

**BEYOND CORPORAL PUNISHMENT POLICY: TEACHER-  
CENTRIC CLASSROOM APPROACHES TO INSTILLING  
DISCIPLINE: A SURVEY OF SELECTED PRIMARY  
SCHOOLS IN KAKAMEGA MUNICIPALITY**

**By**

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

**UNIVERSITY OF NAIROBI**

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## DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

  
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This project has been submitted for examination with my approval as University Supervisor.

  
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## **DEDICATION**

This work is dedicated to all those who have Believed in Our Lord and Saviour Jesus Christ:  
for He has exalted above all else, His Name and His Word. (NIV: Psalms 138:2b)

## ACKNOWLEDGEMENT

I am greatly indebted to my supervisor, Edward Kanori, who worked patiently with me from the beginning of this work; constantly providing me with meaningful advice and criticism. His guidance facilitated the realization of this work. From him I learnt the virtues of patience and dignified humility.

There are no adequate words to express my gratitude to my beloved parents, my father, Mr. John Katumanga, with whom I held long discussions on the subject of this work. He expertly helped me clarify my ideas and I thank him especially for his financial support.

This work would not have been realized but for the inspiration and commitment of Dr. Musambayi Katumanga, Institute of Diplomacy and International Studies, University of Nairobi, My sisters Mary Giini, and Anne Murambi. Their invaluable critique and input in terms of time, documentation and discussions opened my mind to the quality of academic writing. I want to thank specially, Sister Joyce and Marjory-maggy of Redemption Sanctuary, RCCG for their prayers and encouragement in the midst of everything, together with Janet-George for their help in typing this manuscript at various stages and beating all deadlines.

I thank all my brothers, sisters and their families, for their encouragement and inspiration. My special tribute to Martine Nikita and Little Samora Che-quevara, without whom this work would never have been a challenge worth taking.

To many others who contributed in one way or another to the fulfilment of this work, I express my heartfelt gratitude. The responsibility for both the imperfections and the final views remains, of course, my own.

## ABSTRACT

This study set out to examine the operationalization of the government policy outlawing corporal punishment in schools. It specifically sought to examine the formulation and implementation of the policy and to determine the extent to which teachers had evolved alternative methods of managing discipline in their classrooms in the absence of corporal punishment. The study also sought to proffer suggestions on enhancement and management of discipline in learning institutions.

*Journal of Education and Social Research*  
2021, Vol. 10, No. 1, 1-12

The study was limited to selected primary schools in Kakamega Municipality division. This was due to the time available and financial constraints. There are 36 primary schools in this division. The study sample included 10 headteachers, 63 teachers and 2 officials from the Directorate Unit of the Ministry of Education (MOEST). The research was a survey utilizing questionnaires. Through a statistical analysis program (SPSS), frequencies and percentages were used to summarize and analyze the data collected.

The findings of the study revealed that:

- ◆ There is insufficient knowledge concerning the objectives of the corporal punishment policy.
- ◆ Administering institutions do not have policy guidelines to enable them interpret the policy banning corporal punishment appropriately
- ◆ Teachers innovations in classroom teaching and management are sometimes hampered by administrative structures and other stakeholders.

- ◆ Teachers have a positive attitude towards non-punitive classroom management strategies.
- ◆ There are inadequate post-training courses to update and acquaint teachers and headteachers on changes in classroom management techniques.
- ◆ The inspectorate unit is hampered in its supervisory duties by lack of effective communication from the MOEST headquarters and by lack of personnel and other resources.

On the basis of these findings, it was the recommendation of this study that:

- ◆ The policy making process be reviewed with a view to empowering headteachers and also providing them with a handbook in policy framework with guidelines on implementation.
- ◆ Teachers be encouraged and supported to come up with innovative ways of teaching to make learning more interactive.
- ◆ Short courses and seminars be organized for teachers and headteachers on guidance and counseling and classroom management skills.
- ◆ There is need to review the teacher training syllabus and curriculum to increase instruction on classroom management, mastery of subject matter, teaching methodology and instruction on the harms of corporal punishment.
- ◆ A National Commission on Education be set up to provide input for policy formulation and implementation strategies.
- ◆ The inspectorate arm of the MOEST be revamped with personnel, equipment and finances.

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## ABBREVIATIONS

CRC	:	Convention on the Rights of the Child.
E.I.	:	Education International
HR	:	Human Rights
KNUT	:	Kenya National Union of Teachers
M.O.E.S.T	:	Ministry of Education Science and Technology
UPE	:	Universal Primary Education.
SPRED	:	Strengthening of primary education.
T.S.C.	:	Teachers Service Commission

## CHAPTER ONE

### 1.1. Background Information

Corporal punishment is one of the oldest methods that have been used to instil discipline and with a view to enhancing good behaviour. In Kenya, the history of corporal punishment dates back to the pre-colonial era. As a method of engendering subjugation, corporal punishment was prominent in the era of slave trade. In the colonial period, chiefs and homeguards flogged Africans with a view to facilitating extraction of labour on the white highlands. This method was finally adopted in education and correctional institutions as a standard instrument for instilling discipline. Independence notwithstanding, the method was legalized by the Education Act of 1972, which stated in part:

...corporal punishment may only be administered for certain behaviour after a full enquiry and in the presence of a witness..." (The laws of Kenya, CAP 211)

While proponents of corporal punishment have religiously embraced the biblical adage, "spare the rod and spoil the child", varying opinions have been resuscitated on its rationale and use. According to Human Rights Watch (1999), Corporal punishment has had a wide degree of cultural acceptance in Kenya to the extent to which Kenyans have remained aloof to its negative effects on the victims. Those rationalizing its use point to what they regard as its educative and instructive purpose without which a child would not be able to learn. Corporal punishment has continued to be animated parallel to increase in awareness of human rights and especially the rights of the child. In its official report of the 7<sup>th</sup> Session in November

1994, the United Nations Convention on the Rights of the Child (CRC) prohibited the use of corporal punishment, terming it as cruel, inhuman and degrading treatment. Its report echoed its position when it stated:

“in the framework of its mandate, the committee has paid particular attention to the child’s right to physical integrity. In the same spirit, it has stressed that corporal punishment of Children is incompatible with the convention and has proposed the revision of existing legislation, as well as the development of awareness and education campaigns”. (Symonides and Vladmir 2001)

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Most teachers in the rural areas had gone overboard, abandoning the use of the cane and instead resorted to whipping or punching their students with both wooden and metal rods (Nation 16<sup>th</sup> April, 2001). Such extreme cases of abuse of corporal punishment provoked a public outcry from parents and educators who pressured the government to take action. In 1996 and later in 2001, the government officially announced the ban on corporal punishment in all Kenyan Schools, Ref. G9/1/Vol. VIII/28 (Legal Notice 56/2001). With this ban, however, there has been an increase of cases of indiscipline and strikes in both primary and secondary schools, raising the concern of educationists and parents. Indeed, the net effect of indiscipline has been destruction of property and deaths to fellow students. This has engendered perceptions for its sustenance.



## 1.2. Statement of the Problem

The use of Corporal punishment in domestic and learning realms continues unabated. Proponents of corporal punishment continue to argue that when properly used corporal punishment remains a legitimate and helpful instrument for dealing with certain discipline problems (Ngange 2000). Kochar (1975) for instance, observes that school discipline revolved around the use of the rod to maintain order. The rod he notes, was an instrument for obtaining humble submission of pupils to authority. This orientation seems to be shared by many if reports in the local dailies are anything to go by. On 27<sup>th</sup> March 1997, a student in a Kiambu school who was caned by three teachers severally before falling down, unconscious, at which point she was taken to the hospital where she died (Kenya Times, 27<sup>th</sup> March 1997). In another incident, a standard two pupil was bitten on the thigh by his teacher (East African, March, 22:2003).

Taking cognizance of the punitive nature of this punishment, the government, under legal notice no.56/2001 banned corporal punishment on 13 March, 2001. A circular sent to schools a year later, reads in part: "This ban nullified the Legal Notice No. 40/1972 contained in the Education Act CAP 211 (Ref: G9/1/Vol.VIII/28)

No further circular, however, has been issued to schools, spelling out alternative ways of handling indiscipline. As a result, teachers are confused on how to handle errant students (Africanews, June 11, 2001 Nation July, 21:200:4). The net impact has been increased cases of new forms of indiscipline bordering on criminal activities. In one urban school in Laikipia,

students were caught harbouring ammunition in their dormitory (Nation Television, 18/06/03). In another, a few boys were arrested after engaging in a hijack drama.

Seemingly, in a bid to curb the foregoing, some learning institutions have not implemented the policy banning corporal punishment. Pupils who do not conform to school rules continue to be caned often in a manner inconsistent with the prior regulations in the Education Act, Cap 211 (East African Standard 22:3:2003).

How do we account for this continued application of corporal punishment? Can this continuity be attributed to the policy inconsistency or a mere crisis of implementation? Interestingly, while the issue of the use of corporal punishment is prevalent in public schools, most private owned schools hardly apply it. What then explains this divergent approaches to discipline? Put succinctly, this study is interested in several questions. What explains the crisis in the implementation of corporal punishment policy? Conversely put, how is it that schools continue to apply corporal punishment despite the ban? What factors explain the varying perceptions and behaviour across the public private school divide? Where corporal punishment is not applied what other methods of discipline exist and what indeed explains their successful implementation or non-implementation?

Evidently, these are large questions, yet the consequences of implementation of the new policy without effective alternatives for instilling discipline at one level or indeed the application of corporal punishment alone demands that we grapple with this policy gap.

Indeed, the problem of use or non-use of corporal punishment frequently becomes personal for a teacher since his or her success is judged on basic aspects such as classroom discipline.

### **1.3. Objectives of the Study**

Broadly stated, this study sought to examine and analyze the implementation of the government policy (G9/1/Vol VIII/28) banning corporal punishment in educational institutions.

In specific terms, the study sought to:

1. To examine and analyze the process of formulation and implementation of the corporal punishment policy in Kenyan schools.

This objective sought to analyze the objective conditions that influenced the evolution of the policy. It also examined the implementation process. An audit of the decision makers like officers, who instituted and operationnalized the policy respectively was taken with a view to evaluating their various roles in the process. This was believed to be central in enabling one to determine whether the crisis of implementation is a function of the non-involvement of all relevant actors in the policy formulation.

2. To analyze and explain factors underlying variegated implementation of the government policy on corporal punishment

3. To proffer alternative recommendations on management of classroom discipline in learning institutions.

#### **1.4. Research Questions**

The study sought to answer the following questions:

- 1) What procedures facilitate effective policy formulation?
- 2) What mechanisms are in place to ensure effective implementation?
- 3) What role does the Headteacher play in assisting teachers to obtain and maintain favourable classroom discipline?
- 4) What methods are used by primary school teachers in dealing with classroom indiscipline?
- 5) Are there teacher characteristics that enhance classroom discipline?
- 6) Are there teacher characteristics that cause classroom indiscipline?
- 7) What suggestions can teachers offer on the use of punishment as a deterrent?
- 8) What punishments are used in the classroom to deal with indiscipline?
- 9) What is the teacher's attitude towards the use of rewards as a behaviour modification technique?
- 10) What is the teacher's opinion on the corporal punishment policy?
- 11) Have teachers faced any challenges in implementing the ban on corporal punishment?
- 12) Has the ban had any effect on discipline?
- 13) What suggestions can teachers and Headteachers offer to improve classroom discipline?

### **1.5. Significance of the Study**

At present, little is known about the way in which teachers adapt their methods of classroom management to circumstances. As a result, little advice can be passed on to student teacher trainees. It is hoped that the findings of this study will be of help in providing essential guidelines for teacher preparation in classroom discipline procedures.

It is also anticipated that the findings of this study will yield information for use by policy makers and educationists in developing policy and curriculum. This is because the study provides useful guidelines on policy matters relating to discipline in the classroom, and strategies for phasing the cane out of the education system.

Finally, the study contributes to the development of literature on the role of the teacher in enhancing and maintaining classroom discipline. It is hoped that the study will sensitize other researchers and readers to the importance of positive teacher characteristics as a factor that should help negate the use of punishment in the classroom.

### **1.6. Scope and Limitations of the study**

This study examined the operationalization of government policy outlawing corporal punishment. Its scope was limited to the period between 2001 and 2003. The selection of 2001 was informed by the fact that it was also the year within which the policy was put into effect. The year 2003 enables one to set a framework within which an analysis is undertaken and to facilitate the analysis of the effective implementation of this policy using the selected schools as a proxy.

The said period was considered to be adequate in undergirding an analysis on how policy declaration is effected. Indeed, if there is a crisis that can be attributed to the implementation process, then the same provides us with an opportunity to evaluate the process of policy formulation and consequently to determine the extent to which it can be deemed appropriate.

The study relied on responses given by selected teachers. This, hopefully, is a true reflection of what they actually practice. Otherwise the results may give a distorted picture of the status quo of alternatives to corporal punishment. The study sample was also limited by the fact that many teachers were on transfer at the time. Many schools were also busy giving end of term examinations hence making it impossible to use a larger sample.

#### **1.7. Basic Assumptions of the study**

The study was based on the following assumptions.

- a. Corporal punishment has been banned in all learning institutions in Kenya.
- b. It is the teachers who are charged with the task of implementing the ban in their respective classes.
- c. Teachers have developed over time, techniques of dealing with indiscipline in the classroom.

## 1.8. Definitions of Concepts

**Classroom discipline:** A state of affairs in the classroom which permits the teacher to achieve the aim of his lesson without undue interruption.

**Bad Behaviour:** Conduct on the part of the pupils which prevents the orderly progress of the lesson towards its projected aim.

**Classroom management:** Is the organization and arrangement of the classroom in order to enhance pupils learning.

**Classroom rules:** A prescribed guide for conduct or activity.

**Corrective interventions:** Anything an instructor does to improve the way the individual/group is working and to maintain a class that is working well.

**Policy:** Is the statement of an official decision that guides the making of other decisions.

**School policy:** A statement of purpose and one or more guidelines as to how that purpose is to be achieved, which, taken, provide a framework for the operation of the school.

**Strategy:** Total mix of methods and materials chosen to attain certain objectives, determined by Educational Philosophy, relevance of methods and materials.

**Teacher-Centric Approach:** This is an approach where the teacher in the classroom is the focal point of all activities bearing discipline in the classroom. The teacher is both the formulator and implementor, depending on his/her understanding of his students and what method of discipline best suits each of them at a given period.

### **1.9 Organization of the Study**

This study consists of five chapters. Chapter one includes the background information, statement of the problem, research questions, objectives, significance of the study limitations, assumptions and definitions. Chapter two comprises of the literature review. It is divided into the following topics: Policy Process, Discipline, Punishment and Strategies for implementation of Corporal Policy ban such as preventive techniques, corrective interventions and classroom sanctions.

Chapter three cover the research methodology to be used under the following sub-headings: Population, Sample and Sampling Procedure, Research Instruments, Validity of Instruments, Reliability, Data Collection and Data Analysis Techniques. Chapter four will consist of data analysis and discussion of Research Findings, while Chapter five will include a Summary of the Findings, Conclusion and Recommendations.



## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

This chapter is divided into five sub-sections. The first section deals with discipline in schools, while the second section analyzes the corporal punishment policy. In our third section, we look at the preventive teacher approaches and in the fourth, we analyze corrective teacher interventions. The last section looks at alternative classroom punishment.

#### **2.1 Discipline in Schools**

The word “discipline” is derived from the rootword “disciple”. According to Hoover (1978), disciple in the early civilization implied teaching or helping one to grow or achieve. Later it became associated with blind conformity. Today, he notes, it means many things to many people.

Conceptually, discipline can be defined as a system of guiding the individual to make reasonable decisions responsibly (Mbiti, 1974). He adds that in classroom teaching, discipline means the control of a class to achieve desired behaviour. According to the Ministry of Education, Science and Technology (MOEST 2001), discipline is not about coercion. It is about effective planning and respect. One needs to set standards of behaviour and take corrective measures immediately, if such standards are ignored. The MOEST specifies that if one takes into account individual needs in his/her planning, he/she is unlikely to have a problem.

The purpose of discipline in the school is primarily to create and maintain conditions favourable for learning and teaching. In support of this, Hoover (1978) explains that the aim of good discipline is to help a pupil adjust to personal and social forces of his experience. This is in concordance with the objectives of primary education. According to a publication by the Republic of Kenya (2002), the aim of Primary education is to provide the learner with the opportunity to develop desirable social standards, moral and religious values. It should also help an individual develop into a self-disciplined, physically fit and healthy person. Therefore, the school being a social institution is charged with the responsibility of inculcating appropriate values, attitudes and skills.

Hongo and Mugambi (2000) indicate that, good discipline is best achieved through the establishment of a positive and powerful school spirit so that new pupils learn the desired attitudes easily and quickly from the example of all those around them. One way of doing this is through explaining to pupils and their parents the standards expected and why.

Other issues that arise in the classroom discipline include, the area of disciplinary methods. According to Sunday Standard (1980), discipline will never be achieved through punishment, pain and fear. This is what the rod does. Lakin and Weiner (1972) cited by Wandeo explain that classroom teachers should devise methods that allow them to spend more time motivating students for concrete achievement and less time in punishing students. According to Maundu (1986), effective classroom discipline procedures should arrange for consequences which reduce undesirable behaviour while at the same time providing strong and consistent reinforcement for appropriate behaviour.

Mittambo (1986) citing Pawlick (1969) explains that for effective classroom discipline, once an incorrect act has been committed, the responsibility of dealing with it should in most cases lie with the teacher. No teacher should pass this responsibility to someone else since this will lead him to losing the respect and obedience of the remaining children.

In the classroom situation, how can teachers spare the rod and yet not spoil the child? Is it possible for instance, to discover a plan of action which will enable us to preserve both ideals of teaching and a reasonable state of behaviour in our classrooms? Charles (1976) posits that one will be able to select an appropriate control technique if he/she quickly addresses the following questions:

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- ◆ Why is the student behaving this way?
- ◆ How will the student react to available control techniques?
- ◆ How will a given control technique affect this student's relationship with the teacher and the class?

Mittambo (1986) suggests that if the control technique to be applied will deter the degree of the learning process than the deviance itself, then this method should not at all be applied. This is because it will ruin the atmosphere of the learning process.

Teachers and parents alike must seek to understand children better before applying any given discipline action. A good scheme of discipline can therefore apply these teacher-centric

procedures in successive progression. First, consider all teacher preventive approaches that avoid disruptions, but lend themselves to a conducive learning atmosphere. Secondly, beginning disruptive behaviour can be intercepted with appropriate corrective interventions. Then if actual disruption occurs, the teacher can safely apply an appropriate classroom sanction.

Considering that children may deliberately or inadvertently display behaviour which is unacceptable in the class, it is imperative that the teacher is equipped with techniques to establish and maintain a sound discipline policy in his classroom. Mutoka (Nation, May 13, 2003), adds that any campaign against violence on children should be geared towards changing teacher attitudes. This includes equipping them with relevant knowledge and skills in a child-friendly way, and by supporting them in their endeavour to improve learners' lives.

Discipline therefore is necessary in the raising and teaching of children if they are to become social, productive and responsible adults. As Sanderson (1996) explains, punishment is only one method of disciplining while corporal punishment is only one aspect of punishment.

## **2.2 Corporal Punishment as a form of Discipline**

Many nations throughout the world have recognized that school corporal punishment violates the UN convention on the Rights of the Child. In addition to ending the practice, they are aggressively seeking to train teachers in alternative means of maintaining discipline and motivating children.

Wineman (1976) defines corporal punishment as the infliction of pain by a teacher or other educational official upon the body of a student as a penalty for doing something which has been disapproved by the punisher. Another definition by Cangelosi (1988) considers corporal punishment as a form of contrived punishment in which physical pain or discomfort is intentionally inflicted upon an individual for the purpose of trying to get that individual to be sorry that he/she displayed a particular behaviour. Both definitions lay emphasis on pain as a prerogative to learning. Supporters of corporal punishment as a response to off-task school behaviour sometimes provide the following arguments as provided by Cangelosi:

- ◆ What else works? Some students do not understand anything else
- ◆ There are harsher, more dangerous punishments such as sustained physical embarrassment
- ◆ Students want corporal punishment. It provides firm guidance that they need to feel secure
- ◆ Parents want their children disciplined at school.

Indeed, some studies support the use of corporal punishment as a form of discipline in schools. Studies by Sanderson (1996) reveal that affection between the punishing agent and the child punished influences the effect of controlling behaviour. Quoting evidence by Sears, Macoby and Levin (1957), Sanderson reveals that warm affectionate mothers reported that their spanking was an effective method of discipline, while cold hostile mothers indicated that their spanking was ineffective. Other studies by Baumrind of the Berkeley Institute for human development reported in the American Psychological Association Press release

suggests that parents who used a balance of firm control (including spanking) and positive encouragement experienced the best results with their child. Authoritarian parents on the other hand, using excessive punishment and little encouragement were less successful as were permissive types using little punishment and no spanking.

Section 43 of the criminal code of Canada (Justice for children, 2003), states that every school teacher or parent is justified in using force by way of correction. This is towards a pupil in their care, if the force does not exceed what is reasonable in the circumstances. In the above illustration, section 43 creates defense for parents and teachers who are charged with physically assaulting a child. It assumes that using force to “correct a child’s behaviour can be reasonable”. In this case, what is required is a total ban on the use of corporal punishment. In practice, most often, corporal punishment becomes severely abusive.

Frequently, corporal punishment is often justified by reference to religious teachings and values. In his analysis of proverbs 23:13, “withhold not correction from the child; for if thou beatest him with the rod, he shall not die”, Newton C. J (2001), disagrees with these advocates and goes further to mention that pediatricians working with physically abused children maintain that in fact, many children have died as a result of the rod. The Newton report adds that there are apparent contradictions between various sections and books of the scripture. An example is Ephesians 6:4

“Fathers, do not provoke your children to anger,  
but bring them up in the nurture and instruction of  
the Lord”,

This scripture implies using more of guidance other than the rod. According to Hyman and Wise (1979), opposition to corporal punishment is not opposition to firm, strict discipline. To them, sparing the rod does not mean spoiling the child if other more effective means for handling misbehaviour are employed. Furthermore, research does not support the notion that corporal punishment is an effective tool in teaching students to supplant off-task behaviour with out-task behaviours.

According to the American Academy of pediatrics, (Pediatrics Vol. 106, 2000), Baler (1988), corporal punishment may adversely affect a student's self image and school achievement. It may also contribute to disruptive and violent school behaviour. To them, alternative methods of behaviour management have proved more effective than corporal punishment.

Corporal punishment in itself can be a distraction from learning. Manfred and Leff (1963), as quoted by Sanderson (1996), found that if children are feeling and thinking they may be punished, their attentiveness will not be as clear, nor as perceptive as should be. They therefore caution that this situation can adversely interfere with cognitive discrimination in children.

In addition to this, Erikson (1950), states that corporal punishment erodes the youngster's basic trust, stimulates mistrust, anger and resentment. At the same time, corporal punishment undermines the teacher's ability to interpret a pupil's basic needs and to provide an environment of mutual trust conducive to learning. Erickson further reveals that data has

been uncovered showing a direct relationship between severe corporal punishment in early childhood and delinquency later in life.

Corporal punishment may also be physically harmful to the child. According to Jambor (2003), there are a number of recorded incidents of severe tissue damage, lower spine injuries and even sciatic nerve damage. Younger children, it is reported, are even more susceptible to permanent deformity because of injury to growth plates in the bones.

According to Human Rights Watch (1999), corporal punishment may undermine the purpose of education as articulated in Article 29 of the UN Convention on the Rights of the Child. Article 29 states that “education shall be directed towards the development of the child’s mental and physical abilities ...”. This Article is in harmony with the Kenya children’s Act No. 8 of 2001 (Legal Notice 8/2001), which provides for the protection and welfare of the child.

Although corporal punishment is still commonly used and may sometimes seem to be a swift decisive way of dealing with off-task behaviour, there are no circumstances under which one should depend on corporal punishment. According to Cangelosi (1988), Hyman and Wise (1979), how can one possibly resolve the inconsistency between using corporal punishment and being a professional educator once the following have been considered:

- ◆ Availability of more effective alternatives to dealing with off task behaviour?
- ◆ Long range side effects of corporal punishment?



Research findings by Rust and Kinard (1983) indicate that school personnel who rely on corporal punishment tend to be less experienced, more close-minded, less thoughtful and more impulsive than their counterparts who do not use corporal punishment. Hyman and Wise (1979) conclusively state that corporal punishment does not work. It does not have a long lasting effect on behaviour, although it creates all kinds of side effects. Corporal punishment is therefore one teacher-child interaction harmful to children. It should be considered as child abuse and prohibited in all our learning institutions.

### **2.3 The Corporal Punishment Policy in Kenya**

In examining policy formulation and implementation, Ngunyi and Kosuna (1995) consider three levels of formulation and decision-making.

- ◆ Downward flow – this is called policy enforcement with an interest in finding out the processes involved. The argument is that a policy is not a policy until it is implemented.
- ◆ Horizontal flow – involves the process of sharing decisions, making inputs between different departments before a final decision.
- ◆ Upward flow – involves decision making between membership and leadership. Comes in form of participating in policy design from which feedback is finally sought.

The above levels of policy tell us who is involved and how decisions regarding implementation, areas of research and conflict resolution are taken. In this case, policy results are as important as the process used to arrive at the same.

According to Haddad (1994), Hough (1984) a typical policy process begins with the quiescence on a particular issue with most of the participants being satisfied. Then, dissatisfaction develops and the issue is recognized as a problem and finds place, first on the public policy agenda. If the process continues, efforts are made to explore possible solutions. A new policy is formulated. Therefore, according to Haddad, policy change must start with an appreciation of the education sector and its context. And this assessment of the present situation cannot be complete without evaluating the forces for or against change. He posits that at a minimum, one can start with providers of education, notably the teacher and the consumers; most notably the parents and teachers.

A report in the Kenya Times (February 2003) concurs with Haddad (1994) that to sustain reform in education, we require a participating and transparent process for policy dialogue. According to this report, lack of participation has contributed to the unimpressive record of implementation of education policies. The report reveals that most reforms fail at the classroom level if teaching and learning processes are not well conducted. This underscores the significance of dialogue between the teacher and the pupil on one hand, and between the teacher and the school community as well as with the public authorities on the other.

On 13<sup>th</sup> March 2001, corporal punishment in schools was banned under Ref. G9/1/Vol. VIII/28 (Legal Notice 56/2001). The ban nullified the legal Notice No. 40 of 1972 contained in the Education Act Cap 211 (Rev. 1980) that made provision for the use of corporal punishment. According to Wango (2002), corporal punishment discouraged children from attending school due to the fear it instilled. He adds that the new school environment is expected to improve positively and constructively the teacher-pupil relationship to enhance effective learning. A circular detailing the ban was sent to learning institutions on March 20<sup>th</sup> 2002 (Ref. G9/1/Vol. VIII/28). It was expected as outlined in the circular, that field officers facilitate dissemination of this information to all teachers to ensure compliance. How far this has been accomplished is yet to be established. Mutahi (1995), observes that without proper communication channels between institutional staff and national Boards, innovations will be stifled. The staff will be content with what has always worked in the past, without trying alternative ways of performing the same duties better.

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It might be asked why the practice of corporal punishment persists in view of the ban and the cane's doubtful efficacy. The main answer, it must be admitted is that majority of teachers believe that it is effective. Forces of tradition die hard and the cane has been the main teaching aid for years.

Haddad (1994), states that if policy planning is realistic, the need to mobilize political support must be recognized as necessary for every aspect of policy implementation. Plans must be developed to assure that teachers, students and their families are aware of the objectives of a new initiative. According to Education International (Vol. 6 2000). An implementation plan

must include ongoing training for teachers and opportunity for them to reflect on their efforts. Teachers need time to discuss progress, to reflect upon the values and their infusion into the formal curriculum; they need to ask questions about which strategies are working and which ones are not. In addition to this, Haddad recommends that pilot studies should precede full implementation. In our case, it is obvious that stakeholders in education are not keenly involved in formulation of policies. So far, the Ministry of Education is doing little to educate its teachers on appropriate methods of discipline and the harm of corporal punishment.

Alternative procedures for classroom usage must be available for teachers via short educational programmes and workshops organized at school and higher levels. Moreover, such alternative punishment should be a concept-integrated in the Education Act as a way of enforcing implementation.

Orlosky et al (1984), Wango (2002), suggest that other than being targets of policy, schools should be treated as instruments of policy decisions and implementers of policy. Each school Head teacher is responsible for promoting good behaviour and discipline. The head teacher therefore must draw up the school's discipline policy using the Ministry's statement of general principles as a framework. By law, the Head teacher must publicize the discipline policy. This policy should be regularly reviewed taking into account the views of pupils, parents and staff. It should set out boundaries of what is acceptable, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied (KNUT 10<sup>th</sup> December 1998).

According to Wango (2002), there is need for a handbook on policy framework in education in Kenya with clear guidelines on implementation strategies. He adds that such a handbook be prepared and issued to all educational managers. A recent study by Abagi et al (1998) indicates that reasons for the problems facing the education sector in Kenya today include; lack of a clear vision for development and education, and an inappropriate and inadequate policy framework. Indeed, a publication by the Institute of Economic affairs reveals that the document guiding the education sector is the 1988 report of the Presidential Working party on Education and Manpower training for the next decade and beyond (Republic of Kenya 1988). According to them, this document has not been reviewed or revised for relevance, although situations and education needs have undergone major changes in the last ten years.

The draft Master plan on education and training of 1997, identifies the problems that plague the education sector in Kenya, but does not look at discipline. On the other hand, the National development Plan 2002-2008, "Effective Management for Sustainable Economic Growth and Poverty Reduction" (2001) has done nothing to address the issue of rising indiscipline in schools. Much as it is focusing on Economic development, enrolment rates, achieving universal primary education, it does not look at the important component central to the success of these components. Is it possible to have quality education and development without discipline?

Policy shifts in Kenya have not addressed the issue of quality education in relation to discipline. While this development plan addresses teacher development and quality assurance in education, it does not provide any guidance to the management of students. This goes

further to show lack of commitment and political will on the part of the government to implement proper policies relating to discipline in schools. It is as if the issue of discipline has been ignored by stakeholders.

Also, Wango (2002), argues that aspects of educational policy administration that emerged from the task force on student discipline and unrest (MOEST – September 2001), need to be addressed. He claims that the Task force was informed that policy pronouncements are often in response to crises. Moreover, he adds that there was no effective monitoring system in place to ensure implementation of policies. For this reason, KNUT (December 10<sup>th</sup> 1998), suggests the development of a National education Commission to provide well researched professional input. This will help the government to evolve policies and strategies for education and development.

#### **2.4 Alternative for Attaining Discipline in the Classroom - Teacher Preventive Approaches**

There is very little literature on studies covering teacher approaches to discipline in the classroom. Amadalo (1986), studied strategies used by primary headteachers in handling school problems in general, the problems were mainly categorized into; curriculum and instruction, school community problems, staff-personnel, pupil personnel, finance and management problems. Much as this study helps administrators, it does not help the classroom teacher. On his part, Mittambo (1986), deals with strategies for handling indiscipline in the school as a whole rather than the classroom unit. His guidelines included the establishment of dialogue, punishment, guidance and counseling, the group motif and

good teaching as measures against discipline problems. Mutambo however does not specify the nature of punishment, especially for the classroom context. It is therefore the objective of the present study to go beyond Mutambo's study by providing strategies for good teaching and at the same time recommend non-punitive sanctions, if punishment must be used in the classroom.

In his study concerning discipline problems faced by teachers in primary schools in Kangundo district, Maundu (1986) mentions disciplinary methods such as repetitive writing. His shortcoming is that he does not show the relevance of such punishment to the teaching and learning process. This study proposes teacher approaches for attaining alternative classroom discipline.

Calderhead (1984), cited by Wandeo (2002) states that if the teacher arranges the classroom environment such that the conditions under which misbehaviour occurs are absent, then the pupils will not misbehave. He cautions however that the classroom teacher must be vigilant and monitor the classroom's social and physical environment. There are both negative and positive teacher approaches that either curtail or enhance the process of teaching and learning in the classroom.

### **2.4.1. Negative Teacher Approaches**

According to Bickerstaffe (1972), classroom control contributes to the building of discipline in a school and in pupils. To him, there are two levels of classroom control:

- ❑ General control of the group so that it works cooperatively, effectively and safely towards a common goal;
- ❑ The particular problem of uncooperative individuals

This therefore means that if the problem of control does occur, the first thing for the teacher to do is to look for the cause and produce a remedy. The cause may be teacher-oriented, individual pupil or school based.

In their study, Hoover and Hollingsworth (1978), reveal that there are many teacher variables that may cause behavioural problems in class. Such variables include, sarcasm, inconsistency, inappropriate activity for the time of the day, being impolite, having favourites, failure to provide for individual differences and using same methods day after day. This evidence is supported by Dunhill (1964), who adds that children become intolerant of inefficiency and hold in disrespect the teacher who fumbles his way through the lesson.

Other negative teacher characteristics such as poor voice characteristics, lack of clarity and poor classroom climate have been known to cause behaviour problems such as inattention, unruliness, aggression, talking and defiance on the part of the pupils (Charles C. M. 1976). Charles further explains that lack of clarity makes students sit idly or engage in inappropriate activities. Inconsistency makes students unsure about limits of acceptable behaviour and they



become resentful of unfair treatment, while poor classroom climates that are psychologically cold and which allow little activity, do not reinforce desirable behaviour.

Mwau wa Sanga (1982) observes that teachers who resort to ruthless punishment will not encourage students, but will instill fear, which may result in their being disliked by the students. Mwau's study is supported by the findings of Flaunders (1965), that classes of elementary teachers who score high on fondness for the teacher, fair rewards and punishment and motivation used more praises and encouraged freedom for students in class. Comparatively, teachers who scored low in the same test used less praises, more commands and criticism. Durojaiye (1972), adds that sarcasm, ridicule or satire on the part of either the teachers or parents throws nearly all children into an emotional state that makes them incapable of normal reaction to a learning situation.

While studying pupil control ideology in science classrooms in Sudan, Hassan (1979), reveals that some science teachers in Sudan were proud of being harsh and punitive and that there was no place for laughter in their classroom. This is an extremely negative view of discipline which should not be encouraged in class. A teacher's role should be to direct pupils energy towards useful and worthwhile activities. According to Bickerstaffe (1972), such a teacher who is constantly imposing control from above is inviting opposition to his authority. It is his skill on the one hand and the traditional respect a child has for a teacher on the other, which maintains a brittle peace. To him, if control problems do occur, it may be that the lesson is lacking in activity and variety.

Mittambo (1986) highlights another facet to the cause of classroom indiscipline that is seldom regarded with seriousness. This is the teacher's apathy. He claims that frustrated expectations, lack of incentives and promotions have contributed to this apathy. As a result, de-motivated teachers lack the enthusiasm with which to motivate learners to create a conducive learning environment. In the end, teachers' relationship with learners is affected negatively.

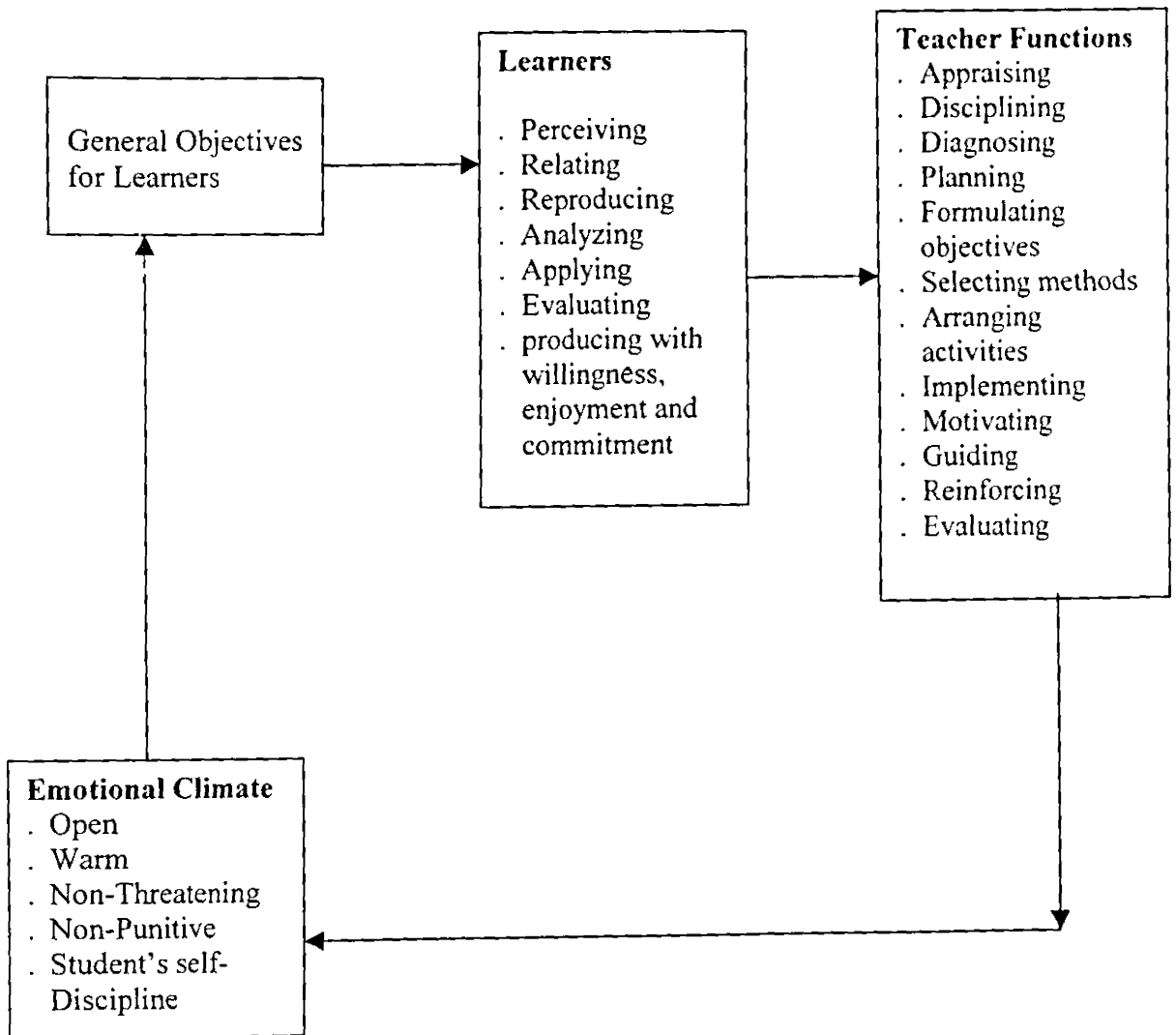
#### **2.4.2 Positive Teacher Approaches**

According to Education International (Vol 7, July 2001), education is, to a large extent, a matter of a learning process which takes place through the interaction between the teacher and the student. When this process works well, real learning takes place. Dunhill (1964) maintains that a teacher who reveals exactly what he wants and how he intends to do it gains immediate approbation from his pupils. He adds that the teacher who insists on standards of work and patiently but firmly achieves such standards will rarely experience discipline problems.

Various writers have provided teaching models that can easily be adapted by teachers to enhance and maintain classroom discipline. A typical model is provided in Figure 1.

Figure 1: A Model for Teaching

(Adopted from Education Psychology. The Instructional Endeavour)



In the above illustration, objectives are what the teacher intends in general that the learners come to do, possess or feel, through teaching functions that enable him to reach objectives. Such functions include discipline, helping students maintain self control through disruption preventive approaches. Near ideal emotional climate seems to yield the highest overall levels of students achievement, desire to learn, self direction, ability to work with others and enjoyment of school.

Children respect a knowledgeable teacher, one who reveals a firm grasp of his subject matter and dexterity in performance of some skill or craft. A study carried out on a Nottingham comprehensive school to discuss guidelines for the prevention and management of teacher – pupil relationship (Frude and Gault, 1984), found classroom organization and preparation of lessons fundamental with less able groups and in more academically demanding lessons. This had a number of facets such as ensuring work suited to all levels of ability, having clear rules and routines, also free but systematic use of praise and recognition of achievement. The findings reveal that this was the most effective way to squeeze out undesirable behaviour.

Similar findings by Dunhill (1964), and Mbiti (1974), concede that character and professional competence of the teacher are crucial factors that govern the achievement of a state of affairs in the classroom which allow one to pursue educational goals to a successful conclusion. Dunhill further mentions honesty as a teacher's desire for his pupils progress, reliability in tackling problems and competence in his ability in subject matter and knowledge.

According to Bickerstaff (1972), there are common sense rules which help pupils at their task. These include teacher adequacy in lesson preparation, refinement (and extension) of their repertoire of non verbal skills in order to avoid teacher behaviour that is likely to increase the possibility of pupil misbehaviour. Studies have also shown that a teacher who is clearly concerned about his pupils welfare both inside and outside the classroom will quickly gain their respect and control problems will diminish. According to Bickerstaff (1972), the best way to show pupils that you are working in their interest is to be regular in attendance, punctual and above all else, be well prepared. Pupils will soon realize and respond to these qualities. He adds that class control is a matter of creating the right atmosphere. His strategy includes the use of the following guidelines for teachers:

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- ◆ Give simple rules
- ◆ Beware of possible disruption points in the lesson
- ◆ Be positive, not negative
- ◆ Do not look for or expect trouble
- ◆ Ignore trouble makers as far as possible
- ◆ Be sensible about noise level when the class is working on its own
- ◆ Know the names of your pupils
- ◆ Do not use threats if you do not mean to carry them out

For a teacher to create a climate for molding their students into a cohesive and supportive community, teachers need to display personal attributes that will make them effective as models and socializers. Brophy (2000) and Kelly (1983), mention qualities such as a cheerful

disposition, friendliness, emotional maturity, sincerity and a caring attitude. Further research (Brophy 2000), indicates that teachers who approach management as a process of establishing an effective learning environment tend to be more successful than teachers who emphasize their role as disciplinarians. According to him, effective teachers do not need to spend much time responding to behaviour problems. This is because they use management techniques that elicit student cooperation and sustain their engagement in class activities.

In a recent Gallup poll (Scotter et al, 1994), qualities most often characterizing the ideal teacher include ability to communicate, patience, ability to discipline fairly and firmly, sense of humour and intelligence. These findings are supported by Fontana (1994). According to him, when asked to rate the qualities in teachers which they admire, children of all ages put fairness at or near the head of their lists. To a child, fairness means that the teacher adopts a uniform set of standards when relating to the whole class. Next to fairness was a sense of humour, that shared humour reduces the barriers between the teacher and the class provided it is not overdone.

The above studies show perseverance despite obstacles as a favourable quality. To them, a good lesson is one where the teacher holds the interest of the pupils by varying his methods throughout the lesson and gives pupils opportunities to express opinions in a relaxed and happy class atmosphere.

## 2.5 Corrective Interventions

The purpose of discipline in the classroom is to create and maintain conditions favourable for teaching and learning. Dunhill (1964), suggest that a qualified teacher should be capable of advising and implementing courses of action and activity. These should be appropriate to the age, ability and aptitude of his pupils. He adds that the teacher must be conversant with behaviour patterns, for example, laziness, indifference, secrecy and cowardliness arising from individual behaviour. Indeed, it is on the basis of the above insight that the teacher should be able to guide and give sympathetic encouragement necessary for the child to combat his difficulties.

According to Sharma (Daily Nation, 31/7/1979), teachers should be trained in such a way that they can understand and diagnose the problem of a particular child before resorting to a ruthless punishment. Charles (1976), Durojaiye (1972), M.O.E. (2001), give several suggestions that the teacher can adopt to stop misbehaviour that does occur despite efforts at preventive control. They suggest the following:

- ❑ Supportive self-control which helps the student to control misbehaviour that is just beginning through: eye contact, head movement and proximity to such students. Olembo is quoted by Mittambo (1986), concurring that visual prompting effectively reactivates a student's wish to behave properly.
- ❑ Task assistance to help remove frustration at different places in a lesson. This is by providing hints and making changes in the middle of the lesson. Bull and Solity (1996), state that the teacher can change the context of the lesson by: changing the

activity, providing help, removing obstacles and using humor. Muttambo (1986), adds that students who become unruly when unable to tackle their assignments should be helped rather than the teacher making an issue out of their unruliness. However, a postmortem should be made with the deviant pupil after the deviancy has been communicated to enable the student analyze the causes of his defiance and hopefully avoid the behaviour in future.

Other studies recommend the use of extinction to check undesirable behaviour in a child. Stones (1966), Bull and Solily (1996), Sanderson (1996), content that the root of much undesirable classroom activity is the need for attention and this activity is reinforced if the teacher makes a fuss or punishes the miscreant. They suggest that whether the teacher decides to take action or not, it is important that the children realize that the teacher is fully aware of the situation; that if he ignores the activity, he does so deliberately. Conclusive findings reveal that if such a behaviour is ignored, it will gradually be given up.

In the same breadth, approved behavior should be rewarded with affection and approbation. Durojaiye (1972), explains that appropriate immediate consequences can make behaviour more frequent. He includes extra privileges as an incentive. Durojaiye (1972), states that among incentives for prevention of the need for punishment, praise is often the easiest and most frequently used. The well established law of effect formulated by Thorndike explains the mechanism of effect of praise. According to this law, people learn faster and retain longer anything which is pleasant. They avoid or soon forget anything that is annoying.



It is suggested that teachers should provide positive consequences for positive social as well as academic accomplishment. This is particularly with children who misbehave frequently than children with fewer problems. However, when incentives are used, the teacher must ensure that a good proportion of the class can at least benefit. To the contrast, Durojaiye (1972) cautions against the use of incentives for discipline purposes. The danger according to him is that either a few children often get the awards leaving others discouraged or other children strive, by fair or foul means to receive the awards. This, he claims creates more discipline problems.

Concerning the use of reasoning as a strategy, Durojaiye (1972) explains that it matter greatly in dealing with children, whether we believe them capable of some reasoning or whether we believe they can only learn by physically inflicted pain. If we believe the latter, he maintains that we tend to make discipline physical, immediate and concrete. However, if we believe children do reason, no matter how simply, we tend to teach by natural dialogue. In which case, by pointing out sequences of events, possible outcomes and by helping them to solve their own problems.

Confirming Durojaiye's observation, a teacher participant in the SPRED Program (April 28<sup>th</sup> 2003) agrees that she has successfully applied the problem solving technique, that is, challenge, choice and consequence. This has considerably improved pupil behaviour and ultimately, their performance, without the need to recourse to punishment. Using reasoning is the ideal method of long-term control of behaviour, because it develops the conscience, cognitive skill and self-discipline.

Sometimes, ignoring the miscreant and warning or other light techniques may have been tried for a period and the child's behaviour persists, or the behaviour may seriously interrupt teaching and learning, in this case, the warning procedure may be effected. Bull and Solity (1996) recommend the following guidelines in the warning procedure:

- ◆ Gain attention and specify inappropriate behaviour,
- ◆ Specify consequences of non compliance,
- ◆ Return quickly to teaching and praising other children,
- ◆ Praise the target child once he is behaving appropriately,
- ◆ Only give the child one warning,
- ◆ Should unwanted behaviour persist, follow through with the consequences,

A good teacher should at least be able to recognize classroom problem situations when they occur. He or she must do the best possible to "intervene" to ensure that such situations get resolved or at the minimum do not get out of hand.

## **2.6 Alternative Classroom Punishments**

Punishment as a strategy is discussed last since resort to punishment indicates failure of control. Yet, control does break down and punishment is sometimes needed to re-establish it. Therefore, punishment according to Bickerstaffe (1972), must be considered as being part of classroom practice. Laslett and Smith (1984), content that if positive efforts are not working, then it may be necessary to resort to punishment. However, this should be done with caution.

According to Dunhill (1964), a sensible class teacher should devise punishments which have corrective or educative value. Also, while implementing sanctions, the teacher's manner and words should be firm and leave the child in no doubt as to the type of consequence which is to follow. Bull and Solity (1996), state that the use of classroom punishment as a strategy helps a teacher to stay calm in circumstances which are potentially distracting. They also minimize time spent in dealing with unwanted behaviour. Bull and Solity also add that such punishments must not involve "shouting", shaming or corporal punishment, all of which are detrimental to the relationship between the teacher and his pupils. How then should a teacher punish an offender if he agrees that corporal punishment is wrong? There are various measures in common use.

One useful strategy is the use of reprimand. Bickerstaffe (1972), considers that all children are reprimanded at some time and they usually respond to it; particularly if they respect the person issuing the reprimand. This is quite a natural way of pointing out to a pupil who is not behaving that his conduct has been noticed and should change. Bickerstaffe however cautions on the likelihood that a reprimand may be regarded as indicating personal dislike. He therefore advises that immediately after a reprimand, the teacher should ask the pupil a question and praise a good try. However, if the pupil does not respond to this treatment, he should be ignored and the treatment attempted again later.

Other studies by Klein (1987), have proposed negative consequences that work well for some called "time out separation". This involves briefly removing the child from the ongoing activity and asking them to sit quietly by themselves in an isolated place. Bull and Solity

(1996), explain that time-out is intended to be dull. It is preferable to have a small part of the classroom and a certain chair which is deemed the separation area. The teacher should return immediately to teaching and encouraging the rest of the group, rather than target the child. To them, it is removal from reinforcement which is important rather than time spent. Thus, after 2-3 minutes, if the child is ready to rejoin the rest and keep rules, the incident is treated as closed. Time-out, however is useful only when used in the context of a positive classroom environment.

Concurring with the use of time-out as a sanction, Bickerstaffe (1972), Charles (1976), reveal that though sending the offender out of the classroom means his missing lessons, there are occasions when pupils should be sent out of the room. This is when:

- ◆ A pupil directly defies the authority of the teacher
- ◆ A pupil repeatedly interrupts the lesson and can no longer be ignored

The rest of the class should not suffer because of one. This is obviously not a final solution to the problem. The case must be followed up after the lesson.

In addition, removal to another room should be reserved for very difficult behaviour considered sufficiently serious. This is because it involves other adults as well as the teacher. Therefore, procedure, including how the children will be dealt with in the office needs to be agreed upon by all who may be concerned.

Another alternative punishment that has been seen to work is giving children tedious written tasks to do. Dunhill (1964), advises that the punishment must be constructive and should

persuade a child of the harmful consequences of his misbehaviour to himself and others. Subsequently, he is opposed to punishment such as repetitive writing. To him, such a punishment is negative and will probably increase the culprit's determination to err. But an essay on why he should not talk when a teacher is talking will cause the youngster to reflect on his rudeness and at the same time practice him in composition, syntax and spelling.

Even though he supports the use of an imposed task, Bickerstaffe (1972), maintains that an exercise in arithmetic or an essay to write has obvious drawbacks. For one, he says that a student will do minimum work and that it cannot be a good practice to identify certain subjects with punishment. Bickerstaff therefore recommends the use of a task which robs the pupil of his free time but yet is useful. This is asking for a written report of a news item from a newspaper. The pupil will read the article with sufficient care to write about it, which is good for him, but yet the exercise is not easily identifiable with any subject.

Kay (1971), has also suggested that certain privileges can be withdrawn. For instance, a pupil who has been guilty of some bad behaviour can be debarred from accompanying the class on some interesting educational visit. According to Laslett and Smith (1984), care needs to be taken to ensure that the activity to be curtailed is actually sufficiently prized by the child, for its withdrawal to act as a punishment. However, they agree that this punishment should be used cautiously since resentment can easily arise and previously pleasant parts of the lesson become the bones of contention.

For Bull and Solity (1996), the pleasant event which is removed must be one which a teacher is free to withdraw. They advise that curriculum activities and those activities to which a child has a right cannot be used in this way. It is also suggested that response cost be implemented without delay. To withdraw a privilege which would be available much later in the day would sever the connection between behaviour and consequence and would appear unfair.

Delay also risks the child avoiding the sanctions and the teacher forgetting about it. Bull and Solily maintain that response cost must be specific and short lived, otherwise the incentive to start behaving appropriately is much reduced. To sit apart until a child has finished his piece of work might be appropriate, but to work in isolation for the whole day would be inappropriate, might cause confusion and resentment.

Response cost can also effectively be used by the teacher to develop a keen competitive group spirit in the classroom. According to Kay (1971), a teacher creates about four teams in his class. Points can then be awarded for praiseworthy achievements in both work and play and points are lost for careless work and all kinds of offenses. A trophy can be awarded on a weekly or termly basis. To Kay, a child who misbehaves is made to feel he has offended against his teammates as well as his teacher. This in itself can be a powerful deterrent.

However, even though taking away points can be an effective means of demonstrating that certain behavioural responses will cost this performer something, problems do arise. Laslett and Smith (1984), state that the teacher has to monitor inappropriate as well as appropriate

behaviour. Their solution to this problem is to have only a few clearly defined offenses for which points can be lost. In general however, it is best to give points to reward good behaviour rather than remove points to punish bad behaviour.

In using detention as an alternative punishment, Kay (1971), suggest keeping children in at break or after school. However, he cautions that this is apt to create difficulty since the teacher has to stay behind as well. On the other hand, Dunhill (1964), considers detention a negative punishment. This is especially where a child is kept in after school. Usually, the pupils sit in silence for half an hour with the intention that they should meditate on their sins. Dunhill claims that such punishment is merely irksome to pupils, but it can be made constructive if assignments are given in mathematics, language or other subjects on the timetable.

Punishments such as suspension from class, are viewed as ultimate and should only be used as a last resort. Researchers such as Bickerstaffe (1972), state that suspension is rather like surgery which though cures the disease, kills the patient. Control is re-established but the pupil is not taught. Therefore, he recommends that a less severe and more acceptable step would be to inform the pupils guardian of his behaviour and when possible, invite them for an interview to discuss the problem.

## **2.7 Summary and Implications of Literature Review**

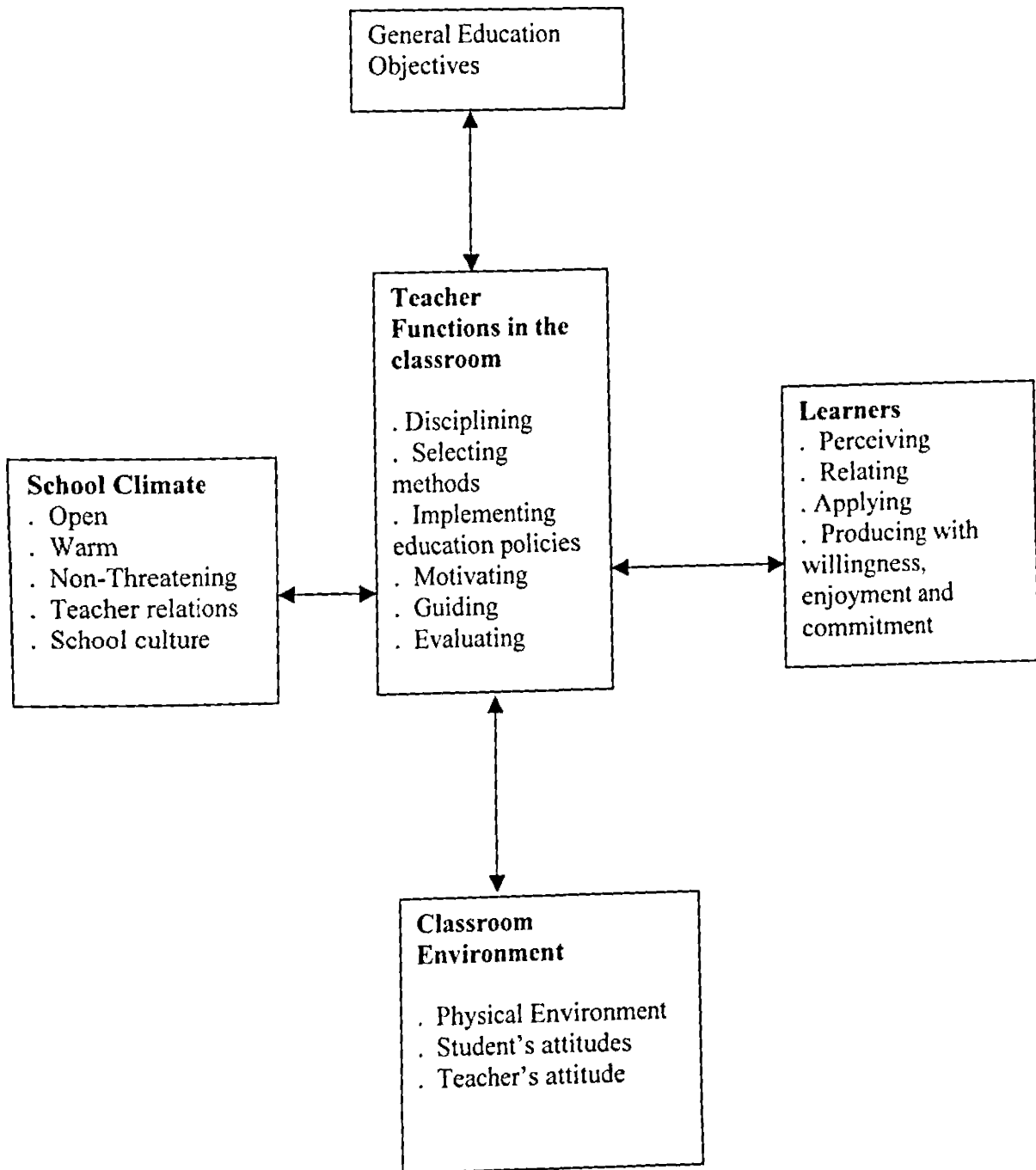
While corporal punishment has been the most prevalent in Kenyan schools, it is not the only practice that threatens the basic rights of children. Some other punishments can be abusive,

depending on their severity and context. Physical labour can lead to serious injuries; forced exertion in the hot sun can leave children suffering from sunstroke. Similarly, toilet cleaning can be both degrading and hazardous. Digging can also be exploitative, whereas publicly shaming a child can be abusive. These types of punishment are not in harmony with the Children's Act No. 8 of 2001. The Act states in part that a child shall not be subjected torture, cruel treatment or punishment (G9/1/Vol. VIII/28).

From the arguments above, one can conclude that alternative discipline methods are more beneficial and less detrimental to a child's development than corporal punishment. Moreover, teachers can still oversee classroom discipline and at the same time develop the pupils' skills and aptitude through means other than the cane.



**FIGURE 2: CONCEPTUAL MODEL FOR THE TEACHER CENTRIC APPROACH TO DISCIPLINE IN THE CLASSROOM**



## 2.8 Conceptual Framework

From Figure II above, the teacher is the central focus of all activities relating to discipline in the classroom. While all policies on discipline and general education objectives are set by the Ministry of Education, they find their fulfillment at the school level, with the teacher being the interface between the school and the Ministry. As such, the teacher is best placed to determine the best means to achieve the overall educational goals. Unless discipline prevails, attainment of other educational objectives, of producing responsible, self-reliant citizens becomes a dream. The teacher is the key school spokesman who interacts closest with the students for the better part of the school semester. He/she is the focal point at the classroom level and understands best what method of discipline would best suit, which of his/her students.

The environment in which the school obtains is also a critical factor. Again, both the classroom environment and the school environment are created and maintained by the teacher. Teachers too have the capacity to pick out the problems existing in their physical environment that are likely to affect teaching and learning. They thus remain the key determinants in instilling discipline, hence, the teacher-centric model for attaining discipline in the classroom.

## CHAPTER 3

### 3.0 RESEARCH METHODOLOGY

This chapter gives a description of procedures used in carrying out the study. It covers the research design, target population, sampling procedure, research instruments, data collection and data analysis procedures.

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#### 3.1 Research Design

According to Mugenda (1999), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. According to Best and Kahn (1998), the survey method gathers data from a relatively large number of cases at a particular time. It is concerned with the statistics that result when data is abstracted from a number of individual cases. This design was appropriate, since the researcher used descriptive statistics to analyze the data. This study is a survey exploring the strategies teachers have applied while implementing the corporal punishment policy in Kakamega Municipality. In order to meet the objectives of the study data was collected using questionnaires. The questionnaire was administered to teachers, Headteachers and the Ministry of Education Official responsible for educational policies.

#### 3.2 The Target Population

The target population of the study consisted of public and private primary school teachers and headteachers in Kakamega Municipality. Also targeted were Ministry of Education officials, Inspectorate division. Kakamega Municipality schools were considered because the researcher was assured of cooperation. According to the Ministry of Education Report,

(M.O.E.S.T. March 2003), there are 24 public and 12 private schools in Kakamega Municipality division. Therefore, the target population consisted of 36 headteachers and classroom teachers in the Municipality division. Their total number could not be ascertained because of numerous transfer letters that had been released a week earlier in the way of balancing teachers as a national exercise by the teachers service commission (T.S.C).

Classroom teachers were targeted because they are the implementers of education policies in the school, Headteachers were also utilized in the study because they have a professional responsibility of ensuring that the implementation of all educational policies within institutions is carried out effectively. Policy makers in the Ministry of Education also participated in the study. This is because they have the responsibility of ensuring a sound base for formulation and implementation of effective educational policies concerning discipline for quality education.

### **3.3 The Sample and Sampling Procedure**

In the choice of the study sample, out of the 36 primary schools in Kakamega Municipality, only schools that had been in existence for more than twelve years were included. This is because they have over the years established a culture of school discipline and so they can assess the impact of the withdrawal of the cane appropriately. Such schools can also assess discipline patterns for each class category over time. There were 20 such schools.

For an indepth study, the researcher randomly picked distance, time constraint and inaccessibility. So, using purposive sampling, 11 accessible schools were selected. These

were Star Academy, St. Joseph's, Lurambi, Bondeni, Shitaho, Matende, Bukhulunya, Mayakalo, Kakamega, Maraba and Hill School. From these schools Questionnaires were administered to 11 headteachers, 88 classroom teachers and 2 Ministry of Education officials, directorate unit. For each class one teacher was selected; where there was more than one stream, balloting was done. So each school provided 8 teachers, that is from class one to eight. In total, there were 101 respondents.

### **3.4 Research Instruments Used**

In order to achieve the objectives of the study, data was collected using questionnaires and checklists. These instruments were selected after making references to previous studies which related to classroom discipline problems such as Maundu (1986), Mwau Wa Sanga (1982). Additionally, the researcher reviewed literature on data collection in social sciences such as Nachimias, and Nachimias (1976).

Questionnaire was considered appropriate because the respondents were literate enough to complete the questions on their own. The items on the questionnaire were made simple in order to be effective as instruments for data collection. The questionnaire was considered appropriate in terms of saving time for both the researcher and respondents. The questionnaire had both closed and open ended questions. The closed questionnaire was used because it deals with facts and was less time consuming. Open ended questions allowed respondents to provide in depth assessment of classroom discipline. A checklist was used to assess various aspects of what should be done or not done in a classroom situation in the

quest for discipline. One disadvantage of using questionnaires in this study was that the open-ended questions took a lot of time to interpret and tabulate.

### **3.5. Pilot Testing of Research Instruments**

Piloting of research instruments was done in 4 schools not included in the main study. After analyzing the responses, it was found necessary to revise and modify some items to elicit the required response. Piloting also helped the researcher to get feedback from subjects which led to improvement in the main study.

### **3.6 Validity of Instruments**

Nachimias and Nachimias (1976) state that the validity of items in research instruments can be determined by expert judgment. To ensure that the instrument used during the study elicits the required information, the validity of items in the questionnaire and checklists were determined by expert judgment. The items were examined by experienced graduates, Senior Lecturers and the Supervisor to help improve validity.

### **3.7. Reliability of Instruments**

According to Nachimias and Nachimias (1976) the subject of reliability would not occupy a central place in the Methodological literature if the instruments used in social sciences are fully valid. As this study is in Social Sciences, the validity of the instruments was established by experts. Therefore, the reliability of the instrument was not calculated. In addition, the researcher adapted some of the instruments from a successful study done by Maundu (1986). Consequently, the instruments should be considered reliable.

### **3.8. Data Collection Procedure**

The researcher obtained a permit for data collection from the relevant government authorities. After which, the researcher visited all the schools that would be utilized in the study to inform the respective heads about the study and to confirm their cooperation. During the visits arrangements for administering the research instrument in each school were made. Initial visits were made to the offices of the Ministry of Education (MOEST) inspectorate. During those visits, the purpose of the study was discussed and appointments for administering the questionnaire made. The research instrument was administered according to the agreed schedule. In a number of schools, respondents completed their questionnaires on schedule. The researcher visited two schools more than once but never found some respondents to hand in filled questionnaires.

### **3.9 Data Analysis Procedure**

The commonly used method for reporting survey is to use frequency distribution, calculating the percentages and tabulating them appropriately (Nachimias and Nachimias1976). This study was a survey and therefore, analysis was done using frequencies and percentages.

Closed items on the questionnaire were coded. The open ended responses were extracted, summarized and then coded. The codes were then made amenable to quantitative analysis. This was done by keying the codes into the statistical package for social sciences (SPSS) programme. SPSS was used to obtain frequencies and percentages. The analyzed data was then summarized and organized into themes which were then used to answer the research questions formulated to guide the study.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS AND PRESENTATION

This chapter presents the data analysis and interpretation. The first part presents information on demographic data of the respondents. The second part provides information on the responses concerning the discipline policy. A total number of 101 questionnaires were administered to Education (Inspectorate) officials, headteachers and teachers in selected primary schools in the municipality division, Kakamega district. 74% return rate for the questionnaire was achieved and all had usable data.

#### 4.1 Demographic Profile

##### 4.1.1. Gender of Respondents

Out of the total 75 respondents, 34 were male, 41 female. Out of this, 25 (40%) classroom teachers were male, while 38 (60%) were female. The results indicated that there is a gender imbalance among classroom teachers in Kakamega Municipality Division.

##### 4.1.2. Age of Respondents

The teachers were asked to indicate their age.

Table 1: Age of Respondents (n = 63)

Age in years	No. of respondents	Percentage
Less than 29	11	17
30 - 39	34	54
40 - 49	11	17
50 - 59	06	10
Above 60	00	00
Not known	01	02
<b>Total</b>	<b>63</b>	<b>100%</b>



The data indicated that only 27% are above the age of 40 years. Majority of the teachers (71%) are below 40 years of age. Only 17% of the respondents fell within the prime age of 40 – 49 years.

#### 4.1.3 Administrative Experience of Respondents

The headteachers were asked to indicate their administrative experience in years. Table two presents the findings.

Table 2: Administrative Experience of Headteachers

Years	Respondents	Percentage
0 – 4	4	40%
5 – 9	1	10%
10 – 14	3	30%
15 – 19	1	10%
Above 20	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

The data indicated that 40% of the headteachers had an experience of less than four years. 10% have had an experience of at least 9 years while 50% have had an experience of over 10 years.

#### 4.1.4 Teaching Experience

The teachers were also required to indicate the number of years that they have taught. Their responses are presented in Table 3 below.

Table 3: Teachers' teaching experience (n=63)

Years	Respondents	Percentage
0 – 4	05	8%
5 – 9	08	13%
10 – 14	17	27%
15 – 19	13	21%
Above 20	16	25%
Not known	04	6%
<b>Total</b>	<b>63</b>	<b>100%</b>

The results reveal that only 8% of the teachers have taught for less than 4 years. 13% have taught for less than ten years. Majority of the teachers (73%) indicated having taught for over ten years.

#### 4.1.5 Professional Qualification of teachers (n=63)

92% of the teachers interviewed were professionally trained. Among them, 87% were P1, 5% were ATS while 8% were not accounted for. Asked about their qualifications, all the headteachers (100%) indicated that they were professionally trained as teachers.

#### 4.1.6 Average Number of Pupils in Class

Table 4: Average Number of pupils per class (n=63)

No. of Students	Respondents	Percentage
0 – 22	02	02%
23-45	26	41%
46 – 68	22	35%
Above 69	03	05%
Not known	10	16%
<b>Total</b>	<b>63</b>	<b>100%</b>

The data in table 4 indicates that class enrolment was within the standard Ministry requirement of 45, as indicated by 41% of the teachers. 40% of the teachers observed over-enrolment with at least 46 and above students per class.

#### 4.1.7 Level of Ability of Students (n=63)

Table 5 – Students' level of Ability

Years	Respondents	Percentage
Mostly bright	0	0%
Bright/Average	19	30%
Average	16	25%
Average/Dull	21	33%
Mostly dull	01	02%
Full range ability	05	08%
Not known	01	02%
<b>Total</b>	<b>63</b>	<b>100%</b>

The teachers were asked to indicate the level of ability of their pupils. From the data in Table 5, only 8% reported having full range ability of pupils. 90% of the teachers indicated that their pupils were mostly average and dull.

#### 4.1.8 Teachers' Reasons for Choosing the Teaching Career

Table 6. Reasons for choosing the Teaching Career (n=63)

Reason	Respondents	Percentage
Desire to work with the young	15	24
Interest in subject matter	08	12
Value of education in the society	20	31
Influence of teachers in elementary school	03	05
Influence of family	03	05
Job security	10	16
Never really considered the reason	01	02
Opportunity for a lifetime of growth	03	05
<b>Total</b>	<b>63</b>	<b>100%</b>

The respondents were asked to indicate the basic reasons for choosing the teaching profession. The analysis in Table 6 shows that 31% chose it for the value of education in the society. 24% had a strong desire to work with young people. While 16% chose it for the job security and 5% were influenced by others and only 2% chose it as a last option. These findings indicated that about 90% of the respondents had a genuine interest in their career.

4.2 Importance of Discipline in Kenya

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Table 7: Importance of Discipline in Kenya (n = 12)

Importance of Discipline	Education officials	Percentage	Head teachers	Percentage
Important	02	100%	10	100%
Not important	00	00	00	00%
<b>Total</b>	<b>10</b>	<b>100%</b>	<b>10</b>	<b>100%</b>

Respondents were asked to state their opinion on the value of discipline to the development of education in Kenya. 100% of the respondents from the Ministry of education indicated that school discipline is a very crucial aspect in the development of education. Head teachers also concurred 100% that discipline is important to the development of education. In the further discussions, 50% of the head teachers explained that discipline was important for academic excellence, 10% stated that discipline was important for national development, 10% indicated that discipline was important for achievement of education goals, while 30% indicated that a disciplined child is a surety for a disciplined nation.

#### 4.1.1 Presence of Policy on Discipline

4.1.1.1 Presence of policy (n = 12)

Presence	Education officials	Percentage	Head teachers	Percentage
Yes	01	50%	9	90%
No	01	50%	1	10%
<b>Total</b>	<b>02</b>	<b>100%</b>	<b>10</b>	<b>100%</b>

4.1.1.1.1 The Ministry of Education had a policy on discipline, 50% of the officers from the Ministry of Education had a policy, while the other 50% stated that the policy is still being formulated. All exists as a directive. 90% of the head teachers revealed that they have the policy on corporal punishment in the form of a circular from the Ministry of Education. 10% of the head teachers indicated that they did not have a policy but had heard of it from the Ministry of Education.

#### 4.2.1 Formulation of the Policy on Discipline

4.2.1.1 The respondents were asked whether they took part in the formulation of the discipline policy. The findings are as follows:

4.2.1.1.1 Formulation of policy (n = 2)

Officers concerned	Min. of Ed	Response Percentage
Ministry of Education	02	100%
Head teachers	00	00%
Teachers	00	00%
External consultants	00	00%
<b>Total</b>	<b>02</b>	<b>100%</b>

4.2.1.1.1.1 The formulation of the policy, 100% of the respondents from the Ministry officials from the Ministry of Education management was involved in the policy formulation. The respondents from the Ministry of Education Head teachers, teachers nor external consultants were involved in the

formulation. However, the officers were familiar with the objectives of the policy. According to them, the main objectives were to stop violation of children's rights and secondly, to give punishment a positive approach.

#### 4.2.3. Communication of the Policy

Asked whether the policy had been communicated to all stakeholders, there was no clear response from the education officials. Asked whether the policy had been communicated to their teachers, 90% of the School heads indicated having done so. Table 10 below presents a summary of their findings.

Table 10: Communication of the Policy (n=10)

Mode of Communication	Response	Percentage
Staff meeting	8	80%
Circulars	1	10%
Media	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

80% of the respondents indicated that the policy had been communicated to their staff through a staff meeting. 10% communicated through the circular from the Ministry, while another 10% relied on the media and PTA meetings. None of the head teachers indicated failure to inform his staff of the policy directive.

#### 4.2.4. Opinion on Corporal Punishment

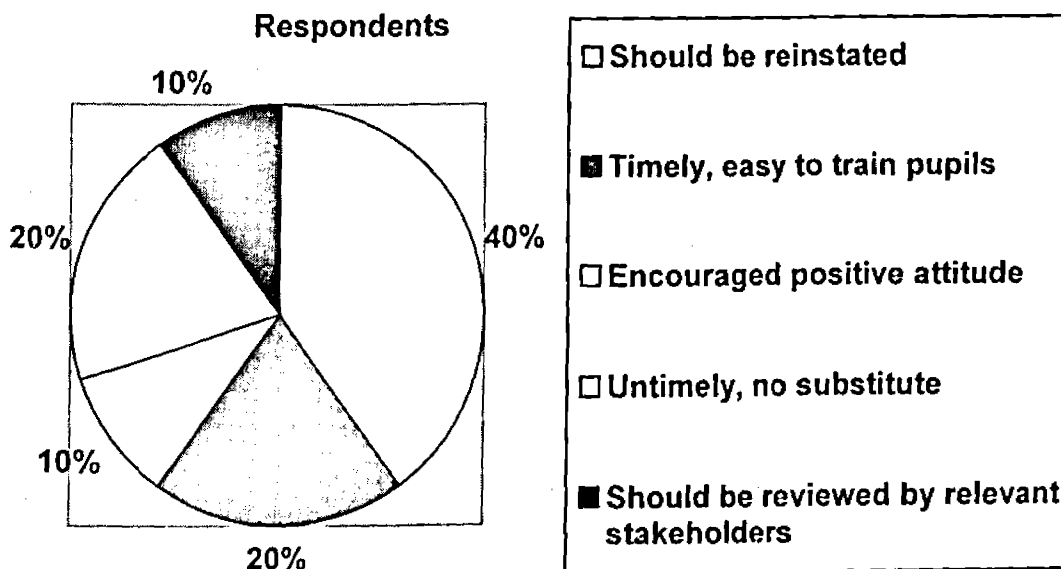
Head teachers were asked to give their opinion on the corporal punishment policy. 40% suggested that it should be reinstated as its removal was untimely. 20% indicated that it was timely since it is easier to train children to accept their faults. 20% stated it was untimely in

as much as no clear substitute was given this results show that majority of the respondents did not consider the ban as timely. A summary of their findings are presented in Table 11 below.

Table 11: Opinions of Headteachers regarding Corporal Punishment

Opinion	Respondents	Percentage
Should be reinstated	4	40%
Timely, easy to train pupils	2	20%
Encouraged positive attitude	1	10%
Untimely, no substitute	2	20%
Should be reviewed by relevant stakeholders	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

Figure 3: Opinions of Headteachers regarding corporal punishment



### 4.3. Implementation of the Discipline Policy

Asked about who had the responsibility for implementation of the discipline policies, 100% of the respondents in the education office agreed that headteachers, teachers and school inspectors are responsible. Top management were not involved in the implementation process.

#### 4.3.1 Implementation of Discipline Policy at School Level

The headteachers were asked to indicate whether their schools had established any discipline policy. This would reflect a natural course in the implementation process since a school's discipline policy is drawn from the national discipline policy. Their results are presented in Table 12 below.

Table 12: Head teachers implementation of Policy at School Level (n = 10)

Status	Respondents	Percentage
Yes	7	70%
No	2	20%
Not known	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

70% of the respondents indicated the presence of a school discipline policy. 20% indicated lack of a specific discipline policy. 10% did not state their status.

Table 13: Teachers implementation of the Policy at Classroom Level

Status	Respondents	Percentage
Yes	44	70%
No	19	30%
<b>Total</b>	<b>63</b>	<b>100%</b>



The teachers responses confirmed earlier responses indicated by headteachers. 70% have implemented a discipline policy while 30% have not implemented any specific discipline policy.

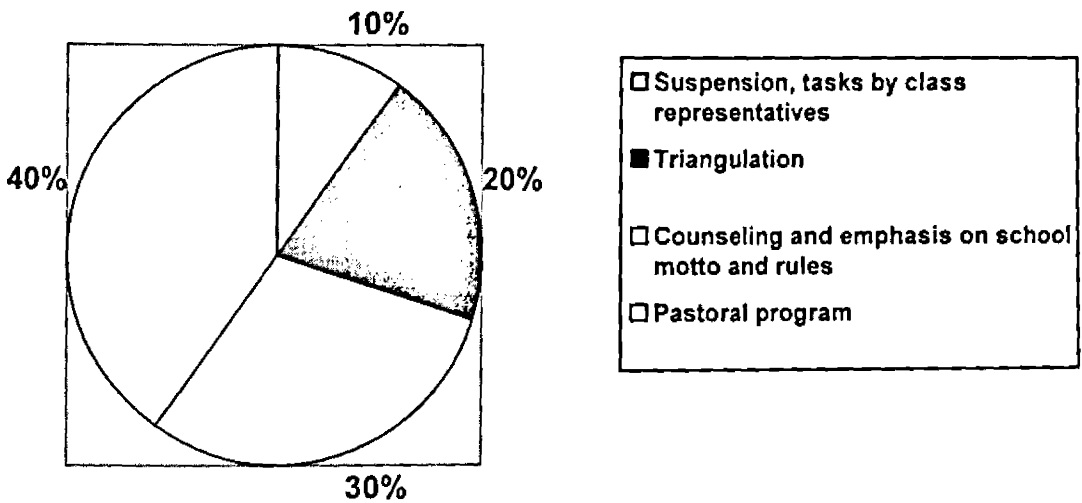
#### 4.3.2. Nature of School discipline Policy.

Asked to explain the nature of their school policy, 40% indicated reliance on pastoral programs, 30% indicated use of guidance and counseling, 20% mentioned working closely with parents and guardians. Only 10% mentioned using suspension. These results indicate that more than 50% of the respondents reflect non punitive policies. The results are reflected in Table 14 below.

Table 14: Nature of School Discipline Policy

Nature	No. of Respondents	Percentage
Suspension, tasks by class representatives	1	10%
Triangulation	2	20%
Counseling and emphasis on school motto and rules	3	30%
Pastoral program	4	40%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Figure 4: Nature of School Discipline Policy**



Teachers’ responses to the same question about the nature of school discipline policies in their schools indicated having guidance an counseling at 33%, 30% indicated school rules and motto while 19% revealed that discipline is handled by the discipline master. These results revealed that there was no specific policy adopted for all schools.

**4.3.3. Training for Implementation and Alternative Discipline Procedures**

Headteacher respondents were asked whether they had undergone any form of training to facilitate their implementation of the ban on corporal punishment in schools. The results of their responses are presented in Table 15 below.

**Table 15: Training for Alternative Discipline Procedures (n=10)**

Status	Number	Percentage
Yes	3	30%
No	6	60%
Unknown	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

The results show that only 30% have undergone any kind of training. Majority, 60% have not had any specific training on alternative discipline procedures. Of those who had undergone training, 30% had attended guidance and counseling courses. 10% revealed that they had undergone training in management. Asked why they had not undergone any training, the 60% respondents reported that no opportunity had been availed to them.

**Table 16: Teachers who have undergone training on Discipline and Organizers of the Training (n=63)**

Organizer	Respondents	Percentage
Education Office	04	06%
Teacher training College	25	40%
Tac-tutor	02	03%
School Administration	02	03%
Not known	30	48%
<b>Total</b>	<b>63</b>	<b>100%</b>

Teachers were asked to indicate whether they had had any special training on alternative discipline which could enable them to implement the ban on corporal punishment. The results reveal that majority (48%) have not undergone any training in discipline. 10% indicated having attended workshops organized by the education office and tac-tutors. Majority of the teachers, 40% indicated that they had acquired training in discipline while in teacher training colleges. Responses from both education officials revealed that no specific training had been organized for the teachers on alternative disciplinary procedures.

#### 4.3.4. Alternative Discipline Measures

Headteachers were asked to indicate what discipline measures they allow their teachers to use and which ones they do not allow. The findings are presented in Table 17 and 18 below respectively.

Table 17: Discipline Measures allowed (n=10)

Type of discipline	Respondents	Percentage
Imposed task and Isolation	6	60%
Guidance and Counseling	4	40%
<b>Total</b>	<b>10</b>	<b>100%</b>

60% of the respondents allow the use of imposed task and isolation in various forms, such as standing or kneeling at a corner in the classroom. 40% prefer guidance and counseling.

Table 18: Discipline Measures not Allowed (n=10)

Type of discipline	Respondents	Percentage
Caning	7	70%
Abusive language	2	20%
Detention and suspension	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

The findings reveal that most respondents (70%) forbid caning, 20% forbid use of abusive language while 10% do not favour detention and suspension.

#### 4.3.5. Punishment Used by Teachers in the Classroom

Teachers were asked to indicate the type of punishment they used at classroom level and their frequency. The summary of these findings are presented in Table 19 below.

Table 19: Type of Punishment used by Teachers in the Classroom (n=63)

Punishment type	Frequency								
	Always		Least		Never		Missed		Total
	No	%	No	%	No	%	No	%	
Imposed task	25	40	27	43	07	11	04	06	100%
Detention	00	00	15	24	39	62	09	14	100%
Smacking/caning	02	03	12	19	42	67	07	11	100%
Withdrawal of privilege	10	16	40	63	11	17	02	03	100%
Suspension	02	03	26	41	28	44	07	11	100%
Time out separation	06	10	41	65	10	16	06	10	100%
Send to Headteacher	27	43	28	44	05	08	03	05	100%
Took no action	02	03	06	10	48	76	07	11	100%

In agreement with the findings from the headteachers, more than 60% of the teachers never use caning or detention and abusive language. Most of them always prefer to use imposed task. 43% reported taking cases to the headteacher always. Less than 10% reported never taking action always compared to 76% who never miss to take action. The findings reveal that most of the teachers use at least some form of punishment to discipline children.

#### 4.3.6. Administration of Punishment

Teachers were asked to state their opinion on the administration of punishment. This would help determine their willingness to effect alternative punishment to caning. The findings are presented in table 20 below.

Table 20: Administration of Punishment (n=63)

Administration of punishment	Agree		Disagree		Not known		Total
	No	%	No	%	No	%	%
Whenever possible, pupils be warned	60	95	1	2	2	3	100
Punishment should not be delayed	60	95	1	2	2	3	100
Punishment should be given rationally	60	95	1	2	2	3	100
Reason should be clarified	61	97	0	0	2	3	100
Should not be severe	61	97	1	2	1	2	100
Length and nature should match	59	94	2	3	2	3	100
Appropriate the crime, behaviour be rewarded	59	94	2	3	2	3	100

These results reveal that more than 90% of the teachers are conversant with the acceptable manner of punishment administration. Less than 5% disagree with the manner of administering punishment.

#### 4.3.7. Positive Teacher Characteristics in Implementation

Teachers were asked to indicate what positive teacher characteristics influence classroom discipline. They were to state whether they agree or disagree with the position indicated. The findings are presented in Table 21 below.

Table 21: Positive Teacher Characteristics (n=63)

Positive characteristics	Agree		Disagree		No opinion		Not known		Total
	No	%	No	%	No	%	No	%	%
Firm discipline by teacher leads to good self disciplined pupils	43	68	15	24	0	0	5	8	100
A lot of time is wasted in group work	06	10	48	76	4	6	5	8	100
A teacher should be well liked by the class	54	86	01	02	2	3	6	10	100
Marks/stars motivate pupils	53	84	05	08	0	0	5	8	100
Too little emphasis is placed on classroom management	29	46	28	44	1	2	5	8	100

From the findings, 68% of the respondents agreed that firm discipline by the teacher leads to good self disciplined pupils. 84% indicated that marks and stars motivate pupils. Only 8% disagreed that use of marks motivates pupils. 86% stated that a teacher should be well liked by the class. Very few (10%) teachers thought that group work wastes class time. Majority of the teachers (76%) did not think group work wasted a lot of teaching time. 46% indicated that little emphasis is placed on classroom management.

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#### 4.3.8. Role as a Teacher

To ascertain the value attached to positive teacher characteristics, teachers were asked to indicate what they considered as important in their role as teachers. These roles were to be ranked in the order of importance. The results are reflected in Table 22 below.

Table 22: Role as a Teacher

Role	Very Important		Least Important	
	No	%	No	%
Create a community of learners	33	52	28	44
Hardworking and caring	07	11	03	5
Create a conducive climate	06	10	03	5
Act consistently	04	06	05	8
Role model	03	05	06	10
Give challenging assignments	02	04	10	16
Not known	08	13	08	13
<b>Total</b>	<b>63</b>	<b>100</b>	<b>63</b>	<b>100</b>

From the above results, more than 50% of the respondents valued creating a community of learners in a classroom. 44% did not consider it as a priority. Only 10% thought it important to create a conducive climate in class. 14% indicated that they did not consider challenging assignments as very important. These results reveal that over 70% of the respondents value their interaction with students.

#### 4.3.9. Classroom Organization

Teachers were asked to respond to their classroom organization as a factor that can contribute to positive teacher characteristics. Their responses are shown in Table 23 below.

Table 23: Percentage Time Spent on Class Organization (n=63)

Activity	0-49%		50-75%		Not known		Total	
	No	%	No	%	No	%	Resp	%
Teacher talking	52	83	5	8	6	10	63	100
Group work by teacher	54	86	3	5	6	10	63	100
Group work initiated by pupil	52	83	5	8	6	10	63	100
Individual work by teacher	51	81	6	10	6	10	63	100
Individual work by student	49	78	0	0	14	22	63	100



From the results in Table 23, 86% of the teachers spend less than 50% of their class time on group work by teachers. Only 8% spend time on group work by students. These results show that majority of the teachers (83%) spend less time, 50% on class organization.

#### 4.3.10. Classroom Interventions

Teachers were asked to indicate measures they take to ensure classroom discipline to avoid use of punishment. They were to indicate by either agreeing or disagreeing. A summary of the findings is given in Table 24.

Table 24: Classroom Interventions (n=63)

Intervention	Agree		Disagree		Not known		Total %
	No	%	No	%	No	%	
Proximity to victim	36	57	19	30	8	13	100
Task assistance	46	73	10	16	7	11	100
Reward for Improvement	58	92	0	0	5	8	100
Involvement of all students	56	89	2	3	5	8	100
Showing concern	56	89	2	3	5	8	100
Fair treatment	49	78	9	14	5	8	100
Severe punishment	14	22	43	68	6	10	100
Ignoring offenders	11	17	47	75	5	8	100
Use of humour	50	79	6	10	7	11	100
Constructive criticism	54	86	2	3	7	11	100
Determine student's understanding	56	89	2	3	5	8	100
Use of proper voice pitch	53	84	4	6	6	10	100

92% of the teachers indicated that rewarding efforts is an effective classroom intervention technique. 89% indicated determining that instructions given to students were clear. 30% did not consider proximity to students as an intervention. 68% disagreed with the use of severe

punishment and only 16% disagreed with the use of task assistance. These findings agreed reveal that majority of the teachers agreed with the use of child friendly interventions.

#### 4.3.11. Negative teacher characteristics in Implementation

Teachers were asked to indicate teacher characteristics likely to cause student indiscipline in the classroom. Their responses are presented in Table 25 below.

Table 25: Negative Teacher Characteristics (n=63)

Intervention	Agree		Disagree		Not known		Total
	No	%	No	%	No	%	
Sarcasm	32	51	26	41	5	8	100
Inconsistency	36	57	20	32	7	11	100
Favouritism	36	57	20	32	7	11	100
Lack of lesson objectives	42	67	16	25	5	8	100
Monotony in methodology	39	62	17	27	7	12	100
Ignoring individual differences	39	62	17	27	7	11	100
Unfair punishment	35	56	24	38	4	7	100
Poor class climate	38	60	18	29	7	11	100
Poor voice characteristic	37	59	17	27	9	14	100
Incompetence	45	71	13	21	5	8	100
A lot of assignments	19	30	30	60	6	9	100

The following were their responses. 71% indicated that incompetence is a negative behaviour. Poor class environment was mentioned as 50% cause of indiscipline. Lack of lesson objectives was indicated as at 67%. Other responses by more than 50% of the teachers revealed that inconsistency, monotony in methodology and not meeting individual differences accounts for the greatest negative teacher behaviour. 60% responses disagreed that giving a lot of assignments is a negative characteristic. Further discussion with the teachers revealed

that negative teacher characteristics led to more negative behaviour in students, such as, inattention and unruliness.

#### 4.3.12. Headteachers' Role in Ensuring Good Classroom Discipline

Table 26 below shows roles which headteachers perceived to be performed most in ensuring good classroom discipline. They were ranked from the highest to the lowest.

Table 26: Headteachers' Roles for Good Discipline (n=63)

Intervention	Highest priority		Lowest Priority		Total
	No	%	No	%	%
Checking lesson plans, schemes, records	9	90	1	10	100
Attending teaching sessions	6	60	4	40	100
Support teachers in discipline matters	8	80	2	20	100
Facilitate seminars and courses for teachers	5	50	5	50	100
Organization of staff discussions on discipline issues	4	40	6	60	100

90% indicated checking lesson plans, schemes of work and records as a high priority. 80% indicated supporting teachers in discipline cases. Rated as of low priority by most headteachers was the organization of staff discussions on discipline procedures. 60% did not rate facilitating seminars or courses highly.

#### 4.3.13. Challenges in Implementation of the Corporal Ban Policy

Respondents were asked to indicate what challenges they had encountered in the implementation of the policy banning corporal punishment. 50% of the responses from education officials indicated that resistance to change by teachers was their greatest challenge.

Headteachers and teachers too were asked to indicate the challenges faced in the implementation of the policy banning corporal punishment. Their responses are presented in Table 27 below.

Table 27: Challenges Faced by Teachers and Headteachers

Challenge	Headteacher		Teachers	
	No	%	No	%
Negative attitude by pupils (indiscipline)	6	60	26	41
Laxity	1	10	13	21
Negative attitude by teachers	1	10	0	0
Poor performance	0	0	4	6
No challenge	2	20	20	32
<b>Total</b>	<b>10</b>	<b>100</b>	<b>63</b>	<b>100</b>

60% of the headteachers indicated negative attitude on the part of the students in the form of rudeness and disrespect. 10% indicated laxity while 10% reported a negative attitude exhibited by teachers towards the policy. Further discussions revealed that the teachers felt let down by the MOEST for lack of consultation on matters touching on discipline. 20% however reported having had no challenge in effecting the policy directive.

Teacher respondents also perceived various challenges in the implementation of the policy directive as indicated in Table 28. 41% indicated negative attitude by students in the form of misbehaviour and defiance. 21% reported laxity while 6% indicated poor performance as the main challenge arising from the implementation of the directive. 32% did not indicate their status.

#### **4.4. Comparison between responses from Private and public Schools concerning implementation of discipline policies**

All respondents from public and private schools, 100% consider discipline as very important to the development of education in Kenya. However, while 2 (67%) of the private schools have established guidance and counseling units, only 3 (34%) of public school headteachers have established such units. Further discussions revealed that parents in private schools are closely involved in the program. 100% response from private school headteachers indicated that pupils are given very many assignments both in school and for homework ensuring that they are occupied throughout. Public school headteachers on the other hand, indicated that their pupils are not given as many exercises. All teacher respondents from both private and public schools indicated that they use rewards for both social behaviour and academic improvement with varying degrees. While 3 (100%) response from private school headteachers revealed having a strong school culture, 3 (43%) of public school headteachers mentioned having a strong school discipline tradition.

#### **4.5 Suggestions for Management of Discipline in the Classroom**

Respondents were asked to make suggestions concerning management of discipline in the classroom. A summary of their findings is presented in Table 28 below.

Table 28: Suggestions for management of classroom discipline

Suggestions	Headteacher		Teachers		Educ. Official	
	No	%	No	%	No	%
Guidance & Counseling programs	2	20	17	27	1	50
Motivation of teachers	1	10	1	2	0	0
Train high quality teachers	1	10	0	0	0	0
Set standards of behaviour for pupils	1	10	8	13	0	0
Review policy making	1	10	0	0	0	0
Reinstate corporal punishment	4	40	21	33	0	0
Not known	0	0	16	25	1	50
<b>Total</b>	<b>10</b>	<b>100</b>	<b>63</b>	<b>100</b>	<b>2</b>	<b>100</b>

The education officials, 20% of the headteachers and 27% of the teachers indicated that guidance and counseling programs should be organized for teachers. However, the majority of the respondents, 40% of the headteachers and 33% of the teachers indicated that corporal punishment should be reinstated. Other recommendations included training of high quality teachers(10%), 12% indicated teacher motivation in the way or remuneration, 10% indicated the need for a review of the policy making process.

#### 4.6 Suggestions for Pre-service Education

Teachers were asked to indicate pertinent areas for pre-service teacher education. A summary of their findings is presented in table 29 below. They were indicated according to priority.

Table 29: Suggestions for Pre-Service Education (n=63)

Suggestions	High priority		Least priority		Not known		Total
	No	%	No	%	No	%	%
Mastery of subject matter	46	73	10	16	7	11	100
Competence in methodology	45	71	11	17	7	11	100
Class management and human relations	41	65	15	24	7	11	100
Child development	41	65	15	24	7	11	100
Theories and principles of learning	24	38	32	51	7	11	100

73% of the teachers rated mastery of subject matter as high priority while 16% rated mastery of the subject matter as least priority. Theories and principles of learning was rated as least priority by 51% of the respondents, competence in methodology rated as second in priority. 65% of each rated classroom management and child development as priority areas.

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This chapter dwelt mainly on the presentation of the findings of the study. The implications of these findings are discussed in chapter five.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter undertook to summarize, conclude and proffer suggestions on matters related to policy formulation and implementation, and areas for further research with regard to discipline in the classroom.

#### **5.1 Summary**

The purpose of this study was to examine the operationnalization of the government policy banning corporal punishment in schools. It specifically sought to analyze the process of formulation and implementation of the corporal punishment policy in schools. Secondly, it sought to determine the extent to which teachers had evolved alternative methods of instilling discipline in the absence of corporal punishment and to proffer alternatives on the management of discipline in the classroom. The review of literature focused on the concepts of discipline, policy and discipline methods used in the class. The literature review provided guidelines and laid the background of the study.

The study was conducted in selected public and private schools in Kakamega municipality division. It involved 10 school headteachers, 63 teachers and 2 officers from the Ministry of Education (MOEST). Questionnaires made up of closed and open-ended questions were used to collect data. Frequencies and percentages were calculated to make inferences on the variables investigated and arrive at different conclusions.



## **5.2. Research Findings**

Findings were presented in accordance with the research objectives. The conclusions reached were based on the findings made. The following is a summary of the findings of the study:

Objective one sought to examine and analyze the process of formulation and implementation of corporal punishment in schools. The research findings revealed that the headteachers, teachers and other cadre of the education officers were not involved in the formulation of policies. It was indicated that top management, usually the Permanent Secretary in the Ministry of Education was responsible for formulation and implementation of government policies or directives on education.

For a policy to be successfully implemented, all actors need to be actively involved from the formulation level in order to eliminate any barrier at implementation level. Excluding such key stakeholders from the formulation process could lead to incomprehension of the policy and therefore lack of defined objectives in implementation. Their input as the first hand implementers of the policy could also enrich the policy further, given their proper understanding of the character of the students they are dealing with.

Secondly, policy making is a process that emanates out of the felt need for change of specific behaviour in a given society. Policy formulation should include key stakeholders who are averse with the problem in order to define it adequately, in this case, teachers, headteachers and education officials. In this study, it was noted that the main challenge to implementation

was resistance to change. The research findings revealed that teachers who were used to the cane as a faster method of curbing indiscipline found other alternatives ineffective.

This fact points to a policy gap. It implies that people were not educated to embrace change through public awareness campaigns, especially on the disadvantages of corporal punishment and the advantages and practicality of other methods. Most of these teachers were bred in the system that embraced caning as an adequate measure against indiscipline and changing this mentality would require involvement in such deliberations like policy formulation. While International Conventions on the rights of the child and Acts such as the Children's Act No. 8 of 2001 which provide for Protection of the child from cruel treatment have met worldwide applause, teachers have not been considered as requiring training to understand these acts better, given that they are the custodians of schoolchildren in the classroom.

Lack of sufficient knowledge of the policy objectives indicates that there was little consultation at the formulation level, if this was not the case, the teachers would not have urged for reinstatement of the corporal punishment policy.

According to objective two, the study sought to analyze and explain factors underlying variegated implementation of corporal punishment. Successful education policy implementation requires support from the government. Although 100% response from the Ministry of Education officers indicated that discipline is considered as crucial to the development of education in Kenya, the study findings do not support this fact. The study revealed that the MOEST lacked the will to support any meaningful change with respect to

discipline. From the findings, it was clear that the corporal punishment ban still existed as a directive – Legal Notice No. 56/2001. It has not been discussed and passed as a policy. The implication of this is that there is lack of adequate and relevant discipline policy. Technically, under the education Act (Cap 211 – Revised 1980), most of the indiscipline cases are to be corrected by caning. The Act empowers the head teacher to mete out corporal punishment to students. However, from our review, Muttambo (1986) stated that if culprits have to be punished by the headteachers as stated in the Act, it withdraws authority from the teacher handling the case.

Another factor hampering effective implementation as indicated by the study was that there was no written down set of disciplinary procedures for those administering institutions to follow. Therefore, without policy guidelines from the MOEST, it has been left to each school to interpret the ban on corporal punishment independently. This has resulted in confusion on the choice of the most appropriate alternative. Other punishments such as kneeling, digging or running can be inhuman. This study revealed that 30% of the headteachers who have embraced guidance and counseling fully, lack professional resources to make it effective. The study supported the findings of Gitonga (1999) that guidance and counseling had not been successfully implemented by 78.4% of the respondents in her study on headteachers' attitudes towards guidance and counseling in Meru district.

Further discussion with respondents indicated that children who have grown up used to the cane at home and in school find guidance and counseling insufficient. Therefore, it was their

opinion that every geographical region be allowed to adopt their own discipline policy since not all problems could be solved in a similar way.

Pertinent to implementation is the issue of professional training. The findings of this study showed that there are inadequate post-training courses funded by MOEST, whether for change of curriculum, syllabus or discipline issues. This study revealed that 84% of the teachers have not attended any workshop or seminars to acquaint themselves with alternative discipline procedures to effectively implement the ban on corporal punishment. This implies that most of the teachers still rely on what knowledge they acquired from teacher training colleges. Yet, there has been a change in world trends concerning classroom management and laws concerning children's rights. The findings also revealed that 70% of the headteachers who would logically have had their teachers undergo in-service training on classroom management or facilitated guidance and counseling lack the capacity to do so. Only 30% have had any additional training. This explains why 40% of them are willing to recommend reinstatement of corporal punishment. Lack of personnel training impacts negatively on policy implementation, due to unchanged attitudes.

The study also revealed that no mechanism has been put in place by MOEST to ensure effective implementation. Further investigation indicated that administrators in MOEST are not trained to handle both administrative and academic matters. As a result, most reported facing resistance from headteachers who have little confidence in their discharge of duties or mandate. If the MOEST expects its personnel at the district level to effectively implement

policies, there is need for provision of trained personnel, finance and equipment. At the moment, evaluation of the policy banning corporal punishment is difficult.

From the findings of the study, only 20% indicated having a close working relationship with stakeholders (parents) it is indicated that for effective policy implementation, stakeholders should be supportive. If the school administration or community does not support teachers in matters of discipline, the teachers can develop a state of "inertia" and they tend to ignore or give up on discipline matters.

Teachers indicated in this study that they understand the correct use of punishment, that is, the need for warning first, and that the punishment should neither be severe nor vindictive. They also indicated their desire to instill firm discipline through means other than punishment, motivate pupils and create a community of learners in the classroom. However, further discussion revealed that infrequent meetings to discuss discipline strategies stifle their efforts. This finding implies that non-supportive school structures and cultures can hinder innovative techniques on the part of the teacher and effective policy implementation.

This study further showed that headteachers mainly concerned themselves with the administrative responsibilities such as checking lesson plans, schemes and records of work. Discipline cases that they dealt with were only those ones forwarded to them. As already mentioned elsewhere in this study, headteachers lack the capacity to assist their teachers attend courses on classroom management.

Use of classroom interventions as another strategy for implementation of the ban on corporal punishment was surveyed. The findings indicated that more than 80% of the respondents had a positive opinion on aspects such as reward for improvement, involvement of all students in class activities, proximity to a child likely to be disruptive and fair treatment of all pupils. This was compared to only 20% who did not agree or indicate their status. The teachers' positive attitude is supported by the fact that only 22% indicated preference for use of severe punishment as opposed to 68% who did not agree to the use of severe punishment. Moreover, 75% indicated that offenders be ignored as long as their actions were not interfering with the concentration of the rest of the class. These results imply that if teachers are trained in classroom interventions, very few will regard punishment as a quick solution to classroom problems.

The study also revealed that over 50% of the teachers had a negative attitude towards the following teacher characteristics: Incompetence (71%), inconsistency (57%), monotonous teaching methods (62%), poor classroom climate (60%), and also ignoring individual differences (62%). Respondents revealed that negative teacher behaviour contributed to negative pupil behaviour such as inattention, boredom and defiance since pupils lacked the challenge to participate in classroom activities.

These findings explain why majority of respondents found their pupils rating as dull and average in performance. Compounded by a high pupil to teacher ration, teachers reported finding it difficult to address educational and personal needs of each pupil which in turn makes it challenging to maintain classroom control.

Pertinent to this study was that only 8% of the teachers spend a lot of their time on classroom organization. Majority (83%) spend less than 50% of their time on classroom organization. Further discussion elicited the explanation that because of the workload, no one wanted to waste time on discipline. This implies that teachers not trained in classroom management were caught between the 35 minutes per lesson and completion of the syllabus. Their conclusion from the findings was that they were “trained to teach” and not to “manage”. These findings reveal that teacher training colleges appear to give emphasis to the subjects a student teacher is supposed to teach and not the professional courses that shape the teacher. This has the effect of producing teachers who have too much to teach but lack the basic skills required to deliver the contents to the pupils.

According to objective three, the study sought to proffer alternatives on management of discipline. As a result of these findings, the study solicited general suggestions from respondents on how management of discipline can be improved. Teachers suggested that master of subject matter, competence in methodology and classroom management be given priority in teacher training colleges. Headteachers’ suggestions included:

- ◆ The need for training high quality teachers.
- ◆ Introduction of refresher seminars and workshops on guidance and counseling to be conducted on a regular basis.
- ◆ Review of policy making mechanisms

- ◆ Reinstatement of corporal punishment. This particular suggestion points to a policy gap as discussed earlier on in the study.

### **5.3 Conclusion**

In conclusion, our findings indicate a general lack of policy coordination at both formulation and implementation level. While the headteachers, teachers, education officers all know just what is required to enhance good behaviour and nurture discipline in schools, there seems to be lack of a forum to present their views. Being key stakeholders, they are also completely excluded from policy formulation hence find it difficult to implement policies whose objectives they do not fully understand. It is therefore imperative that a mechanism is put in place to include them in policy making from formulation to implementation. There is also need for a forum that will collate all their views in order to arrive at adequate policies for enhancing discipline in schools.

### **5.4 RECOMMENDATIONS**

In light of the findings of the study, the following recommendations were made:

1. The policy making process should be reviewed through:
  - ◆ Empowerment of every region to enable them have their own tailor-made discipline policies in line with their discipline landscape
  - ◆ Amendment of the Education Act Cap 211 (rev 1980) as per legal Notice No. 56/2001 which bans the use of corporal punishment as a method of discipline in schools. This is to harmonize it with the other international laws and the Children's Act No. 8 of 2001 which provides for the protection and welfare of the child.



- ◆ Preparation of a handbook on policy framework in education in Kenya with clear guidelines on the implementation strategies which should be issued to all school managers
  - ◆ Strengthening communication between MOEST headquarters and the District Education Office through circulars and other media on a regular basis. This is to make districts the place where the action is in terms of planning, decision making and implementation
2. Teachers and headteachers be trained in guidance and counseling and also in classroom management techniques through regular in-service courses, workshops and seminars. It is further recommended that the courses be of reasonable duration to fully equip the teachers with techniques that do not rely on the use of physical punishment but on techniques such as positive reinforcement.
  3. Exchange programs should be organized for teachers at regional level to enable them exchange views and opinions on discipline.
  4. The teacher training curricular and syllabus should be reviewed to increase instruction of future teachers on classroom management techniques, including lessons on harms of corporal punishment and alternatives to corporal punishment. Also recommended is that more time be given to mastery of subject matter and competence in methodology, theories and principles of learning.
  5. It is also recommended that those who join Teacher training colleges must have attained acceptable grades. This will provide high quality teachers who can import the content and handle their class skillfully.

6. Teachers should come up with innovative ways of teaching children so that learning is interactive through:
- ◆ Involvement of students in small groups so as to participate in learning
  - ◆ Making clear at the beginning of the term his/her expectations. It is further recommended that students participate in setting the guidelines for their class to give them a greater understanding of the reasons for the regulations.
  - ◆ Gaining assistance from stakeholders in strengthening the capacity of the school's guidance and counseling programme in helping to resolve poor behaviour or poor performance.
7. It is also recommended that the Inspectorate unit of the MOEST be revamped. Officers in this sub-section should be adequately trained, supplied and assisted to be able to move and cover all learning institutions in their advisory capacity. The appointment of such officers should be strictly on merit, performance and ability.
8. Since Education is such an important service to the development of the nation (citizens), there should be a legally established national Commission. This Commission should provide well researched professional input to help the government and parliament evolve policies and strategies for educational development and implementation. Its mandate should be provided for in the Education Act.

### **5.5. Suggestions for Further Research**

There is need to carry out further research in the following areas.

- ◆ The extent to which school managers understand and interpret government policies

- ◆ The same study should be replicated at the school level rather than the classroom level
- ◆ The role students play in enhancing classroom discipline

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## APPENDIX 1

### LETTER TO RESPONDENTS

P.O. Box 250

KAKAMEGA

Dear Sir/Madam,

This questionnaire has been designed to gather information on the implementation of the Corporal Punishment Policy in Schools. This information will be used to complete a research project, a requirement for a degree of Master of Education, University of Nairobi.

You have been carefully selected to take part in this survey. Please assist me in this venture by completing the questionnaires as accurately as possible. Findings will be send to the Education Policy makers to help them in the Policy-making process. All information provided will be treated with utmost confidentiality.

Thank you for your cooperation.

Yours sincerely,

Musambai J.K.

M.ED . Student.

**QUESTIONNAIRE TO BE COMPLETED BY MINISTRY OF EDUCATION**

**OFFICIALS**

This survey seeks to undertake an examination of the formulation and implementation of Educational policies, with special reference to the corporal punishment policy. The findings will be useful for both academic and policy making purposes. You are therefore, kindly requested to respond to all questions as honestly as possible, we will be pleased to share with you the findings of this survey.

**PART I ABOUT THE MINISTRY**

1. Name of Department.....
2. Designation of Officer .....
3. What is your highest qualification?.....
4. How long have you worked in this office?.....

**PART II**

**(Please circle the appropriate response)**

1. Do you consider Discipline to be an issue of concern to the development of Education in Kenya?  
 (a) Yes (b) No

2. Does the Ministry have a policy on discipline  
 (a) Yes (b) No

If the answer to be the above question is yes, please proceed to the following sections.  
If your answer is No, please explain.

.....  
.....  
.....

3. Is your policy written?  
 (a) Yes (b) No

4. How long has this policy been in place?  
 .....  
 .....  
 .....

5. Who was involved in the formulation of this policy? (Tick the appropriate answer)
- a) Top management in the Ministry
  - b) School Principals and Headteachers
  - c) Teachers
  - d) External Consultants
  - e) Any other (please specify).....
- .....
- .....

6. Has this policy been communicated to all stakeholders?  
 (a) Yes (b) No

7. If the answer to (6) is yes, how was this done?  
 .....  
 .....

8. Who is responsible for the implementation of the policy? (Tick the appropriate alternative)
- a) Top management
  - b) School Principals and Headteachers
  - c) Teachers
  - d) Any other (Please specify)

9. What were the main objectives of the policy?  
 .....  
 .....

10. Has this policy ever been evaluated?  
 (a) Yes (b) No

11. If the answer to (10) is yes, please state how frequently the evaluation is done.....  
 .....

12. What would you consider to be its achievement?  
 .....  
 .....

13. Are School Managers encouraged to punish students in the way of discipline?  
 (a) Yes (b) No

If the answer to (13) is No, give reasons why  
 .....  
 .....

14. Have the School Managers undergone any training on alternative discipline procedures?

(a) Yes (b) No

If the answer to (14) is yes, what kind of training have they undergone?.....

15. Do you have any education programme on Discipline?

(a) Yes (b) No

If your answer to (15) is yes, what are the different types of education programmes? (Please tick all appropriate answers)

a) Talks on discipline

b) Modules/Circulars

c) Inservice courses/Workshops

d) Any other (please specify).....

16. How frequently are these programmes undertaken.....

.....

17. What in your opinion is the major challenge in the implementation of the corporal punishment policy in schools?.....

.....

18. What do you suggest should be done to overcome the challenge?..

.....

# APPENDIX III

## QUESTIONNAIRE TO BE FILLED BY HEADTEACHER

This survey seeks to undertake an examination of the formulation and implementation of Educational policies with special reference to the Kenya government sector. The findings will be useful for both academics and policy-making institutions. You are therefore being requested to respond to all questions as far as it is possible. It will be pleasant to receive from you the findings of this survey.

### **PART I (about the school)**

- 1) Name of School
- 2) Type of School: Private  
Public
- 3) Position in the school
- 4) Your highest professional experience
- 5) Experience as a Headteacher (years)

### **PART II (Role played by HT to enforce discipline in school and explain or interpret)**

- 6) Do you consider school discipline to be an issue of concern in the development of Education in Kenya?  
(a) Yes (b) No  
If yes, explain
- 7) Does your school have the Ministry's policies on discipline?  
(a) Yes (b) No  
If yes, how did you learn about it? Explain
- 8) Has your school implemented the Ministry's policies on school discipline?  
(a) Yes (b) No  
If your answer to (8) is No, please explain
- 9) What is your opinion on the current discipline policies of the Ministry of Education?

- 10) Has this policy been communicated to all your teachers?  
 (a) Yes (b) No
- 11) If your answer to (13) is yes, how was this communicated.....  
 .....  
 .....  
 b) If the answer to (13) is No, please give reasons.
- 12) Other than the official (national) policy on discipline, does your school have any other discipline policy?  
 (a) Yes (b) No   
 If your answer is yes, please explain. ....  
 .....
- 13) Is this policy (12) written?  
 (a) Yes (b) No   
 If the answer to (13) is no, please explain .....  
 .....
- 14) Have you undergone any training on alternative discipline strategies.  
 (a) Yes (b) No   
 If the answer to (18) is yes, what kind of training have you undergone?.....  
 .....  
 If the answer is no, why haven't you undergone any training?.....  
 .....
- 15) What types of punishment do you  
 i) Allow your teachers to use in the classroom?.....  
 .....  
 ii) Forbid your teachers to use in the classroom?.....  
 .....
- 16) Do you organize any education programmes on discipline for your staff?  
 (a) Yes (b) No   
 If your answer is yes, specify the type of programme (e.g. talks on discipline, modules etc).....  
 .....
- 17) What is your role in ensuring good classroom discipline (rank 1 for highest and 6 for lowest priority)
- |   |                          |
|---|--------------------------|
| a) checking teachers' lesson plans schemes of work                                  | <input type="checkbox"/> |
| records of work   | <input type="checkbox"/> |
| b) attending/watching teaching sessions in various classroom                        | <input type="checkbox"/> |
| c) offer support to teachers in all matters of discipline                           | <input type="checkbox"/> |
| d) facilitate seminars, courses etc for teachers                                    | <input type="checkbox"/> |
| e) organize joint discussions on a staff on discipline procedures for the classroom | <input type="checkbox"/> |
| f) others (specify).....  | <input type="checkbox"/> |

challenges have you faced in the implementation of the  
punishment policy?.....

.....  
you think can be done to overcome these challenges  
.....



## APPENDIX IV

### QUESTIONNAIRE TO BE FILLED BY TEACHERS

This survey seeks to undertake an examination of the formulation and implementation of Educational policies with special reference to the corporal punishment policy. The findings will be useful for both academic and policy-making purposes. You are therefore kindly requested to respond to all questions as honestly as possible. We will be pleased to share with you the findings of this survey.

#### PART I (Background Information)

- 1) Name and address of school .....
- 2) Indicate your sex (tick appropriately)
  - a) Male
  - b) Female
- 3) Age (a) under 30 
  - (b) 30-39
  - (c) 40-49
  - (d) 50-59
  - (e) over 60
- 4) Highest qualification.....
- 5) Teaching experience (in years)
- 6) No. of pupils in class (a) boys 
  - (b) girls
  - Total
- 7) What is the level of ability of your pupils (tick appropriately)
  - a. Mostly bright
  - b. Bright/Average
  - c. Average
  - d. Average/dull
  - e. Mostly dull
  - f. Full ability range
- 8) Kindly indicate (✓) your principal reasons for deciding to be a teacher
  - a. Desire to work with young people
  - b. Interest in subject matter
  - c. Value of education in society
  - d. Influence of teacher in elementary school
  - e. Influence of family
  - f. Job security
  - g. Never-really considered anything else
  - h. opportunity for a lifetime of self-growth
  - i. Others (specify).....

**PART II**

Section 1

- 9) Does your school have any policy on discipline?  
(a) Yes (b) No
- If yes, please specify.....  
.....
- 10) How did you know about this policy?  
.....  
.....
- 11) Have you undergone any training on maintaining discipline in the classroom?  
(a) Yes (b) No
- If yes, who organized it? .....
- 12) Do you have many students who create discipline problems?  
(a) Yes (b) No
- 13) Do you find verbal reproof and/or reasoning more sufficient?  
(a) Yes (b) No
- 14) For persistent disruptive behaviour, where verbal reproof fails to gain pupil's cooperation; do you use any of the following measures (indicate the order of frequency: A-always O-least N-never)
- a. Imposed task
  - b. Detention
  - c. Smack
  - d. Response cost (withdrawal of privilege)
  - e. Suspension
  - f. Time-out-separation
  - g. Send to headteacher
  - h. took no action
  - i. others (specify)
- 15) What is your opinion about administration of punishment?  
(indicate A-agree and 'D' for Disagree.
- a. Whenever possible pupils should be given a warning
  - b. whenever possible, punishment should not be delayed till its too late to correct
  - c. It should be made clear why punishment is being Meted
  - d. It should be given in a rational moodfree manner
  - e. It should not be too severe length and nature of punishment should match the crime
  - f. Whenever possible related appropriate behaviour Should be rewarded either side of the punishment of Inappropriate behaviour.

**Section II**

16. Roughly, what emphasis do you give to each of these five approaches in your classroom organization. Indicate percentage of time spend.

(Total should be 100%)

- a. Teacher talking to class as a whole
- b. Groupwork given by teacher
- c. Groupwork initiated by students
- d. Individual work given by teacher
- e. Individual work of students own choice


17. The following are some teacher behaviours likely to cause classroom disruption. Indicate the strength of your agreement or disagreement by circling the appropriate code.

	Strongly disagree	Disagree	No opinion	Strongly agree	Agree
Being sarcastic and Inconsiderate					
Inconsistency					
Having favorites					
Failure to make lesson objectives clear					
Using some methods of teaching daily					
Failure to provide for individual differences					
Punishing whole class for one offender					
Poor classroom climate					
Poor voice characteristics					
Too much assignments					
Incompetence in handling Subjects					
Others (specify).....					
.....					

18. What classroom misbehaviours result from negative teacher behaviour (indicate (√) for the ones you have encountered.

- a. Inattention
- b. talking
- c. unruliness
- d. defiance
- e. attention-seeking


- f. aggression
- g. Others (specify).....

19. which of the following interventions for classroom disruption do you agree or disagree with (click A- agree D-disagree)

- a. Proximity to likely candidate for disruption
- b. task assistance to likely candidate for disruption
- c. reward for pupils showing improvement in discipline
- d. ensuring all pupils are involved in class activities
- e. showing concern/listening to pupils
- f. treating pupils fairly
- g. severe punishment for misbehaviour
- h. ignoring individual misbehaviour but intervening in cases affecting whole class
- i. Use of humour
- j. constructive criticism
- k. determine if students understand directions
- l. check proper voice pitch
- m. others (specify).....

20. Which of these do you consider important in your role as a teacher? (rank in order of priority)

- a. Create a community of learners in the classroom
- b. be hardworking and really care about student learning
- c. create a climate of mutual trust and respect
- d. act consistently according to stated intentions
- e. model the behaviour students are expected to follow
- f. give challenging and relevant work assignments
- g. others (specify).....

21. Which of the following pre-service education programme do you think should receive the highest priority? (rank 1 for highest, 5 for lowest)

- a. mastery of subject matter
- b. competence in various teaching methods
- c. classroom management and human relation skills
- d. development and concerns of children and adolescents
- e. theories and principles of human learning
- f. others (specify).....

22. What is your opinion concerning classroom discipline? (indicate the strength of your agreement or disagreement with the following statements by circling the appropriate code)

	Strongly disagree	Disagree	No opinion	Strongly agree	Agree
Firm discipline by the teacher leads to good self disciplined pupils					
A lot of time is wasted in groupwork					
A teacher should be well-liked by class					
Marks or stars motivate students to work better					
Too little emphasis is placed on keeping order in class these days					
Others (specify)					

23. With the withdrawal of the cane, have you faced any challenges concerning classroom discipline?

(a) Yes (b) No

If yes, explain.....

24. Do you have any suggestions to make concerning the management of discipline in the classroom.....

.....

## Appendix V Time Schedule

Nov 2002 - June 2003: Preparation and presentation of Proposal

June – July 2003 : Collection of data

Aug – September 2003 : Analysis of data and Report writing

October 2003 : Submission of the Report

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

**Appendix VI            Budget**

Printing proposal draft	3,000.00
Printing Final report	6,000.00
Photocopying questionnaires	1,500.00
Binding costs	4,000.00
Stationery costs	1,000.00
Travelling Expenses	<u>3,000.00</u>
<b>Total</b>	<b><u>18,500.00</u></b>