

**THE EFFECTS OF CORPORAL PUNISHMENTS ON ACADEMIC
PERFORMANCE OF LEARNERS IN SELECTED PRIMARY SCHOOLS IN
KENYA: A CASE STUDY OF KATHEKA-KAI LOCATION, MACHAKOS
DISTRICT-KENYA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF DISTANCE
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INTERNATIONAL UNIVERSITY**

AUG 2009

DECLARATION

I do here by declare that this Research Report is my personal work and that it has not been prior submitted in any university for the award of a degree or any other related award.

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APPROVAL

This is my research report has been submitted for examination with my approval as University Supervisor.

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Date:

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MR. SAMANYA BULHAN

.....15TH / Aul / 09

DEDICATION

I dedicate this Research Report to my beloved husband; Mr. Peter M Kyenze, my children;-Grace, Chriss and Caleb and my entire family members.

ACKNOWLEDGEMENT

I do acknowledge my beloved husband; Mr. Peter M Kyenze for his financial support during my research, my children;-Grace, Chriss and Caleb, my colleagues like the deputy head teachers;-Mr. Daniel N Kionko and Mr. Samuel M Mbondo, and others like;-Damaris M Muteti-a senior teacher at Katheka-Kai primary school.

I also acknowledge the education officials from Machakos district education office like;-Mr. Charles K Muema and Mr. Benjamin Ouma among others.

I finally acknowledge my supervisor-Mr. Samanya Bulhani and the entire administration of Kampala International University.

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DEFINITION OF OPERATIONAL TERMS

Education: is the act of acquiring formal education.

Learning- This is the process of acquiring of knowledge, skills and attitude to positive modification of behavior.

Performance- This refers to the product or the outcome of learning process measured with use of instruments such as creativity, testing or examining, explore and determine the intelligent design of pupil's.

Resource- Facilities to enhance learning.

Resource Center- A specific place or center dealing with provision of providing information on the particular issues and learning resources to the learning institution.

Division - an area with many units where education is contacted.

School: This areas were formal education is contacted

Punishment: negative reward of an offence

Neglect: A deliberate disowning of someone or something.

Abuse: Un lawful act against someone.

LIST OF ACRONYMS

ANPPCAN- African Network for the Prevention and Protection against Children Abuse and Neglect

HRW- Human Rights Watch

KME- Kenya ministry of education

NGO - Nongovernmental Organization

UNICEF United Nations International Education Fund

UNESCO United Nations Education Sports and Cultural Organization

UNDP United Nations Development Program

UN - United Nations.

ABSTRACT

The research was conducted in Katheka-Kai location, Machakos district-Eastern province, Kenya. A total of 60 (sixty) participants, 30 teachers, 10 parents, 15 students and five political leaders were involved in the study. The study question was investigated in line with the research questions of the study.

The first research question sought to find out the causes of corporal punishments. The study discovered that; poor performance, poor payments, school policies, government policies, mental illness, lack of ethics, and emotionality were the factors given by the respondents.

The second research question sought to find out effects of corporal punishments. The study findings revealed that; low performances, death, physical injury, dropping of subjects, fear upon the students,, and school drop outs were the answers given here by the respondents.

The third research question south to find out the solutions to corporal punishments. The answers given by respondents to this researcher question were therefore as follows; punish teachers, encouragement of hard work, promotion of human right, teaching of discipline, and following of ethics were the major factors noted by respondents here.

Conclusions and recommendations were then made after presenting and interpreting the data.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The focus of the research was on effects of corporal punishment on the academic performance of students in schools in Katheka-Kai location, Machakos district-Kenya. This is a report of a UN study on corporal punishment in Kenya. This presents information on corporal punishment from two main sources — a literature review and data collected from the same area of study in Kenya.

Physical and humiliating punishment is the use of physical force or humiliating/degrading treatment causing some degree of pain or discomfort with the aim of correcting, controlling or changing behavior or educating or bringing up the child. Physical punishment can take many forms: hitting the child with a hand or other object; kicking, slapping or throwing the child; pinching or puffing the hair; and caning or whipping. Humiliating punishment comes in a variety of forms including humiliation, threats, Neglect, degrading or demeaning treatment, and subjecting the child to ridicule (Save the Children, 2003)

In Kenya, our 1999 investigation found that for most schoolchildren, violence was a regular part of the school experience .Teachers used caning, slapping, and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of corporal punishment was routine, arbitrary, and often brutal. Kenyan children were commonly hit with a wooden cane, though they were also subject to flogging with whips made of rubber, slapping, kicking, or pinching. Boys were commonly hit on the buttocks, while girls were hit on the palms of their hands. Children were also beaten on the back, the arms, and the legs, the soles of the feet, and even the face and head (Elizabeth, 1999).

These challenges threaten provision of social services among majority of Kenyans who total about 56%. One of the basic social services which are highly threatened is the provision of quality education. This paper articulates the issue of poverty in provision of quality education. Causes, characteristics, and effects of poverty in Kenya are discussed. Indicators of quality education are discussed along with the government's efforts to reduce poverty and realize provision of education to most of the deserving citizens (Human Rights Watch, 1999).

In April 2001, Kenya's Minister of Education banned corporal punishment. This legal notice repealed an earlier notice that permitted corporal punishment under the Education Act. Progress has been made in implementing the ban including several cases of teachers arrested, tried and imprisoned for inflicting corporal punishment on students. Despite these efforts, accusations of corporal punishment continuing in some schools underlies the need for more in-service training and education for teachers on the harmful effects of corporal punishment and effective alternative. The study will spell out in the terms of reference, was to identify and demonstrate best practices in the prevention of corporal punishment — particularly Practices that are designed by or feature the involvement of children. With the view of recommending the appropriate production, provision and utilization of various strategies on how to combat poverty to improve on the performance of special needs learners (UNICEF, 1999).

1.2 Statement of the Problem

Corporal punishment affects almost every student in schools for their academic performance in their enrolment. Corporal or physical punishment is any punishment in which physical force is intended to cause some degree of pain or discomfort: hitting children with a hand, or with a cane, strap or other object, kicking, shaking or throwing children, scratching, pinching, biting or pulling their hair, forcing them to stay in uncomfortable positions, locking or tying them up, burning, scalding or forced ingestion.

Many children, the biggest threat to their right to education is not discrimination or lack of access to schools, but violence within or near their schools that undermines their ability to learn, puts their physical and psychological well-being at risk, and often causes them to drop out of school entirely. Children's right to education entails not only the presence of schools and teachers, but also an environment that allows them to learn in safety.

1.3 Objectives of the Study

1.3.1 General Objective

To examine the role of corporal punishment on the academic Performance of students in schools Katheka-Kai location, Machakos district-Kenya.

1.3.2 Specific Objectives

1. To indicate laws that expressly bans corporal punishment in schools and the juvenile justice system.
2. To highlight constructive experiences in the prevention and control of corporal punishment on the academic performance of students in schools
3. To identify effective protection policies and systems that protects children from corporal punishment, for instance complaint mechanisms in schools or institutions.

1.4 Research questions

- (i) What are the causes of corporal punishments in Katheka-Kai location?
- (ii) What are the effects of corporal punishment on the academic performance of students in schools in Katheka-Kai location?
- (iii) What are the solutions of corporal punishment on the academic performance of students in schools in Katheka-Kai location?

1.5 Scope of the Study

The study covered the effects of corporal punishment and factors contributing to the increased number of corporal punishment on the academic performance of students in schools and the mitigation measures.

The research was carried out in Katheka-Kai location, Machakos district-Kenya. The study took a period of three months.

1.6 Significance of the Study

The study will help the principle researcher to recommend on appropriate strategies of combating corporal punishment as effects on the academic performance of students in schools.

The research will however help policy makers come up with appropriate policies of solving the effects of corporal punishments on the academic performance of students in schools

The local community in particular may use the findings of the study to enhance their rights as the study will highlight all the contemporary issues with regards to constitutional right regarding street children and the rights to live in a peaceful, political, economic and social environment with out corporal punishments.

The research findings will boost the documented literature resource of Kampala International University.

Having undertaken the study, the researcher will build good experience And attain deeper insight of not only research but also public issues in relations to corporal punishments.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter focused on looking through the earlier research documents; literature with an aim of identifying a problem of concern eventual number of duplication of early research work is done. Apart from going through other related work. It was also involve critically going through other services of materials that are related with the research topic.

2.1 PERSPECTIVE OF CORPORAL PUNISHMENTS

According to (save the children), Children too are holders of human rights. It is widely acknowledged now that corporal punishment is a fundamental breach of children's rights to respect for their human dignity and physical and mental integrity. The Convention on the Rights of the Child requires States, in its article 19, to protect children from 'all forms of physical and mental violence' while in the care of parents and others. The fact that corporal punishment of children is legal in many countries, unlike other forms of inter-personal violence, challenges the universal right to equal protection under the law. In most countries worldwide, many children — even babies — continue to be subjected to corporal punishment in their homes, with significant numbers suffering death or serious injury. In many countries, teachers are still authorized to beat school pupils with canes or straps; corporal Punishment is also used in residential institutions and in children's workplaces. In at least 50 countries, children and young people can still be sentenced by courts to whipping or flogging and corporal punishment is used within penal institutions. An essential strategy for ending corporal punishment is to make it more visible through research interviewing children, parents, teachers and others. The Global Initiative aims to build a global map of the prevalence and legality of corporal Punishment.

Africa among other continent continues to be the most affected by corporal punishment of children in schools. Egypt, large-scale 1996 survey of children found over a third were disciplined by beating often with straps or sticks; a quarter of these children reported that discipline led to injuries. In South Africa, schoolgirls of every race and economic group encounter sexual violence and harassment on a daily basis. A 2000 investigation conducted by Human Rights Watch in three provinces documented cases of rape, assault, and sexual harassment of girls committed by both teachers and male students. Girls were raped in school toilets, in empty classrooms and hallways, and in hostels and dormitories. Girls were also fondled, subjected to aggressive sexual advances, and verbally degraded at school. A 2002 Human Rights Watch investigation in Zambia found similar problems. Sexual abuse and exploitation in school environments was all too frequent. Some of the perpetrators were teachers who prey on vulnerable girls, exchanging answers to tests or higher grades for sex.

In December 2004, the Kenya chapter of the African Network for the Prevention and Protection against Children Abuse and Neglect (ANPPCAN) commissioned a study on corporal punishment in Kenya. The research began in January 2005 and its findings will form part of a UN study on corporal punishment. Quotations from two world-renowned figures indicate the gravity of corporal punishment:: “If you succumb to the temptation of using violence in the struggle, unborn generations will be the recipients of a long and desolate bitterness, and the objective of living to the future was be an endless reign of meaningless chaos.” Martin Luther King Jr (Sirvastava, D A, 2001) “Non-violence is the greatest force at the disposal of mankind. It is mightier than the mightiest weapon of destruction devised by the ingenuity of man. Destruction is not the law of humans. Every murder or other injury, no matter for what cause, committed or inflicted on another is a crime against humanity.” Mahatma Gandhi (Hadhus, 2001).

Girls reported routine sexual harassment by teachers, as well as psychological coercion to engage in “dating relationships.” In some cases, girls acquiesced to

sexual demands from teachers because of fears that they would be physically punished if they refused. In other cases, teachers abused their positions of authority by promising better grades or money in exchange for sex. In the worst cases, teachers operated within a climate of seeming entitlement to sexual favors from students. A medical research study found that among those South African rape victims who specified their relationship to the perpetrator, 37.7 percent said a schoolteacher or principal had raped them.

Many girls are interrupted their schooling or left school altogether because they felt unsafe in such a violent environment. Most girls, however, remained at school and suffered in silence, having learned a lesson that sexual violence at school was inevitable and inescapable. Interviews with girls subjected to sexual attacks, their parents, teachers, and social workers showed that many of these girls were not performing up to full potential, were losing interest in outside activities, and were failing their higher education matriculation exams. The review of this available literature shows that the corporal punishments in schools are attributed to several common factors.

2.2 Forms of corporal punishments in Kenyan schools

2.2.1 Caning

Caning is the only form of corporal punishment permitted by the Kenyan Ministry of Education's regulations, and visits to Kenyan schools by Rights Watch suggest that caning is by far the most common kind of corporal punishment. The sections of the report, says caning is regulated by Kenyan law. Corporal punishment is reserved for the most serious disciplinary instructions; no more than six strokes may be given, and only by or in the presence of the head teacher; a full inquiry must have been conducted before corporal punishment is administered; written record must be kept; and children can only be hit on the buttocks or the pahn, and not in the presence of other children. to human rights watch some students says "Susan S., fifteen, a student at a poor rural primary school in Katheka-Kai location, Machakos district-Kenya, us, "If you are beaten very hard, sometimes you cry, and then

they are angry and beat you harder still.” James E., a boy at a suburban Loikas primary school in Maralal zone, reported, “There are some teachers that when you cry, they hit you more. There are some that try to make you hurt.” Philip T., his classmate, agreed: “You may cry. They hit you again if you move or if you cry.

As noted, despite the regulations permitting corporal punishment, the Ministry of Education has sent mixed messages as to whether teachers should cane or not at all. Although the 1972 regulations allow corporal punishment under particular circumstances, the reported Director’s statement of 1996 was touted as prohibiting the practice as a matter of policy. In most schools, virtually every classroom teacher has a cane, and uses it. In many schools, teachers routinely carry canes with them, or “e them easily accessible in their classrooms: canes lean against the Walls in many head teachers’ offices, and adorn teachers’ desks in some classrooms. And the Reasons for punishment, students, teachers and head teachers frequently cited tardiness, making noise or talking in class, truancy or absenteeism, bullying, fighting, stealing, disobedience or rudeness, and leaving the classroom or school when the teacher is away.

2.2.2 Reasons for Caning

Teachers cane students for a wide range of infractions, some serious, some extraordinarily minor. As some reasons for punishment, students, teachers and head teachers frequently cited tardiness, making noise or talking in class, truancy or absenteeism, bullying, fighting, stealing, disobedience or rudeness, and leaving the classroom or school when the teacher is away. Less frequent grounds for punishment include selling or using drugs, smoking cigarettes, jumping on tables, not paying attention or falling asleep in class, and using profanity. Some are caned for “spoiling the toilet.” When the human rights watch interviewed one of the pupils in one of the primary school in Samburu called Andrew K. were the only student we interviewed by human rights watch who said he personally experienced caning as a result of his parents not being able to pay his school fees or coming to school late,

Failure to complete homework and not being prepared for class were other common reasons for punishment. Other behavior that was sometimes cause for punishment included “wearing an improper uniform,” having an “unkempt appearance” or being “dirty,” and “failure to clean the classroom in the morning.

Missing extra “tuition classes,” classes that are given after school and for which students pay extra fees, was also cited as a cause for caning. Such classes are theoretically voluntary, but students reported that they were

Punished for failing to enroll in the extra classes, as well as for failure to attend, once enrolled.

2.2.3 Kneeling

Many students are being forced to kneel in front of the class which is a routine punishment for minor infractions (kneeling is often accompanied by caning in the Rift valley province some students sometimes kneel in class for a full lesson as punishment.” The head teacher acknowledges that “teachers sometimes forget that a child has been kneeling for a long time, and the child will get bruises on the knees and at the end of it all student misses all what has been teaching and in exams he/she can not remember was taught but remembers the punishment was given at that particular time hence for performance.

2.2.3 Digging

A digging is commonly reported punishment, especially at rural primary schools, where many students reported being made to dig ditches or pits. In some cases, students reported that digging is, in their opinion, the worst punishment, and others considered it second only to caning. According to some report says that digging the pit can take days, and a group of boys and girls are counterproductive to such punishment, as it required them to miss class while digging the pit.

2.4.4 Slashing

Slashing, which entails cutting grass or clearing fields by slashing with a long stick, was another form of manual labor commonly given as a punishment. Students generally may not perceive slashing to be as severe a punishment as digging; like digging, some students reported that slashing was predominantly given as a punishment for boys. But time taken while slashing you find that you miss lessons and it cannot be repeated especially complicated subjects like math and other science subjects.

2.5 The effect of corporal punishment in schools

The effect of corporal punishment in schools has far-reaching consequences. In some instances, the effects carry over from childhood to adulthood with repercussions that cause untold suffering for many generations. Children are violated in many ways, including:

2.5.1 Physical Injuries, Including Death

Much corporal punishment in Kenyan schools is inflicted by well-meaning teachers who were taught no other means of maintaining classroom discipline and promoting academic performance. For the most part, there is little reason to doubt that most teachers administer corporal punishment in a manner that seems to them to be fair, reasonable, and pedagogically valuable. Nonetheless, when the use of corporal punishment becomes an acceptable and regular part of the teaching process, severe injuries and abuses inevitably occur.

First, accidents happen: a stroke of the cane aimed at a child's backside may inadvertently strike another part of the body-the head or the kidneys, for instance-causing severe injuries. Similarly, some children have medical conditions that render them vulnerable to serious injuries from strokes of the cane that would not seriously injure another child: a child with a heart or lung condition, for instance, may faint or even die out of a combination of pain and fear.

2.5.2 Public Shame

According to the reports of human rights watch, several schools, forms of public embarrassment and shaming are sometimes used as punishments. The report of Seventeen-year-old Billy S. was asked to narrate and he revealed that in handing out corporal punishment,

Teachers “call you out in the assembly so people will see you and know you and that you have done wrong. Sometimes they laugh at you.” Other head teachers also described using this sorts of punishment in a school parade; one of them called it “humiliation.” And the effects of it all you may not do well as expected in your performance.

2.5.3 Interference with physical and mental development

Some students who undergo to corporal punishment especially beating and boxing, some of them may have physical damage on their body for example those caned receives wounds and swollen body. In some classes, students are slapped so hard t the extent that their teeth can come out. The teachers can be angry because if students fail tests, and so the teachers can give them to choose three slaps from his hand or ten strokes with the cane. This girl chose the three slaps and so he hit her on her face three times, very hard, and her mouth was bloody and her two teeth came out.

2.5.4 Burning of Schools

Most schools are burnt as a result of corporal punishment for students to revenge against their teachers. This mostly happens in boarding schools and facilities like books and others that are used on school curriculum may be destroyed and this affects the performance of students.

2.5.5 High rate of HIV/AIDS infection

Epidemic of sexual violence contributes to high among girls than that of boys. Girls are biologically more vulnerable to sexually transmitted HIV than boys, and sexual violence increases their risk of exposure and affects their

performance. The difficult of obtaining timely post-exposure prophylaxis for HIV in samburu district, despite a government pledge to make this treatment universally available for rape survivors, only increases the risk that rape will lead to HIV infection.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter focused on the methodology of the study. It entailed research design, geographical location/area and population, sampling design, data collection methods and instruments, data analysis and processing and the limitations of the study.

3.1 Research Design

The researcher used descriptive and analytical research design. These were selected because they were effective ways of research presentation. And survey-based on quantitative and qualitative data analysis was used.

3.2 Area and Population of Study

The research was conducted in one area that is Katheka-Kai location, Machakos district-Kenya. Has an approximate population of over 35,000 people. The most spoken languages are: Kiswahili, samburu, Tarkana, and English. The respondents consisted of local population especially adults, opinion leaders. The area has been basically chosen because the researcher was familiar with the area and was able to speak Kiswahili, and English which are the most dominant languages.

3.3 Sample Design

The researcher used purposive sampling technique since it ensures that the only predetermined and chosen respondents are approached, hence getting relevant, correct and adequate information. However, through this sampling technique was chosen, it had some weakness of inadequate information can sometimes be given because the selected respondents may be less informed on the topic of research.

The sample size of 60 respondents was chosen and this was arrived at as:

[Category

The sample size of 60 respondents were chosen and arrived at as:-

Category	Number of Respondents
Political leaders	5
Teachers	30
Students	15
Parents	10
Total	60

3.4 DATA COLLECTION METHODS AND INSTRUMENTS

3.4.1 Method

The researcher collected data from both primary and secondary sources.

(a) Primary Data

This was sourced by physical and visiting of the files and collecting data through variable tools.

(b) Secondary data

This was be sourced by reviewing of documented resources as newspapers, reports, presentations, magazines and online publications.

3.4.2 INSTRUMENTS

The following data collection instruments were used:

(a) Questionnaire

This was designed in line with the topic, tackled and hypothesis. They included both open and closed-end question& this instrument was selected because it was efficient and convenient in a way that the respondent were given time to consult the documents before answering the questions. It was also because the respondent can give unbiased answers since she/he is given to write whatever

she would like to write which would otherwise be hard for the respondent to write if the researcher is present.

(b) Focus Group Discussions

Instrument was chosen because the respondents give instant answers and the data collected were easily be edited since the researcher heard when the respondent is communicating (answering) the Question. The researcher here is saved from misinterpretation of since he can rephrase the question if not fully heard or answered so that he can get the relevant information wanted.

(c) Documentary Review

This included detailed review of already existing literature. The tool was selected because was accurate, correct and historical data, which was used for future aspects.

3.5 DATA ANALYSIS

3.5.1 Quantitative Data Analysis

Editing of the information from the respondents was done. This was before leaving the respondent purposely to avoid the loss of material, misinformation and also to check for uniformity, consistency, accuracy and comprehensibility.

3.5.2 Qualitative Data Analysis

Data was analyzed before, checked after collection. Before data collection, tentative themes were identified. The tentative themes of social, economic, political and social factors associated with school drop outs among pupils. After data collection, information of the same code was assembled together and a report was written.

3.6 Limitations of the study

Unwillingness of the respondents to effectively respond to the questions was one of the most notable problems that the researcher faced while conducting the research.

Time constraint was also a problem that occurred during the process of conducting the research. Time was not enough to since the researcher had to prepare for final semester exams as well as carrying out the researcher. This made it very hard to carryout research as handling two things at ago.

Hostility among some respondents was also another limitation of the study in the sense that the researcher found that there were hostile respondents who in the long run might turn down the request of the researcher to answer the questions. Many of such respondents walked away in spite of the fact that the researcher tried to plead for their attention.

Shyness of the respondents was also another limitation of the study.

The researcher was affected by the prevailing weather conditions i.e. the sunshine. It is true that the research was conducted during sunny season and it became so hard for the researcher to find the respondents.

CHAPTER FOUR

FINDINGS, PRESENTATION AND ANALYSIS

4.0 Introduction

The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

4.1 Social Demographic Characteristics

4.1.1 Age of the respondents

Respondents were asked questions related to their age and the results are shown in the table below:

Table 2: Age distribution of respondent

Age group	Frequency	Percentage
Below 24	4	6.6
25 - 29	16	26.6
30 - 39	12	20
40 - 49	22	36.6
50 - above	6	10
TOTAL	60	100

Source: Primary data

The table above shows that 6.6% of the respondents were below 24 years, 26.6% were between 25-29 years of age, 20% were between 30-39 years of age, 36.6% were between 40-49 years and 10% were above 50 years of age.

4.1.2 Marital Status of the respondent

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

Table 3: Marital status

Marital Status	Frequency	Percentage
Married	30	50
Single	8	13.3
Widow	16	26.6
Widower	6	10
TOTAL	60	100

Source: primary data

Table 3 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widower

4.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

Table 4: Sex of the respondents

Sex	Frequency	Percentage
Female	40	60
Male	20	40
Total	60	100

Source: primary data

Table 4 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

4.1.4 Educational status

Respondents were asked questions related to their educational status and their responses are shown in the table below;

Table 5: Educational level of the respondents

Education levels	Frequency	Percentage
Uneducated	6	10
Primary	14	26.6
Secondary	8	13.3
University	4	6.6
Tertiary	22	36.6
Others	4	6.6
Total	60	100

Source: primary data

Table 5 above shows educational levels of the respondents and it revealed that 10% of the respondents were uneducated, 26.6% were of primary level, 13.3% had secondary education, 6.6% received university education, 36.6% had tertiary education and 6.6% fell under other levels of education.

4.2 The causes of corporal punishments in Katheka-Kai Location

Table 6 showing the causes of corporal punishments in Katheka-Kai Location

Response	Teachers	Parents	Students	Political leaders	total	%
Poor performances	8	1	0	0	9	15
Poor payments	3	3	2	1	9	15
School policies	4	0	2		6	10
Government policy	5	4	5	2	16	26.6
Mental illness	2	1	0	0	3	5
Lack of ethics	6	2	1	1	10	16.6
Emotionality	2	4	0	1	7	11.6
Total	30	15	10	5	60	100

Source: primary data

4.2.1 Poor performances

Poor performance has been given by the respondents as one of the causes of corporal punishments in Katheka-Kai location, Machakos district schools today. The findings of the study found that there are quite many students who suffer from corporal punishments in Katheka-Kai location, Machakos district, with 15% of the total number of respondents. The respondents here noted that the scale of corporal punishments is very high and this has been caused by the poor performances among the students. Teacher end up caning the students in order to increase their performances yet this is not true. The impact

of all this has been levied on the students who are the most affected by the practice so far.

4.2.2 Poor payments

Poor payments of teacher have also been mentioned as another cause of corporal punishments in schools of Katheka-Kai location. The respondents here noted that corporal punishments have fully been caused by the poor payments of teacher in many of the schools in this district, with 15% of the total percentage of the respondents. Many of the teachers have been found to be over punishing the students because of their poor pay couple with delayed payments in every month. This sometimes angers the teachers who in many times look at the students as part of their problem and they think that the students do not fully pay fees especially in these private schools and even public schools. To leach off this stress, the teachers resort to punishing the students even for no or minor reasons so as to feel well and comfortable.

4.2.3 Government policy

The Kenyan government policy was not spared by the respondents as the cause of corporal punishments in Katheka-Kai location, Machakos district schools. The respondents here noted that the government policy in Kenya has for long fueled the issue of corporal punishments in Kenya in the sense that many of the schools face corporal punishments because of the policy of the government which have really faced criticism among t he respondents. One respondent here said “the government has the constitutional right to protect its people against any thing, but if the government does not say anything on corporal punishments, then it supports it”-said one of the respondents. This had 10% of the total percentage of the respondents in the division.

4.2.4 School policies

School policies alongside the government policies were also mentioned as another cause of corporal punishments in Katheka-Kai location, Machakos district schools. The respondents here mentioned that policies of schools are fully responsible for the high level of corporal punishments in Kasiria schools because many of the schools today have their own policies of operation and they do follow such policies, with over 10% of the total percentage of the respondents. Islamic schools for example have been the point of concern here because these schools do believe that punishing the students is recommendable for many of the schools and for the young people in general. In some schools if the teacher does not cane the students, he/she risks her/his job because caning is seen as a necessity.

4.2.5 Mental illness

Mental illnesses among some teachers have also been mentioned as another cause of corporal punishment in Katheka-Kai location, Machakos district schools. The respondents here mentioned that there are many cases that have been reported of teacher punishment of the students because of mental problems and this had 5% of the total percentage of the respondents. Mental disorder among the teachers normally results from stress and many other factors as may be described as the cause of mental illnesses among the teachers. Student respondent stressed that they had a teacher who could in some times have mental disorder and this could force him to beat up any student who had any minor problem. In his own words, he said "the teacher could cause us to fear him because of the way he could punish us once he happens to punish"-said a student respondent.

4.2.6 Lack of ethics

Lack of ethics among the teachers has also been mentioned as one of the causes of corporal punishments in Katheka-Kai location, Machakos

district schools. Many of the teachers do punish the students because of lack of ethics of education, which is the code of conduct of teaching. As a profession, education has on one of the highest ethical standard which guards them from unnecessary behaviors. The lack of ethics among the teachers has caused many of the teachers to behave in the way that is not professional. This lack of professional code of ethics has been ranked with 16.6% of the total percentage of respondents. Once there is no code of conduct among professionals, many of the people behave the way they want within the field of work and this is the reason why there is a high level of corporal punishments in Katheka-Kai location, Machakos district.

4.2.7 Emotionality

Emotionality has also been mentioned by the respondents as another cause of corporal punishments in Katheka-Kai location, Machakos district schools. Emotionality has been mentioned to be very dangerous in the cause of corporal punishments in the division because there are some of the teachers who are so emotional enough so to the extent that many of the students have fallen short of the evil. This had 11.6% of the total number of respondents in the division because many of these teachers are so emotional in that they can badly punish the students once they start to push or once they decide to punish and this usually happen due to lack of self control among some teachers.

4.3 The effects of corporal punishment on the academic performance of school students in Katheka-Kai location, Machakos district

Table 6 showing the effects of corporal punishment on the academic performance of school students in Katheka-Kai location, Machakos district

Response	Teachers	parents	students	Political leaders	Total	%
Low performance	10	0	5	1	15	25
Death	3	0	3	0	6	10
Physical injury	5	4	4	0	13	21.6
Dropping of subjects	2	2	0	1	5	8.3
Fear upon students	4	0	0	2	6	10
School drop outs	6	4	3	1	13	21.6
Total	30	10	15	5	60	100

Source: primary data

4.3.1 Low performance

Low student's performance has been also mentioned as one of the major effects of corporal punishments in Katheka-Kai location, Machakos district. Many of the respondents noted that corporal punishments do cause a lot of effects on the performance of the students in schools, with 25% of the total percentage of the respondents. Scientific research shows that punishments do cause harm in the performance of the students negatively and there is no way that the students can effectively perform when they are affected by such kind of situation because many of them live in fear later and their concentration is affected in the

process. Effective performance of the students in schools need clear mind and cool atmosphere plus the peace on mind.

4.3.2 Death

Death is yet another effect of corporal punishments in Katheka-Kai location, Machakos district schools in the sense that there are many students who have been reported dead because of harsh punishments levied on them by the teachers. Many students do die either instantly after the punishments or some time later after the punishment. This is usually so because of the students' physical/condition. The total percentage of the respondents here were 10% and they noted that death really comes as the result of corporal punishments. One of the respondents said "I saw a pneumonia student die after being hit on the head by a teacher and it was my first time to see a human gently dies with a lot of sorrow"-said a teacher respondent.

4.3.3 Physical injury

Physical injury was also another effect of corporal punishment as given by the respondents. Many of the students have been reported to have severe bodily harm after the punishments levied on the students in schools. Students do sustain a lot of harm after the punishments and many of these students later face other challenges as may result from the effect of corporal punishments in Katheka-Kai location, Machakos district, with 21.6%. One of the respondent noted that there are many of the students who have been reported lame due to severe punishments given to the by the merciless/ ruthless teachers in many of the schools in Kasiria division. Many of these students have later been permanently lame in the parts that have been affected the canes of the kicks s the case may be.

4.3.4 Dropping subject

Subject dropping had also been given as one of the effects of corporal punishments in schools of Katheka-Kai location, Machakos district, with 8.3% of the total percentage of the respondents. Many of the students have been reported to have dropped many of the subjects that are mainly taught by such notorious teacher who in many cases over punish the students. This is because the students do loose the interest of doing such subjects of such tough teachers since they lose interest in such teachers and once interest is lost, the next thing is to fail the subject. Students to hate teachers do fail their subjects because research shows that passing is strongly related and attached to interest in the subject.

4.3.5 Fear upon students

Fear upon the students was yet another effect of corporal punishments as given by the respondents, with 10%. The respondents here noted that fear is caused on the students who are once affected by corporal punishments in Katheka-Kai location, Machakos district. It was said that punishing students limits the cooperation between teachers and the students because the students will for sure fail to effectively relate with the teachers. The proverb "...once beaten, twice feared" is so evident here in the sense that no human being will ever desire to live with any person who causes any bodily harm to him/her.

4.3.6 School drop outs

School dropout was yet another factor identified by the respondents as another effect of corporal punishments among the students of Katheka-Kai location, Machakos district schools. Many of the students have been reported to have dropped out of schools in Katheka-Kai location, Machakos district because of the high level o corporal punishments since many of the students do not see education as a benefit but rather see education as a punishment. This had 21.6% of the total percentage

of the respondents. One of the school dropout interviewed by the researcher said that she dropped out of school because the teacher had caned her and she had to drop out of school because of the fear that the teacher would keep on caning her.

4.4 The solutions of corporal punishment on the academic performance of students in Katheka-Kai location, Machakos district

Table 7: Solutions of corporal punishment on the academic performance of students in Katheka-Kai schools

Response	Teachers	parents	students	Political leaders	Total	%
Punish teachers	10	2	2	1	15	25
Encourage hard work	6	1	5	0	12	20
Promote human rights	3	1	4	2	10	16.6
Teach discipline	3	2	2	1	8	13.3
Follow ethics	8	4	2	1	15	25
Total	30	10	15	5	60	100

Source: primary data

4.4.1 Punish teachers

Punishing of the teachers was one of the ways which the respondents gave as the way of solving corporal punishments in schools. The respondents here said that the teachers who punish students ought to be punished so that they can stop punishing the students. They need to be given then same/equivalent punishment as the one they give to the students and this can be the best way of solving corporal punishments on the students. Teachers need to be

punished either by expulsion, suspension or even imprisonment so that they cannot punish the students any more. This answer had 25% of the total number of respondents and it was the highest with the highest number and percentage of the respondents.

4.4.2 Encourage hard work

Encouragement of hard work among the students was yet another solution given by the respondents as one of the ways of solving corporal punishments in Katheka-Kai location, Machakos district schools. Students need to be encouraged to work hard and hard enough so that they can improve on their performances in schools. The poor performance of the students has been found as one of the causes of corporal punishments in schools and this therefore means that students' performances ought to be improved. This had 20% of the total number and percentage of the respondents interviewed. The respondents noted that the teachers would not cane students for no reason and this means that the students are caned because of poor performances.

4.4.3 Promote human right

Promotion of human rights was also given as one of the solutions of corporal punishments in Katheka-Kai location, Machakos district schools. It has been noted that there is too much violation of human rights in the schools of Katheka-Kai location, Machakos district because corporal punishment is against the human rights code in the United Nations Bill of Rights which states that any bodily harm caused by anybody to any individual is against human rights and this had 16.6%. Promotion of human rights is therefore needed so that the teachers in particular can be taught how to behave and be taught that human right is a fundamental right of every human being in the society and other need not to play with this right.

4.4.4 Teach discipline

Teaching of discipline especially to the students was yet another solution given by the respondents as another issue worthy of concern if corporal punishments are to be solved in Katheka-Kai location, Machakos district and this had 13.3% of the total number of the respondents. It was reported that there are many students who poorly behave and they anger teachers to the point of 'poorly disciplining' them. Many of the students are brought up from bad families where manners are not taught and they transfer this to school to the extent of provoking teachers and adding wrath on the teachers. So the students ought to behave well in order to be safe with the teachers.

4.4.5 Follow ethics

Following ethics was also another answer given by the respondents as the solution to corporal punishments. The teachers are advised her to follow ethics and give strong adherence to the issue of following ethics in the field of their study, with 25% of the total percentage of the respondents. Following ethics is seen by the respondents as the best way of solving corporal punishments in Katheka-Kai location, Machakos district schools. The teacher her are called upon to strong consideration to the following of ethics because it was found that the reason why teachers punish students is because of lack of ethics and this means that having ethics in the profession of teaching will help them a great deal.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter was concerned with the summary of the study, conclusion and recommendation.

5.1 Summary of the study

The major objective was to find out the role of corporal punishment on the academic performance of students in schools: The case study was of Katheka-Kai location, Machakos district, Eastern province-Kenya.

A total of 60 (sixty) participants, 30 teachers, 10 parents, 15 students and five political leaders were involved in the study. The study question was investigated in line with the research questions of the study.

The first research question sought to find out the causes of corporal punishments. The study discovered that; poor performance, poor payments, school policies, government policies, mental illness, lack of ethics, and emotionality were the factors given by the respondents.

The second research question sought to find out effects of corporal punishments. The study findings revealed that; low performances, death, physical injury, dropping of subjects, fear upon the students, and school drop outs were the answers given here by the respondents.

The third research question sought to find out the solutions to corporal punishments. The answers given by respondents to this research question were therefore as follows; punish teachers, encouragement of hard work, promotion of human right, teaching of discipline, and following of ethics were the major factors noted by respondents here.

Conclusions and recommendations were then made after presenting and interpreting the data.

5.2 CONCLUSION

The conclusion was made in line with the various themes of the study and was based on the findings of the study

The first research question sought to find out the causes of corporal punishments. The study discovered that; poor performance with 15%, poor payments with 15%, school policies with 10%, government policies with 26.6%, mental illness with 5%, lack of ethics with 16.6%, and emotionality with 11.6% of the total percentage of respondents

The second research question sought to find out effects of corporal punishments. The study findings revealed that; low performances with 25%, death with 10%, physical injury with 21.6%, dropping of subjects with 8.3%, fear upon the students with 10%, and school drop outs with 21.6% of the total percentage of the respondents.

The third research question sought to find out the solutions to corporal punishments. The answers given by respondents to this researcher question were therefore as follows; punish teachers with 25%, encouragement of hard work with 20%, promotion of human right with 16.6%, teaching of discipline with 13.3%, and following of ethics with 25.5 of the total percentage of the respondents.

5.3 RECOMMENDATIONS

The recommendations were made in relation to the findings and conclusions. The researcher therefore came up with the following recommendations in an attempt address the role of corporal punishment on the academic performance of students in schools the case study of Katheka-Kai location, Machakos

district Eastern province-Kenya. The following recommendations were therefore advanced by the researcher.

Expel teachers

Teachers who involve in punishing students with their bad emotional should be expelled in order to give room for students free to practice their rights and only be guided in accordance with the school rules in line with the teaching curriculum to increase student's performance.

Ban corporal punishments

Corporal punishment should be total banned in schools as have been observed as it affects the student's performance which results in school dropout and low grades yielded by students as the result of physiological torture and stress in their lives. Some of the corporal punishment should be replaced with the counseling techniques by counselors in schools.

Increase teacher's salaries

Teachers who transfer their anger as a result of poverty and don't care about some people's children because they are paid low salaries should be increased to encourage them and this motivates them by having good relationship with students since in Kenya, teachers are paid depending on your qualifications for example, a degree holder is paid Kshs25000 and to encourage them, they should be increased to Kshs 50000. This will reduce the cases of corporal punishment in Katheka-Kai location, Machakos district.

Change the education system

The education curriculum in Kenya should be changed and given opportunities to student's choice to choose the subject of their own choice and the methodology of the ministry of education, science and technology by even introducing human rights subjects in schools.

Emphasis on teacher code of conduct

Teachers who enroll in the institutions of higher learning should increase the teaching curriculum in handling students with the code of ethics, the guide line in how to handle students rather than punishing because punishment reduces their performance in Katheka-Kai location, Machakos district Eastern province.

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APPENDIX A
QUESTIONNAIRE

I am a student of Kampala International University pursuing a Bachelor's Degree in Education, kindly requests you to answer these questions in utmost faith that would really help me successfully finish my course as a partial fulfillment of the award of Bachelor (BED). I therefore affirm that this information is purely for the academic purpose.

SECTION A

Tick where necessary

1) Sex

(a) Male ☐

(b) Female ☐

2) Age ☐

(a) 20-25 ☐

(b) 25-30 ☐

(c) 30-40 ☐

(d) 41-50 ☐

(e) 50-60 ☐

(F) 61-70 ☐

3) Marital Status

(a) Married ☐

b) single ☐

(c) Widower ☐

d) widow ☐

4) Religion

(a) Catholic ☐

(b) Protestant ☐

(c) Muslim ☐ (d) Others (Specify)

5) Education level

(a) None ☐ (b) Primary ☐

(c) Primary ☐ (d) Post Primary ☐

SECTION B

1) Do you have children?

(a) Yes ☐ (b) No ☐

2) Do you punish your learners?

(a) Yes ☐ (b) No ☐

(c) If yes, or no state why

(a).....

(b).....

(c).....

(d).....

(e).....

(f).....

SECTION C

(i) What are the causes of corporal punishments?

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....
- (f)

2) (iii) What are the effects of corporal punishment on the academic performance of students in schools?

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....

3) What are the solutions of corporal punishment on the academic performance of students in schools?

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....
- (f).....

END
THANK YOU

APPENDIX B
BUDGET

ITEM	COST
Transport	Kshs 8,000
Pens	Kshs 30
Internet	Kth 1000
Typing and Printing	Kshs 4000
Photocopies	Kshs 500
Miscellaneous	Kshs 3000
Total	Kshs.12930

