

**THE ATTITUDE OF TEACHERS TOWARDS THE OUTLAWING OF  
CORPORAL PUNISHMENT IN PUBLIC PRIMARY SCHOOLS IN KIPKAREN  
DIVISION, NANDI COUNTY, KENYA**

**BY**

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**Declaration**

**Declaration by the candidate**

I declare that this is my original work and has never been presented to any university for the purposes of examination.

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**Dedication**

This work is dedicated to my husband D.T Maiyo, my children Tony, Dennis, Geoffrey, Maureen and Angela for their continued support during my studies.

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## ABSTRACT

The abolishment of corporal punishment without finding effective alternative methods of managing behavior in pupils has led to indiscipline and conflicts in Kenyan primary schools. The specific objective of the study was to investigate teachers' attitude towards the outlawing of corporal punishment in primary schools in Nandi North district. The researcher also investigated the use of alternative methods, which teachers use instead of corporal punishment. The study sought to establish whether there is any influence of teachers' demographic data such as attitudes of teachers, gender, educational qualifications, teachers' age and teachers' experience and other alternative methods of discipline. The study was conducted in Kipkarren Division, Nandi County of Rift Valley Province. The population of the study comprised of primary school teachers in Nandi North district. The study adopted a descriptive survey design. The target population was 713 teachers in Kipkarren Division. The sample size were 217 teachers participated in the study. The specific sample was selected through stratified sample random sampling techniques whereby schools were grouped according to their various characteristics and participating schools picked randomly by lottery method to ensure equal chances of participation with the selected schools. Data was collected by use of closed-ended questionnaire and interview schedules. Data was then analyzed by use of frequencies, percentages, mean and standard deviation. One way analysis of variance (ANOVA) was used to test whether there is an influence of teachers' gender, age and educational qualification and experience on attitudes towards the outlawing of corporal punishment in Nandi North district primary schools. Results of the study showed that teachers had negative attitudes towards outlawing of corporal punishment in Nandi North primary schools. The results also showed that age, gender and teaching experience had significant influence on teachers' attitudes towards outlawing of corporal punishment in schools. Education level of teachers was not found to have any significant influence on teachers' attitudes towards outlawing of corporal punishment in schools. In view of the findings, the study recommends a need to create awareness on alternative methods to corporal punishment and also the overall effects of corporal punishment on the child.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Overview

This chapter presents the background to the study, the statement of the problem, the research objectives and questions. It also presents significance of the study, its scope and limitations, theoretical framework, justification of the study, assumptions and operational definition of key terms.

#### 1.1 Background to the Study

Along with literacy and numeracy achievement levels, school discipline ranks as one of the major concerns voiced by the public about schools and the school system in countries worldwide (Slee, 1995; Slee *et al.*, 1997). These concerns are echoed in frequent and often dramatic media reports of disruptive students, student riots, bullying and violence in classrooms and playgrounds across Kenya. There is a continuing and growing perception that behaviour problems are endemic in schools, that teachers are struggling to maintain order, and that school authorities are unable to guarantee the safety of students (McCarthy, Johnson, Oswald & Lock, 1992).

Because of its relationship with student academic performance and moral maturity, school discipline is often viewed as a national concern that is becoming more serious by the day for all societies (Slee, 1995). Practicing teachers, educationists, parents and students across the globe must increasingly get concerned with discipline-related problems in schools. In its management efforts, many educationists and researchers have

sought to identify the most efficacious methods of enhancing school discipline. The use of rewards and punishments, stemming especially from the psychological research works of Skinner (1989), have been used by many school educators, although in varying degrees, in managing students' behaviour. The use of corporal punishment has generated much debate, especially on its efficacy and its consequences to students. Corporal punishment refers to intentional application of physical pain as a method of changing behaviour (Mercurio, 1972). It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (wooden paddles, belts, sticks, pins, or others), painful body postures (as placing in closed spaces), use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination. Corporal punishment in schools does not refer occasional need of a school official to restrain a problematic student or use physical force as a means of protecting members of the school community subject to imminent danger (Human Rights Watch, 1999).

Corporal punishment against children has received support for thousands of years from interpretation of legal and religious doctrines, including those beliefs based on Judeo-Christian and other religions (Watson 1995). Worldwide, corporal punishment has been a conventional method in disciplining children and youth since time immemorial. In Kenya, the use of corporal punishment in schools has roots in the British colonial practices of student discipline that included the widespread caning of students whenever teachers perceived them as breaking school rules and norms or even dismally performing. Gradually, the practice became an accepted method of enhancing discipline in schools in Kenya, which had a high degree of cultural acceptance and approval (Muthiani, 1996).

Traditionally, corporal punishment is tied to school discipline with the term discipline itself being problematic and having several ramifications for all actors in education (Rosen, 1997; Slee, 1995). Interpretations of discipline include a branch of knowledge; training that develops self-control, character, orderliness or efficiency; strict control to enforce obedience; and treatment that controls or punishes and as a system rules (Rosen, 1997). The practice was even acknowledged in various education policy papers, including the Educational Regulations of 1972 governing the administration of corporal punishment in schools.

Corporal punishment was banned in Kenyan Schools in the year 2001 through Legal Notice No. 56 of 2001. This notice effectively repealed Legal Notice No. 40 of 1972, which had introduced corporal punishment into the Education Act. Section 11 to 14 of Education Act gave provisions on; how, when and by whom corporal punishment could be applied, including the size and type of cane to be used. These Sections of Education Act, as read then, provided that corporal punishment could be inflicted in cases of grave neglect of work, lying, bullying, gross insubordination, indecency, truancy or the like. It also stated that corporal punishment could only be inflicted by the head teacher, a teacher in the presence of the head teacher or a housemaster in the case of a boarding school with the authority of the head teacher. It even went ahead to specify where it should be inflicted and the size of the cane to be used. Records of every case of students punished were supposed to be kept by the head teacher with the child's name, age, offence, number of strokes inflicted and the date (Human Rights Watch, 1999).

With the realization that corporal punishment was being indiscriminately applied in schools and children were continuously suffering injuries and even death in some instances at the hands of teachers, the Ministry of Education decided to ban corporal punishment. Apart from physical injury, the Ministry recognized that this kind of Punishment had overall negative effects on children and adversely affected not only their academic performance, but also their psychological well-being. Furthermore, Kenya is a signatory to the UNCRC and the African Charter, all of which require that the child be protected, treated humanely and respected for their inherent dignity and in no way be prevented from receiving an education or jeopardize their chances.

The outlawing of corporal punishment by the government received mixed reactions from the teachers and the public. While some perceived the move as worthy, many others, including educationists saw the move as an invitation for anarchy to dominate in schools. According to Griffin (2000), a leading Kenyan educationist, the ban of corporal punishment was bound to escalate the already sunken state of school discipline and it would translate to poor academic standards, especially because of numerous riots and strikes. Another leading education scholar, Eshiwani (2001), argued that the ban on caning was causal to the escalation of unrests in schools and appealed to the Ministry of Education to rescind the decision if discipline had to be restored in schools. He called for the amendment of the Children Act (2001) to reintroduce corporal punishment in schools on the premise that such laws were frustrating the efforts of teachers to instill discipline among students. From the foregoing, it can be seen that to many, corporal punishment served as a major sanction that controlled behaviour of students, who would avoid cases

of indiscipline in schools in order to avoid punishment. Outlawing it, they argued, would thus create an avenue for indiscipline.

Notwithstanding the spirited opposition from teachers, scholars and politicians, the Kenyan Government has upheld the ban of corporal punishment as a corrective measure in enhancing student discipline in schools. However, in spite of its ban, corporal punishment continues to be used within homes and schools in Kenya. Reports by African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN Kenya, 2005) indicate that teachers, parents and caregivers have continued to discount systematic evidence of the ineffectiveness of corporal punishment existing in research-based literature. Such evidence is often scorned as impractical and theoretical and thus many adults continue to ignore the evidence that corporal punishment does not have the desired effect on the child discipline at home or at school.

There is no evidence that discipline is better when corporal punishment is used and in many cases, the schools where corporal punishment is rampant have the worst discipline records (Kopansky, 2002). On the other hand, teachers may feel that they have been completely stripped off their powers and have no control over their students and they feel they have been given no alternatives. As a result they feel completely helpless. Others, for the same reason, continue to cane students and even when a child is injured, they are rarely disciplined. Thus, current responses to the various incidents of corporal punishment remain inadequate.

It remains unclear whether the practice of corporal punishment has ended and how do the teachers feel about the outlawing of the practice and its possible efficacy. A survey report

by Human Rights Watch (1999) indicated that caning was quite prevalent in Kenyan schools. The reported frequency of caning however varied considerably from school to school. At some schools, caning was relatively rare, and reserved for serious infractions; students might witness caning once a week or even as rarely as once a month. At most other schools, however, school children reported that students in their class might be caned every day, sometimes more than once per day. This frequency could possibly have reduced due to the outlawing of the practice.

Since the practice of corporal punishment had for many years been culturally accepted and socially institutionalized in Kenya (Human Rights Watch, 1999), it was hypothesized in this study that possibly teachers' attitudes towards the practice have not quite changed significantly. Attitude of school teachers on the efficacy of this method are likely to influence its preference and prevalence in schools in many different ways as they go about making decisions regarding management, discipline, and career choices. A survey of the teachers' attitude towards corporal punishment against the backdrop of its ban in Kenya thus provides relevant data for educational policy makers.

## **1.2 Statement of the Problem**

Cases of indiscipline, including destructive riots and drug abuse, have become common in most secondary schools in Kenya. Numerous research reports have emphasized the central role of teachers, as the principal agents of socialization for school-going children, in molding youths and instilling discipline in them and managing students' behaviour. To this end, educationists have for centuries employed several methods in managing and maintaining student discipline. These methods have included reinforcement of accepted



behaviour aimed at correcting and modifying behaviour, sanctions and punishment aimed at discouraging unacceptable forms of behaviour.

The use of corporal punishment in managing school discipline, although it has ancient historical and religious roots, has faced much criticism from human rights advocates, child and educational psychologists (Human Rights Watch, 1999). These protests have obligated many governments, including Kenya, to outlaw the use of corporal punishment in schools through legislative and punitive sanctions. In Kenya, this move has been perceived by the general public including teachers and parents, as causal to the increasing incidences of student indiscipline. Explanations to the increase in incidences of student indiscipline have been varied and controversy exists among the general public as to what contributes to student indiscipline in schools. Have teachers abdicated their corporate role of instilling discipline? Are teachers using alternative corrective measures in place of corporal punishment?

The policy of outlawing of corporal punishment was a major educational change, which required planning by the Ministry of Education. According to Stoner and Ortega (1995), a change organization is inevitable; however, for any change to be effective, it has to be planned. In this case, the outlawing of corporal punishment in Kenyan schools was a radical change, since corporal punishment has been used since the initiation of formal education.

Attitudes that people hold may influence how they act, either positively or negatively. There is therefore need to investigate the attitude of teachers towards the outlawing of

corporal punishment in Kenya and the use of alternative corrective measures in place of corporal punishment.

### **1.3 Research Objectives**

The purpose of this study was to investigate the attitude of teachers towards the outlawing of corporal punishment in Kenya and the use of alternative methods of student behaviour management in public primary schools. Specifically, the study, sought to achieve the following objectives:

1. To investigate the attitude of teachers on corporal punishment in public primary schools in Nandi North district in Kenya
2. To investigate the influence of gender on the attitude of teachers towards outlawing of corporal punishment in primary schools in Nandi North District..
3. To investigate the relationship between the teachers' educational level and their attitude towards outlawing of corporal punishment in primary schools in Nandi North District.
4. To investigate the influence of teachers' experience on their attitude towards outlawing of corporal punishment in primary schools in Nandi North District.
5. To investigate the relationship between teachers' age and their attitude towards outlawing of corporal punishment in primary schools in Nandi North District.

## 1.4 Research Questions

The study sought answers to the following research questions:

1. What are the attitudes of teachers of public primary schools in Nandi North District towards outlawing of corporal punishment primary schools in Nandi North District?
2. Do male and female teachers differ in their attitude towards outlawing of corporal punishment in primary schools in Nandi North District?
3. Does teachers' educational level influence their attitude towards outlawing of corporal punishment in primary schools in Nandi North District?
4. Does teachers' experience influence their attitude towards outlawing of corporal punishment in primary schools in Nandi North District?
5. Is there a relationship between teachers' age and their attitude towards outlawing of corporal punishment primary schools in Nandi North District?

## 1.5 Null Hypotheses

The following four null hypotheses derived from the research questions was tested in this study:

**H<sub>01</sub>.** There is no significant difference between male and female teachers' attitude towards outlawing of corporal punishment in primary schools in Nandi North District.

**Ho<sub>2</sub>.** There is no significant influence on teachers` educational level on their attitude towards outlawing of corporal punishment in primary schools in Nandi North District.

**Ho<sub>3</sub>.** There is no significant influence on teachers` experience on their attitude towards outlawing of corporal punishment in primary schools in Nandi North District.

**Ho<sub>4</sub>.** There is no significant relationship between teachers` age and their attitude towards outlawing of corporal punishment in primary schools in Nandi North District.

### **1.6 Justification of the Study**

There is growing concern among educators, parents and other stakeholders about the high rate of indiscipline in public primary schools. Outlawing of corporal punishment in Kenyan schools, especially the practice of caning, which was already a socio-culturally accepted norm, provided a turning point in the management of student discipline. Reports however still indicate significant prevalence of the practice among many schools countrywide. This study hypothesizes that teachers` attitude could significantly influence their preferences of student behaviour modification methods.

According to Oppenheim (1992), attitude that people hold predispose them to act in favorable or unfavorable way towards an object or issue. This implies that attitude upheld by teachers towards the outlawing of corporal punishment, whether positive, negative or neutral; determine the extent to which they discard the practice in managing student discipline in schools. Against the backdrop of limited systematic researches that focus on teacher perceptions of corporal punishment, this study provides a focused investigation

into teachers' attitude towards the outlawing of corporal punishment as a form of student discipline in schools taking a case of public primary schools in Nandi North district.

Research studies have been undertaken on corporal punishment and its physical and psychological effects on the child. For instance, studies done by Kopansky in Tennessee School Board (2002) showed that schools that continued to opt to use physical punishment often elicit a host of unwanted negative consequences while missing opportunities to promote students discipline through none of violent methods. He found out that punishment produces emotionality, anxiety and fear in the child being punished, none of which is conducive to good learning (Baumrind, 1971). Corporal punishment have not been done in Kenya especially Kipkaren division where this research was conducted.

A survey carried out by Global Initiative to end corporal punishment in 1996 in Egypt showed that one third of the children were discipline by being beaten often with straps or sticks. A quarter of these children said this had resulted in injuries (Save the Children September 2001). These studies formed an impetus for the practice being outlawed in many countries. However, reports indicate that in Kenya, the practice goes on unabated behind the legislative framework that has outlawed it, African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN; 2005). ANPPCAN reports also indicate that in many instances, the practice flourishes in schools with full parental consent but hidden from the legislature. This poses a risk to the pupils who may continue to suffer due to a school-parents conspiracy. One way to establish teacher receptiveness to use of alternative methods is to investigate their attitude

towards the banning of corporal punishment in schools. This will be the importance of this study.

### **1.7 Significance of the Study**

It is hoped that the findings accruing from this study would be useful in building into the existing knowledge based on student behaviour management. The findings are also hopefully significant in shedding light on the teachers' attitude towards the banning of corporal punishment as a form of student discipline, thus providing data relevant in preparing guidelines and policies for teachers, policy makers and the school management. Requisite empirical data from the study may provide insight to the government on the extent to which it's outlawing of corporal punishment is perceived by the principal agents of student behaviour management. The teacher trainers will equally benefit from this study by training student teachers on alternative measures of managing discipline in schools. The practicing teachers will be able to benefit from the study by reflecting on their attitude towards the outlawing of corporal punishment and agree to promote student discipline by use of alternative measures.

### **1.8 Scope of the Study**

The study focused on the attitudes of primary school teachers towards the outlawing of corporal punishment in Kenya. It also looked on their receptiveness to alternative methods of pupil behaviour management using a sample drawn from public primary school teachers in Nandi North district where the teachers are rigid in employing alternative methods of discipline. It was carried out using survey questionnaires to capture data on teachers' characteristics and their attitudes.

### **1.9 Delimitations of the Study**

Given the national nature of the research problem, this study should have been conducted in all schools in Kenya. Given that the study covered only a sample of public primary schools in Nandi North District, the findings of the study was limited to this population and may not be generalizable to all Kenyan primary schools.

### **1.10 Theoretical Framework**

The study was based on the traditional behaviour modification theory advanced by Thorndike (1905) in Corsine (1987). The basic tenet of this theory is that learning depends on the events that occur after certain behaviour. From this theory, Thorndike advanced the laws of effects according to which behaviour that is rewarded tends to persist while those that are followed by discomfort or punishment tend to diminish. However, the nature of the rewards or the discomfort given depends to a certain extent on the givers feelings about the role of these rewards or discomfort in shaping behavior.

This theory was relevant in that teachers are givers of rewards and discipline in schools. Their aim is to shape the behavior of the students. Corporal punishment has been one form of discomfort applied in behavior modification in schools. Banning of corporal punishment obviously would affect the feelings of the teachers and affect the behavior of the students. Therefore, a teacher's feelings towards the banning of corporal punishment is very important in shaping the behavior of the students and also for them to accept alternative measures to student discipline like use of rewards and counselling.

The theory thus became important to the study because it attempted to investigate the attitude that teachers have towards the outlawing of corporal punishment as a form of student discipline.

This study was based on cognitive dissonance theory advanced by Festinger (1957). It postulates that people seek consistency in their lives and people are sensitive to contradictions and inconsistencies. Dissonance (discomfort, guilt, and doubt) fosters attitude change. According to this theory, attitude change is caused by conflict among beliefs. People will try to maintain consistency among their beliefs and make changes (i.e. accept or reject ideas) when this does not occur.

This theory was relevant to this study in that teachers for along time have been using corporal punishment as a main means of instilling discipline in students. That means there has been consistency in their beliefs towards use of corporal punishment. However, outlawing of corporal punishment may have caused inconsistency in their beliefs since it was done radically without consulting teachers and parents who are the main stakeholders in education. They were left in a dilemma of what to do taking into consideration the fact that they were not trained on alternative methods to corporal punishment. When beliefs are unbalanced, stress is created and there is pressure to change attitude. This change of attitude would affect the state of discipline in schools since teachers are the custodians of discipline. They may doubt the effectiveness of alternative methods to corporal punishment and this can lead to stress and indiscipline in schools. According to Stoner and Ortega (1995), change in organizations is inevitable; however, for any change to be effective, it has to be planned. Therefore, it is important to find out beliefs or attitude of



teachers towards the outlawing of corporal punishment because this will affect the way they instill discipline in schools. They may not be comfortable with or doubt the effectiveness of alternatives to corporal punishment.

Balance exists if the sentiment or unity between beliefs about events or ideas is equally Positive or negative; imbalance occurs when they are dissimilar in nature (Heider, 1959). Therefore, if there will be imbalance in teachers' attitude towards the outlawing of corporal punishment, it will affect the way teachers will instill discipline in schools. Some may continue using corporal punishment even though it has been outlawed and others may adopt the alternative methods to corporal punishment like guidance and counseling and positive reinforcement.

### **1.11 Operational Definition of Terms**

This study utilized key terms, which are operationally defined as follows;

**Attitude:** Attitude is a disposition to think or act in a particular way in relation to oneself, other individuals, objects or groups in society or settled ways of thinking or a feeling about something or somebody usually reflected in a person's behaviour.

A teacher's feelings towards the outlawing of corporal punishment will be grouped as negative, positive or neutral. Attitudes cannot be observed directly but are inferred from behaviour.

**Corporal punishment:** Corporal punishment is chastisement inflicted on the body in order to cause pain usually for the purpose of modifying behaviour.

The ministry of education defines corporal punishment as infliction of pain on an errant learner by a teacher using well defined cane, and in accordance with the stipulations of the Education Act. (Law's of Kenya, Chapter 211, 1980). Because of frequent stipulations by teachers, corporal punishment in the study will be given a wider scope and defined as teacher's infliction of physical pain on a learner through slapping, kicking, caning or hitting with an object following an offence committed by the learner.

**Discipline:** State of order and control gained as a result of observing the social norms of the society which include the school,

**Educational level:** The academic stage attained by one for example. P1, diploma, graduate, and masters.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Overview

The chapter presents a review of the literature related to the attitude of teachers towards corporal punishment. The literature reviewed is from books, journals and papers. The subheadings in these chapter are corporal punishment, historical perspective, general attitude of teachers` towards outlawing of corporal punishment, the influence of teachers` demographic data and their attitude towards outlawing of corporal punishment, teachers` age and attitudes towards outlawing of corporal punishment, teachers` gender and attitude towards outlawing of corporal punishment, teachers` educational level and attitude towards outlawing punishment, teaching experience and attitude towards outlawing of corporal punishment, strikes in schools, positive reinforcement and summary of the reviewed literature

#### 2.1 Corporal Punishment in Schools

Corporal punishment is generally defined as “the use of physical force with the intention of causing a child to experience pain but not injury, for the purpose of correction or control of the child’s behaviour” (Straus, 1996 p. 98).

Some countries have chosen not to try to define or distinguish corporal punishment from violence and abuse. For instance, Sweden being the first country in the world to ban corporal punishment completely in 1979, did not define the concept in new legislation. It simply introduced a new clause in the Parenthood and Guardianship code (Human Rights

Watch, 1999), “the child may not be subjected to corporal punishment or other injuries or humiliating treatment.” No amendment has been found to be necessary in Sweden and most Laws in other countries seem straight forward enough. Corporal punishment of children is any punishment in which physical pain or discomfort is caused to the child.

However, corporal punishment is culturally accepted by society at large. The distinction between corporal punishment and abuse may often seem blurred. Both forms of violence furthermore aim at domination of a particular category of people. Abuse may be both impulsive and random, but so may corporal punishment.

Furthermore scholars tend to oscillate between the terms severe corporal punishment and mild corporal punishment without carefully defining these labels. Most parents and teachers state that they punish their children mildly and with love. For instance, in Western discourse the term mild corporal punishment has often been reserved for hitting with the hands, while the term severe, has been more linked to use of rods, sticks, etc (Save the Children Sweden, 2000). Severe punishment is mostly defined as intending to cause injury or psychological damage (Save the Children Sweden, 2000).

Therefore, this study used the term corporal punishment as “Chastisement inflicted on the body in order to cause pain usually for the purpose of modifying behaviour” (Mercurio, 1972).

## 2.2 Historical Perspective

Corporal punishment against children has received support for thousands of years from interpretation of legal and religious doctrines including those beliefs based on Judeo Christian and other religions (Human Rights Watch, 1999).

According to research by Hyman (1990), learners who are physically punished are more likely to bully their peers and can develop into adults who display little or no empathy, and will hurt without conviction. Brezina (1999) discovered that children learn aggression as an effective means of problem solving, as corporal punishment intimidates other children. This display of aggression has wider implications because, as Brezina (1999, p. 418) suggests, "...such behaviour is likely to possess self-reinforcing properties" and has "implications for the control of teenage violence".

Corporal punishment in Pakistan has existed in schools for nearly 143 years (Iqbal, 2003). Recently, efforts have been made to ban corporal punishment. Teacher's opinions supporting this ban are growing. Some teachers, however, still feel that those who use corporal punishment should not be punished, as corporal punishment is seen as part of doing the job. Teachers who support the ban, feel that corporal punishment is a lazy means of control (Iqbal, 2003). In Trinidad, where corporal punishment has been banned for nearly three years, teachers and parents are requesting its reinstatement. It is felt that children are becoming increasingly unruly and corporal punishment would assist in reinstating order in schools.

Most adult Kenyans were caned frequently when they were children, and many believe in the validity of the British Precept, “spare the rod and spoil the child”(Human Rights Watch, 1999) School corporal punishment in Kenya has a high degree of cultural acceptance and approval. Within some cultures, corporal punishment is still believed to represent effective means of disciplining children by parents, headmasters and teacher (Mutema, 1988; O’Brian & Lau, 1995; Shumba, 2001). When the school is seen as an essential and recognizable social institution within a community, corporal punishment is not only more likely to be tolerated, but is also more likely to be prescribed as an essential part of the pedagogue’s function (Shumba, 2001; Zindi, 1995). Such beliefs, however, may pose a child-rearing or cultural dilemma because it appears to leave students more vulnerable to experiences of physical abuse.

Therefore, even in those cultures that support the use of corporal punishment as a general discipline strategy, its use within the school system remains a controversial practice. Although some teachers inflict severe forms of corporal punishment on students out of deliberate cruelty, probably the great majority of teachers genuinely intend to “educate” children by caning or whipping them to the extent that children are seriously injured. Many Kenyans are willing to write such incidents off as tragic exceptions in a generally acceptable system, the result of the occasional sadistic teacher or of unfortunate but unavoidable accidents. Some teachers dismissed abuses by noting that serious injuries usually occurred only if a student disobediently thrust out an arm to ward off the cane, this ended up with a broken wrist or similar injury. This was viewed as the equivalent of a self-inflicted injury (Human Rights Watch, 1999). Others said that authorities should not hold teachers responsible for injury or killing children who had pre-existing medical

conditions that made them particularly susceptible to physical punishment, because other students could have withstood the abuse.

### **2.3 Strikes in schools**

A school is supposed to be a place where students can learn in a safe and orderly environment. Unfortunately, the school environment oftentimes mirrors the community at-large. One merely has to read the newspaper or watch the news on television to realize that there are elements in our society which are far from the idealized world we aspire. Too often events in the community at-large spill over into the school environment. School officials and students are confronted with events which may result in a crisis situation for the individual, school and / or community. The school district should become proactive in its quest to develop a comprehensive crisis management plan Decker (1997).

### **2.4 Positive Reinforcement**

According to educational experts who oppose the use of corporal punishment, use of positive reinforcement techniques reduces the frequency and extent of misbehavior (Human Rights Watch, 1999). Human Rights Watch further stated that teachers can reward students in a variety of simple ways. An instructor can praise a pupil in front of the student's classmates or other instructors, award special certificates to children who perform well or are particularly caring or list their names on notice boards. A teacher can write positive comments in a child's exercise book. Teachers can also hold school wide competitions and give material rewards like exercise books or pens to those who perform well. If a teacher rewards students by giving them positive attention, a teacher can punish

a particular pupil by ignoring that pupil attempt to be disruptive. If the teacher is not ruffled or angered by the pupils misdeed, then the student is less likely to perform the act in future.

Whites (1997) study found teachers responding more frequently to negative than positive behaviour. Hamblin (1978) found that behaviour at both classroom and institutional level focused almost exclusively on attempting to control behaviour by inhibitions and checks. A decade later McNamara's work (1985; 1986) confirmed that in secondary schools the use of punishment still far outweighed the use of rewards. Caffyn (1989) found teachers hanging on the view that corporal punishment was more effective than positive reinforcement in changing student behaviour.

Merrett and Wheldall (1987) explored teachers 'reactions to different types of behaviour. They found that where students' work was concerned, teachers' use of Positive responses far out-weighed the negative i.e. students who produced good work were rewarded far more than students who produced poor work who were punished. The Opposite was true when teachers. Were dealing with student conduct; undesirable behaviour was punished while good behaviour was not rewarded. They concluded that many students who did not do well in their studies gained little reward from their schooling and that perhaps extrinsic rewarding system were needed to motivate such students.

## **2.5 General Attitude of Teachers towards Outlawing of Corporal Punishment**

Despite the potential danger to students, however, continued use of corporal punishment in schools appears to be supported by the community-endorsed belief system held by some teachers, which suggests that corporal punishment: (a) builds character;(b) teaches



respect; (c) represents the only form of discipline that some children will understand and respond to; and (d) that without the use of corporal punishment, behavioural problems will increase (Dubanoski, Inaba, & Gerkewicz, 1983). In addition to a belief in its effectiveness, previous research has suggested that lack of sufficient Knowledge of disciplinary alternatives on the part of the teachers may also be contributing to their reliance on corporal punishment (Newell, 1993; Payne, 1989; Zindi, 1995). Therefore the belief that corporal punishment represents a necessary and effective means of disciplining children appears to have become engrained and uncritically accepted by the majority of adults in some institutions (Shumba, 2001).

Several researchers of teachers' attitude towards outlawing of corporal punishment have shown that teachers differ in their attitude Studies carried out in Britain and Wales by National Foundation for Educational research (NFER,1952) showed that teachers supported the use of corporal punishment thus having negative attitude towards its outlawing. The study involved 700 teachers and revealed that 89% were against outlawing of corporal punishment in schools. This negative attitude towards outlawing of corporal punishment is because the culture of violent punishment has been central to the British schooling (Collins, 1963; Docking, 1980). The study by NFER has however been criticized for its inadequate research techniques (Watson, 1985) hence need to verify the results was paramount.

In a study carried out by Slowest (1951) and reported by Sovenson (1968) revealed that teachers have positive attitude towards outlawing of corporal punishment in schools. Teachers do not favour resorting to pain and penalty, but rather prefer constructive and

remedial ways in dealing with pupils' misbehaviour. These findings were supported by Ashton (1981) in Kutnick (1988) who also revealed that teachers are not inclined to maintaining authoritarian control but rather sensitive to the social needs of their pupils. Society of Teachers Opposed to Physical Punishment, STOPP (1969) carried out studies in British schools which showed that out of 70 (60%) teachers interviewed thought that corporal punishment was normal in schools and it should not be outlawed. Only 23 out of 70 (33%) viewed it as the last resort. Besides this the above studies did not explain the reasons for teachers' attitude towards outlawing of corporal punishment. The London Times Educational supplement (1982) is quoted by Hussen and Postlethwaite (1985) to have reported that a national opinion poll carried out in 1979 indicated that 75% of secondary school teachers had negative attitude towards outlawing of corporal punishment thus favoured its use as a form of punishment. The above findings showed that more teachers preferred corporal punishment to other types of punishment

A survey carried out by National Education Association referred to as NEA (1969), revealed that two thirds of the teachers polled said they favoured judicious use of corporal punishment (Lindgren 1980). In the same vein, the president of Pittsburg Teachers' Federation said, "Until somebody comes up with an alternative, we will support it (corporal punishment). It is like a quick way to show disapproval like the city giving me a ticket when I park illegally" (Macht, 1975 p. 59).

Similarly in America, the Federation of Teachers, Pennsylvanians in negotiating a contract with a Pennsylvanian school board, "insisted that teachers should be given

undisputed rights to strike children” (Lindgren, 1980, p. 436). Naples daily news in Florida (1999) reported that a group representing Oregon teachers and school boards did not agree with the law maker who was proposing to end Oregon’s ban on corporal punishment in schools. Group representing Oregon’s teachers argued that caning students or whacking them with a ruler would not help them. There are better ways to deal with problems. This showed that these teachers preferred alternative methods of punishment to corporal punishment.

In Kenya, teachers too differ in their attitude towards outlawing of corporal punishment in schools. A study carried out by Maundu (1986) showed that teachers have a mildly positive attitude towards outlawing of corporal punishment and a strong positive attitude towards use of rewards. Whereas the preceding studies point to a positive attitude or feelings towards outlawing of corporal punishment, evidence on teacher’s possession of negative feelings is also available. Okeya in expressing the general attitude of teachers in Kenya had this to say,

By the power of the rod they (Students) shall be obedient. They shall learn all that is meant, for them and shall respect their teachers. By the rule of the rod they shall be submissive and shall do all what they are told to do without question (Okeya, 1995, October 15, p. 15).

Straus and Gelles (1990) found that corporal punishment is viewed as a valuable instrument for teaching children the society’s values and norms during the parenting process. After all, if it is not against the law for parents to use the cane on their children why the same power should be taken away from teachers.

From the reviewed studies, generally teachers seem to differ in their attitude towards outlawing of corporal punishment in schools. Majority of the teachers seem not to support outlawing of corporal punishment. This difference might be due to difference in community beliefs and law enforcement in countries. Despite this the reasons for teachers' preference for corporal punishment are not well articulated. This appears to be contradicting views of different researchers in relation to teachers' attitude towards outlawing of corporal punishment. For instance, the study carried out by (NFER 1952) showed that teachers had a negative attitude while that one of Maundu (1986), showed that teachers had a mild positive attitude towards outlawing of corporal punishment.

However there is still need to unearth more reasons for teachers' preference of corporal punishment to alternative methods a part from Maundu (1986) and Muthiani (1996) carried out in Kangundo and Ukambani respectively the other studies reviewed here were done in other countries especially western countries like United States, Britain and Zambia. This study therefore is intended to investigate the situation in Kipkaren division of Nandi North District if these findings also hold true to these teachers.

## **2.6 The Influence of Teachers' Demographic Data on their Attitude towards**

### **Outlawing of Corporal Punishment**

Cook and Selltiz (1964) quoted by Encyclopedia of Educational Research, (1969) define attitude as an underlying disposition that enters along with many other influences into the determination of variety of behaviours towards the attitude object, or class of objects. According to Fazio (1986), attitudes guide behaviour by leading to selective recall or construction of particular behavioral plans

Therefore this study conceptualized that a teachers' attitude towards outlawing of corporal punishment is influenced by his/her age, gender, education level, experience and position in school.

### **2.6.1 Teachers' Age and Attitude towards Outlawing of Corporal Punishment**

Studies investigating the influence of age on teachers' attitude towards outlawing of corporal punishment have yielded the following findings. A Study carried out in Botswana by Shumba (2000) showed that 78.9% were young teachers between ages 25 and 35. These teachers were against outlawing of corporal punishment while 21.1% were older, that is between age 35 and 50. They supported the ban of corporal punishment.

Another study by Snow (1963) in Lindgren (1980) found that young teachers tend to be authoritarian and strictly use the cane so as to assert their authority. This shows that they do not support its ban. Similarly Ball and Goodson (1995) assert that most teachers below the young teachers would support the use of corporal punishment while older teachers with age of 28 find discipline a stressful experience. They also assert that there is some natural authority that comes with age. Since the young teachers lack this authority, they would tend to be punitive compared to older teachers. As the teachers advance in age, that is, when they reach about 29 years and above they concentrate more on family issues like marriage, rising up children and generating more income, hence change their attitudes towards corporal punishment. When they get children they relax in discipline and become sympathetic to pupils because they imagine them as their children.

In Kenya studies done by Muthiani (1996) showed that young and middle age teachers appeared to be more inclined towards corporal punishment as compared to old teachers (84.00%, 82.05% and 66.67% respectively). This shows there was positive attitude towards outlawing of corporal punishment with age.

These studies show that young teachers are against outlawing of corporal punishment while elderly teachers support its outlawing. However, studies done by Mutunga in Kenya (1981) contradict the findings of Muthiani (1996). It seems to indicate that elderly teachers are more in favour of use of corporal punishment than the young teachers hence having negative attitude towards outlawing of corporal punishment this difference may be due to cultural beliefs and law enforcement. Therefore there is need for more studies on teachers' attitude towards outlawing of corporal punishment in Kenya to set the records clear.

### **2.6.2 Teachers' Gender and Attitude towards Outlawing of Corporal Punishment**

According to survey done, by National Educational Association (NEA, 1960, 1969) reported in Lindgren (1980) in American schools, male teachers favour the use of corporal punishment compared to female teachers. A survey which was done by NEA in 1960 showed that 78% of male teachers polled were against outlawing of corporal punishment, 15% supported its ban while 7% were undecided. These results can be compared to the attitude of female teachers which showed that 69% were against outlawing of corporal punishment while, 24% supported its ban and 6% undecided.

Studies carried out in Zimbabwean schools by Shumba (2001) showed that 94.1% of teachers interviewed and were against outlawing of corporal punishment were males

while 5.9% were females. This finding may reflect aspects of African culture, since it is mainly the responsibility of the fathers to discipline children within the home. Muthiani (1996) found out that there were no great differences in attitudes towards corporal punishment across the gender categories though more males (84.12%) than females (79.17%) were against outlawing of corporal punishment, while more female teachers (16.67%) than male (12.50) supported outlawing of corporal punishment.

In Kenya sentiments on corporal punishment can be traced from the African tradition concerning duties of males and females in the society, especially in regard to the place of women in the society. Most of the harsh physical punishments have been administered by male teachers. Men feel that they are custodians of authority and power due to their circumcision rites. Therefore they become heads of families and custodians of laws thus beat up their errant wives and children. On the other hand children and women have been suffering the same fate and that is why women are reluctant to use corporal punishment in disciplining children. An elderly male teacher from Machakos by the name Mutunga supported this view. He stated that, "A child is very ignorant and needs some caning in order to learn" (Mutunga, 1981 p. 63).

Times are changing and most of the traditional African beliefs are dying out, therefore it would be unfair to determine the influence of gender on teachers' attitude towards outlawing of corporal punishment basing on the African belief and by using just isolated cases, like the one from Mutunga cited here.

This study therefore was carried out to confirm whether male teachers are against outlawing of corporal punishment compared to female teachers.

### **2.6.3 Teachers' Educational Level and Attitude towards Outlawing of Corporal Punishment**

A trained teacher is expected to be familiar with the regulations and laws that protect students against physical abuse in schools (Shumba, 2001). Since the trained teachers are supposed to be aware of Education Act, then their misuse of corporal punishment leaves a lot to be desired. On the other hand this may point to something seriously wrong in the teachers training (Whedall, 1992). Obondo (1990 p. 102) says that, "Probably there is insufficient coverage of the stipulations of Education Act in teachers training colleges".

However, perhaps there might be certain overriding factors militating upon teachers to use corporal punishment even when they are trained or are aware of its effects on the child altogether not supporting it being outlawed. On the other hand, teachers were considered to be untrained when they did not hold a professional qualification. Due to their lack of education, untrained teachers were expected to be slightly less familiar with the laws and regulations governing their position and the use of corporal punishment in schools (Shumba 2001). Obondo (1990) supports the sentiments of Shumba (2001) by questioning the relevance of corporal punishment when a large number of teachers are trained. She asserts that, "it's amazing to find that in a majority of cases, trained teachers are the ones taking the lead in reckless administering of corporal punishment." Therefore this seems to point to existence of a significant difference between the trained and untrained teachers in their attitudes towards outlawing of corporal punishment.

In Zimbabwe findings by Shumba (2001) showed that trained teachers (94.1%) were against outlawing of corporal punishment compared to untrained teachers (5.9%). Studies



carried out in Nigeria among qualified secondary school teachers by Nwana in 1970, and quoted by Datta (1994) showed that most of the teachers rejected the traditional authoritarian concept of discipline especially the use of the cane. This implied that the trained teachers had a positive attitude towards outlawing of corporal punishment. However, Star (1978) in Docking (1980) has reported that most graduate teachers do not favour the use of corporal punishment after the first year of teaching. This tends to show the existence of a difference in attitude towards outlawing of corporal punishment among teachers of different education levels. No explanation was given for the attitude held. Therefore this study is meant to fill up this gap. Studies done by Muthiani (1996) showed that there was no significant difference on teachers' attitude towards outlawing of corporal punishment among secondary school teachers of different training categories.

From these studies it is not clear whether the trained teachers will differ in their attitude towards outlawing of corporal punishment from untrained teachers. This study therefore intended to bring out clearly the attitude of teachers towards outlawing of corporal punishment in schools. It further sought to investigate if the Education level has some influence on teachers' attitude towards outlawing of corporal punishment.

#### **2.6.4 Teaching Experience and Attitude towards Outlawing of Corporal Punishment**

When a teacher begins teaching it is a good plan to be very strict so as to establish an identity of a teacher who would want no nonsense (Ball & Godson, 1995). As teachers settle down they tend to relax because the students have known their stand and they would not dare play with them. According to Hannam, Simti & Stephenson (1976) all in Kutnick (1988) teachers in their first year of teaching are influenced by the general trend

of punishment in their respective schools. This shows that at that time teachers lack a particular attitude towards corporal punishment. This implies that the low experienced teachers emulate the attitudes of the high experienced teachers in relation to instilling discipline in schools. This can be supported by the contribution of Edulich & Brodsky (1980) in Ball & Godson (1985) that attitude like germs spread rapidly in a stuffy atmosphere and it might be that some experienced teachers tend to ensure that the young teachers catch the “disease.”

Studies done by NFER (1952) indicate that teaching experience influence attitude of teachers towards corporal punishments. Male teachers with up to 10 years professional experience are significantly less favourable to use of corporal punishment than male teachers in their older age groups. The unfavourable attitude is evenly distributed through the age groups of women teachers. The above findings seem to conclude that teaching experience has no significant influence on attitude of female teachers; it only influenced the attitude of male teachers. The study did not give reasons for this disparity

Datta (1984) observed that inexperienced teachers seem to have mixed feelings towards use of corporal punishment. The more inexperienced the teacher, the greater the chance of facing discipline problems. There is need to explain the reasons for the influence or lack of it and also to find if the same trend exists in Kenyan schools.

Research done by Snow (1963) and by Willower (1969) all in Lindgren (1980) showed that teachers with little experience irrespective of sex were against outlawing of corporal punishment compared to the more experienced teachers. These are due to the fact that inexperienced teachers still feel insecure and anxious and see students as a potential

threat. They are in a dilemma on how to discipline them and they therefore resort to the cane. There is need to find out if teachers in Kenya have similar attitude. Studies done in Kenya by Muthiani (1996) showed that teachers with a long experience had strong negative attitude towards outlawing of corporal punishment. There is need to do more studies so as to get a true picture of teachers experience and attitude towards outlawing of corporal punishment. In Kenya it seems that with the above studies there is no clear picture of teachers' attitude.

In Kenya apart from studies done by Muthiani (1996) the other studies are just isolated cases of observation only quoted by Okeya (1993) which cannot give a reliable picture of the situation in Kenya because this expressed personal views rather than findings from scientific studies. The sample is too small therefore it is biased. Okeya quoted long serving teacher who said that, "Some children in our schools are naturally indiscipline and the teachers find it very difficult to deal with them softly" Okeya (1993)

Therefore there was need to undertake this research so as to add more literature in the area of discipline in schools by determining whether teachers' experience influence their attitude towards outlawing of corporal punishment.

This study therefore aimed at investigating if teachers are aware of alternatives to corporal punishment and if they use these alternatives.

From these studies, little studies have been done in Kenya. It is only one study considered in urban school what about schools and teaches in all status so as to get reliable results.

## **2.7 Summary of the Reviewed Literature**

In conclusion, the above studies underscore the fact that the intention of the researcher was not to replicate these studies. The intention was, however, to detect gaps and fill them in the present study. For example, some studies proved the influence of a certain factor such as age on teachers' attitude towards outlawing of corporal punishment while other studies showed evidence to the contrary. Most of the studies also did not explain the possible reasons for the specific attitude that the teachers had towards outlawing of corporal punishment. However, the studies provided a foundation upon which the present study was built.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.0 Overview**

This chapter gives a description of the study area, research design, the target population, sample and sampling technique. It also includes a description of the research instruments, their validity and reliability and procedures for data collection and analysis.

#### **3.1 Geographical Location of the Study**

The study was conducted among public primary schools teachers in Nandi North district, Rift Valley Province in the Republic of Kenya. The district borders Uasin-Gishu district to the North, Kakamega North District to the West, Kibiyet division to the South. However, the study was carried out within Kipkaren division. The division lies at a about 1700 m – 2100m above sea level.

#### **3.2 Research Method**

The study used quantitative research method. Questionnaires were designed as per the research objectives and used to collect numerical data which were analyzed using statistical techniques.

#### **3.3 Research Design**

The study adopted the ex-post-facto (after-the-fact) research design. In this design the researcher examines naturally existing relationships in which treatment is done through natural selection rather than by manipulation (Oso & Onen, 2005). The design attempts to determine the cause or consequences of differences that already exist between or among

groups of individuals. It begins with a noted difference between two groups and then look for possible causes for, or consequences of, this difference. It is thus functional for researchers seeking to establish relationships that have already occurred or that cannot be manipulated directly (Fraenkel & Wallen, 2000).

This study examined the influence of teacher demographic factors of gender, age, experience and level of education on their attitude towards the outlawing of corporal punishment in Kenya. The demographic factors, which were the independent variables in this study, were inherently immanipulable.

### **3.4 Research Population and Sample**

The research population of this study comprised of all public primary school teachers in Kipkaren division, Nandi North district. Nandi North district has a total of 724 primary school teachers of which 30% (217) were sampled.

#### **3.4.1. Sample Size**

Thirty percent (30%) teachers were selected to participate in the study. The choice of 30% was based on the recommendation Mugenda and Mugenda (2003).

#### **3.4.2 Sampling Procedures**

Proportionate sampling was used to select the teachers from each of the 20 schools in order to ensure equal representation of the schools. This is a method whereby a researcher divides the population into homogenous strata and then selects individuals

from each stratum by simple random sampling in proportion to the total number that describes the stratum (Fraenkel & Wallen, 2000). In selecting the respondents from each school, simple random sampling technique by way of lottery was employed.

### **3.5 Research Instrument**

Survey questionnaires were employed to collect data relevant to this study. Since the research data collected was largely quantitative in nature and related more to individual attitudes, which cannot be observed but can be better tapped through self-reports (Fraenkel & Wallen, 2000), the questionnaire is considered most appropriate. The questionnaire was favoured over other related data de0078collection methods since it allows for collection of data within a short period of time from a relatively literate population (Oso & Onen, 2005).

The questionnaire consisted of demographic data and Teacher Corporal Punishment Attitude Scale (TCPAS) sections. The demographic section sought information on general biographical information of the teachers; principally their age, gender, level of education and working experience. These were considered as the independent variables in the study.

The TCPAS focused on teachers' attitude towards outlawing of corporal punishment. The scale comprised of 15 Likert-type items in which respondents were asked to rate their responses on each of the items as; Strongly Agree (5 points), Agree (4points), Undecided (3 points), Disagree (2 points) and Strongly Disagree (1 point).

### **3.6 Validity of Research Instrument**

In ensuring construct validity of the research instrument, the items of the TCPAS were modeled against a review of literature, which gave clarity on the concept of corporal punishment and student behaviour management. In ensuring content validity, suggestion from educational research experts were sought to establish whether the questionnaire truly measured what was aimed at. These suggestions were integrated in designing the main tool that was used in data collection.

### **3.7 Reliability of Research Instrument**

In ensuring reliability of the instrument, a pilot study was conducted using a total of 10 teachers drawn from four public schools within Nandi North District but outside the boundary of Kipkaren Division. These teachers were not part of the main study. The teachers responded to the questionnaire twice, after an interval of two weeks and their responses for the pre and post-tests recorded. Test-retest method for reliability was then used to examine the reliability of the TCPAS, using Pearson product moment correlation statistic.

### **3.8 Data Collection Procedures**

Permission to collect data was obtained from National Council of Science and Technology and from the Education Office, Nandi North district (See Appendix IV). An introductory letter was obtained from the District Education Officer to the Head teachers of public primary schools within Nandi North district, Kipkaren division. The researcher then visited each school to seek consent from school management to conduct the research



after explaining to the school administrator about the purpose of the study. The 137 teachers sampled were asked to read and sign the informed consent letter (see Appendix, I) after which they were requested to respond to questionnaire items as honestly as they could. They were assured of confidentiality and anonymity. The completed questionnaires were then collected immediately. This gave teachers time to respond to the items appropriately.

### **3.9 Data Analysis Procedures**

Data generated by the questionnaires were coded at two levels; nominal level and interval level. Demographic data was treated as nominal data. Responses for each of these factors; gender, age, level of education and working experience and gender was accorded an arbitrary categorical code (e.g. gender; 1 = male and 2 female).

Data from the TCPAS were treated as at the interval level. According to Hyman (1992), scores on an interval scale indicate a quantity or amount of something, but the baseline, or starting point, is a number other than zero. According to Kinnear and Gray, (2000), interval data are numbers expressing quantity in an independent scale, and is often used in capturing psychometric data such as attitude, personality types as well as IQ levels. According to Fraenkel and Wallen (2000), interval scales, especially in the form of Likert-type items are often used in measuring perceptions and attitude in educational research. The 15-point Likert options of the TCPAS were weighted as follows: 1 = Strongly Disagree (SD); 2 Disagree (D); 3 Undecided (UD); 4 Agree (A); 5 strongly Agree (SA). All negative statements were reverse coded. Data pertaining to the objectives of the study were generated and analyzed accordingly.

The data was coded and entered into the Statistical Package for Social Sciences (SPSS) computer program for analyses and interpretations. The data was then analyzed using descriptive and inferential statistics. Descriptive statistics includes frequencies, percentages and means. The inferential statistics was Pearson product moment correlation, t-test and One-way Analysis of Variance (ANOVA). ANOVA is a parametric test used when a researcher wishes to compare individuals belonging to three or more groups on one dependent variable. The t-test is used for independent variables to compare two groups e.g. females and males on one dependent variable and attitude of teachers towards corporal punishment. Whereas, Pearson product moment correlation was used to test the relationship (correlation) between age and teachers attitude towards corporal punishment.

### **3.10 Ethical Considerations**

Permission to conduct this study was obtained from National Council of Science and Technology and from the Education office Nandi North District. High confidentiality was assured to the respondents. All teachers included in the study provided their consent to participate in the study and allowed to withdraw if they wished to.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSES AND INTERPRETATION**

#### **4.0 Overview**

This chapter presents the results of data analysis. The study examined the influence of teachers' demographic characteristics (attitudes, age, gender, education and experience) towards outlawing of corporal punishment. Data collected were analyzed using descriptive and inferential statistics. The chapter opens with a demographic description of the participants involved in the study.

#### **4.1 Demographic Profile of the Respondents**

A total of 215 out of the 217 teachers completed and returned the questionnaires duly and correctly filled. Thus, the return rate of the questionnaires used in data analysis was 99.08%. The demographic description of the participants based on gender, teaching experience and level of training are presented in Table 4.1.

**Table 4.1.1: Demographic Description of Participants**

| Teaching experience      | <i>Gender</i>      |                    | Total      |
|--------------------------|--------------------|--------------------|------------|
|                          | Female             | Male               |            |
| 1 – 10 years             | 25                 | 28                 | 53         |
| 11 – 20 years            | 18                 | 42                 | 60         |
| 21 – 30 years            | 14                 | 41                 | 55         |
| Over 30 years            | 29                 | 18                 | 47         |
| <b>Total</b>             | <b>86 (39.8%)</b>  | <b>129 (60.2%)</b> | <b>215</b> |
| <b>Level of training</b> |                    |                    |            |
| PI                       | 93                 | 41                 | 134        |
| S1/Diploma               | 25                 | 15                 | 40         |
| B.ED                     | 3                  | 18                 | 21         |
| Masters                  | 2                  | 18                 | 20         |
| <b>Total</b>             | <b>123 (57.2%)</b> | <b>92 (42.8%)</b>  | <b>215</b> |

On teaching experience as indicated in the Table 4.1.1, 60.2% of the respondents were male while 39.8% were female which means that, the majority of the respondents were males. On level of training, 57.2% were females while 42.8% were males.

## **4.2 Results of Data Analyses**

The results of data analyses are reported in this thesis according to the objectives, research questions and hypotheses posed in the study. The reporting of data analyses follows a fairly consistent pattern: re-statement of the research objectives, questions and hypotheses after which pertinent descriptive and inferential statistics are presented. This is followed by interpretation of the results.

### **4.2.1 Research Question One**

The first research question which was derived from the first research objective stated that: What is the attitude of teachers towards outlawing of corporal punishment in primary schools in Nandi North district? To answer this question, the participants were asked to respond to the items in the attitude towards corporal punishment questionnaire. The responses were scored and the result of the analysis showed that the participants had a mean score of 52.55. The questionnaire which was a likert scale had a total of 15 items. The lowest possible score was 15 and the highest was 75. A mean score of 52.55 was considered to be high. It was then concluded that the teachers had a negative attitude towards outlawing of corporal punishment in schools. In other words, they are positive towards the use of corporal punishment in schools.

#### 4.2.2 Null Hypothesis One (Ho<sub>1</sub>)

The first null hypothesis which was derived from the second research question stated that: there is no significant difference between male and female teachers in their attitude towards outlawing of corporal punishment in primary schools in Nandi North district. To test this hypothesis, the participants were asked to indicate their gender on the biographical form and to respond to the items in the questionnaire used to collect data about their attitude towards outlawing of corporal punishment in primary schools. Their responses were scored and the mean scores obtained are reported in Table 4.1.2

**Table 4.1.2: Gender and Teachers' Attitude Towards Corporal Punishment**

| Gender | N   | Attitude |      |
|--------|-----|----------|------|
|        |     | Mean     | SD   |
| Female | 123 | 53.85    | 7.69 |
| Male   | 92  | 51.26    | 9.52 |
| Total  | 215 | 52.55    | 8.65 |

To test whether the mean scores obtained by male and female teachers were significantly different, a t-test for independent samples was conducted. The result of the analysis indicated that there was a statistically significant difference  $t(213) = 2.21$ ,  $p = .028$ . It was concluded that female teachers had a more negative attitude towards outlawing of

corporal punishment than the male teachers who had a positive attitude towards outlawing of corporal punishment in Nandi North district.

#### 4.2.3 Null Hypothesis Two (Ho<sub>2</sub>)

The second null hypothesis which was derived from the third research question stated that: There is no significant influence of teachers' educational level on their attitudes towards outlawing of corporal punishment in primary schools in Nandi North district.

To test this hypothesis, the participants were asked to indicate their educational level in the Biographical form used in data collection. They were also asked to respond to the items in the questionnaire on teachers' attitude towards outlawing of corporal punishment. Their responses were scored and the means reported in Table 4.1.3.

**Table 4.1.3: Teachers' Education Level and Attitude towards Outlawing of Corporal Punishment**

| Educational Level | N   | Attitude |         |
|-------------------|-----|----------|---------|
|                   |     | Mean     | SD      |
| P1                | 134 | 1.3060   | 0.46255 |
| Diplom/S1         | 40  | 1.3750   | 0.49029 |
| B.ED              | 21  | 1.8571   | 0.35857 |
| Masters           | 20  | 1.9000   | 0.30779 |
| Total             | 215 | 1.4279   | 0.49593 |

To test whether the mean scores were significantly different, a One way analysis of variance (ANOVA) was conducted. The result of the analysis indicated that there was a statistically no significant difference between education level of teachers and their attitude towards outlawing of corporal punishment,  $F(3, 211) = 0.39$ ,  $p = .759$ . Therefore the null hypothesis was accepted indicating that there is no significant influence of teachers' educational level on their attitude towards outlawing of corporal punishment in public primary schools in Nandi North district. It was concluded that educational level of teachers did not affect their attitude towards outlawing of corporal punishment in primary schools.

#### **4.2.4 Null Hypothesis Three (H<sub>03</sub>)**

The third null hypothesis which was derived from the fourth research question stated that: There is no significant influence on teachers' experience on their attitude towards outlawing of corporal punishment in primary schools in Nandi North District. To test this hypothesis the participants were asked to indicate their teaching experience in the Biographical form used in data collection. They were also asked to respond to the items in the questionnaire on teachers' attitude towards corporal punishment. Their responses were scored and analyzed using one way analysis of Variances (ANOVA). The mean scores obtained are reported in Table 4.1.4.



**Table 4.1.4 Teachers' Experience and Attitudes towards Outlawing of Corporal Punishment**

| Teaching Experience | N   | Attitude |         |
|---------------------|-----|----------|---------|
|                     |     | Mean     | SD      |
| 1 – 10 years        | 53  | 1.3208   | 0.47123 |
| 11 – 20 years       | 60  | 1.3167   | 0.46910 |
| 21 – 30 years       | 55  | 1.4000   | 0.49441 |
| > 30 years          | 47  | 1.7234   | 0.45215 |
| Total               | 215 | 1.4279   | 0.49593 |

The result of the analysis indicated that there was a statistically significant difference between educational level of teachers and their attitude towards outlawing of corporal punishment,  $F(3, 211) = 4.132$ ,  $p = .007$ . Therefore the null hypothesis was rejected indicating that there is a significant influence of teachers' educational level on their attitude towards outlawing of corporal punishment in public primary schools in Nandi North district.

#### **4.2.5: Null Hypothesis Four (H<sub>04</sub>)**

The fourth null hypothesis which was derived from the fifth research question stated that: there is no significant influence on teachers' age on their attitude towards outlawing of corporal punishment in primary schools in Nandi North district. To test this hypothesis, the participants were asked to indicate their age on the biographical form and to respond

to the items in the questionnaire used to collect data about their attitude towards outlawing of corporal punishment in primary schools. Their scores were correlated with their ages using Pearson product moment correlation. The correlations obtained are reported in Table 4.1.5

**Table 4.1.5: Correlation between Age and teachers' Attitude towards Outlawing Corporal Punishment**

|                 | <b>Age</b> | <b>Attitude</b> |
|-----------------|------------|-----------------|
| <b>Age</b>      | -          | -.276(**)       |
| <b>Attitude</b> | -.276(**)  | -               |

The result of the analysis showed that there was a significant relationship between attitude and age,  $r(213) = -.276, p = .000$ ). However, age of the teachers was negatively correlated with their attitude on outlawing of corporal punishment. Older teachers reported greater agreement with outlawing of corporal punishment than younger teachers. Hence there is a significant influence of age on teachers' attitude towards outlawing of corporal punishment in primary schools in Nandi North district.

### **4.3 Summary of the Findings**

Basing on research questions, objectives and hypotheses the findings were as follows;

1. Majority of the teachers did not support outlawing of corporal punishment and minority supported its outlawing.
2. Age has a significant influence on teachers' attitudes towards outlawing of corporal punishment.
3. Gender has a significant influence on teachers' attitudes towards outlawing of corporal punishment.
4. Educational level of teachers has no significant influence on teachers' attitudes towards outlawing of corporal punishment.
5. Teachers' experience has a significant influence on teachers' attitude towards outlawing of corporal punishment.
6. Teachers use of alternative methods to corporal punishment but belief that they are less effective compared to corporal punishment.

### **4.4 Conclusion**

From the above findings, it can be established that teachers have a negative attitude towards outlawing of corporal punishment in schools. Teachers are custodians of discipline in schools and therefore their beliefs, values and norms will affect the discipline status of a school. Attitudes as an underlying disposition that enters along with many other influences into the determination of variety of behaviours towards the attitude object, or class of subjects (Cook and Selltiz 1964) quoted by Encyclopedia of

Educational Research, (1969). The teachers' attitudes were significantly related to all the four variables: age, gender, education level and experience. Age, gender and experience had significant influence on teachers' attitudes while education level did not have any significant influence.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Overview

This study was designed to find out teachers' attitudes towards outlawing of corporal punishment in public schools. The major concerns of this study were to investigate:

(a) The influence of gender, age, educational level and teaching experience on attitudes of teachers towards outlawing of corporal punishment.

(b) Whether teachers use alternative methods to corporal punishment.

The study was designed in form of a survey and it involved public primary school teachers drawn from Nandi North District, Rift Valley Province.

Data generated by questionnaire was coded and entered into the statistical packages for social sciences (SPSS) computer program for further analysis and interpretation. Frequencies percentages and means were used in the analysis of data. Also one-way analysis of variance (ANOVA) and t-test were employed to compare individual and group differences of subjects that are exposed to different treatments. The statistical level of significance for hypothesis testing was set at 0.05 basing on research questions, objectives and hypotheses.

#### 5.1 Discussions of the Findings

The discussions in this chapter are based on the findings presented in chapter four of this thesis in accordance to the objectives and null hypotheses.

### **5.1.1: Teachers' attitudes towards outlawing of corporal punishment in schools**

The findings showed that majority of the teachers perceived negatively the outlawing of corporal punishment while a small number perceived positively. This supported studies by NFER (1952), NEA (1969) and Muthiani (1996). The findings of the present study is different from what was found by Ashton (1981) and Malinde (1986), who reported that most teachers are not positively inclined to use of corporal punishment, but rather prefer constructive disciplinary methods.

Some of the possible explanations for teachers' attitudes of negative inclination towards outlawing of corporal punishment include the conception that by not applying corporal punishment they have been completely stripped off their powers and have no control over their students and they have not been given alternative methods to corporal punishment. As a result, they feel completely helpless.

In Kenya, physical punishment is complicated because it is difficult to see the point at which punishment ends and where abuse begins. According to traditional African practices, the parents were authority figures to the children; this role of parent has been taken over by the teacher by virtue of his/her position and role in the society. This support what Mbiti (1988) has said about the teacher being a parent substitute. Most parents still consider the cane the most effective means of punishing errant children. Parents have confidence in the teachers to discipline their children and teachers belief in the effectiveness of the cane. Some parents do cane their children in school in solving misbehaviour and even authorize teachers to cane them despite it being outlawed. Teachers' personal beliefs that outlawing of corporal punishment has made them helpless in disciplining pupils are evident in this study. Most teachers agreed with the item that

indicate that outlawing of corporal punishment has led to many cases of indiscipline in schools such as items no. 1, 2, 5, 6 and 7 (Appendix III of the questionnaire). Teachers feel that corporal punishment is an effective method of punishment because it is easy to use, time saving, stops the misbehaviour for good and serves as a warning to other learners who would have committed similar offences in future. Therefore, teachers feel that the law should be amended to allow for limited use of corporal punishment in order to reduce student indiscipline.

### **5.1.2 Teachers' Gender and their Attitude towards Outlawing of Corporal Punishment in Schools**

An examination of the gender mean differentials indicated that female teachers reported significant higher mean scores on disagreement with supporting the outlawing of corporal punishment in schools than male teachers. These findings disagreed with the findings of NFER (1952 and NEA (1960, 1961) who reported that male teachers support the use of corporal punishment than female teachers. However, this agrees with the findings of Muthiani (1996) who found out that a teachers' gender has no significant influence on his or her attitude towards outlawing of corporal punishment.

Probably the differences between male and female teachers attitudes towards the outlawing of corporal punishment in Nandi North primary schools is due to traditional African set up of allocation of roles according to gender. In African culture, males were taught as authority figures who could physically discipline the woman and children in the family. The woman on the other hand was supposed to ensure that the children were well

disciplined and only issues regarded as serious would be taken up by the male figure. Based on this research female teachers supported the use of corporal punishment and thus called for its introduction as compared to their male counterparts.

### **5.1.3 Teachers' Age and their Attitude towards Outlawing of Corporal Punishment**

Age has a significant influence on teachers' attitudes towards outlawing of corporal punishment in Nandi North primary schools. An examination of the attitude mean scores showed that agreement with outlawing of corporal punishment increased with age. Older teachers reported greater agreement with outlawing of corporal punishment than the younger teachers.

These findings agree with the findings of Willower (1963) and snow (1969). However, the findings differed with Muthiani (1996) who reported that teachers' age has no influence on their attitudes towards outlawing of corporal punishment. The possible explanation for this difference is that elderly teachers, that is, from age 40 and above went through the same system of discipline (use of corporal punishment) and suffered tremendously and do not want to inflict the same pain on the younger generation hence their support for the outlawing of corporal punishment. Another possible explanation is that teachers advance with age and acquire natural authority that advance with age. Therefore, they are able to use alternative methods to corporal punishment in managing pupil's misbehaviours more easily compared to younger teachers. Younger teachers may feel inadequate in managing pupil discipline effectively thus feel that the use of the cane would make them more authoritative and will be respected by the pupils.



#### **5.1.4 Teachers' Educational Level and their Attitudes Towards Outlawing of Corporal Punishment**

These findings agreed with Muthiani (1996) and differed with Snow (1963) and Obondo's (1990) which reported that there existed difference in attitudes of teachers of different levels on corporal punishment.

These show that there is a serious problem in adequacy of the coverage of issues related to school discipline in teacher training institutions in Kenya. Lack of adequate training on methods of disciplining pupils would lead teachers to conform to the set traditions in a school as far as discipline is concerned. If they find that teachers use corporal punishment and it works effectively, they would then follow suit. Therefore when the government outlawed corporal punishment the teachers were rendered helpless because they did not know how to instill discipline in schools effectively.

Teaching experience has a significant influence on teachers' attitudes towards outlawing of corporal punishment in Kenyan primary schools. This seems to contradict the findings of Muthiani (1996) possibly because of the difference in the schools studied. Muthiani conducted his research in Ukambani. However, the findings support the results obtained by NFER (1952), and Snow (1969). An examination of attitude mean scores showed that teachers with more experience significantly support the outlawing of corporal punishment than those with less teaching experience. These findings may be explained by the possibility that teachers with long experience have learned to use other alternative methods of discipline to manage pupils' misbehaviour in school. They might have seen the effect of corporal punishment on the child and resorted to alternative methods.

Teachers of low or moderate experience tend to practice what they experienced in school when they were pupils and that the teachers used the cane to discipline them. This shows that teachers are not trained on effective methods of disciplining pupils in training institutions. Inexperienced or young teachers would want to exert their authority on their pupils some of whom are their age mates. Some of them might challenge them thus resorting to the cane as the most effective method of instilling discipline. With time, such teachers may change their attitude towards outlawing of corporal punishment and accept the alternative methods to corporal punishment as more effective because they do not inflict physical pain on the offender, Goodsons (1985).

## **5.2 Conclusions**

The following concluding remarks can be expressed from the empirical results presented in chapter four: Majority of the teachers have a negative attitude towards outlawing of corporal punishment which shows that despite it being outlawed, they favour its use in management of student discipline.

All the four demographic factors of teachers were found to have a significant influence on teachers' attitudes towards outlawing of corporal punishment. However, apart from the ones studied here, there might be others like family background, population of the students and the school environment.

Guidance and counseling and positive reinforcement were suggested as alternative methods to corporal punishment. However from the results, teachers feel that these methods are not effective as corporal punishment.

### **5.3 Recommendations to Policy Makers**

The recommendations presented here are based on the findings from the present study and are meant to contribute to the improvement of discipline in Kenyan primary schools. These recommendations are offered to teachers, teacher training institutions; educate the government and school management in general.

1. The findings adduced from the study suggested that most teachers do not support outlawing of corporal punishment in Kenyan primary schools. Given a chance they would like the law to be amended for limited use of corporal punishment in order to reduce pupil indiscipline. There is need to change these prevalent negative attitudes towards outlawing of corporal punishment so that teachers adopt alternative methods to corporal punishment and have a positive attitude towards its effectiveness. It is therefore recommended to the teachers' trainers that they should ensure that while undergoing training, the student teachers are adequately equipped with alternative methods of discipline now that corporal punishment is outlawed. Student teachers should be taught the importance of such methods in disciplining students. Such methods are counseling, reinforcement and rewards. Student teachers should also be taught of the effects of corporal punishment on the child and the reasons which led to it being outlawed in Kenyan primary schools.
2. The school headteachers should develop and implement changes with consultation of the teachers. They should also set goals for the school that most of the teachers believe meaningfully and authentically address discipline of the pupils since most of the teachers' biographic factors investigated on in this study

such as gender, age, educational level and teaching experience have significant influence on teachers' attitudes towards outlawing of corporal punishment in Kenyan primary schools. They should also create shared decision making structure and processes that encourage personal involvement of the teachers in work and success of the school.

3. There is need for the government to deliberately organize seminars, conferences, workshops and other symposium where experts can be invited to train or educate teachers on the modern issues and changes in education as far as discipline is concerned. Some teachers might not have been trained on alternatives methods of discipline in colleges thus being rendered helpless when it comes to behaviour management of students. The government should also disseminate materials on modern discipline methods to schools and also through the mass media.
4. The head teachers should make sure that untrained teachers who join their schools be trained in schools through workshops or seminars on rules governing school discipline.

#### **5.4 Suggestions for Further Research**

1. It is quite normal that by the end of the process a research raises more questions than it sought to answer. This study limited itself only to a rural setting. The study can be replicated in other districts in Kenya. This will help in establishing a complete picture for the whole country.
2. A school set up involves parents, learners and the teachers. The present study has only dealt with teachers' attitude on outlawing of corporal punishment in

schools. Since parents and learners play an important role in school discipline, further research should focus on parents and learners attitude towards outlawing of corporal punishment in schools.

3. It is recommended that other factors that influence teacher's attitude towards outlawing of corporal punishment should be investigated. Such factors are; subjects being taught and school set up.
4. Further research should attempt to focus on specific alternative methods to corporal punishment in detail and find out its effectiveness in managing pupils' behaviour.

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## APPENDICES

### APPENDIX I: LETTER OF CONSENT

I am a post graduate student in the Department of Educational Psychology Moi University. I am currently conducting a research for my masters of philosophy degree programme. My research objective is to find out the attitude of teachers towards the outlawing of corporal punishment in public primary schools. May I kindly request you to participate in my study by honestly and accurately responding to all the items in the questionnaire used in data collection.

Kindly read the questions attached to this letter carefully for effective response. Your responses will be kept confidential and will not be used for any other purpose except for this study. Please do not write your name anywhere on this questionnaire. You are free to withdraw from this study any time you deem fit.

Thank you very much for participating in my study please sign below if you accept to participate in this study.

Yours faithfully,

.....

Participant.

Sign.....

Date.....

## APPENDIX II: BIOGRAPHICAL FORM

This biographical form contains general information about yourself. Appendix III contains statements about your feelings towards outlawing of corporal punishment in schools. This study forms part of the requirements for the researcher's masters of education degree in educational psychology at Moi University. Please respond by putting a tick (✓) against the response that best describes your response. There is no right or wrong answers. The researcher is only interested in your opinion. The information you give will be treated as confidential.

### Biographic Form

1. What is your gender?      (i) Male                  (ii) Female   

2. What is your Age?

\_\_\_\_\_years

3. What is your level of Education?

(i) Degree                                    (ii) Masters             

(iii) Diploma/S1                            (iv) PI                     

(V) Others, Specify\_\_\_\_\_

4. How long have you been teaching?

(i) 1 – 10 years             

(ii) 11 – 20 years             

(iii) 21 – 30 years             

(iv) Above 30 years

**APPENDIX III: TEACHERS' ATTITUDE TOWARDS CORPORAL  
PUNISHMENT QUESTIONNAIRE**

Read these items carefully and indicate your choice to what you think is applicable to you by putting a tick (√). The following abbreviations will stand for the following words;

**SA** – Strongly Agree

**A** – Agree

**UD** – Undecided

**D** – Disagree

**SD** – Strongly Disagree

|   | <b>STATEMENTS</b>                                                                                                                                                            | <b>SA</b> | <b>A</b> | <b>UD</b> | <b>D</b> | <b>SD</b> |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|-----------|----------|-----------|
| 1 | Corporal punishment is an appropriate disciplinary method                                                                                                                    |           |          |           |          |           |
| 2 | Teachers should have a right to use corporal punishment until student behaviour difficulties in schools have improved                                                        |           |          |           |          |           |
| 3 | I am strongly in favour of use of corporal punishment with discretion in schools.                                                                                            |           |          |           |          |           |
| 4 | Corporal punishment should have been retained in schools because it is more effective than other forms of punishment like guidance and counseling and positive reinforcement |           |          |           |          |           |
| 5 | All forms of corporal punishment should not be abandoned in schools                                                                                                          |           |          |           |          |           |
| 6 | Corporal punishment makes students to fear misbehaving and to respect their teachers                                                                                         |           |          |           |          |           |
| 7 | Outlawing of corporal punishment in schools has caused more harm than good.                                                                                                  |           |          |           |          |           |
| 8 | I feel quite affected giving any form of corporal punishment to my pupils                                                                                                    |           |          |           |          |           |
| 9 | Corporal punishment aids to maintain student appropriate                                                                                                                     |           |          |           |          |           |

|     |                                                                                                                    |  |  |  |  |  |
|-----|--------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|     | behaviour in school.                                                                                               |  |  |  |  |  |
| 10. | I feel that teachers are only displacing their unresolved aggressions on pupils when they use corporal punishment  |  |  |  |  |  |
| 11. | I am convinced that corporal punishment serves no purpose in schools.                                              |  |  |  |  |  |
| 12. | Abolishing corporal punishment in schools has significantly limited teachers ability to manage student behaviour   |  |  |  |  |  |
| 13. | Outlawing of corporal punishment has led to many incidences of indiscipline in schools.                            |  |  |  |  |  |
| 14. | The law should be amended to allow for limited use of corporal punishment in order to reduce student indiscipline. |  |  |  |  |  |
| 15. | When I cane a student. I really and genuinely intend to educate him /her.                                          |  |  |  |  |  |


APPENDIX IV: RESEARCH PERMIT

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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss EMILY  
JEPKOECH KOROS  
of (Address) MOI UNIVERSITY  
P.O. BOX 3900, ELDORET  
has been permitted to conduct research in .....  
.....Location,  
.....NANDI NORTH.....District,  
.....RIFT VALLEY.....Province,  
on the topic.....THE ATTITUDE OF TEACHERS  
TOWARDS THE OUTLAWING OF CORPORAL  
PUNISHMENT IN PUBLIC PRIMARY SCHOOLS:  
A CASE STUDY OF NANDI NORTH DISTRICT.  
for a period ending 30TH NOVEMBER 2011


Research Permit No. NCST/RRI/12/1/SS/996  
Date of issue 9/12/2010  
Fee received SHS 1,000

  
*[Signature]*  
Applicant's  
Signature

*[Signature]*  
Secretary  
National Council for  
Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

  
**REPUBLIC OF KENYA**  
**RESEARCH CLEARANCE PERMIT**

GPK6055t3mt10/2009

(CONDITIONS— see back page)