for his unconditional love, care and protection that he has granted me all the way through. With God on my side, I have achieved wisdom, strength, power and faith in my endeavours.

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## **LIST OF ACRONYMS**

**JCP : Judicial Corporal Punishment**

## **ABSTRACT**

The study of this report is about the effect of corporal punishment on the schools' performance. It is directed by three objectives and these include: Forms of corporal punishment , other forms of punishments and impact of corporal Punishment on pupil's performance.

The study was descriptive where stratified sampling was used to select population. It employed a total sample of 50 respondents as indicated in chapter four. Data were analyzed and presented using statistical methods of data presentation where percentages were integrated into tables.

Among the forms discovered were parental/domestic, school and judicial corporal punishments. Other forms were found to be physical such as labor, kneeling, digging, slashing, toilet cleaning and public shaming. As a result some of them have decided to drop out of school, becoming adult aggressive, absenteeism, and some are subjected to physical abuse, psychological effect.

Among the recommendation include; conduct workshops, abolish corporal punishment, adopt classroom management techniques, develop in-session programs, review teachers' records, take appropriate and immediate disciplinary among others.

# **CHAPTER ONE**

## **Introduction**

### **1.0 Background to the Study**

According to Irwin Hyman and James Wise (1979), corporal punishment is defined as the use of physical force with the intention of causing a child to experience pain, but not necessary injury, for the purpose of correcting or controlling the child's behavior. There is no clear boundary between corporal punishment and child abuse. Many parents may think that corporal punishment is different from or no serious than child abuse. Unfortunately, this traumatic case proves that such belief is wrong. Corporal punishment is a form of child abuse and could result into injury or death. Corporal punishment could be fatal.

Corporal punishment is the deliberate infliction of pain intended to discipline or reform a wrongdoer or to change an undesirable attitude or behavior. The term usually refers to methodically striking the offender with an implement, whether in judicial, domestic, or educational settings.

Studies on the spanking of children have mostly used sample populations of children aged two and older. Eric P. Slade and Lawrence S. Wissow conducted the first study of its kind in the United States, following a group of 1,966 children younger than two years old to test the hypothesis that "spanking frequency before age two is positively associated with the probability of having significant behavior problems four years later" ("Spanking in Early Childhood and Later Behavior Problems: A Prospective Study of Infants and Young Toddlers," *Pediatrics*, vol. 113, no. 5, May 2004).

According to the Center for Effective Discipline, as of September 2004, thirteen countries prohibited corporal punishment by parents, caretakers, and teachers. In 1979 Sweden became the first country to ban all corporal punishment of children. The other twelve countries were: Finland (1983), Norway (1987), Austria (1989), Cyprus (1994), Denmark

(1997), Latvia (1998), Croatia (1999), Germany (2000), Israel (2000), Iceland (2003), Ukraine (2004), and Romania (2004). Since January 2003, Canada bans corporal punishment for children under two and over twelve years of age, as well as the use of any object, such as a paddle.

Academic performance refers to the ability of the child to excel in examination/tests after under going, a course or Study. An individual is valued according to the high academic performance. Any one who excels in academic is assured of a better job and excellent life. Child rearing is a very important issue in our society today. Child rearing refers to the way one brings up his or her child. The way the child is reared will determine what kind of a person he/she will be in future e.g. child whose basic needs are met will develop interest in learning and therefore excel in academic performance.

### **1.1 Statement Problem**

Many international human rights bodies have taken a strong stand against corporal punishment in the schools on the grounds that it may rise to the level of torture or cruel, inhuman, or degrading treatment or punishment; it violates a child's right to be free from violence; it debases the dignity and physical integrity of children; it interferes with the development of children's physical and mental health; and it infringes upon a child's right to education.

While corporal punishment is the most obvious violation of fundamental children's rights in Kenyan schools, it is not the only school practice that threatens the basic rights of children. In addition to inflicting corporal punishment upon children, teachers also give children a wide variety of other punishments, many of which, if sufficiently severe, would violate provisions of the Convention on the Rights of the Child and be cruel, inhuman, or degrading.

### **1.2 objectives of the study**

The research was guided by two sets of objectives.

### ***1.2.1 General Objective***

To find the Effects of corporal punishment on pupils' performance in schools

### ***1.2.2 Specific Objectives***

- i. Forms of corporal punishment
- ii. Other forms of punishments
- iii. Impact of corporal punishment on pupil's performance

### **1.3 Research Questions**

- i. What are the forms of corporal punishment?
- ii. What are the other forms of punishments?
- iii. What are the impacts of corporal Punishment on pupil's performance?

### **1.4 Scope of the Study**

The study is about the effects of banning corporal punishment on pupils' performance in schools. The research was conducted in Ringa zone, Kasipul division, Rachuonyo South District, taking Orinde, Ogera, Otel and Aponda primary school. The study was carried out between November 2010 and March 2011.

### **1.5 Significance of the study**

Be a guide to the government in establishing strategies for monitoring quality education in inclusive setting in public primary schools.

Make recommendation that would stimulate government effort to find solutions to problems facing inclusive education.

This study will serve as a reference guide among other divisions within the district in terms of provision of quality education in our inclusive education setting in primary schools.

The parents who are the key players in education will be well informed and be educated on the current issues related to discipline, child rights and their access to education.

Raise in issues that will require further research by other scholars of the curriculum implementation.

The study will help the researcher to fulfill the partial requirements for the award of Bachelor of Education Degree of Kampala International University

## **CHAPTER TWO**

### **Review of Related Literature**

#### **2.0 Introduction**

In most of Europe today, society tolerates and even approves some recurrent forms of violence against children, in particular those inflicted in the family setting. No religion, belief, economic situation or "educational" method can ever justify hitting, smacking, spanking, mutilating, abusing, humiliating, or any other practice that violates a child's dignity. It is internationally recognised in human rights law that children have a right to protection from all forms of violence, including corporal punishment in all settings (home, school, penal systems, alternative care).

Holdstock T.L. (1990), Abolishing corporal punishment of children calls for action at different levels. It requires comprehensive changes in legislation and new policy measures to ensure proper implementation and guidance for those working with children and families. It also requires comprehensive awareness raising to inform the public about children's human rights and to change attitudes and behaviours.

Regulations promulgated in 1972 under the Kenyan Education Act of 1968 govern the administration of corporal punishment in schools. The 1972 Education (School Discipline) Regulations state that corporal punishment may only be "inflicted in cases of continued or grave neglect of work, lying, bullying, gross insubordination, indecency, truancy or the like"; and that it may only be imposed by or in the presence of the school's headteacher or principal. Further, it "may be inflicted only after a full inquiry, and not in the presence of other pupils;" records must be kept of all cases of corporal punishment; and only a cane "or smooth light switch" to the buttocks or a strap "not less than 1 ½ inches in breadth" to the palm of the hand may be used. The regulations stipulate further that punishments "must not mistreat or humiliate the student," should "relate to the offense" and should be adapted "to fit the individual" child, and that teachers should "confer with parents and students where necessary."

## **2.1 Forms of corporal punishments**

### ***2.1.1 Parental or domestic***

Domestic corporal punishment (also referred to as corporal punishment in the home or parental corporal punishment) typically involves the corporal punishment of a child by a parent or guardian in the home. It may involve the spanking or slapping of a child with the parent's open hand, but may sometimes be with an implement such as a belt, slipper, cane or paddle.

### ***2.1.2 School corporal punishment***

School corporal punishment covers official punishments of school students for misbehaviour that involve striking the student a given number of times in a generally methodical and premeditated ceremony. The punishment is usually administered either across the buttocks<sup>[1]</sup> or on the hands,<sup>[2]</sup> with an implement specially kept for the purpose such as a rattan cane, wooden paddle, or leather strap. Less commonly, it could also include spanking or smacking the student in a deliberate manner on a specific part of the body with the open hand, especially at the elementary school level.

Advocates of school corporal punishment argue that it provides an immediate response to indiscipline and that the student is quickly back in the classroom learning, rather than being suspended from school. Opponents believe that other disciplinary methods are equally or more effective. Some regard it as tantamount to violence or abuse.

Lillian Demkow (1963, legal corporal punishment of school students for misbehaviour involves striking the student on the buttocks or the palm of the hand in a premeditated ceremony with an implement specially kept for the purpose such as a paddle, or with the open hand.

It is not to be confused with cases where a teacher lashes out on the spur of the moment, which is not "corporal punishment" but violence or brutality, and is illegal almost everywhere.



Corporal punishment used to be prevalent in schools in many parts of the world, but in recent decades it has been outlawed in nearly all of Europe, and in Japan, Canada, South Africa, New Zealand and other countries. It remains commonplace and lawful in many Asian and African countries. For details of individual countries see School corporal punishment.

Corporal punishment of male students has, in most cultures, generally been more prevalent and more severe than that of female students,<sup>[15]</sup> but this generally applies to other forms of punishment as well, and probably relates partly to long-standing perceptions that boys are simply less well behaved than girls on average, especially during adolescence. In Queensland, Australia, school corporal punishment of girls was banned in 1934 but for boys in private schools it is still legal as of 2009.<sup>[16]</sup> In Singapore, schoolboys are routinely caned for misbehaviour while the caning of girls at school is forbidden by law. In the U.S., statistics consistently show that about 80% of school paddlings are of boys.

### **2.1.3 Judicial Corporal Punishment**

Involving the official caning or whipping of convicted offenders (whether adult or juvenile) by order of a court of law, closely related is *prison corporal punishment*, ordered either directly by the prison authorities or by a visiting court, for serious breaches of prison discipline.

Judicial corporal punishment ("JCP") is the formal application of flogging, caning, birching, whipping, strapping or spanking as an official sentence by order of a court, as laid down for specified offences under the law of the country concerned. Once commonplace in many countries, it has now been abolished in nearly all the Western world, but remains a standard penalty in some Asian, African and Middle Eastern countries. These are mostly either former British colonies (now members of the Commonwealth) such as Malaysia, Singapore and Tanzania, or Muslim countries with a system of Islamic (Sharia) law.

## **2.2 Other Forms of Corporal Punishments**

These punishments include hard physical labor such as uprooting tree stumps, slashing long grass with a stick, and digging pits, physically exhausting punishments such as running for long distances, humiliating practices such as forcing children who misbehave to kneel in front of the classroom for lengthy periods, and requiring work that can be both demeaning and a health risk, like forcing children to clean pit latrines that are covered with urine and faeces, without providing protective gloves, cleaning materials, or running water.

These strenuous, humiliating and unsafe punishments should be distinguished from ordinary chores which students in some schools are called on to perform on a regular basis. A student's shared responsibility in the performance of light chores does not place him or her under the same physical or emotional strain, or health risks, as the punishments described below.

### ***Kneeling***

Many children and teachers told us that being forced to kneel in front of the class was a routine punishment for minor infractions (kneeling was often accompanied by caning, but also used on its own). Julia R. from Coast Province reported that "sometimes you must kneel in class for a full lesson as punishment." The headteacher at Khadija Primary School, Coast Province acknowledged that "teachers sometimes forget that a child has been kneeling for a long time, and the child will get bruises on the knees."

### ***Digging***

Digging was a commonly reported punishment, especially at rural primary schools, where many students reportedly being made to dig ditches or pits. In some cases, students reported that digging was, in their opinion, the worst punishment, and others considered it second only to caning. Eleanor F., a fifteen-year-old enrolled at a rural primary school in Coast Province, told us that digging the pit can take days, and a group of boys and girls at the school said that it was a counterproductive punishment, as it required them to miss class while digging the pit.

Aaron M., a fourteen-year-old studying at a primary school in Rift Valley Province, told us that he had been made to dig a pit three meters long as punishment. In some cases, the digging appeared to be purely punitive, not for any productive purpose, but in other cases, the digging served other functions. Students uprooted tree stumps to clear fields for planting or building, or were made to dig fields owned by the school or by individual teachers. At an impoverished rural school in Rift Valley Province, the students were punished by "laboring for an hour in the field [behind the school], digging and plowing;" fifteen-year-old Jacob W. complained that they were particularly upset with this punishment, because the corn grown in the field is consumed and sold solely by the teachers. Andrew K. from Nyanza Province told us that "sometimes for punishment you would work in the teachers' own shambas [fields]," and the work typically consisted of digging for several hours.

At some schools, only boys were punished by digging. A rural primary school headteacher told us that normally only boys are punished with digging, which he considered to be a particularly effective punishment, since students find it particularly degrading: "it looks to be kind of a job, a kind of slavery."

### ***Slashing***

"Slashing," which entails cutting grass or clearing fields by slashing with a long stick, was another form of manual labor commonly given as a punishment. Children generally did not perceive slashing to be as severe a punishment as digging; like digging, some students reported that slashing was predominantly given as a punishment for boys.

### ***Other Manual Labor***

Many other forms of manual labor were assigned to students as punishments. Students told us that they might be made to cut trees as a punishment, to uproot trees, to pull out weeds, "to work in the teacher's shamba," or to plough the school's fields. One student in Kisumu reported that he was made to do other forms of work for teachers: "I was told to bring firewood, or grass for thatching teachers' houses. If you don't have it, they would ask you to bring it again."

### ***Toilet Cleaning***

Many of the schools visited by Human Rights Watch used toilet cleaning and/or sewer system cleaning as a punishment, which was almost universally despised by the students. Many students told us that toilet cleaning was the worst form of punishment, some insisting that it was worse than caning. Twelve-year-old Sarah J. from Central Province said "I prefer being caned to washing the latrines. That is not good, I am thinking that you can be getting diseases from it." One schoolgirl enrolled at a suburban Central Province primary school told us that girls are made to wash the toilets more often than boys.

### ***Public Shaming***

At several schools, forms of public embarrassment and shaming were sometimes used as punishments. Seventeen-year-old Billy S. from Nyanza Province told us that in addition to handing out corporal punishment, teachers "call you out in the assembly so people will see you and know you and that you have done wrong. Sometimes they laugh at you." Other headteachers also described using this sort of punishment in a school parade; one of them called it "humiliation."

## **2.3 Impact of Corporal Punishment on Performance**

Educational experts argue that the long-term costs of corporal punishment outweigh any short-term benefit that might be gained by its application. Although the application of corporal punishment may take less than a minute, its effects may last for years, and the family, the local community, and society at large pay the price for teachers' actions.

Robert E. Larzelere (1996), *Beatings and other cruel, inhuman, or degrading treatments* affect both the physical well being and the psyche of those who are punished. It makes a lasting impression on the minds of all children who witness corporal punishment in the classroom, and may be a detriment to their relationships with teachers, parents, and other authority figures. This is a message that boys and girls internalize and carry with them throughout their lives.

William N. (1996), *Psychological Effects on Children: 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."

One manifestation of the repression of this anger described by experts includes bullying others. 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." Hitting children may send the message that hurting others is acceptable behavior.

Human Rights Watch (September 2009), Some Kenyan educators and children's right activists agree that the imposition of corporal punishment promotes bullying. Geoffrey W. Griffin, the head of the elite Starehe Boys Centre in Nairobi, told us that excessive corporal punishment leads to more violence: "It's fairly true, one thing leads to another; show me a school that has excessive corporal punishment and I'll show you a school that has bullying." Joyce Umbima, chairperson of the Kenya Alliance for the Advancement of the Rights of the Child, said that when children act out what takes place in school, the child "teacher" beats the "pupils." "I observe children playing games like teacher-student, and I wonder what their concept of teaching is," said Ms. Umbima. "They are socialized to think that [hitting] is what a teacher does."

Human Rights Watch (September 2009), Adult aggressiveness: the negative effects of corporal punishment reverberate throughout a society. "Such childhood anger is also thought to contribute to adult aggressiveness, authoritarianism, and lack of empathy, conditions in which repress danger is acted out at the expense of others. Not uncommonly these others are the adult's own children, thereby perpetuating an intergenerational cycle of childhood trauma and adult neurosis or psychosis."

Kenyan children we interviewed affirmed that they perceive corporal punishment as humiliating, painful, frightening, and anger-inspiring:

Harold D., who dropped out of a secondary school located in a Nyanza Province Kisumu city last year after refusing to accept corporal punishment, told us that "It is more bearable in the lower classes when you are still young and your heart is small. You can just go back to school and agree. You can bear it if it's not too much or too hard. It hurts and causes pain. But when you're older, like me, it does not help. You are already grown up and can understand things-there is no need to cane older students. It didn't make me do right. It just made me to hate the teacher, and the prefect, and feel angry and embarrassed-the other students laugh at you when you are being caned.

Human Rights Watch (September 2009), Fifteen-year-old Jennifer D. from Coast Province told world watch, "caning should be stopped, because most of the children do not like it; we are afraid of it, and it hurts."

A schoolboy at an urban secondary school in Central Province said that caning "contributed a lot to students becoming rebellious. That anger makes you rebellious, to want to revenge."

Children also told Human Rights Watch that in their view, the imposition of corporal punishment is frequently unjust. Seventeen-year-old Richard O. told world human watch that corporal punishment is "unreasonable," because "you are caned for many things that are very trivial." Ryan G. told us, "most of my punishments have been unfair, for I was beaten when I was not misbehaving. You are never given time to explain. You are just beaten."

Children unhappy about corporal punishment find themselves at odds with both teachers and parents, who insist that corporal punishment is for their own good, and necessary to maintain "proper discipline" in schools. Headteachers and teachers often believe strongly in the value of corporal punishment: "Without caning the school would not run smoothly," a rural primary school headteacher told us, and added that "to use other forms

of discipline would require more time, and time is not enough." A similar sentiment was voiced by a secondary school headteacher, who claimed that "Corporal punishment is very needed, as a deterrent. If we didn't have it, the students would shoot us!"

Human Rights Watch (September 2009), Some school officials readily endorsed the idea that fear is what makes corporal punishment effective. A Naivasha primary school teacher told us that "if children are not punished they won't fear the teacher and won't be serious about being in school. Discipline helps them learn." "Children don't like to come to school," John M. Mburu, deputy head master at Mirera Primary School, explained to Human Rights Watch. "You need to put fear into them to discipline them to learn. [Using alternatives to corporal punishment] would only make children happy, and they wouldn't learn from that."

Many children told us that their parents generally share such attitudes. A fifteen-year-old Standard Eight pupil at a rural primary school in Coast Province said that she and her classmates tell their parents when the teacher is being unfair, but that the parents will not do anything about it. "The parents will say just to persevere, that maybe you've made an error that you don't realize, and that the teacher is right," said one of her thirteen-year-old male classmates.

Children said that they have no re-dress if their parents do not investigate their grievances. "You can not complain," said a Standard Eight pupil at a suburban Central Province primary school. "You tell your mom and if she does not come, then there is nothing you can do. So, you keep quiet." Jonas K., a twelve-year-old studying at an economically-disadvantaged rural school in Central Province, agreed: "If I tell my parents, they say nothing, because they think it is okay. Even if I am badly hurt, they say, 'You must have needed the beating.'" Anita W. told us, "Your parents will not say anything [about corporal punishment], except that you should not have made the mistake."

Parents interviewed by Human Rights Watch generally supported the use of corporal punishment. One parent commented, "I appreciate the punishment they give to our children. A teacher who is feared by the pupils, they [the pupils] do better. ... they do want to do their homework." Another parent began by quoting the Bible, saying:

There is a verse which says spare the rod and spoil the child. We have given teachers the authority to discipline [our children] without fear. ... In 1963, in my primary school, I thought I shall try to find a means of getting back. I said I shall come back to beat them. That was boyish thinking. I am now able to see the results. I am grateful for what they did to me. Now I see it as their duty [to cane students].

If there was no cane, the children would not hear. It is like that with my wife. Sometimes I must box her a few times before she listens to me. ... When he is a boy, cane him and he will be a good man.

There was a clear divergence in attitudes of Kenyan children, teachers and parents toward corporal punishment. Kenyan children told us that they feel that corporal punishment is degrading, humiliating, and unfair. But most of the teachers and parents with whom we spoke are not sympathetic to their concerns.

Effect 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. 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 ... ."

Students told world human watch that the imposition of the cane or other cruel, inhuman, or degrading treatment does not help them focus on their studies. Ryan G. from Coast



Province told us, "If you tell your parents [that you have been caned], often they just say, 'It is good to be punished, and to be caned, for that is how you learn.' But I myself, I do not agree with this. Teachers do not need to cane to teach discipline. If you cane a child, he will talk to you like a child, he will continue to behave like a child. If you instead explain to him his misbehavior and then forgive him, then instead he will behave like a man." At another Coast Province school, Anthony C. said, "I think there's no need for teachers to punish the dull kids ... [caning] does not help them learn."

Several students told us that the most effective instructors are those who do not rely on the cane. A teacher "who doesn't cane is better understood [by the students]," said a sixteen-year-old male student at a rural primary school in Coast Province. A group of Standard Eight students at another Coast Province primary school told us that the "class without caning" is the one in which they learn the most.

Some students said that, regardless of how effective corporal punishment is, discipline would not suffer if it were not used. One secondary school student in a Nyanza Province city gave this analysis: "If it [caning] were banned, students would still be under control. I was absent without permission. I was not caned. I was made to sweep the classroom in the evening. Since then I have not been absent without permission. So caning is not necessary to control students." Another student at an urban secondary school, in Central Province, explained that caning cannot be necessary for good discipline, because "at Starehe Boys' Centre there is no punishment at all-but it has the best discipline."

**School Dropouts:** Many children told us that corporal punishment was a significant factor leading students to drop out of school, or in some case to transfer to another school. Fourteen-year-old Aaron M. reported, "Some run away from school because of the punishment." Benson B., fifteen, a student in a primary school in the Rift Valley Province, told us that being beaten is "better than being expelled. We're given a choice. To accept the punishment or leave the school, so we accept it."

Harold D. dropped out because he would not accept what he considered to be an unfair caning:

Human Rights Watch (September 2009), The deputy headteacher told report of human right watch I had disobeyed the school rules-that I was talking, but I was sure that I was not talking and was really concentrating. He called me to his office and told me I would be caned, but I refused. Then he chased me home to call my parents. Two days later I went with my mother to the headteacher's office. The deputy headteacher was also there. I tried to explain I had not been talking, just concentrating. The headteacher said if I don't agree to the punishment he'd chase me out of school. I refused again to be caned and then left the school. I've never been back.

While no primary school headteacher listed corporal punishment among the reasons that students at their school dropped out, one urban secondary school headteacher did: "There have been three cases this year where boys refused to be caned and left school. They must accept the punishment and agree. It's an offense to refuse to accept the punishment. If he refuses the punishment then he leaves the school on his own. He walks out on his own. We don't force them to leave."

Other Kenyan educators agreed with children's perceptions that excessive corporal punishment leads to some students ending their formal studies. Joyce Muli and Joyce Wekesa, teachers at Pandipieri Primary School told us that if teachers impose physical punishment "too much, the child can become immune, or will come to fear school and will drop out." Geoffrey W. Griffin, the head of the elite Starehe Boys Centre in Nairobi, said that most of the drop out problem in Kenyan schools generally is "due to teacher brutality."

Corporal Punishment Increases the Risk of Physical Abuse; Murray A. Straus (2001) presented a model called "path analysis" to illustrate how physical punishment could escalate to physical abuse Straus theorized that parents who have been physically disciplined as adolescents are more likely to believe that it is acceptable to use violence

to remedy a misbehavior. These parents tend to be depressed and to be involved in spousal violence. When a parent resorts to physical punishment and the child does not comply, the parent increases the severity of the punishment, eventually harming the child. Corporal punishment experienced in adolescence produces the same effect on males and females. Parents who were physically punished thirty or more times as adolescents (24%) were three times as likely as those who never received physical punishment (7%) to abuse their children physically. Straus noted, however, that his model also shows that three-quarters (76%) of parents who were hit many times (thirty or more) as adolescents did not, in turn, abuse their children.

There is a further argument -- that corporal punishment violates constitutional provisions against cruel punishment. I shall not attend to this argument here, but I do so in "The Child, the Rod and the Law" in *Acta Juridica*, (Kenwyn: Juta and Co., 1996).

## **CHAPTER THREE**

### **Methodology**

#### **3.1 Introduction**

This chapter presents the methods that used during this study. These included target population, sample size, methods of data collection, data editing and data analysis. It addresses the area of study, the population covered and the problems encountered

#### **3.2 Research Design**

This study used qualitative methods to investigate the different effects of corporal punishments on pupil's performance. It was basically gender focused where both sexes are to be studied in order to get a clear view on effects of corporal punishment on pupils' performance.

#### **3.3 Study Area and population of Study**

Rachuonyo South District is an administrative district in the Nyanza Province of Kenya. Its capital town is Kosele, formerly it was located in Oyugis. The district has a population of 307,126 (1999 census) and an area of 945 km<sup>2</sup>. The district has two constituencies: Kasipul Kabondo and Karachuonyo.

#### **3.4 Sample Frame work**

##### ***3.4.1 Sample Size***

From the proposed study a sample size of 50 respondents was interviewed.

##### ***3.4.2 Sample Technique***

A stratified sampling technique was used in order to increase the precision of estimates.

##### ***3.4.3 Sample procedure***

Adults and children were taken as strata. Stratified sampling is to arrange or divide (society) into a hierarchy of graded status levels.

### **3.5 Methods**

#### ***3.5.1 Instruments Used for Data Collection***

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on corporal punishment. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to these issues.

#### **Questionnaire**

The questionnaires were administered on some women, girls in the rural and urban areas of Ringa Zone, Kasipul Division, Rachuonyo South District, so that the researcher can compare and contrast data given on effects of corporal punishments in the two regions. Questionnaires were given to local government and local leaders.

#### ***3.5.2 Sources of data***

##### **Primary source of data**

This was got through the use of self administered questionnaires and interviews.

##### **Secondary data**

Text books and other related works of outstanding scholars whether Published, Magazines, Written data sources included published and unpublished documents, agency reports, newspaper articles, internet sources and so forth was referred to so as to give more light on issues of corporal punishments.

### **3.6 Data Analysis**

Data was analysed qualitatively and quantitatively. Different data sets were used in analyzing data collected, i.e. where necessary SPSS package was used. Bar graphs were used to give a clearer outlook about corporal punishments, and they were done in Microsoft Excel. Recommendations were made using the outcome of the result of the analysis.

### **3.7 Ethical Consideration**

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration and a procedure followed, and was in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

### **3.8 Limitations**

The research study faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints have limited the researcher from having a thorough research process for instance; undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump some as he had to find himself.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a through investigation because the research was conducted with academic urgency in the threeyears while also the research was required to attend to his academic work.

The unwillingness of the respondent's may also pose a problem to the research study,

However, the researcher tried his level best using various research skills and tactics to avoid the problems or at least to reduce their impact on the study.

### **3.9 Delimitations**

This research which was facilitated by the following favorable factors;

Since the researcher was a resident of the area, he had accommodation hence less expenditure.

The researcher being a resident was familiar to the people whom he obtained information.

The researcher did not find problems in transport because the infrastructure is good.

## CHAPTER FOUR

### Data Presentation, Analysis and Discussion of the Findings

#### 4.0 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analysed. The discussion is presented in accordance with research questions and objectives of the study

#### 4.1 Demographic Background of the Respondents

##### 4.1.1 Sex of the Respondents

**Table 1:** The sex of the respondents

Sex	Frequency	Percentage
Male	20	40
Female	30	60
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary data 2011

From the table female were more than Males as females 30 (60%) and male 20 (40%). The females were many since the area has more females than males.

##### 4.1.1 Age

**Table 2:** Age of the respondents

Age	Frequency	Percentage
10 - 19	25	50
20 - 29	11	22
30 - 39	8	16
40+	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary data 2011



From table 2 it can be established that most of the respondents were between 10 - 19 with 50% of the total respondents followed by between 20 - 29, 30 – 39 and 40+ with 22%, 16% and 12% respectively.

Those above 40 included headteachers of the sampled primary school. 20 – 29 were teachers and parents.

#### **4.1.3 Education Background of the respondent**

**Table 3:** The educational background

<b>Education Level</b>	<b>Frequency</b>	<b>Percentage</b>
Primary	35	70.00
Secondary	5	10.00
Tertiary	7	14.00
university	3	6.00
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary data 2011

From the table, most of the respondents were at primary level and they were 35 (70.00%) as at this level pupils are likely to be punished and that is why at this level the number is more as compared to the secondary level where students are mostly likely to be punished. At secondary level they were only 5 (10.00%), at tertiary they constituted 7(14%) of the total population. University level was 3 (6%) of the total sampled population. This was because most of the sampled teachers, head teachers and district officer were diploma holders and degree holders.

#### **4.2 Forms of Corporal Punishments**

**Table 4:** Forms of corporal punishments

<b>Forms</b>	<b>Frequency</b>	<b>Percentages</b>
Parental/Domestic punishment	35	70
School Corporal punishment	10	20
Judicial Corporal punishment	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary data 2011

From table 4, it is shown that most of the respondents were familiar with parental/domestic punishment with 70% followed by school corporal punishment and judicial; corporal punishment with 20% and 10% respectively.

School and parental or domestic corporal punishment respondents included parents and children/pupils. Respondents were not familiar with the judicial since it is for criminals not for pupils.

Through school corporal punishment and parental corporal punishments pupil's performance is affected where by sometimes it improves and sometimes it diminishes as children resort to not going to school since they fear to be punished. In most cases it leads to children becoming street kids/children since they fear to be punished at school and at home hence deteriorating standard of their academic performance.

#### 4.3 Others Forms of Corporal Punishment

**Table 5:** Others forms of corporal punishment

Other Forms	Frequency	Percentage
Hard Physical labor	11	22
Kneeling	9	18
Digging	15	30
Slashing	5	10
Toilet cleaning	6	12
Public shaming	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary data 2011

From table 5 it is shown that digging is the common other form of corporal punishment with 30% followed by hard physical labour, kneeling, toilet cleaning, slashing and public shaming with 22%, 18%, 12%, 10% and 8% respectively.

Toilet cleaning may not be taken as a corporal punishment but according to the pupils, it is a corporal punishment though it is minor, according to parents and teachers it is not a corporal punishment and schools should resort to it to replace the major corporal punishment although it leads to public shaming.

#### 4.4 impact of corporal punishment on pupils' performance

**Table 6:** Impact of corporal punishment

<b>Impact</b>	<b>Frequency</b>	<b>Percentage</b>
Absenteeism	9	18
Physical well being	6	12
Psychological effect	11	22
Adult aggressiveness	1	2
Discipline is affected	3	6
School drop out	20	40
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary data (2009)

Table 6 shows that corporal punishments lead to school drop out as this is represented by 40% followed by psychological effect, absenteeism, physical well being, discipline is affected and adult aggressiveness with 22%, 18%, 12%, 6% and 2% respectively.

Through the informal interview with the respondents, it was found out that psychological effect leads to poor performance of the pupils as they can not concentrate on their studies because they are some how mentally disturbed. School drop out is due to the fact that children fear to be severely punished at school. Absenteeism as one fears to be punished and embraced in front of the fellow pupils, through this performance is diminishing.

## **CHAPTER FIVE**

### **Summary of the Major Findings, Recommendations and Conclusions**

#### **5.1 Summary**

From the study female were more than Males as females 30 (60%) and male 20 (40%). The females were many since the area has more females than males and most of the respondents were between 10 - 19 with 50% of the total respondents followed by between 20 - 29, 30 – 39 and 40+ with 22%, 16% and 12% respectively who were at primary level and they were 35 (70.00%)

From the study it is shown that most of the respondents were familiar with parental/domestic punishment wit 70% followed by school corporal punishment and judicial; corporal punishment with 20% and 10% respectively.

From the study it was digging which is the common other form of corporal punishment with 30% followed by hard physical labour, kneeling, toilet cleaning, slashing and public shaming with 22%, 18%, 12%, 10% and 8% respectively.

It was found out that corporal punishments lead to school drop out as this is represented by 40% followed by psychological effect, absenteeism, physical well being, discipline is affected and adult aggressiveness with 22%, 18%, 12%, 6% and 2% respectively.

#### **5.2 Conclusions**

From the research findings, it's evident that there is an impact of corporal punishment on the pupils' performance. There is a multiplicity of forms of corporal punishment, however they differ.

Among the forms discovered were parental/domestic, school and judicial corporal punishments. Other forms were found to be hard physical, labor, kneeling, digging,

slashing, toilet cleaning and public shaming. As a result some of them have decided to drop out of school, becoming adult aggressive, absenteeism, and some are subjected to physical abuse, psychological effect.

There is need for further research about the effects of corporal punishment on performance in other areas outside Ringas zone, Rachuonyo South and on a large scale. This information will likely help the government to formulate policies aiming at reducing the corporal punishments in schools and homes.

Corporal punishment remains a widely used discipline technique in most African schools and families, but it has also been a subject of controversy within the child development and psychological communities.

### **5.3 Recommendations**

#### ***5.3.1 The Government of Kenya***

Amend the Education Act of 1968 and the Education (School Discipline) Regulations to abolish the use of corporal punishment in all Kenyan schools, public and private.

The Attorney General should introduce the long-awaited redrafted Children's Bill to parliament for debate and ratification. The bill should abolish corporal punishment of children in all institutions, including regular schools and correctional schools.

Ratify the African Charter on the Rights and Welfare of the Child, which Kenya has signed, and implement its provisions.

Support programs that educate parents, teachers, and society at large about the harm of corporal punishment and the existence of effective alternatives.

### ***5.3.2 The Ministry of Education***

Clarify its position on the use of corporal punishment. The Ministry of Education should adopt and disseminate widely a policy prohibiting the use of corporal punishment in schools.

Until new regulations are adopted, conduct awareness-raising campaigns regarding the existing regulations and the ministry's reported policy against the use of corporal punishment.

Sponsor workshops to train teachers on methods of disciplining students that are not physically abusive. Provide additional instruction to headteachers and deputy headteachers regarding the harms of corporal punishment and the alternatives to corporal punishment.

Until new regulations are adopted, educate parents and students about their rights under the existing regulations. Conduct special meetings at which these rights are explained to parents and pupils, and disseminate widely copies of the regulations.

Establish an independent complaints board charged with investigating individual complaints and press and other reports of corporal punishment. Create an ombudsperson to facilitate the lodging of such claims by parents and children.

Support the capacity of school guidance and counseling programs to learn about children's family situations, and to work with children's parents to resolve poor behavior or poor performance. Ensure that those conducting guidance and counseling programs for students receive professional training and oversight.

Establish a counseling program for teachers, staffed by professionally-trained persons, which is independent of and separate from the local school. This service should provide guidance and support to teachers at risk of inflicting their personal frustrations upon their pupils.

### ***5.3.3 Teachers' Service Commission:***

Investigate thoroughly every incident of corporal punishment reported in the Kenyan media and by parents and teachers. Publish the results of investigations, transcripts of disciplinary hearings, and statements of the penalties assessed.

Take appropriate and immediate disciplinary action against accused teachers found to have violated the regulations, including counseling, probation, suspension, and termination. Hold headteachers accountable for teachers' actions in their schools.

Require teachers to pledge that they will use only nonviolent means of disciplining students.

Review teachers' records for incidents of corporal punishment before appointment, assignment, promotion, and transfer.

### ***5.3.4 Teachers' Training Colleges:***

Increase instruction of future teachers on classroom management techniques, including lessons on the harms of corporal punishment and the alternatives to corporal punishment. Make instruction on alternatives to physical means of discipline a mandatory and significant part of the curriculum.

Develop in-session programs for experienced teachers to encourage them not to use physical punishments. Offer these workshops throughout the country. Appoint a faculty member to coordinate training and research efforts.

### ***5.3.5 The Headteachers, Deputy Headteachers, and Teachers:***

Refrain from disciplining students corporally.

Adopt classroom management techniques that do not rely on the use of physical punishment, such as positive reinforcement.

Educate and support other teachers to refrain from using physical discipline.

Do not prevent students who complain about corporal punishment from attending classes, and do not harass or threaten those students in other ways.

Report cases of corporal punishment to the Ministry of Education and the Teachers' Service Commission. Headteachers should include incidents of corporal punishment in the Annual Confidential Report that they must submit for each teacher in their school.

#### ***5.3.6 The Kenyan National Union of Teachers:***

Sponsor in-session workshops to train current teachers on non-physically abusive methods of disciplining students. Support the efforts of teachers' training colleges in developing alternatives to corporal punishment.

Create support centers for teachers to provide counseling regarding professional and personal matters.

#### ***5.3.7 The United Nations:***

The U.N. Committee on the Rights of the Child should continue to inquire into corporal punishment in schools and to make its best efforts to encourage Kenya and other countries to abolish corporal punishment in all contexts.

The U.N. Special Rapporteur on Torture should investigate corporal punishment of children in schools, to determine where school corporal punishment does constitute cruel, inhuman or degrading treatment.

The U.N. Special Rapporteur on the Right to Education should investigate the use of corporal punishment in schools and its impact on children and on the right to education.

U.N. agencies including UNICEF and UNESCO should fund and conduct workshops to train teachers in non-physically abusive methods of classroom management, should tie



contributions to attendance and participation in these workshops, and should support the creation and distribution of materials to instruct teachers in these methods. These agencies should also sponsor school-based human rights programs which teach students about their human rights, including the right to be free from cruel, inhuman, or degrading treatment or punishment and the rights enshrined in the Convention on the Rights of the Child.

#### ***5.3.8 To International Donor Community:***

Fund workshops to train Kenyan teachers in non-physically abusive methods of classroom management, tie contributions to attendance and participation in these workshops, and support the creation and distribution of materials to instruct teachers in these methods.

Sponsor school-based human rights programs in Kenya which teach students about their human rights, including the right to be free from cruel, inhuman, or degrading treatment or punishment and the rights enshrined in the Convention on the Rights of the Child.

Support programs that educate teachers, parents, and society at large about the harm of corporal punishment to children and the existence of effective alternatives.

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## APPENDICES

### APPENDIX A: WORK PLAN

<b>October</b>	<b>1<sup>st</sup> week</b>	<b>Development of proposal</b>
	<b>2<sup>nd</sup> week</b>	<b>approval</b>
	<b>3<sup>rd</sup> &amp; 4<sup>th</sup> week</b>	<b>Collection of data</b>
<b>November</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup> week</b>	<b>Presentation, analysis of data collected</b>
	<b>3<sup>rd</sup> &amp; 4<sup>th</sup> weeks</b>	<b>Submission</b>

## APPENDIX B: BUDGET

items	Costs in Kshs.
Stationary	1,000
Printing / binding	2,000
Facilitation /meals	3,000
Transport	7,000
Miscellaneous	3,000
<b>Total</b>	<b>13,000</b>

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.....  
**SECTION C: IMPACT OF CORPORAL PUNISHMENT ON PUPILS' PERFORMANCE**

6. Do you always punish pupils? (a) Yes (b) No

7. If yes then how do you do it?

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8. Are the pupils affected by being punished?

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9. How do the pupils react after being punished?

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10. What are the impacts of corporal punishment on pupils' performance?

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11. What are your recommendations to the different stakeholders on issues concerning corporal punishment?

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**THANK YOU FOR YOUR COOPERATION**