A STUDY ON TEACHERS' ATTITUDES TOWARDS THE WITHDRAWAL OF CORPORAL PUNISHMENT AS A DISCIPLINARY MEASURE FROM PUBLIC SECONDARY SCHOOLS IN KIKUYU DIVISION.

By

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Planning,

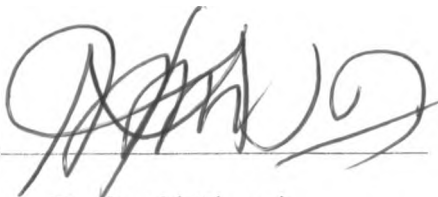University of Nairobi

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DECLARATION

This 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 research work is dedicated to my parents Jeremiah Wairuri and Milka Njoki for their love and support that has enabled me to excel and further my studies.

ABSTRACT

Teachers play a key role in maintaining discipline within a school. This may be due to the fact that teachers spend most of their day with the students as compared to the time the students spend with their parents. Teachers enforce discipline in various ways including reward and punishment. Corporal punishment has been an integral part of the discipline until recent times when social scientists have disagreed on its effectiveness as a disciplinary measure. Other stakeholders have voiced their opinions on the cane hence the controversy on this issue.

In Kenya, the use of corporal punishment was legalised in 1972 under the Legal Notice No 40 of 1972 (Republic of Kenya, the Education Act 1972). However, the ban on corporal punishment in schools has been under discussion since 1992 when the Ministry of Education issued a circular banning corporal punishment in schools but head teachers ignored it. In March 2001, the government of Kenya through the Ministry of Education had to issue another circular banning corporal punishment in Kenyan schools.

The purpose of this study was to examine the attitudes of teachers in the use of corporal punishment as well as its ban. The study also sought to find out the kind of discipline problems, which were handled using the cane prior to its ban. The study further sought to establish whether these teachers who were caned as students had their attitude influenced by their earlier experiences. Finally the study sought to find out whether the ban on the cane should be lifted.

The supervisor validated the research instrument used on the eight public secondary schools. Of the 200 questionnaires issued, 162 were completed and returned.

The main findings from the study were;

1. Most teachers in public schools in Kikuyu Division felt that corporal punishment is an effective disciplinary measure

2. Corporal punishment was popular in solving serious and petty offences prior to its ban.

3. Most teachers attributed the recent spate of strikes and unrest in secondary schools to the ban on corporal punishment.

4. There are few teachers with training in guidance and counselling skills other than child psychology that they learnt during their training as teachers.

Conclusions were drawn from the analysis of the data and testing of the stated hypotheses:

1. Teachers in the public secondary schools had a positive attitude towards corporal punishment.

2. Teachers did not support the ban of corporal punishment and attributed the increased indiscipline in schools to this ban and recommended the reinstatement of corporal punishment.

3. Demographic variables such as age, professional experience and academic qualification did not affect teachers' attitude towards corporal punishment.

The following recommendations were put forward;-

1. Since government policies on education elicit diverse attitudes from teachers who are key stakeholders in education, the teachers should always be consulted whenever the government intends to change any policy affecting education.

2. Corporal punishment should be reinstated and its use controlled by the Ministry of Education because the teachers attitudes towards it is positive

3. More teachers be trained in guidance and counselling to handle some discipline problems like drug abuse.

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS

AIDS   -   Acquired Immune Deficiency Syndrome

ANPPCAN   -   African Network for Prevention and Protection against Child
                         Abuse and Neglect

BOG   -   Board of Governors

CRC   -   Convention on the Rights of the Child

HIV   -   Human Immuno Virus

K.C.S.E   -   Kenya Certificate of Primary Education

KNEC   -   Kenya National Examinations Council

MOEST   -   Ministry of Education Science and Technology

NACADA   -   National Agency for the Campaign Against Drug Abuse

TSC   -   Teachers Service Commission

UNESCO   -   United Nations Educational Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.0   **Background to the Problem**

Corporal punishment has been an integral part of maintaining discipline for the young particularly in schools since time immemorial. According to Mbiti (1974), the old scheme of discipline seems to be based on the idea that the child is naturally bad and that this badness must be controlled. The child's nature was thought to be evil and this evil must be dealt with ruthlessly. This approach concurs with the biblical teaching in the book of Proverbs, which admonishes adults not to withhold discipline from a child but to punish him with the rod and save his soul from death.

In Kenya, the use of corporal punishment was legalised in 1970 under the legal Notice No. 40 of 1972. A section of the Education Act on Regulations and Discipline provided for corporal punishment and stipulated how it was to be effected. The act states that corporal punishment may be inflicted only in case of continued or grave neglect of work, lying, bullying gross insubordination, indecency, truancy and the like. The Act further stipulate that corporal punishment may be inflicted by the head teacher of the school or a teacher in the presence of the head teacher or in the case of boarding school by a house master to whom authority had been delegated by the head teacher. Corporal punishment may be inflicted after full inquiry and not in the presence of other pupils (Republic of Kenya, Education Act 1970).

According to the Act, corporal punishment shall be inflicted on the buttocks with a cane or a smooth light switch or on the palm of the hand with a strap not less than one and a half inches in breadth. Furthermore, a record of every case of corporal punishment should be kept and should contain the child's name and age, the offence and the number of strokes inflicted, the date and the name of the person by whom it was inflicted (Republic of Kenya, the Education Act, 1970).

The ban on corporal punishment in learning institutions in Kenya has been under discussion since 1992 (Daily Nation, July 25, 2001: 23). It has been reported that the Ministry of Education issued a circular banning corporal punishment in 1992, soon after the government ratified the United Nations Convention on the Right of the Child (CRC) but head teachers ignored it.

Having ratified the convention on the Rights of the child and passing the children's Act in March 2001, the Government of Kenya through the Ministry of Education had to issue another circular banning corporal punishment in Kenyan schools (Daily Nation, March 13, 2001: 1). This was perhaps a result of pressure from international organisations such as the UNESCO whose study in 1999 on corporal punishment in Kenyan schools reported that corporal punishment against children in Kenyan schools had reached dangerously high levels and has contributed to increasing dropout rates and in a few cases even death (UNESCO, 1999: 1).

The ban on corporal punishment and the problem of indiscipline in secondary schools has generated a lot of debate in the media with comments coming from

individuals, administrators, scholars, politicians, educators, parents and the general public. All these reveal different attitudes held by different people towards corporal punishment. The Standard Team (25th July 2001: 1) reported that members of parliament suggested the reintroduction of the cane to restore discipline in Kenyan schools. This argument followed a series of strikes and unrests in various schools. This was similar to an earlier call by secondary school head teachers during their annual conference in Eldoret in July 2001 who agonised over the trend of indiscipline and blamed the ministry for taking away the cane without consulting them (Daily Nation, 16th July 2001: 28).

The Catholic church supported the ban claiming that the cane is not the solution to the problem of indiscipline because like capital punishment it has failed to act as a deterrent to indiscipline in schools and therefore whatever the defiant behaviour, caning is not the cure; all what it does is bring fear which is hardly good for learning. Despite the laid down regulations on how to carry out corporal punishment in the Education Act, teachers continued to flout the rules and the media reported cases where students were beaten and sustained serious injuries or even died (Daily Nation, 25th July 2002: 3). A 13-year-old boy sustained fracture in three of his fingers after he was allegedly beaten by his teacher for arriving late in school (Daily Nation, 19th November 2003). This is an indication that canning is going on in some places despite the ban.

The African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) does not believe that corporal punishment enables children to behave well. It advocates for alternative progressive discipline methods since

hilting is a dangerous practice, which can harm the physical and psychological development of the child. In a survey carried out in Nairobi ANPPCAN found out that despite the ban in March 2003, corporal punishment was still being meted out to children (Daily Nation, April 6, 2004). Elsewhere in Butere, the Kenya Parents Association, Western Branch proposed that pupils to be caned to restore discipline and good academic performance. Members said since the banning of canning and corporal punishment, academic performance and discipline in most schools had declined Daily Nation (5th June 2003).

According to Hawes (1979) the most important task in curriculum change and innovation is the change of attitudes of the people concerned. This is because change is always resisted. Doll (1992) concurs and asserts that, most persons who have studied change process intensely seem to agree that if people in organisations are to change from old modes to new, they must first be made aware of the possibility of changing. Next they must be made interested in a proposed change. Third they must have time to consider the worth of the change. Fourth they must try it for themselves on a small-scale. Finally, if the change stands the test they apply, they may accept the change for use in the future. Fafunwa (1967) points out that if teachers are to be fully involved in the process of educational change, they must understand the principles behind and the reasons for change.

Cole (1989) argues that teachers' demographic variables for instance age, gender and number of years in the teaching profession contribute to their attitude towards changes in the school system. Teacher attitude and decision making is affected by

his personality, teaching experience, age, sex and length of his training (Eggleston, 1979). The new policy banning corporal punishment as a disciplinary measure in the school system has brought in change in the school system. According to Doll (1992) those who desire change in schools must get to the classroom teacher, whose role automatically builds around them certain resistance. For the success of this ban and effective discipline in schools, teacher attitudes are very important.

1.1 Problem Statement

The Ministry of education's ban on corporal punishment in Kenyan schools in March 2001 came abruptly. This was effected by the gazette notice dated 13th March 2001 (Daily nation, 13th march 2001). It has been reported that the Ministry of education issued a circular banning corporal punishment way back in 1992 but head teachers ignored it. This could probably be attributed to the fact that policy makers at the Ministry of education did not consult the teachers. According to Bishop (1985) , teachers involvement in curriculum change and innovation must be genuine not a matter of being told what to do and why but a proper participation in planning and decision making.

Hawes (1979) argues that one of the major tasks of implementing change or innovation in the school system is changing attitude of the people concerned because change is always resisted. Bringing back the ban on corporal punishment in 2001 without consulting Kenyan teachers is bound to elicit attitudes and responses from people particularly teachers. Until now, no study has been done on teacher's attitudes towards the ban on corporal punishment. This study therefore attempts to fill this gap.

1.2 Purpose of the Study

The purpose of this study was to determine the attitudes of secondary school teachers towards the withdrawal of corporal punishment. The study determined if there was a significant relationship between the age, gender, professional qualification, teaching experience, special training in guidance and counselling and age in years of the teacher with their attitudes towards the use corporal punishment. Discipline problems previously solved by canning were also examined.

1.3 Objectives of the Study

The specific objectives of the study were to:

1. To determine the difference between the teachers, demographic variables like age, gender and working experience with their attitude towards corporal punishment

2. To investigate the difference between the teachers special training in guidance and counselling and their attitude towards corporal punishment.

3. To determine the teachers' attitudes towards the ban on corporal punishment.

1.4 Hypotheses

The following research hypotheses were formulated:

Ho1: There is no significant difference between the teachers' age and their attitude towards the use of corporal punishment as a disciplinary method.

Ho2: There is no significant difference between the teachers' gender and their attitude towards the use of corporal punishment as disciplinary method.

Ho3: There is no significant difference between the teachers' experience and their attitude towards use of corporal punishment as a disciplinary method.

Ho4: There is no significance difference between the teachers' special training on guidance and counselling and their attitude towards use of corporal punishment as a disciplinary method.

1.5 Significance of the Study

This study will be useful particularly to policy makers in the bid to formulate policy guidelines for enhancing discipline in schools. The results of the study will also be useful to teacher training colleges and the Faculty of Education in the universities in their to impart skills necessary in enhancing discipline in schools. Head teachers and teachers in public secondary schools will find the study useful in the use of the most appropriate and effective measures to maintain high discipline for good performance in schools.

1.6 Basic Assumption of the Study

The following assumption was made;

1. Respondents will give honest answers to the items in the questionnaires.

1.7 Limitations of the Study

The main limitation of this study arose from the fact that attitudes are a multifaceted conception that keeps changing from time to time. As Stanley and Hopkins 1978 observed, effective measures of attitude can be falsified since human beings strive to make socially desirable impressions. This is seen when a

respondent give certain answers which is to their advantage but which does not represent his or her true feeling about an object or issue.

1.8 Delimitations of the Study

This study was conducted in public secondary school in Kikuyu Division, which has a rural bearing, thus the results may be generalised to the urban setting with caution. The respondents were public secondary school teachers only.

1.9 Definition of significant terms

The following are definitions of significant terms used in the study.

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

Corporal punishment: refers to a punishment that inflicts some pain on the Culprit especially by canning.

Counsellor: refers to teachers who through training have acquired basic Counselling skills with the aim of helping students cope with physical, emotional, Intellectual and social challenges.

Curriculum: refers to the sum total of all the experiences a learner undergoes generated by the school or by a higher authority for the schools which take place in class and out of class.

Disruptive behaviour: refers to behaviour that does or is likely to interrupt the

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class and / or makes it difficult for teachers or peers to continue with on going classroom activity.

Bullying: refers to the action of hurting or frightening of weaker students usually junior students by senior students.

Discipline: refers to control of someone's or one's own behaviour in accordance with the acceptable standards of the society.

Indiscipline: refers to unruliness or unwillingness to make effort required to achieve the objectives chosen.

Guidance: refers to a process of providing information that can be of assistance in decision-making.

Counselling: refers to assisting another person to find solution to his problem through discussion.

Detention: refers to the act of keeping someone back or waiting, it is a state of being held back.

Gender: Is a term used in reference to the fact that a person may be male of female.

1.10   Organisation of the Study

This study comprises of five chapters. Chapter one, the introduction section contains background information to the study, the statement of the problem, and the

objectives of the study, the study hypotheses, justification basic assumption, limitations, delimitation and definition of significant terms.

Chapter two, which is the literature review covers the concept of attitude and its role in change, corporal punishment; the global perspective a general overview of discipline in schools, the role of teachers in discipline, positive attitude towards the use of corporal punishment, negative attitude towards the use corporal punishment and alternatives to corporal punishment.

The methodology section in Chapter three comprises the research design, the target population, sample of the study and sampling techniques, research instruments, validity and reliability, data collection procedure and data analysis procedure.
Chapter four comprise data analysis and interpretation and Chapter five comprises the research summary, conclusions and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction.

This Chapter was organised under the following subheadings; the concept of attitude, corporal punishment; a global perspective, a general overview of discipline in schools, the role of teachers in discipline, positive attitude toward corporal punishment, negative attitude towards the use of corporal punishment and alternatives to corporal punishment. From the literature review a conceptual framework was designed with interacting variables giving rise to either positive or negative attitudes towards corporal punishment.

2.1   The Concept of Attitude

Luthans (1989) defines attitude as persistent tendency to feel and behave in a particular way towards some object, person or situation. Kerlinger (1973) defines attitude as an organised predisposition to think, feel, perceive and behave towards a referent or a cognitive object. Organ (1991), defines attitude as a feeling or emotional response to a person, object or idea. Mullins (2002), defines attitude as providing a state of readiness or tendency to respond in a particular way. Thurstone (1982), described attitude as the sum total of man's inclination and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic.

Triandis (1971) defines an attitude as an idea charged with emotions, which predisposes a class of action to a particular class of situations. He explains that an

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attitude has three components; a cognitive component, that is the idea about the object of attitude; an effective component, the emotions which changes the idea and finally the behavioural components, that is a predisposition to action such as buying the object of attitude. Triandis further argues that these three components of attitude interact with each other, an attitude is formed when specific feelings and reaction tendencies became consistently associated with the attitude object.

Inspite of the many interpretations of the meaning of the term attitude, there are areas of agreement in these definitions. First, there is a general consensus that an attitude is a predisposition to respond to an object or situation. Secondly, literature indicates that change of attitudes, which are central to us for instance religious beliefs, may be highly resisted. Such would require substantial pressure, whereas other peripheral attitudes may change with new information or personal experiences (Mullins, 2002). Thirdly, attitude produces consistency in behaviour whether they are verbal expressions about an object, expressions of feelings about an object or avoidance of an object. Finally, there is a general agreement that attitude connotes preference regarding outcome and evaluation of objects as positive, neutral or negative.

Attitudes have four main functions according to behavioural scientists.

1.   One is to provide a basis for the interpretation and classification of new information (Mullins, 2002). Luthans (1989), agrees and asserts that attitudes help supply standards and frames of reference that allow people to organise and explain the work around them. An attitude can help a person to organise and make sense of his or her knowledge, experience and beliefs.

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It can provide definiteness and stability to what he perceives by serving as a standard or frame of reference (Nzuve, 1999).

2.   According to Organ (1991), attitudes are value expressive in that they give a positive expression to ones central values and to the type of person one conceives oneself to be. Mullins (2002), argues that attitudes indicate to others the values that an individual holds and thus express their self-concept and adopt and internalise the values of a group.

3.   Thirdly, attitudes serve an ego-defensive function. According to Luthans 1989, Mullins (2002) and Organ (1991), attitude help individuals to defend their self-images from the otherwise logical but disturbing implications of certain information.

4.   Fourthly, attitudes often help people adjust to their work environment and are a basis for future behaviour (Luthans, 1989). According to Mullins (2002), attitudes serve an instrumental function in that they maximise rewards and minimises sanctions hence negative experience. Behaviour or knowledge, which has resulted in the satisfaction of needs, is more likely to result in a favourable attitude.

Luthans (1989), argues that employee's attitudes can be changed and sometimes it is in the best interest of management to do so. Sometimes, attitude change is difficult to accomplish because of insufficient information and prior commitments when people feel committed to a particular course of action and are unwilling to change. According to Mullins (2002), the process of attitude change is dependent on a number of key factors including:-

- Why the attitude is held in the first place.

- Why it should change

- What the benefits are and to whom

- What the outcomes are if it does not change

Organ (1991) maintains that a large volume of research supports the general idea of a consistency principle, according to which people strive for a psychological congruence among the feeling, belief and behavioural component of an attitude. If one of the three components – Affective, Cognitive and behavioural undergoes sufficient change to arouse the sense of inconsistency in the attitude system, the other components will follow suit.

According to Best and Kahn (1989) it is difficult to describe and measure attitude but peoples attitudes can be inferred from their expressed opinions that are obtained from the use of questions or reactions to statement. As much as there is no sure method of describing and measuring attitudes the measurement of opinion may in many instances be closely related to people's real feelings. Furthermore, attitudes are both learned and changed directly through experience and indirectly through varied agencies of socialisation. Organ (1991) asserts that the most frequent method of attempting attitude change is through persuasion.

2.2 Corporal Punishment: The Global Perspective

School discipline has been that of spare the rod and spoils the child. Traditionally, discipline decreed that children should be seen not heard Mbiti (1974). A teacher who could keep a classroom so quiet that you could hear a pin drop was considered

the best disciplinarian (Warner, 1965). In most cases, teachers were promoted on the basis of their ability as disciplinarians. Those teachers who used the cane most to enforce discipline were considered the best masters (William, 1990).

According to Mbiti (1974), the aim of traditional discipline was immediate results where the child did not bother adults. The free expression movement, which became popular in Europe during the nineteenth century and spread to the America in the early part of the twentieth century completely opposed the traditional scheme of discipline. According to this movement, a child was considered to be naturally good and should therefore grow and develop in an atmosphere where he does what he feels like. His developing personality was considered to be more important than property, his security or parents convenience. This meant that parents and teachers must be permissive (Mbiti, 1974). Therefore corporal punishment was out of question.

It is against this background that the use corporal punishment has continued to generate a lot of controversy from education stakeholders. Campbell and Cosans (1982) pointed out that attitudes towards the use of corporal punishment are based on beliefs and customs of the society as a whole. They argue that in cases where cruelty and pain are found outside the school the same cruelty is found in schools. Those societies where it is believed that it is desirable or even noble to accept pain without protest tend to support the use of corporal punishment in schools.

In Britain, the 1986 Education Act abolished corporal punishment or at least partly did so. The abolition applied only to maintained schools and maintained pupils in

independent schools. Fee paying pupils could still be beaten. Chalk Flicking, board duster throwing and shoulder shaking were also outlawed. This caused schools in general to provide alternative punishment although teachers were finding it hard to change their ways (Jones, 1989).

The Education Act of 1993 in the UK declared it illegal for any schools to dispense in human or degrading punishment. Poland ended school corporal punishment in 1983. It is still used commonly in school systems in half the states of USA where for example in 1990 one in ten of all school children in the state of Mississippi received corporal punishment. In India, some states of Canada and Australia, South Africa and many other African countries corporal punishment is still being used (Franklin, 1995).

In South Africa, surveys in the mid 1980s found twelve percent of the school population, and thirty per cent of black pupils reporting being beaten once a day. In contrast, in 1992, the Supreme Court of Namibia declared corporal punishment unconstitutional in the school and penal system. In Botswana, it is not permitted but is apparently still common, and in Burkina Faso it was prohibited by decree in 1965 (Franklin, 1995).

In Nigeria, a teacher is forbidden from administering corporal punishment by the law. This responsibility is vested only on the school principal or his delegate. Even where such punishment is given, it should be properly recorded in the

corporal punishment book. It is further provided that no female pupil shall receive corporal punishment from a male teacher (Adesina, 1984).

In Tanzania, corporal punishment is there by law. The 1978 Education Act allows the teacher to use the cane on the palms of female students and on boys' buttocks. The regulations specify that there should not be more than six blows and that such measures should be administered only for serious breaches of school discipline or other grave offence and that every beating should be recorded in a book. In 1991, a report by the government Nyalali Commission headed by the chief justice publicly condemned corporal punishment and recommended a review of the 1978 Education Act which allow teachers to use the cane (The East African Standard, 26th July 1997: 9).

Baud et al (1982), as cited by Mwamwenda (1995) suggests that the best policy regarding corporal punishment is to avoid it completely. According to Rose (1984) quoted by Mwamwenda (1995) those in favour of corporal punishment argue that it is quick, easily available and apparently effective and that it reduces or eliminate an undesirable behaviour and serves as a lesson for other pupils not to engage in similar behaviour. On the other hand, those who are against corporal punishment states that it is not an effective means of controlling undesirable behaviour and that its effects do not justify its use. For example, as a result of being punished, a child may develop hatred for the school, teachers and learning in general. Moreover, teachers who use spanking slapping, whipping and beating serve as models for solving of problems by violence (Mwamwenda, 1995).

2.3 A General Overview of Discipline in Schools

The management of discipline is an essential element in educational practice and at a time when teachers and head teachers are anxious about reported increase in violence and other forms of anti-social behaviour, there is a need for practical guidance and a review of current thinking. Discipline can be defined as the control of behaviour in accordance with the acceptable standards of the society (Warner, 1965). A disciplined person considers the consequence of his actions before he acts. According to the Ministry of Education, discipline is the establishment of order or a chain of command in an administrative structure that enhances and facilitates curriculum delivery. Discipline promotes peace and stability which are a pre-requisite for the teaching and learning environment. Discipline is doing the right thing at the right time by establishing a set of school rules, routine and appointing the right people in the proper section for maintenance of order (MOEST 2001).

Okumbe (1998), defines indiscipline as unruliness or unwillingness to make efforts required to achieve the objectives chosen. It is defining the laid down rules and regulations. Indiscipline entails disruptive behaviour ranging from acts leading to loss of life like burning of dormitories to acts like unnecessary noise. Indiscipline simply refers to the act of breaking rules. According to Okumbe, effective and lasting discipline focuses on the ability of individuals to control themselves.

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Cases of unrest and students indiscipline have been in existence in Kenya schools as far back as the beginning of the twentieth century when the first case was reported at Maseno School in 1908 (Ministry of Education, 2001). Lately, the concern has been the changing nature, characteristics and the increase of the number of schools experiencing student's unrest. The Ministry of Education indicates that in the 1970's the number of schools experiencing some form of students unrest increased alarmingly. It is worth noting that these disturbances were confined to secondary schools, middle-level colleges and tertiary institutions. The disturbances were characterised by violence and wanton destruction of school property. Between 1980 and 1990, the number of schools experiencing student unrest increased tremendously from 22 (0.9%) to 187 (7.2%). These figures comprised the known and recorded cases and perhaps the number of schools that had experienced unrest could have been higher (Ministry of Education, 2001).

Tragically, the nature of unrest took a new dimension as happened at St. Kizito mixed secondary school on thirteenth July 1991 when male students invaded girls' dormitories and violently raped a number of them. In the Melee that followed nineteen girls lost their lives. In Nyeri district a few students at Nyeri High School locked prefects in their cubicles while they were asleep, poured petrol and set them on fire, killing four of them. A more tragic accident happened at Kyanguli Secondary School where students destroyed school property and sixty-eight students lost their lives (Ministry of Education 2001 statistics).

Table 1: Number of schools, which experienced students' unrest by Province in the year 2000 / 2001

Province	Existing No. of secondary schools	No. of schools that experienced unrest	% of schools going on strike	Gravity
Central	630	85	13.5	Violent and destructive
Coast	151	4	2.6	Destruction of school property
Nyanza	680	7	1.0	Destruction of school property
Eastern	626	76	12.4	Destruction of property and loss of life
Rift Valley	625	50	8.0	Violent and destruction of school property
Western	08	19	4.7	Minor damage to school property
Nairobi	93	2	0.02	Minor damage to school property
North Eastern	21	7	33.3	Destruction of school property

Source: **Ministry of Education Science and Technology 2001.**

In 2003, despite the ban of corporal punishment, 'students' unrest continued in schools across the country unabated. According to the Daily Nation (October 27,

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2003). Students at Kinyui boys high school went on strike destroying property and even attempted to invade an adjacent girls school. According to the same source, an unpublished national study commissioned by the National Agency for the Campaign Against Drug Abuse (NACADA) revealed that a large number of students across all age groups have been exposed to alcohol, tobacco, miraa, glue sniffing, bhang and even hard drugs such as heroine and cocaine. Unrest in schools was partly blamed on drug abuse. Elsewhere, in Nyeri High School, students were sent home after a threat to burn the institution (Daily Nation September 29 2003). Equally disturbing was the closure of Kenyatta High School in Nyeri where students who had hired touts and thugs ransacked the institution destroying property worth more than two million Kenya shilling (Daily Nation October 16 2003).

The Task Force on Student Discipline and Unrest in secondary schools in September 2001 was informed of the causes of indiscipline in Kenyan schools as:-

- Admission of some pupils from private academies has negative impact on discipline and culture of the public schools.

- Admitting academically weak students in an institution that selects high achievers has the potential to make these pupils resort to disruptive behaviour and truancy.

- Students with discipline problems are transferred to other institutions instead of being handled conclusively at their institutions.

- Visiting days have been turned into occasions where the rich and the affluent show off.

- Students are given inadequate and poorly cooked food.

- Students fetched water from untreated sources and rivers outside the school

- There is discrimination of minorities on grounds of religion.

- There is inadequate pastoral care in schools.

- There is need to review the ban on caning

- In some schools, lesbianism/homosexuality and devil worship are practised.

- The students did not participate in the formulation of school rules and that school rules were undemocratic, vague and oppressive and were at times applied selectively.

- There is no uniformity in the application of half-term policy thereby tension in some schools.

- Term two is overloaded with co-curricula activities and curriculum evaluation thereby creating unnecessary stress to students. This was given as the reason why most of the schools disturbances occur in second term.

- Some of the materials taken as entertainment in schools include pornographic and violent movies. (Ministry of Education, 2001).

2.4   The Role of Teachers in Discipline

All teachers are responsible as professionals, for managing discipline in schools. According to Blandford (1998), maintaining a pattern of behaviour that enables all pupils to learn and all teachers to teach will be defined in practice by a teacher's ability to prevent disruptive behaviour in the classrooms. The majority of teachers have a fairly well defined idea of the boundaries between acceptable and unacceptable behaviour as agreed by their school's discipline policy. On the other hand, according to Jones (1989), teachers who cannot control classes find that they

have to combat more misbehaviour than others. Teachers who expect negative outcome probably influence these outcomes.

Adesina (1984), maintains that a teacher is required to provide a conducive emotional climate which will facilitate learning in the classroom and make the students feel as part of the programme of the school. However, the increased violence perpetrated on teachers by their students has lead to teachers to lay blame on the parents. According to the Daily Nation, August 15 2001 parenting is the main cause of violence in our society today because many parents are just mothers and fathers who do not parent their children by counselling them or taking time to know or understand their young people.

Teachers view that parents have relegated their role to them. Faced with overwhelming numbers of students, the teachers cannot attend each students' individual needs. According to Martin Otieno, the principal of Lenana school, children become lonely and loneliness makes them bitter against society hence they will do anything that is against the expectations of the society (Daily Nation August 15, 2001). Similar sentiments were expressed at the Task Force Investigating Unrest in schools in Nyanza Province that teachers had been turned into counsellors by parents because parents had abandoned their parental roles (Daily Nation August 16, 2001).

Teachers have at times been blamed for indiscipline. Mwamwenda (1995) argues that teachers can cause students to misbehave as a result of the way in which they

interact with them. Some teachers have very little regard for pupils feelings and ridicule, belittle and humiliate them which does not contribute to the establishment of a positive relationship between the teachers and their pupils. Furthermore, some teachers are punitive, rigid and know no other method of disciplining children except through corporal punishment (Mwamwenda,1995). Charlton and David (1993) also argued that the teachers attitudes and values may play in the identification and generation of behaviour problems because teachers differ markedly in their tolerance of behaviour difficulties. Therefore, teachers participate in the social construction of certain forms of deviance.

Initial teacher education has also been blamed for bringing a level of failure on the part of teachers to deal with discipline problems. According to Jones (1989), issues like truancy, discipline, slow-learning children and behavioural techniques were covered sparingly in pedagogical courses in the teacher's training. In a study conducted into the Structure and Process of Initial Teacher education within Universities in England and Wales, only one in five students-teachers thought their courses gave them considerable insight into classroom discipline Jones (1989).

However, Blandford (1998), maintains that teachers who are successful at keeping order in the classroom and meeting pupils needs are those who are skilled in preventing disruptive behaviour. This will be dependent on a number of factors including:-

- Personality
- Appearance

- Communication skills

- Teaching skills

- Curriculum knowledge

The Task Force on Student Unrest and Discipline was informed in September 2001 that the current system of basic education training of secondary school teachers, having been mooted as a crash programme in 1973 does not adequately prepare the teachers in terms of subject content and methodology. Some teachers were indisciplined, lacked commitment, engage in immoral affairs with their students, incite students against school administration, dress indecently, are chronic absentees and belittle themselves by borrowing money and cigarettes from students (MOEST, 2001). The Task Force was also informed that teacher training at all levels does not provide the teacher with adequate knowledge and skills in guidance and counselling. The Task Force then observed that lack of knowledge and skills in guidance and counselling will produce ill-equipped teachers while indisciplined teachers will not be good role models. The Task Force therefore recommended among other things inservice courses be developed in all subject areas to strengthen content and pedagogical skills and address emerging issues such as HIV/AIDS. The Task Force also recommended that the code of Regulation for Teachers be enforced by the school's Board of Governors (BOG) and that the T.S.C Act be amended to increase the number of commissioners to enable T.S.C. to dispense with disciplinary cases as they arise (MOEST, 2001). All in all, teachers will need support from others because managing discipline is a shared responsibility.

2.5   Positive attitudes towards the use of Corporal Punishment

There are times when behaviour is so disruptive, persistent or dangerous that priority must be given to putting a stop to it in the interests of safety, security and sanity. Actual physical danger to other children whether from aggressive bullying or boisterous disregard for the safety of others is an example of a situation where corporal punishment may well need to be used (Laslet and Smith, 1987).

According to Christopher Khaemba, the Principal Alliance Boys High School, managing schools got more challenging with the ban on corporal punishment. Departure from it was radical and there was nothing to replace it. Some schools could not function when it was abolished (Daily Nation, May 11, 2003). Equally, head teachers during their annual general conference held in Eldoret in July 2001 blamed the Ministry of Education for taking away the cane without consulting them. They agonized over the trend of indiscipline in schools and demanded a reinstatement of corporal punishment (Daily Nation, July 16, 2001).

The Standard Team reported that members of parliament advocated for the re-introduction of the cane to restore discipline in Kenyan schools arguing that it is the only way of bringing back order to the schools (The East African Standard, July 25, 2001). The strike at Alliance Girls High School, a school which has had the same headmistress for fifteen years led to several questions being raised as o whether the withdrawal of the cane is a contributory factor to indiscipline (Daily Nation, July 21, 2001).

Parents have at different occasions demanded the re-introduction of the cane into Kenyan schools. Members of the Kenya Parents Association in Butere called for the introduction of canning to restore discipline and good academic performance. They argued that since the ban of corporal punishment, academic performance and discipline in most schools had declined. Similarly, parents in Tana River District demanded the return of the cane into schools citing increased indiscipline and poor performance.

Mwamwenda (1995) argues that it would be naïve to believe that corporal punishment has no place in the maintenance of discipline. It can facilitate learning and it may in fact be the only kind of treatment, which will produce satisfactory behaviour in some instances. Corporal punishment may be used where there has been gross misbehaviour involving unbridled disrespect for school regulations, defiance of authority and physical attacks against teachers and student. However, those who speak for corporal punishment agree that several factors should be taken to consideration when administering corporal punishment which include:-

- That it should be used rarely and sparingly and as a last resort.

- Before a pupil is punished, he should be told why he is being punished

- Punishment should be administered as soon as an offence is committed so that a link is made between the offence and the punishment.

- The punishment should be strong enough to bring the undesirable behaviour under control. However, care should be taken to ensure that the offender is not punished to the point of being physically and psychologically injured.

- A teacher should not administer punishment when he is very angry or upset, since he is likely to be too severe and inclined to appease his own anger instead of helping the pupil.

- If punishing a child is likely to make him a hero before his classmates or lead to defiance, then the punishment should be postponed and administered where it is not likely to have such an effect.

- Once the offender has been punished, he should not be given the impression that he no longer merits the teachers' love and care. Therefore, the teacher should look for desirable behaviour for which the pupil can be reinforced (Mwamwenda, 1995).

2.6 Negative Attitudes towards the use of Corporal Punishment

In 1889, school children marched through London to demand an end to caning but the practice continued well over a century until it was withdrawn from British schools in 1989 (Watts, 1980). Traditionally school discipline has been more concerned with punishment than reward but psychologists and other scholars argue against its continued use.

A study carried out in Nairobi province by Wandeo (2002) revealed that corporal punishment was not popular among public secondary school head teachers and most of them felt that the ban was timely as the cane did not seem to be playing a role in controlling indiscipline instead, it was making students fear teachers and even see them as enemies.

In a survey carried out by the African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) in the Nairobi slums of Soweto in December 2003, it was found out that corporal punishment was still being meted out to children. Some of the negative effects of corporal punishment found included physical injuries, psychological injuries leading to severity in aggression, criminal and anti-social behaviour in childhood and later in adulthood, damage to children's education and impaired parent-child relationships (Daily Nation, April 2, 2004: 29).

Gage (1988) argues that corporal punishment should be used as a last resort when the teacher has tried everything else but has failed to reduce the unwanted behaviour to the level that permits effective teaching. Apart from legal, ethical and medical considerations on the use of the cane, the psychological aspects of corporal punishment were summarised in the 1975. Resolution of the American psychological association as:-

- The resort to corporal punishment tends to reduce the likelihood of employing more effective, humane and creative ways of interacting with children.
- It is evident that socially acceptable goals of education, training and socialization can be achieved without the use of physical violence against children and that children so raised grow to moral and competent adulthood.
- Corporal punishment intended to influence undesirable responses may create in the child the impression that he or she is "an undesirable person", an impression that lowers self-esteem and may have chronic consequences.

- Research has shown that to a considerable extent, children learn by imitating the behaviour of adults especially those they are dependent upon, and the use of corporal punishment by adults having authority over children is likely to train children to use physical violence to control behaviour rather than persuasion, education and intelligent forms of both positive and negative reinforcement:-

  - Research has shown that the effective use of undesirable behaviour requires precision, timing, duration, intensity and specificity as well as considerable sophistication in controlling a variety of relevant environmental and cognitive factors, such that punishment administered in institutional settings without attention to all these factors is likely to instil hostility, rage and a sense of powerlessness without reducing the undesirable behaviour.

  - Therefore it was resolved that the American Psychological Association opposes the use of corporal punishment in schools, juvenile facilities, child care nurseries and all other institutions, public and private where children are cared for and educated (Gage, 1988).

Duric (1989) argues that corporal punishment is based on fear and this fear become associated with all learning hence unpleasant emotional associations. When the pupil gets used to punishment and no longer fears it, the motivational effect is lost. Punishment causes a permanent state of anxiety which besides their disorganising effect on learning may give rise to neurosis and even more serious health problem.

Corporal punishment goes against the 1989 convention on the Rights of the Child which affirms the child's needs for care and protection. It is a form of brutality,

which often provoke anger in its victims leading to resentment and low self-esteem (UNESCO, 1999).

Mwamwenda (1995) states that those who are against corporal punishment state that it is not an effective means of controlling undesirable behaviour and that its effects do not justify its use. Teachers who use spanking slapping, whipping and beating serve as models for solving of problems by violence. Moreover, children as a result of being punished may develop hatred for the school, teacher and learning in general and in some cases it may lead to absenteeism or dropping out of school altogether.

Glynn and Wheldall (1989) argue that delivering punishment has a danger in that it paves the way for teaching other undesirable and unhelpful behaviour such as class skipping and staying away from school. These behaviour constitute escape from punishment. Physical attacks on teachers by students have also been reported arising from corporal punishment. Glynn and Wheldall (1989) reports that the number of physical attacks on teachers by pupils dropped dramatically following the decision to outlaw corporal punishment in inner London schools.

Children who are often punished also develop excessive anxiety, which may make it difficult for them to learn effectively. Punishment when it is excessive tends to make children punitive and aggressive towards other children and people around them. When children have to cope with the behaviour of others, their best guide is

the way others cope with them. Aggression towards an aggressive child leads to the development of further hostility in the child (Durojaiye, 1990).

Dembo (1977) highlights four negative aspects of corporal punishment as:-

- Punishment is not a panacea because first its effect is often temporary and once it is discontinued, the same behaviour that initiated the punishment is likely to occur.
- Secondly the person undergoing punishment learn to avoid situations for instance, he may not want to attend class or by turning the teacher off.
- Thirdly punishment can produce fear of anxiety so that the teacher, the classroom or educational materials can become aversive or negative stimuli because of their association with unpleasant consequences.
- Fourthly punishment does not direct the student to alternative behaviour.

2.7   Alternative to Corporal Punishment

Majority of education practitioners encounter discipline problems that are beyond their experience and expertise. In response to this need, teachers, researchers and educationists have attempted to find a solution. In England and Wales, a number of practices have been introduced in schools, these include (according to Blandford, 1998):

- **Peer Mediation**

  This is when selected and trained pupils are encouraged and given space by staff to mediate the less difficult of inter-pupil conflict. Two or more pupils in conflict may be invited by mediators to withdraw from an audience to a more private place and after confidentially exploring the facts, feelings and options, come up with a joint solution that they are willing to implement. Through the emphasis on personal responsibility and thinking carefully about ways of dealing with conflict, pupils can be taught that solutions to conflicts need not be violent ones.

- **Schools outreach**

  Schools outreach is a charity that trains pastoral care workers to look after pupils welfare and personal development. Pastoral care workers are placed into schools to complement the relationship between parents and teachers and the children in their care. A school outreach worker offers friendship to pupils in the school in which the worker is based as a non-official adult in the school without any official powers within the school organisation within the friendship offered to every pupil. There will be the encouragement and motivation of pupils towards personal wholeness, a continuing attention paid to the child's developing aptitudes, the stimulation of an enthusiasm concerning positive relationships with others, the promotion of health and well-being and prevention of personally and socially destructive behaviour.

- **Assertive Discipline**

  This involves the whole school in a concerted effort to improve and maintain discipline through a clearly understood behaviour framework, emphasizing

positive encouragement as well as clear sanctions. Assertive discipline focuses on the emotional motivation of teachers to implement a plan that asserts their right to teach. The programme according to Canter and Canter cited by Blandford (1987) stresses the need for positive discipline that is readily integrated into the teacher's routine teaching of the curriculum, so that it becomes fundamental to the classroom atmosphere and not something added on for the benefit of the misbehaving pupil. The assertive discipline has three essential components:-

a) Clear unambiguous rules

b) Continuous positive feedback when pupils are successfully keeping these rules

c) A recognised hierarchy of sanctions, which are consistently applied when these rules are broken.

Martin (1994) cited by Blandford (1997) asserts that sanctions are graded and recorded and take the form of warnings which lead to detentions and letters to parents. Simultaneously, positive behaviour is noted and rewards issued.

The African network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) Kenyan chapter believes that with the ban on corporal punishment, what is needed is a provision of alternative methods of non-violent discipline. Some of these include:-

• Parents playing a more pro-active role in upbringing and discipline of their children teaching fairness and justice.

- Learning about children's normal developmental states, modelling and reinforcing positive behaviour in children, recognizing anger triggers and forming strategies for managing them.

- Having open discussions with children.

- Guidance and counselling services.

- Having appropriate activities to actively engage children in.

- Consistent review of school rules and involving students in the rule making process.

- Good teaching practices and commitment by teachers (Daily Nation, April 6, 2004).

Guidance and Counselling has come in strongly in Kenyan schools as a preventative form of discipline. Guidance and Counselling are processes by which an individual is helped to explore, understand, accept and use his abilities, aptitudes and interest in relation to his world and society so that he may become developed, matured, responsible and fully functioning person. It is an experiential helping relationship where one of the participants intends that there should come about in one of both parties more appreciation of more functional use of the latent inner resources of the individual (Adesina, 1984).

In 1976, the Gachathi Commission Report made four important recommendations on the development of guidance and counselling services of the Ministry of Education. Second it required the head of each educational institution or department to assign a member of staff to be responsible for seeing that

opportunities for individual guidance by teachers and parent are available at appropriate times. Thirdly, it required each institution to build up and use cumulative records of students' academic performance, home background, aptitudes and interest and special problems to facilitate guidance and counselling (Republic of Kenya, 1976).

The Koech Education Commission Report of 1999, also emphasised the need for guidance and counselling to be strengthened in schools and colleges. It recommended that guidance and counselling be made an active service on a day-to-day basis, advising students on academic, social and practical aspects of life. The commission recommended that teachers be trained in guidance and counselling to work closely with other teachers, parents and religious bodies where necessary with children being consistently counselled against the use of violence as a solution to encountered problems (Republic of Kenya, 1999).

Hendrikz (1989) argues that the whole curriculum and everything that teachers do have guidance function, in that they play an important role in determining the direction that each pupil's development will take. He further stipulates five aspects of a teacher's guidance and counselling roles as:-

• He is a planner and manager of educational experiences for his pupils which will contribute to the development of knowledge, skills, personal qualities, habits of thought and decision making and attitudes to themselves and to others which is a preparation of adulthood.

- He is in the position of being a trusted confidante to all his pupils, not by invading their privacy but by his altitude towards them, showing them that he is ready to listen and help whenever they need him.

- He is someone in a unique position to monitor the development and progress of all his pupils and thus he may be the first to be aware of individuals who are showing early signs of developmental and behavioural problems. Early awareness more than anything else can prevent serious difficulties from arising later.

- Because of his facilities of giving help, he is in the best position to decide when additional help may be needed with a student with problems. He thus may recommend further diagnosis and treatment.

- Finally, he is a communication centre with links not only with children but also with their parents and other teachers. (Hendrikz, 1986)

Olembo and Cameron (1986) suggests other alternatives to corporal punishment as:-

- Giving extra work but cautions against giving extra written work because it can make a pupil hate his lessons and so spoil his progress rather, manual work can be given as punishment but must be within the pupils physical abilities and should not include gardening or agriculture.

- Detention: Keeping a pupil at school after school hours and during the midday break when others go home. This however calls for the teachers to inform the parent of the detention.

- Suspension: Should be used on serious offences for example a crime committed by a pupils inside or away from school and reported to the police calls for immediate suspension.

- Fines should be imposed to cover loss or damage to school property through a pupil's carelessness or bad behaviour. This makes children have more respect to school property and take care of books and equipment.

2.8   Conceptual Framework
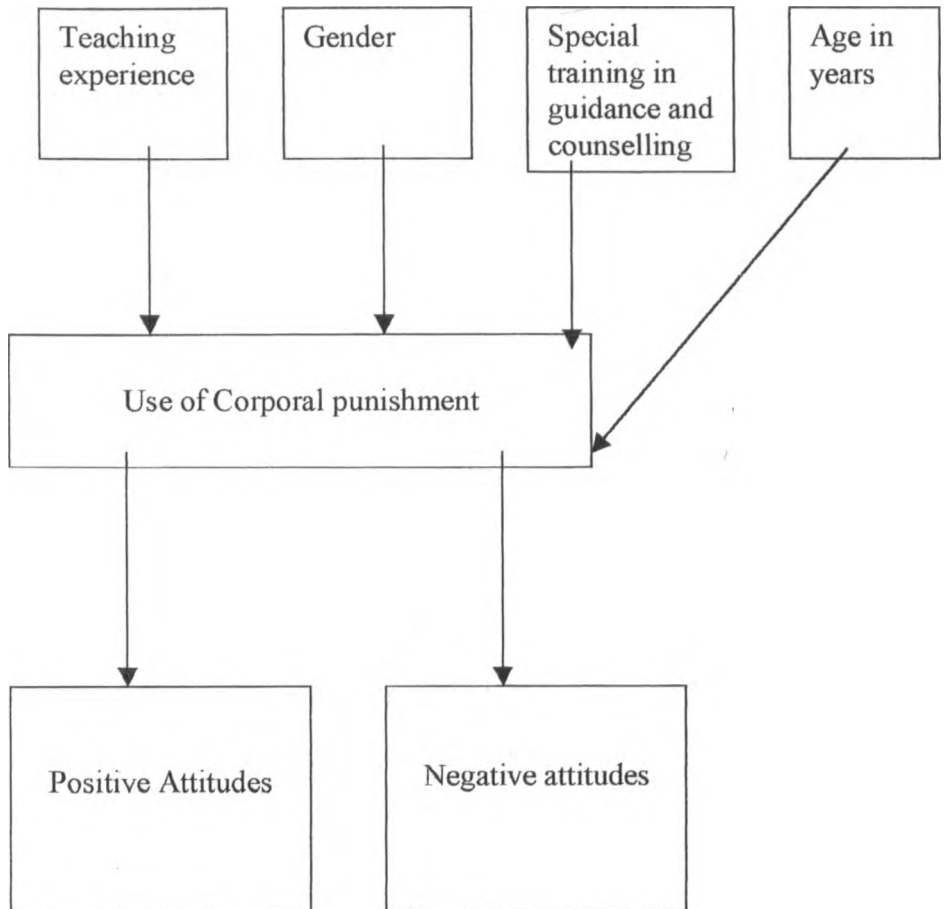
Figure 1: Conceptual Framework

In this conceptual framework, teachers' demographic variables including age gender, professional experience and special training in guidance and counseling are the inputs. These variables confronted the use of corporal punishments to handle disciplinary cases in schools. These generated either positive or negative attitudes towards the use of corporal punishment in individual teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

This chapter on methodology consist of the sub-topics: research design, target population, sample and sampling procedures, research instrument, validity of the instrument, reliability of the instrument, data collection procedures and data analysis techniques.

3.1   Research Design

The study used an ex-post facto design. This is systematic empirical inquiry where the researcher does not have direct control of the independent variables due to the fact that their manifestations have long occurred or they are inherently not manipulable (Kerlinger, 1973). According to Charles (1988) the cause which is independent variable in ex-post facto research defies manipulation since it is genetically fixed; circumstances do not allow its manipulation, or the cause is culturally ingrained.

In this study, ex-post facto design was appropriate because the manipulation of such variables like age, sex, academic qualifications, professional grade and experience of teachers was not possible in the course of the study. Tuckman (1978)'s definition of ex-post facto research as one where the study investigates the variables without any manipulation further confirmed the design as appropriate for this study.

3.2   Target Population

The target population in this study comprised all teachers in the twenty-four (24) secondary schools in Kikuyu Division. There are 477 teachers in the 24 public secondary schools in Kikuyu Division according to the Divisional Educational Office.

3.3   Sample and Sampling Procedure

This study targeted teachers in public secondary schools in Kikuyu Division. There are 24 schools with 477 teachers. Three new schools in the division were not involved in the study for they could not provide adequate information on discipline and corporal punishment having existed for less than four years. Borg and Gall (1983) suggest that for descriptive studies, 30 cases are the minimum number to work with. Since this study was descriptive in nature, the researcher chose to work with 30% of the 477 teachers. Assuming that each of the schools in the division had 25 teachers, 8 of the schools were randomly sampled from 21 schools. This meant distributing 200 questionnaires in these schools. All the teachers in these schools were involved in thestudy.162 teachers responded positively, filled and returned the questionnaires. This represented a return rate of 81%.

3.4   Research Instruments

Data pertaining to the attitudes of teachers and the withdrawal corporal punishment as a disciplinary method in Kikuyu Division was gathered using a teacher's questionnaire.

3.5   Teachers Questionnaire

The questionnaire was divided into three sections. Section one contained nine items, which gathered demographic data of respondents and school data such as age, sex, academic qualification, teaching experience, professional qualification, size of the school and category of the school.

The second section of the questionnaire sought information on the attitude of teachers towards corporal punishment and its withdrawal as well as data on discipline problems solved by caning in schools before the ban. There were twenty (20) statements that sought information on teacher's attitudes towards corporal punishment. Ten of the items were positively stated and the other ten were negatively stated. The positively stated items were odd numbered whereas the negatively stated items were even numbered. This was done to ensure that the negatively stated items and the positively stated items were properly mixed up to avoid bias. The Likert scale was used to score both the positively and the negatively stated items as follows.

(a)   Positively stated items

Strongly agree	(SA)	=	5
Agree	(A)	=	4
Uncertain	(U)	=	3
Disagree	(D)	=	2
Strongly Disagree	(SD)	=	1

(b)   For negatively stated items

Strongly Disagree	(SD)	=	5

Disagree	(D)	=	4
Uncertain	(U)	=	3
Agree	(A)	=	2
Strongly Agree	(SA)	=	1

The questionnaire seeking information on the discipline problems formally solved by caning before the ban had twelve items. The following scale was used to score them as follows.

Always	(A)	=	5
Rarely	(R)	=	4
Never	(N)	=	3

The third section of the questionnaire consisted of twelve (12) unstructured items where the respondent was required to give their own opinions.

The researcher with the help of other Master of Education students developed the questionnaire. The assistance of the supervisor was also sought. Particular reference was made to the instrument used by Nyaga (1997) and Wandeo (2002).

3.6   Instrument Validity

To enhance the validity of the questionnaire a pre-test was conducted on a population similar to the target. This was necessitated by the need to assess the clarity of the instrument items so that those that failed to measure the variables they were intended to, could either be modified or discarded and new items added. Mulusa (1988) recommended that about ten cases that represent the target population in all the major aspects should be used in a pre-test. Therefore five

schools chosen randomly were used since they could provide the recommended cases. The supervisor was continuously consulted in the course of constructing the instrument to ensure validity besides this pre-test.

3.7 Reliability of the Instrument

Roscoe (1969) states that the split-half method during the pre-test can be used to establish the internal consistency (Coefficient of the test). This involves splitting the instrument into two; one half of even-numbered items and the other of odd-numbered items. The correlated result value provides the internal consistency of one half, that is, the degree to which the two halves of the test are equivalent or consistent in terms of items. The coefficient is obtained through the Pearson Product Moment Formula. To obtain the full reliability of the instruments, the Spearman Brown Prophecy Formula was used.

Reliability of entire test R2 $= \dfrac{2 \text{ (reliability of 0.5 test) (r)}}{1 + \text{(reliability of 0.05 test) (r)}}$

(Tuckman, 1978)

A reliability of 0.97 was obtained hence the instrument was deemed sufficient for the study to be conducted.

3.8 Data Collection Procedure

The researcher administered the questionnaire for both the pilot and the main study. A research permit was obtained from the Office of the President. Head teachers of the participating schools were contacted, after which the schools were visited for

the administration of the questionnaires. All the respondents were assured of confidentiality and security. The filled questionnaires were collected after five days.

3.9   Data Analysis Techniques

Analysis of data started with editing and inspecting of data pieces in order to identify spelling mistakes, items that were wrongly responded to and any blank spaces left unfilled by the respondents. The data was then classified according to age, sex, academic qualification, professional grade and teaching experience of the respondents.

The categorized data was transferred to a computer sheet prepared by the researcher with professional assistance from a computer specialist. Data was computed using the Statistical Package for Social Sciences (SPSS). The four null hypotheses were tested using ANOVA T-test & F-test statistics.

For section two of the questionnaire, the Likert summated rating scale was used. Each item of the attitude scale was followed by five responses which ranged from strongly agree to strongly disagree. The responses that supported positive statement were regarded as positive and the respondents were scored as follows SA = 5, A = 4, U=3, D=2, SD, = 1. Responses that supported negative statements were regarded as negative and the respondents were scored using reverse scoring as follows:- SA=1, A = 2, U = 3, D = 4, SD = 5.

The scores were then added for all the items to give a measure of the attitudes of the teachers.

Descriptive statistics such as frequency distribution, percentages and means were used to analyse demographic data and school information. This assisted in explaining and grounding further the findings of the study especially with regard to the test conclusions.

CHAPTER FOUR:

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

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

Questionnaire return rate

A total number of 200 questionnaires were administered to the teachers in the 8 randomly sampled public schools in Kikuyu division. A total number of 162 questionnaires were returned dully filled thus the questionnaire return rate was 81%.

4.1 Analysis of demographic data of respondents

The data presented in this section of the study was obtained from completed teachers questionnaires in eight public secondary schools in Kikuyu Division.

4.1.1 Age of the respondents

The teachers were asked to indicate their age. The findings are presented in Table 2.

Table 2. Age of respondents

Age	Frequency	Percent
25-30	24	14.8
31-35	65	40.1
36-40	44	27.2
Over 40	27	16.7
No response	2	1.2
Total	**162**	**100.0**

The data concerned with age showed that 24(14.8%) of teachers were aged between 25-30 years, 65(40.1%) were aged between 31-35 years while 44(27.2%) were between 36-40 years, 27(16.7%) were over 40 years. Majority of the respondents fall within the 31-35 and 36-40 year brackets amounting to a staggering 67.3%. This could be due to the fact that the teachers in these age brackets graduated before 1998 when the Bachelor of Education graduates were absorbed automatically into teaching service. The small number within the 25-30 years could be attributed to the freezing of employment of teachers from 1998 whereby teachers have been employed as need arises. The small number in the bracket over 40 years accounting for 16.7% could probably be due to the fact that bachelor of education graduates were absorbed into better paying sectors in the former years when employment competition was low.

4.1.2 Gender of the respondents

The teachers were asked to indicate their gender and the results are shown in Table 3.

Table 3. Gender of respondents

Gender	Frequency	Percent
Male	76	46.9
Female	86	53.1
Total	162	100.0

Thus there were 76(46.9%) males and 86(53.1%) female teachers. There are more female teachers than male teachers probably due to the stereotype that teaching is a career for women hence men move to other male-oriented professions.

4.1.3 Teachers academic qualifications

The teachers were asked to indicate their academic qualifications and the findings are presented in Table 4.

Table 4: Academic qualifications of the teachers

Qualification	Frequency	Percent
Diploma	14	8.6
B.Ed	101	62.3
BSc with PGDE	9	5.6
BA with PGDE	5	3.1
M.Ed	7	4.3
Other	4	2.5
No response	1	0.6
Total	162	100.0

The data in table 4 indicated that 14 (8.6%) of the teachers had a diploma qualification while 101 (62.3%) had a bachelor of education degree. Those with a Bachelor of Arts with postgraduate diploma in education were 5 (3.1%) while those with Bachelor of Science with a post graduate diploma in education were 9 (5.6%). Teachers with a Masters of education qualification were 7 (4.3%). The data in table 4 revealed that an overwhelming number of teachers 122 (75.3%) were university graduates. This could probably be due to expansion of University Education after the Mackay Education Commission of 1982. The data also revealed that all the teachers in the study were trained.

4.1.4 Teachers' professional experience in years

Table 5: Teachers professional experience

Years of experience	Frequency	Percent
1-5	29	17.9
6-10	56	34.6
11-15	50	30.9
16-20	17	10.5
Over 20	8	4.9
Total	**162**	**100.0**

The data in table 5 revealed that teachers were represented in all the blocks with the most having an experience of between 6-10 years (34.6%). The bulk number of teachers fell within 6-10 and 11-15 years of experience forming 65.5%. This could probably due to the fact that they were employed when employment of graduate teachers was automatic before 1998. The government suspension of teacher's recruitment in 1998 could account for the small number of those with an experience of between 1 and 5 years. The smallest number

fall within the over 20 years of experience and could probably be attributed to the considerably few numbers who graduated with bachelor of Education degree. Further more a good number of bachelor of education graduates were absorbed in the private sector in the 1980s and the 1990s as competition for employment was still low.

4.1.5 Special training in guidance and counselling

The teachers were asked to indicate whether or not they received any training on guidance and counselling.

Table 6: Respondents with specialised training in guidance and counselling

Special training in guidance and counselling	Frequency	Percent
Trained	40	24.7
Not trained	111	68.5
No response	11	6.8
Total	**162**	**100.0**

The data in Table 6 indicated that majority of the teachers 111(68.5%) had no specialised training in guidance and counselling. Only 40(24.7%) had specialized training in guidance and counselling. The findings concur with the findings of Gitao (2000) that most of the teachers who had been given the responsibility of guidance and counselling did not have the necessary counselling skills.

Further teachers were asked to indicate the highest level of training in guidance and counselling.

Table 7: Level of training in guidance and counselling for the respondents

Level of training	Frequency	Percent
Certificate	29	17.9
Diploma	4	2.5
Degree	2	1.2
Untrained	127	78.4
Total	162	100.0

It was found out that for those trained in guidance and counselling, most of them 29 (17.9%) had been trained only up to certificate level. As earlier noted majority of the teachers did not have any training in guidance and counselling. This could be due to lack of guidance and counselling curriculum within teacher training programmes and the fact that guidance and counselling is a relatively new area. The teachers who had certificates (17.9%) could have acquired them through self-sponsorship or attending workshops organised by churches and non-governmental organisations. Those with diplomas and degrees could have been awarded in colleges and universities, which have started offering courses in guidance and counselling.

4.2 The use of corporal punishment to solve disciplinary problems in schools prior to the ban

The researcher sought to find out which disciplinary problems were addressed using the cane prior to its ban. The offences were categorised into three groups. These were: Very serious offences including theft, bullying, property destruction and drug abuse; Serious offences which included refusal to do homework, fighting between students late coming to school and disrespect for the teacher and lastly; Petty offences including staring, poor response to bells, poor standards of cleanliness and writing on walls and desks (Figure 1, 2, and 3).
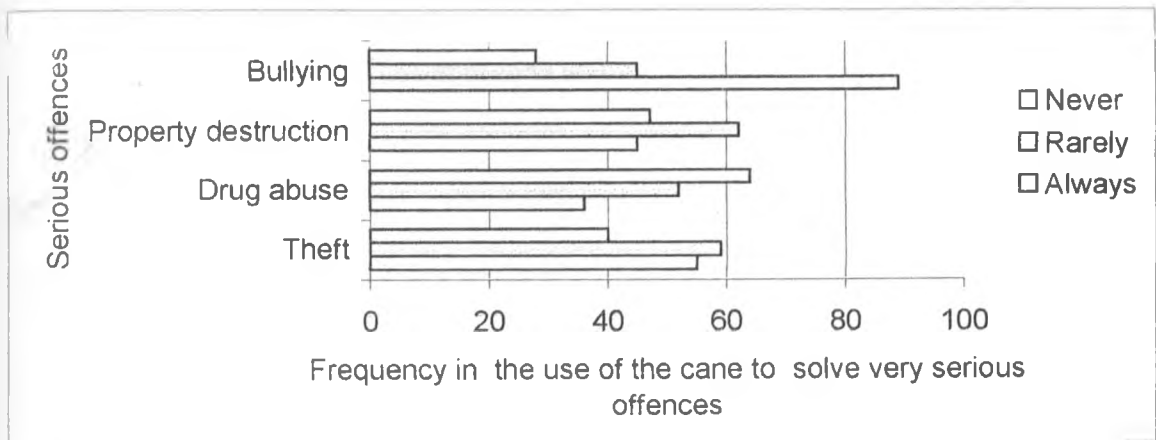
Figure 2:The use of cane to tackle very serious offences

It emerged that the cane was always used to tackle cases of bullying. In case of drug abuse, theft and property destruction it was rarely used. This is because in most schools students were asked to replace stolen items as well as those destroyed. For drug abuse, teachers resort to guidance and counselling or expulsion.

In so far as serious offences were concerned the study found that fighting between students, late coming to school and refusal to do homework were always handled with the cane (Figure 2). It was rarely used to address cases of disrespect to the teacher, mainly because the cane would worsen an already delicate case hence the use of other methods especially guidance and counselling.
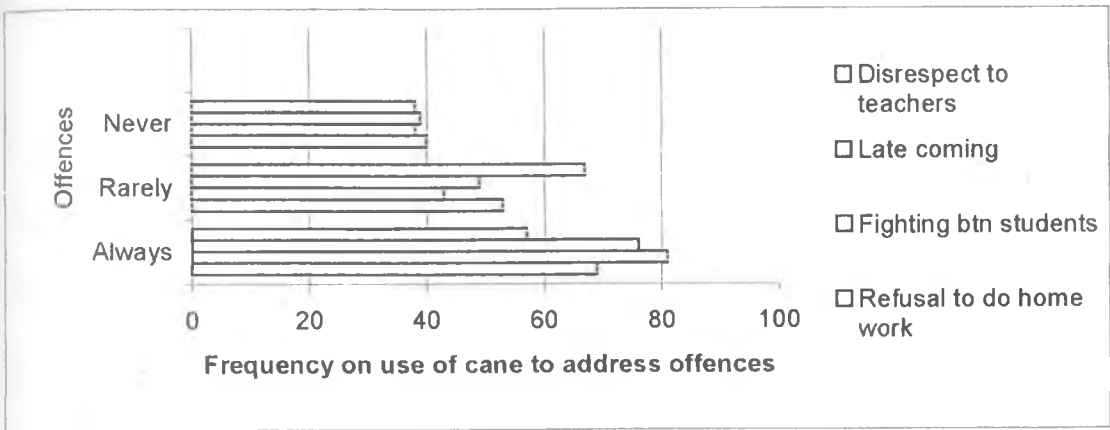
Figure 3: Use of cane to handle serious offences.

The researcher also sought to find out the petty offences experienced in schools and how often the teachers resorted to the cane in a bid to address them.(Figure 3).

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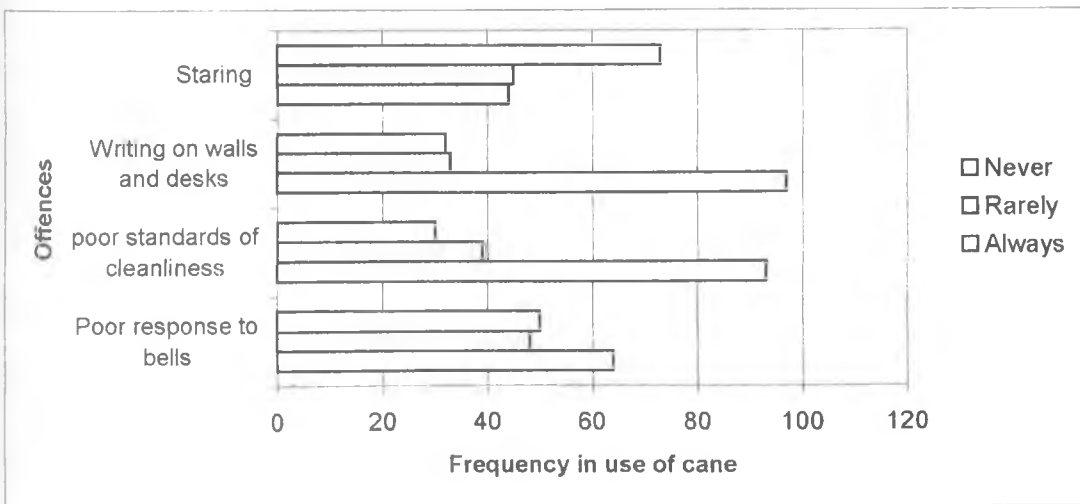
Figure 4: Use of cane to address petty offences

The study found out that the cane was always used to tackle petty offences in almost all cases except the petty offence of staring. Staring occurs when visitors come to school and when new teachers especially female teachers are posted in boys' school. The cane is seldom used in such cases because the number of students guilty of staring could be so massive that a teacher cannot manage to cane all of them.

4.2.1 Problems experienced with parents and students over use of the cane

The teachers were asked to indicate whether they had experienced any problems with parents or students over the use of cane.(Table 8). The study found out that 111 (68.5%) of the respondents had not experienced problems over the use of the use of cane either with parents or students. This is attributed the presence of the cane in discipline in schools since 1970 until March 2001 when it was outlawed by the government.

Table 8: Teachers who have experienced problems over the use of cane.

Experienced problem	Frequency	Percent
Yes	41	25.3
No	111	68.5
No response	10	6.2
Total	162	100.0

The study sought to find out the perceptions of the teachers in so far as the effectiveness of the previous policy on corporal punishment was concerned. Results (Table 8) show that 59.9 % found the policy effective while 32.7% found otherwise.

4.2.2. Effectiveness of the previous policy on corporal punishment

Table 9: Effectiveness of the previous policy on corporal punishment

	Frequency	Percent
Effective	97	59.9
Not effective	53	32.7
No response	12	7.4
Total	162	100.0

The respondents were further asked to state what they thought about the effectiveness of corporal punishment as a disciplinary measure (Table 9). It was found that 67.3% thought that corporal punishment was an effective way of instilling discipline in students while 32.7% thought it was ineffective.

4.2.3. Teachers' affected by caning while they were students

Teachers were asked to indicate how often the cane was used on them as students and the findings are presented in table 10. The study found that the cane affected 56.2% of the teachers as students while 36.6% said that the cane did not affect them. This explains the large number of teachers (59.9%) who thought that the previous policy on corporal punishment was effective in controlling students' discipline.

Table 10: Teachers affected by caning while students

	Frequency	Percent
Yes	91	56.2
No	56	34.6
No response	15	9.3
Total	162	100.0

4.2.4. Frequency of times when respondents were caned as students

Teachers were asked to indicate how often the cane was used on them as students. Findings are recorded in the table 11 below.

Table 11: Frequency of times when respondents were caned as students.

	Frequency	Percent
Always	21	13.0
Often	34	21.0
Occasionally	56	34.6
Rarely	36	22.2
Never	9	5.6
No response	6	3.7
Total	**162**	**100.0**

About 70.0 % of the respondents indicated that they were always, often and occasionally caned whereas only about 5.0 % indicated that they were never caned. This could be attributed to the legal notice No.40 of 1970, which legalised caning in Kenyan schools. Most of these teachers were in school when caning was still legal.

4.2.5. Support on the ban on corporal punishment

The respondents were also asked to state whether or not they support the withdrawal of corporal punishment. It was found out that 67.3% did not support the ban as shown on Table12. This compares well with the large number of respondents (about 59.9%) who had earlier indicated that they find the former policy on corporal punishment effective in maintaining discipline. So, corporal punishment should not have been banned as a disciplinary measure.

Table 12:Support ban on corporal punishment

	Frequency	Percent
Yes	44	27.2
No	109	67.3
No response	9	5.6
Total	162	100.0

4.2.6. Opinion on the timing of the ban on corporal punishment

Related to the ban on corporal punishment is the timing of the ban. Teachers were asked to state their opinion on the timing of the ban on corporal punishment (Table 13). To this end 73.5% felt that it came too early. This compares well with the earlier observation where about 67.3% did not support the ban on corporal punishment at all. This implies that educational authorities should have consulted first with all the stakeholders before banning the cane. It also indicates that the ban was not taken well by the teachers who are supposed to handle cases of indiscipline within the schools. As such, as a nation we should brace ourselves for far reaching consequences of lapse in our schools.

Table 13: Opinion about the timing of the ban on corporal punishment

	Frequency	Percent
Too early	119	73.5
Timely	22	13.6
Too late	13	8.0
No response	8	4.9
Total	162	100.0

4.2.7. Relationship between increased school strikes and ban on corporal punishment

The teachers were also asked to indicate whether they see the increased school strikes as resulting from the ban on corporal punishment. Results indicate that 67.9 % said they could attribute the increased strikes in secondary schools as resulting from the ban while 24.7% said that strikes are not the result of the ban (Table 14). These results compare well with earlier findings where the bigger number of teachers felt that corporal punishment was an effective method of maintaining discipline and did not support the ban on corporal punishment.

Table 14:Relationship between increased school strikes and ban on corporal punishment

	Frequency	Percent
Yes	110	67.9
No	40	24.7
No response	12	7.4
Total	162	100.0

4.2.8 Opinion on reinstatement of corporal punishment

Teachers were further asked to state what their opinion is in so far as reinstatement of the cane is concerned (Table 15). An overwhelming 76.9% said that they would recommend that corporal punishment be reinstated. Only a paltry 19.1% would be opposed to the reinstatement of corporal punishment in schools. This large percent of those in favour of reinstatement relates well with the earlier findings where the majority (67.3%) did not support the ban on corporal punishment. The 19.1% opposed to the reinstatement of the

cane are those agitating for alternative measures such as guidance and counseling of maintaining discipline in schools.

Table 15:Lifting the ban on corporal punishment

	Frequency	Percent
Yes	124	76.5
No	31	19.1
No response	7	4.3
Total	162	100.0

Hypotheses testing

In order to establish if statistically significant relationship existed between the teachers' demographic variables and attitudes towards the use of corporal punishment, T-test, F-test and ANOVA test were used. The background variables included age, gender, teaching experience in years and specialised training in guidance and counselling. There were four null hypotheses.

H : There is no significant difference between age of the teacher and the attitude towards the use of corporal punishment as a disciplinary measure

Table 16: A cross tabulation of teacher's age and their attitude towards the use of corporal punishment as a disciplinary measure.

		Age Bracket								
	Range of	Over 40		36-40		31-35		25-30		Below 25
Attitude	scores									
		F	%	F	%	F	%	F	%	F	%
Positive	61-100	18	11.2	28	17.3	40	24.7	21	12.9	1	0.6
Neutral	60	1	0.6	1	0.6	4	2.6	0	0	0	0
Negative	0-59	8	4.9	13	8.0	21	12.9	5	3.1	1	0.6
Total	-	27	16.7	42	25.9	65	40.2	26	16.0	2	1.2

Table 16 revealed that 108 teachers in all age brackets from a total number of 162 had positive attitude towards the use of corporal punishment. Among these, 53.2% were above the age of 30 years. This could be attributed to the fact that these teachers studied when corporal punishment was widely accepted as a disciplinary measure and sanctioned legally. Those with a negative attitude were 48 while those with a neutral attitude were 6 only. The global trends in human rights education and awareness campaigns could be attributed to this number drifting away from the traditional thinking

Table 17: Analysis of Variance of age of teachers against attitude towards use of corporal punishment

Number	Mean	Standard Deviation	df between groups	df within groups	F-value
162	3.155	1.474	4	158	0.645

F critical=2.45 at 0.05 level of significance.

Conclusion: Since f calculated value not greater than F critical, then H_01 was not to be rejected. There was thus no significant difference between age of the teachers and their attitude towards the use of corporal punishment.

H₀2 : There is no significant difference between the gender of the teachers and the attitude towards the use of corporal punishment as a disciplinary method.

Table 18: A cross tabulation of teacher's gender and their attitude towards the use of corporal punishment as a disciplinary measure

Attitude	Range of scores	Gender			
		Male		Female	
		F	%	F	%
Positive	61-100	47	29.0	60	37.1
Neutral	60	4	2.5	2	1.2
Negative	0-59	19	11.7	30	18.5
Total		70	43.2	92	56.8

Table 18 indicated that out of 92 female teachers who participated in the study, 60 (65.2%) of them had a positive attitude towards the use of corporal punishment. Notably, out of 70 male teachers who participated in the study (47 (67.1%) had a positive attitude towards the use of corporal punishment.

Table 19:T-test of teachers' gender against their attitude

Gender	Number	Mean	Standard Deviation	df between groups	df within groups	F-value
Male	70	3.401	1.484	1	161	2.1988
Female	92	3.173	1.445	1	161	2.1988

F critical=3.92 at 0.05 level of significance

Conclusion: since the value of F calculated is not greater than F critical, then $H_0 2$ is not to be rejected. There was thus no significant difference between gender of the teachers and their attitude towards the use of corporal punishment. However, the means of males and females indicated that men agreed on more items than women did thus their attitude skewed towards the positive direction than their female counterparts.

$H_0 5$: **There is no significant difference between the teachers' experience and the attitude towards the withdrawal of corporal punishment as a disciplinary measure.**

Table 20: A cross tabulation of teachers' experience and their attitude towards use of corporal punishment as a disciplinary measure

Teaching experience in years

Attitude

	Range of scores	1-5		6-10		11-15		16-20		Over 20	
		F	%	F	%	F	%	F	%	F	%
Positive	61-100	21	13.0	40	24.7	32	6.8	11	6.8	4	2.5
Neutral	60	0	0	2	1.3	3	1.8	0	0	1	0.6
Negative	0-59	7	4.3	20	12.3	13	8.0	5	3.1	3	1.8
Total		28	17.3	62	38.3	48	16.6	16	9.9	8	4.9

Table 20 indicated that 108 teachers out of 162 with an experience of between 1-20 years had a positive attitude towards the use of corporal punishment. Teachers within 6-10years of experience displayed a more positive attitude (24.7%) than others whereas those with experience over 20 years showed a higher negative attitude 1.8%.

Table 21:Analysis of Variance of attitude against teaching experience

Number	Mean	Standard Deviation	df between groups	df within groups	F-value
162	3.6512	1.652	4	158	0.836

F critical=2.45 at 0.05 level of significance.

Conclusion: Since the value of F calculated is not greater than value of F critical, then H_03 was not to be rejected. There was thus no significant difference between teachers' experience and their attitude towards use of corporal punishment.

H_04 There is no significance difference between the teachers' special training on guidance and Counselling and his or her attitude towards corporal punishment as a disciplinary measure.

Table 22: A cross tabulation of teachers' special training in guidance and counseling and their attitudes towards corporal punishment

Attitude	Range of scores	Trained		Untrained	
		F	%	F	%
Positive	61-100	28	17.3	80	49.6
Neutral	60	1	0.6	5	3.1
Negative	0-59	12	7.4	36	22.2
Total		41	25.3	121	74.4

Table 22 indicated that majority of the untrained teachers in guidance and counselling ((49.4%) had a positive attitude as compared to trained teachers (17.3%). Out of 41 teachers with specialized training in guidance and counselling, 12 (29.2%) had a negative attitude towards use of corporal punishment. It can be concluded that special training in guidance and counselling did not influence teachers' attitude towards use of corporal punishment negatively.

Table 23:Analysis of Variance of attitude against special training in guidance and counselling

Number	Mean	Standard Deviation	df between groups	df within groups	F-value
162	3.510	1.435	1	161	1.162

F critical=3.92 at 0.05 level of significance

Conclusion: Since the value of F calculated is not greater than the value of F critical, then Ho4 is not to be rejected. Thus there was no significant difference between the teachers'

Training in guidance and counselling and their attitude towards the use of corporal punishment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0   Introduction

This chapter presents the summary of the study, conclusion drawn from the findings of the study and recommendations for further research.

5.1   Summary of the study

Discipline is an integral part in the running of any organization. This is true for a school also because no group of people can fulfil their objectives without establishing standards of behaviour and norms, which lead each person in a group to develop self-control and self-direction. Corporal punishment has been used in schools since time immemorial to maintain students' discipline. The purpose of this study was to determine teachers' attitude towards the use of corporal punishment. The study was carried out in secondary schools in Kikuyu Division. The study was ex-post facto in design and target population was all public secondary school teachers within Kikuyu Division.

To determine reliability and validity of the instrument, a pilot study was conducted in three schools selected randomly from the public secondary schools in Kikuyu Division. A reliability of 0.97 was obtained. The questionnaire was then administered. A total of 162 questionnaires were duly filled and returned hence the return rate was 86%.

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5.2 Summary of the research findings

A summary of the main findings from the study according to the study objectives included;

1. Most teachers in public schools in Kikuyu Division felt that corporal punishment was an effective disciplinary measure

2. The study also revealed that corporal punishment was popular for solving serious and petty offences prior to its ban.

3. Another research finding was that most teachers in public secondary school opposed the ban on corporal punishment and recommended its reinstatement.

4. Most teachers attributed the recent spate of strikes and unrest in secondary schools to the ban on corporal punishment.

5. There are few teachers with training in guidance and counseling other than child psychology that they learnt during their training as teachers.

6. No significant difference was found between the age of the teacher and their attitude towards the use of corporal punishment.

7. No significant difference was found between the teachers' professional experience and their attitude towards corporal punishment.

8. No significant difference existed between the teachers' special training in guidance and counselling and their attitude towards the use of corporal punishment.

5.3 Conclusions of the study

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

1) It can be concluded that the teachers in the public schools had a positive attitude towards corporal punishment.

2) Another significant finding was that teachers did not support the ban of corporal punishment and attributed the increased indiscipline in schools to this ban. They thus recommended the reinstatement of corporal punishment.

3) The study also revealed that most teachers were not trained in guidance and counselling and felt the previous policy on corporal punishment was effective in maintaining discipline in schools.

4) Further, the study revealed that demographic variables such as age, gender and academic qualification did not affect teachers' attitude towards corporal punishment.

5.4 Recommendations

On the basis of the findings of this study and conclusion the following recommendations were put forward, which may enhance students' discipline in schools.

1. Since government policies on education elicit diverse attitudes from teachers who are key stakeholders in education, the teachers should always be consulted whenever the government intends to change any policy affecting education.

2. Corporal punishment should be reinstated and its use controlled by the Ministry of education because the teachers attitude is positive

3. More teachers be trained in guidance and counselling to handle some discipline problems like drug abuse.

4. Disciplinary committees be set up in all schools by the Teachers Service Commission to help control indiscipline.

5.5   Recommendations for further research

The following areas are suggested for further research.

1. Replication of this research on attitudes of teachers towards use of corporal punishment as a disciplinary method in public secondary schools using an interview schedule as the research instrument.

2. A study on primary school teachers' attitudes towards the use of corporal punishment in both rural and urban areas respectively.

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APPENDICES

APPENDIX A

Letter to the head teacher

> Wairuri Cecilia W.
> University of Nairobi
> Department of Educational
> Administration and Planning
> P. O. Box 92
> KIKUYU.

1st May. 2004

The Headteacher

.............................Secondary School

Dear Sir/Madam,

Ref: The Attitude of Teachers Towards the Withdrawal of Corporal Punishment as a Disciplinary Measure in Secondary Schools in Kikuyu Division

I am a postgraduate student at the University of Nairobi, Pursuing a Master of Education Degree in curriculum studies. I am conducting a study to find out the attitude of teachers towards the use of corporal punishment as a disciplinary measure in your school. I am hereby seeking permission to interview your teachers through questionnaires.

The questionnaire are designed for this research project only, therefore the responses shall be absolutely confidential and anonymously given. No name shall be required from any respondent or institution.

Thank you in advance.

Yours sincerely,

Wairuri, C. W.

Letter to the respondent

Wairuri Cecilia W.
University of Nairobi
Department of Educational
Administration and Planning
P. O. Box 92
KIKUYU.

1st May, 2004

Dear Respondent

Re: Study On Teachers Attitude Towards The Ban On Corporal Punishment In Secondary Schools In Kikuyu Division

I am a postgraduate student at the University of Nairobi, pursuing a Master of Education in curriculum studies course. I am conducting a study on the attitude of teachers towards the use of corporal punishment in your school. I hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge.

The questionnaires are designed for this research purpose only, therefore, the responses shall be absolutely confidential and anonymously given. No name shall be required from any respondent or institution.
Thank you in advance.

Yours sincerely,

Wairuri. C. W.

APPENDIX C

Teachers' questionnaire

Please answer all the questions in the questionnaire as honestly as possible and to the best of your knowledge. Do not write your name anywhere on the questionnaire or any other form of identification. All the information in this questionnaire will be treated in confidence.

Please respond to each item by putting a tick (✗) next to the response applicable

SECTION A

1. Please indicate your gender

    a)   Male   [   ]

    b)   Female   [   ]

2. What is your age bracket?

    a)   Over 40 years   [   ]

    b)   36 – 40 years   [   ]

    c)   31 – 35 years   [   ]

    d)   25 – 30 years   [   ]

    e)   Below 25 years   [   ]

3. What is your highest professional qualification?

    a) Diploma / SI   [   ]

    b) Bachelor of Education   [   ]

    c) BA with PGDE   [   ]

    d) B. Sc with PGDE   [   ]

    e) BA with Education   [   ]

    f) BA with Diploma in Education   [   ]

    g) Any other   _____

4. Please indicate your professional experience in years

    a) 1 – 5 years   [   ]

    b) 6 – 10 years   [   ]

    c) 11 – 15 years   [   ]

    d) 16 – 20 years   [   ]

    e) Over 20 years   _____

5. What is the category of your school?

    a) Mixed day   [   ]

    b) Mixed boarding   [   ]

    c) Girls boarding   [   ]

    d) Girls day   [   ]

    e) Boys day   [   ]

    f) Boys boarding   [   ]

6.	Pleas indicate the number of streams in your school

    a)	Single	[	]

    b)	Double	[	]

    c)	Triple	[	]

    d)	Four	[	]

    e)	Five	[	]

    f)	Over five	[	]

7.	What is the number of students in your school?

    a)	Boys	[	]

    b)	Girls	[	]

    Total

8.	i)	Do you have any special training in guidance and counselling

        a)	Yes	[	]		b)	No	[	]

    ii)	If yes specify _____

SECTION II

1. Use the key below to indicate your opinion or feelings towards the items that follow. Put a tick (x) next to the response that describes your opinion. Please indicate what you believe rather than what you think you should believe.

Strongly Agree   (SA)

Agree   (A)

Uncertain   (U)

Disagree   (D)

Strongly Disagree   (SD)

		SA	A	U	D	SD
1	A good school must have corporal punishment to maintain high discipline					
2	I hate canning student					
3	Canning students is fascinating and fun					
4	Canning students scares me very much					
5	I enjoy canning students					
6	I feel restless and uncomfortable when canning students					
7	Corporal punishment saves my time and is effective					
8	I hate teachers who cane students					
9	Corporal punishment is good for errant students					
10	I fear administering corporal punishment					
11	I enjoy canning than guidance and counselling					
12	I feel bad without the cane					
13	Canning students is barbaric and inhuman					

14	The feeling I have towards corporal punishment is a good feeling						
15	I have never liked the cane						
16	Canning students gives me a pleasant feeling						
17	Canning students is a waste of valuable time						
18	I would like canning to be reinstated						
19	Canning should be avoided at all costs						
20	I like head teachers who allow canning in their schools						

2. Listed below are categories of disciplinary problems found in secondary schools. Use the key below to indicate the frequency of the use of the cane to solve them.

Key:

Always   (A)

Rarely   (R)

Never   (N)

	Very serious offences	A	R	N
a)	Theft			
b)	Drug abuse			
c)	Destruction of property			
d)	Bullying			
	Serious offences			
a)	Refusal to do homework			

b)	Fighting between students				
c)	Late coming to school				
d)	Disrespect for teacher				
	Petty offences				
a)	Poor response to bells				
b)	Poor standards of cleanliness				
c)	Writing on walls and desks				
d)	Staring				

SECTION III

1. Did you find the previous policy on corporal punishment as stipulated by the Education Act effective in controlling discipline in your school.

    Yes   (   )   No   (   )

    a)   Justify your choice _____

2. i)   Corporal punishment is effective as a disciplinary method

    a)   Yes   [   ]   b)   No   [   ]

    ii)   Kindly justify your choice _____

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

    a)   Yes   [   ]   b)   No   [   ]

ii)   Kindly justify _____

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

Scale	Occasionally	Rarely	Never
Head Teacher			
Deputy Headteacher			
Any Teacher			
Parent			

Any other specify -_____

5.   i)   As a teacher did you at any time experience a problem with parents or

        students over the use of the cane

        a)   Yes   [   ]   b)   No   [   ]

ii)   Kindly specify _____

6.   Were you ever caned as a student?

a)   Always   [   ]

b)   Often   [   ]

c)   Occasionally   [   ]

d)   Rarely   [   ]

e)   Never   [   ]

7.   i)   Does your answer above (6) have any influence on your attitude towards the

        use of corporal punishment?.

        a)   Yes   [   ]   b)   No   [   ]

ii)   Kindly justify _____

8.   Do you support the ban on Corporal punishment in schools?

a)   Yes   [   ]   b)   No   [   ]

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

Too early   [   ]

Timely   [   ]

Too late   [   ]

(a)   Kindly justify_____

10.   i)   In your opinion, does the increase in the number of strikes in schools in the

recent past have any link with the withdrawal of corporal punishment?

a)   Yes   [   ]   b)   No   [   ]

ii)   Justify _____

11.   i)   Would you recommend the reinstatement of corporal punishment in

schools?

a)   Yes   b)   No   [   ]

ii)   Kindly justify _____

12.   If, your answer is No to the above what in your opinion are the most effective

alternative disciplinary measures.

a)

b)

c)

APPENDIX D

Research permit

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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss CECILIA WAIRIMU WAIRURI

of (Address) UNIVERSITY OF NAIROBI P.O. BOX 30197, NAIROBI

has been permitted to conduct research in

_____ Location,

KIAMBU _____ District,

CENTRAL _____ Province,

on the topic A STUDY OF TEACHERS ATTITUDES TOWARDS THE WITHDRAWAL OF CORPORAL PUNISHMENT AS A DISCIPLINARY MEASURE FROM PUBLIC SECONDARY SCHOOLS IN KIKUYU DIVISION

for a period ending 30th November, 20 04

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Research Permit No. MOEST 13/001/34C 313

Date of Issue 8th September, 2004

Fee received Shs. 500

Applicant's Signature

For: B. O. ADEWA
Permanent Secretary
Ministry of Education
Science and Technology