

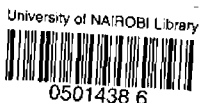
**A STUDY OF ATTITUDES OF HEADTEACHERS  
TOWARDS CORPORAL PUNISHMENT  
AS A DISCIPLINARY METHOD  
IN PUBLIC SECONDARY SCHOOLS IN NAIROBI  
PROVINCE**

**BY  
WANDEO PAMELA AWUOR**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT  
FOR THE DEGREE OF  
MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION  
AND PLANNING**

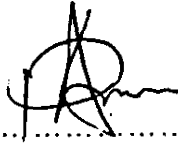
**UNIVERSITY OF NAIROBI**

**2002**



DECLARATION:

This project is my original work and has never been presented for any degree in any other university.



.....  
Wandeo Pamela Awuor

This project has been presented with my approval as University Supervisor



.....  
Mr. Edward Njenga Kanori

Lecturer, Department of Educational Administration and Planning,  
University of Nairobi.

## ACKNOWLEDGEMENTS:

My sincere and deep appreciation to my supervisor, Mr. Edward Kanori, Lecturer Department of Educational Administration and Planning, University of Nairobi for his enabling support, guidance and constructive criticism from the beginning of the study to the end.

My sincere gratitude is also extended to all the headteachers in public secondary schools in Nairobi province where the study was undertaken for their genuine co-operation during the data collection. Deep appreciation is also expressed to Mr. Githaiga for his computer work.

My very deep and heartfelt appreciation is expressed to my husband Stephen for his love and financial support during this study and also to my loving daughter Diana and loving son Kevin for their understanding throughout this study. Finally, to all my friends and relatives for their encouragement and support.

## DEDICATION:

This research work is dedicated to my mother Priscah and my father Josiah for their love and inspiration that has enabled me to excel and further my studies. It is also dedicated to my dear husband Stephen who provided the financial support and gave me all the support I needed for my studies. Last but not least, I dedicate this research work to my daughter Diana and my son Kevin for understanding that I had to leave them and go for my studies.

Thank you all.

## **ABSTRACT:**

Teachers, to a large extent have assumed the role of parents. This is because teachers spend a greater part of their day with the children as compared to the time children spend with their parent during their school going age. The issue of discipline in most cases has been left to the teachers.

Many secondary school headteachers have handled matters related to student discipline in various ways. Corporal punishment has been used as a method of discipline in various schools until the withdrawal by the Ministry of Education last year (2001). The purpose of this study was to examine the attitude of the headteachers in the use of corporal punishment as a disciplinary method in public secondary schools in Nairobi province. The study also sought to determine the kind of discipline problems experienced in public secondary schools in Nairobi province, the discipline problems which were being handled by using corporal punishment. The study also sought to find out whether those headteachers who were caned when they were students have a different attitude towards the use of corporal punishment compared to those who were never caned.

The study further sought the headteachers' attitude towards the effectiveness of corporal punishment. Lastly it sought to study whether corporal punishment should be reinstated.

The literature review in this study was organised under the following sub-headings: the concept of attitude, general overview of discipline in schools, headteachers and discipline in schools, nature of indiscipline in schools, the causes of indiscipline in schools, the positive attitude towards the use of corporal punishment and the negative attitude towards the use of corporal punishment

From the literature review, an integrated approach to discipline and conceptual framework were designed.

The study was ex-post facto in design and the targeted population consisted of headteachers in public secondary schools in Nairobi Province. In this study, one set of questionnaires was developed by the researcher as the research instrument. The questionnaire was divided into two parts. Part one consisted of nine (9) short questions on school and demographic variables. Part two of the questionnaire consisted of two sections A and B. The questions on part B were open ended.

The supervisor validated the research instrument. All public secondary school of Nairobi province were used. Five of them were used for piloting while the rest were used for the study. All headteachers were given questionnaires to complete. The sample consisted of 45 headteachers of which 37 completed and returned their questionnaires. The Analysis of Variance (ANOVA) was used to test the hypotheses.

The following are the findings of the research study:

1. All public secondary schools in Nairobi Province experienced discipline problems among students with the most frequency occurring being noisemaking in class and theft cases.
2. Corporal punishment was commonly used in solving discipline problems such as noise making and late coming to school.
3. There are very few headteachers with special training in guidance and counselling other than child psychology that they learnt during their training to be teachers.
4. No significant relationship existed between the age of the headteacher and their attitude towards the use of corporal punishment as a disciplinary method.
5. No significant relationship existed between the gender of the headteachers and the headteachers' attitude towards the use of corporal punishment as a disciplinary method.
6. No significant relationship existed between the headteachers' professional grade and the headteachers' attitude towards the use of corporal punishment as a disciplinary method.
7. No significant relationship existed between the administrative experience of the headteachers and the headteachers' attitude towards the use of corporal punishment as a disciplinary method.
8. No significant relationship existed between the headteachers' special training in guidance and counselling and the

headteachers' attitude towards the use of corporal punishment as a disciplinary method.

9. No significant relationship existed between the kind of discipline problems experienced in secondary schools and the headteachers' attitude towards the use of corporal punishment as a disciplinary method.

The recommendations of the study are as follows:

1. The headteachers be encouraged to use alternative methods of behaviour modification such as dialogue with students.
2. More headteachers be trained in Guidance and Counselling.
3. Disciplinary committees be set up in all schools by the Teachers Service Commission to help in controlling indiscipline in schools.
4. Corporal punishment is not popular and therefore should not be reinstated.

The following research areas are suggested for further research:

1. Replication of this study using an interview schedule as the research instrument with headteachers.
2. A comparative study on the attitudes of the head teaches on the use of corporal punishment in public secondary schools in rural and urban set-ups
3. A study of the effects of the withdrawal of corporal punishment in public secondary schools in rural schools



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## **LIST OF ABBREVIATIONS**

<b>ANOVA</b>	<b>Analysis of variance.</b>
<b>B. A.</b>	<b>Bachelor of Arts.</b>
<b>B. Sc</b>	<b>Bachelor of Science.</b>
<b>KESI</b>	<b>Kenya Education Staff Institute</b>
<b>M. Ed.</b>	<b>Master of Education.</b>
<b>PGDE</b>	<b>Post Graduate Diploma in Education.</b>



## **CHAPTER ONE**

### **1:0 THE PROBLEM AND ITS CLARIFYING COMPONENTS:**

#### **1:1 Background to the study:**

No issue has been such a continuing centre of controversy in Education as the use of corporal punishment. *Robert (2000)* reports that for thousands of years, the rod or its substitute has been the emblem of the teachers and yet today few educational leaders support its use.

According to *Colin (1962)* there is confusion between corporal punishment as stimulation to learning and as a stimulation to remedy unacceptable social behaviour. There has been a general argument that corporal punishment for failure to learn is unacceptable and much of the support for this view has been psychological and ethical. Council of Europe (1972) reported that early philosophers such as Plato had similar reasoning on the use of corporal punishment as those being used today. The philosophers argued that a child could not learn when he or she is faced with shame or fear.

*Campbell and Cosans (1982)* pointed out that the attitudes towards the use of corporal punishment are based on the beliefs and customs of the society as a whole. They go further and explain that cases where cruelty

and pain are found outside the school, the same cruelty will be found in schools. Those societies where it is believed that it is desirable or even noble for a person to accept pain without protest tend to support the use of corporal punishment in schools.

The problem of use or non-use of corporal punishment frequently becomes very personal for a teacher or a School administrator because his or her success is judged on many basic things such as class control or discipline *Eshiwani (1983)*. Despite much protest and much argument on the use of corporal punishment, most schools and the society at large have not yet seen it fit altogether to abandon the use of corporal punishment *Wilson (2000)*. He further states that no matter how logical or forceful the reasons are for or against corporal punishment, it is unlikely that the practice will change and end unless deeper and more complex changes occur in the society.

As we enter the 21<sup>st</sup> century, many approaches to the control of the child are being advocated and implemented. At first, many of the approaches were a direct desire to end corporal punishment but of late there has been a general emphasis in the avoidance of any sort of punishment, not just corporal punishment. Many alternatives for the rod according to Newel (1989) have long been used such as humiliation, imposition of extra work,

de-privatisation of privileges, but all these have been condemned by philosophers and psychologists who all content that all forms of punishment, not just corporal punishment, humiliates the child and therefore is unnecessary.

The debate on the use of corporal punishment exists not only in Kenya but in various parts of the world. A study carried out in Singapore by *Braema* (*Strait Times* 1997:6) revealed that more than four out of five teachers from both primary and secondary schools approve the use of the cane as a disciplinary measure. He explains that teachers prefer canning the students for a range of offences such as telling lies, playing truant, bullying, cheating, stealing and violence. The study highlighted ten common discipline problems in various schools in Singapore as telling lies, late coming to school, disruptive behaviour, vandalism, use of abusive language, truancy, stealing, bullying smoking and physical violence. *Ayieko* (1988) on his study on solving discipline problems in Kenyan secondary schools highlighted the common problems in Kenyan schools as truancy, theft, bullying, destruction of property, defiance to authority, late coming to school, fighting in school and smoking. From the study therefore, it shows that problems experienced in Singapore are not in any way different from problems experienced in Kenya.

In the United States of America, according to *Washington Post* (14<sup>th</sup> September 1999:9), 23 states still allow the use of corporal punishment. *Amarillo, Globe News Texas* (11<sup>th</sup> December 1977) explains that 'spare the rod and spoil the child' debate is becoming less of a guiding principle in most schools. It is no longer a prevalent attitude as it used to be. *Barch (Tennessee 27<sup>th</sup> August 2000)* reports that most apparent difference of opinion on the use of corporal punishment is mainly between the parents and experts. The American Psychological Association say that the negative message a child gets from corporal punishment is to be more aggressive (*Commercial Appeal, 27<sup>th</sup> August 2000*).

In Britain, corporal punishment was traditionally used as a disciplinary action and its removal from the classroom through legislation in 1986 caused schools in general to provide alternative punishment, *Newel (1989)*. *Tyer (1978)* noted that teachers in Britain were made to consider their attitude towards physical punishment and their position as teachers versus their students. *Jenkins (1999)* explains that a number of lessons have been learnt as a result of abolishment of corporal punishment, not only in Britain but even in other European countries such as Switzerland, Denmark and Sweden. He further explains that these lessons have also had a significant bearing on the educational situation in South Africa. In his discussion, he advances the following arguments:

1. Teachers can no longer assume that by virtue of their position or by their status as teachers, they can implement corporal punishment as a disciplinary sanction with impunity.
2. The cane was cheap but its replacement is not. Corporal punishment was quick, time efficient and cost effective but the alternative models of discipline are high in terms of resources and time. Substantial efforts need to be made to provide teachers, even the most experienced of them with a range of alternative strategies.
3. Schools do not wish to make alternative investment on discipline and therefore utilize the exclusion procedures not necessary as a last resort but as an early resort. However, exclusion on a large scale has also created other problems.
4. Removal of corporal punishment from state schools has unwittingly led to violation of other enshrined rights for students, that is the right to education.

In Kenya, the use of corporal punishment was made legal in 1980 under the Education Act (*Education Act 1980*). A section of the Education Act on regulation and school discipline provided for corporal punishment and stipulated how it was to be effected. Paragraph 11 stated that corporal punishment may be effected only in cases of continued or grave neglect of

work, lying, bullying, gross insubordination, indecency, truancy or the like. Section 12, 13 and 14 spelt out the mode of meting out the punishment and designated the Headteacher or his/her appointee as the ones to inflict punishment.

The ban on corporal punishment in learning institutions in Kenya has been under discussion since 1992 (*Daily Nation, July 25, 2001:23*). It has been reported that the Ministry of Education issued a Circular banning corporal punishment way back in 1992 soon after the government had ratified the United Nation Convention but Head teachers ignored it. To enforce the United Nation Convention on Human Rights and the Children Act, No. 8 of 2001, the Ministry of Education had to send yet another circular banning corporal punishment in learning institutions (*Daily Nation, 13 March 2001:11*).

The ban on corporal punishment and the problem of indiscipline in secondary schools have generated a lot of debate in the media with comments coming from individuals, administrators, scholars, politicians and the general public. Head teachers during their General Annual Conference held in Eldoret, agonized over the trend of indiscipline in schools and blamed the Ministry for taking away the cane without consulting them (*Daily Nation, July 16<sup>th</sup> 2001:28*).

*Standard team (25<sup>th</sup> July 2001:1)* reported the suggestion made by the members of parliament concerning the use of corporal punishment. Members of parliament suggested the re-introduction of the cane to restore discipline in Kenyan schools. This argument followed a series of strikes and unrest in various schools. The debate supporting the ban of corporal punishment has been voiced by the church. The Catholic Church claims that the use of the cane is not a solution to the problem of indiscipline because like Capital Punishment, it has failed to act as a deterrent to indiscipline in schools and therefore whatever the deviant behaviour, canning is not the cure. All what it does is to bring fear which is hardly good for learning (*Daily Nation, 25<sup>th</sup> July 2000:23*).

The issue of indiscipline has been of great concern in the country. *Siringi, (Daily Nation 31<sup>st</sup> May, 1999:15)* explains that most secondary schools in Kenya have not been able to maintain discipline among students which has consequently led to mass failure in National Examinations. There is an agreement that the strikes are hampering learning and teaching processes, causing financial difficulties to schools and parents and creating bad blood between teachers, student and parents. According to *Tattum (1989)*, discipline is central to developing an environment which is conducive to serious learning.

Strikes and general indiscipline disrupts teaching programmes making it difficult to the teachers to cover the syllabi and effectively prepare candidates for examination. Several commissions have been formed by the government to look into the causes of indiscipline in schools and the possible solutions. The last of the commissions was the Task Force formed in August 2001 to look into student discipline and unrest headed by the Director of Education. *Kochlar (1978)* pointed out that the principal of a school is the major component of school administration. His or her ability, skill, personality and professional competence will largely influence the efficiency of the school. Head teachers need to employ appropriate disciplinary methods in dealing with various disciplinary problems facing the school. This study will look at the attitude of the head teacher on the use of corporal punishment as a disciplinary method.

## **1:2 Statement of the problem:**

The recent scenario of the state of unrest and indiscipline among the young people in schools and institutions of higher learning is of great concern to everybody in the country (*Daily Nation, 16<sup>th</sup> July 2001:27*). Drug abuse, truancy, bullying and in the recent past cases of students killing each other, have been reported in our secondary schools. *Siringi (Daily Nation, 31<sup>st</sup> My, 2000:15)* reports that this scenario has not left out



National Schools such as Lenana High School, Alliance Girls High School and Nairobi School.

In a gazette notice dated 13<sup>th</sup> March 2001, the Minister of Education scrapped the section of the law that permitted the use of corporal punishment in schools. The withdrawal of the cane was in line with the Children's Act. The Children's Act in compliance with the United Nations Convention on Children's Right came into effect in Kenya and was made law on 1<sup>st</sup> March 2002 (*East African Standard*, 27<sup>th</sup> April 2002:14). The Children's Act protects the child from any form of abuse and torture. This has caused a problem on the issue of discipline in schools as the Ministry has not spelt out the penalties which the teachers who flout the order should face. Students therefore have had a right to take teachers to court and this has eroded the role of the teacher as a disciplinarian.

In every school, there are expected patterns of behaviour that every student must follow. School rules are usually designed to make a school have some order and to encourage the condition for efficient learning. *Ayieko (1988)* reports that despite the existence of the school rules, there are students who despite being aware of the rules still do not confine hence the need for a disciplinary measure against them. It is more worrying that the indiscipline in schools has changed over time from

simple protests and truancy to destruction of property and in the recent past to killing fellow students. Some of the reported cases in which 67 boys were burnt to death while in the dormitory by their fellow students at Kyanguli Mixed Secondary School (*Daily Nation 12<sup>th</sup> March, 2001:29*), and the Nyeri High School incident where a hostel cubicle belonging to four prefects was set on fire by fellow students using petrol causing the death of the four prefects. These cases still continue to raise general concern on the discipline and disciplinary methods used in schools.

The use of corporal punishment and the ban of the cane as a disciplinary method have both been blamed as the cause of unrest in our Schools. It was reported that students of Ebanangure High School in Vihiga District went on strike to protest at caning by teachers (*Daily Nation, 15<sup>th</sup> April 2000:14*). The students claimed that teachers had been given too much power and were canning them on parade in front of the rest of the school. It has also been reported that corporal punishment has been blatantly abused by some teachers leading to serious injuries and sometimes even death of pupils (*Daily Nation, 16<sup>th</sup> April, 2001:28*). This has been happening despite the fact that Education Act prior to the amendment clearly spelt out appropriate guidelines on the administration of the cane.

Members of parliament as the law making body in the country advocates for the re-introduction of the cane to restore discipline in Kenyan schools (*Standard team, 25<sup>th</sup> July, 2001:3*). Due to the closure of various secondary Schools because of strikes, the members of parliament saw corporal punishment as the only way to bring back order in schools. Their claim however was denied by the Minister of Education who maintained that corporal punishment has been outlawed and has to stay (*East African Standard, 30<sup>th</sup> July 2001:5*). Waihenya (*Daily Nation, July 21<sup>st</sup> 2001:4*) reported that with the strike at Alliance Girls School, which has had the same head mistress for the last fifteen years, several questions have to be raised as to whether the withdrawal of the cane is a contributory factor for the indiscipline.

The other issue related to the use of the cane has been the timing of the ban. Although the ban has been supported by many stakeholders, there is a feeling that it was done abruptly and that it was wrong not to have put in place a measure to replace the use (*Daily Nation, July 21<sup>st</sup> 2001:4*). Teachers too have complained that students have misunderstood the ban of corporal punishment to mean that they should not be punished at all and because of fearing intimidation by parents, teachers have adopted a soft approach to discipline.

The head teacher has a key role to play in maintaining discipline in school. *Mbiti (1985)* explains that the head teacher has the sole responsibility to ensure that there is discipline in the school. The Ministry of Education views the school head as a key player in initiating and re-organizing the school *Rono (1989)*. *Smith, Roeber and Erickson (1955)* have emphasized how the attitude of a head teacher towards any service or situation is important. It is therefore important to study the attitude of a head teacher towards the use of corporal punishment as a disciplinary method. This is because the head teachers' attitude towards the use will determine the effective withdrawal of corporal punishment in Kenyan schools.

### **1:3 Purpose of The Study:**

The purpose of this study was to investigate the attitude of public secondary school head teachers in Nairobi province towards the use of corporal punishment as a disciplinary method. The study also aimed at establishing the head teachers' attitude towards the withdrawal of corporal punishment in public secondary schools. The study also investigated the various indiscipline problems faced by public secondary schools in Nairobi and identified those indiscipline problems which were being controlled through corporal punishment before the ban.

#### **1:4 Objectives of the study:**

The study attempted to achieve the following objectives:

1. Identify the kind of discipline problems experienced among public secondary schools in Nairobi Province.
2. Identify indiscipline problems which were frequently being solved by caning.
3. To determine whether the head teacher's age, gender, teaching experience and administrative experience had an effect on their attitude towards corporal punishment.
4. To determine whether head teacher's special training either on guidance and counselling had any effect on their attitude towards corporal punishment.
5. To determine the attitude of head teachers' towards the use corporal punishment as a disciplinary method.
6. To determine the head teachers' attitude towards the withdrawal of corporal punishment.

#### **1:5 Hypotheses:**

From the foregoing objectives the following hypothesis were tested:

- HO<sub>1</sub> There is no significant relationship between the head teachers' attitude towards the use of corporal punishment and the kind of discipline problem experienced in school.
- HO<sub>2</sub> There is no significant relationship between the age of the head teacher and the attitude towards the use of corporal punishment as a disciplinary method.
- HO<sub>3</sub> There is no significant relationship between the gender of the head teacher and the attitude towards the use of corporal punishment as a disciplinary method.
- HO<sub>4</sub> There is no significant relationship between the size of the school and head teachers' attitude towards the use of corporal punishment.
- HO<sub>5</sub> There is no significant relationship between the head teachers' professional grade and the attitude towards the use of corporal punishment as a discipline method.
- HO<sub>6</sub> There is no significant relationship between the administrative experience of the head teachers' and the attitude towards corporal punishment as a discipline method.
- HO<sub>7</sub> There is no significant relationship between the head teachers' special training on guidance and counselling and his / her attitude towards corporal punishment as discipline method.

### **1:6 Significance of the study:**

The research findings of this study may be of help in training teachers in management and leadership in the universities and training colleges so that future teachers will be equipped with appropriate methods of controlling indiscipline in schools. Institutions offering management training for head teachers such as Kenya Educational Staff Institute (KESI) may also benefit from the study in getting to know the disciplinary methods to use in the post teacher training programme for school administrators. The findings of this study will also be useful in providing information to personnel involved in making decisions and formulating educational policies such as the Ministry of Education, the Permanent Secretary of Education and the Director of Education. Other stakeholders in the educational sector will also find the information useful as they debate for or against the reintroduction of corporal punishment. This includes stakeholders such as the church, the administrators, the parents and the general public.

### **1:7 Limitations of the study:**

The study only used questionnaires as the sole instrument of data collection. This meant that triangulation was not used. Triangulation is a

data collection technique where the researcher employs various data collection methods such as questionnaires, observation schedules, interview schedules and document analysis. The researcher was not in a position to control the attitude of the respondents as they responded to the questions. The schools used in the study were urban and therefore evidence may not be applied to all the schools.

#### **1:8 Delimitation of the study:**

The study was delimited to public secondary schools in Nairobi which are predominantly urban. The findings of this study may only be generalized to the other parts of the country with caution. This is because the conditions in those areas that are not covered by the study may be different from those of the setting covered. The study was conducted in public secondary schools in Nairobi only and involved only those head teachers who had served for more than two years. This is because those head teachers who had not served for more than two years may not have had gained experience of the use of corporal punishment as a discipline method before its withdrawal.



## **1:9 Basic assumptions:**

The study was concluded under the following assumptions:

1. The respondent would provide truthful and honest responses to the items in the study.
2. Principals had been using corporal punishment before the withdrawal by the Minister of Education.
3. That each of the schools under study has rules and regulations that students should adhere to.
4. That every school has received a circular on the ban of corporal punishment.

## **1:10 Definitions of significant terms used in the study:**

**Attitude:** Refers to positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation.

**Punishment:** A way of correcting a wrong doer by causing him or her some unpleasantness including pain at times so as to stop unwanted behaviour.

Physical Punishment:	All forms of punishment that are not verbally expressed such as corporal punishment, detention, dismissal from School, performing a task such as cutting grass.
Behaviour:	A way of acting either in acceptable or not socially acceptable manner.
Corporal punishment:	A punishment that inflicts some pain on the culprit especially by canning.
Detention:	Forced to remain in school while others go home after school hours.
Reinforcement	Any satisfying or pleasant experience or reward that accompanies learning.
Extinction:	If the reinforcement used to strengthen and maintain a given behaviour is withdrawn, the behaviour will gradually diminish in strength and eventually disappear.

Caning: corporal punishment.

### **1:11 Organization of the study:**

The study was organized in five chapters. Chapter one of the study included the background to the study, statement of the problem, purpose, objectives, hypothesis, significance of the study, limitations of the study delimitations of the study, basic assumptions of the study and the definitions of the significant term as used in the study. Chapter two comprised of literature review. It was divided into the following topics: Concept of attitude, general overview of discipline in schools, head teachers and discipline in schools, nature of indiscipline in schools, the causes of indiscipline in schools, positive attitude towards the use of corporal punishment, negative attitude towards the use of corporal punishment and conceptual framework. Chapter three covered the research methodology that was used. The following sub-headings were included: research design, target population, sample and sampling procedures, research instrument, validity of the instrument, reliability of the instrument, data collection procedures and data analysis techniques. Chapter four included data analysis and discussion of research findings while chapter five included a summary of the findings, conclusions and recommendations.

## **CHAPTER TWO**

### **2:0**

### **LITERATURE REVIEW:**

The literature review in this study was discussed under the following sub-topics: the concept of attitude, general overview of discipline in schools, head teachers and discipline in schools, nature of indiscipline in schools, the causes of indiscipline in schools, positive attitude towards the use of corporal punishment, negative attitude towards the use of corporal punishment, and finally the conceptual framework of the study.

#### **2:1 The concept of attitude:**

Before looking at what attitudes consist of, it is important to look at the meaning of attitude. *Kerlinger (1973)* defines attitude as an organized predisposition to think, feel, perceive and behave towards a referent or cognitive object. *Triandis (1971)* states that the study of one's attitude is a complex puzzle and therefore the definition of attitude is given from a clear understanding of the concept in which it will be obtained. *Thurstone (1982)* described attitude as the sum total of man's inclination and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic. *Kaul (1984)* defines attitude as a personal disposition that impels an individual to react to an object, situation

or proposition unfavourable or favourable ways. While *Lanbert and Lambert (1973)* states that an attitude is organized and consistent individuals behaviour.

The definitions indicate that attitudes play a great role in individual tendencies, towards or away from an object concept or situation if an individual is given a chance. Despite the wide variety of this interpretation of meaning of attitude there are areas of substantial agreement. First, there is a general consensus that an attitude is predisposition to respond to an object rather than the actual behaviour towards that object. Secondly, the large literature on attitude, indicates that alteration of attitude especially that is strongly held requires substantial pressure. Thirdly, attitude produces consistency in behaviour and an individual's social attitude is a syndrome of responses consistency with regard to social objects. This means that attitude as a latent variable gives rise to consistency among its various manifestations whether they are verbal expression about an object, expressions of feelings about the object, approach or avoidance of the object. Finally attitude has a directional quality. There is a general agreement that attitude connotes preference regarding outcomes and evaluation of objects as positive, neutral and negative depends on the attitude.

*Triandis (1971)* highlights different ways in which attitudes are acquired. The majority of the attitudes are held by a person as a result of association either with family members or friends. This means that most people acquire attitude about certain things depending on the homes in which they are brought up or the friends they associate with. The other way in which attitudes are acquired according to *Triandis (1971)* is through direct exposure to the attitude object. Attitude acquired through the direct exposure to the object are usually intense in nature and very difficult to change. Attitudes can also be developed through a traumatic experience with a particular object. For example a teacher who had a bad experience on the use of cane will have a negative attitude on the use of the cane.

It is important to note that attitude cannot only be acquired but can also be changed, modified and developed throughout one's life. This can be through direct experience with attitude object, through force, through legislation, through information from other people or through mass media. Most people develop attitude to protect their self-esteem, to avoid unpleasant truth about themselves, to help themselves adjust or to be able to understand the world around them better.

According to *Best and Kahn (1989)* it is difficult to describe and measure attitude but people's attitude can be inferred from their expressed opinions

that are obtained from the use of questions or reaction to statements. As much as there is no sure method of describing and measuring attitudes, the description measurement of opinion may in many instances be closely related to people's real feelings or attitudes *Gagne (1977)* says that attitudes do not determine particular actions, rather they make certain classes of individuals more or less probable.

## **2:2 General overview of discipline In schools:**

According to *Ogungo (1986)*, the origin of indiscipline in schools in Kenya as well as in other parts of East Africa are connected to the history of education. He argues that the causes of indiscipline have been parts and parcel and are inseparable with the development of education. This therefore means that the study of the development of schools means to a large extent the study of the causes of indiscipline in schools.

*Griffin (1994)* states that riots and other forms of mass indiscipline have for years affected schools especially boarding schools. This prompted the Ministry of Education to write a report describing Starehe High School's System of Disciplinary Management. Many years later, the problem has reached its epic level, culminating in the Kyanguli High School case where

sixty seven (67) students were burnt to death by their fellow students (*Daily Nation, 26<sup>th</sup> March 2001:28*).

In behavioural terms, discipline means various aspects of relationships. To others, discipline means obedience to authority. It is obedience that most parents and teachers have always expected from the students. Whether the obedience is obtained through coercion has not been an issue. What matters has been that a student is obedient all times. *Beech and Aldrick (1964)* explain that discipline is very essential in any organization where order and not chaos is needed. *Dull (1981)* concurs and explains that discipline is vital because no group of people can work together successfully without established standards of behaviour, mutual respect and a desirable system of values. It is these values that lead each person in the group to develop self-control and self-direction. Therefore without discipline, aims and aspirations of a school cannot effectively be realized.

*Wilson (1971)* considers discipline as the order that is maintained in a working situation in order to attain the expected goal and the traditional approach to discipline was based on the idea that the child is naturally bad and that his badness must be controlled. Whenever a bad behaviour is detected, it must be punished accordingly. Punishment therefore is to be used as a way of revenge, as a deterrent in order to scare the culprit and



therefore minimize the possible increase in the same crime. *Mbiti (1975)* refers to this scheme of discipline as authoritarian.

If discipline is to achieve its meaning in a secondary school then it has to place its definition on the values students will attain in the end. School discipline should look at what students will gain not for as long as they are in school but even in future. The purpose of constructive discipline is to develop within the students a sense of good judgment consistent with a desirable system values leading to proper self-control and self-direction. *Graffins (1994)* concurs and explains that discipline in schools should be that which would help the students to grow in their understanding and to realize why certain kinds of behaviour and attitudes are necessary. Sound discipline therefore becomes an essential ingredient in the creation of a happy and industrious school community performing its function of training the citizens of tomorrow.

*Docking (1989)* also views discipline as a significant aspect that is essential in establishing an orderly system. A good school discipline should not aim at making students to conform to the authority by portraying acceptable behaviour but instead it should help students to discriminate between what is acceptable and what is not acceptable. It should make students to make choices on things that are useful to them.

It should help them to develop self-discipline and become responsible person within the community in which they live.

*Lakin and Wiener (1972)* explains that teachers should devise methods that allow them to spend more time motivating students for solid achievements and less time in punishing students. They further argue that rules and regulations are necessary for any organisation to function well. They went further and distinguished discipline and punishment. Punishment means to 'correct' so that the person does not repeat the crime, at the same time, it serves as an example so that those who see a person being punished does not repeat the crime while discipline on the other hand they explain should be taken to mean something completely different. It should be taken to mean redeeming, regulating, learning and organized activities. Discipline in this case therefore is neither ever too harsh nor too quickly administered.

*Wangeri (1986)* explains that schools are very important social systems that serve two main purposes. First they give the students training in matters of intellectual nature hence helping students to acquire knowledge. Secondly they also serve a very important role of training students in good conduct. The issue of good discipline is of major concern to all citizens. It is the desire of every parent to have his or her child enrolled in a school where students perform well but equally

important every parent wants to know whether the school has a tradition of good discipline.

It logically follows that a school that is able to maintain a tradition of good discipline will also have a tradition of good achievement and good discipline. Students from such a school emerge as individual who are well moulded with internalised personal discipline and indeed good citizens, parents and workers in future. Conversely it also follows that a school that does not have good tradition of discipline is usually notorious of poor performance in external examinations.

### **2:3 Head teachers and discipline in secondary schools:**

In secondary schools, head teachers should be directly involved in establishing the rule of behaviour, the penalties to be applied and the process to be used. The soundness of discipline in any school depends largely on the head teacher's policy. The inspectorate has always expressed the view that effective leadership is the most consistent feature of those schools where students behave well. In this sense, the head teacher needs to give a clear sense of direction and transmit high expectations to staff and students whilst also involving all teachers in the determination of the policy. According to a study carried by *Obure (1977)*,

on problems encountered by head teachers of Secondary Schools in Nairobi, the findings were that head teachers with less experience tended to encounter more problems than those with more experience.

*Griffins (1994)* stresses that the major cause of unrest in schools is the lack of administrative potentials. He argued that at the University, having done Bachelor of Education, teachers acquire insufficient vision on better ways of running schools. Hence after qualifying as teachers, they find themselves posted to poor schools with equally poor management and if they rise to become heads themselves, it is virtually inevitable that they will replicate the only sort of schools management that they have ever known.

Head teachers in secondary schools bear the ultimate responsibility for the overall running and controlling of the school. *Mbiti (1974)* explains that head teachers are particularly charged with the responsibility of fostering the right atmosphere for a child's growth and development. Although head teachers may delegate some of the many responsibilities to other members of staff, they must be in close touch. According to *Olembo, Wangu and Karagu (1992)* the head teachers must perform the six administrative tasks ranging from staff personnel, pupil community

relations, curriculum choices and provision and maintenance of physical facilities.

*Reid (1978)* explains that each school as an institution or organization has already spelt out aims and objectives to be achieved. It can possibly be conveniently argued that the individual effort in any institution or organization must be centrally coordinated by a person or a group of persons if the intended goals are to be realized. The most important person in a school to do the coordination is the head teacher. This is because he or she is solely responsible for providing direction towards the goal set out to be achieved.

*Bricker (1978)* contends that the head teacher in a school is the education and administrative leader of the school to which he or she is assigned. It is always a common phenomenon that when the question of discipline in schools come up, everyone is out to prescribe measures which should be taken on the head teacher. Very few people point a finger at the policies made by the Ministry of Education.

*Olembo and Cameroon (1986)* recommends that the Head teacher should make sure that all his teachers know exactly what punishment they can give to a pupil for what reasons and the procedures that should follow.

This means that every school should have their own disciplinary policy coordinated by the head teacher.

#### **2:4 Nature of indiscipline in schools:**

*Blair (1954)* explains that many types of maladjusted children are found in our Schools. The symptoms they exhibit are numerous ranging from untruthfulness, truancy, cruelty, bullying, cheating, stealing and many other types of disorderliness behaviour. Indiscipline cases in schools did not start today. It is a problem that had always been there. Indiscipline takes several forms. *Wachira (Daily Nation, 19<sup>th</sup> June 1996:12)* reported how truancy as a discipline problem lowers education standards in Mombasa. It also reported that the top candidate in the Kenya Certificate of Primary Education had to transfer from Mangu High School due to bullying.

*Williams (1974)* gives a list of undesirable forms of behaviour in Schools. He groups them as first, the violation of general standards of morality and integrity. This includes behaviours such as stealing, lying, the second group includes transgression against authority, defiance and insubordination and lastly the violation of General Schools regulations

which includes truancy, tardiness, irregularity in attendance, cruelty, roughness and fighting in School.

*Muchiri (1998)* also identifies some form of indiscipline commonly experienced in Schools as absenteeism, persistent or non completion of work, fighting in school compounds, defiance to the school rules, refusal to carry out punishment, smoking, late coming to school, truancy and drug abuse. *Ayieko (1988)* explains further that indiscipline can be observed in many forms. First there is the self-destructive behaviour expressed by the students. This involves drinking alcohol, smoking, abusing drugs. The other form involves the destruction of school property such as burning of school building or deliberately destroying the windows and the furniture. Strikes and boycott of lessons is another form of indiscipline. Bullying other students especially the new students and fighting have been noted in secondary schools. Pregnancies among girls is also a major form of indiscipline and lastly truancy, theft, defiance of authority and rowdiness are problems which nearly every school experiences.

*Mittambo (1986)* also concurs and states that some of the problems encountered in most secondary schools are late coming to school, smoking, drinking alcohol habits, fights between students and students, students and teachers. There is also the destruction of school property,

theft, sneaking out of school, skipping lessons, refusal to do homework, poor standards of cleanliness, truancy, noise making and strikes.

## **2:5 Causes of Indiscipline in schools:**

Some believe that is the excessive pocket money given to the students by the parents *Muya (1987)*. It is believed that those students with a lot of money tend to indulge in all kinds of unacceptable behaviour. This may not hold much water because there have been cases where children from poor families have been involved in major indiscipline problems.

According to *Siringi (Daily Nation, May 31<sup>st</sup> 1991)* and *Bosire (Daily Nation, September 15<sup>th</sup> 2000:21)*, lack of dialogue between the head teachers, teachers, parents and students, lack of motivation among teachers and influence of mass media has led to the increase of drug abuse and general indiscipline in schools.

*Muhammed* in the Kenya Teachers Manual (1975) suggested five causes of indiscipline in secondary schools. These include first the crisis of numbers. Kenya has experienced a tremendous growth in education. This has brought congestion in schools especially in urban schools. The other cause is the crisis of finance. There has been failure of financial



provisions to keep pace with students' intake. This progressively leads to falling in basic educational facilities such as books, laboratories and food. These become points of constant irritation to both teachers and students. There is also the communication crisis. This refers to multi-level exchange process that requires a general level of understanding of what is being done and why it is being done. Institutional heads would find their duty lighter if they persuade their students and staff that they are actively pursuing remedies where appropriate. Relevance crisis of the curriculum as another cause of indiscipline. The relevance of the curriculum is an element which can lead to despair, dissatisfaction if those being given the education can find no genuine enthusiasm for it. Lastly there is the identify crisis in which the youth are faced with cultural and spiritual level of identify.

According to *Anjili (1983)*, indiscipline in Secondary Schools lies with the Ministry of Education which has failed to live up to expectations. *Wangeri, (1986)* carried out a special study of discipline problems affecting secondary Schools in Thika, the study showed that students are rarely involved in the formulation of School rules. The study revealed that the rules are made by the head teachers, deputy and members of the teaching staff without involving the students. The non-involvement of students has to do with the dominance of traditional cultural values which

promoted the notion that children have no useful ideas to offer adults and the teacher is seen as ultimate authority.

*Scarf (1974)* addressed himself to the issue of indiscipline in American context and stated that parents have a share of blame for school indiscipline. He says that the permissiveness of the society has reared a generation of rude, arrogant, supercilious, selfish young people. They are the pleasure seeking “now” generation. Teachers cannot continue to be effective in schools unless parents and society in general take former hard training in morals and good manners.

*Kinyanjui (1976)* says that more attention should be given to what goes inside schools and classrooms. There is great need to know what kind of head teacher is in a given school. It is also important for the Ministry and the Teachers Service Commission to check on the relationships that exist between the head teachers and the teaching staff, the students and the community. The indiscipline in schools could also be as a result of the influence of the wider society. Students are a product of the society as they are born and reared in the society. There are social factors that can lead to indiscipline in schools ranging from students’ family background and political leaders. A child who has lacked love, attention and freedom will look for it elsewhere.

*Wangeri (1986)* in her study found out that frustrations in the family would lead to smoking, drinking and drug abuse. In cases where parents and older brothers and sisters smoke and take alcohol the child will develop such habits. Such a child will steal money from home and from friends. In the end such a student will get into the habit of sneaking from school to buy cigarettes or beer. Besides the family, students are also exposed to bad models in the society. They read thriller stories, watch violence on television, movie theatres and watch some in real life situations. Students see teachers beat up naughty students in their classes.

The other possible cause of indiscipline that should not be overlooked is the psychological state of the individual student. A student who does not perform well academically will be frustrated and this can lead to a negative behaviour. Such a student will at times seek to excel in misconduct so that he is noted for something no matter what is. It is also important to note that in secondary schools, students are going through adolescent stage. It's this time that they get attracted to the opposite sex and they have a lot of energy. Unless the adults understand the problem and help where necessary the students will usually project their internal conflicts through undesirable behaviour.

*Kinyanjui (1976)* commenting on discipline in Schools says that the Ministry of Education has to blame for the wave of students' indiscipline that has been sweeping through educational institutions. He argues that the Ministry has contributed by identifying the head teachers the powers to administer punishment on rude students. The head has no power to expel a student from school. *Court (1971)* says that strikes in Kenya do not stem from the School but from the society. He tends to see all the strikes in Kenyan schools as being a reflection of the society. *Nkinyangi (1981)* contradicts Court's view that strikes occur in Schools and the causes of these strikes are right in the School and not within the society.

Parents have been blamed on the indiscipline in schools. *Diri and Kamari (1985)* state that those parents who mind their own business and careers see children as interference in their pursuits. They would rather prefer to have the children put in boarding schools where the teachers can take care of them.

*Nyachae (1987)* argue that it is the lack of employment that makes students lose the incentive to learn. When they see graduates without jobs, they question the importance of being in School to learn. It has been argued that the even with the current curriculum, there are still many jobs

seekers because the resources are inadequate to cater for the students needs (*Daily Nation, 19<sup>th</sup> January 2002*)

The church (*Daily Nation, 20<sup>th</sup> January 2002*) concurs and explains that the factors that have contributed to indiscipline is that schools lay too little emphasis on religion and character formation. Besides this there is the general hopelessness faced by students who have completed school, which has had a negative impact on those still in School. Most students do not see their mission in school. They do not see much value in education given the unemployment problems encountered by those who have finished school.

## **2:6 Positive attitude towards the use of corporal punishment:**

On one hand there has been literature supporting the use of corporal punishment. *Graffins (1994)* shares his views that a good school will apply a variety of punishment that are useful to the community as well as the health of the student. He expresses the view that it is important for teachers to realize that for every type of behaviour exhibited by the student, there must be a reason behind it. One needs to consider the hereditary characteristic the students possess, the kind of experience they

may have had and the social pressures which they are operating upon at the moment before punishing. On the same note *Kelly, (1965)* says that it has been demonstrated that it is possible for punishment to exercise a favourable effect in producing improvement in learning particularly when the learners understands the purpose of the punishment.

*O'Leary and Susan (1988)* emphasizes that punishment does suppress or weaken behaviour and that effectiveness of punishment is determine by factors such as the timing of the punishment, the presence of an alternative to the punished response, the scheduling of punishment and the relationship of the punishing agent to the one being punished. They explain that in order to minimize negative effects, certain guidelines should be followed. This includes the following:

- i) Use the punishment sparingly.
- ii) Make it clear to the child why he or she is being punished.
- iii) Provide the child with an alternative means of obtaining some positive reinforcements.
- iv) Reinforce the child for behaviour incompatible with those you wish to weaken.
- v) Avoid punishing while you are in a very angry or emotional state.

- vi) Punish at the initiation of a behaviour rather than its completion.

*Norton (1977) and Parke (1974)* comment that punishment can be an effective way of extinguishing undesirable behaviour. To increase the effectiveness of punishment, there is need for it to be well timed. It should occur at the beginning or during a defiant act rather than when the defiant behaviour is completed. Effective punishment should also match the behaviour intensity and the child needs to fully understand why certain behaviour is unacceptable.

The Kenya Government through the Ministry of Education over the years has been accepting the usefulness of physical punishment in Schools. To regulate its use, the Education Act (1980) stated that:

- i) A student may be suspended from attendance at a school by the head teacher or a teacher acting on that capacity. If his or her language or behaviour is habitually or continually such as to endanger the maintenance of a proper standard of moral and sound conduct in the School, or if any single act or series of facts subversive of discipline is committed.
- ii) A pupil who has been suspended by head teachers or teachers acting in that capacity shall not be allowed to attend

classes and shall be required to be physically away from the School premises until he is informed of the outcome of his case by the head teacher or teacher acting in that capacity.

- iii) B.O.G shall after considering the report recommend to the Director of Education through the Provincial Education Officer responsible for the area in which the School is situated, the punishment which in the opinion of the board is commensurate with the offence committed.
- iv) A pupil may, on the order of the Director of Education be excluded from School if after consideration of his age and progress; the Director is of the opinion that it is not in the interest of that pupil to remain in the School.
- v) Corporal punishment may be inflicted only by the head teacher in the presence of a teacher or a housemaster.
- vi) Corporal punishment may be inflicted only after full inquiry and not in the presence of other pupils.
- vii) Corporal punishment shall be inflicted on the buttocks with a cane or smooth light switch on the palm of the hands for girls.

*Walter (1977), Smith (1985) and Dobson (1970)* all support the use of punishment. They argue that spanking is quite necessary for a child except that the student needs to understand properly why he or she is



being punished and that punishment should not lead to resentment. Department of Education Research (1995) support the use of corporal punishment and explains that a child is not a young adult and just as we accept his need to increase in wisdom, we must assume his need to grow towards maturity of conduct. The application of punishment in the area of behavioural learning is not more defensible than its application in any area of living.

*Brown (1988)* in his book *"Everyday Problem in Classroom"* advocated that punishment should be administered vigorously enough to make it hurt so that the child will not be likely to repeat his undesirable act. If corporal punishment is applied intelligently, no other kind of corporal punishment will ever be necessary.

## **2:7 Negative attitude towards the use corporal punishment:**

Corporal punishment as described by Collins Dictionary and Thesaurus Volume I is the punishment of physical nature such as caning. The word discipline and punishment have been misused and made to look as the same thing. Punishment has been used to mean discipline instead of being used as one aspect of discipline. *Ayieko (1988)* explains that each school in Kenya has its own unique way of maintaining discipline. Some

use rules, punishments, guidance and counselling or the moral lecture. All these methods have all to some extent helped to control indiscipline but they have not solved indiscipline as reported in several schools. In most schools, much indiscipline is not seen in classroom but often outside the classroom. This is because teachers have different ways of maintaining discipline in classroom. The problem of indiscipline is usually outside the class where students have more freedom to express themselves and can easily misbehave without being noticed. It is usually outside the classroom where fighting, smoking, sneaking out of school takes place.

*Jensen and Kingston (1986)* defines punishment as deliberately presenting an unpleasant stimulus or taking something positive away. They explain that there are two broad categories of punishments. The first is positive punishment which involves administering something aversive to decrease behaviour and the second one is negative punishment which involves withdrawing something to decrease a behaviour.

The type of punishments that have commonly been used in school includes corporal punishment, cutting grass, digging rubbish pits or school garden, kneeling on the pavement or gravel for some minutes, unproductive writing such as writing repetitive words such as 'I shall not do

it again, cleaning toilets or dormitory, sitting on the floor as the teaching goes on' (*Muchiri, 1988*)

Some of these punishments are very severe especially corporal punishments. Due to its adverse effects the Government has been restricting its use until last year when it was eventually withdrawn. At first it was only the head teacher who had the authority to use corporal punishment and had to apply it on the buttocks or in the palm of the hand for the girls. The number of the strokes had to be recorded together with the nature of the offence. This has since been withdrawn (*Ministry of Education circular Ref: G9/1/Vol. VIII/28*).

Arguments against the use of punishment have been fronted by psychologist *Skinner (1938)* who consistently condemned the use of punishment as a means of controlling behaviour. He argued that the only real effect of punishment is to temporarily suppress a response but there is no permanent weakening of the punished behaviour which has taken place and when the suppression effects weakens off the behaviour will occur once more. *Skinner* believed that positive reinforcement is far more effective operation without undesirable side effects. *Skinner's* opinion is that teachers should not use punishment to foster learning because it is ineffective and is accompanied by undesirable complications.

*Mbiti (1977)* stresses that just as there are some evidence to show that punishment helps on learning, there is also enough evidence to show that it hinders learning. Punishment according to *Mbiti* produces fear, resentments and hostility. The aim of the traditional discipline method was immediate results thus as the child obeyed command from superiors, success was achieved immediately. In this case, the personality development of that particular child is not considered and secondly the control and direction of the child is viewed in personal terms.

*Mbiti (1977)* goes further and explains that punishment or scolding or threats are methods which place a barrier between the teachers and the pupils. Punishment breeds fear and hatred rather than respect. According to *Mbiti*, discipline created through an understanding is much more effective. Harsh treatment only makes students unhappy and rejected and many truants in Schools exist because of fear of punishment.

*Russell (1967)* says that educators should never use rewards or punishment to modify the behaviour. His argument is that when rewards or punishment are used on a student, they will only change the overt behaviour observed but they will not modify the motivating force in the student. He maintains that this will do more harm than good to a student and will eventually interfere with the personality and development of the

child. *Goodwin (1976)* concurs and says that if punishment is used too often it will bring the behaviour of either avoidance or escape which certainly is not the intended purpose. The student will instead try as much as possible to avoid the teacher and in such a case therefore the teacher becomes a model of aggression.

*Benerd (1972)* talks of the self-defeating role of punishment. He says that sometimes being punished merely teaches children to avoid getting caught. This in the end will add to problems such as lying or truancy. The greatest effect of punishment is the observation that it may stop the bad behaviour being punished but it will not motivate the start of a good one. According to *Williams (1974)*, teachers' reactions to the behaviour problem of children are determined in relation to immediate effect of the behaviour upon the teachers themselves. Students' behaviours which transgress the teachers' moral sensitivities and authority or which frustrates the teachers immediate teaching purposes are regarded as relatively more serious than problems which for the most part affects only the welfare of the individual child. Punishment is therefore used due to the effect that it has on the teacher.

*Rayner (1920)* on his study based on classical conditioning showed that an unconditioned stimulus for fear when paired with a conditioned stimulus

quickly produces a newly conditioned response in a child. This fear response with its apparent effects might reasonably be taken as evidence of the establishment of an attitude towards the conditioned stimulus. This study applied to school situation showed that if a student is canned for failing in Mathematics, he or she may learn to fear and hate all Mathematics lessons and even hate related subjects such as Physics, Accounts and Chemistry. Such a student may also tend to fear the teacher and all subjects he or she teaches hence another indiscipline problem.

Still on the negative aspects of punishment, *Blair (1962)* observed that punishment is used as forms of motivation in schools. He says that there are little questions that fear, anxiety and avoidance of pain are powerful motivation forces. He explains that because of the power of punishment and because it serves the purpose of releasing tension from the person doing it, it has been considered as an attempt by man to train his young ones but that is not the case because in the actual sense, it does not bring any change in behaviour.

*Ausibel (1968)* says that punishment used excessively may generate anxiety out of all proportion to the actual risk of failure involved in a particular learning task. This may disrupt learning but also generalize to

other areas can induce a negative self-concept. *Harrop (1983)* suggests that if punishment is to be used, it must be used effectively and sparingly but still no much change in behaviour will be realised.

*Derville (1996)* gives his view on punishment and states that a child's progress in school is influenced by his attitude towards the subjects he is expected to learn. The attitude will depend upon the sort of experience with which they came is associated. If a subject is associated with punishment, he or she will dislike that subject. A child's attitude towards a subject is influenced also by a student's likes or dislikes for the teacher in charge. A student may take a punishment as unfair treatment and concludes that the teacher bears a grudge against him or her and therefore hold a grudge against the teacher instead of changing behaviour.

*Bongiorami (1977)* observed that punishment causes a student to learn new behaviours that can help him avoid getting punished. *Mulaki (1985)* explain that punishment produces aggressive behaviour in children. This is usually directed to the teacher as a sign of retaliation. It can also be directed to other people, books, windows, buildings or vehicles which are passing nearby. This explains why students break windows or destroy property when they are annoyed with the authority.

*Barasa and Ngugi (1990)* explain that punishment often reduces only external signs of misbehaviour but does not really improve attitudes. Punishment often increases hostility, fear, bitterness and resentment within the individual. At the same time, if reward is used to induce the required behaviour, the students may tend to associate the good behaviour with the reward so that he or she behaves in a certain way in order to get a reward but not because such a behaviour pattern is good in itself.

*Beech (1964)* explains that good discipline does not result from either an inflexible punitive approach or one that is too permissive. Good discipline occurs when teachers follow firm and fair policies and communicate with students. *Ayieko (1988)* concurs and explains that indiscipline problems of smoking, use of drugs are very difficult to deal with. Punishing a student who has smoked does not help for the student will only learn how to avoid being punished or being caught smoking.

*Montgomery (1992)* explains that Schools strategies for dealing with disruption have generally centred on punishment or fear of punishment. Pupils themselves say that the deterrent effect only seems to persist up until the punishment or canning exists. This suggests that if punishment is



to be used, it must be used sparingly indeed so that their effect can not be misused. Familiarity breeds contempt and this seems to be characteristic of most school punishment systems.

For something to be truly punishing, it has to be aversive and it has to be accepted by pupils as such. The key concept for punishment is that it temporarily blocks behaviour but the behaviour is not permanently weakened. If punishment is severe on the other hand, it can lead to adverse emotional states which can suppress desirable responses. In the process of suppressing the unwanted behaviour, it is possible to re-enforce some other more undesirable behaviour (*Leach, 1993*).

*Tattum (1989)* considers punishment as punitive measure with the aim of deterring students from committing a crime. This method basically applies the principal of stimulus response connection by *Thomdike and Lodd (1963)*. *Stones (1983)* states that if a child is punished whenever he makes a mistake in a given learning process the effect will be to decrease his overall motivation and should punishment be excessive, the child will eventually withdraw and leave to try.

*Hargreaves (1972)* argues against punishment and explains that teachers do not necessarily punish so as to reduce the students behaviour but

because they feel that what the student has done is a threat. There are times when teachers just punish so that the child can learn some lessons. This mostly happens when the teacher has been threatened and frustrated by the student. In such a situation, punishment is used as a vengeance rather than to correct the student. Sometimes teachers punish because they just cannot think of any other way of managing the behaviour. According to *Mercurio (1972)*, to some teachers punishment is the quickest and the easiest way of dealing with indiscipline but the child who receives it will as an adult see it as a natural means of control. It therefore generates cruelty and brutality.

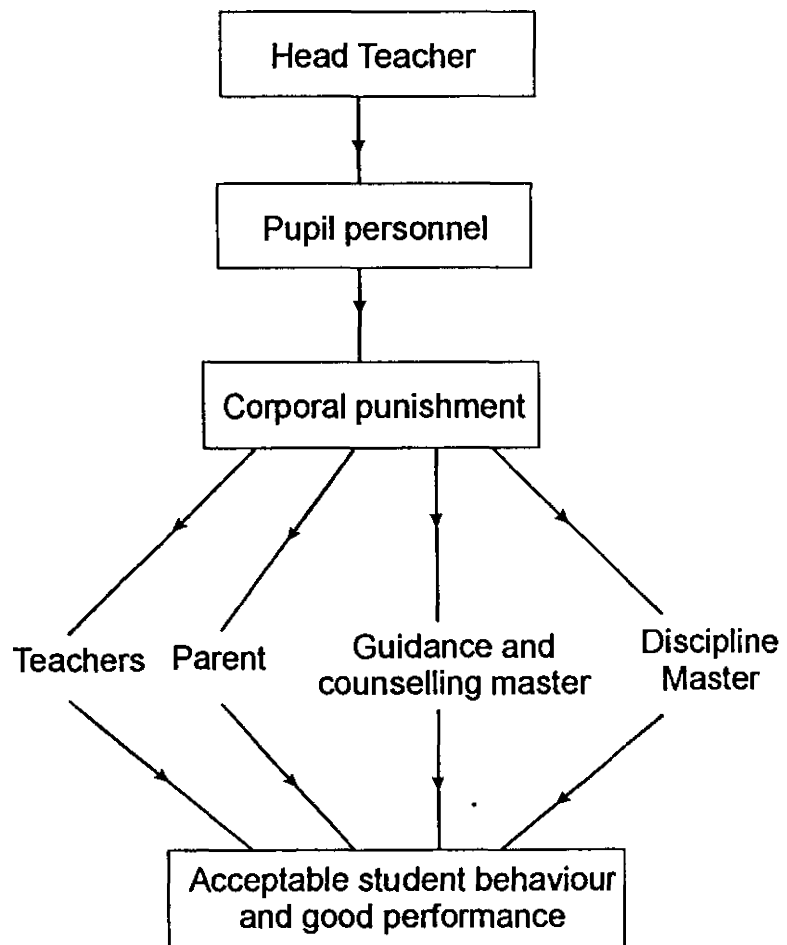
## **2.8 Conceptual framework of the study:**

The conceptual framework, In Figure 1, for this study is based on the concept that one of the administrative tasks of a head teacher is pupils. Personnel research studies show that discipline problems in secondary schools stems from poor administration. The framework also illustrates that discipline in a school cannot be left out only to the head teacher. The head teacher therefore has to involve all the other members of the school community such as the teachers, guidance and counselling teacher, discipline master and parents. The framework illustrates that the end

result of a good disciplinary method is improved behaviour and good performance.

## 2:9 Conceptual framework

Figure 1: Conceptual Framework for the Study:



## CHAPTER THREE

### 3:0 RESEARCH METHODOLOGY:

The research design for this study was divided into the following sub headings namely; research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

#### 3:1 Research design:

This study used an ex-post facto design. *Charles (1988)* points out that the cause that is the independent variable in ex-post facto research cannot be manipulated because it is genetically fixed just like sex and age. Circumstances do not allow manipulation of variables such as date of birth or place of birth for they are culturally ingrained. According to *Kellinger (1973)* ex-post facto design is a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulatable. An ex-post facto design was selected for this study because it was not possible to manipulate the variable of the study like

age, sex, academic qualifications, professional grade and experience of the head teacher.

### **3:2 Target population:**

The target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate the research study (*Borg and Gall, 1989*). The target population for this study consisted of head teachers of public secondary schools in Nairobi Province.

According to the ministry of Education Report (*MoE 2000*), there are 11 day secondary schools for boys, 5 day secondary schools for girls, 16 mixed day secondary schools, 5 boarding secondary schools for boys, 6 boarding secondary schools for girls, and 2 boarding and day boarding secondary schools for girls. This gives a total of 46 public secondary schools in Nairobi Province. One out of the 46 is an approved school, which is essentially a special school.

Those head teachers who have not served as head teachers for more than two years were excluded from the study. This is because less than two years experience was considered inadequate time for a head teacher to have learnt students conduct and developed appropriate remedies for

indiscipline. More so those who have served for less than two years may not have had a good experience on the use of the cane as a disciplinary method before its withdrawal by the Ministry of Education.

### **3:3 Sample and sampling procedures:**

There were 45 head teachers in public secondary schools in Nairobi. As the population was small, the researcher took all the respondents as a sample. The rationale for the taking all the respondents was to take care of the non-respondents if any during the main study.

According to *Wiersma (1995)*, a sample is explained as a small proportion of a target population selected using some systematic procedures for study. Among the reasons accepted for sampling are limitations of time for the study. He points out that an ideal sample should be large enough so that the investigator can with confidence within specified limits be certain that a different sample of the same size if drawn using the same procedures can give approximately similar results.

### **3.4 Research instruments:**

Data pertaining to the attitude of head teachers and corporal punishment as a disciplinary method was gathered using questionnaires. The study employed one questionnaire for the head teachers.

### **3.5 Head teachers' questionnaire:**

The questionnaire was in two parts. Part one of the questionnaire was used to gather demographic data of respondents and school data such as age, sex, academic qualifications, administrative experience and school factors such as size of the school. Part two, section A and B of the questionnaire was used to gather information on the head teacher's attitude towards the use of corporal punishment and discipline problems facing secondary schools in Nairobi. The Likert Summated Rating method was used. The respondents expressed their favourable or unfavourable attitude towards each of the items stated.

### **3.6 Instrument validity:**

Validity according to *Borg and Gall (1989)* is the degree to which a test measures what it purports to measure. To enhance validity of the instrument, a pre- test (pilot study) was conducted on a population similar

to the targeted population. The objective behind pre testing was to assess the clarity of the instrument items so that those items found to be inadequate for measuring the variable could either be discarded or modified to improve the quality of the research instrument thereby increasing its validity. New items were also added to achieve the same goal of increasing instrument validity.

During the pre-test study, after each respondent had completed filling the questionnaire each questionnaire item was discussed with him or her to determine its suitability, clarity, and relevance for the purpose of study. The pilot study was done in 5 schools out of the 46 public secondary schools in Nairobi Province.

The researcher also sought assistance of research experts, experienced graduates, lecturers and experienced supervisors in order to help improve validity of the instrument. The questionnaires were then administered to head teachers who were expected to respond to the item in five to six days after which they were be collected.



### **3.7 Reliability of the instrument:**

According to Roscoe (1969), the split half method is to be used to establish the coefficient of internal consistency. This method involves splitting the statements of a test into two halves (odd and even items). The odd numbered items will be placed in one subtest while the even numbered items are placed in another test. Then the scores of the two-sub test will be computed for each individual and these two tests of scores correlated by using the Pearson product-moment correlation coefficient ( $r$ ). The correlation obtained nevertheless represents the reliability coefficient of only half the test and because reliability is related to the strength or length of the test a correlation must be effected so as to obtain the reliability of the whole test. To make the correlation the Spearman Brown Prophecy formula ( $re$ ) is applied where  $re = \frac{2r}{1+r}$  equalizer will be used to make this correlation, where  $re$  is the reliability of the entire test and  $r$  is the reliability coefficient resulting from correlating the scores of the odd statements within the scores of the statements.

### **3.8 Data collection procedures:**

The researcher personally administered the questionnaire for both the pilot and the main study. A research permit was obtained from the office

of the president. Thereafter the office of the provincial Director of Education Nairobi Province was contacted before the commencement of the study. The selected schools in pre-test and in the final study were visited and questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The filled questionnaires were collected after six days.

### **3.9 Data analysis techniques:**

The researcher edited the filled questionnaires first to inspect the data pieces and identify those items that were wrongly responded to, spelling mistakes in the response and any blank spaces left unfilled by the respondents.

The researcher then classified the data according to age, sex, academic qualification, professional grade, administrative and professional experience of the respondent and school size. The categorized data was then transferred to a computer sheet that was prepared by the researcher.

Descriptive statistics such as frequency distribution, percentages, means and cross tabulations where applicable were used mainly to analyse demographic data and school information.

The seven null hypotheses were tested using inferential statistics. To test the hypothesis about significant differences between and within means, analysis of Variance, *ANOVA* also called the F-test was used. One-way analysis compares groups that differ on one independent variable with two or more levels, also tests whether the difference or variance among the means of two or more groups is significant or is due to chance alone. The level of significance was set at 0.05 levels, the null hypothesis was rejected and the alternative hypothesis was accepted.

The Statistical Package for Social Sciences (**SPSS**) provided the formulae necessary to allow hypothesis testing.

## **CHAPTER FOUR**

### **4.0**

### **DATA ANALYSIS:**

The main focus of this chapter was to report the results of the data collected in the study. This chapter is divided into five parts. The first part presented information on the demographic data of the head teachers. The second part was concerned with responses on disciplinary problems in public secondary schools and the use of corporal punishment to solve them. The third part dwelt on the analysis of demographic data of the respondents and their attitude towards the use of corporal punishment as a discipline method. The fourth part was concerned with the head teachers' attitude on the withdrawal of corporal punishment as a discipline. Finally the fifth part dwelt on test of hypotheses.

#### **Questionnaire return rate:**

A total number of 40 questionnaires were administered to the head teachers in public secondary schools in Nairobi. A total of 37 questionnaires were returned duly filled thus the questionnaire return rate was 92.5%

#### 4.1 ANALYSIS OF DEMOGRAPHIC DATA OF THE RESPONDENTS:

The data presented in this section of the study was obtained from completed head teachers' questionnaires in public secondary schools in Nairobi province.

##### HEADTEACHERS' DEMOGRAPHIC DATA:

##### 4:1:1 Head teachers' gender and age:

The head teachers were asked to indicate their gender and age.

The findings are presented in Table 1.

**Table 1: age and gender Cross tabulation**

			gender		Total
			male	female	
Age	36-45	Count	10	7	17
		% of Total	27.0%	18.9%	45.9%
	above 45	Count	14	6	20
		% of Total	37.8%	16.2%	54.1%
Total		Count	24	13	37
		% of Total	64.9%	35.1%	100.0%

The data concerned with age and gender of the head teachers indicated that population sample was 37 head teachers. The data in Table 1 indicated that there are 13 (35%) female head teachers and 24 (65%) male head teachers in public secondary schools in

Nairobi. All the 37 head teachers were above 36 years with 20 (54%) of them being above 45 years,

#### **4:1:2 Head teachers and academic qualifications:**

The head teachers were asked to indicate their academic qualifications and the findings are presented in Table 2.

**Table 2: academic qualification of head teachers:**

	Frequency	Percent
Diploma/S1	1	2.7
ATS	1	2.7
BEd	19	51.4
BA with PGDE	12	32.4
BSc with PGDE	3	8.1
MEd	1	2.7
Total	37	100.0

The data in Table 2 indicated that 19 (51.4%) of the head teachers had a Bachelor of Education degree and 12 (32.4%) had a Bachelor of Arts degree with a postgraduate diploma in education. The data in Table 2 also revealed that only one head teacher had a master's degree in education and very few head teachers with ATS and Bachelor of Science with a post graduate diploma in education.

#### **4:1:3 Head teachers administration experience:**

The head teachers were asked to indicate their administration experience and the findings have been presented in Table 3.

**Table 3: Head teachers' administration experience:**

	Frequency	Percent
<b>1-5</b>	<b>3</b>	<b>8.1</b>
<b>6-10</b>	<b>8</b>	<b>21.6</b>
<b>11-15</b>	<b>11</b>	<b>29.7</b>
<b>16-20</b>	<b>9</b>	<b>24.3</b>
<b>over 20</b>	<b>6</b>	<b>16.2</b>
<b>Total</b>	<b>37</b>	<b>100.0</b>

The data in Table 3 indicated that head teachers were at least represented in all the blocks in years of experience with the most having an experience of between 11-15 years (29.7%) as head teachers

#### **4:1:4 The size of the school:**

The head teachers were asked to indicate the number of streams in their schools. Table 4 presented the data on the number of streams in the schools studied.

**Table 4: number of streams in the schools**

	Frequency	Percent
double	7	18.9
tripple	15	40.5
four	11	29.7
five	2	5.4
over five	2	5.4
Total	37	100.0

The data in Table 4 indicated that 15 schools (40.5%) were triple streamed schools while 11 schools (29.7%) being four streamed. 7 schools (18.9%) were double streamed with only 4 schools (10.8%) being five streamed and over.

#### **4:1:5 Special training on guidance and counselling:**

The head teachers were asked to indicate whether they had had any special training in guidance and counselling

Table 5 represented special training on guidance and counselling for head teacher against gender and age.



**Table 5: age and special training on Guidance and Counselling Cross tabulation**

			Special training on G&C		Total
			Yes	No	
Age	36-45	Count	8	9	17
		% of Total	21.6%	24.3%	45.9%
	above 45	Count	5	15	20
		% of Total	13.5%	40.5%	54.1%
Total		Count	13	24	37
		% of Total	35.1%	64.9%	100.0%
			Special training on G&C		Total
			yes	no	
Gender	male	Count	9	15	24
		% of Total	24.3%	40.5%	64.9%
	female	Count	4	9	13
		% of Total	10.8%	24.3%	35.1%
Total		Count	13	24	37
		% of Total	35.1%	64.9%	100.0%

The data concerned with special training for head teacher in guidance and counselling indicate that only 13 (35.1%) had special training on guidance and counselling while the rest had no extra

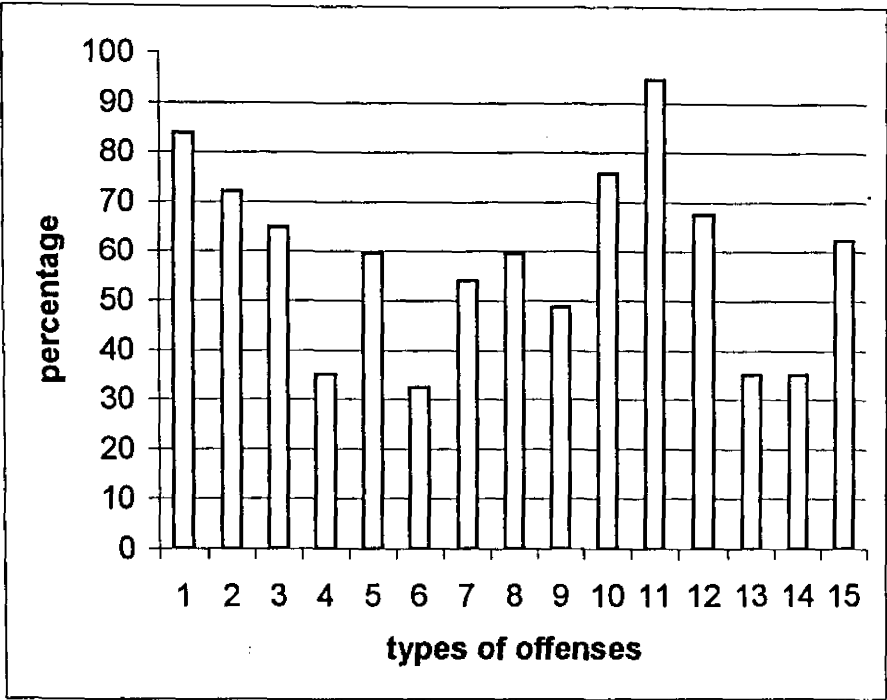
training on guidance and counselling. The data also revealed that of the 13 who had had special training 8 (21.6%) were below 45 years old and were more male (24.3%) than female (10.8%). This has led to a conclusion that younger head teachers have been more interested in going for further training in guidance and counselling.

#### **4.2 DISCIPLINARY PROBLEMS IN PUBLIC SECONDARY SCHOOLS AND THE USE OF CORPORAL PUNISHMENT TO SOLVE THEM:**

##### **4:2:1 Kinds of discipline problems experienced in public secondary school:**

The head teachers were asked to indicate the types of discipline problems experienced in public secondary schools. The findings were presented in graph 1.

**Graph 1: Types of discipline problems in public secondary schools in Nairobi**



Key:

Offences		Offences	
1	Theft	9	Poor cleanliness standards
2	Sneaking	10	Refusal to do homework
3	Late coming	11	Noisemaking
4	Bullying	12	Poor bell response
5	Disrespect to teachers	13	Destruction of property
6	Disrespect to parents	14	Fighting between students
7	Drug abuse	15	Truancy
8	Smoking		

Graph 1 indicated that noisemaking is the most common indiscipline problem in secondary schools with 94.6% followed by theft with 83.8% while the least common problems were disrespect to parents (32.4%)

#### **4:2:2 Use of corporal punishment to solve discipline problems before the withdrawal:**

The head teachers were asked to indicate the frequency of the use of corporal punishment in solving the discipline problems experienced in secondary school before the withdrawal. The findings were represented in Tables 6 - 20 that follow.

##### Theft:

**Table 6: the use of corporal punishment to solve theft cases:**

	Frequency	Percent
Often	3	8.1
Occasionally	4	10.8
Rarely	5	13.5
Never	22	59.5
Total	34	91.9
No response	3	8.1
Total	37	100.0

The data in Table 6 indicated that 59.5% of schools studied did not solve theft cases using the cane and only 8.1% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving theft cases in most schools in Nairobi, before its ban.

### Sneaking out of school:

**Table 7: sneaking out of school**

		Frequency	Percent
Valid	often	2	5.4
	occasionally	10	27.0
	rarely	3	8.1
	never	19	51.4
	Total	34	91.9
Missing	System	3	8.1
Total		37	100.0

The data in Table 7 revealed that 51.4% of schools studied did not solve the problem of sneaking out of school using corporal punishment while only 5.4% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of sneaking out of school in most schools in Nairobi, before its ban.

Late coming:

**Table 8: late coming**

		Frequency	Percent
Valid	always	1	2.7
	often	3	8.1
	occasionally	2	5.4
	rarely	2	5.4
	never	24	64.9
	Total	32	86.5
Missing	System	5	13.5
Total		37	100.0

The data in Table 8 revealed that 69.4% of schools studied did not solve the problem of late coming to school using corporal punishment while only 2.8% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of late coming to school in most schools in Nairobi, before its ban.

### Bullying:

**Table 9: bullying**

		Frequency	Percent
Valid	always	1	2.7
	often	2	5.4
	occasionally	5	13.5
	rarely	3	8.1
	never	21	56.8
	Total	32	86.5
Missing	System	5	13.5
Total		37	100.0

The data in Table 9 revealed that 56.8% of schools studied did not solve the problem of bullying in schools using corporal punishment while only 2.7% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of bullying in most schools in Nairobi, before its ban.

Disrespect to teachers:

**Table 10: disrespect to teachers**

		Frequency	Percent
Valid	always	1	2.7
	often	2	5.4
	occasionally	8	21.6
	rarely	5	13.5
	never	19	51.4
	Total	35	94.6
Missing	System	2	5.4
Total		37	100.0

The data in Table 10 revealed that 51.4% of schools studied did not solve the problem of disrespect to teachers using corporal punishment while only 2.7% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of disrespect to teachers in most schools in Nairobi, before its ban.



Disrespect to parents:

**Table 11: disrespect to parents**

		Frequency	Percent
Valid	always	1	2.7
	occasionally	2	5.4
	rarely	5	13.5
	never	23	62.2
	Total	31	83.8
Missing	System	6	16.2
Total		37	100.0

The data in Table 11 revealed that 62.2% of schools studied did not solve the problem of disrespect to teachers using corporal punishment while only 2.7% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of disrespect to teachers in most schools in Nairobi, before its ban.

Drug abuse:

**Table 12: drug abuse**

		Frequency	Percent
Valid	occasionally	4	10.8
	rarely	6	16.2
	never	23	62.2
	Total	33	89.2
Missing	System	4	10.8
Total		37	100.0

The data in Table 12 revealed that 62.2% of schools studied did not solve the problem of drug abuse using corporal punishment while only 10.8% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of drug abuse in most schools in Nairobi, before its ban.

Smoking:

**Table 13: smoking**

		Frequency	Percent
Valid	always	1	2.7
	often	5	13.5
	occasionally	3	8.1
	rarely	5	13.5
	never	21	56.8
	Total	35	94.6
Missing	System	2	5.4
Total		37	100.0

The data in Table 13 revealed that 56.8% of schools studied did not solve the problem of smoking using corporal punishment while only 2.7% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of smoking in most schools in Nairobi, before its ban.

Poor standards of cleanliness:

**Table 14: poor standard of cleanliness**

		Frequency	Percent
Valid	often	1	2.7
	occasionally	6	16.2
	rarely	2	5.4
	never	22	59.5
	Total	31	83.8
Missing	System	6	16.2
Total		37	100.0

The data in Table 14 revealed that 59.5% of schools studied did not solve the problem of poor standards of cleanliness using corporal punishment while only 2.7% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the poor standards of cleanliness in most schools in Nairobi, before its ban.

### Refusal to do home work:

**Table 15: refusal to do homework**

		Frequency	Percent
Valid	often	8	21.6
	occasionally	5	13.5
	rarely	3	8.1
	never	18	48.6
	Total	34	91.9
Missing	System	3	8.1
Total		37	100.0

The data in Table 17 revealed that 48.6% of schools studied did not solve the problem of refusal to do homework using corporal punishment while 21.6% of the schools used the cane. This is an indication that corporal punishment was not a very popular method of solving the problem of refusal to do homework in most schools in Nairobi, before its ban.

Noise making:

**Table 16: noisemaking**

		Frequency	Percent
Valid	always	1	2.7
	often	9	24.3
	occasionally	4	10.8
	rarely	1	2.7
	never	19	51.4
	Total	34	91.9
Missing	System	3	8.1
Total		37	100.0

The data in Table 16 revealed that 51.4% of schools studied did not solve the problem of noisemaking using corporal punishment while only 2.7% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of noisemaking in most schools in Nairobi, before its ban.

### Poor response to bells:

**Table 17: poor response to bells**

		Frequency	Percent
Valid	often	6	16.2
	occasionally	2	5.4
	rarely	3	8.1
	never	21	56.8
	Total	32	86.5
Missing	System	5	13.5
Total		37	100.0

The data in Table 17 revealed that 56.8% of schools studied did not solve the problem of poor response to bells in school using corporal punishment while only 16.2% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of poor response to bells in most schools on Nairobi, before its ban.

Destruction of property:

**Table 18: destruction of property**

		Frequency	Percent
Valid	often	1	2.7
	occasionally	5	13.5
	rarely	3	8.1
	never	21	56.8
	Total	30	81.1
Missing	System	7	18.9
Total		37	100.0

The data in Table 18 revealed that 56.8% of schools studied did not solve the problem of destruction of school property using corporal punishment while only 2.7% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of destruction of school property in most schools in Nairobi, before its ban.



Fighting between students:

**Table 19: fighting between students**

		Frequency	Percent
Valid	often	2	5.4
	occasionally	2	5.4
	rarely	5	13.5
	never	22	59.5
	Total	31	83.8
Missing	System	6	16.2
Total		37	100.0

The data in Table 19 revealed that 59.5% of schools studied did not solve the problem of fighting between students using corporal punishment while only 5.4% of the schools often used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of fighting between students in most schools in Nairobi, before its ban.

### Truancy:

**Table 20: truancy**

		Frequency	Percent
Valid	often	3	8.1
	occasionally	3	8.1
	rarely	4	10.8
	never	20	54.1
	Total	30	81.1
Missing	System	7	18.9
Total		37	100.0

The data in Table 20 revealed that 54.1% of schools studied did not solve the problem of truancy using corporal punishment while only 8.1% of the schools used the cane. This is an indication that corporal punishment was not a popular method of solving the problem of truancy in most schools in Nairobi, before its ban.

#### **4.3 ANALYSIS OF DEMOGRAPHIC DATA OF THE RESPONDENTS AND THEIR ATTITUDE TOWARDS THE USE OF CORPORAL PUNISHMENT AS A DISCIPLINE METHOD:**

The head teachers were asked to give their opinions on the effectiveness of use of the cane to solve discipline problems. The following Tables represent data obtained from respondents cross

tabulated with demographic data like age, gender, administrative experience and special training on guidance and counseling. The head teachers were also asked whether their prior experience on corporal punishment had any Influence on their attitude toward its effectiveness as a discipline method:

#### 4:3:1 Age:

**Table 21: effectiveness of corporal punishment in problem solving in your school and age Cross tabulation.**

			Age of head teacher		Total
			36-45	above 45	
<b>Effectiveness of the use of corporal punishment in problem solving in schools</b>	<b>yes</b>	<b>Count</b>	5	10	15
		<b>% of Total</b>	13.5%	27.0%	40.5%
	<b>no</b>	<b>Count</b>	10	9	19
		<b>% of Total</b>	27.0%	24.3%	51.4%
	<b>no caning</b>	<b>Count</b>	2	1	3
		<b>% of Total</b>	5.4%	2.7%	8.1%
<b>Total</b>	<b>Count</b>		17	20	37
	<b>% of Total</b>		45.9%	54.1%	100.0%

The data in Table 21 indicated that most head teacher (51.4%) indicated that caning was not effective as a method of solving discipline problems. However 10 (27%) of the head

teachers who were above 45 years old still felt that caning was effective as compared to 5 (13%) head teachers of the age between 36 – 45 who also thought that caning was effective.

#### 4:3:2 Gender

The head teachers were asked to give their opinions on the effectiveness on use of the cane to solve discipline problems.

**Table 22: corporal punishment effectiveness in problem solving in school and gender Cross tabulation**

			gender		Total
			male	female	
<b>Effectiveness of corporal punishment in problem solving in school</b>	<b>yes</b>	<b>Count</b>	12	3	15
		<b>% of Total</b>	32.4%	8.1%	40.5%
	<b>no</b>	<b>Count</b>	11	8	19
		<b>% of Total</b>	29.7%	21.6%	51.4%
	<b>no caning</b>	<b>Count</b>	1	2	3
		<b>% of Total</b>	2.7%	5.4%	8.1%
<b>Total</b>		<b>Count</b>	24	13	37
		<b>% of Total</b>	64.9%	35.1%	100.0%

The data in Table 22 indicated that 12 (32.4%) of male head teachers had a positive attitude towards the effectiveness of the

cane as a disciplinary method, with only 3 (8.1%) of the female head teaches concurring with their male counterparts.

#### 4:3:3 Head teachers administrative experience

**Table 23: the effectiveness of corporal punishment effective in problem solving in schools and administrative experience Cross tabulation**

			Headship experience					Total
			1-5	6-10	11-15	16-20	over 20	
Was the use of corporal punishment effective in problem solving in your school?	yes	Count	1	3	4	4	3	15
		% of Total	2.7%	8.1%	10.8%	10.8%	8.1%	40.5%
	no	Count	1	4	7	4	3	19
		% of Total	2.7%	10.8%	18.9%	10.8%	8.1%	51.4%
	no caning	Count	1	1	0	1	0	3
		% of Total	2.7%	2.7%	0%	2.7%	0%	8.1%
Total		Count	3	8	11	9	6	37
		% of Total	8.1%	21.6%	29.7%	24.3%	16.2%	100.0%

The data in Table 23 indicated that the head teachers' administrative experience did not influence their attitude toward the use of corporal punishment as a disciplinary method.

This is illustrated by the fact that the majority of the head teacher who believed in the effectiveness of corporal punishment were in the 11 – 20 years of administrative experience group while similarly, a majority of the head teaches who did not believe in the

effectiveness of corporal punishment also came from the administrative experience category of 11 – 20

#### 4:3:4 Special training in guidance and counselling

**Table 24: effectiveness of corporal punishment in problem solving in school and special training on Guidance and Counseling Cross tabulation.**

	special training on Guidance and Counselling				Total
			yes	no	
<b>Effectiveness of corporal punishment in problem solving in school</b>	yes	Count	6	9	15
		% of Total	16.2%	24.3%	40.5%
	no	Count	7	12	19
		% of Total	18.9%	32.4%	51.4%
	no caning	Count		3	3
		% of Total		8.1%	8.1%
<b>Total</b>		Count	13	24	37
		% of Total	35.1%	64.9%	100.0%

The data in Table 24 indicated that 9 (24%) of the head teachers who had no special training in guidance and counselling believed in the effectiveness of corporal punishment as a disciplinary method as opposed to 6 (16.2%) who had had special training in guidance and counselling. The data also revealed that most of the head teachers, 12 (32.4%) neither had had any special training in

guidance and counselling nor believed in the effectiveness of corporal punishment.

**4:3:5 Influence of head teachers' prior experience on corporal punishment and their attitude toward its effectiveness as a discipline method:**

The head teachers were asked to indicate whether they themselves had been caned as students and whether that did influence their opinion toward the effectiveness of corporal punishment in schools as administrators

**Table 25: prior experience**

		Frequency	Percent
Valid	always	1	2.7
	often	7	18.9
	occasionally	12	32.4
	rarely	14	37.8
	never	3	8.1
	Total	37	100.0

From Table 25 above, the data revealed that only 3 (8.1%) head teachers had not been caned as students and that 14 (37%) head teachers had been rarely caned. This indicates that corporal

punishment was rampant when the head teachers were schooling themselves.

**Table 26: influence of experience on attitude on corporal punishment**

		Frequency	Percent
Valid	yes	13	35.1
	no	24	64.9
	Total	37	100.0

Table 26 however revealed that the situation with corporal punishment during the schooling times of the head teacher did not influence a majority of 24 (64.9%) head teachers attitude towards corporal punishment in their schools as administrators. This indicates that although most head teachers were caned when they were in school, this did not influence their opinion towards corporal punishment in schools after they became administrators.



#### 4.4 HEAD TEACHERS ATTITUDE ON THE WITHDRAWAL OF CORPORAL PUNISHMENT AS A DISCIPLINARY METHOD.

##### 4:4:1 withdrawal of corporal punishment in schools.

**Table 27: support on corporal punishment withdrawal on schools.**

		Frequency	Percent
Valid	yes	22	59.5
	no	15	40.5
	Total	37	100.0

The data from Table 27 indicated that 22 (59.5%) of the head teachers supported the ban of corporal punishment.

##### 4:4:2 Timing of the ban of corporal punishment

**Table 28: opinion about the timing of the ban on corporal punishment.**

		Frequency	Percent
Valid	too early	14	37.8
	timely	14	37.8
	too late	6	16.2
	Total	34	91.9
Missing	System	3	8.1
Total		37	100.0

However the data from Table 28 revealed that only 6 (16.2%) head teachers thought that the ban came too late while the rest of the head teachers were equally distributed between either the ban being timely effected or effected too early.

The head teachers were asked to indicate whether they would recommend the reinstatement of corporal punishment in schools.

#### **4:4:3 lifting the ban on corporal punishment.**

**Table 29: lifting of the ban on corporal punishment in schools.**

		Frequency	Percent
Valid	yes	13	35.1
	no	24	64.9
	Total	37	100.0

The data on Table 29 indicated that 24 (64.9%) who formed the majority of head teachers would not recommend the reinstatement of corporal punishment in schools.

#### **4:5 TEST OF HYPOTHESIS:**

The data presented in this section were results of analysing head teachers' attitude towards the use of corporal punishment as a disciplinary method in secondary schools in relation to selected variables from the demographic and school information sought by

the questionnaire. These included the head teachers' age, gender, professional grade, administrative experience and special training on guidance and counselling, kinds of discipline problems experienced in schools and size of the schools.

In testing all the hypotheses for significant relationships between the selected variables, One-way analysis of variance (ANOVA) was used. All the hypotheses were considered significant or non significant at 0.05 confidence level. The researcher restated the hypotheses and presented evidence linked to their testing separately in the following subsections.

#### **4:5:1 Age of head teacher and their attitude towards the use of corporal punishment as a discipline method in schools.**

To determine whether significant relationship existed in the age of the head teachers and their attitude towards the use of corporal punishment as a discipline method, hypothesis one (HO<sub>1</sub>) was tested. The hypothesis postulated stated that

**(HO<sub>1</sub>): there is no significant relationship between the age of the head teachers and their attitude towards the use of corporal punishment as a discipline method.**

**Table 30: analysis of variance for head teachers' age and their attitude towards the use of corporal punishment. (age variable)**

		Sum of Squares	df	Mean Square	F	Sig.
AGE	Between Groups	.211	1	.211	.818	.372
	Within Groups	8.531	33	.259		
	Total	8.743	34			

The F-Value of 0.818 in Table 30 revealed that there was no significant relationship between the age of the head teachers and their attitudes towards the use of corporal punishment as a discipline method. Thus the null hypothesis was accepted.

#### **4:5:2 Gender of the head teachers and their attitude towards the use of corporal punishment as a method of discipline:**

To determine whether significant relationship existed in the gender of the head teachers and their attitude towards the use of corporal punishment as a discipline method, hypothesis two (HO<sub>2</sub>) was tested. It stated that

**(HO<sub>2</sub>): there is no significant relationship between the gender of the head teachers and their attitude towards the use of corporal punishment as a discipline method.**

**Table 31: analysis of variance for head teachers' gender and their attitude towards the use of corporal punishment. (gender variable)**

		Sum of Squares	df	Mean Square	F	Sig.
gender	Between Groups	.144	1	.144	.643	.428
	Within Groups	7.399	33	.224		
	Total	7.543	34			

The F-Value of 0.643 in Table 31 revealed that there was no significant relationship between the gender of the head teachers and their attitudes towards the use of corporal punishment as a discipline method. Thus the null hypothesis was accepted.

#### **4:5:3 Professional grades of head teachers and their attitude towards the use of corporal punishment as a discipline method in schools.**

To determine whether significant relationship existed in the professional grade of the head teachers and their attitude towards the use of corporal punishment as a discipline method, hypothesis three (HO<sub>3</sub>) was tested. The hypothesis postulated stated that  
**(HO<sub>3</sub>): there is no significant relationship between the professional grade of the head teachers and their attitude**

towards the use of corporal punishment as a discipline method.

**Table 32 : analysis of variance for head teachers professional grade and their attitude towards the use of corporal punishment.**

		Sum of Squares	df	Mean Square	F	Sig.
Professional grade	Between Groups	.749	1	.749	.731	.399
	Within Groups	32.780	32	1.024		
	Total	33.529	33			

The F-Value of 0.731 in Table 32 revealed that there was no significant relationship between the professional grade of the head teachers and their attitudes towards the use of corporal punishment as a discipline method. Thus the null hypothesis was accepted.

#### **4:5:4 Administrative experience of head teachers and their attitude towards the use of corporal punishment as a discipline method in schools.**

To determine whether significant relationship existed in the administrative experience of the head teachers and their attitude towards the use of corporal punishment as a discipline method,

hypothesis four (HO<sub>4</sub>) was tested. The hypothesis postulated stated that:

**(HO<sub>4</sub>): there is no significant relationship between the professional grade of the head teachers and their attitude towards the use of corporal punishment as a discipline method.**

**Table 33: analysis of variance for head teachers professional grade and their attitude towards the use of corporal punishment. (professional grade variable)**

		Sum of Squares	df	Mean Square	F	Sig.
Headship experience	Between Groups	.360	1	.360	.265	.610
	Within Groups	44.783	33	1.357		
	Total	45.143	34			

Critical value = 0.74

The F-Value of 0.265 in Table 33 revealed that there was no significant relationship between the administrative experience of the head teachers and their attitudes towards the use of corporal punishment as a disciplinary method. Thus the null hypothesis was accepted.

**4:5:5 head teachers' special training on guidance and counselling and their attitude towards the use of corporal punishment as a disciplinary method in schools.**

To determine whether significant relationship existed between the special training of the head teachers on guidance and counselling and their attitude towards the use of corporal punishment as a disciplinary method, hypothesis five (HO<sub>5</sub>) was tested. The hypothesis postulated stated that:

**(HO<sub>5</sub>): there is no significant relationship between the head teachers' special training on guidance and counselling and their attitude towards the use of corporal punishment as a disciplinary method.**

**Table 34: analysis of variance for headteachers special training in guidance and counselling and their attitude towards the use of corporal punishment. (training on guidance and counselling variance)**

		Sum of Squares	df	Mean Square	F	Sig.
Special training on Guidance and counseling	Between Groups	3.606E-02	1	3.606E-02	.152	.700
	Within Groups	7.850	33	.238		
	Total	7.886	34			

Critical value = 4.46



The F-Value of 0.152 in Table 34 revealed that there was no significant relationship between the head teachers' special training in guidance and counselling and their attitudes towards the use of corporal punishment as a disciplinary method. Thus the null hypothesis was accepted.

#### **4:5:6 Size of the school and head teachers attitude towards the use of corporal punishment as a disciplinary method in schools.**

To determine whether significant relationship existed between the size of the schools and the head teachers attitude towards the use of corporal punishment as a disciplinary method, hypothesis one ( $H_{O_6}$ ) was tested. The hypothesis postulated stated that:

**( $H_{O_6}$ ): there is no significant relationship between the size of the school and the head teachers' attitude towards the use of corporal punishment as a disciplinary method.**

**Table 35: analysis of variance the size of schools and the headteachers' attitude towards the use of corporal punishment. (size of school variable)**

		Sum of Squares	df	Mean Square	F	Sig.
Number of streams	Between Groups	1.794	1	1.794	1.828	.186
	Within Groups	32.378	33	.981		
	Total	34.171	34			

Critical value = 0.37

The F-Value of 1.828 in Table 35 revealed that there was a significant relationship between the size of the school and head teachers' attitudes towards the use of corporal punishment as a disciplinary method. Thus the null hypothesis was rejected.

#### **4:5:7 Discipline problems experienced and head teachers' attitude towards the use of corporal punishment as a disciplinary method in schools.**

To determine whether significant relationship existed between the discipline problems and the head teacher's attitude towards the use of corporal punishment as a disciplinary method, hypothesis seven (HO<sub>7</sub>) was tested. The hypothesis postulated stated that:

**(HO<sub>7</sub>): there is no significant relationship between the kind of discipline problem experienced and the head teachers' attitude towards the use of corporal punishment as a disciplinary method.**

**Table 37: analysis of variance on the type of discipline problems experienced in schools and the head teachers' attitude towards the use of corporal punishment.**

**ANOVA**

		Sum of Squares	df	Mean Square	F	Critical values	Sig.	Null hypothesis
theft	Between Groups	6.394E-03	1	6.394E-03	.042	2.23	.838	accepted
	Within Groups	4.965	33	.150				
	Total	4.971	34					
sneaking	Between Groups	.528	1	.528	3.022	3.06	.092	accepted
	Within Groups	5.590	32	.175				
	Total	6.118	33					
latecoming	Between Groups	1.231	1	1.231	5.852	4.83	.021	rejected
	Within Groups	6.941	33	.210				
	Total	8.171	34					
bullying	Between Groups	.168	1	.168	.692	4.83	.411	accepted
	Within Groups	8.003	33	.243				
	Total	8.171	34					
disrespecting teachers	Between Groups	.302	1	.302	1.206	5.57	.280	accepted
	Within Groups	8.269	33	.251				
	Total	8.571	34					
	Between Groups	8.991E-04	1	8.991E-04	.004	4.09	.950	accepted

disrespecting	Between Groups	8.991E-04	1	8.991E-04	.004	4.09	.950	
	Within Groups	7.543	33	.229				
draggabuse	Between Groups	2.248E-02	1	2.248E-02	.087	5.57	.770	acce
	Within Groups	8.549	33	.259				
	Total	8.571	34					
smoking	Between Groups	.979	1	.979	4.492	4.83	.042	acce
	Within Groups	7.192	33	.218				
	Total	8.171	34					
poor cleanliness	Between Groups	.211	1	.211	.818	6.31	.372	acce
	Within Groups	8.531	33	.259				
	Total	8.743	34					
undone homework	Between Groups	1.439E-02	1	1.439E-02	.071	3.34	.791	acce
	Within Groups	6.671	33	.202				
	Total	6.686	34					
noisemaking	Between Groups	6.753E-02	1	6.753E-02	1.226	0.74	.276	reje
	Within Groups	1.818	33	5.510E-02				
	Total	1.886	34					
poor response to bells	Between Groups	.291	1	.291	1.266	4.46	.269	acce
	Within Groups	7.594	33	.230				
	Total	7.886	34					
destruction of property	Between Groups	.168	1	.168	.692	4.83	.411	acce
	Within Groups	8.003	33	.243				
	Total	8.171	34					
fighting between students	Between Groups	3.596E-03	1	3.596E-03	.015	4.83	.905	acce
	Within Groups	8.168	33	.248				
	Total	8.171	34					
	Between Groups	.577	1	.577	2.507	4.83	.123	
	Within Groups	7.594	33	.230				
	Total	8.171	34					

The F-Values for each type of discipline problem were tabulated as shown in Table 37 above and revealed that out of the 15 types of discipline problems identified in the research, 13 types of discipline problems experienced in schools showed no significant relationship to the head teachers' attitude towards use of corporal punishment as a disciplinary method. The exception, however, was that late coming to school and noisemaking showed a significant relationship to the head teachers' attitude towards use of corporal punishment as a disciplinary method. Thus the null hypothesis was accepted.

## **CHAPTER FIVE**

### **5:0 SUMMARY, RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS:**

#### **5:1 Summary of the study:**

Discipline and the methods of enforcing discipline is very vital in any organization such as a school as no group of people can work together successfully without establishing standards of behaviour, mutual respect and desirable system of values which lead each person in the group to develop self control and self direction

The purpose of this study was to determine the head teachers' attitude towards the use of corporal punishment. The study was carried out in public secondary schools in Nairobi province. The literature review was organized under the following subheadings: the concept of attitude, general overview of discipline in public secondary schools, the nature of indiscipline in schools, positive attitude towards the use of corporal punishment and the negative attitude towards corporal punishment.

The study was an ex-post facto design and the targeted population consisted of head teaches in public secondary schools in Nairobi province. One set of questionnaires was developed. The instrument had two parts 1 and 2. Part A was designed to find out the head teachers personal background and schools' information. Part 2 has two sections, A and B

and were used to obtain information on the head teachers attitude towards the use of corporal punishment.

To determine the reliability of the instrument, a pilot study was conducted in five schools selected randomly from the public secondary schools in Nairobi. After establishing the validity and reliability of the instrument, it was then administered in 40 public secondary schools in Nairobi province. The respondents who completed and returned the questionnaires were 37. The questionnaire return rate was 92.5%.

The analysis of data consisted of Analysis of Variance (ANOVA) and the level of significance was set at 0.05. Seven null hypotheses were tested.

## **5:2 Summary of the research findings:**

A summary of the main findings from the study according to the study objectives is:

- i) All public secondary schools in Nairobi experienced discipline problems. The kinds of discipline problems experienced included theft, sneaking out of school, bullying, disrespect to teachers and parents, drug abuse, smoking, poor standards of cleanliness, refusal to do homework, noise making, poor response to bells, destruction of school property, fighting between students and truancy. The

most frequently occurring discipline problem was noisemaking in class and theft.

- ii) The study also revealed that corporal punishment was commonly used in solving discipline problems such as refusal to do homework. Most head teachers preferred to use other disciplinary methods other than corporal punishment to solve disciplinary problems in schools.
- iii) The research finding was that most head teachers felt that a better alternative to corporal punishment be set up by the Ministry of Education as a way of controlling indiscipline in public secondary schools.
- iv) The study also revealed that corporal punishment is not popular among the public head teachers in Nairobi province irrespective of their age, gender and administrative experience.
- v) Another finding was that head teachers did not correlate the withdrawal of corporal punishment in schools and the wave of strikes in public secondary schools.



- vi) The study revealed that head teachers in public secondary schools in Nairobi preferred guidance and counselling as a better option to indiscipline cases on schools but very few of them have any special training on guidance and counselling.
- vii) More so the research revealed that most head teachers in public secondary schools in Nairobi supported the ban of corporal punishment and would not recommend its reinstatement.
- viii) Lastly, the research revealed that the ban on corporal punishment in public secondary schools was timely as it had not been playing a role in controlling instead it was making students fear teachers and even see them as enemies.

### **5:3 Conclusions of the study:**

From the findings of the study, conclusions were made from the analysis of the data and testing of the stated hypotheses.

It can be concluded that the head teachers in public secondary schools had a negative attitude towards corporal punishment as a disciplinary method. Another significant finding was that despite the fact that head

teachers were caned during their school days, they still have a negative attitude towards the use of corporal punishment as a disciplinary method.

The research revealed that strikes have always been there in secondary schools with or without the cane. The difference is only in the magnitude of destruction and frequency of occurrence that has changed. This has mainly been attributed to societal changes such as poverty, break up of family ties, alcohol, drug abuse and the influence of mass media.

The head teachers' academic qualifications, age, sex, administrative experience do not affect their attitude towards corporal punishment.

#### **5:4 Recommendations:**

On the basis of the findings of this study and conclusions, the following recommendations were pointed out which may work in secondary schools:

1. The head teachers be encouraged to use alternative methods of behaviour modification such as dialogue with students.
2. More head teachers be trained in guidance and counselling.
3. Disciplinary committees be set up in all schools by the Teachers Service Commission to help in controlling indiscipline in schools.
4. Corporal punishment is not popular and therefore should not be reinstated.

### **5:5 Suggestions for further research:**

The following research areas are suggested for further research:

1. Replication of this study using an interview schedule as the research instrument with head teachers.
2. A comparative study on the attitudes of the head teaches on the use of corporal punishment in public secondary schools in rural and urban set-ups
3. A study of the effects of the withdrawal of corporal punishment in public secondary schools in rural schools

## CHAPTER SIX

6:0

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### APPENDICES:

#### APPENDIX I: LETTER OF INTRODUCTION TO HEAD TEACHERS.

UNIVERSITY OF NAIROBI  
KIKUYU CAMPUS  
P. O. BOX 92  
KIKUYU.

2002

Dear Sir / Madam,

Thank you very much for agreeing to participate in this study. The purpose of the study is to investigate the attitude of head teachers on the use of corporal punishment as a disciplinary method in public secondary schools in Nairobi Province, Kenya.

You have been chosen to participate in this study. Please read the instructions carefully and kindly respond to all the items in the questionnaire.

Thank you for your cooperation.

Yours sincerely

WANDEO PAMELA A.

M. Ed. Student

Department of Educational Administration and Planning.

University of Nairobi.

## **APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS**

### **INSTRUCTIONS**

**The questionnaire is designed to gather information on the attitude of head teachers on corporal punishment as a disciplinary method in public secondary schools in Nairobi Province. Kindly respond to each question by ticking [✓] the appropriate response or by giving your own opinion as truthful as possible.**

**Your responses will be completely anonymous and will be used by the researcher for the purpose of the study only. All information in the questionnaire is CONFIDENTIAL Therefore DO NOT WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL anywhere in the questionnaire.**

**Kindly respond to all items.**

1:  
Please indicate your gender

(a) Male [ ]

(b) Female [ ]

Indicate your age

(a) Below 20 yrs [ ]

(b) 20-30 yrs [ ]

(c) 31-35 yrs [ ]

(d) 36-45 yrs [ ]

(e) 45 and above years. [ ]

3. Indicate your highest academic qualification.

(a) Diploma/ S1 [ ]

(b) ATS [ ]

(c) Bachelor of education [ ]

(d) B.A with PGDE [ ]

(e) B.Sc with PGDE [ ]

(f) B.A with education [ ]

(g) B.A with Dip. in education [ ]

(h) M.Ed Arts [ ]

(i) Any

other

specify.....

4. Please indicate your current professional grade

(a) Chief Principal [ ]

(b) Senior principal [ ]

(c) Principal [ ]

- (d) Senior Head teacher 1                      [   ]
- (e) Senior Head teacher 11                    [   ]
- (f) Senior Head teacher 111                  [   ]

Specify any other .....

5. Please indicate your administration experience as a secondary school head teacher.

- (a) 1-5 yrs    [   ]
- (b) 6-10 yrs     [   ]
- (c) 11-15 yrs                                        [   ]
- (d) 16-20 yrs                                       [   ]
- (e) over 20 yrs                                     [   ]

6. Specify the category of your school

- (a) Mixed day    [   ]
- (b) Mixed boarding                                    [   ]
- (c) Girls boarding                                      [   ]
- (d) Girls day    [   ]
- (e) Boys day    [   ]
- (f) Boys boarding.                                    [   ]

7. Indicate the number of streams in your school

- (a) Single    [   ]
- (b) Double     [   ]
- (c) Triple    [   ]
- (d) Four    [   ]
- (e) Five    [   ]
- (f) Over five    [   ]

8. Please indicate the number of students in your school in the space below.

(a) Boys.....

(b) Girls.....

Total.....

9. Do you have any special training on guidance and counselling?

Yes [ ] No [ ]

If Yes, specify.....

## **PART TWO**

### **SECTION A**

The questions in this part require ticking [✓] while others requires your opinion and feelings. Please respond to each question as truthfully as possible.

1. Below is a list of some discipline problems experienced in public secondary schools. Please indicate by ticking [✓] the ones that are experienced in your school.

(a) Theft [ ]

(b) Sneaking out of school [ ]

(c) Late coming to school [ ]

(d) Bullying [ ]

- |                                   |       |
|-----------------------------------|-------|
| (e) Disrespect to teachers        | [   ] |
| (f) Disrespect to parents         | [   ] |
| (g) Drug abuse                    | [   ] |
| (h) Smoking                       | [   ] |
| (i) Poor standards of cleanliness | [   ] |
| (j) Refusal to do homework        | [   ] |
| (k) Noise making                  | [   ] |
| (l) Poor response to the bells    | [   ] |
| (m) Destruction of property       | [   ] |
| (n) Fighting between students     | [   ] |
| (o) Truancy                       | [   ] |

Any other specify

.....

.....

2. The following are common secondary schools discipline problems. Please indicate by ticking [✓] where appropriate the frequency of the ones experienced in your school.

The scale below provides you with four (4) different options.

Scale:

VF= very frequently

F=Frequently

R= Rarely

N=never

	Offences	VF	F	R	N
A	Theft				
B	Sneaking out of school				
C	Late coming to school				
D	Bullying				
E	Disrespect to teachers				
F	Disrespect to parents				
G	Drug abuse				
H	Smoking				
I	Poor standards of cleanliness				
J	Refusal to do homework				
K	Noise making				
L	Poor response to the bells				
M	Destruction of property				
N	Fighting between students				
O	Truancy				

3. Listed below are disciplinary problems found in secondary schools. Please indicate by ticking (✓) where appropriate the frequency of the use of the cane in your school to solve them before the withdrawal.



Scale:

A=Always

Oftr= Often

Occ= Occasionally

R=Rarely

N=Never

	Offences	A	Oftr	Occ	R	N
A	Theft					
B	Sneaking out of school					
C	Late coming to school					
D	Bullying					
E	Disrespect to teachers					
F	Disrespect to parents					
G	Drug abuse					
H	Smoking					
I	Poor standards of cleanliness					
J	Refusal to do homework					
K	Noise making					
L	Poor response to the bells					
M	Destruction of property					
N	Fighting between students					
O	Truancy					

PART 2

**SECTION B**

1. Did you find the policy on corporal punishment as had been stipulated by the education Act before the withdrawal effective in controlling indiscipline in your school.

The scale:

Always [    ]

Often [    ]

Occasionally [    ]

Rarely [    ]

Never [    ]

Justify your choice

.....

.....

2. Do you believe in corporal punishment as a disciplinary method in school?

Yes [    ]

No [    ]

Kindly justify

.....

.....

3. Did your school have any policy on administering corporal punishment other than the one stipulated by the Education Act before the withdrawal?

Yes [    ]                      No [    ]

Kindly justify

.....

.....

.....

4. Who administered caning in your school before it was withdrawn?

Scale	Often	Occasionally	Rarely	Never
Head teacher				
Deputy				
Any teacher				
Parent				

Any other specify

.....

.....

.....

5. As a head teacher did you at any time experience a problem with parents over the use of the cane.

Yes [ ]                      No [ ]

Kindly specify

.....

.....

6. Were you ever caned as a student?

Always [ ]  
Often [ ]  
Occasionally [ ]  
Rarely [ ]  
Never [ ]

7. Does you answer above (6) have any influence on your attitude towards the use of corporal punishment in schools?

Yes [ ]                      No [ ]

Kindly justify

.....

.....

.....

Do you support the ban of corporal punishment in schools?

Yes [   ]

No [   ]

Justify your choice

.....

.....

9. What do you think about the timing of the ban of corporal punishment in schools?

Too early [   ]

Timely [   ]

Too late [   ]

Justify your answer

.....

.....

.....

10. In your opinion does the increase in the number of strikes in schools in the recent past have any link with the withdrawal of corporal punishment?

Yes [   ]

No [   ]

Justify.....

.....

11. Would you recommend the reinstatement of corporal punishment in schools?

Yes [    ]

No [    ]

Kindly justify

.....

.....

.....

APPENDIX III: BUDGET FOR THE STUDY:

ITEM		AMOUNT
1. SECRETARIAL SERVICES:		
a	Typing the proposal	2500.00
b	Typing the final report	2500.00
c	Photocopying questionnaires	1000.00
2. STATIONERY		
a	Writing materials	500.00
b	Duplicating paper	350.00
c	Pens	100.00
3. TRAVELLING EXPENSES		
a	To pre-test questionnaire	100.00
b	To administer questionnaire	500.00
c	To collect questionnaire	500.00
d	To consult supervisor	200.00
4. BINDING EXPENSES		
a	Binding the proposal	150.00
b	Binding final report	1600.00
5. COMPUTER SERVICES		3000.00
<b>TOTAL COST</b>		<b>13000.00</b>

#### APPENDIX IV: TIME SCHEDULE

December 2001 – April 2002:	Preparation and presentation of proposal.
May – June:	Collection of data.
July – August:	Analysing data and report writing.
September:	Submitting the project.