

**EFFECTS OF PUNISHMENT ON THE BEHAVIOR OF SECONDARY SCHOOL
STUDENTS IN KALOLENI ZONE COAST PROVINCE KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN
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DECLARATION


I, Henry Maitha Nyule do hereby declare that this work on the effects of punishment on behaviour of secondary school students in Kaloleni Zone, Coast Province Kenya is entirely my own original work, except where acknowledged, and that it has never been submitted before to any other university or institution of higher learning for any academic award.

Signed 

Date 15/Nov 2010

SUPERVISOR'S CERTIFICATION

This research report has been submitted to the faculty of education for examination with my approval as the candidates' university supervisor.

Signed.....

DR MAKANGA

SUPERVISOR

Date...15th November 2010.

DEDICATION

I wish to dedicate this research dissertation to my parents who tirelessly encourage me during the entire research period and whom I burnt the mid-night oil when drafting the research report. They were very instrumental to my success and deserve a pat on the back for the vital role they played to make this report a success.

This dedication also extends to my dear brothers and sisters who though very busy preparing for the Kenya National examination council, the Kenya certificates of secondary education examinations due in October 2010 encouraged and gave me company during the analysis of research data and compilation of the final report.

ACKNOWLEDGEMENT

I wish to acknowledge the contribution of various people whose combined effort in various ways and in different capacities, made it possible for me to carry out this research study and compile the final report.

I wish to sincerely thank DR Makanga for patiently taking me through my research work and guiding me appropriately.

I extend my gratitude to my lecturers at the faculty of education Kampala International University from whom I learnt various skills, which blended together to enable me design and carry out this research. I also extend my gratitude to Lucy Nkalubo and Edwig for having typed my work.

May God bless you all.

LIST OF ABBREVIATIONS

SA	-	Strongly Agree
A	-	Agree
U	-	Undecided
SD	-	Strongly Disagree
D	-	Disagree
DHT	-	Deputy Head Teacher
HT	-	Head Teacher

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ABSTRACT

The purpose of this study ^{was} ~~is~~ to investigate the effects of punishment on the behaviour of secondary school students with a view of making recommendations for behavior modification on students and teachers.

The study was undertaken in Kaloleni zone in coast province Kenya. Twelve (12) out of the fifteen (15) existing secondary schools in the zone were systematically sampled out. The classes sampled out were form I, II, III, IV

In the study, various factors under school and in between related causes on the consequences of punishment on student's behavior were viewed.

The data was collected, analyzed and recommendations made to the concerned.

Summarise the
outcome here.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

One of the greatest challenges facing school administrators and teachers in Kaloleni zone secondary schools today is that of maintaining discipline. There have been many reports on the media of students increasing indiscipline. According to the Kenya's leading daily news paper the daily student's indiscipline has been rising since 1996 to date.

The most obvious symptoms of disciplinary malaise in Kaloleni secondary schools have disrupted and broken down. Such cases are the so called strikes. There is always some form of conflict between students and teachers in schools whose origins fall under the labeling theory, resistance theory etc...

Despite the application of punishment in enforcing discipline in secondary schools in Kaloleni Zone, Indiscipline cases tend to be on the increase countrywide and others wonder whether its use has been ineffective. One wonders whether punishment does not bring with it negative consequences on the behavior of the students.

This situation is indeed pathetic and it's with this in mind that i intended to carry out a research.

1.1 Statement of the problem

This study was set forward to determine how punishment affects the behavior of secondary school students in selected secondary schools in Kaloleni zone in Kenya.

1.2 Purpose of the study

The purpose of the study was to investigate the extent to which punishments have been used as a method of enforcing discipline among secondary school students in Kaloleni Zone.

1.3 Objectives of the study

The objectives of the study are:

- i) To establish the extent to which punishment has been used in enforcing discipline among secondary school students.
- ii) To establish the attitudes of secondary school students towards punishment.
- iii) To find out the consequences of punishment on the behavior of secondary school students.

14. Research Questions

The study intended to answer the following questions

- i) To what extent has punishment been used in enforcing students discipline in Kaloleni zone secondary schools?
- ii) What are the attitudes of the students towards punishment in secondary schools?
- iii) What are the consequences of punishment on the behavior of the students?

1.5 Significance of the study

This study is significant in a number of ways

The study will assist school administrators and teachers in enforcing discipline.

The outcome of the study will guide school administrators and teachers in the use of punishment to enforce discipline among students. By informing them of the attitudes of students and the negative effects of punishment on student's behavior, the study will assist them to take precautionary measures when using punishment. In this light to adopt other forms of enforcing discipline.

Policy makers and the government will also benefit from this study. i.e the results will assist them when making policies directed at the behavior control of students in schools.

Students will also benefit ^{to} from this study. By pointing out the negative consequences of punishment on students' behavior. The school, administrator and teachers will definitely try to adopt more democratic forms of behavior control and thus the students will be liberated from the pandemic of punishment as a method of behavior control.

1.6 Limitations of the Study

The limitations of this study are:

- i) Time
- ii) Finance
- iii) Naturally due to the unpredictable nature of human beings some people may refuse to release information especially on a topic like this one.

1.7 Delimitation of the study

This study was carried in secondary schools in Kaloleni zone in which the Head teacher, Teachers and students were used as subjects.

1.8 Conceptual Framework

This study was aimed at bringing out knowledge on the consequences of punishment on students in secondary schools. Acquiring of this knowledge is expected to be utilized for the purpose of behavior modification by al students.

1.9 Theoretical Framework

The theory I have chosen for this study is PERSON CENTRED THEORY by Carl Rogers (1902-1987). I have chosen it because it values relationships and that people will be good for themselves and others. It also sees the other person as having self actualizing and self- fulfilling tendency which needs to be cultivated.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

In this chapter, review of the related literature on the topic is given under three sub-headings; the context to which punishment has been used in enforcing discipline, the attitudes of students towards punishment and the consequences of punishment on the behavior of students.

2.1 Extent to which punishment has been used

Nagawa (1998) Argues that “to punish is more than a right. It is a duty where it is imperative to punish.

A teacher may either punish or not but if his conscience and his convictions dictate that he must punish he has no right to refuse to do it.

Punishment is an educational measure, natural, straight forward and logically acceptable” this quotation summarizes the extent to which punishment is used in schools.

Punishment is of two categories, corporal punishment and non -corporal punishment. (Nagawa 1998)

Ewig (1986) argues that “the way teachers exercise authority in the school before there students could be either authoritarian when the teacher tries to turn her/his class into a sort of a military camp where there are orders and enforced obedience. *there*

Many male teachers are hostile to students and give them unbearable punishment. Education prepare, the right type of environment for the

individuals to allow him or her to grow physically, mentally and spiritual so that he develops harmoniously within himself and together with his or her fellow beings.

In a study carried by Aguti (1998) He found out that of the students interviewed, all had at one time or another been punished by their teacher for various reasons. Thus it appears that all teachers use one form of punishment or the other discipline children. It was concluded that the most common treatment for wrong doing is punishment.

According to AGUTU (1998). The most commonly used types of punishment included digging, suspension, kneeling down, insulting, running around the compound, canning and cleaning the compound. Also Agutu (1998) still argues that most students preferred non corporal types of punishment.

On the 19th of October 2003, voice of TORO Radio reported that two students of Kyenjojo integrated school were caught by police having sex in salano. The girl was discontinued and the senior four boy suspended until examination time.

The monitor July reports that Jamila Akadu a student of Nyai secondary school was beaten into a coma by her teacher for allegedly breaking a school race.

The monitor September 11, 2002 reported that fifty four (54) students of Kasoli High school in Tororo were expelled after burning the school.

According to OJIAMBO (1978) in a study of schools in Eastern Kenya found out that 24% of the teachers use corporal punishment 19% use manual labour and 7% use suspensions.

[According to] ONYANGO(1961) Asserts that if a child is left without immediate threat of punishment, the superficial good inculcated into it may disappear.

KRISBERG (1963) cautions that punishment is a necessary incident in the carrying out of the rules or laws put forth, for it would not be a law or rule if its violations were passively tolerated.

[Onyango (1961) argues that the usefulness of punishment as a tool for achieving effective discipline.] He insist that when punishments are used, the one being punished should know and understand why he or she is being punished and the one punishing should be free of anger and not use punishment as an emotional outlet.

2.2 Students attitudes towards punishment

According to AGUTU (1998) in the study carried out to investigate the attitudes of students towards punishment she found out the following;

Many of the children interviewed believe that it is the duty of the teachers to punish them when they do wrong. This means that punishment is not many, bad but are likely to respond positively and reform accordingly others however believe that punishment is not the right of teachers.

Regarding the type of punishment many of them preferred non- corporal punishment as opposed to corporal punishment they felt they were paying for some wrong done and hence repentance. Agutu (1998). Corporal punishment is disliked because of its diverse effects.

According to Agutu (1998) majority of the students have positive attitudes towards punishment this means that many students if punished will take it

with no ill will or feelings or remove. A few of them however have negative attitudes towards punishment and is punished are likely to develop feelings of hatred and revenge towards the person responsible for punishing them.

1985 on p. 34?
According to MASERUKA (1995) Corporal punishment arouses bitterness and resentment against a teacher especially if it is excessively severe. Students only see the punishment as unjust, hateful and mere display of hostility by the teachers.

KEESHAN (1998) is of the view that some students feel that punishment is just a means of making them humiliated ashamed and degraded both to the teacher and their fellow. — ?

Some students visualize the teachers administering the punishment as an aggressor who has declared war on them (Broom, SLEZWICK and DOVVUL 1981) that explains why some students will determine to retaliate against the punishing teachers.

According to RENATE and SABINE (1995) the concepts of punishment is based on "an eye for an eye" if demonstrates to the wrongdoer what he or she has done by doing something similar to him in turn. Thus the student is likely to view it as a retaliatory measure against him or her and may also plan counter measures against the concerned teachers.

2.3 Consequences of punishment on student's behavior

Punishment and improvement in behavior

OLUPOT (1995) with regard to teaching methodology ~~canning~~ is acknowledged as a teaching method. There is an English saying that "spare the rod and spoil the child" and proverb 13:24 has it that "He who spares the rod hates his son

but he who loses him is careful to discipline him". (New international Bible society 1984 482) some writers argue that African children can only learn by being beaten.

According to JONES (1997) says that in many countries like USA, United Kingdom and Canada banning corporal punishment has been met with deterioration in students' discipline. In such schools violence has become rampant and teachers have been reduced to mere figure heads. The cane is seen as key to discipline in the school.

NAGAWA (1998) argues that the complete prohibition of corporal punishment will intensify feelings of insecurity and thereby increase anxiety in many teachers.

ASARE (1966) says that the abolition of corporal punishment in schools has been given by many teachers as a caused of the low standards order and discipline in schools today.

^M The monitor news paper September 11, 2002 reports that schools heads in Kenya complained that the government has taken away their powers to discipline unruly students. Abolition of prohibitive punishments was reported as a cause of indiscipline's September 11, 2002.

JOHN KINBSTON (2001) insists that teachers need to be encouraged to sue corporal punishment as they once did to treat bad behavior. Harry (2001) holds a similar view when he asserts that teachers need to be able to use cane wherever they wish.

RODNEY (2001) maintains that indiscipline will disappear if the best is brought back.

According to NAGAWA (1998) punishment is a stimulus to good conduct and it promotes morality. It is used to enforce obedience. Renate and Sabin (1995) are of the view that punishment breaks the will of stubborn children. The two authors go ahead to argue subsequent rule breaking. It enforces conformity to the school regulations. Neglect to punish makes some students to think that lawlessness does not matter hence school regulation cease to be taken seriously at all.

According to Clifford (1981) punishment helps get rid of certain types of awkward, dangerous and destructive behavior from the offender.

NAGAWA (1998) says punishments are deterrents to bad actions.

2.3 Punishment and deterioration in behavior

According to NAGAWA (1998) punishment threatens symptoms but not the underlying causes of bad behavior punishment may prevent a pattern of behavior from becoming established but may not remove the motives of that behavior.

AGUTU (1980) seems to agree with NAGAWA when she says that punishment may not succeed in doing more than warn the individual against embarking on certain types of behavior and may perhaps even help some non-offenders to avoid committing crime it may not however help the offender show him the way out of his difficulties.

1973 or p 33?

BROOM (1981) is of the view that learning is supposed to be a rewarding and pleasant experience but in a school dominated by punishment, many students live in constant fear. The result is that the teacher-student relationship is

characterized by fear and says that such a relationship is a barrier to learning where the learners try to avoid punishment.

NAGAWA (1998) agrees with Broom when she asserts that when the relationship between the teacher and the student is characterized by fear, it hinders learning for children tend to withdraw from the person who punishes them.

AGUTU (1998) argues that when teachers enforce absolute authority they produce robots who only listen, take in and questions nothing.

Brooks (1961) holds a similar view when he maintains that punishment can make a child slavish, one who cannot think for himself. Punishments as a teaching method produces robots who only listen accept and do not question anything. Hence punishment forces a child to act without inner will.

OCHIENG OGIAMBO (1978) Has a similar view when he says that punishment as a route of learning produces people who can only accept but not question.

He thus advocates for interest and love on the part of children. He further argues that through punishment a teacher can only compel attention but not interest. With reference to punishment, Ojiambo notes that Frequent punishment be it academic or otherwise is bound t irreparably damage the teacher- pupil relationship. He further contends that the concern of school be the development of the total personality of an individual which includes values attitudes and interest.

NAGAWA (1998) says that Heavy use of punishment is like to be self- defeating leading continually creating even more severe forms of punishment students are likely to develop tolerance mechanisms against punishment and keep the teacher constantly on the defensive

MARK COLBORN (2001) say that beating children does nothing to address the reason why misbehave.

NAT Trigs (2001) believes that in the process the abused become the abuser while Simon (2001) is of the view that canning is little better than common assault.

The monitor 16th 2002 confirms Simon's view when it reports that Jamilah AKUDU a student of NGO secondary school was beaten into coma by her teacher for allegedly breaking a school rule.

NAGAWA (1998) argues that sever punishment to control students behavior can make the offender timid, a coward, dishonest and unreliable. He or she may acquire undesirable behavior like trying or cheating in order to avoid being punished. Hence punishment makes the child shy and deceitful.

CHAPTER THREE

METHODOLOGY

3.0 Research Design

Cross sectional research design was used because information was gathered from random samples of a target population.

3.1 Population and Sample size

This study was conducted among the schools in Kaloleni zone. This zone has ten (10) public and five (5) private secondary schools. A sample of students both male and female were interviewed.

3.2 Instrumentation

Both qualitative and quantitative data was collected. Written questionnaires were given to the following. The students and teachers. An interview was scheduled to interview the headmasters. The interview enabled respondent^s to give their unlimited views supported by immediate feelings facial expressions and gestures. English language was used for communication.

Data collection was done through focus group approach. Research data and information supplemented materials from textbooks; case studies and an in-depth review of the available literature on the topic were taken into account.

3.3 Reliability and validity of data

Before data is collected the researcher assessed the validity and reliability of the questionnaires. The type of validity to look for was content validity of the questionnaires. This was mainly concerned with whether or not the questionnaires contained a fair sample of items, adequate sample of items to measure the required characteristics in the study. The researcher therefore

tried out the questionnaires to a sample of the population and those found lacking were re- formulated.

3.4 Data Analysis

After coding the questionnaires data was analyzed to calculate percentages, frequency table and cross tabulations. Histograms were also drawn. This technique was appropriate because of the data being qualitative and technique was appropriate because of the data being qualitative and participants' response being from multiple choices most of the analysis was done manually.

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter covers the analysis of data, interpretation and presentation using the generated frequency table and cross tabulations from all the questionnaires, it analyses the extent to which punishment has been used. The attitudes of students towards punishment and the consequences of punishment on the behavior of secondary school student's they are presented under different sub leadings but all n line with the main objectives of the study.

4.1 Research Question one revisited

To what extent has punishment been used in Kaloleni zone secondary schools? From the questions asked to many people, views to the extent to which punishment has been used in school were given. The respondents were asked whether they had ever been punished by their teachers.

Table 1: Punishment by Teachers

	Yes	No	Total
Frequency	116	04	120%
Percentage	96.7	3.3	100%

From the information given in the table above, it was found that 96.7% of the students had at one time or another been punished for various reasons. However 3.3% of the students said that they had never been punished, of those who said they had never been punished 100% were from one which could explain why, simply because they had not even spent a year in the school by the time of the interview. 10% of the teachers interviewed said that they had at one time or the other punished students. Thus it appears that all teachers use

one form of punishment or the other whenever students do wrong, 70% of the students said that their teachers punish them sometimes 8.3% said that their teachers punish them always and 21.7% said that they punish them occasionally.

Students gave the following responses on the assertion "students cannot be corrected by any other thing apart from punishment."

Table 2: Response on correction by punishment only

	SA	A	U	SD	D	TOTAL
FREQUENCY	20	20	10	48	22	120
PERCENTAGES	16.7	16.7	8.3	40	18.3	100%

As can be seen in the table above 58.3% of the students disagreed that correcting students can only be by punishment. On the other hand 33.4% of them agreed that only punishment could be used as a corrective measure. This means that other form of correcting behavior are also used apart from punishment. 100% of the teachers interviewed said that they sometimes use other methods of correcting student's behavior other than punishment.

According to them, the methods used include, counseling, studying the student and warning also 100% of the teachers agreed that teachers need to understand the needs of the youth rather than punishment. These views suggest that other forms of punishment are used to correct students behavior by teachers. 67.7% of the teachers interviewed were of the view that to punish students is more than a right and a duty. 16.7% disagreed while 16.7% were undecided. This shows that to a large extent, teachers use punishment to correct students behavior.

The researcher analyzed the discipline committee minutes book with a view to establishing the approaches to student's indiscipline. The following approaches were found recorded in the minute's book, counseling, warning, hard labor, suspension and expulsion. The number of cases of each of the approaches used per year since 1998 were counted and recorded in a table.

The approaches were categorized into two where counseling and warning were categorized under non- punishment methods while had labor suspension and expulsion were categorized under punishment. The number of cases in each method were counted per year since 1998, percentages calculated and recorded in a table as shown below.

Table 3. Extent to which punishment has been used

	Non Punishment		Punishment	
	Method			
Year	Cases	Percentages	Cases	Percent
1998	15	23.4%	49	76.6%
1999	16	39.0%	25	61.0%
2000	17	32.0%	36	68.0%
2001	21	35.0%	39	65.0%
2002	25	29.0%	61	71.0%
2003	20	34.5%	38	65.5%

The results showed that in 1998, 76.6% of the methods used by the discipline committee were punishment methods. In 1999 61.0% 2000 68%, 2001 65%, 2002 71% and 2003 65.5% of the methods used were punishment methods. It is clear from the above that the school uses non- punishment methods rarely as shown by the small percentages above thus to a large extent punishment is used in correcting students behavior although other methods are sometimes used.

4.2 Reasons for being punished

After admitting that their teachers had ever punished them the respondents (students) gave the various reasons for being punished the reasons are shown in the table below.

Table 4. Reasons for being punished

Reason	Percent no =120
Late coming	60
Laziness	18.3
Absenteeism	8.0
Making noise	8.0
Fighting	13.3
Using abusive language	8.0
Stealing	5.0
Disobedience	6.7
Poor performance in class	6.7
Dozing in class	6.7
Stubbiness	8.0

Percentages fro exceed 100 because some respondents gave more than one answer.

It can be seen from the above table that students are punished by their teachers for various reasons.

The sot common offences inducing punishments were late coming to school and this accounted for about 60%. This may be so because, students have to travel long distance, this coupled with going to bed late in the night after watching football makes them arrive late. This was followed by laziness which

accounted for 18.3% which could mean that students are not motivated to study.

Fighting was third with 13.3% the students in rural setting are not yet citizen and resort to fighting to solve their problems. It seems that teachers punish children when they do wrong. It can be concluded that the common treatment for wrong doing is punishment.

1000% of the teachers interviewed gave late coming as the most common offence the following by fighting 83.3% and dodging classes 83.3% these views agree with those of students dodging classes is a form of laziness.

Types of punishment

In schools teachers use different types of punishments. In this study the respondents were asked to state what type of punishment teachers use in their schools. The students mentioned the following types of punishments.

Punishment	percentage no- 120
Digging	4.2
Slashing	48.2
Suspension	38
Canning (beating)	10
Cleaning the compound	22
Insulting	0.1
Running round the compound	0.2
Kneeling down	0.2

Percentages for exceed 100 because some respondents gave more than one answer.

The table shows teachers mainly use slashing 48.3%, second is suspension 38% and third cleaning the compound some respondents mentioned canning 10% of them. However, the teachers mentioned using hard labor and none mentioned caning as a form of punishment this could have been influenced by the accent to it. In an interview with the head teacher of the school the researcher gathered that light- hard labor is used suspensions and controlled canning. The reasons for canning were that some students do not respond to other forms of punishment and that it is time saving. This was used rarely and sparingly.

From the documentary analysis in the records of the discipline committee, it was found out that hard labor, suspensions and expulsions are used by the school. The most commonly used according to the records was hard labor and suspension. No canning was recorded by the discipline committee. The head teacher added that counseling is sometimes used as a method of instilling discipline. The teachers interviewed also mentioned counseling as another method.

According to the head teacher of the school non- corporal punishment is preferred to corporal punishment. The reasons given were that it is more acceptable by both the students and society that is to say is more humane.

The students gave the following responses to the question of the two types of punishment, corporal and non-corporal, which do you prefer? (a) corporal (b) non-corporal.

Table 5. Preference to types of punishment

	A	B	TOTAL
Frequency	28	92	120
Percentages	23.3	76.7	100%

As can be seen above, 76.7% of the students preferred non- corporal punishment and 23.3% prefer corporal punishment. This may be because corporal punishments lasts for a short time as compared to non-corporal, which lasts along time. This may thus explain why some students prefer it to non-corporal. The majority prefer non-corporal from of punishment. However 100% of the teachers preferred non- corporal punishment.

4.3 Research question two revisited

What is the attitude of students towards punishment?

In order to find out the attitude of students towards punishment, a number of questions were put to them.

Punishments are a bad thing. The responses to the above statement were as follows.

Responses to punishment as a bad thing

	SA	A	U	SD	D	TOTAL
Frequency	06	06	10	58	40	120
Percentages	5.0	5.0	8.3	48.3	33.3	100%

As it can be seen from the table above, 48.3% strongly disagreed while 33.3% disagreed. Thus 81.6% disagreed that punishment is a bad thing. This implies that a vast majority of the respondents if punished will take punishment wholeheartedly with no ill will or fillings of remorse.

The minority 10% who had a negative attitude towards punishment if punished are likely to develop feelings of hatred and revenge towards the person responsible for punishing them. Nevertheless, As shown in the respondents 81.6% had a positive attitude towards punishment hence saying that punishment is a good thing.

Of the students who had a negative attitude towards punishment 87.3% were in form one and two, only 12.7% of them were in form three and four. This suggests that students in the lower classes do not yet understand the purpose of punishment while those in upper classes who are mature understand and 86.7% of the students said no to the statement. I hate teachers who punish students" only 13.3% said yes to the statement. This further shows that students have a positive attitude towards punishment and small percentages have negative attitude.

During the course of the interview a statement was posed to them as to whether teachers have a right to punish them.

Table 6. Response to, teachers have no right to punish students.

	SA	A	U	SD	D	TOTALS
Frequency	14	06	10	58	32	120
Percentage	11.7	5.0	8.3	48.3	26.7	100%

It is clear from the table above that the vast majority of respondents 75% believe that it is the duty of the teachers to punish students when they do wrong. This shows that the majority of students 75% are not likely to view punishment as merely bad but are likely to respond positively and reform accordingly. However there are a few 16.7% who felt that teachers have no right to punish them. The idea of the right teachers to punish students was examined against the level of education of the respondents that is to say junior level, form one (1) and two(2) and senior level, form three and four.

80% of the respondents in the senior level form three and four, felt that teachers have a right to punish them while those in the junior level, form 1 and 2 73.3% of them felt that it was the duty of the teachers to punish them. Thus once again the more mature students were the more positive were towards punishment than their counter parts in the lower classes.

Teachers are wrong to punish students when they do wrong. To the above assertion 86.7% of the students disagreed while 11.7% agreed. This shows that the majority of students believe that teachers are right to punish students for wrong doing and are therefore positive towards punishment. However 11.7% believe that teachers are wrong to punish them for wrongdoing. This percentage contributes to that number of students who constantly give trouble to teachers in school in handling discipline.

However 66.7% of the teachers think those students take punishment as a bad thing in contrast to 81.6% of the students who take it as a good thing. This may be that the teachers are biased against their students and do not understand them. OR it may be that they are focused mainly on the few 10% who take it as a bad thing and use this minority to conclude that students take punishment as a bad thing. However, all the teachers agree (100% of them) that students believe that teachers have right to punish them.

4.4 Restoration of corporal punishment

Some people have suggested that corporal punishment should be restored in schools in Kenya. Respondents were asked whether they agreed or disagreed with the idea and to what extent the response are shown in the table below.

Table 7. Students' responses to restoration of corporal punishment

	SA	A	U	SD	D	TOTAL
Frequency	14	28	08	48	22	120
Percentage	11.7	23.3	6.7	40	18.3	100%

The table above clearly shows that 40% of the students strongly disagree while 18.3% just disagree. Thus 58.3% of them dis-agreed that corporal punishment be restored 35% of the students agreed to the restoration of corporal

punishment in Kenyan schools. Different students held different views. The students support punishment generally. Thus it was the type of punishment on which differences arose.

4.5 Research question three revisited

What are the consequences of punishment on students' behavior?

The consequences of punishment on students behavior has been divided into two "a" and "b" under "a" we look at punishment and improvement in behaviors and under "b" punishment and deterioration in behavior.

4.6 Punishment and improvement in behavior

According to the head teacher of the school, the purpose of punishment is to improve in the behavior of students. According to him punishment deters bad behavior of the culprit and of the other offenders to be. Bad behavior is treated by punishment. According to him, punishment teachers' good conduct and good conduct leads to improvement in academic standards.

According to the students interviewed punishment prevents bad behavior. The students gave the following responses to the assertion, punishment must be used to prevent bad behavior".

Table 8. Responses on use of punishment to prevent bad behavior

	SA	A	U	SD	D	TOTAL
Frequency	44	42	02	22	10	120
Percentage	36.7	35	1.7	17.3	8.3	100%

As can be seen in the table above, 36.7% agree strongly and 35% agree to the assertion that punishment prevents bad behavior. Thus 71.7% of the students were in agreement to the assertion 26.6% of them disagreed to the assertion.

This indicates that punishment prevents bad behavior according to the majority of the respondents but also a minority 26.6% were of the view that punishment should not be used to prevent bad behavior.

83.3% of the teachers agreed that bad action can be deterred by punishment and only 16% strongly disagree. This suggests that punishment leads to improvement in behavior not only on individuals concerned but also on the entire students' body. Teachers gave the following responses to the assertion; abolition of corporal punishment has reduced the authority of teachers in school"

Table 9. Responses

	SA	A	U	SD	D	TOTAL
Frequency	1	3			2	6
Percentage	16.7	50			33.3	100%

The above responses clearly show that generally 66.7% of the respondents agree that abolition of corporal punishment has reduced the authority of teachers in school while 33.3% disagreed. This means that according to the teacher absence of corporal punishment leads to lack of authority on the part of teachers .This then may explain why cases of indiscipline are on the increase in schools in Kenya. Hence punishment improves students' behavior.

However, while the teachers agreed that corporal punishment has reduced the authority of teachers the same teachers gave the following responses to the assertion, corporal punishment should be restored in schools.

Table 10. Teachers response to restoration of corporal punishment

	Yes	No	Total
Frequency	1	5	6
Percentage	16.6	83.4	100%

Thus 83.4% of the teachers answered “no” to the restoration of corporal punishment and a mere 16.6% answered “Yes”. The same teachers who said that absence of corporal punishment lead to lack of their authority are the same people who rejected the restoration of corporal punishment. This could be because of the law behind corporal punishment. While the teachers sincerely support the restoration and use of corporal punishment inwardly, they are very cautious to state it due to fear of victimization.

Of the 10 students interviewed 56.6% agreed African children can learn by being punished the responses are given in the table below

Table 11. Responses on Africa children learning by being punished

	SA	A	U	SD	D	TOTAL
Frequency	34	34		22	30	120
Percentage	28.3	28.3		18.7	25	100%

From the information given in the table above 56.6% of the students were in agreement that Africa children could learn by being punished. Another 43.7% were in disagreement. This percentage includes those who are against punishment as a method of correcting behavior.

On the same issue the number of teachers interviewed, 33.3% agreed strongly that African children can learn by being punished and 66.7% agreed to the same statement. Thus 100% of the teachers agreed that punishment can teach students. Hence according to the teachers punishment can be a method which

teaches good behavior. Therefore punishment can lead to improvement in behavior.

4.7 Punishment and deterioration in behavior

The students gave the following responses to the assertion “the use of punishment in schools creates fear among students and does not promote good learning”

Table 12 Responses

	SA	A	U	SD	D	TOTAL
Frequency	34	34	08	20	20	120
Percentage	28.3	28.3	6.7	16.7	17	100%

According to the responses given above, 56.6% of the students agreed that the use of punishment create fear and does not promote good learning. This then leads to deterioration in behavior instead of creating a peaceful atmosphere for learning which is the object of education, punishment does the opposite.

Heavy punishment can cause the learner to hate the school and dropout. To the above assertion, students gave their responses as hereunder.

Table 13. Responses

	SA	A	U	SD	D	TOTAL
Frequency	56	30	04	24	06	120
Percentage	47.7	25.0	3.3	20	5.0	100%

Thus 72.7% of the students agreed generally that heavy punishment can cause drop outs 25% generally disagree. The majority 72.7% were of the view that punishment can cause dropout and is therefore counter productive instead of leading to reform students harden of fear and leave school.

33.5% of the teachers' interviewed agreed strongly and 50% agree that punishment can create robots rather than thinkers. Hence 83.5% agreed to the assertion. It is clear then that the majority of the teachers were of the view that, the use of punishment can kill initiative and critical thinking to produce people who merely respond for fear of being punished.

To the assertion, corporal punishment can teach students' violence rather than peace the teachers interviewed gave the following responses.

Table 14. Response on corporal punishment teaching violence

	SA	A	U	SD	D	TOTAL
Frequency		3			3	6
Percentage		50			50	100%

As can be seen from the table above 50% of the teachers agreed that corporal punishment can teach violence rather than peace while that some teachers believe that corporal punishment can degenerate into teaching negative tendencies such as violence while another group of them believe that it teaches good conduct. Thus according to the responses, corporal punishment leads to both improvement and deterioration in behavior.

83.4% of the teachers interviewed disagreed with the assertion that in a school dominated by punishment, students live happily” 16.6% strongly disagreed. Hence 100% of them generally dis-agreed this suggestion that the teachers were of the view that a school atmosphere dominated by punishment is a poor climate for learning since the students live in constant fear and therefore unhappy good learning cannot take place

Teachers need to resort to the system of getting to know the needs of the youth rather than punishment. To the above assertion the teachers gave the following responses.

Table 15. Responses

	SA	A	U	SD	D	TOTAL
Frequency		6				6
Percentage		100				100%

From the above table, 100% of the teachers interviewed agreed that some other form or method of correcting behavior need to be used by the teachers rather than punishment. Thus teacher were aware of the negative consequences of punishment and suggested the use of other human methods of treating bad behavior.

The following statement was put before the students when a teacher punishes me, I feel like hitting back (a) yes (b) No

Table 17. Responses on hitting back at a punishing teacher

	Yes	No	Total
Frequency	48	72	120
Percentage	40%	60%	100%

From the table above, 60% of the students answered not to the idea of hitting back at a punishing teacher while 40% answered yes. This shows that a bare majority 60% of the students feel they should not hit back. Hence some students are likely to retaliate when punishment is meted out on them. They develop ideas of revenge against teachers who punish them and hence this means that punishment can lead to deterioration in behavior. The other 60% includes those students who take punishment as a good thing intended for those students who take punishment as a good thing intended for the good of the students.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The findings of this study suggest that punishment has been used in schools as a tool for instilling discipline among students, students' attitude towards it is bidimensional and so are its consequences.

5.1 Discussion on research question one

To what extent has punishment been used in correcting students' behavior in Kaloleni zone secondary schools?

The findings show that two methods are used in correcting student's behavior, the non punishment has been used by their teachers 96.5% of the student consented and 100% of the teacher consented to the same question.

Both students and teachers believe that it is a teachers right and duty to punish in order to instill good discipline into students, the other methods used are non- punishment which include counseling and warning. These methods are used to a lesser extent. The students interviewed said that punishment is not the only method used implying that other methods are used. The headmaster of the school said that these methods are more humane than punishment methods and are less likely to call for feelings hated on the part of the student for his teacher.

The findings also show that two types of punishment are used. The non-corporal types are more popular to both students and teachers although corporal punishment is seldom used. The reasons why students are punished are many but late coming and laziness ranked high. The types of punishment

for wrongdoing were also many but had labor and suspension ranked high. Expulsions were also used.

5.2 Discussion on research question two

The results of the study shows that the attitude of the students towards punishment is both positive and negative. However the majority of the students has a positive attitude towards punishment and are therefore likely to take punishment whole- heartedly with no feeling of remorse or hatred. A small percentage of students especially in the lower classes had a negative attitude towards punishment. This is the group of students who are likely to harbor retaliatory feelings for the punishing teachers. Thus generally, the students believe that punishment is a good thing done for their own good without capricious intentions on the part of the teachers.

5.3 Discussion on Research Question three

The results also show that punishment can lead to deterioration in students behavioral punishment deters students' bad behavior. However, the result also show that punishment can lead to deteriorations student behavior punishment creates fear among students, does not promote good learning. It can cause learners to hate the school and dropout. It can create robots rather than critical thinkers and it can teach violence rather than peace. Thus punishment can sometimes be counter productive; it can lead to deterioration in behavior.

5.4 Conclusion

This study has examined the extent to which punishment has been used, the attitude of students towards punishment and the consequences of punishment on the behavior of students in Kaloleni zone secondary schools.

The findings show that two methods are used in instilling discipline among students that is the non-punishment and the punishment.

5.5 Recommendations

Therefore I strongly recommend the following based on my research and findings.

The teachers to take precaution measures when using punishment and in this light to adopt other forms of enforcing discipline.

Education policy makers and government should come up with laws that will discourage excessive use of punishment.

Teachers and administrators should adopt more democratic forms of behavior control and this student will be liberating from the pandemic of punishment as a method of behavior control.

Teachers can do a lot to create parents and community awareness of the need for moral behavior development of their children. This may take the form of counseling discuss etc...

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APPENDIX A:
STUDENTS QUESTIONS

You are required to answer the following questions as honestly as possible.

Please tick in appropriate sections

1. Sex

i) Male ☐

ii) Female ☐

2. Age

i) 15-16 ☐

ii) 17-18 ☐

iii) 19+ ☐

3. What is your name?.....

School name.....

PART II

EXTENT TO WHAT PUNISHMENT HAS BEEN USED

4. a) Have you ever been punished by your teacher?

i) Yes ☐

ii) No ☐

b) Please state the reason why you are punished

.....
.....

c) Please state the type of punishment your teachers use at your school

.....
.....

d) Of the two types of punishment, corporal and non-corporal punishment
which one do you prefer ?

i) Corporal ☐ ii) Non-corporal ☐

e) Can students be corrected by any other form apart from punishment?

i) Yes ☐ ii) No ☐

PART III

WHAT IS THE ATTITUDE OF STUDENTS TOWARDS PUNISHMENT

5. Is punishment a good thing?

i) Agree ☐ ii) Disagree ☐ iii) Strongly disagree ☐ iv) Strongly agree ☐

6. Should corporal punishment be restored?

i) Agree ☐ ii) Strongly agree ☐ iii) Strongly disagree ☐ iv) Disagree ☐

7. Do you agree that African children learn by being punished?

i) Agree ☐ ii) Disagree ☐ iii) Strongly disagree ☐ iv) Strongly agree ☐

PART IV

WHAT ARE THE CONSEQUENCES OF PUNISHMENT ON STUDENTS BEHAVIOUR

8. Must punishment be used to prevent bad behavior?

i) Strongly disagree ☐ ii) Strongly agree ☐
iii) Disagree ☐ iv) Agree ☐

9. Do you feel like hitting back when a teacher punishes you ?

i) Yes ☐ ii) No ☐

APPENDIX B
TEACHERS' QUESTIONNAIRE

1. Sex

i) Male ☐ ii) Female ☐

Your designation assistant teacher ☐ Counselor ☐

Senior teacher DHT ☐ HT ☐

Any other specify.....

2. Is it right to punish students?

i) Yes ☐ ii) No ☐

3. Has abolition of corporal punishment reduced authority of teachers in school

i) Strongly disagree ☐ ii) Strongly agree ☐

iii) Disagree ☐ iv) Agree ☐

4. Should corporal punishment be restored?

i) Yes ☐ ii) No ☐

5. Can corporal punishment teach student violence rather than peace?

i) Strongly disagree ☐ ii) Strongly agree ☐

iii) Disagree ☐ iv) Agree ☐