

**EFFECTS OF CORPORAL PUNISHMENT ON ACADEMIC PERFORMANCE
OF PRIMARY PUPILS IN SACHO DIVISION, BARINGO
CENTRAL DISTRICT-KENYA**

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UNIVERSITY**

DEC, 2010

DECLARATION:

I , do hereby declare that this research project is my original work and has never been submitted to any academic award. Where the works of others have been cited acknowledgment has been made.

Signature.....

KANDIE CHELELGO SOLOMON

Date.....

APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Education at Kampala International University.

OCHIENG MOSES

Supervisor

Signature.....



Date.....

16/12/2010

DEDICATION

I wish to dedicate this research to my beloved wife Elieza Argut, my children, my mother Mrs. Kobilu Kandie and all my sisters who directly or indirectly created an enabling environment around me to accomplish the task of this research to come up with this report.

ACKNOWLEDGEMENTS

I wish to thank the almighty God for his wonderful plans for me. His mighty hand has been on my side, supporting and encouraging me. I am specifically thankful for the gift of knowledge and wisdom used to accomplish this research. I will praise Him always.

I extend my gratitude to my supervisor Ochieng Moses for his advice and wise counsels and encouragements that were of value from the commencement of this project. However, special thanks go to my lecturers who taught me.

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TABLE OF CONTENT

DECLARATION	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	Error! Bookmark not defined.
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
ABBREVIATIONS	ix
DEFINATION OF TERMS	x
ABSTRACT	xi

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study.....	Error! Bookmark not defined.
1.2 Statement of the Problem.....	4
1.3 Objective of the Study	5
1.3.1 General Objective	6
1.3.2 Specific Objective.....	6
1.4 Research questions.....	6
1.5 Significance of the study	6
1.6 Scope of the study.....	6
1.7 Limitations of the study	7
1.8 Delimitations	8

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.....	9
2.1 Effects of Corporal Punishment.....	12

2.2 Pupils' attitude towards Corporal Punishment	14
2.3 Alternatives	15
CHAPTER THREE	ERROR! BOOKMARK NOT DEFINED.8
RESEARCH METHODOLOGY	ERROR! BOOKMARK NOT DEFINED.8
3.0 INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.8
3.1 Research design	Error! Bookmark not defined.8
3.2 Location of the of study	Error! Bookmark not defined.8
3.3 Target population.....	Error! Bookmark not defined.8
3.4 Sampling size and Technique	18
3.5 Research instruments	Error! Bookmark not defined.9
3.5.1 Questionnaire.....	19
3.5.2 Interviews	19
3.6 Research procedure.....	Error! Bookmark not defined.9
3.6 Data analysis	20
CHAPTER FOUR.....	21
4.0 Introduction	21
4.1 Data Description.....	21
4.1.1 Description of Response by Gender	21
4.1.2 Description of Data according to the Nature of school	22
4.2 The Available Forms of Corporal Punishment in schools	22
4.3 The Effects of Corporal Punishment on Academic Performance.....	23
4.3.1 Head Teachers' Response of Corporal Punishment on Academic Performance.....	23
4.3.2 Teachers' Response of Corporal Punishment on Academic Performance.....	24
4.3.3 Pupils Response of Corporal Punishment on Academic Performance	24
4.4 The Alternative Forms of Punishment.....	25
CHAPTER FIVE	ERROR! BOOKMARK NOT DEFINED.7
SUMMARY, CONCLUSION AND RECOMMENDATIONS	ERROR!
BOOKMARK NOT DEFINED.7	
5.0. Introduction.....	ERROR! BOOKMARK NOT DEFINED.7
5.1. Summary of major findings	ERROR! BOOKMARK NOT DEFINED.7

5.2. Conclusions.....	ERROR! BOOKMARK NOT DEFINED.	7
5.3. Recommendations.....	ERROR! BOOKMARK NOT DEFINED.	8
5.4 Areas for further research	ERROR! BOOKMARK NOT DEFINED.	9
REFERENCES		30
APPENDICES.....		
QUESTINNAIRE		31

LIST OF TABLES

Table 4.1 Response Rate	21
Table 4.2 Description of Respondents by gender	22
Table 4.3 Description of Data by nature of school	22
Table 4.4 Types of Corporal Punishment in schools	23
Table 4.5 Corporal Punishment and Academic Performance of pupils	23
Table 4.6 Teachers response about the use of CP on Academic Performance.....	24
Table 4.7 Learners response on CP and Academic Performance.....	25
Table 4.8 Pupils, Teachers and Head Teachers on Alternative forms of punishment on Academic Performance.....	25

ABBREVIATIONS

- (a) ANPPCAN – African Network for the Prevention and Protection against Child Abuse and Neglect.
- (b) E.g. – for example
- (c) HRW – Human Rights Watch
- (d) i.e – that is
- (e) MOEST – Ministry of Education Science and Technology.
- (f) CP – Corporal Punishment
- (g) NGO – Non Governmental Organisation
- (h) SbTD – School based Teacher Development

DEFINATION OF TERMS

Data analysis	Studying of fact, figures and information carefully.
Instruments	Tools used for some particular kind of work.
Techniques	Methods used in carrying out a task.
Corporal Punishment	An action to cause physical pain
Kiboko	The cane.

ABSTRACT

The study set out to investigate the effect of corporal punishment on academic performance of pupils in selected primary schools of Sacho Division, Baringo Central District – Kenya. Most teachers in primary schools have been using corporal punishment to “enhance” pupils’ academic performance. Random sampling techniques were used to select 72 pupils from public schools and 24 pupils from private schools making a total sample size of 96 pupils. The same technique was used to select 72 teachers from public schools and 24 teachers from private schools making a total sample size of 96 teachers. Purposive sampling was used to select 12 head teachers. One instrument was employed in data collection and this was the researcher made questionnaire. Data was then presented in percentages and frequency distribution tables.

The findings of the study revealed that the most commonly used forms of punishment in schools are canning, pinching, kneeling and manual labour. The investigation found out that learners’ respondents (85%) disagreed that corporal punishment influences academic performance positively. Also teachers’ respondents (95%) concurred with the pupils that CP does not promote academic performance. All the head teachers disagreed that CP helps academic performance positively. The findings also showed that 94% of the respondents i.e. the pupils, teachers and head teachers preferred alternatives to corporal punishment to necessitate the boosting of academic performance in primary schools.

The researcher recommends that the teachers explore further alternatives to corporal punishment which can be used to help the learners in their academic performance

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was to investigate the effects of corporal punishment on academic performance on learners in schools in Sacho Division, Baringo Central District. The learners tend to face a number of problems in the zone mostly on how they are handled by the teachers in the name of instilling discipline for academic excellence.

1.1 Background to the study

Corporal punishment is an action intended to cause physical discomfort or pain to correct a child's behavior, to 'teach a lesson' or deter a child from repeating the behaviour in the name of 'disciplining'. Children are punished for a wide range of behaviour including extraordinarily minor 'offenses', such as fidgeting in class, being tardy, wearing a torn or dirty uniform, or not being able to answer a question. Children are also often punished for poor academic performance, when they fail to score teachers target in an exam. Sometimes an entire class might be punished for failing to reach target marks in national exams.

Some people punish for retribution, some punish to relieve their own frustrations and feelings. The main reason people say they punish is to change behaviour of children in the name of disciplining. In all cultures, that is an important part of both parenting and education. Our desired outcome is that children show improved behaviour. Corporal punishment may be administered with the hand or may involve the use of objects, such as canes, rulers, belts and many others. In some cases, it does not involve striking the child – for example, requiring a child to hold an uncomfortable position, kneel on hard objects, or place a foul tasting substance in the mouth.

Unlike punishment, discipline is not a single act or any number of acts. It is the result of a process through which children are endowed with such habits, self – respect and proper pride in their own integrity that they observe the norms of good conduct even when not under supervision. The aim of all discipline of children must be the development of character in the form of a social conscience. Eventually, they carry such conduct into their adult life.

Worldly the use of corporal punishment in schools and childcare institutions has been widely debated for many years.

Every year an estimated 3.5 percent of American schoolchildren are subjected to Corporal Punishment. In some States, as much as 12.6% of the student population is corporally punished. These children are beaten, slapped, whipped, paddled, thrown against the walls, stuck with pins, locked in closets, forced to eat noxious substances and abused in countless other creatively ways. (Prof. John R. Cryan of the Association of Childhood Education International: 1987).

In Kenya most adults and especially teachers believe that corporal punishment is a means of discipline, only a minority views it as child abuse. Although cultural norms supporting corporal punishment of children are slowly changing, there is abundant evidence that the belief in and practice of physical punishment is deeply rooted and pervasive.

Teachers in Kenya continue to use corporal punishment as a way of correction as long as they do so within confines of the law... or until the law catches up with them. Physical punishment is also complicated by the fact that it is difficult to identify the point at which punishment ends and abuse begins. In schools, teachers continue to use caning, slapping and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of corporal punishment is routine, arbitrary and often brutal. At times, beatings by teachers leave children permanently disfigured, disabled or dead.

Corporal punishment was banned in Kenyan schools in the year 2001 through Legal Notice No.56 of 2001. This notice repealed Legal Notice No. 40 of 1972 which had introduced corporal punishment into the Education Act. These sections gave provisions as to how, when and by whom corporal punishment could be applied, including the size and type of the cane to be used. Section 11 and 14 of the Education Act, provided that corporal punishment could be inflicted in cases of grave neglect of work, lying, bullying, gross insubordination, indecency, truancy or the like. It stated that corporal punishment could only be inflicted by the head teacher, a teacher in the presence of the head teacher or in the case of a boarding school, a house master with the authority of the head teacher.

It even went ahead to specify where it should be inflicted and gave the measurement of the cane to be used. Records of every punishment were to be kept by the head teacher.

Corporal punishment breaches fundamental rights to respect for human dignity and physical integrity. It can also impair the child's enjoyment of the right to education and may undermine the purpose of education (Convention on the rights of the Child 2000 and 2001)

A survey used a sample size of 267 respondents (out of a population of approximately 63,400 people) consisting parents, teachers and children in Western Kenya and Soweto in Nairobi on various forms of 'disciplinary' methods used in order of frequency was: smacking (78.8%), pulling ears (68.6%), scolding (68.3%), forcing a child to kneel on a hard floor (45.9%), forcing a child to stand in the sun (33.2%), requiring a child to stand motionless (30.3%), isolating a child in a confine space (29.1%) (ANPPCAN KENYA 2005).

Today the Government of Kenya through the Ministry of Education Science and Technology (MOEST) has introduced training of teachers to equip them in the provision of Guidance and Counseling services to the children.

For most Kenyan children, violence is a regular part of the school experience. Teachers use caning, slapping and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of corporal punishment is routine, arbitrary and often brutal (Human Rights Watch 1999).

Corporal punishment is used against students for a wide range of discipline infractions. Children may receive corporal punishment for coming late to school, missing school without permission, having a dirty or torn school uniform, rudeness, fighting, unsatisfactory academic performance (Human Rights Watch 1999).

Instructors are rarely disciplined by head teachers or by the ministry of education, even for inflicting serious injuries on the children under their care.

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Ignorance and poverty. Most families cannot afford attorneys; they have little access to the courts, or prospects prevailing in legal action if they do. Furthermore, judicial system is not strong, with judicial processes slow, and judgments difficult to enforce (Human Rights Watch 1999).

Beliefs. Many still hold the belief that corporal punishment of children has an educative and instructive purpose without which a child will not be able to learn. However, corporal punishment has left many children injured by teachers, parents and caregivers prompting the government to ban it.

Some teachers and parents alike practice corporal punishment because of the belief that children do not grow to be well-mannered adults if they are not spanked or beaten when they make mistakes. Some even say that abolishing corporal punishment is a Western-centric concept that will cause havoc in African cultures and lead to moral decay.

The prevalence of corporal punishment varies by race and ethnicity. African-American teachers and parents are more likely to use corporal punishment than Euro-American and Hispanic-American parents (Day, Peterson and McCracken 1998; Giles-Sims, Straus and Sugarman 1995). Some researchers have suggested that the higher Corporal Punishment prevalence among African-Americans is due to cultural differences in beliefs regarding the appropriateness of Corporal Punishment as a form of discipline (Rohner, Bourque and Elordi 1996). Others note that racial differences in Corporal Punishment behavior are not as significant when socioeconomic status is taken into account (Cazenave and Straus 1990).

Kenya's regulations on school discipline currently authorize the use of corporal punishment in schools. They strictly limit and regulate its use, but those limits are routinely ignored, and the infliction of corporal punishment is unchecked, widespread, arbitrary, and often brutal.

1.2 Statement of the problem

Despite the fact that corporal punishment has been abused by many people, discipline is a crucial component in the life of human beings. Children cannot be left to grow up like wild crops without parental control, guidance and counseling.

The researcher wants to find out effects of corporal punishment on the academic performance of children.

Despite the efforts made by the ministry of Education to democratize the schools administrative system as evidence by the ban imposed on the use of the cane in schools through legal notice No. 56 of Kenya Gazette (Supplement No 25: 1999 of the 30th March 2001)

There seems to be a vacuum brought about by lack of alternative strategy to contain students discipline as realized from the following remarks by stakeholders. Buteyo (2002) argues that the 2001 enactment has complicated the role of teachers in instilling discipline amongst students at the same time.

Kimotho 2001 reported that a head teacher in Nairobi lamented that the abrupt removal of *Kiboko* (the cane) had usurped the Head teachers' powers in discipline management leaving a vacuum in its place.

As a result of the above comments from the stakeholders, guidance and counseling services in the management of students discipline remains to be one of the alternatives due to its proactive approach as recommended by the report of the task force on student Discipline and unrest (Republic of Kenya 2001).

It is therefore essential to investigate the effects of corporal punishment on academic performance of primary pupils.

1.3 Objectives of the Study

Based on the problem stated above, this study is to investigate through study the effect of corporal punishment being used by teachers in Primary schools in Sacho Division, Baringo Central District. The study is also seeking possible alternative ways of punishment in providing quality education for all.

1.3.1 General Objective

Investigate the effect of corporal punishment used by teachers in Primary schools in Sacho Division, Baringo Central District. The study is also to seek possible alternative ways of punishment in providing quality education for all.

1.3.2 Specific Objective of the study

- (i) To investigate the effects of corporal punishment in schools.
- (ii) To find out the pupils attitudes towards corporal punishment.
- (iii) To explore possible alternative ways of punishment.

1.4 Research question

- (i) What are the effects of corporal punishment in Sacho Division?
- (ii) What is the pupils' attitude towards corporal punishment?
- (iii) What are the possible alternative ways of punishment?

1.5 Scope

This research study was conducted in Sacho Division, Baringo Central District – Kenya.

The researcher investigated the relationship between corporal punishment and academic performance of primary pupils of Sacho Division.

This study investigated how corporal punishments affect academic performance of primary pupils.

The government and the school will be critically analyzed on their roles and contribution towards the problem of corporal punishment in primary pupils.

The research also explored the different alternatives of corporal punishment on academic performance.

1.6 Significance of the study

The findings of the study will enable the children in learning institutions to learn better and improve on their academic performance through the use of alternatives of corporal punishment.

The findings of the study can help the teachers in the zone as they are the immediate implementers of the curriculum. Therefore through this study they shall be in-serviced through in-sets and seminars about the effects of CP. This may motivate them to use the alternatives of CP which in turn will make them improve their teaching approaches as well as improving the performance of the pupils in various subjects in school.

The policy makers will also benefit from the study where they shall advice the government accordingly on the system of education; they will also see the importance of

curriculum review. They will also advise them on the effects of corporal punishment on academic performance.

The government through the Ministry of Education (MOE) will benefit by realizing the need of increasing teachers, seminars on effects of corporal punishment so that the performance is improved.

The NGOs will also benefit from the study, they will see the importance of alternatives of corporal punishments and therefore they can see how to go about with the schools they sponsor.

Other stakeholders like the parents and the community can benefit as their children excel in academic work by the use of alternatives of CP. Therefore, they need to be informed and understand the alternatives of corporal punishment.

The study will also pave way for future researchers on the same. Last but not least it will lead to the award of Bachelor's Degree of Education to the researcher at the end of the assignments.

1.7 Limitations

These are the factors or conditions that according to the researcher's view affected and slowed down the research process. They included:

- (i) Limited finances. The exercise of research work involved a lot of finance in order to achieve the positive ends. This included the preparation of questionnaires, bus and boda boda fare, meals and the report production expenses. This forced the researcher to squeeze all these funds from his meager salary.
- (ii) Bad weather conditions during rainy seasons. This made other schools inaccessible due to poor conditions of the roads and muddy status.
- (iii) Limited time. The researcher found very limited time to conduct the study following the existence pressure of work at school and other normal family responsibilities.
- (iv) There was of delay of questionnaires from the schools due to negative attitude by some teachers.

- (v) Suspicion by some head teachers and teachers that the information given might have negative effect on their positions.

1.8 Delimitations

Despite the difficulties noted above the researcher also encountered some positive conditions that made his work smooth. These included:

- (i) Familiarity: The researcher was well conversant with the area and also known in Sacho Division.
- (ii) Funds: The meager funds from the researcher's package kitty were used to manage the research materials and other necessities.
- (iii) Easy Communication: The language barrier did not bring any serious difficulties as the researcher was conversant with the local languages commonly used as kikalenjin, Kiswahili and English for teachers and education offices.
- (iv) Transport: The researcher be used the means of transport that was easily available, i.e. motorcycle, bicycle, matatu etc.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides an overview of the literature on the effects of corporal punishment, the pupils' attitudes to corporal punishment and the alternatives available for punishments. This chapter also covers the interrelated studies with an intention of highlighting the existing research insufficiencies and examines the possibilities of unveiling any latent discrepancies within the course of the study.

Definition of corporal punishment

Corporal or physical punishment is any punishment in which physical force is intended to cause some degree of pain or discomfort. Physical punishment is further defined as action intended to cause physical discomfort or pain to correct a child's behaviour, to 'teach a lesson' or to deter a child from repeating the behaviour. Corporal punishment may be administered with the hand or may involve the use of objects such as rulers, belts, cane etc.

According to Straus (2001a) defines Corporal Punishment as the use of physical force with the intention of causing physical pain, but not-injury, for purposes of correction and control.

Moelis CS (1988, 9) says Corporal Punishment is the hitting of a person with a hand or an object such as a cane or belt. He adds that it is also kicking, burning, shaking or throwing a person with the intention of inflicting pain on them. Pinching, or pulling the hair, forcing one to sit in uncomfortable or undignified positions, or forcing one to take excessive physical exercise as a way of disciplining them is tantamount to corporal punishment.

Studies indicate that corporal punishment is generally administered arbitrarily and is not used rarely and as a last resort, as some proponents claim. Violent physical punishment, inflicted at the hands of teachers, is a regular part of classroom experience for many Kenyan children, Human Rights Watch charged in a report "Spare the child; corporal punishment in Kenyan schools."

Some teachers and parents alike practice corporal punishment because of the belief that children do not grow to be well-mannered adults if they are not spanked or beaten when they make mistakes. Some even say that abolishing corporal punishment is a Western-centric concept that will cause havoc in African cultures and lead to moral decay.

A teacher should always endeavour to keep corporal punishment out of the school. Corporal punishment in the school can be frightening and harmful. Children need a safe and loving environment where they do not live in fear. A child who is exposed to corporal punishment

Caning

Caning means beating a child as a punishment with a cane. A cane is a thin stick or a rod. (Oxford Advanced Dictionary 7th edition). Caning may also be defined as inflicting pain on children by parents, guardians and teachers to secure better academic performance and to enforce obedience (Kamal Siddigui 2001). Even after Corporal Punishment was banned in Kenya as a form of discipline, it is still being meted on students.

Historian Lloyd De-Mause 1975 (in Sociology, John J. Macionis) documented the nightmare of childhood in the ages past. To beat children used to be the norm. Parents who did not cane their children were considered neglectful of their social duty to keep them off the road to hell. Even teachers were expected to cane their students, and one nineteenth-century German school teacher methodically recorded every beating he administered. His record showed 124,000 lashes with a whip, 911,527 hits with a stick, 136,715 slaps with his hand, and 1,115,800 cuffs across the ears. Beating children was so general that even future kings didn't escape brutal punishment. Louis xiii, for example, "was whipped every morning, starting at the age of two, simply for being 'obstinate'. He was even whipped on the day of his coronation at the age of nine". (McCoy 1985:392 in John J. Macionis).

According to Yodon Thonden, a counsel to the Children's Rights division of Human Rights Watch and a researcher says "Kenyan teachers basically have free license to beat their students... The laws should be changed and so should many years of cruel habit".

Children are beaten in our schools for such offenses as talking in class, taking too long in the toilet, incorrectly pronouncing words in a kindergarten phonic class and even not meeting set targets in examinations.

Psychological Terror

To keep children in line, parents and teachers also felt it their moral duty to use psychological terror (DeMause 1975 in Sociology, John J. Macionis) says a common moral lesson involved taking children to visit the gibbet (an upraised post on which executed bodies were left hanging from chains), where they were forced to inspect rotting corpses hanging there as an example of what happens to bad children when they grow up. Whole classes were taken out of school to witness hangings, and parents would often whip their children afterwards to make them remember what they had seen.

Zambia Police Service Victim Support Unit coordinator, Peter Kanunka said most cases of corporal punishment go unreported unless in situations where the teacher physically and emotionally hurts a pupil. Unfortunately, even such cases are in most cases not reported, therefore, perpetuating the menace of corporal punishment as a form of punishment. "Survivors grow up traumatized as a result of physical and emotional pain inflicted on them," Mr. Kanunka said.

Kneeling Down

In many schools teachers force pupils to kneel down for long periods in front of the classrooms as a form of punishment. Others make children to walk on their knees. This is intended to shame the pupils and cause pain, which is meant to deter them from repeating the offences committed. However, some children have ended up suffering injuries on their kneel caps which hamper them play (Human Rights Watch 1999).

Manual Labour

Many teachers make pupils engage in manual labour as punishment, distinct from ordinary classroom chores, which all pupils might be called upon to perform. For example, collecting litter, slashing grass, washing or sweeping classrooms, forcing children to run around the school compound repeatedly and clean the school toilets as punishment (Human Rights Watch 1999).

Manual labour as a form of punishment instills in children a negative attitude towards manual jobs, which denies them (children) the chance to learn social roles which are important life skills.

2.1 Effects of Corporal Punishments

Research on the effects of Corporal Punishment has historically focused the association of Corporal Punishment with increased risk of aggression and delinquency, as exemplified in the research of Sears, Maccoby and Levin (1957), Feshbach (1973) and McCord (1991). Recently, however, there has been a series of studies showing links to other maladaptive outcomes including depression (DuRant, Getts, Cadenhead, Emans, and Woods 1995; Holmes and Robins 1988; MacMillan, Boyle, Wong, Duku, Fleming, and Walsh 1999; Straus and Kantor 1991), problem drinking (Straus and Kantor 1994), and engaging in masochistic sex as adults (Huth-Bocks, Levendosky, and Semel 2001; Kinard 1999; Widom 1989a; Widom 1989b).

Research has consistently shown that the use of corporal punishment rarely produces the desired result. On the contrary, corporal punishment has been found to lead to anger, rage, aggressive behaviour, desire to revenge, nightmares and bedwetting, disrespectful for authority, higher states of depression, anxiety, drug use, sadism, sexual abuse, child abuse, spousal abuse, child delinquency – and of course more corporal punishment. in the long-term, therefore, children who have been physically punished have been shown to develop anti-social behaviour and are likely to resort to violence quickly, thus creating a continuum of physical abuse from one generation to the next (Giles-Sims, 1997 in ANPPCAN KENYA 2005).

Notwithstanding its devastating effects on survivors and society at large, it is disheartening to note that less than 20 countries globally have adopted legislation to prohibit corporal punishment of children at home, schools, and other institutions.

Physical injuries

As the effectiveness of corporal punishment decreases with use; so its severity must be systematically increased. Teachers and parents, as they become desensitized to what they are doing and frustrated by the diminishing returns, move from light slaps to hard blows.

Children may suffer injuries arising from corporal punishment that need medical attention, leave permanent damage and can cause death.

Psychological injuries

Children who are physically punished suffer harmful psychological consequences both in the long and short term such as physical violence and depression. The strongest, usually unintended, message that corporal punishment sends to the mind of a child is that violence is acceptable behaviour- that it is all right for a stronger person to use force to coerce a weaker one. So it is no surprise that a major consequence of corporal punishment in childhood is aggression, criminal and anti-social behaviour in later adulthood.

Physical punishment can affect the child's overall development progress and therefore can result in educational as well as social, inter-personal and psychological adjustment problems. In addition, as the study found from the pupils at Ambira and Soweto, some of them had been forced to drop out of school because of fear of corporal punishment while others had to transfer to different schools (ANPPCAN KENYA 2005).

Inability to connect with feelings and emotions

Children who are regularly treated with excessive punishment learn to become immune to pain. In the process of learning to harden themselves against pain, they become a little less human. They learn to shut off their emotions and become more mechanical beings (ANPPCAN KENYA 2005).

Reinforces stereotypical pattern

Corporal Punishment condones violence as an acceptable method of dealing with problems and reinforces stereotypical pattern of strong versus weak. Corporal Punishment works against the process of ethical development. It teaches children not to engage in a particular behaviour because they risk being beaten. But it doesn't teach them the reasons and ethics for not behaving in a particular manner. It is said that violence breeds violence.

The use of Corporal Punishment on children contributes to a perception from an early age that violence is appropriate response to conflict resolution and unwanted behaviour. The

escalating levels of gender violence especially against children and women are evidence of this archaic and despicable method of disciplining young people. Children exposed to non-peaceful ways of conflict resolution often become perpetrators of gender violence in their adulthood (Frazer HC; 1990).

Erodes trust

Corporal punishment erodes a child's basic trust, stimulates mistrust, anger and resentment. It also undermines the teacher's ability to interpret a pupil's basic needs and to provide an environment of mutual trust conducive to learning.

Anxiety, Insecurity and Anger

Deliberate inflicted pain can lead to fear, anxiety, insecurity and anger in a child eroding the teacher-pupil relationship and so he/she learns to avoid the teacher.

Weakened internal motive to comply

If compliance is controlled by physical punishment, the pupil's internal motivation to comply when the punisher is absent is weakened.

Stifles initiative and critical thinking

Corporal punishment slows the development of a pupil's feeling of autonomy and produces some degree of shame and doubt. They feel humiliated and are therefore hindered from achieving some degree of initiative.

2.2 Pupils Attitudes towards CP

There seems to be a vacuum brought about by lack of alternative strategy to contain students discipline as realized from the following remarks by stakeholders. Buteyo (2002) argues that the 2001 enactment has complicated the role of teachers in instilling discipline amongst students at the same time.

Kimotho 2001 reported that a head teacher in Nairobi lamented that the abrupt removal of the cane had usurped the Head teachers' powers in discipline management leaving a vacuum in its place.

2.3 Alternatives.

Unfortunately the ban on corporal punishment in schools has not been followed up by measures that offer alternatives to this vice. Many teachers feel that the government prohibited corporal punishment without providing them proper guidelines and training on alternative methods of discipline. The lacks of skills to manage discipline through non-violent ways and cultural beliefs that tend to encourage the beating of children as a way of disciplining them have perpetrated the practice. There is need to provide the teachers with some form of training in disciplining children by using positive and non-violent ways that can be incorporated in the teachers' training curriculum (Human Rights Watch 1999).

Guidance and counseling.

It is critical that our teachers receive as much support and training as possible in their efforts to maintain effective classroom control without resorting to violent techniques. Such training should include instructions on the deleterious short- and long-term consequences of corporal punishment. Schools should have an ample supply of counselors.

Teachers can learn sound blueprints regarding pupil motivation and nonviolent techniques of classroom control. It is critical to present educational material that is stimulating to the pupils and is aimed at their ability levels. Some pupils may benefit from alternative academic course, and these should be offered.

Pupils as well as their parents should be carefully involved in decision-making about school issues affecting them, including educational goals and disciplinary rules.

Teachers should allow children to experience the logical consequences. These are structured consequences that follow specific misbehaviours. The child should be able to see how the behaviour and consequence are directly related.

The teacher and caregivers should trust their children. Children resent unrealistic restrictions and struggle against them. But they will respond to trust and try not to abuse it. It is possible to permit very considerable freedom of speech, dress and movement and yet at the same time see discipline remain consistently good.

A variety of nonviolent disciplinary techniques can be taught and utilized, such as soft verbal reproofs or social isolation in addition to the persistent use of rewards (as love, praise, and attention by the teacher) for appropriate behaviour. Such methods can be powerful, compelling tools, changing unacceptable behaviour, and helping the locus of control to become within the pupil in this model.

Regular class meetings.

They provide children and teachers with an acceptable place to talk about complaints and share opinions. Just be sure that everyone gets a chance to speak. Use these meetings to demonstrate effective problem-solving and negotiation skills. Keep the meetings lively that children learn that conflicts can be settled creatively and without the engagement of corporal punishment (ANPPCAN KENYA 2005).

Communication.

“Listening to children shows our respect for them and builds their self esteem”. (P. Petrie) The Standard Newspaper. It is important that one talks to the children openly and honestly. Use encouragement, support and positive reinforcements so that the children can know that they can ask one any question without any fear of punishment.

Use everyday opportunities to initiate a discussion with the children. Some of the most enlightening talks you will have with the child will take place when you least expect it.

Teachers have the ability to raise healthy, confident, secure children who know how to resolve conflicts peacefully and make smart decisions to protect them and consequently resist violent behavior.

Teachers should talk with their children to help them learn correct information and to impart the values they want to instill. A teacher should be consistent, reliable, knowledgeable source of information for their child.

An important technique in maintaining classroom control is to develop a milieu of effective communication, in which the teacher displays an attitude of respect for the children. Children must be taught in an environment that clearly states they are valued and understood. The emphasis is on positive educational exchanges between teachers and pupils, not futile, contentious, win-lose contests.

Modeling technique

Modeling is a way of exposing the pupils to some positive behaviour. The pupils observe a model perform the desired behaviour. For example, a neat and tidy pupil in upper primary could be a model for lower primary child (SbTD core module 2001).

Children tend to imitate what adults do than what they say. This is therefore an ideal form of behaviour training in this stage.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the researcher clearly showed the methods he used in carrying out the process of data collection. The process involved:-

3.1 Research design

The study employed a descriptive research design. The descriptive case study has an advantage of being fairly exhaustive. This is because it permitted the researcher to gather comprehensive, systematic and in-depth information about each case of interest, Patton (1990). Young (1956) pointed out that exhaustive studies describe accurately the relationships of variables and processes and recommend the qualitative and nature of the descriptive case study in terms of being exhaustive..

3.2 Location of the study

The study was carried out in Sacho Division, Baringo Central District – Kenya.

The area the study was carried out has twenty primary schools. There are fifteen public schools and five private schools out of the twenty. The study targeted twelve schools 60%. The private and public schools were purposively selected. The researcher expected the selected respondents to air their views on effects of corporal punishment on academic performance in their schools.

3.3 Target population

The respondents of this study were the Head teachers, teachers and pupils of private and public schools. These respondents were required to give information on the effects of corporal punishment in school; the pupils' attitudes towards corporal punishment and the alternative forms of punishment. Kenya (1989) states that a population consists of all the cases of individual or things or elements that fit a researcher's specification.

3.4 Sampling size and Technique

The expected size of 204 respondents was made up of twelve (12) Head teachers, ninety six (96) teachers and ninety six (96) pupils. The Head teachers were purposively selected but simple random technique was used to select the teachers both the teachers and the pupils. This type was useful in that it ensured all schools and respondents stand on an equal chance of being picked.

The fifteen public schools were listed and given numbers. Small papers were then printed 1-5 and the papers wrapped and put in a box, they were shaken and nine (9) were picked. The five private schools were also numbered 1-5 and printed papers wrapped and put in a box, shaken and the three (3) were picked.

The twelve schools represented by the randomly picked numbers according to the list were sampled representing schools.

From the selected schools, the teachers and pupils were stratified into upper and lower classes. The lower were classes 1-3 and upper were classes 4-8. The teachers in charge of the classes were purposively selected and each class representative (prefect) was purposively selected to present pupils, hence there were eight teachers and eight pupils from each school.

3.5 Research Instruments

3.5.1 Questionnaire

The Researcher used questionnaire to collect data for the study. Three sets of questionnaires were used; for the administrators, the class teachers and pupils. The questionnaires were closed-ended questions where the respondents were required to tick all that applied. They were reliable since the information or data collected was kept for analysis.

3.5.2 Interviews

The researcher used interview guides in gathering information from the respondents during the interview session. This technique enabled the researcher to get direct and immediate response from the respondents.

3.6 Procedure.

Once the procedure was approved, the researcher got an introductory letter from the Head of Department, Faculty of Education Kampala International University. The researcher then took the letter to the AEO Sacho Division who recommended for further assistance in the sampled schools. Due to the short time schedule, the researcher did not send the questionnaires by post but delivered them personally from the first week of September 2009.

Meanwhile, a pre-test of the questionnaire was made at the school where the researcher was teaching. Comments and suggestions made by the respondents were considered and incorporated. Pretesting helped in enhancing the reliability of the instrument.

3. Data Analysis

Descriptive statistical techniques were used to analyze the data. Data analysis was done manually using the coding scheme where all variable and responses were assigned numerical values to ease tabulation and analysis. Descriptive techniques like frequency distribution tables were used to present the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter shows data description, the effects of corporal punishment in schools, and the type of corporal punishments administered by teachers, the pupils' attitudes towards corporal punishment and the possible alternative ways of punishment that can improve academic performance.

4.1 Data Description

The study was based on data collected from questionnaires answered by 11 head teachers, 96 teachers, pupils of three private and nine public schools in the zone. Table 4.1 shows the response rate in percentage of the sample planned and the actual response.

Table 4.1 Response Rate

Respondents	Sample planned	Actual Response	Response rate
Pupils	96	79	82%
Teachers	96	79	82%
Head teachers	12	11	82%
Total	204	169	83%

Table 4.1 shows that the response rate for both pupils and teachers was equal 79 [82%] each. The response rate for the head teachers was 11 [82%] which was very good. The total response rate according to the table was 83%. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented more than 80%.

4.1.1 Description of Response by Gender

The researcher used both male and female among teachers and pupils. A summary of the data description according to gender is as per table 4.2.

Table 4.2: Description of Respondents by gender

Gender	Frequency	Percentage
Male	88	52%
Female	81	48%
Total	169	100

Table 4.2 shows that 88 (52%) of the respondents were male and 81 (48%) were female. This indicated that the study was dominated by male respondents.

4.1.2 Description of Data According to the Nature of Schools

In this case the researcher administered questionnaires to both private and primary schools in the Division. Table 4.3 shows the number of private and public schools in Sacho Division.

Table 4.3: Description of data by nature of school

Nature of school	Frequency	Percentage
Private	3	27%
Public	9	73%
Total	12	100%

It is clear in table 4.3 that the majority of the schools in the zone nine [73%] are public schools only three [27%] are private schools. This implies that the study was dominated by respondents from public schools.

4.2 The Available Forms of Corporal Punishments in Schools

There are many forms of corporal punishments used in schools for example caning, pinching, kneeling and manual labour. These were deduced from the outcome of the questionnaires to pupils, teachers and head teachers. The findings are summarized in table 4.4.

Table 4.4: Types of Corporal Punishments in schools

Type of Corporal Punishment	Frequency	Percentage
Caning	87	46%
Pinching	45	24%
Kneeling	35	19%
Manual Labour	20	11%
Total	187	100%

It is clear in table 4.4 that corporal punishment is widely used in schools. Caning [46%] pinching [27%] kneeling [19%] and manual labour [11%]. This indicates that most schools administer corporal punishment with the highest percentage using the cane in both the private and public schools.

4.3 The Effect of Corporal Punishment on Academic Performance

For this case the researcher administered questionnaires to head teachers, teachers and learners to collect the data on whether the use of corporal punishment affects academic performance positively on primary pupils.

4.3.1 Head Teachers' Response on CP and Academic Performance

The researcher administered questionnaires to head teachers to collect data on whether the use of corporal punishment affects academic performance positively on primary pupils.

Table 4.5: Corporal Punishment and Academic Performance of pupils

Response	Frequency	Percentage
Strongly disagree	8	73%
Disagree	3	27%
Uncertain	0	0%
Agree	0	0%
Strongly agree	0	0%
Total	11	100%

According to table 4.5, all the head teachers disagreed that corporal punishment enhances good academic performance. This indicated that they all disagreed on the usage of corporal punishment.

4.3.2 Teachers Response on Corporal Punishment and Academic Performance

The researcher wanted to get the teachers view on whether pupils get better performance academically when they use corporal punishment. The teachers' responses are as summarized in table 4.6.

Table4.6 Teachers' response about the use of Corporal Punishment on Academic Performance.

Response	Frequency	Percentage
Strongly disagree	20	25%
Disagree	55	70%
Uncertain	1	1%
Agree	3	4%
Strongly agree	0	0%
Total	79	100%

The results of the study clearly show in table 4.6 that the majority of the teachers, 95% agreed to the statement that usage of Corporal punishment does not enhance academic performance. Those who strongly disagreed were 25%. Only 4% were uncertain or

agreed. This indicated that most of the teachers agreed that actually corporal punishment does not improve academic performance.

4.3.3 Pupils Response on CP on Academic Performance

The response collected from the pupils on the effects of CP on Academic performance was summarized in table 4.7

Table 4.7: Learners response on Corporal Punishment and Academic Performance

Response	Frequency	Percentage
Strongly disagree	55	70%
Disagree	12	15%
Uncertain	5	6%
Agree	5	6%
Strongly Agree	3	3%
Total	79	100%

From table 4.7, the majority of the learners represented by 85% disagreed to the statement that usage of corporal punishment enhances academic performance. Those who strongly disagreed were 55 [70%]. Only nine [9%] agreed. This indicated that most of the pupils would prefer that teachers do not use corporal punishment.

4.4 The Alternative forms of punishment

For this case the researcher administered questionnaires to head teachers, teachers and learners to collect the data on whether alternative forms of punishment affects academic performance positively on primary pupils.

Table 4.8: Pupils, Teachers and Head Teachers' Response on Alternative forms of punishment and Academic Performance

Response	Frequency Pupils	Teachers	Head Teachers
Strongly Disagree	0	0	0
Disagree	2	3	0
Uncertain	2	3	0
Agree	21	23	4
Strongly Agree	54	50	7
Total	79	79	11

Table 4.8 clearly shows that the majority of the pupils 95% agreed that they tend to do better academically when the teachers use alternative ways of punishment other than corporal punishment. Only 2% disagreed. This indicated that most of the pupils appreciated the use of alternative forms of punishment.

At the same time, it is clear from the teachers' response that the majority of teachers, 92% equally agree that pupils perform better academically when they use alternative ways of punishment other than corporal punishment. Only 3% disagreed indicating that most of these teachers appreciated the use of alternative ways of punishment as they tend to achieve more.

The same table shows that all the head teachers 11 [100%] agreed that pupils tend to retain more of the taught subject matter and perform better academically when the teachers use alternative forms of punishment This indicated that they all recommend the use of alternative forms of punishment to corporal punishment to their teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter shows the summary of major findings, conclusion and recommendations. The area for further research is also indicated here.

5.1 Summary of major findings

The main objectives of this study were to investigate the effects of corporal punishment in primary schools, to find out the pupils attitudes towards corporal punishment and to explore possible alternative ways of punishment.

One of the findings of this study was that there was corporal punishment in most schools. 46% of the respondents agreed that they used caning in their schools, 24% of the respondents used pinching, 19% used kneeling in their schools and 11% of the respondents used manual labour as a form of corporal punishment in their schools.

It was also found out that majority of the pupils [85%] disagree that corporal punishment enhances academic performances. Only 12% were uncertain about the same. About 95% of the teachers disagreed that pupils performed better academically when corporal punishment is administered. Only 5% agreed that corporal punishment improves academic performance. All the of head teachers 100% viewed that corporal punishment does not influence academic performance positively.

The study also found that usage of alternative methods of punishment improves the academic performance of pupils. All the head teachers [100%] both from public and private schools agreed to the statement that the academic performance of pupils is greatly influenced by the use of alternative methods of corporal punishment e.g. Guidance and Counseling.

5.2 Conclusions

Basing on the findings of this study, it is concluded that among the major forms of corporal punishments used in primary schools “meant” for boosting academic performance are caning, pinching, kneeling and manual labour. The most form of corporal punishment commonly used in most schools was caning.

The researcher concludes that pupils are not motivated to learn when corporal punishment is used as a measure for academic performance. It is implied in this study that teachers and pupils prefer other alternatives to corporal punishment to enable them perform better academically.

It is finally concluded that corporal punishment has significant effect on pupils’ academic performance.

5.3 Recommendations

Basing on the above findings and conclusion of the study, the researcher recommends that time has come for teachers to be exposed to alternative methods of non-violent discipline to enforce academic performance on the pupils in a systematic way. This will need the coordinated effort of the government through the Ministry of Education, Science and Technology, the National Council of Children’s Services, school boards and management committees and teachers and parents associations.

To create conditions for positive discipline and total withdrawal of corporal punishment in primary schools the following would be needed:

- The Ministry should create an action plan for the elimination of corporal punishment in schools within a specific timeframe.
- All the primary schools to have trained guidance and counseling service providers.
- To delink corporal punishments from academic performance.
- The Ministry of Education develops national rules guidelines for schools/teachers regarding non-violent (alternative) discipline methods.
- The schools’ management structures establish clear academic performance, behaviour expectations and guidelines in every school that

conform to both the national guidelines and the provisions of the Children Act 2002.

- The schools' management to seek the pupils' input when creating discipline rules and regulations; also engage pupils in monitoring and regular review of school rules and regulations.
- The government, Non- Governmental Organizations [NGOs] and other stake holders should strive to conduct seminars and workshops to enlighten the teachers on the dangers of corporal punishments and also give them alternatives to corporal punishment that can contribute positively towards better performance academically in their schools

5.4 Areas for Further Research

Further studies should be conducted in the following areas:

1. Reasons why teachers are using corporal punishments often.
2. A similar study may be conducted using a more suitable method than the one used in this study.

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EFFECTS OF CORPORAL PUNISHMENT ON ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS

RESEARCH QUESTIONNAIRE

INSTRUCTION

The following questions were designed to find out the effects of corporal punishment on academic performance of pupils in primary schools.

Please read each statement carefully and respond accordingly.

- If you strongly agree with the whole statement, tick the "SA".
- If you only agree with the statement to some extent, tick the "A".
- If your view regarding the statement is uncertain, tick "U".
- If you disagree with the statement then tick "D".
- If your point of view strongly disagrees with the whole statement, then tick "SD".

1. What is the nature of your school?

Public ☐ Private ☐

2. Gender

Male ☐ Female ☐

3. What is your position in school?

Pupil ☐ Teacher ☐ Head teacher ☐

4. What are the available forms of corporal punishment in your school?

Canning ☐ Pinching ☐ Kneeling ☐ Manual Labour ☐

5. Usage of corporal punishment affects academic performance positively

SA	A	U	D	SD
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6. Usage of corporal punishment makes it easier for teachers and pupils to work together.

SA	A	U	D	SD
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7. Use of alternative forms of punishment motivates pupils' academic performance.

SA	A	U	D	SD
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