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TITLE:
"GUIDANCE AND COUNSELING AS AN ALTERNATIVE TO CORPORAL PUNISHMENT IN SECONDARY SCHOOLS IN KENYA. "

A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE POST GRADUATE DIPLOMA IN EDUCATION.

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STUDENT'S DECLARATION

I, the undersigned, declare that this is my original work and that it has not been submitted to any College, Institution, or University other than University of Nairobi for Academic credit.

SIGNED:--

MIANO B. KINYUA

DATE:---------------------5\9\2008--

This project has been presented for examination with my approval as the appointed supervisor.

SIGNED:--

Dr. SAMSON GUNGA

DATE:---------------------5/9\2008--

DEDICATION

This project is dedicated to my beloved wife Aurelia, my lovely baby Carmelita, Aunt Carmelita, Friends and the entire congregation of the Consolata missionaries.

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ABSTRACT

This study attempts to examine the possibilities of organizing guiding and counseling services in secondary schools in Kenya. This is because since the abolition of corporal punishment, teachers were left with no alternatives since the void created has not been filled. The subject used in this research consisted of thirty randomly selected teachers from 30 secondary schools in Kenya. Questionnaires were designed to correct data on the effects and uses of corporal punishment as well as to elicit the need of guidance and counseling services in schools.

It was hypothesized that there is no relationship between the administration of corporal punishment and guidance and counseling services. The descriptive methods and the table analysis of the data significantly indicated that 85% of the teachers preferred guidance and counseling services than the administration of corporal punishment. It is therefore recommended that guidance and counseling services be implemented in every Kenyan secondary school.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

This study attempts to examine the possibilities of organizing guidance and counseling services in secondary schools in Kenya. Since the abolition of corporal punishment, teachers were left with no alternatives since the void created has not been filled. This need has necessitated the researcher to propose a structured practice that can be remodeled to replace corporal punishment in an effective way. Thus the need for guidance and counseling services in secondary schools since the students keep on violating the school rules and regulations. Hence greater emphasis should be put in counseling so as to avert the problem of indiscipline and eliminate undesirable behavior through nurturing the desirable. Therefore this study intends to propose structure that would see counseling replace corporal punishment in Kenyan secondary schools.

Many scientists have aired their views on corporal punishment. Rosenshine and Furt's (1973) collection of studies shows little evidence that teachers who use corporal punishment most are the most effective in producing learning. A series of studies reviewed by Brown and Herrustien (1974) indicate that the use of aversive physical force does not achieve positive results even with highly motivated persons. Even in a variety of novel techniques the

outcomes were not positive. As soon as the aversive is removed the individuals revert to their behavior patterns.

Mauver (1984) convincingly demonstrates that, the use of corporal punishment usually intensifies the effective climate, engendering feelings of anger, frustration, dislike and hostility.

Travers (1973) insists that punishment is always a hostile and aggressive act, and there is some evidence that the free exercise of aggression results is the even free exercise of aggression.

In human beings, aggression easily gets out of control and each of us should be continuously on his/her guard to check aggressive tendencies.

Children who grow up in punishing environment may conclude that the only technique for social management is punishment, for they have not seen any other technique. In some situations there may be choices other than the application of physical force. Uba (1987) insists on the fact that the problem of indiscipline can only be solved through self-discipline. If the youth problems are to be faced in their real complexity of origin and nature, counseling services should be provided to individuals.

According to Uba (1987) the indirect method of control is by way of eliminating the undesirable through nurturing the desirable. This type of control aims at creating a school climate in which students are motivated to learn, individuality is respected and where young people can pursue their interests, free of distraction and without fear of abuse.

In school life, the range of freedom cannot be wider than in the outer world. The child is immature, ignorant, weak and helpless and has to look to the superior for guidance, encouragement and help. Since life is a continuous series of choices, the child must be trained to make these choices reasonably and independently. Nevertheless, adult guidance is necessary.

The teacher or parents must however bear in mind the fact that guidance does not mean rebuke or ridicule. Guidance includes counseling and suggestions.

1.2   STATEMENT OF THE PROBLEM.

Until recently, education has been taking almost forty percent of the national budget. However, this expenditure has not been fully reflected in education pipeline because of the rising cases of indiscipline since the abolition of corporal punishment.

Parents' effort to keep their children in school have been frustrated by rampant expulsion, damage of property as well as lost teaching and learning hours. The main reason for the concern is that the deterioration of student's behavior has far reaching educational and social implications. While the government abolished corporal punishment, there has not been an elaborate structure for conducting guidance and counseling to fill the void created. Teachers have been left to use only the experience they got in their professional training. As a consequence the organization of guidance and counseling has

been left to the individual schools leading to disparate application of guidance and counseling standards. This study therefore attempts to examine how guidance and counseling services could be structured to reflect a uniform policy outlook and to assess how it can be used to correct students with problems.

1.3 JUSTIFICATION OF THE STUDY

The rising cases of indiscipline affect the learning and teaching environment whereby schools are unable to meet their academics, social and moral obligation. It also leads to continuous interruption of school programmes.

It is difficult for student to move to the next stage thus destabilizing the development strategies put in place by the government. Several researches about student indiscipline in Kenyan secondary schools since the abolition of corporal punishment have yielded insignificant results. That is why this study will be conducted.

1.4   SIGNIFICANCE OF THE STUDY

School discipline is paramount for effective teaching and learning. However, Kenya education system is characterized by strikes and indiscipline cases that are deep rooted in public universities, secondary schools, middle level colleges and primary schools thus inconveniencing teachers, parents and the government. Consequently, if these causes of indiscipline are identified and eliminated, the government would spend more time planning for other valuable

projects rather than wasting time in solving deviant and delinquency behavior. This research will therefore ensure the acquisition of appropriate levels of literacy numerically, manipulative, communicative and life skills as well as ethical, moral and civic values needed for laying a sound solid foundation for long life learning.

This research will also foster a number of activities that will help to illuminate critical issues relevant to secondary level of education. This proposed study will be expected to;

a. Contribute to increased understanding on how the society may curb the endless cases of school indiscipline in secondary schools. It's finding will be helpful in making recommendations that are useful to the Ministry of Education, non governmental organization and other stakeholders in laying policies and solving issues related to indiscipline in Kenya secondary schools.

b. Moreover, the results obtained from this research will assist policymakers to find answers to some topical questions and issues confronting student indiscipline cases in schools.

c. Through this study, parents and guardians of secondary school students will be encouraged to play an active part in their children education. This will help parents understand the relevance of any programme or planned activities aimed at making the running of secondary schools smooth.

1.5 ASSUMPTION OF THE STUDY

1. That the school administration and other stakeholders are aware of their responsibility to instill, control and help maintain discipline in the schools.

2. The respondents will cooperate and provide honest and accurate information.

3. If the causes of indiscipline affecting secondary schools are identified, realistic alternatives and possible solutions could be recommended.

1.6 PURPOSE OF THE STUDY

This paper proposes the possibilities of organizing guidance and counseling services in Secondary Schools in Kenya. More specifically the study aims at fulfilling the following objectives.

❖ To investigate the historical background to corporal punishment:

❖ To examine the Ministry of Education's policy on the corporal punishment in schools in Kenya;

❖ To identify the effects of corporal punishment;

❖ To investigate the scientific point of view on corporal punishment:

❖ To identify the different types of punishment;

❖ To examine how the guidance and counseling can be used an alternative to corporal punishment;

❖ To propose the possibilities of organizing guidance and counseling services in Kenyan secondary schools so as to reduce the gap between individual interest and collective group interest for the purpose of harmonious living.

1.7 LIMITATIONS OF THE STUDY

The period allocated for the study was not adequate since the study of this nature requires ample time to enable the researcher to travel to various schools and meet different persons for the interviews.

Finance was another major constraint, since the researcher had to rely solely on his pocket for traveling, buying and photocopying necessary materials and for typing services. The financial limitation and constraints limited the study to be confined to a few Schools in Kirinyaga District.

1.8 DEFINITION OF TERMS:

GUIDANCE: Guidance is a programme of services to individual students based upon the needs of each student, an understanding of his/her immediate environmental factors: the influences environmental factors have on the student and the unique features of each school. Guidance is designed to help each student adjust to his/her immediate environment, develop the ability to set

realistic goals for himself/herself and improve his/her educational programme . (Isaken and Mink (1986).

Guidance can be defined as a process, developmental in nature, by which an individual is assisted to understand, accept and utilize his abilities, aptitudes, interests and attitudinal patterns in relation to his aspirations (Zeran and Ricco, (1986). Guidance also deals with large numbers of pupils in a teaching situation.

COUNSELLING: Uba (1990) defines counseling as a process in which one-person assists another person in person-to-person or face-to-face encounter. This assistance can take many forms. It may be educational, vocational, emotional, social, personal and moral.

PUNISHMENT: A consequence is only a punishment if it reduces the future frequency of a behavior. Punishments are not necessarily overt consequences such as time out, suspension or some other form of corporal punishment. A punishment is anything that results in a behavior-taking place less and less often in the future.

If a consequence does not reduce the future frequency of behavior, it is not a punishment. (Randall 1985).

CORPORAL PUNISHMENT: Corporal punishment is of a physical nature. It includes caning, bodily chastisement, smacking, slapping and beating.

SECONDARY SCHOOL: This refers to the institution where post Primary Education is offered in a period of four years with regard to the Kenyan system of Education.

1.9 HYPOTHESIS:

1. There is no significant relationship between the use of corporal punishment and the use of guidance and counseling.

2. There is no significant difference between reasons for application of corporal punishment and guidance and counseling.

3. There is no significant relationship between the effects of corporal punishment and those of guidance and counseling.

CHAPTER TWO

2.0   LITERATURE REVIEW

2.1   HISTORICAL BACKGROUND TO CORPORAL PUNISHMENT:

a. Traditional Approach

With the Jews and Egyptians the "rod" was the means of discipline in schools. Bernard (1968) says that education and corporal punishment appeared as inseparable to a Hellenistic Greek as they had to a Jewish or an Egyptian scribe in the time of the Pharaohs. When the men of antiquity thought back to their school days they immediately remembered the beating. The cane is still with us and efforts should be made to abolish it.

Shanker (1984) argues that among Christians the attitude was still stiffer and the teacher resorted to the "rod" too often as directed by the Old Testament. Such cruel practices in schools those days in particular were mostly due to the Christian conception of the fallen nature of man as it was considered that the evil in the children was the cause of their waywardness.

In the pre-Victorian and post-Victorian era in Europe, discipline required obedience and a good teacher was a respected and feared person. His work was to train the pupils for obedience with the help of the rod of the wip.   This mentality came to Kenya with the British system of education. Bernard (1968) says that in Great Britain a split leather strap for wiping students called a taw can be obtained from suppliers who advertise in educational journals.

Such discipline in schools was authoritarian when heads of schools and teacher behaved like monarchs and the use of rod and flogging had been in vogue even in public schools. According to Shanker (1984) in Britain flogging was done even for omissions or for asking a question. The teacher having authority and absolute freedom made himself a nuisance by ignoring the rights and true nature of children. No child should ever be made to feel that by his behavior he has forfeited the good will and love of his teacher or parents. The long history of punishment as a disciplinary measure illustrates its three major aims:

i)   As revenge;

ii)   As a deterrent, to scare other people and therefore minimize a possible increase of the same crime:

iii) As a means to reform – to attempt to change the individual from a wrongdoer into a well behaved individual.

Accordingly to Mbiti (1984) the scheme of discipline was therefore authoritarian. The adult commanded and the child obeyed. Obedience was considered a virtue. Talking about or questioning adults' opinion was considered to be disobedience. There was the underlying assumption that the adult knew what was best for the child. On the other hand, the child was considered incapable of any decision of judgment. The important thing was for adults to be in control of children all the time.

Punishment was found to be effective in producing submission. The aim of traditional discipline methods was an immediate result. Thus, as the child obeyed commands from superiors' success was achieved immediately. The child did not bother adults.

Personality development was not considered. Submission based on immediate results was emphasized. Secondly, the superiors concerned viewed control and direction of the child in personal terms. In other words the child was there to please the adults. The traditional discipline methods, of course, failed to provide adequate training for self respect, choice and independent action.

2.2 CORPORAL PUNISHMENT.

Clark. L. (1986) has it that some teachers. clergymen and newspaper Editors blame all the ills of modern civilization on the schools because they no longer help to produce the desired results. Anyone who has so much faith in corporal punishment is astonishing in view of its centuries – long history of little success. For instance. the popular saying "spare the rod and spoil the child".

Corporal punishment has severe deterrent as a consequence for misbehavior. The potential for legal complications out weighs any effectiveness that might be gained by a classroom teacher. While it may seem that educators

are being denied the use of their most effective remedy for misbehavior, corporal punishment in itself has many disadvantages.

First of all, corporal punishment is rarely effective for to those students who have the most inappropriate behavior.

To many secondary school students, a mild form of corporal punishment is more of a joke than a punishment. In order for corporal punishment to be effective to some secondary students it would have to be so severe that the risk of injury would be very real. Implementing this type of punishment can rarely be done without emotion.

Applying corporal punishment can frequently be more punishing to the person who is implementing it hat it is to the student who has misbehaved. Where corporal punishment is used, it is possible that a paddling may have become a status symbol to some groups of students. This occurs particularly when paddling has become an everyday occurrence. It occurs when a school begins using corporal punishment for minor as well as major offenses. As corporal punishment is used more and more there may develop an adversarial relationship between adults and students. In this atmosphere, it is difficult to encourage students to grow and mature.

According to Randall (1985) the final compelling drawback to the use of corporal punishment is that it provides student with a model of aggression. The school demonstrates to students that people use physical violence whenever one wants some one else to behave differently. This implies that the person with the

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most physical power is the person who is right. Schools must provide a model whereby teachers and students will work our disagreements intelligently rather than physically.

When students behave inappropriately, it will be necessary to teach them to be self-disciplined and motivated by way of dealing with such behavior fairly, calmly and objectively.

2.3 PUNISHMENT:

The question raised is, why is it necessary to punish? Punishment prevents discipline from losing its authority. So it is quite true that it compensates, that it corrects the evil resulting from the offenses.

Punishment and rewards are devices for controlling pupils' actions. There are a number of different types of punishments. The following are to be kept in mind:

a. The child should understand in advance what he would be punished for.

b. Punish a child immediately after the behavior occurs, preferably, or while it is occurring, if possible.

c. Punishment should be consistent and accomplished with some objectivity.

d. Punishment should only be used in severe or critical situations where a quick change in behavior is necessary.

e. Continue to reinforce appropriate behavior – for example, praise a child for not going to the medicine cabinet without permission.

f. If corporal-punishment is used, it may lead not only to more aggressive behavior by the child, but also may result in the individual doing the punishing becoming accustomed to using physical punishment as a means of modifying behavior. There are various types of punishment from mild to corporal ones.

a. Ignoring:

Ignoring is selected as a consequence to misbehavior means that the student is being told that some behaviors are so common: they are not worthy of a response. The student will know that the teacher does not condone misbehavior by ignoring it. (Randall. S. 1985).

b. Filling out a Behavior Improvement Form:

This form requires the student to put in writing what has happened and allowing him/her to narrate his/her side of the incident without setting up the possibility of a verbal argument with the teacher or other students. This form requires the student to think of how to handle similar circumstances in future. The behavior improvement form demonstrates to the student that even though

the behavior is unacceptable, the teacher is willing to listen to the student's side of the story (Randal, S. 1985).

c. Over Correction:

Over correction is a technique for decreasing target behavior. It involves extending the treatment beyond the correction of a specific act.

For example, the student who throws paper on the ground may be required to clean up the whole playground and perhaps sweep the halls. (Mann, P. Suitter, P. and Mac clung, R. 1987)

d. Time Out:

Time out is a form of punishment in which the opportunity for reinforcement is removed for a given time.

The time is contingent upon a particular response from the student. For example, the teacher could isolate the student every time he/she does something that is undesirable.

e. Response cost:

Response cost is a form of treatment where the student is penalized in some manner for undesirable behavior.

Examples of response cost are fine imposed, losing ones license, or having to give up something that is valued. The response cost must be specified. The

fine or what it is the student has to give up should be reasonable. For an example, taking away six months of television for not doing homework for one night is not reasonable. (Mann, P and others 1987).

f. Detention

Detention or staying after school is one of the most frequently used Punishments. In general there are two types of detention periods. One is the most common in large schools in which the students must report to a detention hall. The other is a do-it yourself arrangement whereby each teacher looks after his/her own detainees. In spite of its wide spread use, detention is not effective. Further, the detention periods are waste of time unless they are used constructively. There force, as a deterrent is not strong enough to warrant keeping the students sitting doing nothing.

When one uses detention it would be better to combine it with a conference or some educationally valuable activity (Clark, L.H. 1986).

g. Assigning Extra Work

Today the assignment of extra work continues to be a common punishment. Associating school work with punishments creates a prejudice against the subjects in the mind of the students. If you want to create dislike for the subject you teach, this is a way to do it.

h. Deducting from Academic Marks:

Punishing students by lowering their marks in the course is attempting technique, which should be avoided. Academic marks if they have to have any validity at all, must be based upon student's achievement. To lower course marks because of misbehavior is unfair to the students, their parents, the prospective employers or college admission officers. Under no circumstances can such punishments be tolerated.

i. Verbal Punishment:

The reprimand is probably the commonest and most poorly used kind of punishment. Like many other measures its effects soon dissipates when it is over used. Then it becomes mere nagging. Loud, frequent reprimands are ineffective. They only add to the turmoil. Calm, firm reprimands should be given in private. Frequent public reprimands tend to reinforce misbehavior.

The class may sympathize with the student being reprimanded or make his folk hero. Sarcasm and ridicule are two other common types of verbal punishment (Clark.L.H. 1986).

j. Corporal Punishment

According to the opinion of Achebe (1983), s unless for an excessively disruptive behavior for which other methods of mild punishment have proven unsuccessful, corporal punishment should not be used.

When necessary, it must be done most sparingly. There are many reasons for this caution. In the first place, harsh punishments, which involve corporal punishment, are meted out either by teachers, principals or parents. These are supposed to be models for the young to emulate.

When their role models therefore resort to harsh punishment methods to cope with misbehavior, youngsters come to perceive them as aggressive role models. Thus teachers and principals, particularly since they spend long hours with the students, run with the risk of unwillingly teaching them to deal with their frustrations in similar fashion. This may well explain the use of corporal punishments and other forms of harsh punishment techniques by prefects and senior girls and boys to deal with any misbehavior by their juniors.

As Clark (1986) summarizes, the teacher should avoid the use of the following; Sarcasm, threats, nagging, yelling, constant vocal correction, arguments with students and corporal punishment.

2.4 SCIENTIFIC POINT OF VIEW ON CORPORAL PUNISHMENT

Whether or not corporal punishment is effective has been controversial in two separate schools of thought. On the one hand, scientists who have been interested in the effects of punishment on behavior had engaged in research for nearly 50 years to settle the central scientific issues. Indeed, until the middle of the century, the data were far from clear concerning, the effects of punishment.

On the other hand, there has been extended discussion concerning the justification of punishment over thousands of years.

Should an individual be permitted to punish another individual or under what circumstances is punishment justifiable? These are the important ethnical issues (Travers R.M. 1973).

Corporal punishment in schools has long been justified on the grounds that it is the only technique that can be widely applied to control undesirable aspects of pupil behavior. There is really not much evidence to support such a point of view. Anyone who has ever observed extensively in schools knows that teachers who engage in much punishing their students do not necessarily have more orderly classes observed by Travers (1973) were handled by teachers who never raised their voices but who controlled events in a quiet, firm and organized way. Educators have generally taken the position that a punishment is an unnecessary technique that characterizes the incompetent classroom management.

There can be little doubt that teachers who spend much time punishing pupils are those who could be rated low on most criteria that have ever been chosen as criteria of effective teaching. Many who engaged in punishing behavior simply lack alternative techniques of handling numerous incidents that occur in the classroom.

Another argument commonly raised against the use of corporal punishment is an ethical one: a person does not have the right to make the life

of another unhappy, unless there is overwhelming reason to do so. The argument, originally attributed to Dewey, is that school life is not just preparation for life, but it is a part of life itself and life should be pleasant.

This is a persuasive position, particularly in the present era, when it has become recognized that children, as well as adults, have rights as human beings. There is much to be said for this argument. If school is not considered to be a model for life, where are children going to find a good model they can use in shaping the adult world, as they will ultimately have to do?

At this point, the question arises as to whether a school can be effectively run with almost no corporal punishment. The fact is that there are classrooms and a few schools where most punishing events that occur in schools seem to be disappointing. Such classrooms are orderly, but there is no rigid enforcement of order just for the sake of order. A pupil may leave his seat to obtain help from another pupil or to consult a reference work at the back of the room.

Such a classroom is to be contrasted with others in which the most trivial departure from rules it immediately heavily punished. Such classrooms do not appear to differ in terms of the amount of serious work going on.
In the one with the relaxed atmosphere, generally there is less hostile and disruptive behavior on the part of the pupils, and rarely does a pupil, trip another or throw a spitball. Both classrooms have internal forces operating that make some degree of orderliness, but they are entirely different. In the one the

pupils fear the teacher and see him as a representative of reasonable and an organizer of activities not primarily as a punisher.

According to Mann P. (1987) every student need to experience love and a sense of worthiness. The loss of love and experience of trauma, by the same token, if experienced in the form of reduced self-esteem, will result in unhappiness and suffering. For some children reading is a painful experience. Poor performance often results in loss of love and feelings of inadequacy. Educators have found love understanding and support, in a verbal as well as physical sense, help students to maintain a greater degree of frustration and tolerance. Individuals who are responsible for modifying the behavior of the students must support the children through a process of involvement.
The student is encouraged to face reality in terms of his or her own behavior and to verbalize his or her responsibilities. Once the student makes the commitment to attain a particular goal, he or she is obliged to honor that commitment.

According to Mbiti (1974), in schools democracy should be the guiding principle. Every individual should be considered important. All views should be listened to with equal respect. The traditional scheme of discipline whereby children were there to be seen and not heard is out dated. On the other hand, the progressive idea that children should do what they want without adult direction is self-defeating.

The child must be seen as an individual, who is to be helped to make independent but wise decisions as he grows to maturity. A combination of both

adult counseling and freedom of choice in decision-making is a good thing. Many of the problems leading to pupils' strikes in secondary schools, for example, can be solved if the pupils are allowed to discuss issues with the school administrators openly and through the use of reason in an atmosphere of freedom.

2.5 THE NEEDS OF GUIDANCE AND COUNSELLING IN KENYAN SCHOOLS.

Uba (1983) postulates that adolescence is a transition period between childhood and adulthood. Parents, teachers and counselors have seen lack awareness of their psychological and physical needs, as well as a general appreciation of the changes and adjustments that adolescents undergo. According to the Gachathi (1976) report, the major goals of education in Kenya are as follows:-

❖ To develop those being educated into useful citizens.

❖ To promote the full development of talents and personalities of individuals.

❖ To instill in the students a positive attitude toward cooperative effort and mutual social responsibilities.

There is vital need for guidance and counseling in the educational system of this country. It is amazing to know that a majority of school children and college undergraduates do not know exactly what fields of study they want to

take or for what purpose they are within the particular educational system they are in.

Vocational counseling would be used in helping the individual student obtain useful information on careers as well as helping to realize his particular strengths and weaknesses in required school subject combinations and job demands. Providing counseling services in schools and colleges will cater for both individual development of the child and for national manpower needs in the different walks of life. This can only be achieved through right guidance and counseling. The need for guidance and counseling therefore cannot be overemphasized. It is our only armour against self-destruction and societal chaos.

Within the comprehensive nature of the 8.4.4. Education system, only good guidance and counseling can help the children through choice of subjects and interests, choice of career and choice of school of universities. There is so much expectations from the schools these days. Students look up to the schools to help them realize their aims in life. Parents expect the schools to develop the intellectual abilities of their children.

They even expect the schools to build up the moral, social and career prospects of their children. It is only through proper guidance and counseling in the school that this obligation can be achieved.

According to Uba (1983) through personal and group counseling the potentialities and limitations in the individuals can be pointed out to them. This

helps to reduce aggressiveness and tendency towards delinquent behavior, which in turn reduces riots and student disturbances in schools. Further it helps to guide the individuals in their choice of subjects and careers.

Common problems in the Kenyan Schools are, among others student delinquency, dropouts, unemployment and underemployment. It is a well-known fact that a lot of problems exist in the Kenyan Educational system. There is hardly a day in which a national newspaper will not carry some views about student delinquency, school riots and students beating up a teacher or the head of the school, students destroying school properties and so on. Most of these problems occur as a result of frustrations on the part of the students, which in turn result from lack of good guidance.

Problems of dropout are equally acute in Kenyan schools. Many children enter primary and secondary schools with the purpose of obtaining school certificate that will enable them to go to higher institutions or at least to earn a living. Owing to lack of poor direction from teachers, wrong choices of subjects, lack of school fees etc, they fail to obtain these certificates and finally drop out of the school.

Many children repeat classes of fall out of their set in the school not because of they have no brain but often because of lack of proper adjustment to the school environment, a break of communication between the child and the school, or the child not knowing exactly what is required of him/her by the school.

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Another common problem resulting from secondary education is that of underemployment, unemployment. Children without proper guidance feel that Kenyan Examination Council requires any eight subjects, and so they move ahead with the idea that passes in any five or six of these will fetch them a certificate. After getting the certificate with wrong combinations they discover that such certificate are worthless to enter the university or any other higher institution for a profession. Life becomes difficult if not impossible for them. From the foregoing it is clear that guidance and counseling has much relevance to the primary and secondary schools in Kenya. Guidance services in schools will help to solve a lot of problems.

2.6 ORGANISING GUIDANCE AND COUNSELLING SERVICES IN KENYAN SCHOOLS.

Uba (1987) postulates that the counselor's role includes the art of counseling students in all levels of the educations system. Starting from Kindergarten, the counselor aids in discovering and diagnosing the child's special abilities and limitations, through understanding of each child. alert observation of his daily activities, well-timed, construction suggestions, and ability to recognize and reinforce the desirable consequences of his/her behavior and sort out the behavior that should be extinguished. In the primary level there will be a physical, intellectual. linguistic, psychological and social problem. These problems should be dealt with by counselors.

Counselors help in keeping individual pupil's folder, cumulative records, data samples of their work and anecdotal records of significant behavior for the purpose of counseling and in showing progress to parents, teachers and pupils themselves. As growth and development to the level of secondary school begins and because of their eagerness to learn, their tendency to establish with the members of their own tendency to establish with the members of their own sex and their delight in games, counselors give them the opportunities to test their capacities in developing self concept. acquire a realistic view of their assets and limitations, gain understanding of their own feelings and impulses and those of others.

Later on, at the University level, counselors can help students learn methods of making wise decisions, solving personal problems, and developing a sense of commitment while accepting the uncertainty of the world today.

The effective organization of guidance and counseling services in Kenya can not be a reality until the government and the ministry of education is prepared to provide professionally trained guidance counselors, recognize their services in schools and provide them with necessary incentives and equipment.

According to Olayinka (1986) an effective launching of any guidance services programme requires that the counselor should perform the following tasks:-

❖ He must ensure that the guidance programme is appropriate to the objectives and functions of the school system.

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❖ The programme must have administrative support that is the ministry of education should support it as a policy. The schools management board and the principal of the school concerned should show their cooperation and support.

❖ The principal and other staff members show a favorable attitude to the guidance programme and welcome it as an important supporting service for the development of each pupil's potentialities.

❖ There should be in school staff members who specialize in guidance and counseling or other qualified staff members who are able and willing to acquire necessary training as guidance counselors.

❖ Provision should be made for the physical equipment needed to carry out the programme. For example, a well equipped counselor's office.

❖ A system of a comprehensive, well-organized cumulative record be established. Data gathered from student's continuous assessment and other school records should be kept up to date by trained clerical workers.

❖ The school should use systematic procedures for collecting information concerning educational and vocational opportunities such as prospectuses from various universities and institutions of higher learning.

❖ A guidance and counseling committee should be established. The staff members participating in the counseling of individual pupils should agree on certain theoretical guidance and counseling principles.

In general, there is a need for both moral and financial support by the educational authorities for organizing a guidance programme. There is a great need of individual and group counseling.

According to Olayinka (1986) a person may need counseling if he/she shows the following characteristics.

❖ Unhappiness.

❖ Inability to meet his/her needs.

❖ Lack of knowledge, information and skills.

❖ Cognitive error and

❖ Excessive frustration and failure.

A student who has not developed good study habits may not succeed in his studies. The reason why a person's behavior is inadequate is that he lacks information about his environment and other person may be inadequately or incorrectly analyzed.

It is assumed that a client's behavior is determined in part by his information and its interpretation. A person who lacks requisite knowledge or skill cannot behave adaptively. Also a wrong assessment or interpretation of the problem may lead to cognitive error. A client may easily commit a cognitive error when he/she expects another person to see the world as he sees it. To

avoid cognitive error a client should communicate to other person what he wants to see done. Classroom teachers should not say a learning task is not difficult for a student by purely judging the task by adults' standards.

Ellis (1983) contends a person may become pessimistic if he experiences excessive frustration and failures. It is the task of the counselor to help the counselee to obtain and carefully apply missing information, knowledge and skill. It is assumed that the counselor should make available to the counselee many sources of information, new skills and techniques for the express purpose of helping his client to adjust to life situations. He should also educate the counselee to organize and discipline his thinking.

Group Counseling

The use of group counseling to help individuals, with personal development or distress problems, is one of the many methods that can be used in a helping relation. Groups have utilized to raise morals, hope and to offer emotional support. Today nearly every one with almost every conceivable psychological or social problem makes use of the group for help. Duncan (1983) lists some of the purposes of group counseling as follows:

- ❖ To provide a learning experience for the participants that cannot be gained by any other way.

- ❖ To provide help through peer support to adolescents with their developmental concerns.

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❖ To use the strengths of group counseling techniques, to facilitate positive change in the lives of the adolescent participants.

❖ To utilize the group as a vehicle through which adolescents can explore ways whereby they can prevent problems form developing in their lives as they grow and mature.

❖ To use the group as a vehicle through which adolescents can receive help in resolving problems of concerns that they already have.

According to Lieberman (1983) the advantages in group counseling are: -

❖ To develop cohesive or sense of belonging,

❖ To control behavior by rewarding and punishing,

❖ To define reality for the individual,

❖ To generate the expression of feelings

❖ To provide a contrast for social comparison and feed back.

The group counseling works as the medium to help individuals with problems. In the above summary, it has been highlighted that there is a great need for individual and group counseling in all Kenyan Schools. The establishment of counseling services in these schools will greatly reduce the use of corporal punishment. This project is an attempt to highlight the use and importance of guidance and counseling services in correcting students' behavior than the use of the old traditional method of corporal punishment.

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The next chapter is going to deal with the methodology of the study, including research design population sample, instruments and procedures used in the process of data collection.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on the research design, location of the study, sample collection, research instruments, pilot study and data collection procedures.

3.1 RESEARCH DESIGN

The study used descriptive survey design. In behavioural Science, descriptive research is one of the most used methods. The design was appropriate because it involved collecting data in order to test hypothesis or answer questions concerned with the subject of study. This design is a strategy for doing research which involves an empirical investigation on a particular contemporary phenomenon within its real life context using multiple sources of evidence. In this case, the focus will be to investigate the variables at play that may lead to student indiscipline is secondary schools. The researcher used the survey method because of the following reasons;

- A survey describes the nature of the existing condition of indiscipline in schools.

- A survey identifies the standards against which the existing conditions can be compared for instance students indiscipline cases in Kirinyaga District in given years can be studied.

- A survey can also describe the relationship that exists between specific events for instance one can determine the relationship

between guidance and counseling methods used in schools and school discipline

3.2   LOCATION OF THE STUDY

The study was carried out in selected secondary schools in Kirinyaga District – Central Province Kenya because of the rising cases of indiscipline and student militancy.

3.3   TARGET POPULATION

Target population refers to the members of the real or hypothetical set of people, events or objects to which we wish draw our sample for research. Therefore, the target population in this study constituted of principals and secondary school teachers of selected schools in the district.

The principals were useful in this study because they are the education managers and as such, have the responsibility of instilling, controlling and maintaining discipline in and out of the school. Teachers were important in this study because they too have a responsibility of instilling discipline to the adolescence who are characterized by a number of complex and developmental tasks that emanate from the sense of identity and the urge to relate with others. Parents on the other were useful in this study because they are responsible for complementing other agencies of socialization in bringing up a morally upright

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person. Students too were important in this study because they are the ones who are directly affected whenever the school has indiscipline problems.

3.4 SAMPLE AND SAMPLING PROCEDURE

Purposive sampling was used to select thirty teachers randomly from thirty secondary schools from various parts of the district. This technique was used because it guarantees the accessibility to the schools. The schools in the District are the worst hit by indiscipline cases.

3.5 RESEARCH INSTRUMENT

The study used the questionnaire to collect data. A questionnaire was preferred because this is a tool through which many respondents would be reached and this makes it possible to have a wide range of opinions hence making it easier and reliable to draw conclusion from responses. The questionnaire consisted of open and closed ended questions and at the end of each question, the teachers were asked to add additional remarks or results for their answers for further evaluation and discussions.

Closed ended questions asked specific questions which called for specific answers. Closed ended questions brought about a data that was easy to compute and analyze while open ended questions permitted a great depth of response, thus adding the quality of data collected.

3.6 PILOTING OF INSTRUMENTS

The research instrument used in this study was carefully constructed to ensure reliability and validity for the attainment of the objective of this study. These items were selected to solicit the appropriate research hypothesis that the researcher wanted to find out. At the end this items were checked by the specialists in the field to ascertain their reliability and validity.

3.7 DATA COLLECTION PROCEDURES

Permission was sought and obtained from the relevant authorities. The researcher personally with the help of three other research assistant, directly administered the field administration of questionnaires. The researcher had made appointment with the schools, principals and teachers sampled for this study two weeks prior to the actual visit.

3.8 DATA ANALYSIS

The statistical packages for social sciences were used in statistical analysis. Closed ended items were coded and entered in a code book from which they were keyed into a computer; hence it became easy to group variables and some patterns in the responses given by the respondent. Simple description statistics used percentages and cross tabulation together with historical method of collaboration of facts and evidence provided.

CHAPTER FOUR

4.0 ANALYSIS OF DATA, RESULTS AND DISCUSSION

This chapter presents the analysis of data collected and how they were used to test the hypothesis postulated. Statistical methods used were descriptive methods, tables and graphic presentations. The discussions were based on the items contained in the questionnaire and research inferences of the teachers' attitude towards corporal punishment and guidance and counseling process in schools. The testing of hypothesis was carried out through the statistical evaluation of the individual hypothesis of this research.

RESULTS

Question one asked whether corporal punishment was freely administered in schools. 100 percent of the teachers said that corporal punishment was not freely administered. They said that, before it was abolished, it was the only thing that the students feared since it helped them to remember their mistakes and change their behavior.

Question 2 asked whether there are guidance and Counselling services in their respective schools. 90 percent of the teachers said that they give guidance and counseling services to pupil when they commit school offences, while ten percent of them said that they do not. Further, 70 percent of them said that guidance and counselling services are not effective in their schools because 20 percent of the pupils rarely have clear idea about guidance and counseling.

Fig. 1 TEACHERS PREFERENCE IN PERCENTAGE OF CORPORAL PUNISHMENT OVER GUIDANCE AND COUNSELLING.

Corporal

Punishment

Guidance and

Counselling

10	20	30	40	50	60	70	80	90	100
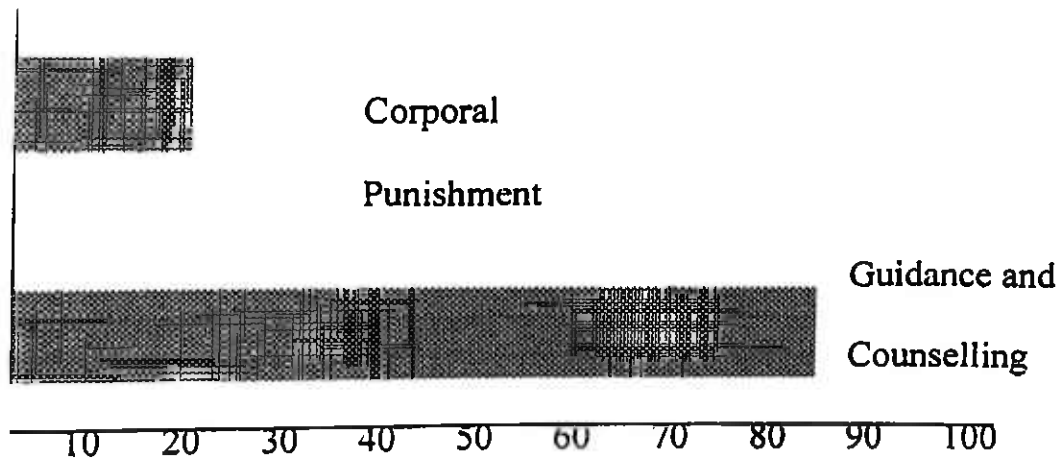
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Question 3 asked what teachers prefer if they are to choose between corporal punishment and guidance and counseling. Fig I shows that 85 percent of the teachers preferred counseling as compared to corporal punishment.

Question 4 asked teachers whether corporal punishment is approved by the Ministry of Education as the way to punish student. The results show that 67 percent of the teachers answered positively while 33 percent of them answered negatively because they did not know whether the corporal punishment has been approved.

Question 5 dealt with issues related to student's attitudes towards teachers who use corporal punishment. 67 percent of the teachers said that the students lost confidence in them and even lost interest in their subjects because they use corporal punishment. These teachers said that pupils did not realize that they lose interest, but concluded that teachers hate them. 33 percent of the teachers

said that students did not hate them when they used corporal punishment. However, when they understood that they were punished for their mistakes, they appreciate the punishment given to them.

Question 6, shows the usefulness of counseling as perceived by the respondents. 100 percent of the teachers said that counseling is of help if well administered. This is because counseling would bring more co-operative understanding and maturity to students than corporal punishment. The guidance and counseling service provides the students with time to reflect and realize their mistakes

Question 7. presents parental view on corporal punishment. 50 percent of the parents and guardians support the use of corporal punishment due to their early childhood background. and they think that only teachers can discipline their children. So when they misbehave at home, they bring them to school for punishment. 50 percent of the parents do not support corporal punishment because they believe most of the punishers over punish the students. which destroy their children completely. They prefer guidance and counseling to be offered to them.

Question 8. asked whether the teachers punish their pupils when they are angry with them. 53 percent of the teachers do not punish students when they are angry with them but they take their time until they cool down.

This is because in a state of anger they might loose their temper and cause more damage to pupils than expected. 47 percent of the teachers do punish their

students when they are angry with them because misconduct can make a teacher angry. They express their frustrations on students even though students are to be punished only when they make mistakes repeatedly.

TESTING THE HYPOTHESIS

Results of the research prove or disapprove the correctness of individual hypothesis.

HYPOTHESIS 1. Postulated that there would be no relationship between the use of corporal punishment and the use of guidance and Counselling. From the usefulness of Counselling as perceived by the respondents in question 2 results, it is clear that counseling is of greater use in correcting inappropriate behavior than corporal punishment. At the same time in the preference between corporal punishment or guidance and Counselling question 3 results, most of the teachers preferred Counseling to corporal punishment. Hence the research approves the correctness of the hypothesis.

HYPOTHESIS 2 stated that there is no significant difference between reasons for corporal punishment and guidance and Counselling. Majority of the pupils are corporally punished when they disobey their teachers or break the school rules, for instance; stealing and lying. On the other hand 100 percent of teachers preferred the use of counseling in correcting pupils' offences. Therefore the reasons for corporal punishment are the same as the reasons for guidance and Counseling. Hence the hypothesis is proved correct.

HYPOTHESIS 3, postulated that there is no significant relationship between the effects of corporal punishment and the effects of guidance and Counselling. Two-third of the teachers feels that pupils hate and reject them because they use corporal punishment. On the other hand more than four-fifth of teachers prefer counseling because it creates a good teacher-student relationship. changes student attitudes and correct inappropriate behavior. The results therefore show that the use of guidance and Counselling is more appropriate than the use of corporal punishment in schools.

4.1   DISCUSSION

This is a revealing (perspective) study on how teachers should handle pupils. Teachers are quicker to condemn and punish than to understand the stages of human growth. Uba (1987) claims that parents, teachers and counselors seem to lack awareness of students' psychological and physical needs, as well as a general appreciation of the changes and adjustments that adolescents undergo. They are in series of changes in the social, physical, intellectual, emotional and moral dimension of life. This calls for an added consciousness on the part of the teachers regarding their responsibility of moulding young students' lives.

Teachers have tried to discourage inappropriate behavior through guidance and counseling instead of corporal punishment. Such behavior like disobedience, telling lies, stealing and absenteeism from school are discouraged.

Punishment alone fails to teach students to be responsible, motivated and cooperative. Many teachers have expressed the need of qualified guidance counselors and effective counseling services to combat the inappropriate behavior of their students.

The District Education Officer, Siaya (Daily Nation, March 7, 1997) noted that many schools do not have guidance and Counselling departments, which could streamline errant and stubborn pupils before it was too late. Many truants are fearful, timid children who withdraw from social contacts by staying out of school but manage to give reasonable excuses for their absence. The only cure for truancy is to find out what the child is trying to run away from and then help him/her to make the necessary changes. Usually a quiet personal talk between the teacher and the child or between the teacher and the parents will be very useful. The research study shows all the teachers prefer counseling than corporal punishment because punishment does not teach the benefits of changing behavior. Whenever, students realize the threat of punishment has been removed, they are likely to begin engaging in the inappropriate behavior again. .

The Majority of the teachers postulated that pupils hate them, lose confidence in them and lose interest in their subjects because they use corporal punishment. Rosenshire and Fursts (1971), shows little evidence that teachers who use corporal punishment most are the most effective in producing learning.

A teacher who tries to "control" students through the use of corporal punishment is in for a very frustrating experience.

The results of the research shows that a majority of teachers punish their students when they are angry with them. Pupils then look upon the punishment simply as the result of anger. and upon themselves merely as the victims of that anger. If punishment is often repeated. it makes a child stubborn. Above all. the teacher must take care never to bear students a grudge. Their objective must always be to correct and reform their students. Children can become hardened to punishment too frequently because there are undeservedly given. It is good to make the punishments appropriate not only to the offence but to the offender.

The results of the study show that punishment is not a practical procedure in civilized society for producing appropriate behavior. Unfortunately the teacher who uses them often provides the child with no alternative. so the response occurs again very shortly and then the child is reprimanded again.

An overactive child. who becomes restless and disrupts the work of the children round him. can sometimes be given an outlet for his energies in such tasks as collecting or distributing books or cleaning the chalk board. Such activities eliminate the disruptive aspects of the child's behavior and harness his energies for useful purpose.

The pressure of contemporary. overcrowded classrooms puts a heavier burden on the classroom teacher to such a degree that teachers have little all not time to attend to individual problems. Such a situation calls for the services of

someone special within the school system to whom children can turn to for individual support, someone to whom they can relate a little more closely. Such a person should be a non-authoritarian adult in the child's life, a specialist in human relation techniques, someone with personal qualities of warmth, concern and capacity for trust. The person is a school counselor.

This chapter has presented the results of the study and has examined the implications of corporal punishment and how far, guidance and counseling could be used to mould our young pupils' lives in secondary schools in Kenya. The next chapter deals with the conclusions and recommendations.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions drawn from the study. It further outlines the recommendations which when implemented fully may greatly develop more positive attitudes towards life through the use of guidance and Counselling which will improve the discipline in schools. Suggestions have been made for further researches in future.

5.1 CONCLUSION

What is evident from this study is that there is a problem of discipline in our schools. The problem of discipline arises from the teachers' failure to understand the children and, adolescents and their needs. They are in a transition period of physiological and psychological changes between puberty to adulthood. This study has revealed that the vacuum that was left after the abolition of corporal punishment in schools can be replaced by guidance and counseling as a means of correcting inappropriate behavior. Educators such as Dewey and Thorndike (1900) have opposed the use of corporal punishment due to humanitarian reasons.

Furthermore, the results of the study provide various points. Firstly, teachers have perceived that counseling is helpful and it would bring more cooperative understanding and maturity to students. Uba (1987) postulates that if the youth problems are to be faced in their real complexity of origin and

nature, counseling services should be provided to individuals. The former Director of Starehe Boys Center, Nairobi, Geoffrey Griffin (Daily Nation, April 5, 1997) says that grave offence is best handled through counseling rather than physical punishment.

The child as a developing individual also needs guidance in decision making as he/she grows to maturity. Educationally, Guidance and Counselling helps students to know the abilities, interests and objectives and make the best out of themselves.

Vocationally, it prepares students and helps them to select permanent jobs. Guidance and Counselling is therefore, of prime importance to the Kenyan Society because it leads the individuals to understand themselves, their environment, their morals. their occupational, social and recreational attitudes, gearing their minds to the proper direction and maintenance of their emotional balance.

5.2   RECOMMENDATIONS

On the basis of this research findings, and personal interviews with some selected school teachers, the following strategies can be used in order to effect the desired objectives of the study under reference.

First, not every teacher is able to perform Guidance and Counselling services and we need specialists in Guidance and counseling. Therefore the Ministry of Education should finance and support the training and development

of Guidance and Counselling programmes in every school in the country beginning from Secondary Schools

Secondly, every teacher should be given some training on the skills of Guidance and Counselling programmes. Thirdly, the principal and the staff members should show a favorable attitude to the guidance programme and welcome it as an important supporting service for the development of each pupil's potentialities.

Fourth, effective Guidance could encourage many young people to derive more values from their education. Perhaps the most important reason why many adolescents derive little value from their schooling is that they cannot see the relevance of their current education to their future lives. They drift along with the school system more or less doing the required work and choosing courses they consider easy or that their friends are taking.

Fifth, the problems of indiscipline can be solved if the pupils are allowed to discuss issues with the school administrators openly and through the use of reason in the atmosphere of freedom.

It is the researcher's hope that discipline in school can be improved, if the above suggestions are successfully implemented.

5.3 SUGGESTED AREAS FOR FURTHER RESEARCH:

First, this research only investigated the teachers' attitude towards corporal punishment and Guidance and Counselling. Further research should

therefore be carried out to dig deep into both the teachers' and students' attitude regarding corporal punishment and Guidance and Counselling.

Second, a modified study should be undertaken from primary and Secondary School level to investigate whether the Guidance and Counselling services being used in schools are effective to the individuals and society.

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APPENDIX 1

Guidance and counseling as an alternative to corporal punishment in Secondary Schools in Kenya.

QUESTIONNAIRE FOR TEACHERS

Introduction Remark

Please answer the following questions as objectively as possible. The questionnaire is being carried out for research purposes only and all information will be treated confidentially. The researcher is a post-graduate student in Education at the University of Nairobi.

Instruction

Insert 'Yes' or 'No' on the spaces provided and add additional reasons or remarks for your answers.

1. Is corporal punishment freely administered in your School?

   Yes   ☐

   No   ☐

   ----

2. Is there any guidance and counseling given to pupils when they commit offences in school?

   Yes   ☐

   No   ☐

   ----

3. If you are asked to choose between the corporal punishment method and counseling would you prefer counseling?

Yes ☐

No ☐

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4. Is corporal punishment approved by the Ministry of Education as a way of punishing students?

Yes ☐

No ☐

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5. Students hate their teachers because they use corporal punishment on them.

Yes ☐

No ☐

----

6. Is counseling a help or hindrance to correcting pupils' offences?

Yes ☐

No ☐

----

7. Do parents and guardians support the use of corporal punishment on their children?

Yes ☐

No ☐

----

8. Do you punish your students when you are angry with them?

Yes ☐

No ☐

----

9. Do you punish your students on impulse?

Yes ☐

No ☐