

**ATTITUDES OF TEACHERS AND PUPILS TOWARD USE OF CORPORAL
PUNISHMENT IN NAKURU MUNICIPAL PRIMARY SCHOOLS, KENYA.**

BY

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ABSTRACT

The use of corporal punishment¹ in schools is a highly topical and much debated subject worldwide. With the advent of humanitarian principles, corporal punishment was classified by the United Nations (UN) as violence and child abuse and this led to the banning of its use in schools by many countries especially in the western world. Kenya is not an exception as it recently followed suit by banning the use of corporal punishment in schools, through the enactment of Education Act Number 30 of 2001. Despite the ban, information from press reports and other literature seem to indicate that the practice of corporal punishment continued unabated in Kenyan schools. However, there is little information to indicate: (1) whether corporal punishment was being practiced in the selected schools or the extent/prevalence and nature of its practice; (2) what maintains corporal punishment in schools; and (3) strategies for eliminating it. Moreover, the extent to which teachers and pupils are aware of the ban is not known.

Three main goals of this study, therefore, were to establish: whether corporal punishment was being practiced in Nakuru Municipal primary schools in Kenya; the attitudes that the primary school teachers and pupils hold towards the use of corporal punishment in the selected schools and the impact, if any, that their attitudes had on the practice of this punishment in those schools. The study applied a Survey research design. Questionnaires, with both open-ended and closed-ended items were used to collect data from the respondents. The respondents' attitudes were expressed in terms of their beliefs, feelings and views about the use of corporal punishment in school. The attitudes were measured in terms of the respondents' degree of agreement and disagreement with the attitudinal statements measured along a liker scale which gauged their beliefs, feelings and views about the use of corporal punishment in the selected schools. The target population consisted of teachers and pupils in four primary schools in Nakuru Municipality. A sample of 72 teachers and 160 pupils was selected. Descriptive and inferential statistics were used to analyse data using the SPSS software package.


The results obtained indicated that corporal punishment was being practiced in the selected schools and the teachers and pupils this practice was supported. Corporal punishment was being practiced by teachers in Nakuru municipal primary schools despite their knowledge of the legal

¹ Abbreviated as CP in some parts of this report.

prohibitions and negative consequences of this practice. It was also established that the attitudes of the teachers and pupils towards the use of corporal punishment in school had a significant relationship with the practice of corporal punishment in the four selected schools. Where the teachers and pupils had a favourable or positive attitude towards the use of corporal punishment in school, the level of the practice of corporal punishment was very high but where the teachers and pupils had a negative attitude towards the use of corporal punishment in school, the level of the practice of corporal punishment was extremely low. The teachers and pupils justified the practice of corporal punishment in the selected schools under the belief that it had merits. It (corporal punishment) was believed to be a chastisement for children, a catalyst for good academic performance and the most effective deterrent for bad behaviour, laziness and a corrective measure. The conclusion drawn was that the teachers' and pupils' attitudes towards the use of corporal punishment in school had a big impact on the practice of corporal punishment in the four Nakuru municipal primary schools. The study concludes with a set of recommendations for curtailing the use of corporal punishment in schools in Kenya.

DECLARATION

I declare that this thesis is my own original work and has not been presented for degree work at any other University.

Signed..........Date...31-3-2023

Christine Namalwa Simiyu

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Christine Namalwa Simiyu

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CHAPTER ONE

PROBLEM CONCEPTUALIZATION

The Background to the Problem

The use of corporal punishment in school is an issue of international concern. School based corporal punishment is not only viewed as violence against children and an abuse (Holdstock, 1985), but also as engendering violent attitudes and behaviour in children. Bandura, (1973), Wiehe (1998) and Murray (1994) assert that the socialization of children that incorporates corporal punishment, teaches children as future adults to adopt violent attitudes and behaviour. Children learn that it is acceptable to use violence as a problem solving approach and they in turn are likely to behave violently towards people with whom they engage in a close relationship. Docking (1980) concurs and maintains that the use of corporal punishment in school serves teachers' intents, especially the need for children to submit to teacher authority, but does not bring about profitable results. Some professionals such as the American Academy of Paediatrics (2000) have noted that the use of corporal punishment in school undermines the normal development of children causing them (as adults) to incur a deficit in creative skills and they become poor decision makers in their adult life. Consequently, as Murray (1994) observes, adults socialized via the use of corporal punishment are likely to be inclined to low level industrial type of jobs that require obedience to authority and which are not in great demand nowadays. These individuals are less likely to meet the demands of the competitive job market of the post-industrial (Network) society, which require creative/innovative and decision making skills (Castells, 1998).

Having classified corporal punishment in school as violence and abuse of children, the United Nations Organization put in place an international policy¹ to protect children against the violation of their rights in general and the right not to be hurt specifically (Parker-Jenkins, 1999). Those countries (for instance the whole of Europe and Australian states) which abolished, in policy and practice, corporal punishment from their schools used the United Nations Convention on the rights of a child as a basis for the abolition. To date, most countries continue to recognize the need to free schools of violence in form of corporal punishment. For example, South Africa outlawed the use of corporal punishment in her schools in 1996 (Sogoni, 1997; Dlamini, 1999). About 50% of the States in the USA have done the same (American Academy of Paediatrics, 2000). Internationally, therefore, the use of corporal punishment in school has been declining.

Kenya like most of the above mentioned countries legally abolished the use of corporal punishment in school on 30 March 2001. This was partly necessitated by the need to keep in line with the

¹ For more about policy see appendix 3

international standards of the need to protect children against violence and abuse, especially the use of corporal punishment in school. Despite this policy in place in Kenya, media reports indicate that the use of corporal punishment is espoused by some sections of the population and that this practice is still maintained in Kenyan schools. Recently, a prominent religious leader cum public figure through national television news endorsed the use of corporal punishment in Kenyan schools. He asserted that when children are not subjected to corporal punishment in school at an early age, they adopt violent behaviour as older children or future adults. He claimed that such children tend to organize riots in schools and later in universities, which lead to damaging of property and loss of life (KBC, television News, 16, July, 2001).

Media reports indicate that the practice of corporal punishment is still harboured in some schools in Kenya as highlighted by some of the incidences outlined below.

Case One: On 25, July, 2001, Lydia Chepkurui, a pupil at Chebisaasi primary school in Nandi district, suffered a broken collar bone after being beaten by her teacher for being unable to pay her tuition fees. Lydia was forcefully rescued by “irate passers-by” and was admitted to hospital pending an operation (Daily Nation, 25, July, 2001).

Case Two: On 22 August 2001, some school girls at a certain secondary school, Moi Forces Academy, in Nakuru Municipality were subjected to corporal punishment by their school principal by being forced to walk on their bare knees along a Murram pathway. The girls sustained severe bruises to their knees and were treated at the nearest health facility (Daily Nation, 24 August, 2001).

Case Three: On 9, September, 2001, the school boys of Chewoyet high school went on the rampage to protest against a teacher who had subjected their peer to corporal punishment in their school. Their efforts were thwarted when the teachers called in the paramilitary police to coerce the students into submission and quell the riots (Daily Nation, 12, September, 2001).

Case Four: In October 2001, at a school in Uasin Gishu district, a sixteen-year-old Ruth Chelimo committed suicide after a night of torture at her school. The headmistress of her school Chelimo’s school took Chelimo to task over allegations of having taken 100 shillings, which had been dropped by another student in the dormitory. Later in the day Chelimo’s room-mate together with school prefects locked her up in the dormitory where she was beaten for hours and her beddings soaked in water as punishment. Chelimo absconded school during the night and went to drown herself in the nearby river (Barasa in Daily Nation, 28, October, 2001).

Case Five: In October 2001, at a Nairobi based primary school. Jamime Nyamongo, a standard four pupil at Mariakani Primary School was seriously injured. His entire back, arm, and abdomen was a mass of red welts (at the time of the assault), injuries he sustained when his teacher whipped him using an electric cable for failing to complete his home work. This is what Jamime had to say, “ I was beaten because I had not completed all the questions. I had done 16 out of 25 questions. I was told to lean against the table and lashed with an electric wire” (Mburu in Daily Nation, 12, October, 2002, pp.1). Jamime’s devastated father, Azariah, condemned the act as a “cruel way of punishing children”. On the other hand, Saitoti Ole Manyatta, the head teacher of the school perceived it as being an embarrassment to his school and implored Jamime’s father not to ‘take matters forward’ (any legal action). He, Saitoti, later confirmed that eight other pupils in his school had been whipped and suffered serious injuries (Mburu in Daily Nation, 12, October 2001, pp.1)

Given the above background information and plus the fact that the quoted incidences of corporal punishment seem to be a few isolated cases, it is imperative to determine whether infact the practice of corporal punishment is maintained in Kenyan schools, and the justification for its practice, if any. An interrogation of the attitudes of teachers and pupils towards the use of corporal punishment in Nakuru Municipal primary schools in Kenya becomes an imperative in finding out such information and a viable tool in attempting to address these preceding and other arising questions.

The History of Corporal Punishment in Kenya

While school corporal punishment in Europe is at the moment virtually eradicated from all schools, some of its former colonies (particularly African countries) still harbour school-based corporal punishment as a socially accepted and legitimate practice. In Botswana, attempts to reform the education system that harboured authoritarianism failed. This was due to the historically entrenched authoritarianism on the part of the teachers. Phasing out corporal punishment was perceived as a threat and a challenge to teachers’ traditions and power (Tabulawa1997). Corporal punishment is still practiced despite the deaths of two primary school children after being caned by a teacher (United Nations Human Rights Committee on End Global Punishment, 2001). While in Uganda, the practice of corporal punishment in schools is legalized (Gombya, 1999) the South African Schools’ Act of 1996 outlawed the practice of corporal punishment in South African schools (Sogoni, 1997; Dlamini, 1999).

In Kenya, the indigenous African education emphasized the need to hit children so that they respect authority. The British missionaries and the colonial government formally established schools in Kenya by the year 1932 (Eshiwani, 1993). Corporal punishment as a sanction was mainly used to ensure forced formalized schooling and forced labour. The forced formalised schooling and forced labour were functions that most Africans were not accustomed to and were reluctant to perform (Sifuna and

Karugu, 1988) without being forced. The established schools in Kenya were modelled on the traditional British education system (Eshiwani, 1993) and were basically founded on the Christian principles and teachings to which all who went to school were expected to submit. The evil nature of the child was central to the Calvinist Christian teachings inherent in those schools (Parker-Jenkins, 1999).

At independence in 1963, Kenya was still modelled on earlier colonial period regulations on school discipline and specifically the use of corporal punishment, which dated from around 1932 (Eshiwani, 1993). The Kenya education system remained a replica of the old British traditional education modes, which Kenya, as a former British colony, had inherited. The regulations promulgated under the Kenya Education Act of 1968 continued to legitimate the use of corporal punishment in Kenyan schools for certain misconduct of school children (Human Rights Watch, 1999).

In 1980, amendments were made to the Education Act stating that corporal punishment was to be used as a last resort by the head teachers only but most teachers violated the Act and brutally punished children (Ngaje, 2000; Human Rights Watch, 1999).

A national survey done in Kenya during the period 1996-1999 by Human Rights Watch showed that caning and whipping was regularly imposed and administered to children in a very brutal manner. In many schools, teachers routinely carried canes and whips with them and had them easily accessible in classrooms (Human Rights Watch, 1999). They were part of the teacher's attire and an adornment for their desks. Hitting, slapping, boxing and other forms of violence as punishment for poor academic performance, inability to pay school fees and for failure to "respect" teachers accompanied caning. Apart from the severity of caning, multiple teachers caned children at once; a pupil could end up receiving twenty heavy strokes at a go from at least five teachers in circumstances such as making noise or failing an exam (Human Rights Watch, 1999).

The Statement of the Research Problem and Rationale for the study

The use of corporal punishment in school, as has been shown in the background to this study, breeds violence in society and therefore undermines efforts of realizing non-violent and peaceful societies. Further, while available literature shows that the use of corporal punishment has been declining internationally (Parker-Jenkins, 1999), anecdotal evidence (press reports) is suggestive that the practice is still prevalent in Kenya (Daily Nation, 25, July, 2001; Daily Nation, 24 August 2001; Daily Nation, 28, October, 2001).

Given the negative effects of corporal punishment plus the need to keep in line with international conventions on the rights of a child, the lack of sufficient empirical data and the absence of concrete

explanations for this practice of corporal punishment in Kenyan schools, it is important that an investigation into these factors be carried out. Accordingly, this study seeks to establish whether corporal punishment is being practiced in Nakuru Municipal primary schools in contemporary Kenya. The study probes the attitudes of teachers and pupils towards this practice, and ascertains whether those attitudes have an influence on the practice of corporal punishment in those schools.

The use of corporal punishment in school undermines efforts to inculcate non-violent values in children and undermines the quest for achieving non-violent societies

It is important, therefore, to investigate whether this practice is prevalent in Kenyan schools, to determine what attitudes the teachers and pupils in the selected schools hold and to establish whether these attitudes are the likely determinants of the practice of corporal punishment in those selected schools. The findings could act as an impetus for addressing the identified problems and to enforce the policy in place.

As mentioned earlier on, the mood of contemporary society is geared towards espousing the pursuit of non-violent practices. For example, the United Nations organization (UN) has set pace by earmarking the period 2001-2010 as the United Nations' Culture for peace and non-violence for the children of the World to which all UN member countries, Kenya included, are expected to succumb. This study could serve as a step towards efforts of achieving non-violent societies and the non-violent schools in particular. To achieve this goal, therefore, it is crucial that corporal punishment in school be investigated so as to suggest ways of phasing it out of schools both in theory and in practice.

Teachers and pupils are key role players of a school organization especially in implementing the policy issues. It is important to determine whether they, teachers and pupils, are conversant with the policy and what influence their attitude has on the practice of corporal punishment in schools in the light of such knowledge.

There is lack of, or insufficient research in this area under study. Social science research is supposed to guide the practices in society but very few researchers have been interested in this area (Murray, 1994). Most of the available studies on corporal punishment have been done in the European context and outside Kenya.

The Study Hypotheses

A number of hypotheses were developed at the onset of the research. They were:

- The practice of corporal punishment is likely to be maintained in Nakuru Municipal primary schools
- Teachers and pupils are likely to have a favourable attitude towards the use of corporal punishment in school.
- The teachers' and pupils' knowledge of anti-corporal punishment policy in Kenya is not likely to have an effect on the practice of corporal punishment in primary schools.
- The teachers' and pupils' experiences with corporal punishment are likely to influence the practice of corporal punishment in school.
- The teachers' knowledge of the consequences of corporal punishment in school is not likely to have an effect on the practice of corporal punishment in school.
- The pupils' knowledge of the consequences of corporal punishment in school is likely to influence the practice of corporal punishment in school.

Conclusion

Even though corporal punishment was traditionally and historically ranked as a desirable and popular practice, it has become an outdated practice out of pace with the social and political changes that have occurred internationally. The trend has been and is towards non-violent practices in schools and the protection of children's rights in particular. Corporal punishment is outdated as a social control measure. Furthermore, its drawbacks outweigh its advantages hence should not be tolerated in schools in general and Kenyan schools specifically. However, it seemingly continues to be practiced illegally and it seems to be supported by key actors such as teachers and parents.

It becomes an imperative to determine the attitudes of teachers and pupils towards the use of corporal punishment in school and the influence that those attitudes have on the practice of corporal punishment in the four Nakuru municipal primary schools. This will hopefully provide an explanation for the continued practice (if any) of corporal punishment in Kenyan schools and to suggest recommendations for intervention. This chapter has basically served to introduce the study problem and its background, we now move to the next chapter, which provides a review of related literature at both national and international levels, thereby highlighting the identified gaps and relevant information for the sake of this Study.

Definition of Key Terms

The Key concepts of the study were defined as follows:

- **Corporal punishment** is defined as deliberate infliction of pain on an individual's body by a person who has more power and authority than the inflicted victim. For example teachers tend to have more power and seek authority from parents and the bible, especially in the context

where corporal punishment is outlawed, so as to inflict pain on children in school. Corporal punishment has various nicknames such as hitting, spanking, smacking, flogging, flagellation, whipping, caning, paddling, pushing, shoving, kneeling, slapping, kicking, boxing and so on. These synonyms describe how the action of inflicting pain on the offender was carried out or sometimes refer to the type of instrument used to inflict that pain.

- **School corporal punishment** is taken to mean the deliberate infliction of pain to a learner by a teacher in school.
- **Pushing** is a form of corporal punishment in which multiple teachers cane one learner at once.
- **Attitudes** are a person's general evaluation of something (O'Keefe, 2002) or a particular entity with some degree of favor or disfavor which is usually expressed in terms of the person's beliefs, feelings, and intention to behave (Shaw and Constanzo, 1982; Reinout de Vries, 2002). The attitudes "predict future behavior or allow us to understand behavior that has already occurred (Rajecki, 1990:73, 104). In other words, the attitudes that an individual hold exert a direct impact on behavior (Perloff @ [http://bama.ua.edu/~drokos/definition%20\(lect%201\)/sld006.htm](http://bama.ua.edu/~drokos/definition%20(lect%201)/sld006.htm))
- **Culture** is a multidimensional concept defined by various and heterogeneous perspectives (Trimarchi@http://www.t0.or.at/~foku/ab_trim.htm). According to the Social anthropologist Murphy (1986), culture means the total body of the tradition borne by a society and transmitted from generation to generation. Culture may also be defined as "an integrated pattern of human knowledge, beliefs and behavior.... language, ideas, customs, taboos, codes, institutions, tools, techniques, rituals and other related components" (Encyclopaedia Britanica, 1989). Soules defines culture as a complex whole which includes knowledge, belief, norms, values, standards by which people act, art, morals, law, customs and many other capabilities and habits acquired by members of society (Soules@: <http://ww.mala.bc.ca/~soules/media112/culture.htm>). According to Sandoval, culture is a blue print of beliefs, behaviors and identities, which shape the perceptions of a person or a group of persons. It is an inheritance of ideas, practices, and attitudes, which are conveyed and reinforced from generation to generation through institutions of society such as the church, family and school. (Sandoval@http://www.marcconline.org/magazine/pdf/definition_of_culture.pdf)
- In the context of this study, **violence** will literally be taken to mean physical injury while abuse refers to an infringement of an individual's rights. But Galtung (1990:292) defines violence as avoidable insults to basic human needs and more generally to life, lowering the real level of needs satisfaction below what is potentially possible (it is the negation of survival needs) for example, physical injury, misery and exploitation (negation of well-being needs), alienation (negation of identity or meaning needs), repression and expulsion (negation of freedom needs).

- The term **learner** refers to someone engaged in the learning process at primary, secondary or institutions of higher learning.
- **Pupil** is defined as a learner who is at a primary level of education.
- The **Kenya Primary Examination** refers to the final examination done by primary school pupils in order to determine their entry to secondary schools. In the Kenyan system of education, entry to secondary level of schooling is determined by a pupil's good performance in the Kenya primary examination which is a national examination done by pupils during their last year of primary schooling.
- **Children** are persons under the age of 18 years as provided for by the Kenya Children's Act.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, relevant literature at both national and international level is reviewed. The chapter is divided into three sections arising out of the key themes covered in the literature. The first section examines debates around corporal punishment. The second section discusses studies on corporal punishment in school. The third and last section highlights the consequences of corporal punishment.

Debates Around School Corporal Punishment

According to Jennings (1979) the debates on corporal punishment in school arise from a conflict of values between two perspectives: society centred and individual based perspectives.

The society centred perspectives emphasize the social expedience and deterrence power of corporal punishment. This approach assumes that corporal punishment can be justified to augment the well being of a community, to protect society and if used appropriately it motivates members of the community and encourages positive behaviour, which is in the interest of everyone. In other words, the subjection of children to corporal punishment in school is done for the sake of public good or social expectations. One of the major claims of this approach is that societal needs supersede individual needs hence an external constraint is necessary to assure the well being of society. It is assumed that without a framework of imposed order, society would disintegrate and individuals would be unable to pursue their interests and desires (Docking, 1980).

The role of the school, therefore, is perceived as first and foremost to promote a social order conducive enough for individuals to pursue their goals (Jennings, 1979). The school is assumed to play the role of shaping children so that they can be integrated into society (Wa Thiong'o (1982).

This perspective seems to suggest that society is "out there" and it is somehow stable and orderly except when disrupted by individuals. As long as such a belief about the need to protect society from being tampered with by individuals exists in any given society, there is a likelihood of repressive punishment to be present.

The individual based perspective emphasises the idea that man has a propensity to generate his own value system and to create society (Docking, 1980). By implication, socialising children in school

using violent means such as inherent in corporal punishment, imparts violent attitudes and hence what they (children) create as future adults will be a violent society

The assumption of the individual based perspective seems to be that society is not pre-determined rather it is individuals who actively create and determine the nature of society. If the methods of socialization are violent, the children will learn violent attitudes and consequently create a future violent society.

Given these two opposing views, it is possible that the type of perspective an individual hold is likely to determine whether they support or oppose the use of corporal punishment in school as we shall see in the next two sections on the arguments for and against the use of corporal punishment in school.

Arguments for Corporal Punishment in School

The advocates of corporal punishment in school give diverse reasons to justify its use. Four of these justifications are: corporal punishment as part of traditions and religious beliefs; corporal punishment as a reformative and deterrent measure; corporal punishment as tool for improving academic performance; and corporal punishment as a last resort. Each of these justifications is highlighted below.

Traditions and Religious justifications

Authors cum educators, Potgieter, 1994, (in Peters 1998) and Grey (1997) claim that children are born naturally evil with a tendency to do evil. Corporal punishment can, however, help the child to learn the correct awe and fear required to form a conscience and to bring the child closer to God. Gunter (1983) concurs and asserts that corporal punishment is essential in exterminating the 'evil part of a child' so that the good in the child is set free to flourish. Ryan (in Parker-Jenkins, 1999) cites New England where use of corporal punishment had its roots in the community's understanding of the nature of childhood states; children were viewed as "creatures of sin that were born evil as well as ignorant". Teachers were, therefore, expected to use corporal punishment in order to deliver them from sin and ignorance.

Bernard (in Foster, 1999:1-2) a Christian priest cum head teacher of Highway Christian Academy in Pinetown (South Africa) argues that caning children is a biblical correction because Proverbs 23: 13 exhorts chastisement of children as it says, "do not be chary of correcting a child. A stroke of the cane is not likely to kill him". Bernard contends that God is ultimate even over the government therefore the South African government had no right to ban chastisement out of school without God's permission. The Association of Christian Education South Africa (Foster, 1999) claims that corporal

punishment is an act of love towards children as sanctioned by the bible and is crucial in chastising children.

The traditional Japanese perspective justified the use of corporal punishment on grounds that “Children are animals being taught to be human, they receive a treat whenever they behave, and they are whipped when they don’t” (Kanji, Kato in Parker-Jenkins, 1999:2). The training of children in Japan seems to have been likened to the training of dogs and horses.

Another proponent of corporal punishment, Rubin (1980) contends that corporal punishment is part of the human tradition and a crucial component of the process of socializing children. For example, boys especially in America are socially expected to become militant, tough, aggressive hence they are beaten in order to be toughened (Murray, 1994).

The preceding arguments tend to portray children as being born naturally bad therefore needing to be chastised via corporal punishment.

Corporal punishment as a deterrent and reformatory measure.

Two educators, Elrod and Terrel (1991), contend that corporal punishment is a powerful deterrent for child misbehaviour. They assert that the “tonic” is effected almost immediately and the unwanted behaviour is usually withdrawn within a short time. Westby (1980), an educator, argues that corporal punishment is an effective deterrent. He believes that to achieve this effectiveness, the learners should be caned in front of others to set an example. Therefore corporal punishment is an external constraint that is necessary for maintaining order in society and schools (Docking, 1980).

Some American educators and authors of child rearing books claim that corporal punishment serves to correct misbehaviour and has no long lasting ill effects on the child (Jennings, 1979). This view is shared by some South African teachers who contend that corporal punishment helps to maintain order in the classroom and to curb student unrest in schools (Dlamini, 1999; Sogoni, 1997).

Corporal punishment improves Academic performance

The educationist, Rubin (1980) claims that corporal punishment brings order in the classroom and prepares a learner’s mind in readiness for the learning process. On the other hand, a British scholar, Dr. Samuel Johnson asserts “my master whipt me very well. Without that sir, I should have done nothing”(in Parker-Jenkins, 1999:3). Johnson seems to attribute his scholarly success to severe beatings in his childhood.

Use of corporal punishment as a last resort.

Some of the most vocal advocates of corporal punishment in British schools especially during the 20th century were religious fundamentalists (Greven, 1991), teachers' organizations and school boards (Hyman, 1987). Their belief was that corporal punishment should be used when necessary to maintain order and discipline in schools. A similar advocacy of corporal punishment was by some educators in Britain who believed that the worst offenders (bullies) deserved severe punishment. It was therefore to be used when necessary for badly behaved children to help control them (Parker-Jenkins, 1999). According to the British writer, Winkley (1987) corporal punishment should be used when necessary, as long as the culture of the child's family and the child's own perception of justice accepts it.

The educator, Newell (1972) claims that when all other means have failed the most effective means for correcting student misbehaviour is use of corporal punishment. The educators, Clark and Star (1991) and Piek (1994) also recommend the formal use of corporal punishment as a last resort (when all other means have failed) and as a last resort by principals in cases of cross misconduct of learners (in Grey, 1997:4). The notions 'when necessary' and "last resort" were also advocated by some teachers in Britain in the mid-1980's who argued that alternatives to corporal punishment are uneconomical. Rather, a short sharp smack produces good results within a short time (Jennings, 1979).

The above arguments for corporal punishment have highlighted the different ways in which the use of corporal punishment is justified. In the section below, we explore arguments against the use of corporal punishment in school.

Arguments Against Corporal punishment in school

The arguments against corporal punishment in school seem to focus on the negative consequences of corporal punishment upon individuals and society. The main view is that the use of corporal punishment in school undermines rather than promote the well being of individuals and society. There are five arguments that are commonly used by the opponents of corporal punishment. These arguments are outlined below.

Corporal punishment is neither a deterrent nor reformative measure.

Smith (1985) refutes the deterrence claims by arguing that corporal punishment does not deter misbehaviour as revealed by the fact that the same child is normally caned frequently. Equally, the British psychologist Leach (1993) maintains that corporal punishment is not a deterrent because giving the child a short sharp punishment only leaves the child feeling that the problem is over, but it is never reformative. Koenig (1995) maintains that it is respect and co-operation between teachers and

learners that can restore order in the classroom and schools, not the use of force in form of corporal punishment.

Corporal punishment negatively impacts on academic performance

The educators Short, Short and Blanton (1988), and Holdstock (1985) claim that corporal punishment decreases the learner's motivation and leads to low academic achievement. Caning, they argue, creates anxiety, fear, aggression and frustration which act as inhibitors to the learning process. Thus, caning per se cannot account for good academic performance.

A similar objection is from Smith (1985) who claims that a teacher who uses corporal punishment is a total failure in class. He contends that a competent teacher should be able to control the learners in the classroom without resorting to violence, in form of corporal punishment. Jennings (1979), writing from a British context, concurs that inexperienced teachers often resorted to corporal punishment due to inability to maintain order in the classroom.

Corporal punishment used in school as a last resort and when necessary.

Evans (1967) objects to the idea of last resort contending that the use of corporal punishment as a last resort does not work. He claims that many deprived children are so hungry for contact with an adult who has become a meaningful person to them that they would rather be hit by that person than be ignored by him. It is often easier to gain the attention of a busy adult by bad disruptive behaviour than by quiet conforming, and "if corporal punishment is the rule, the more outrageous one's behaviour the most contact one will achieve" (1967:231). In this respect, the frequency with which such children are hit does not guarantee its use as the last resort.

Newell (1972, 1979) also rejects the idea of corporal punishment as last resort claiming that the notion of last resort is usually never the case because by the time a resolution is reached to hit the child as a last resort, the perpetrators (teachers or parents) are usually very angry that they act impulsively. Furthermore, if the child rebels, the episode can escalate into physical abuse.

Corporal punishment and Socialization of Children

The socialization of children that incorporates corporal punishment imparts violent attitudes and behavior in children. Children emulate adult violent behavior without being instructed to do so, since adults are their respected role models (Wiehe, 1998; Bandura, 1973). Leach (1993) and Cryan (1987) assert that the socialization of children in school that integrates corporal punishment, models children to adopt aggressive behaviour as displayed by their teachers who are their adult role models. This is reflected, they maintain, in the rebellious and criminal behaviour of children in schools.

Murray (1994) concurs but claims that children learn that those who love you the most are those who hit you the most hence children internalise love and violence partnerships and are likely as adults to hit those with whom they engage with especially in close relationships. Equally, Clegg, (1962 in Docking, 1980:230) claims that caning schools positively engender rebelliousness in children and do little to inhibit bad behavior. According to Holstock (1985) and Koenig (1995) learners react angrily when they are punished and often have a desire of revenging the offenders.

Corporal punishment as violence and child abuse

Westby (1980) and Holdstock (1985) have classified corporal punishment as deliberate violence against children and as child abuse (since it invades privacy).

According to Parker-Jenkins (1999), a Human rights activist, corporal punishment is child abuse. His position is that rights and responsibilities are owned by and owed to children, teachers and other people involved in education. Therefore, ridding schools of corporal punishment is one way of respecting the rights of children since it encourages young people to have a healthy respect for their rights and those of others in society. Newell (1995) concurs and advises teachers to respect a child's right to physical integrity.

Ziggler and Hall (1989) contend that corporal punishment is both violence against children and an infringement of children's rights to freedom, dignity and integrity that is rooted in societal attitudes of accepting aggression as an appropriate mechanism for problem solving. Agnew (1984) concurs and argues that corporal punishment does not help children to defend their respect and honour.

While Docking (1980) observes that the perpetrators of corporal punishment usually demand that the victims submit to their will and often cause them to lose their freedom and identity, apart from loss of limbs or life, Jennings (1979) asserts that corporal punishment restricts the free time of children and hurts them because it removes a child from his or her peer group and keeps him or her under strict adult surveillance, which is the most unpleasant punishment of all for a child

One key observation emerging from the above arguments is that the advocates of corporal punishment in school tend to focus on the 'merits' of school corporal punishment while its opponents seem to focus on the demerits/negative consequences of using corporal punishment in school as a justification for their positions. The commonality among these debates is that they are embedded with adult perspectives and little, if any, about the views advanced by children. Corporal punishment has serious

adverse effects upon children and society at large, as we shall see in the forthcoming section that discusses the studies on corporal punishment in school.

Studies on Corporal Punishment in School

This section discusses studies done on the African continent and those done outside the African continent. Most of the available studies on corporal punishment are conducted outside in the western world and were done long time ago. Apart from studies in Kenya and South Africa, no studies have been sourced from any other African country.

Studies on the African Continent

Kenyan Studies

Arasa (1995) investigated the Nairobi primary school pupil's attitudes towards school and their level of achievement motivation and their parents' level of education. The study aimed at finding out whether there was any significant correlation among parents' level of education, pupils' attitudes towards school and their achievement motivation. About 251 pupils from 4 primary schools in Nairobi slums were sampled. Questionnaire items measured on a likert² scale were used to measure pupils' attitudes towards school and parental level of education.

The data was analysed using the Chi-square test, to test for statistical significance. The key findings were: there was no significant relationship between student's achievement motivation and student's attitudes towards school; and there was no significant relationship between student's achievement motivation and parent's level of education.

Arasa concluded that student attitudes towards school and parental level of education were not related to students' achievement motivation.

There were two methodological lessons that were drawn from Arasa's study for the present study. Arasa's study certifies the use of likert scale for measurement of attitudes and use of chi-square test for testing of significance in cases where two or more competing variables are known to likely influence the issue or behaviour under investigation.

The study is also significant as it shows the deficiency of explaining or locating analysis of student behaviour within exogenous factors namely parental characteristics. This strengthens the need for

² A likert is an attitude measurement scale that assesses both the attitudinal direction (positive or negative feelings) and intensity. This is done by asking a person to rate their feelings towards a particular person, or object or idea on a 5- or &- point scale ranging from strongly positive to strongly negative feelings (Rajeckitt, 1990:346)

investigating pupil centred factors such as attitudes towards use of corporal punishment, which was the focus of the present study.

A Kenyan study by Mutia (1985) investigated whether the use of punishment was an effective mode of behaviour control, or behaviour modification. The main focus of the study was on factors that affect the effectiveness of punishment in modifying behaviour. Mutia's study was guided by the reinforcement model whose underlying theoretical assumptions are that behaviour that is reinforced is likely to recur, and behaviour that is determined by its consequences. The behaviour that leads to favourable consequences is likely to be repeated in future, while one that leads to unfavourable consequences (such as punishment) will be avoided. The sample comprised of 25 teachers, 25 pupils and 25 undergraduate/graduate students.

The key findings of this study were: (1) punishment was more likely to produce good effects if the one punishing is respected by the one being punished and (2) punishment is more likely to lead to poor relationships between the parties involved (teachers and pupils). From these findings, one of the key recommendations was that punishment should only be used when there is no alternative mode of behaviour control (Mutia, 1985:64).

Mutia's study did not look at effects of repeated punishment or adverse effects and the fact that unintended effects outweigh the desirable effects. The study seems to be accommodative to teacher practices, which promote violence, which the present study was opposed to. Thus, the current study investigates whether attitudes of teachers and pupils have an influence on the practice of corporal punishment in primary schools.

Ngaje (2000) investigated the attitudes of primary school pupils towards the use of physical punishment in primary schools in Mombasa municipality. A total of 126 pupils were sampled. A questionnaire was used to collect data. The findings of the study were that pupils were punished harshly yet they had a very positive attitude towards corporal punishment. Ngaje concluded that the children supported the use of school corporal punishment because they viewed it as part of the school system and as a contract (between them and the teachers), which must be complied with. Hence, the harsher the punishment the better the results.

The Ngaje study did not determine the causes of the practice of corporal punishment in school, it failed to investigate the teachers' attitudes; it was done in a different context, when corporal punishment was legalized and was done in a coastal town. Teachers and pupils are key stakeholders of a school organization and role players in policy implementation. Therefore, the current study determined both the teachers' and pupils' attitudes towards the use of corporal punishment in school

and the influence, if any, that those attitudes had on the practice of corporal punishment in the selected schools. The present study was done in a context when corporal punishment is illegal and in an upcountry setting.

All the available Kenyan studies were done in a context different from that of this study. They were done before the 30, March, 2001 Education policy (which outlawed the use of corporal punishment in Kenyan schools) was put in place.

South African studies

Sogoni (1997) surveyed the attitudes of teachers, parents and students towards the use of corporal punishment in three secondary schools in Transkei. A survey questionnaire was used as a research instrument for collecting data. Although the results were that the majority of the teachers and parents supported the use of corporal punishment in schools, and even suggested the need to repeal the 1996 anti-corporal punishment school policy to curb the rising student indiscipline; the students did not favour the use of this punishment in school.

A similar study was done by Dlamini (1999). It investigated the attitudes of secondary school teachers and learners towards the use of corporal punishment in three senior secondary schools in Pinetown. The questionnaire was used to collect data from a sample of 40 teachers and 150 learners. The questionnaire items were measured on a likert scale. The findings showed that the majority of the teachers and pupils objected to the use of illegal corporal punishment in schools. The teachers gave fear of prosecution as the main reason for not supporting the use of corporal punishment in school.

While Sogoni's study indicated that most teachers favoured the use of corporal punishment in school, the Dlamini study showed that most teachers did not support the use of corporal punishment for fear of prosecution. A number of teachers had been prosecuted for practicing illegal corporal punishment (Dlamini, 1999) and it seems like the fear of prosecution had led to a change in attitude, this aspect will be relevant in making recommendation for the present study. While the two South African studies were done in secondary schools, the present study focuses on primary schools in Kenya.

Studies Outside the African Continent

The studies done outside the African continent mainly examined the negative consequences of corporal punishment in school.

Bandura (1973) carried out an experiment that tested the effects of aggressive behaviour as displayed by adults on children. The children were put in a simulated environment and were allowed to watch a

film by adult actors who displayed violent behaviour. When the film ended, the children started kicking each other, imitating what the actors had been doing. They repeated this fight on several occasions. From these observations, Bandura concluded that correcting the misbehaviour of children using aggressive methods serves to train the children to imitate that violent behaviour as displayed by adults but does not lead to the intended objectives.

The main argument of the present study is drawn, partly, from Bandura's study and emphasizes the fact that use of corporal punishment in school engenders aggression in children hence the need to use non-violent means of socialization.

Patterson (1982) and Nagaraja (1984) did a cross-sectional study of American children with severe behaviour problems. The findings were that when parents of these children used corporal punishment or verbal aggression to correct the child's misbehaviour, the children tended to use similar coercive tactics as the parents. The parents regarded this as further misbehaviour and punished more. The children in turn became more coercive and hostile. The conclusion was that this escalating feedback loop, in which parents unintentionally legitimise violence, generates a vicious circle.

When this finding was identified, Patterson and colleagues convinced the parents of these highly aggressive and disruptive children to stop the use of corporal punishment. Patterson and colleagues have had a high rate of success in ending the vicious circle.

One of the most recent studies in the USA (a national survey) done in August 2001 was suggestive that corporal punishment breeds aggression in children. The study was carried out by two psychology professors (Gaughan and Cerio, 2001) and an anthropologist, Myers, under the auspices of Alfred University. The study sought the attitudes of 2,017 seventh and twelfth graders towards gun shootings in American schools (Gaughan and Cerio, 2001). The objective of the study was to identify the causes of school shootings so as to establish preventive measures.

The respondents were asked to rate 16 possible reasons for school shootings on a 1 (Strongly agree) to 5 (strongly disagree) scale. The respondents were also given an open question in which they were told to give their opinion on what should be done to stop school shooting. The key findings were: 91% of the respondents said they had thought about shooting someone who hurt them at school; 87% of the respondents strongly agreed and agreed that they would get back at those who have hurt them especially in school. On the question of stopping school violence, the children said that there was need for "kinder" "gentler" schools. The children cited violence used by adults as a major factor that they in turn emulate in solving their problems. The most popular response was that students wanted teachers to care about them and to become emotionally involved in their lives. They wanted teachers to support

them, be positive role models for them in their treatment of other people, and be their friends, advisors and confidants.

The conclusions drawn were that revenge was the strongest motivation for school shootings in USA. Those who shoot are motivated by the desire to get back at those who have hurt them, for instance, other kids and prefects. The aggression that children tend to acquire from being subjected to harsh punishment by their teachers is not context specific. A study done in London had almost similar results.

Corrigan (1979) did a study using in depth interviews (in London) on working class boys' attitudes towards physical force. The results showed that the boys were 'indignant' and 'angry' at the use of physical force. Corrigan concluded that such sentiments were a reflection of their feelings pertaining the conditions under which the teachers punished them which were unfair. This is because the teachers could hit the boys but they in turn could not hit back. For instance, most of the boys defamed the teacher who hit them as a "big-head" and "a bully" (the terms such as 'bastard', 'puff', 'twat' were used to describe their feelings).

The boys were unanimous in their opinion that punishment did not teach rules neither acted as a deterrent.

Rutteret, Maughan, Mortimore and Ouston (1979) did a survey of twelve London comprehensive schools. The findings were that where the levels of corporal punishment were particularly high the behaviour tended to be worse. The conclusion made was that when a teacher resorts to frequent punishment there is likely to be a damage of relations between the teacher and the individual offenders as well as with the whole class. Next they did another experiment to test the hypothesis that corporal punishment worked as a means of averting delinquency, but it was found that it did not.

Clegg (1962:163-4) also investigated the hypothesis that corporal punishment worked as a means of averting delinquency. Thirty schools in West Riding of Yorkshire were sampled. He found no support for the view that schools, which cane vigorously are the ones which produce the best-behaved children. Instead, it was observed that schools which caned the most seemed to have a higher delinquency rate. Clegg concluded that caning schools positively engender rebelliousness, juvenile delinquency and does little to inhibit bad behavior which may have roots in a lack of affection or some other disruptive influence in the home (pp.164).

Reynold and Murgatroyd did a study in South Wales in 1978. This was a longitudinal study conducted for over a period of seven years. The purpose of the study was to examine whether there was any

association between the academic performance in schools and use of corporal punishment. Boys in nine secondary schools constituted the sample size. Truancy, academic attainment and delinquency were the factors that were used as indicators to assess the frequency of using corporal punishment. The overall performance of each school was recorded each year. The findings were that schools that had a poor overall academic performance also recorded a higher frequency of using corporal punishment to improve academic performance. Those schools that had a higher rate of overall performance had a very low frequency of using corporal punishment for reasons of uplifting academic attainment. Reynolds' conclusion was that corporal punishment encourages bad behaviour and juvenile delinquency and does not improve academic performance. In that study, exogenous factors that motivated teachers' use of corporal punishment was examined, the teachers' endogenous characteristics, which influence the practice of corporal punishment, are investigated by the current study.

The above studies provided factual information on aggression in children as one of the negative consequences of corporal punishment; suggested that teachers' and pupils/students' attitudes towards the use of corporal punishment have an association with the use of this punishment in school; provided methodological approaches to attitude measurement and suggested ways of attitude change. These studies, however, were done in a different context from the current study.

Negative Consequences of Corporal Punishment in School

There were four classes of negative consequences of corporal punishment in school that were identified in the literature: physical, sociological, educational and psychological.

The Physical consequences

The physical consequences³ of corporal punishment constituted the harmful effects incurred on the physical body of school children. These included: physical pain, bruises, nose bleeding, tissue injury, nerve damage, fractured bones, broken teeth, becoming unconscious, fainting, and even death.

There are innumerable examples of this: a certain teacher murdered an English student in a London based school by giving him three strokes of the whip on his back (Scott, 1968:80). Murray (1994:81) quotes a 1990 scenario of a family in USA whereby a foster mother lost control of her temper and hit her son to death.

A Kenyan survey on school based corporal punishment revealed that the use of corporal punishment in school left pupils with tissue injury, broken bones, knocked-out teeth and internal bleeding and in

³ The physical consequences of corporal punishment refer to physical violence or direct violence or manifest violence (Galtung, 1990).

most extreme cases, the beatings left children disabled and even dead (Thonden, 1999). In South Africa, a certain learner still suffers from permanent disability, which he sustained when he was hit on the head by a metallic pipe by a female teacher (Mtshali and Qwabe, 1998 in Dlamini, 1999). This learner sustained further damage when the principal hit his injured head against the wall (Mtshali and Qwabe, 1998 in Dlamini, 1999).

In Botswana, there were reported two cases of death following school corporal punishment (United Nations Committee for End Global Punishment, 2001).

Social Consequences

The social consequences of corporal punishment are that it: is direct violence (or physical violence as discussed above) against children; it creates aggressive behaviour in children and leads to a cyclic reproduction of violence in society (Murray, 1994, Wiehe, 1998); it is an abuse of children and curtails their right to be free from pain, torture, harassment, and degrading punishment. Further, the use of corporal punishment creates a relationship of enmity and unequal power between the teacher and the pupils; as a result the pupils get oppressed and coerced by their teachers (Docking, 1980; Rutter et al., 1979).

Corporal punishment also leads to poor job opportunities since the children undergo a “dampening” effect (Murray, 1994) with poor creative or innovative skills that are not qualities required for high-level jobs. Such children will tend to be inclined to low-level jobs that require obedience and submission to authority rather than being autonomous (Kuhn, 1969 in Murray, 1994:146). But the demand for low-level occupations is very low in contemporary society. Therefore subjecting children to corporal punishment may cause them, as future adults to remain unemployed due to their lack of relevant skills best suited for the job market needs of contemporary society.

Psychological and Educational consequences

A violent structure leaves marks not only on the human body but also on the mind and spirit (Galtung 1990: 294). Corporal punishment in school has serious psychological consequences that impair children’s learning in school. Corporal punishment decreases the learner’s motivation and leads to low academic achievement. Caning creates anxiety, fear, aggression and frustration in children that hinder learning rather than improve academic performance (Short, Short and Blanton, 1988, Reynold and Murgatroyd, 1978, and Holdstock, 1985).

Children tend to dislike their teachers, subjects and school leading to an increase in dropouts (Raven, 1976)). Teachers usually respond with such authoritarianism to the behaviour that children should be

free to express as part of their development and this leads to feelings of anger and resentment in children about unfair conditions under which teachers hit them (Corrigan, 1979). In most cases, teachers are not usually ready to listen to children's problems nor does the school environment encourage dialogue with children. This predisposes children as future adults to adopt an authoritarian personality, violent attitudes and behaviour.

Some children are known to have suffered from post-traumatic stress syndrome later in life which in turn creates deep, life long psychological problems such as depression and suicidal thinking (Docking, 1980). This was evident from an USA based study which showed that adults whose parents hit them in childhood are more likely to be depressed, have thoughts about killing themselves; than those whose parents did not. Thus, the more corporal punishment one experienced as a child the greater the chance of being depressed or of committing suicide as adults/ or older children (Murray, 19994:71-73).

Clearly, corporal punishment is not a desirable disciplinary measure rather it produces idiosyncrasies and very serious consequences which impact negatively on children individually and society at large.

Conclusion

Although arguments that advocate for the use of corporal punishment in school prevail, available studies have shown that corporal punishment poses serious and diverse negative consequences upon children and society itself. The retention of a disciplinary measure in school should not be judged on assumptions and beliefs about its purported merits but should be judged based on factual information about its setbacks. The socialization of children in school that incorporates corporal punishment basically serves to impart violent attitudes in children leading to a cyclic reproduction of violence in society. Literature has also shown that teachers and pupils in most cases have a favorable attitude towards the use of corporal punishment in school. It is important for corporal punishment to be phased out of schools so that non-violent methods are forged. Since there is a scarcity of information, if any, on corporal punishment especially in contemporary Kenyan schools, probing of the teachers' and pupils' attitudes towards the use of corporal punishment in four Nakuru Municipal primary schools becomes an imperative. This necessitated the need to identify a conceptual framework that would guide the anticipated study as deliberated on in the next chapter.

CHAPTER THREE

THE CONCEPTUAL FRAMEWORK

Introduction

The present study had three objectives: establish whether corporal punishment was being practiced in the four Nakuru Municipal Urban primary schools; identify the attitudes of teachers and pupils towards the use of corporal punishment in school and determine the influence, if any, that those attitudes had on the practice of this punishment in the selected schools.

This chapter gives an exposition of the main theories that were applied in the study. There were five principal theories that stimulated and guided this study, and aided in interpretation of its findings. These were: the social learning theory; the theory of attitudes and behavioural intentions; the theory of cognitive dissonance; the human modelling and the reinforcement models.

The social learning theory guided the study in explaining why corporal punishment is practiced in schools and how violence is reproduced in society. It also gave a justification as to why corporal punishment should be eradicated from schools. It illustrated how violent attitudes and violent behaviour as displayed by adults and teachers in particular are learned by children through imitation. Adults and teachers specifically are role models for children to emulate. Using socialization methods which incorporate corporal punishment leads to the reproduction of violence in society in a cyclic manner such that violence will abide in society from generation to generation.

The theory of attitudes and behavioural intentions was key in guiding the study in identifying the key aspects of attitudes and how to measure attitudes. It partly aided in explaining the link between attitudes and behaviour. The theory of cognitive dissonance was important in determining ways of attitude change. The reinforcement (classical conditioning) and human modelling models guided the study in how to change behaviour and attitudes. These theories were also important in guiding the study in making recommendations.

There was need to examine the subject corporal punishment from a variety of theoretical perspectives (Murray, 1994) since its occurrence is intertwined with a complexity of factors. The occurrence of corporal punishment can be explained in terms of both micro and macro issues hence the theories applied in this study are based on issues within this range. Micro issues imply, issues that are based on an individual's attributes (endogenous factor) whereas macro issues (exogenous factors) are those at societal level.

Murray (1994:108) asserts that little progress can be made in research without a clear theoretical framework to stimulate and guide it, and aid in interpreting its findings. He has observed, however, that there are no specific theories to guide research on the subject corporal punishment and this has, vis-à-vis other reasons, made most social scientists to avoid researching the area of corporal punishment. But Murray (1994) recommends the use of multiple and relevant theories to help deal with this limitation.

The Social Learning Theory

The social learning theory postulates: correcting the misbehaviour of children using aggressive methods serves to train the children to imitate the violent behaviour as displayed by adults (Bandura, 1973). According to this theory, violence is a learned response. The perpetrators of a given violence (such as corporal punishment) may have learned this dysfunctional response from witnessing violence in their families of origin or in a school setting or from the attitudes prevalent in society (Wiehe, 1998:87; Docking, 1980; Gagne, 1985).

Wiehe (1998) asserts that the societal attitude that adults should hold power and control over the children has a historical rooting. It was evident in English statutory laws, especially those underpinning the education policies and religious beliefs, Christianity specifically. The general belief (especially between the fourteenth century and the first four decades of the nineteenth century) was that a child is born with both evil and good, and the use of corporal punishment helps to exterminate the evil part of the child leaving the good to flourish.

When corporal punishment is used as a control measure in social institutions (family and schools) to discipline children. This practice becomes cyclic in that those children subjected to corporal punishment learn violent methods for solving problems. The use of violent methods as social control measures therefore reproduces a generation of future perpetrators of violence in society (Wiehe, 1998).

Theories of Attitudes⁴

Although there are various theories of attitudes but the differences among these theories pertain to the question as to which of the three components of attitudes is primary or which is a cause for the other components. In this last part of this chapter, theories of attitudes that underpinned this study are highlighted.

⁴ See Chapter One for the definition of attitudes.

The Theory of Attitudes and Behavioural Intentions

According to this theory, an individual's attitudes towards any given object is a function of the strength of his or her beliefs about the object and an evaluation of the response to the object (Shaw and Constanzo, 1982:285). In other words, "attitudes predict future behaviour or allow us to understand behaviour that has already occurred". Hence, attitudes will predispose overt behaviour and specifically single act behaviour is best predicted by attitudes towards it (Rajecki, 1990:73, 104). By implication, a single act like use of corporal punishment in school will be best predicted by the attitudes towards that same act. In this way, the behaviour will be consistent with the attitude.

Rajeckitt (1990) highlights that both the content of an attitude and its aspects/components are important. An attitude consists of basically three components: the affective/emotional/feelings, cognitive, and behavioural consequences (Gagne, 1985:229 and Rajecki, 1990). Thus, an attitude is often a product of feelings that accompany the idea, the action tendency (behavioural intents or readiness for action) and situations relative to the attitudinal object.

The three components of an attitude were important in determining the teachers' and pupils' attitudes, in this study. Their attitudes were determined by gauging their feelings, beliefs and intended behaviour regarding the use of corporal punishment in school. The respondents were asked questions which allowed them to express their feelings, beliefs and behavioural intents in certain situations in the context of school corporal punishment. For instance, a teacher who said "I would prefer to cane a disruptive pupil over any modes of punishment" was taken as depicting a positive behavioural intent which would possibly materialize into reality under certain favourable conditions especially when the cognitive and affective aspects come into play.

The affective component (feelings and emotions)

According to Rajeckitt, (1990), attitudes are accompanied by positive or negative feelings; conversely positive or negative feelings have a certain attitude behind them. This is basically the evaluative element in an attitude (namely feelings and emotions) on the basis of which the attitude holder judges the object to be good or bad for instance emotional reactions such as liking, hating, loving, are in the affective domain. The respondents' feelings were gauged by formulating questions that elicited their emotions

Behavioural component

Since an attitude is also defined as a disposition or readiness for some kind of action, the behavioural component is can be referred to as "behavioural intentions" (Ajzen and Fishbein, 1970, in Rajecki,

1990) or “action tendency”. This component is assumed to mediate overt behaviour (Bagozzi, 1978, in Rajeckitt, 1990).

Cognitive component/ Cognitions

The last component of an attitude is the cognitive component. Cognition here refers to any bit of information, fact, or knowledge relevant to the attitudinal object. Cognitions are basically beliefs about the attitudinal object. These are principles (beliefs or ideas) that guide or influence action choices. Thus, beliefs, ideas and the conflicts among them are summarily cognitive aspects of attitudes. However, they do not seem to be adequate to account for the dynamic effects that attitudes have on an individual’s action choices (Rajecki, 1990). All the three components of an attitude are essential in gauging one’s attitude towards a given object.

Determining each of the three components of an attitude was important in the present study since it was assumed that the attitudes of primary school teachers and pupils towards the use of corporal punishment in school influenced the practice of corporal punishment in the selected schools.

The Theory of Cognitive Dissonance

The Theory of Cognitive Dissonance postulates that human beings always strive for consistency in their beliefs, attitudes, and behaviour; therefore inconsistency (dissonance state) may lead to change in attitude to justify the action and establish consistency (Gagne, 1985:222). In other words, when inconsistency or dissonance among beliefs is encountered, the individual strives to achieve consistency and in this process may undergo a change in attitude.

This theory highlights two characteristics of attitudes: the origin and the function. Attitudes are also said to be a source of behavioural motivation and organisation, which serve a purpose or function. McGuire, 1969 (in Rajeckit, 1990:7-8). The idea that an attitude serves a function instructs us on how to proceed with developing methods of attitude change which is one of the goals of this study.

Therefore, many of our attitudes are learned as a result of a series of interactions with other people for instance, parents, friends, teachers, and associates (Gagne, 1985). These attitudes may be acquired or changed suddenly as a result of a single experience or may undergo a gradual change over a period of years, presumably as a result of cumulative series of experiences.

Behaviour and Attitude Change or Acquisition

Two types of situations can make a change in attitude probable: classical conditioning/reinforcement and human modelling.

Classical conditioning

Classical conditioning is a situation when unconditioned stimulus is paired with a conditioned stimulus (Gagne, 1985). In our case, corporal punishment can be said to be a conditioned stimulus which teachers are accustomed to practicing, while being prosecuted is an unconditioned stimulus. If we pair the practice of corporal punishment with being prosecuted, the result may be that teachers will fear practicing corporal punishment for fear of being prosecuted. Failure to practice corporal punishment will leave the teachers in a state of dissonance or psychological discomfort, which human beings do not usually abhor as we saw above. As a result, the teachers may possibly change their attitudes and their beliefs so as to establish consistency and alleviate the psychological discomfort.

Alternatively, repeated instances of prosecution for those teachers who practice corporal punishment may register in them a feeling of failure to achieve intended objectives. Gagne (1985) posits that such repeated instances of failure may yield attitudes of dislike. This kind of situation is what is referred to as reinforcement. In this case, being prosecuted is a negative form of reinforcement, which may prompt teachers to have attitudes of dislike for the practice of corporal punishment in school.

Human modeling

One of the dependable sets of events that have been found to produce changes in attitudes is the phenomenon of human modelling. Attitude learning or change results from imitation of the model's behaviour or action choices (Gagne, 1985). A person who is respected and admired as having credibility is observed (by one or more learners) to exhibit behaviour or make certain choices of personal action, the learners will imitate the behaviour as displayed by the model.

If the model exhibits choices of undesirable behaviour such as aggressiveness or desirable choices accompanied by verbal remarks or perhaps the model uses verbal descriptions of behaviour choices/intents that are undesirable. Such a model may get punishment for undesirable remarks or actions. In such a situation where the model is punished, the learners will stop imitating the model for fear of being punished too. Human modelling was key in explaining why pupils can have positive attitude despite knowing the consequences of corporal punishment. It also aided the study in making recommendations.

Conclusion

The five theories that underpinned this study were framed around attitudes, behaviour and the socialization methods. All these aspects have been important influences in the Kenyan context with regard to the practice of corporal punishment in school. The above discussion indicates that the society's attributes and interactions therein, and the attributes of the individual persons play a key role in influencing the occurrence of corporal punishment in school.

The social learning theory guided the study in explaining why and how corporal punishment occurs in society and in determining the justification for the study. The theories of Attitudes guided the study in measurement of attitudes, linking attitudes and practice, and in making recommendations for attitude and behaviour change. We now move to the next chapter in which the Methodological approach employed in this study is deliberated on.

CHAPTER FOUR

RESEARCH METHODOLOGY

Introduction

There were four main objectives of this study: to establish whether the practice of corporal punishment was maintained in the four Nakuru municipal primary schools; to identify the nature of attitudes that the respondents had towards this punishment and determine the influence, if any, of the respondents' attitudes towards the use of corporal punishment in school on the practice of corporal punishment in the selected schools.

Research Design

To be able to achieve the study objectives, the researcher carried out a survey of the teachers' and pupils' attitudes towards the use of corporal punishment in school. A survey research searches for accurate information about the characteristics of particular subjects, situations or about the frequency of occurrence of phenomena. This is relevant for providing descriptions of the variables and explanations of the relationships between them in order to answer the research question (Brink, 1999:108-109). Since the study had an object to make recommendations based on the study findings, the survey was the most appropriate for use in this study because it assures standardization.

The standardization criteria was assured by subjecting the respondents to the same questionnaire items. The questionnaire items contained both closed-ended and open-ended questions. The closed-ended questions contained attitudinal statements which measured the respondents' attitudes towards the use of corporal punishment in the selected schools, by gauging their feelings, beliefs, ideas, and opinions/intents and knowledge with regard to corporal punishment in school. The closed-ended questions were also used to collect the demographics and some facts about the practice of corporal punishment. Survey research is recommended for use in establishing vital facts about people: their beliefs; opinions; feelings; knowledge and behaviour (Kerlinger, 1983).

The survey allowed for use of statistical techniques and rigorous testing to determine the relationships between the key variables as recommended by Newman (1997:231) in order to answer the research questions.

Leedy (1993) advises that a researcher who wishes to make recommendations, based on study findings to guide the practice, should employ a survey approach because a survey is normative, its primary role

is to guide the present status of a phenomenon in order to provide information to guide practice in the immediate future (Mouly, 1978). Thus, a survey enabled the researcher to make recommendations that would inform policy makers about the way forward.

Surveys are viewed as excellent vehicles for collecting original data for purposes of measuring the attitudes, aspirations and orientation of a population too large to describe directly (Babbie, 1979; Newman, 1979; Sapsford, 1999). It was reasonable that a survey be employed, especially given the technical and logistical constraints of the study, so as to allow for selection of a larger sample size.

The Target Population

The study targeted the primary schools as the most significant setting and starting point to examine issues with regard to the practice of corporal punishment in school. All the primary school teachers and pupils (aged 13-17 years) from four primary schools were the targeted population for various reasons. Children in this age group are said to be less likely than adults to hide their feelings even if the topic is socially undesirable (Gaughan and Cerio, 2000; Rajecki 1990). The study employed a likert scale for measuring attitudes of the respondents. Rajecki (1990) and Gagne (1985) have advised that the direct measurement of attitudes using a likert scale is suitable for measuring attitudes of children above 12 years and adults. Younger children find it difficult to assign a value to the level of intensity of their likes and dislikes.

Teachers and pupils are key stakeholders in a school organisation and play a key role in socio-political changes occurring in schools. For instance, the implementation of the policy that banned the use of corporal punishment in Kenyan schools is likely to depend on the teachers' and pupils' attitudes/ perceptions/ beliefs, feelings and/or behaviour. Lastly, primary school children are more susceptible at this age and more vulnerable. Literature review showed that subjecting a child, at an early age, to corporal punishment has very serious consequences⁵, it interferes with the normal development of the child and causes children to adopt violent behaviour as was noted in Chapter Two.

The four schools were each located within one of the four zones of the Nakuru municipality; the zones represented the different socio-economic classes that the municipality comprised of.

⁵For details of consequences of corporal punishment see Chapter Two.

Sampling Procedures and Sample Size.

A sample is a subset of the population usually with the implication that the subset resembles the population closely on certain characteristics. If the sample is representative of the population, then what is true of the sample will also be true of the population⁶ with respect to that characteristic (Sapsford, 1999).

A total sample size of 232 teachers and pupils was drawn from four Nakuru municipal primary schools. Bailey (1987) and Cohen and Manion (1985) recommend a sample size of 30 elements as the lowest acceptable if some form of statistical analysis is to be carried out on the data obtained. However, Sudman (1976) suggests that in a survey research, there should be a minimum of 100 subjects in the major sub-group and 20 to 50 in the minor sub-group. Gall et al (1996) gives a general rule of thumb as using large samples as possible in order to boost the representativity of the population scores. The first two recommendations with regard to the sample size were well accommodated by the present study. The study had a sample size of 232 elements, as already mentioned, which comprised of 160 pupils (a major sub-group) and 72 teachers (a minor sub-group), which satisfies the sample size recommended by Sudman (1976) and Bailey (1987).

Stratified probability sampling was used to select 72 teachers and 160 pupils (who constituted the sample) from the four primary schools. Since the target population which consisted of all teachers and all pupils (aged 13-17 years) from the four Nakuru municipal primary schools had heterogeneous characteristics in terms of teacher's sex and pupils' ages, these characteristics needed to be reflected in the sample in order for that sample to be regarded as being representative of the population from which it was drawn and to meet the requirements for carrying out statistical tests of inference.

Stratified sampling is said to be representative of a population that is heterogeneous with regard to a specific characteristic such as gender, age and socio-economic status. Apart from the need for a sample to be representative, stratified probability sampling minimizes judgemental errors from occurring (Hungler and Polity 1993: 260; Bailey 1987; Bulmer, 1982).

The latest (1998) available Nakuru Municipal primary schools' statistics indicated that the targeted population was heterogeneous with respect to the characteristics: the age of the pupils and the sex of the teachers.

The pupils within the age bracket of 13-17 years were found to be occurring in the ratio of 5:10:5:2:1 for ages: 13, 14, 15, 16 and 17 years respectively. Age 14 years had the highest number of pupils

⁶ This should be within a calculable margin of error.

while age 17 years had the lowest number. Of the 160 pupils sampled, 35 pupils were aged 13 years (about, 20% of the pupils sampled) 70 pupils were aged 14 years (about 40% of the pupils sampled), 35 pupils were aged 15 years (about 20% of the pupils sampled), 13 pupils were aged 16 years (about 8% of the pupils sampled) and 7 pupils aged 17 years (about 1% of the pupils sampled). In total, there were 160 pupils selected from the targeted age group (13-17 years) from the four schools.

The teachers were found to be in the ratio of one male teacher to two females in the target population (1:2). The sample comprised of 24 male and 48 female teachers, a total of 72 teachers were sampled.

Available records showed that the municipal schools were classified in terms of their socio-economic standing. These were upper-class schools which were located in an upper class municipal zone, middle-class schools were located in a middle class municipal zone; low-class schools were located in a low class municipal zone and rural-low class schools were located in a rural low class municipal zone (Nakuru municipal records, 2000). These zones represented the four socio-economic⁷ classes within the Nakuru municipality.

Data Collection Methods

This section discusses: the Instrumentation; administration of the research instruments; validity and reliability; ethical considerations and access to the research site; and response plus return rates.

Instrumentation

Two questionnaires (one for teachers and another one for pupils) were used to collect both qualitative and quantitative forms of data. A questionnaire refers to “a self-report instrument where the respondent writes his or her answers in response to printed questions on a document” (Brink, 1999:154). A questionnaire was chosen as the research instrument because it suited the research purpose and it has less bias since the researcher is less likely to influence the responses of the subjects and usually anonymity is assured especially when researching sensitive issues such as the illegal practice of corporal punishment in Kenyan schools. The subjects feel a greater sense of anonymity and are more likely to provide honest answers (Brink (1999:153).

Given the logistical and technical constraints of the study, a questionnaire method was found to be the cheapest (Sapsford, 1999) since the researcher gave questions to respondents who read instructions and questions by themselves and recorded their answers. A wide geographical area was easily covered even when the survey was done by a single researcher than if interviews had been used. The researcher

⁷The four Zones or regions of the Nakuru municipality were designated into their respective socio-economic classes by Nakuru municipal council itself. More details are given under section on measurement of variables.

administered the questionnaires personally to control the conditions under which the questionnaires were completed and to improve on the response rate.

The questionnaires comprised of closed-ended questions and open-ended questions as mentioned above. The closed ended questions had pre-determined answers from which the respondents were asked to choose the most satisfactory answer hence were used for collecting quantitative forms of data: nominal, ordinal and ratio forms of data. The responses to closed-ended questions were pre-coded.

The open-ended questions were used mainly to collect the qualitative forms of data although some of the responses to the open-ended questions were coded to yield quantitative forms for subjection to statistical tests. Coding helped to reduce the data into manageable quantifiable measures. The data collected via open-ended questions, however, were mainly analysed qualitatively to reciprocate the quantitative analysis so as to bring out wider, richer and in depth data meanings. The open-ended questions are advantageous because they allow for flexibility and the questions elicit information from the respondents. Also unanticipated findings can be discovered and reveal more about the respondent's frame of reference, thinking, logic and so on (Bailey, 1987). This was central to this study.

The use of both qualitative and quantitative data collection and analysis methods assured the validity and reliability of the study findings.

Validity and Reliability

Reliability

Reliability is about stability, consistency and dependability of data; this is when the measurements are not only accurate but also trustworthy, in such a way that somebody else using the same measuring instruments should obtain same or similar results. In other words, a reliable instrument is one, which if consistent produces the same results if used with same respondents on different occasions. Thus, reliable data is replicable, the study can be repeated and will yield same findings (Sapsford, 1999; Neumann, 1997; Babbie, 1979).

Validity

Validity refers not only to what the instrument measures but also to how well it does it. It is whether what one is measuring is what one intended to measure; hence unreliable data is invalid since reliability assures validity (Neuman, 1997).

To fulfil the above conditions, the following actions were taken by the researcher. Literature on questionnaire construction and survey research were reviewed. The draft of the research instruments was discussed with one of the research supervisors and one other expert in survey research. Fowler (1984) recommends the use of experts as an acceptable practice. Based on the comments of these experts, the researcher did some improvement on the draft questionnaire. The questionnaires were standardized. The respondents answered similar questions in their specific questionnaire type so as to yield consistent answers that assured validity.

A pilot study was done through which the instruments were tested and validated so as to help yield reliable data. A small set of respondents (with characteristics similar to those in the final survey) was used for pre-test. Ten respondents (five primary school teachers and five pupils) were involved. The central goal of the pilot study was to test as many aspects of the study as possible in order to correct any part that did not work well. Gall and Borg (1996) recommend a thorough pre-testing of research instruments before they are used to carry out an investigation and 2-3 subjects to be used as respondents in the pre-test.

The questionnaire items in the two types of questionnaires were tested to determine whether they measure what they were intended to measure. As a result, adjustments were made on the questionnaire items and necessary corrections were done. Respondents were asked about the clarity of questions, the researcher explored the respondent's interpretation of questions to see whether the researcher's intended meaning was clear. Further corrections were made to refine the multiple choice questionnaire items in the pupils' questionnaires and question sequencing/ordering was updated. This helped to validate the instruments (questionnaires). Also, some corrections were made to address the sample size and sampling procedures. The results of the pilot study were then processed to feed into the final research design.

Ethical Considerations and Access to Research Site

Ethical Considerations

This study involved human subjects and the topic under investigation, the practice of corporal punishment in school, was very sensitive since the use of this punishment in Kenyan schools had been outlawed. Therefore, ethical considerations were of paramount importance and in particular the protection of the rights of the human subjects. The survey design was chosen on ethical grounds, as was explained earlier on. Since it was unethical to manipulate variables which pose risks to human

subjects (Brink, 1999:108) for example the use of corporal punishment, a survey was preferred over an experiment.

Secondly, informed consent was obtained from subjects in both the pilot study and the actual research study. The respondents were informed the purpose of the study, and assured that any information given would remain anonymous. They were assured that neither their names nor the names of their schools nor their contact addresses shall be quoted anywhere in the research. They were also assured that the information they gave was purely for academic reasons and that codes would be used for discussing the data results instead. Each respondent was provided with a code number, which was written on the respective questionnaires and an alphabetical letter as a code for their respective schools. The actual list of school names and their characteristics together with the codes were kept privately in the confidence of the researcher for use during data analysis.

Access to the Research Site

This entailed seeking permission from the Ministry of Education, the Provincial Education Office and the school principals (head teachers of respective schools) so as to gain entry to the research site. The school principals were requested to grant the teachers and pupils permission to participate in the research. The principals acted as third party in giving consent for the participating pupils. According to Brink (1999:44) children are incapable of giving full consent or making well informed decisions therefore consent should be obtained from any responsible third party. The researcher also negotiated with the school heads for the most convenient dates to have questionnaires administered in their schools and the dates were set and complied with.

Administration of the Research Instruments.

The researcher administered the questionnaires personally to the respondents to control the conditions under which the questionnaires were completed and to improve on the response rate. The questionnaires were administered to the respondents on the specified/appointed day for each school and were collected immediately after the respondents finished responding to the questionnaire items.

The information and instruction on completing the questionnaires were attached on each questionnaire to guide the respondents.

Returns and Response Rates

The researcher collected the completed questionnaires and counted them to ascertain the returns and non-returns. All respondents, except one, returned their questionnaires. One respondent who was a teacher in one school became sick on the appointed day. She requested to take the questionnaire home,

but the researcher was later informed by the head teacher of that school that the particular teacher could not return soon since she had a complicated medical problem. Therefore, one questionnaire was not returned. Newman (1997) posits that in most self-administered questionnaires, the response rate⁸ is approximately equal to the percentage of those respondents who were sampled; it is usually about 100%. In this study, the response rate was approximately 100%, only one respondent, teacher, did not return the questionnaire, she fell sick.

The responses to the items in each questionnaire were later reviewed and the un-coded responses to the open-ended questions coded. The coded data were then entered into the SPSS 11 for windows 2000 for statistical analysis.

VARIABLE MEASUREMENT AND DATA ANALYSIS PROCEDURES.

This section offers a brief exposition of the study variables and how they were measured; and gives a detailed explanation of the data analysis procedures specific to each variable under investigation.

The Measurement of the Study Variables

In planning the research design for this study, the key concepts were defined or given operational definitions. This process was of particular importance in selecting the indicators for complex variables such as attitudes. The universe (operational) meaning of each variable was established before identifying indicators to reciprocate that meaning. Simple variables, such as age and gender, required only one indicator to measure them but complex variables like attitudes or the practice of corporal punishment required several indicators because they are complex and consist of multiple components. Grimm and Wozniak (1990:180) asserts that a summary measure of complex concepts (an index) should be obtained by adding up the values of indicators used to measure the concept's universe meaning. It is estimated in social science research that a typical number of index components is on average 4 to 9 items/indicators, assuming that the universe meaning of the concept takes on two or three dimensions each being measured by two or three indicators.

The combination of the values of the indicators of a given variable (summated index score) determined the scores for each respondent on the measured variable. The indicators which measured the complex variables of this study are as described below.

⁸ According to Newman (1997) the response rate is a determinant factor as to whether the researcher can generalize from the results. It is calculated according to survey research type; hence response rates are usually a big concern in survey research. If a high proportion of the sampled respondents do not respond, researchers become cautious about generalizing from the results. This is because a low response rate can create bias and weaken validity. A good response rate should be varying from 75% to 100%. Most researchers consider anything below 50% as poor response rate and over 90% as high response rate.

The relevant closed and/or open ended questionnaire items were used to gauge the indicators of the issues around corporal punishment in school.

There were nine study variables: school; socio-economic class of school; age; gender; teachers' teaching experience; respondent's experience with corporal punishment; the respondent's awareness of policy; negative consequences and alternatives with regard to corporal punishment; the respondent's attitude towards the use of and the practice of corporal punishment in school.

Age and gender: the pupils were asked to indicate their actual age in years while the teachers were required to select their age bracket from the given categories (20-29, 30-39, 40 and above years). Both teachers and pupils were required to state their sex (male or female).

The socio-economic class of the school. Schools were selected according to the zones they were located. The Nakuru municipal council has designated the municipality according to zones. The zones are designated as to whether they have electricity, piped water, water borne (flush) toilets, and permanent buildings and whether the residents are of a rich category. A zone that has four of these factors is rated as "upper class", one with only three is rated as "middle class", while any zone that satisfied only two conditions is rated as "low class", "low class rural" is a low class zone that is located in a predominantly farming region (Nakuru municipal statistics, 2000). Four categories of schools were selected one from each of these zones, and rated according to the zone they were drawn from. For example, a low class school is one that was selected from a low class zone.

"Years of teaching experience" was measured by asking teachers to choose from the given categories (less than 2 years, 2-4 years, 5-9 years, 10 years and above).

The respondent's beliefs about the use of corporal punishment in school were measured by three indicators: The educational beliefs that corporal punishment makes pupils to work hard and to get higher marks in exams and tests; the moral belief that corporal punishment is a deterrent and makes pupils to respect authority; the biblical belief that 'spare the rod spoil the child'. The items that measured beliefs were contained in both closed-ended and open-ended questions. These four indicators were summated, computed, recoded and defined into two categories: weak and strong beliefs.

The knowledge of the New Policy (30, March 2001 school policy) was measured by two questionnaire items. These were: "Does the law in Kenya today allow the use of corporal punishment in schools?" with regard to pupils. "Caning in Kenyan schools is prohibited by law", to which the teacher was to select 'true' or 'false'.

Knowledge of the consequences of corporal punishment was a composite variable measured by four indicators. Whether the respondent knew that corporal punishment: creates aggression in children; is violence against or an abuse of children; causes depression/low self-esteem in children. Aggression in children was measured from responses: feelings of revenge and hatred in children; deviant/criminal behaviour and worsening of child misbehaviour. Violence against children was measured from response sets: death; physical injury namely broken limbs; tissues injury; broken limbs; nose bleeding; fainting and admission to hospital. Depression had responses such as children being withdrawn; fearful and performing poorly in class work.

Four indicators measured the ***knowledge of alternatives to corporal punishment***: Guidance and counselling for pupils; suspension and expulsion of pupil from school; Manual work; and use of corporal punishment when necessary. These indicators were elicited by two open-ended questions, “Are there any alternatives to corporal punishment?” and “If yes, what are the alternatives to corporal punishment?”, contained in the questionnaires. The responses to open-ended questions were coded before being subjected to analysis by SPSS. The summation, computation and recoding of the indicators yielded two categories: ‘high and low’ knowledge of the alternatives to corporal punishment in school.

In measuring ***the attitudes of respondents towards the use of corporal punishment***, a likert scale was used as recommended by Grimm and Wozniak (1990:180) to be the most popular way of constructing indexes especially to measure attitudes and as one of the procedures for combining the values of indicators of a given variable. Bryman and Cramer (1997:55) recommend the use of a number of items as being essential for capturing the totality of a broad concept (for instance the attitudes towards the use of corporal punishment).

To gauge the respondents’ attitudes, they were presented with 8/9 statements which appeared to relate to the common theme, the use of corporal punishment in school. Thereafter, they were asked to indicate their degree of agreement or disagreement (with the statements) on a five-point range. The individual scores were added up to form an overall attitude score for each respondent. The degrees of strongly agree and agree were summated to yield the net agreement while the degrees of disagree and strongly disagree were summated to yield the net disagreement for the sake of determining their frequency distribution. The summation, computation, recoding and re-defining of the indicators using the SPSS yielded two categories of attitudes: positive and negative attitudes towards the use of corporal punishment in school which was then used in tests of inference. It is of vital importance to note that the variable attitudes was assumed to have an effect upon the practice of corporal punishment in school. Attitudes was the key independent variable of the study.

The practice of corporal punishment was the main dependent variable of the study. The practice of corporal punishment was measured by eight indicators which were constituted by two sets of indicators. The first set of indicators entailed the teachers' experience with corporal punishment in school. The teacher's experience with corporal punishment was measured by four indicators: whether the teacher had administered corporal punishment to pupils in school since April 2001; how often the teacher administered corporal punishment; when last the teacher administered corporal punishment to a pupil; and the forms of corporal punishment commonly used in the teacher's school. The second set entailed the pupils' experience with the use of corporal punishment in school. The pupils' experience with corporal punishment was measured by: whether the pupil had been subjected to corporal punishment since April 2001; how often the pupil was subjected to corporal punishment in school; when last the pupil was subjected to corporal punishment in school and the forms of corporal punishment commonly used in the pupil's school. The two sets, teachers' and pupils' experience with corporal punishment in school, were subjected to statistical computation, recoded and re-defined to yield two categories: 'high and low' practice of corporal punishment. A low practice was one in which summated values of the coded indicators was at most 4, while a high practice is one whose summated values of the coded indicators was greater 4.

Data Analysis Procedures

The collected data was both in quantitative (data that involves counting) and qualitative (data that does not involve counting/numbers) form as explained in the above data collection section. Applying both qualitative and quantitative analysis methods also helped to ascertain the validity and reliability of the study findings. In other words, the consistency, accuracy and truthfulness of research findings were ascertained/confirmed as advised by Brink (1999).

Qualitative data analysis procedure

The data that were collected via open-ended questions were analysed partly by the qualitative analysis procedure. The qualitative data analysis was done to validate the findings of the quantitative data analysis methods. The qualitative data analysis entailed making meanings from the respondents' words and drawing conclusions, it involved inductive reasoning. The qualitative data analysis is said to be essential in exploring the meaning, describing and promoting of an understanding of human experiences such as pain, grief, hope and caring (Brink, 1999), it was therefore very vital for application in this study.

The Quantitative data analysis methods

The quantitative data analysis methods were used to analyse data collected via closed-ended questionnaire items and some of the data collected by the open-ended questions in the questionnaires.

The quantitative data analysis began with the coding of the identified variables to reduce them into manageable categories. The coded data were recoded at different stages in the process of data analysis so as to suit the particular statistical test. The specific quantitative data were: ordinal (has rank ordered categories for instance, strongly agree, agree, uncertain, disagree, strongly disagree), nominal (has discontinuous categories which are not rank ordered for example, male and female) and ratio (numeric data with no true zero value for instance, the ages of pupils) forms of data.

The coded data were subjected to the relevant descriptive statistics and statistical tests. Statistical tests were important in exploring associations and causal relationships between the variables.

The specific descriptive statistics that were employed were the frequency distribution tables which displayed the distribution of sample elements across the study variables. The histogram was employed to display the distribution with regard to continuous variables such as age.

Bryman and Cramer (1997:55) observes that to understand statistical operation is to appreciate as to when it is permissible to employ particular tests and it is a recognition of the different forms that variables take. The statistical tests were employed to explore the relationships⁹ (correlation and causal relationships were explored) between the main study variables¹⁰. The investigation of relationships is an important step in offering explanations, it contributes to the building or testing of theories about the nature of phenomena of interest (Bryman and Cramer, 1997:160). There was one dependent variable for the study: the practice of corporal punishment in the selected schools. The key independent variable was: the respondent's attitudes towards the use of corporal punishment in school.

The causal relationships were determined by application of the tests of inference. Bryman and Cryman (1997:117-118) has recommended the use of tests of inference with the ratio, interval, nominal and ordinal forms of data since tests apply to numbers or codes and not to what those numbers signify. All the forms of data are usually treated as though they were ratio or interval scale (Bryman et al, 1997).

⁹ We say that there is a relationship between two variables when the distribution of values for one variable is associated with the distribution exhibited by another variable (Bryman and Cramer, 1997:160). Furthermore if two groups differ with regard to a given variable then there is a relationship between them.

¹⁰ A variable is a factor that is not constant but can exist in varied forms

These tests are recommended for application even with relatively small sample sizes as small as under 15 elements.

The test of association or correlation (partial) determined the factors that had a significant correlation with the dependent variables. Those factors that had a significant correlation with the specified dependent variable were designated as the likely¹¹ independent variables. While those factors which had no significant association with the specified independent variable were excluded from subsequent statistical testing.

The likely independent variables were paired with each specific dependent variable and were subjected to the regression tests. Bryman and Cramer (1997) has recommended the use of a regression test where the dependent variable is suspected to have multiple causal factors. It is also advised by Bryman and Cramer (1997) to recode the variables subjected to regression testing into dummy variables (a variable with two categories).

The likely causal factors were recoded into dummy variables and paired with the specific dependent variable one at a time while controlling for the effects of the rest of the variables

The results of regression test was expressed in terms of the levels of significance of the Pearson Chi square or p values (Pearson Chi-square test is a test of inference). The p values which denoted a significant relationship between the paired variables, for the purposes of this study, were set at p equal or less than 0.05. A factor that had a significant effect upon the dependent variable was one which had a p value falling within the circumscribed range. Thus, the chi-square result generated via the regression test was used to determine and confirm the causal factors (independent variables) of the study with respect to the specified dependent variable, the practice of corporal punishment.

The independent variables of interest were then paired with the specific dependent variable one at a time and subjected to cross tabulations. Cross tabulations is one of the simplest and most frequently used ways of demonstrating the presence or absence of a relationship (Bryman and Cramer, 1997:161). The percentages cell frequencies allowed any patterning to be easily detected. The percentages were presented as row percentages. The cross tabulations generated a contingency table which was used to highlight the emerging patterns of established causal relationships.

¹¹ The word 'likely independent variable' was specifically used because a significant correlation does not necessarily denote a causal relationship since the variables under test exist as covariates. In other words, they are assumed to affect each other hence the relationship is two directional as opposed to a one directional relationship which is characteristic of a causal relationship.

It is important to note that the transformation of any variable to take on a certain number of categories remained open to the type of tests the researcher wanted to perform such as running frequency distributions or tests of correlation or inference as we shall see in the actual data analysis Chapters.

Conclusion

This chapter has highlighted: how the research design was planned and executed; how the study variables were measured; Sampling procedures; how the data was collected; how the validity and reliability were assured; how the ethical considerations were assured and the data analysis procedures employed in the study. We now move to next Chapters where the actual data analysis was done.

DATA ANALYSIS AND DISCUSSION OF STUDY FINDINGS

CHAPTER FIVE

CORPORAL PUNISHMENT PRACTICES IN SELECTED SCHOOLS

Introduction

The main object of this chapter is to establish whether corporal punishment is in fact being practiced in the four Nakuru Municipal primary schools. The chapter begins by highlighting the demographic factors of the sample and thereafter describes the practice of corporal punishment (its prevalence, what forms it takes, when it is used and who uses it) in the selected schools¹².

The Demographics of the Sample

Table 5.1: The Distribution of the Teachers and Pupils according to the demographic characteristics

Variable	TEACHERS			PUPILS		
	Category	Freq (N)	Percent (%)	Category	Freq (N)	Percent (%)
Gender	Male	24	33	Male	77	48.1
	Female	48	67	Female	83	51.9
Age (in years)	20-29	7	9.7	13	34	21.3
	30-39	40	55.6	14	71	44.3
	40+	25	34.7	15	37	22.0
				16	11	8.1
				17	7	4.3
Teaching Experience (in years)	< 2	2	3			
	2-4	10	14			
	5-9	18	25			
	≥10	42	58			

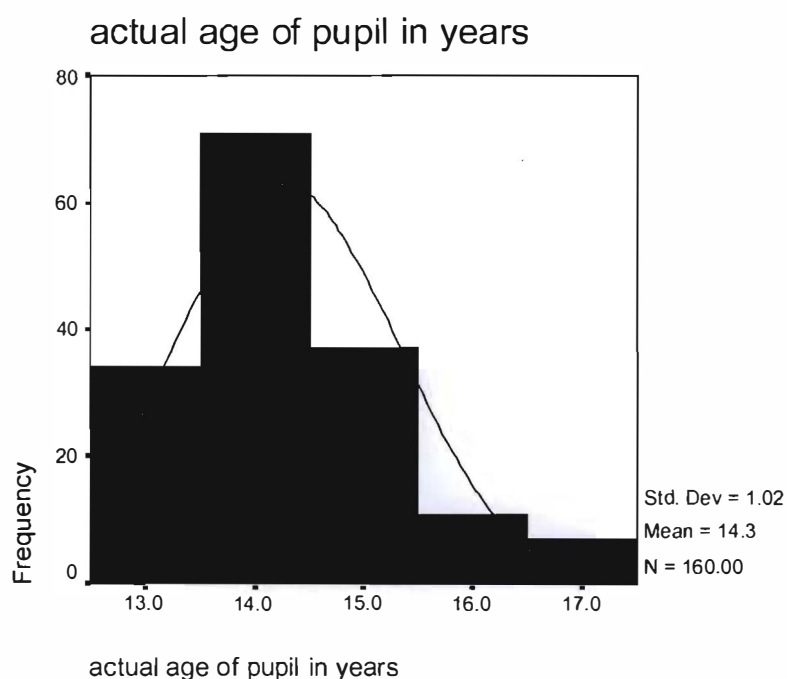
Table 5.1 above shows that 48 % of the pupils sampled were males while females constituted 52% of the sample. This information is suggestive that the ratio of boys to girls is almost equal. This characteristic of equal ratios with respect to gender of pupils was also reflected in the population from which the sample was drawn (Nakuru Municipal school records of 2000). In terms of teacher distribution, there were more female teachers (67%) than males (33%) in the sample. This characteristic was also reflected in the population from which the sample was drawn. The majority (55%) of the teachers were aged between 30-39 years, those aged 40 and above were 35% of the total teachers in the sample, while the age category 20-29 years had the least (9 %) number of teachers. The

¹² For technicalities of how the study variables were measured, see Chapter Four

variation may be explained by the inability of the government to employ teachers for the last 6 years owing to previous overstaffing and retrenchment (Kenya Ministry of Education records 1996). This also explains why there were more (58%) teachers with a longer teaching experience (above 10 years) than those with shorter years of teaching experience.

Figure I below shows the distribution of the pupils according to their age. The largest percentage (44.3%) of the pupils sampled were aged 14 years followed by ages 13 and 15 years who constituted 21.3% and 22% respectively. There were very few pupils in the age bracket of 16 and 17 years (8.1% and 4.3% respectively).

Figure 5(a): Histogram showing distribution of pupils according to their ages



Fewer pupils in ages 16 and 17 years are expected because most of the pupils at such an age are supposed to be at a secondary school level of education. Those primary school pupils who successfully pass the exam and who can afford to pay school fees advance to secondary schools (Kenyan Ministry of Education, 1987) unlike those who are unable to pay fees or who fail the final Primary school level of examinations are sometimes forced to remain in primary schools for a longer time while some take the option of joining the village polytechnics (Barasa, 1999).

The Practice of Corporal Punishment in the Selected Schools

Table 5. 2: The Practice of Corporal Punishment in the Four Selected Primary Schools

Variable	Categories	TEACHERS		PUPILS	
		Freq (N)	Percent (%)	Freq (N)	Percent (%)
Did you ever administer Cp To pupils since April 2001?	Yes	72	100		
	Never	0	0		
Were you ever subjected to CP since April 2001?	Yes			156	96.2
	Never			6	3.8
When last did you administer CP to a pupil in your school?	Less than one week ago	45	65		
	1-2 week ago	17	22		
	3-6 weeks ago	9	12		
	More than 6 weeks ago	1	1.0		
How often do you witness Cp in your school per day?	Very many times	16	22	37	20.8
	Many times	30	42	87	52.7
	Few times	14	20	34	21.0
	Very few times	12	16	4	2.5
When last were you subjected to CP in your school?	Less than one week			81	55.5
	1-2 weeks ago			49	30.2
	3-6 weeks ago			26	13.0
	More than Six weeks ago			6	1.3
What forms of corporal Punishment are commonly used in your school?	Caning and Pushing	38	53.1	85	53.8
	Caning and kneeling	27	37.4	64	40.0
	Caning and pinching	1	1.4	2	1.2
	Caning and Slapping	6	8.1	8	5.0
Teachers' Experience (TE) With corporal punishment	High	50	69.4		
	Low	22	30.6		
Pupils experience (PE) with Corporal punishment	High			117	73.1
	Low			43	26.9

The practice of corporal punishment in the selected schools refers to the practice of corporal punishment in the four Nakuru municipal schools since April 2001 as reported by both the teachers and the pupils who constituted the sample. The practice was measured by two sets of indicators which totalled to eight indicators¹³ as shown in table 5.2.

¹³ See Chapter Four for more details on measurement of indicators.

When the pupils were asked to indicate whether they had been subjected to corporal punishment since April 2001, an overwhelming majority (96.2%) said 'yes' they had, while a very insignificant number said 'no'. Teachers were asked whether they had administered corporal punishment to pupils, all (100%) teachers sampled responded positively. This result is suggestive that corporal punishment is being practiced in the four selected schools despite the new policy in place that has outlawed this practice.

The respondents were given a second question with regard to the practice of corporal punishment. The teachers were asked, "When last they administered corporal punishment to a pupil?". Most (65%) of the teachers indicated that they had done so "less than one week ago", 22% of the teachers said "1-2 weeks ago", 12% of them said "3-6 weeks ago" while a minority said "more than 6 weeks ago". When the pupils were asked the same question as to when last they had been subjected to corporal punishment in school, 55.5% said less than one week ago, 30.2% said 1-2 weeks ago, 16% of the pupils said 3-6 weeks ago and 3.7% said more than six weeks ago. Clearly, there were more respondents who indicated a shorter time span (less than one week) for the latest time of occurrence of this practice as compared to those who indicated a longer period of time, more than six weeks.

The result is suggestive that corporal punishment was being practiced routinely and frequently in the selected schools despite it having been banned in policy. It is clearly an accepted practice and part of everyday schooling.

The respondents were further asked to indicate the forms of corporal punishment that were commonly practiced in their schools. Different ways of inflicting pain on the pupils were reported. Caning is when the instrument used is a cane, pushing is a form of caning in which multiple teachers hit one pupil at the same time. Kneeling is when pupils get inflicted with pain by being forced to walk on their knees usually along rough surfaces. Slapping is when the teachers use their arm to slap a pupil in any part of the body but commonly slapped in the face or ears. Pinching is a form of corporal punishment where the teacher inflicts pain on the pupils by using their nails to pinch; usually the upper arm or thighs of pupils are pinched. 53.1% of the teachers and 53.8% of the pupils gave caning and pushing as their response; 37.4% of the teachers and 40% of the pupils said caning and kneeling; 1.4% of the teachers and 1.2% of the pupils said caning and pinching while 8.1% of the teachers and 5% of the pupils said caning and slapping were the commonly used forms of corporal punishment in their schools. Most pupils reported that kneeling, slapping, abusive language and hard manual labour accompany caning. One teacher even commented that "I believe that corporal punishment should be done in a combined manner and reasonably for pupils to respond effectively to it". Children seem to receive corporal punishment on most occasions in an assorted form.

Further, in response to some of the open-ended questions, specifically the questions relating to the bad things/effects about the use of corporal punishment in school and whether corporal punishment should be retained in school, the respondents provided useful information with regard to the practice of corporal punishment in school. Highlighted below are some of the reports of the practice of corporal punishment in the selected schools. The names of respondents and their respective schools are withheld for ethical reasons.

The Practice of Corporal Punishment as reported by Teachers

The teachers reported that corporal punishment was meted out to pupils under various circumstances and for various purposes. According to them, it is used to keep order in class as the teacher continues to teach especially in cases of unruly children who like disturbing others. It is also used as a chastisement for children since the bible says that “spare the rod spoil the child” (respondent T14). It is used in circumstances such as failing examinations, failure to answer questions in class or failing to pass all assignment questions. The teachers believed that corporal punishment is used to “maintain academic standards” otherwise they would deteriorate. It is also used as a negative reinforcement to maintain order and exercise control over pupils so as to complete the syllabus in time since other methods are time consuming, and it is also considered to be best suited for controlling over large classes. Corporal punishment is also used to modify the behaviour of pupils (for instance the delinquents who bully others in school). It is used when pupils are rude to teachers, unclean and untidy, noisemaking or bullying other pupils. Other situations cited under which corporal punishment was used include: lateness, disobedience, cheating, stealing, sneaking out of school, absenteeism, and other conditions which involve breaking school rules and engaging in immoral behaviour. Many teachers also said that corporal punishment was at times given without an obvious reason, as a symbol of teacher power and status or as a chastisement for children so that they are nurtured into good citizens. This is illustrated by some comments by the teachers:

I am a school principal and I know that corporal punishment has been banned but we cannot put down the stick. This is the best language that children get reached with. For example, this morning I caned my daughter who is also a pupil in this school because she committed very silly mistakes at home last evening. Her mother prevented me from caning her yesterday. I usually advise the parents who overprotect their children against being hit is that it were better if they allowed teachers to hit the children in classrooms instead of the teachers ignoring those children altogether. A child who is ignored by teachers will just be sitting in the classroom without learning (Teacher T2).

Teacher T2 could have hit his daughter (who is also a pupil at the school he teaches) at home on that material day had it not been for his wife’s intervention. It seems like corporal punishment of children is also practiced in some families and the children seem to be monitored for mistakes on and off school compounds. Being a child of a teacher in a particular school does not guarantee one exemption

from corporal punishment. Teacher T2 caned his daughter in school for mistakes done at home. This is suggestive that there is a tendency of corporal punishment of children as practiced in the homes to spill over into schools and vice versa. The social attitude that children need to be beaten to make them better people seems to be wide spread.

The teachers' responses indicated that the practice of corporal punishment is viewed as an accepted tradition in education circles and schools. According to the teachers, corporal punishment gives the teachers power over pupils, produces upright and academically sound individuals who can be re-integrated back into society (Tabulawa, 1997; Wa Thiong'o, 1982). Teacher T27, a male teacher aged above 40 years commented that:

We practice corporal punishment in school since it has already been accepted as a standard motivator to encourage or discourage a behaviour. It gives satisfaction of justice administered for the wrong done between two disputing pupils and gives status to whoever is administering it and the one being administered to. It shapes pupils' behaviour to avoid pain upon society. Corporal punishment discourages laxity and low productivity; it improves academic standards and reduces social harassment among pupils. We teachers entirely rely on corporal punishment for without it, lack of respect/rudeness for their seniors and the community will be rampant. Abolishing corporal punishment means teacher's hands are tied behind his back while the pupil is empowered.

Teacher T39 said,

We use corporal punishment to attain a morally upright society. The pupils are also motivated to work hard for better marks and grades. Corporal punishment (infliction of pain) acts as a negative reinforcement and as a way of behaviour modification so that learning, stability and order in a school environment is maintained.

The educational traditions about the role of corporal punishment in school in assuring the well being of society and for setting academic standards seem to be one of the guiding principles for teacher practices of this punishment in the selected schools.

Corporal punishment seems to be popularly embraced as a deterrent, a chastisement and a catalyst for academic excellence. The teachers seem to have a positive view with regard to infliction of pain on pupils. The success of corporal punishment seem to be attributed to how much pain the victim experiences. Pain is said to be the deterrent power behind the achievement of what is purported to be achieved via corporal punishment, teachers tend to hit children severely and brutally in the process of giving them a higher dose of this 'tonic' for better results. But corporal punishment like many other "tonics" is likely to produce some idiosyncratic effects/adverse effects against children, a factor that teachers do not seem to take cognisance of. The inflicted pain and the accompanying fear is purported to lead to great achievement in terms of educational goals and social control. As Teacher T63 stated,

corporal punishment produces pain which in the long run acts as a deterrent. It produces fear, which is the force behind any good achievement. At times corporal punishment produces instant discipline. It helps to control delinquent children who bully others.

Teacher T22 said “some pupils will always do their work and study when they know that they are likely to receive corporal punishment if they do not do it, and in doing so they develop a habit which eventually become a positive thing.”

A male teacher (T28) aged above 40 years added a cautious note:

Anybody administering corporal punishment should ensure that the child knows why he is being punished. Otherwise it may create fear of approaching teachers for help in other classroom activities. We cannot do without corporal punishment; we use it to prevent pupils from learning bad morals from those who are immoral. Bad behaviours, laziness and carelessness can be corrected so that self-responsibility is instilled and the pupils become disciplined, hardworking and good citizens.

As we saw in Chapter One, school corporal punishment was defined as deliberate infliction of pain on the body of the learner in school. Teacher T63 confirmed that teachers hit children on purpose and the purpose is to make them feel pain. T28 highlighted that corporal punishment is supposed to be explained before it is administered. According to him, teachers are supposed to explain the procedure to the pupils before this “tonic” is administered to them. Teachers intentionally subject children to physical torture even when it is anti-human rights policies.

T24 said “pupils should not be set free to do what they want at an early age since they will get spoiled as the bible says spare the rod spoil the child”.

Again two other hidden motives behind the caning of children as reported by T24 is to curtail the children’s freedom since they are said to be too small to be accorded the rights/ freedoms. Second is to hopefully inculcate the right morals in them while they are still young as the bible cautions adults not to spare the rod lest children get spoiled.

A certain male teacher, T18, drew the link between punishment at home and punishment at school:

Corporal punishment is used in school for the same reasons that it is used in homes such as helping pupils to become good citizens. Children are moulded and chastised by teachers when they are caned. It is essential in making pupils to listen/pay attention to instructions for they know the consequences. Apart from its actual administration, the sight of the cane alone enhances obedience therefore we carry the canes and whips to classes at all times for such reasons as this.

Corporal punishment is a popular practice used in both the home and school for chastisement and disciplinary reasons as reported by Teacher T18. Corporal punishment, it was believed, creates clear lines of authority in schools. Teacher T55 said,

Our children many times work only when they are threatened. They fear corporal punishment so they avoid doing wrong things. They respect teachers and school authority and it helps to instil hard work. We shall continue using corporal punishment because there is no other alternative method especially in teaching mathematics.

Teacher T38 added, “When we use corporal punishment, children grow up knowing that there is authority thus they respect the laws of the land. They learn that law and rule abiding citizens are never punished. Also fear of pain makes pupils to do their work to avoid it”.

Corporal Punishment is said to keep pupils “in line” and prevents disorderly and slothful behavior, according to the teachers surveyed. Teacher T66 said,

Corporal punishment in primary schools should not be completely abolished because it discourages laziness. Pupils complete their class and homework in time without supervision. Corporal punishment is a routine way of instilling discipline in children so that children are teachable and it helps to control laziness otherwise pupils will not be doing teacher’s work. Pupils will also be rude to teachers because they know they are not punished. They will not see the difference between home and school. It’s also a way of correcting the mistake done and it makes pupils not to relax in class and to avoid absenteeism. We also use it to prevent pupils from being unruly and to stop violence and strikes from occurring in school.

It seems that some teachers do not view corporal punishment as violence at all. They instead use it in the name of preventing violence. It may be for such reasons as this that Galtung (1990) has pointed out that ideas or beliefs that individuals hold tend to mask the moral colour of violence making it appear as though it is not violence at all.

When we compare what these teachers say with what we have highlighted in Chapters One and Two of this study, it becomes evident that some of the bad effects that teachers say they are preventing are what the use of corporal punishment generates. For example, we saw from the literature review that bullies are brewed via corporal punishment in school and that corporal punishment hardens children’s attitudes rather than reforming them. Further, it was argued that corporal punishment breeds militarism in children (Murray, 1994) such that they adopt violent methods of solving problems such as using strikes/violence as a means to have their grievances addressed in school, which the teachers seemingly are trying to prevent.

The teachers seem to be blind of these effects, they tend to emphasize what they belief about the merits of corporal punishment and the role of the school in protecting society. They are more concerned about the well being of society. They believe that by practicing corporal punishment in school they are not only maintaining order in the current society but rather the children are moulded and shaped into desired products to be re-integrated into future society.

At the core of the practice of corporal punishment in the selected schools, there appears to be embedded both micro and macro issues highlighted by the teachers' responses. In general terms, teachers seem to believe that their practice of corporal punishment in school is meant to benefit the teachers themselves, the individual pupils as well as contemporary and future society. With all these demands on their shoulders and having been given a lime light in the course of their training that corporal punishment was one of the disciplinary methods, teachers are under pressure to see to it that the well being of: society, individual children and their very need to preserve their integrity are well catered for. They seem to have no other 'reliable' option to realizing these goals except by way of practicing corporal punishment since it assured them power over pupils, they tend to increase the dosages of this "tonic" to higher levels hoping that better results unfold. Even if teachers may be aware of the new policy, they seem to be in a predicament as to how to relinquish corporal punishment practices and still achieve the set goals at both micro and macro levels.

Although the prevailing and generalised societal attitude that children need to be subjected to corporal punishment seem to influence the teachers' practice of this sanction but their personal and educational convictions play a major role in influencing teacher practices of corporal punishment in school. They strongly believe, think and feel that the merits of corporal punishment in school are greater than the demerits.

The practice of Corporal Punishment in selected Schools as reported by Pupils

The pupils reported that the teachers were in most cases punishing them unfairly, brutally and gave them excessive punishment. These included hitting them at any time, on any part of their body, using any object or any form of corporal punishment at the teacher's discretion. They reported that the infliction of corporal punishment was ritualistic, normative and routinely given. Further, according to the pupils, corporal punishment was meted out arbitrary. The teachers gave a deaf ear to the pleas of the children. The pupils reported various negative consequences of this practice: physical (ranging from minor injury to death), sociological, educational and psychological. Pupil P120 explained:

In our schools we are being caned badly. The teachers use a method known as pushing where all teachers cane you at the same time. Each teacher gives you ten strokes of the cane and they are twenty teachers. Imagine how that is. You are beaten two hundred canes every week because of failing exams. Even children fear

being beaten this much. I think this is why many children in Kenya don't go to school. Other children become very angry until they burn their schools, kill other children, sometimes they even beat the teachers and even destroy classrooms. They get rid of schools so that the corporal punishment is also removed and the children are free from this infliction.

Pupil P126 asked, "Who can withstand the wrath of our teachers these days? Corporal punishment has caused the death of some pupils and others have become unconscious and admitted to hospital". Pupil P132 said, "Corporal punishment is always so severe that it inflicts wounds on the pupils. This rough way of hitting pupils has given the children the spirit of vengeance, they fight teachers and they cause strikes in school".

Pupil P101 was adamant that corporal punishment causes harm and should be stopped:

Although I am a class eight boy, I strongly disagree with the practice of corporal punishment because it makes us not to concentrate on our work and studies, but to plan revenge. My advise to the government is to make the abolishment of corporal punishment more effective. In our school, the practice of corporal punishment is still there. If the government doesn't take an immediate action, we who are candidates for the final primary school examination are going to suffer. We need to be guided and counselled rather than being caned. But if caning must be done then it should at least be done with love and should be less severe and less regular, because too much of something is dangerous.

Pupil P110 clearly indicates that teachers were caning pupils mercilessly; they are unkind and very rough to children. Therefore, not all children perceived corporal punishment as being good. Corporal punishment does not help children to perform better in school rather it engenders aggression and feelings of revenge in them (Bandura, 1973). It encourages bad behaviour and juvenile delinquency and does not improve academic performance (Reynold and Murgatroyd, 1978).

At the time of this study, the sampled pupils were supposed to be preparing for their final exams but the brutal manner in which the pupils were being caned gave some of them no peace to do so. School seemed to have become a place for training militants rather than accomplishing educational goals. It seemed like what teachers claimed to be merits of corporal punishment was never the case. Available studies as cited in Chapter Two have proved that corporal punishment engenders rebelliousness and aggressive behaviour in children and does not bring about desired intends. Most pupils were aware of the negative consequences of corporal punishment. Some even suggested alternatives to corporal punishment. Pupil P105 said,

Corporal punishment in schools is being used badly, because you find teachers caning pupils severely. They should know that they are hurting us. You sometimes

find a pupil being beaten to death or you find a pupil having a broken leg or hand because of being caned. What pupils need is counselling and guidance not corporal punishment.

Corporal punishment seem to have caused some pupils to abandon their schooling. Pupil P113 retorted,

there is nothing good about corporal punishment. It is a very bad practice. We are tired of this punishment called 'pushing'. Every week all teachers cane us at ago. It is very hurting. Some children try to cheat so as to escape this caning, while others ran away from school. This punishment really interferes with our learning.

Apart from the severity of caning, children were caned routinely and multiple teachers caned children at once despite the fact that caning creates anxiety, fear, aggression and frustration which act as inhibitors to the learning process (Short and Blanton, 1988).

Teachers were viewed by some pupils as being inhuman and senseless. Pupil P118 complained,

Being beaten by all teachers at once or pushing is really being too cruel to us. It hurts. There are some pupils who are careless and may need to be pushed by corporal punishment to get straight. Corporal punishment is not bad; it is good if properly used. But the way teachers are using it, is like as if we are in prison. They use it as a way of relieving their own frustrations. The teachers punish us so severely and badly. They should have humanity. They should know we are human beings rather than treating us as machines. They give us very hard work such as slashing the whole football field alone after being given twenty heavy strokes. Imagine what a prison we are in. Please, help us if you can.

Pupil P118 indicated that children are tired of being subjected to corporal punishment. The main concern seem to be the intensity and severity of this punishment. The children's responses, above, showed that they had been trying by all means to free themselves from teachers' brutality but the practice does not seem to come to a halt rather it seems to worsen. The appeal for help by P118 is a clear indication of the sufferings that the pupils have been undergoing. The children wanted the number of strokes reduced, multiple caning stopped and less severe forms of punishment be used. P118 reckoned that corporal punishment was not bad if used properly and when deserved.

Pupil P225 added that teachers do not listen to pupils. They treat pupils like animals. According to him, teachers hit pupils even when they have made no mistake. "If one child has made noise in class then the whole class is caned and the teachers do not listen to any of our complains. They just hit us badly as though they are hitting a snake".

It was clear from their responses that pupils were very afraid of their teachers. Pupil P223 complained about the nature and intensity of hitting,

Teachers should stop 'pushing'. Nowadays teachers push us, that is, all teachers hit one pupil at a time even up to twenty strokes at once until you are unable to walk or stand. Some pupils faint before the twenty strokes are over but the teachers continue hitting him thinking the pupil is just pretending to faint. It is very terrifying to us, please help us, and take away this corporal punishment from school.

Pupil P154 also complained,

some teachers are so bad, they just hit us as though they want to kill a pupil until some pupils faint and get admitted to hospital. Some of these madams behave as though they have not been to a labour ward, they do not love us at all and they do not treat us like human beings. They hit us like cows. They do not want to see us, every time you are seen you are hit even when you are just from the toilet.

Pupils provided a clear picture of the practices of corporal punishment in their schools. They reported that corporal punishment was intensive, severe, unfair, frequently and brutally used in their schools. Those pupils who objected to corporal punishment, especially those who felt that they do not deserve it or who were unable to withstand the pain were in most cases chased away from school and told to look for another school which they thought had no corporal punishment. On some occasions, pupils opted to drop out of school while others succumbed to the torture in their quest for education.

Clearly, the practice of corporal punishment is maintained in the four Nakuru municipal primary schools despite the legal prohibitions in place plus the fact that corporal punishment has serious consequences. Could it be that the teachers and pupils lack awareness of the new policy and lack understandings of the negative consequences of this punishment or could it be that they do know any alternative methods that can be used instead? The clarity of this issue was sorted from the respondents themselves and the findings are as highlighted below.

Awareness of the New Policy

When teachers and pupils were asked whether they were aware that the use of corporal punishment in school had been outlawed, the majority (75.5%) of the teachers sampled knew while a minority (24.5%) indicated that they did not. A large majority (87.5%) of the pupils were aware of the new policy. The teachers' sustained practice of corporal punishment in the selected schools does not seem to be due to lack of awareness of policy prohibitions. They practiced this punishment even when the majority knew it was officially outlawed. Policy does not seem to change behaviour, as we shall see in Chapter Seven when the tests of statistical significance are performed.

Awareness of the Negative Consequences of Corporal Punishment

Table 5.3: The frequency distribution of the specific negative consequences of Corporal Punishment.

Negative Consequences Of Corporal punishment	TEACHERS			PUPILS		
	Category	Freq (N)	Percent (%)	Category	Freq (N)	Percent (%)
CP causes aggression / revenge in children	Yes	48	67	Yes	135	84.4
	No	24	33	No	25	15.6
Violence against children (A summated Index Score)	Yes	42	63.3	Yes	51	78.5
	No	30	36.7	No	14	21.5
Abuse of children's rights (A summated Index Score)	Yes	41	64.1	Yes	146	91.2
	No	31	35.9	No	14	8.8
Low self esteem	Yes	63	88	Yes	87	55
	No	9	12	No	69	45
<i>Net Knowledge of the neg. Consequences of CP</i>	High	56	77.8	High	126	83.8
	Low	16	22.2	Low	11	16.2

Table 7.1 shows the frequency distribution of specific negative consequences of corporal punishment. The respondents were asked if they were aware of any negative consequences or bad effects of corporal punishment in school. A great majority (87.1%) of the teachers said they did. Those teachers who said they were unaware substantiated their answers by indicating that a properly administered and reasonable corporal punishment is harmless to children. An overwhelming majority (90.8%) of the pupils had awareness of the negative consequences of using corporal punishment in school. About six pupils out of 160 maintained that corporal punishment had no bad effects; they said that children are so badly behaved that alternative methods do not bring about desired effects.

Most (over 60%) respondents listed violence against children, abuse of children's rights, aggression or revenge in children, and low self-esteem as the main negative consequences of the use of corporal punishment in school. The broad types of violence ranged from minor body injury through broken limbs and death; being denied access to education for refusal of punishment, absconding school out of fear of being caned and verbal abuse. On average, over 60% of the teachers and pupils gave the response 'yes' to all the factors that were viewed as constituting the negative consequences of corporal punishment in school.

About 91.2% of the pupils and 64.1% of the teachers said that corporal punishment is an abuse of children's rights while 78.5% of the pupils and 63.3% of the teachers said that corporal punishment is

violence against children. Further, 84.4% of the pupils and 67% of the teachers said that corporal punishment creates feelings of revenge and aggression in children, while about 88% of the teachers and 55% of the pupils said it leads to low self-esteem in children. The children feel degraded, unwanted and have suicidal feelings.

It is clear from the preceding results that most respondents claimed to have an awareness of the negative consequences of corporal punishment. More pupils than teachers tended to cite violence and abuse of children, feelings of hatred, aggression and revenge as the consequences of corporal punishment in school. However, teachers featured highly in citing low self-esteem as the negative consequence of corporal punishment in school. Teachers tend to value their educational role and the need to satisfy the social expectations especially that of producing submissive and low esteemed individuals who are capable of obeying and respecting authority. The pupils seemed to be concerned more with their own well-being. Although teachers acknowledged the negative consequences of corporal punishment, they felt that such consequences were uncommon since they administered corporal punishment to children in a proper manner without causing any harm. The teachers did not indicate awareness of the long term effects of corporal punishment. The socialization of children in school that integrates corporal punishment teaches children that it is okay to use violence as a problem solving technique and is likely as adults to hit those with whom they engage with especially in a close relationship (Murray, 1994).

Suggested Alternatives to Corporal Punishment

Teachers and pupils described diverse alternatives to corporal punishment in school. It was established that the respondents knew some alternative methods which they felt could be used in place of corporal punishment in school. The respondents listed: manual labour; counselling and guidance; and suspension from school as some of the alternatives to corporal punishment. The majority of the teachers (87.5%) and pupils (84.4%) suggested some alternatives methods to corporal punishment. Most of those respondents who indicated that they did not know any alternatives to corporal punishment also said that there could never be alternatives to corporal punishment in school since it was the only language children understood and that it is economical and very effective. Some respondents felt that it was unfair to substitute corporal punishment with other methods. For example one teacher said, “all other methods seem a joke to pupils”.

Conclusion

This Chapter highlighted that the sample characteristics were representative of the population parameters in terms of age and gender of respondents, and the socio-economic characteristic of the schools. A representative sample was essential when making inferences or generalizations from the sample to the target population (Sapsford, 1999, Bryman and Cramer, 1997) and it also assured reliability of the results in this chapter. The chapter has confirmed that corporal punishment was highly prevalent and was routinely practiced in the four Nakuru municipal primary schools on a daily basis and in a very brutal manner. Some children were severely hit to the extent that they fainted; others got admitted to hospital as others sustained broken legs, hands and other body injuries, while some were reported to have died. A 'salad' kind of corporal punishment was being meted out to pupils. Slapping, kneeling, pushing and pinching accompanied the caning and whipping. Sometimes pupils were subjected to hard labour after being caned and on some occasions teachers subjected them to verbal abuse prior to being caned. In addition, teachers were practicing multiple caning where many teachers hit one pupil at once. The pupils reported that they were being subjected to severe forms of corporal punishment (by all teachers regardless their leadership role) on a routine basis sometimes being given twenty severe strokes at a go for reasons such as lateness, uncleanliness and failing or obtaining a low score in a test/exams. Corporal punishment was administered arbitrarily. Teachers administered it without establishing who the really "culprits" were and without finding out whether the pupil "deserved" it, and that in so doing teachers sometimes were driven more by frustrations from their homes than pupils' actions in the classrooms. The researcher established that teachers perceived the chastisement of children as a routine biblical and educational duty, and as a demonstration of teacher power and control over pupils. Teachers also narrated the ordeal of corporal punishment citing cases of lateness, bullying, incomplete homework and failure of exams as reasons for their continued infliction of corporal punishment on children. Offences committed outside the school compound and formal school hours were not without punishment. The teachers tended to administer corporal punishment to pupils at any minute of the day in school as they saw it fit, despite official policy prohibitions.

The chapter has also confirmed that the majority of the teachers and pupils were aware of the new policy, had understandings of the negative consequences of this punishment and even suggested the alternative methods that could be used instead of corporal punishment. But despite such knowledge, corporal punishment was maintained in the four Nakuru municipal primary schools. Given these highlights, it is important, therefore, to find out why this practice of corporal punishment is maintained in the studied schools despite the new policy in place that has outlawed the practice. An interrogation of the teachers' and pupils' attitudes was a viable tool to this end, as we shall see in the next two chapters.

CHAPTER SIX

ATTITUDES TOWARDS THE USE OF CORPORAL PUNISHMENT

Introduction

Chapters One and Two informed us that school based corporal punishment is a highly debated issue. The advocates of corporal punishment justify its use by claiming that it has “merits” while the opponents focus on its setbacks. It was important to determine the teachers’ and pupils’ views, feelings, or beliefs regarding this issue. The objective of this chapter, therefore, was to determine and describe the attitudes¹⁴ of teachers and pupils towards the use of corporal punishment in school. The attitudes were measured by subjecting the respondents to attitudinal statements measured along a five-point likert scale of degrees of agreement and disagreement. These statements were taken to be the indicators for attitudes¹⁵.

The Pupils’ Attitudes Towards the Use of Corporal Punishment in School

Table 6.1: Pupil’s degree of Agreement and Disagreement regarding the use of corporal punishment¹⁶

<i>Pupils’ degree of Agreement & Disagreement with various items in the attitude Scale in percentages (N=160).</i>					
Indicator/Statement	SA (%)	A (%)	NS. (%)	D (%)	SD (%)
CP ¹⁷ makes pupils to get higher marks in exams/ class tests	28.2	22.8	3.1	21.8	24.1
CP creates feelings of anger or revenge in children	38.2	30.8	3.1	14.1	13.8
CP makes pupils not to repeat same mistake (deterrent)	29.8	47.2	6.8	8.1	8.1
Corporal punishment makes pupils respect their teachers	27.1.	31.0	7.5	19.8	14.6
Spare the rod spoil the child	31.2	28.0	3.2	25.5	12.1
CP is violence against children in school	38.4	27.8	1.2	17.2	15.4
CP makes pupils to understand the lesson/subject contents	17.3	10.5	4.8	33.4	34.0
Abolishing all forms of CP in school can be a good idea	12.4	30.2	1.2	25.3	30.9
If I was a head teacher, I would abolish the use of CP	22.6	21.3	4.9	24.9	26.3

The pupils were given nine attitudinal statements as shown in Table 6.1 along which their attitudes were measured in terms of degrees of agreement and disagreement. The pupils were asked whether

¹⁴ See Chapter One for the definition of the concept attitudes

¹⁵ Refer to Chapter Four for more details about attitude measurement.

¹⁶ The degree of agreement and disagreement is abbreviated as: SA=Strongly Agree, A=Agree; NS=Not Sure; D=Disagree; SD=Strongly Disagree.

¹⁷ CP is an abbreviation for corporal punishment.

“the use of corporal punishment in school makes pupils to get higher marks in tests and exams”, 51% of the pupils sampled agreed that it does; those who disagreed constituted 45.9% while an insignificant number (3.1%) were not sure whether corporal punishment makes pupils to get higher marks.

A high percentage of pupils viewed the use of corporal punishment as having benefits. Pupils have been made to believe that they need to be caned so as to pass exams or to work hard. Although the pupils complained of the unfairness and brutality accompanying the use of corporal punishment, as we saw in Chapter Five, they felt that a moderately administered corporal punishment was acceptable and had no bad effects. Most pupils justified the use of corporal punishment by citing the need for pupils to complete their homework, be punctual in school, respect authority, and to become responsible and well behaved as future citizens. Some pupils reported that the fear of pain makes them perform better in tests and exams.

The few pupils who disagreed said that the fear of corporal punishment and teachers makes them not to concentrate in class. They hate the teachers, the school and even the subjects. When teachers resort to frequent punishment, there is likely to be a damage of relations between the teacher and the individual “offenders” (Rutter et. al., 1979). The pupils reported that they get pre-occupied with plans of avenging teachers rather than studying and intentionally fail exams as a way of revenge. The fear and the feelings of hatred, anger and revenge act as a hindrance to learning hence not all pupils perform well in exams and tests.

A study by Reynold and Murgatroyd (1978) showed that corporal punishment encourages bad behaviour and juvenile delinquency and does not improve academic performance. Pupil P120 said that a teacher who administers corporal punishment to pupils with a hope of attaining higher marks risked getting a high failure rate in her subject, in the final primary school examination. Equally pupil P154 said,

Some teachers cane us so badly whenever we fail the tests but these teachers do not know that pupils made sure that they fail the subject of that teacher in the final primary school examination so as to punish the teacher because they know that they will never come back to that school for her to administer corporal punishment to them. Even this year, the pupils are planning to fail the maths because the madam has been caning us too badly even when you fail only one sum, we shall punish her by failing her maths in the final exam.

On the question of whether the use of corporal punishment makes pupils to understand the lesson/subject contents, the majority (67.4%) disagreed while very few (27.8%) agreed that it does, and only about 4.9% registered uncertainty on this statement. The results indicate that most pupils did

not agree that corporal punishment makes them to understand the lesson/subject contents in classrooms.

Corporal punishment decreases the learner's motivation and leads to low academic achievement. This is because caning creates anxiety, fear, aggression and frustration, which act as inhibitors to the learning process (Short, Short and Blanton, 1988).

Pupil P35 commented:

Please help us, take away this corporal punishment from our school, it makes us feel so scared and fear teachers. Even in class, it is very hard to understand the lesson because we fear so much. Even when the teacher asks a question we fear answering it because if you give a wrong answer you will be hit very hard.

Most pupils complained that corporal punishment creates fear, which impacts negatively on their learning. For instance, pupil P64 said:

corporal punishment is very bad because it makes us to fear so much when the teacher arrives in class. Even if the teacher teaches, we are always worried that the teacher might strike us anytime. Again when the teacher asks us questions, the answer you are supposed to give just escapes from your mind and even when you know the answer you fear carrying up the hand because you will be hit if the answer is not correct. I think corporal punishment should not be used so that the children stop fearing and give the answers to the questions that the teacher asks.

It is taken for granted by some educators that the use of corporal punishment in class sharpens the learners' mind in readiness for the lesson content (Holstock, 1980). This study has managed, from pupils' reports, to confirm that corporal punishment creates fear in pupils rather than enhance the learning process.

When asked whether corporal punishment creates feelings of anger or revenge in children, the majority (69.0%) of the pupils agreed with this statement. Children narrated the many times they fight with their teachers in an attempt to resist being caned. Some pupils reported that the caning in which multiple teachers caned them (pushing) made it difficult for them to fight back. Pupil P71 said "corporal punishment is very bad because it made some children to burn their classrooms/schools so as to get rid of the school and its corporal punishment. There were other children who said that they revenge on teachers by organizing street gangs to hit them or by stoning them after school hours. In some cases, the pupils fail exams as a way of avenging on teachers, as noted above. Pupil P43 said:

This corporal punishment is a very bad punishment, like now we are just scheming how we will revenge on our teachers, particularly those who hurt us the most, instead of preparing for our final primary exams that are just at the corner. But even if we fail the teachers will be bear blame and they will be very frustrated since

they will have no one to terrorise, we shall already have completed the primary school and quit

Murray (1994) cautions that the socialization of children that incorporates corporal punishment makes pupils to learn violent attitudes and to adopt violent behaviour. This study confirms that corporal punishment creates aggressive behaviour in children and does not bring about desired intents.

The majority (77%) of the pupils favoured the use of corporal punishment on the basis that it makes them, pupils, not to repeat the same mistake. In other words, it acts as a deterrent. Most pupils felt that the reason why some pupils stop misbehaving is because they fear being inflicted with pain. They felt that corporal punishment was the best remedy for bullies and disrespectful pupils.

On the question of whether corporal punishment is violence against children, most (66.2%) pupils agreed that it was. They reported that some pupils have fainted, others became unconscious, and others sustained fractured limbs while others suffered bruises, brain damage leading to admission and even death due to these brutal forms of corporal punishment. Most of these pupils, however, felt that corporal punishment if given with moderation, in a right and reasonable manner had no bad effects.

When the pupils were given the statement “the use of corporal punishment makes pupils to respect their teachers”, out of 160 pupils who responded, 58.1% agreed while 34.4% disagreed, those who were uncertain were about 7.5%. A high percentage of pupils believed that there was need to respect teachers therefore an external constraint, corporal punishment needed to be used. The pupils have been made to believe that there is need to respect teachers hence corporal punishment was a necessary deterrent to realise this end.

Most pupils favoured the use of corporal punishment on the assumption that it was a deterrent for misbehaviour or laziness. For example, pupil P88 said,

if the boys are not hit they will have no respect for the madams, some of these boys never listen without the cane. So I think that corporal punishment should not be taken away from school but the teachers should only give a maximum of five strokes and not more than that”.

Pupil P13 said “if the cane is taken away from school, some pupils will have nothing to fear therefore they will not respect teachers and they will be very rude to them”.

When the pupils were subjected to the statement “Spare the rod spoil the child, most pupils (59.2%) agreed with the statement while 37.2.8% did not. Those who disagreed also felt that it was unreasonable and unfair to be beaten pre-emptively. Pupil P137 complained about pre-emptive beatings,

some teachers are very bad, they do not allow you to give a reason as to why you did what you did. Some of them just cane you even when you have done no mistake. Even when a pupil has a good reason for some things they do, the teachers never give them chance to explain, they just hit you so badly even when you have made no mistake.

Pupil P55 retorted,

I do not like this corporal punishment, when you happen to question the teachers why they are beating you, they bit you the more for no reason at all. They just hit us sometimes for no reason and you are not supposed to refuse or question them. When you refuse, they tell you to quit that school and look for one where pupils are never caned.

While those opposed to the use of corporal punishment lamented, those who support its use seemed to be deeply entrenched in the belief that 'spare the rod spoil the child' therefore they advocated its use.

Pupil P90 said that there was no alternative to corporal punishment since the bible says "chastise the child when he is still young, for then he will not depart from the right path when he is a big person".

Equally, Pupil P130 said that:

caning should not be stopped in school, even the bible says that if you spare the rod you will spoil the child, so I think that caning should be continued but the teachers should not hit too hard.

Although the use of corporal punishment is violence against children (Holdstock, 1985), the beliefs and ideas that individuals hold tend to mask the moral colour of a violent act or fact so that it becomes acceptable or is seen as right (Galtung, 1990).

The pupils were also asked to indicate their support for or disapproval of the legality of corporal punishment in school by indicating their degree of agreement or disagreement with two statements. Most (56.2%) pupils disagreed to the idea that abolishing all forms of corporal punishment in school could be a good idea while (42.6%) did not. In terms of the second statement 'If I was a head teacher I would abolish the use of corporal punishment in my school', 51.2% of the pupils disagreed while 43.9% agreed with the idea. The pupils maintained that a properly and reasonably administered corporal punishment was inevitable and desirable in school for the sake of uplifting disciplinary standards and to make children complete their homework.

The pupils who opposed the retention of corporal punishment in school cited some of its negative consequences. Pupil P161 said,

corporal punishment need to stop immediately, some teachers have been caning the pupils so hard that some faint and others have nose bleeding. Children are not that

bad, what they need is to be talked to and warned when they have gone wrong and they will just behave well.

Pupil P112 was adamant that corporal punishment is the best and should not be stopped:

Corporal punishment is the best and must never be taken away from schools. Some children will not respect teachers. They behave badly so when corporal punishment is stopped their bad behaviour will double. I think corporal punishment should be used but in a more careful way.

The results above indicated that the majority of the pupils favoured the retention of corporal punishment. They felt that corporal punishment was a powerful deterrent for misbehaviour. Some pupils reported that if the children were not beaten, they would not be punctual at school nor complete their homework nor stop bullying each other neither respect teachers. The pupils felt that some children are so bad that they need to be straightened by corporal punishment. For instance Pupil P25 said, “now that some children know the government has abolished corporal punishment, they have become very rude to teachers. I suggest that corporal punishment should be used in school to straighten them but it should be less severe, that is, too many strokes should not be given”.

Pupil P101 felt that if caning must be done then it should at least be done with love and should be less severe and less regular, because too much of something is dangerous. Pupil P49 felt that corporal punishment moulds children to become responsible as future citizens. Most of the pupils felt that corporal punishment should be retained and be used as a last resort. Pupil P28 suggested that,

the pupils who bully others can be stopped if they are caned, therefore corporal punishment should just be used on those pupils who do not change even if they are given another punishment such as digging the school garden. Or for those who are notably rude to teachers.

Children emulate adult behaviour and in the process adopt attitudes that tend to favour the use of violence as a problem solving technique. According to Bandura (1973) the socialization of children that incorporates violence such as corporal punishment teaches children to adopt violent attitudes. Children learn that it is acceptable to use violence as a problem solving technique and they are likely to endorse the use of violence and/or behave violently towards other people they engage with in a relationship. It is important to re-examine socialization methods for this reason.

The Teachers' Attitudes Towards the Use of Corporal Punishment

The teachers were subjected to ten attitudinal statements along which their attitudes were measured in terms of degrees of agreement and disagreement. The results are as displayed in Table 6.1.

Table 6.1: Teachers' degree of Agreement and Disagreement regarding the use of corporal punishment¹⁸

Indicator/Statement	Degrees of Agreement and Disagreement with attitudinal item (in percentages). (N=72)				
	SA (%)	A (%)	NS (%)	D (%)	SD (%)
CP ¹⁹ makes pupils to get higher marks in tests and exams	15.3	45.8	13.9	12.5	12.5
Corporal punishment makes pupils to work hard	33.3	38.9	8.3	13.9	5.6
CP makes pupils feel fearful and degraded	32.4	41.8	9.1	12.8	3.9
CP creates feelings of aggression or revenge in children	5.6	15.3	11.2	47.2	20.7
Corporal punishment makes pupils respect teachers	46.6	39.3	2.7	5.1	6.3
Corporal punishment is a deterrent	28.2	51.4	2.2	6.9	11.3
Spare the rod spoil the child	48.6	40.3	4.1	4.0	3.0
CP should be used as often as need arises/last resort	33.3	38.9	2.8	16.7	8.3
Corporal punishment is violence against children	8.3	23.6	4.2	45.8	18.1
Abolition of all forms of CP in school is a good idea	6.9	5.3	10.0	51.4	26.4

When the teachers were asked whether “corporal punishment makes pupils to get higher marks”, the vast majority (61.1%) said it does while a few (25%) said it does not. Teachers tend to favour the use of corporal punishment with a belief that it makes pupils to have a better academic performance.

When the teachers were subjected to the statement “corporal punishment makes pupils to work hard”, the majority (72.2%) agreed while very few (19.5%) disagreed. This result also suggests that teachers tend to favour the use of corporal punishment in school believing that it makes pupils do their homework or to work hard. The children were said to work hard in order to avoid being inflicted with pain.

Teacher T45 said, “corporal punishment makes pupils to finish their homework in time”. Teacher T26 claimed that poor examination results are due to lack of corporal punishment. Equally, Teacher T64 said,

¹⁸ The degree of agreement and disagreement is abbreviated as: SA=Strongly Agree, A=Agree; NS=Not Sure; D=Disagree; SD=Strongly Disagree.

¹⁹ CP stands for corporal punishment.

it is caning that makes children to listen while you are teaching otherwise the kids will be talking as you are teaching therefore you will end up spending a whole lesson telling them to keep quiet. But the presence of the cane in class makes them to be very alert. Therefore we need to carry the cane to class all the time.

Teacher T56 said,

caning keeps the pupils on the alert, it draws their attention to what is expected of them be it homework or exams. It is a reminder that they need to pull up their socks. And our pupils understand this language so well because they always act to reciprocate the message they receive via caning.

As we saw in Chapter Two, some educators believe that corporal punishment sharpens the mind of the learners in readiness for the lesson content (Holstock, 1980). Traditionally, learning was interpreted as a process of imparting knowledge to learners (Freire, 1972) and an external constraint was needed to ensure this process.

Asked whether to ‘spare the rod spoils the child’, an overwhelming majority (88.9%) of the teachers showed agreement with this statement while a minority (7.0%) were in disagreement with the statement. The use of corporal punishment is sometimes justified by educators based on their understandings of childhood states. Some teachers view the beating of children as a biblical correction and claim that children are born naturally evil and ignorant therefore the need to use corporal punishment to deliver them from sin and ignorance (Foster, 1999).

For example, T24 said “pupils should not be set free to do what they want at an early age since they will get spoiled as the bible says spare the rod spoil the child”.

Teacher T27 commented that,

We use corporal punishment in school since it has already been accepted as a standard motivator to encourage or discourage a behavior. It shapes pupils’ behavior to avoid pain upon society. We teachers entirely rely on corporal punishment for without it, lack of respect/rudeness for their seniors and the community will be rampant.

When formal schooling was introduced in Kenya in 1932 (Eshiwani, 1993), corporal punishment was used by teachers for chastisement/moulding of learners so as to shape them to be integrated into society (Wa Thiong’o, 1982). These early societal attitudes that favoured the use of corporal punishment may have been reproduced in Kenyan schools over time to the current generation of teachers. The teachers studied believed that sparing the rod spoils the child. It could also be that the such beliefs or ideas that teachers hold, change the moral colour of violence, such as corporal punishment, making it acceptable and to appear as though it is not harmful (Galtung, 1990).

On the statement abolition of all forms of corporal punishment from school can be a good idea the great majority (77.8%) of teachers disagreed with this idea while very few (12.2%) agreed. Asked whether corporal punishment should be retained and used as a last resort. An overwhelming majority (72.2%) favoured the idea while very few (25.0%) were against it. The results indicate that teachers are in favour of retaining corporal punishment in school; therefore this suggests that changes in legislation have not altered the consciousness of teachers in this regard. For example, Teacher T49 said “there is no other language that truant children can understand, we know this as teachers, therefore we must use corporal punishment to bring such children back on the track”. Teacher T33 added,

This idea of abolishing corporal punishment is a western ideology which we cannot accommodate in our schools. It is African to cane children. Our teachers also caned us and that is why most of us succeeded in being good citizens and teachers for that matter. Corporal punishment is here to stay since that is the only way to help our children form a good conscience.

Equally, Teacher T4 said, “these ideas that are borrowed from the west cannot work here in our country, we cannot completely abolish corporal punishment from schools. For example, there is no other way we can control children who bully others”. Teacher T23 who rejected the abolition of corporal punishment said, “It is the shoe wearer who knows where the shoe pinches. Since the problem of disciplining children has been delegated to teachers, it is we teachers to decide whether corporal punishment should be retained or not. But it is impossible for the school to thrive without some corporal punishment”.

Teachers do not favour the abolition of corporal punishment from schools, they feel anxious that children will not respect them and that they will become powerless.

When asked whether corporal punishment creates feelings of anger and revenge in children, the majority of the teachers tended to disagree with this statement. A great majority (67.9%) of the teachers disagreed with the statement while very few (20.9%) agreed that it does. Most teachers felt that a properly administered corporal punishment does no harm to pupils rather it uplifted academic and disciplinary standards. But as we saw in the above pupils’ reports, the pupils indicated that they usually get very angry and develop tendencies of revenge and in some cases they assault teachers or burn classrooms or schools. The pupils tend to project their anger on school property. Patterson (1982, 1987) and Nagaraja (1984) did a study, which showed that when parents used corporal punishment to correct their children’s misbehaviour, the children tried to use similar coercive tactics with the parents. The parents regarded this as more misbehaviour and punished more. The children in turn became more coercive and hostile. The conclusion was that this escalating feedback loop, in which parents unintentionally legitimise violence, generates a vicious circle. Teachers who find themselves in same

situation like those parents are likely to keep punishing the pupils hoping that they were deterring/correcting the unwanted behaviour when as a matter of fact they are worsening the misbehaviour.

To further describe and compare the nature of the teachers' and pupils' responses to the attitudinal statements about the use of corporal punishment in school, a mean score was calculated. The mean score of the teachers' and pupils' degrees of Agreement and Disagreement was computed using the SPSS. The mean score for the teachers' responses was 1.2 and that of the pupils was 1.6. These two values fall between the Strongly Agree (1) and the Agree (2) range on the likert scale. In other words, the teachers and pupils strongly agreed with the use of corporal punishment in school. The agreement was taken to mean favourable or positive attitude while the disagreement was taken to mean unfavourable or negative attitude. The results of the mean score, therefore, indicated that both the teachers and the pupils had a favourable attitude towards the use of corporal punishment in school.

Conclusion

The findings in this chapter have indicated that the majority of the teachers and pupils were in favour of using corporal punishment in school. They gave diverse reasons to justify this use of corporal punishment in school. They rejected the idea of abolishing corporal punishment from schools since they viewed it as undermining and compromising academic and disciplinary standards. Most pupils who reported that teachers administered corporal punishment brutally also suggested that this punishment needed to be retained and used with moderation, fairly, when deserved, or as a last resort especially for bullies and disrespectful pupils. The teachers acknowledged that corporal punishment had harmful effects but claimed that as long as this punishment was used properly then there were no harmful effects. The teachers did not view pain negatively because they believed that pain acted as a deterrent to misbehaviour. This chapter has established that the majority of the selected teachers and pupils favoured the use of corporal punishment in school despite the legal prohibitions in place. We now move to the next chapter that determines the impact, if any, of respondents' attitudes (towards the use of corporal punishment in school) upon the practice of corporal punishment in the four Nakuru municipal primary schools.

CHAPTER SEVEN

THE IMPACT OF ATTITUDES ON PRACTICE

Introduction

The major assumption of this study was that the attitudes²⁰ of the primary school teachers and pupils towards the use of corporal punishment in school were likely to influence the practice of this punishment in the four Nakuru municipal primary schools. The object of this chapter, therefore, was to ascertain whether this was the case.

The socialization of children in school which incorporates corporal punishment trains children as future older children or adults to adopt violent attitudes which lead to their subsequent or future practice of corporal punishment hence they are likely to assault people with whom they engage with in close relationships (Murray, 1994). In other words, violence begets violence. According to the social scientist Perloff (2002), attitudes exert a direct impact on behaviour. Rajecki (1990) concurs and asserts that the attitudes²¹ that individuals hold help researchers to predict the individuals' future behaviour or allow for an understanding of behaviour that has already occurred. My main argument in this chapter, therefore, is that schools in which the pupils and teachers harbour favourable attitudes towards the use of corporal punishment are likely to have a high level of the practice of corporal punishment but where the teachers' and pupils' attitudes are unfavourable, the practice of corporal punishment will tend to be low. It was important to determine the impact, if any, that the respondents' attitudes had upon the practice of corporal punishment in the selected schools so as to inform policy among other reasons.

The Attitudes and Practice Link

There were three tests that were used to establish whether there was a significant relationship between attitudes and practice with regard to corporal punishment in selected schools. These were: Partial correlations; Cross tabulations, and Logistic regression tests. The determination of the relationship between attitudes and practice in respect to corporal punishment in school was done in three stages. First, the Cross tabulations were run to establish the link between the specific aspects which were regarded as a measure of attitudes and those particular aspects which were taken to be a measure of the

²⁰ Attitudes are said to be a person's general evaluation of something or a particular entity (O'Keefe, 2002) with some degree of favor or disfavor which is usually expressed, in most cases, in a composite form as a product of a person's beliefs/opinions, feelings, and intention to behave (Shaw and Constanzo, 1982, Reinout de Vries, 2002).

²¹ Chapter one and Three informed us that an attitude consists of three components: the affective namely feelings; the cognitive for instance beliefs/ideas; and the behavioral component (action choices).

practice of corporal punishment in selected schools²². Cross tabulations are useful in establishing whether a significant relationship exists between two variables (Bulmer, 1982). In the second phase of the analysis, the aspects that measured attitudes or the practice of corporal punishment were summated to yield the net attitude and the net practice. The summated degrees of agreement with attitudinal statements/ indicators of attitudes were designated as positive attitudes while the summated degrees of disagreement with the attitudinal statements were designated as negative attitudes. Similarly, the different aspects which measured the variable practice were summated, and reduced into high and low practice to suit the requirements of the tests of Logistic regression as recommended by Bryman and Cramer (1997)²³.

Teachers' Attitudes and the Practice Link

The cross tabulations were run to establish whether there was a link between the teachers' attitudes towards the use of corporal punishment in school and the practice of corporal punishment in the selected schools.

The majority (82%) of the teachers who agreed that corporal punishment makes pupils to get higher marks in exams also reported to have administered corporal punishment to pupils many times since April 2001 (after it was banned). Most (88%) teachers who agreed that corporal punishment makes pupils to respect teachers also reported to have administered corporal punishment to pupils very many times since its ban. 90% of the teachers who agreed that corporal punishment is a deterrent also said that they had administered corporal punishment to pupils many times since the ban. Such views, ideas, or beliefs render the practice of corporal punishment by teachers unavoidable. For instance, teacher T27 maintained that,

We practice corporal punishment in school since it has already been accepted as a standard motivator to encourage or discourage a behavior. It gives satisfaction of justice administered for the wrong done between two disputing pupils and gives status to whoever is administering it and the one being administered to. It shapes pupils' behaviour to avoid pain upon society. Corporal punishment discourages laxity and low productivity; it improves academic standards and reduces social harassment among pupils. We teachers entirely rely on corporal punishment for without it, lack of respect/rudeness for their seniors and the community will be rampant.

²² See Chapter Four for technicalities of how study variables were measured or computed to suit the different tests.

²³ More details about the measurement of variables and the data analysis procedures should be sort for in Chapter Four.

Tabulawa (1997) has observed that corporal punishment gives the teachers power over pupils; therefore in the context of this punishment, teachers usually take on the role of a police constable (Freire, 1972).

The studied teachers viewed the practice of corporal punishment as an accepted tradition in education circles and schools. They contended that this punishment produces upright and academically sound individuals who can be re-integrated back into society (Wa Thiong'o, 1982). Teacher T39 reported, "We use corporal punishment to attain a morally upright society. The pupils are also motivated to work hard for better marks and grades. Corporal punishment (infliction of pain) acts as a negative reinforcement and as a way of behaviour modification so that learning, stability and order in a school environment is maintained". The educational traditions about the role of corporal punishment in school in assuring the well being of society and for setting academic standards seems to be one of the guiding principles for the teachers' practicing of this punishment in the selected schools.

Of all the teachers who agreed that "spare the rod spoil the child", the majority (73%) reported to have administered corporal punishment to pupils less than one week ago, as at the time of the study. Corporal punishment seems to be popularly embraced not only as a deterrent and catalyst for academic excellence but also as a chastisement. Teacher T18 retorted, "children are moulded and chastised by teachers when they are caned. It is essential in making pupils to listen/pay attention to instructions for they know the consequences". T24 said "pupils should not be set free to do what they want at an early age since they get spoiled as the bible says spare the rod spoil the child".

Most (77%) teachers who disagreed that corporal punishment creates feelings of aggression or revenge in children also reported to have administered corporal punishment to pupils many times since it was banned, they also indicated that pushing and caning were the forms of corporal punishment commonly used in their schools. Teachers tend not to view corporal punishment as engendering aggression in children rather they think that corporal punishment prevents aggressive behaviour in children. Teacher T66 said, "We use corporal punishment to prevent pupils from being unruly and to stop violence and strikes from occurring in school".

The majority (75%) of the teachers who disagreed with the idea that corporal punishment is violence against children also reported to have administered corporal punishment very many times since it was banned, and indicated the forms of corporal punishment commonly used in their schools as pushing and caning. 80% of the teachers who disagreed that abolition of all forms of corporal punishment in school is a good idea also reported to have administered corporal punishment to pupils less than a week ago as at the time of this study. Teacher T56 retorted,

All these years I have been administering corporal punishment to pupils and it has been working so well. Where has this ideology of outlawing corporal punishment come from? My college teacher taught me that pain is a negative reinforcement that helps to extinguish bad behaviour. I personally do not think I should stop caning these kids; I am not ready to brew individuals who will have no morals and who may become dangerous criminals in future.

Some teachers maintained that outlawing corporal punishment was done prematurely and felt that it was a threat to teacher power and authority. Teacher T57 noted, "Corporal punishment in primary schools should not be completely abolished because it discourages laziness. Abolishing corporal punishment means teacher's hands are tied behind his back while the pupil is empowered". Teacher T55 added,

Our children many times work only when they are threatened. They fear corporal punishment so they avoid doing wrong things. They respect teachers and school authority and it helps to instil hard work. We shall continue using corporal punishment because there can be no other alternative method especially in teaching mathematics.

Those teachers who view corporal punishment as having merits or as having no bad effects have positive attitude towards this punishment and are likely to administer corporal punishment to pupils in school even when this punishment is illegal and has harmful effects on children.

The beliefs/convictions and ideas that individuals hold often make them to feel justified to use violence such as corporal punishment on the purported offender. These aspects change the moral colour of a violent act so that it becomes acceptable or right; reality is usually made opaque such that the violent act or fact is seen as though it is not violence at all (Galtung, 1990). For example, the beliefs: spare the rod spoil the child; corporal punishment is a deterrent; corporal punishment makes children to respect teachers or that corporal punishment makes pupils to get higher marks tend to justify the use of corporal punishment in school yet this punishment is violence against children.

Pupils' attitudes and Practice Link

The percentage frequencies generated via Cross tabulations aided in establishing whether there was a link between pupils' attitudes towards the use of corporal punishment in school and the practice of corporal punishment in the selected schools. An overwhelming majority (78%) of the pupils who agreed that corporal punishment makes pupils to get higher marks in exams also reported to have been subjected to corporal punishment in school many times since April 2001 (after it was banned). Many (60%) pupils who agreed that corporal punishment makes pupils to respect teachers also reported to have been subjected to corporal punishment very many times since its ban. 83% of the pupils who

agreed that corporal punishment is a deterrent also said that they had been subjected to corporal punishment very many times since the ban. Of all the pupils who agreed that “spare the rod spoils the child”, the majority (88%) reported to have been subjected to corporal punishment many times and also reported that pushing and caning were the commonly used forms of corporal punishment in their schools.

Pupils have been taught to accept and believe that corporal punishment has some merits and it is administered in school for the good of the children and society at large. The pupils were subjected to corporal punishment with a belief that it chastised and moulded them into future and responsible citizens. This was evident from the reports of some pupils who contended that corporal punishment was the most powerful deterrent since it discouraged laziness, made the pupils to respect their teachers, and pass exams, as we also saw such reports in Chapters Five and Six.

Most (88%) pupils who agreed that corporal punishment creates feelings of aggression or revenge in children also reported to have been subjected to corporal punishment very many times since it was banned, they also indicated that pushing and caning were the forms of corporal punishment commonly used in their schools. The majority (87%) of the pupils who agreed that corporal punishment is violence against children also reported to have been subjected to corporal punishment very many times since it was banned, and listed the forms of corporal punishment used in their schools were pushing, kneeling and caning. 75% of the pupils who agreed that abolition of all forms of corporal punishment in school is a good idea also reported to have been subjected to corporal punishment less than a week ago as at the time of this study.

Some pupils who understand the negative consequences of corporal punishment or are aware that this punishment is outlawed, are likely to resist being subjected to corporal punishment for instance by fighting with their teachers.

The pupils, who fight their teachers in an attempt to resist being caned, might be caned the more by their teachers especially where multiple teachers did the caning. In the context of corporal punishment in school, a relationship of power imbalance exists between the teachers and pupils. Corporal punishment tends to assure teachers power and control over pupils (Tabulawa, 1997). The pupils tend to helplessly succumb to teacher brutality and they are often whipped into submission to an extent that they suffer physical injury and other negative consequences. Previous studies in Kenya indicated that the caning and whipping of children in school was regularly imposed and administered to children in a very brutal manner such that some pupils were left with broken limbs and teeth, four cases of student death were also reported between the period 1996-1998 (Human Rights Watch, 1999). However, the

practice of corporal punishment continued unabated in Kenyan schools. Thus, the reports of brutality and other harmful effects were not unique to pupils selected in this study.

Teachers' brutality often led to pupil resistance as we saw in the reports. Such resistance by pupils is likely to be interpreted by teachers as rudeness or more misbehaviour such that the pupils get subjected to more brutal, severe and frequent forms of corporal punishment to "deter their misbehaviour". The students of Chewoyet high school, in Kenya, went on the rampage to protest against a teacher who had subjected their peer to illegal corporal punishment. The teachers in that school seemed to have perceived it as more misbehaviour hence they called in the paramilitary police to confront the students (Daily nation, 28 September, 2001). A study by Patterson (1982) and Nagaraja (1984) showed that when parents of children with behaviour problems used corporal punishment to correct the children's misbehaviour, those children tended to use similar coercive and hostile tactics as their parents. The parents regarded this as further misbehaviour and punished the children more. The children in turn became more coercive and hostile. Children emulate their teachers since they are their respected role models, when teachers resort to using corporal punishment in school; pupils copy teachers' violent behaviour without being instructed to do so (Bandura, 1973).

Although the above results of the Cross tabulations indicated that the different aspects of attitudes were correlated with those of the practice of punishment but there was no clear information as what strength of relationship existed between teachers' or pupil' attitudes and the practice of corporal punishment in selected schools²⁴. To determine the strength and direction of the relationship between the respondent's attitudes towards the use of corporal punishment in school and the practice of this punishment in selected school, tests of statistical significance specifically logistic regression tests were employed²⁵ as highlighted in the next section.

The Direction and the Strength of the Attitude-Practice Link

The dependent variable of the analysis was the practice of corporal punishment in school and the key likely independent variable was the attitudes of teachers and pupils towards the use of corporal punishment in school. As cited above, attitudes are claimed to have an impact on behaviour (Perloff, 2002), they are said to predict future behaviour or to allow us to understand behaviour that has already occurred (Rajecki, 1990). Thus, in some contexts, attitudes are said to be some of the predictor

²⁴ The technicalities of how the net attitudes or net practice, with regard to corporal punishment, were computed was explained in Chapter Four.

²⁵ See Chapter Four for detailed information about statistical tests and how the variables were measured or reduced to suit the given statistical test.

variables for behaviour. It was important, therefore, to determine the strength and direction of the relationship, if any, between attitudes and practice in the context of this study²⁶.

The researcher took cognisance of the fact that the practice of corporal punishment is situated in the broader socio-cultural/economic context. It was crucial to view the practice of this punishment as being influenced by multiple factors, both endogenous factors such as attitudes and exogenous factors such as the socio-economic status of the selected schools. This recognition in turn, enabled the researcher to compare the strengths of: the relationship, if any, between attitudes and practice with that relationship between other likely determinant factors and the practice of this punishment.

The determination of the strength or significance and direction of the relationships was key in drawing conclusions. The conclusions drawn contributed towards the making of recommendations to inform policy.

Apart from the attitudes²⁷ of respondents, the other study variables that were assumed to be related to the practice of corporal punishment in the selected schools were: the school; the socio-economic status of the school; the age and sex of teachers and pupils; teachers' and pupils' experience with corporal punishment; teachers' and pupils' knowledge of: the new policy, the negative consequences of corporal punishment and alternative methods to corporal punishment; and the teaching experience in years.

The SPSS 11 for windows 2000 was used to perform tests of relationship and statistical significance. The variables that were subjected to these tests were reduced into categories that suited the specified test²⁸. The tests of partial correlation performed enabled the researcher to delineate factors that had no significant association with the practice of corporal punishment from being subjected to logistic regression as recommended by Bryman and Cramer (1997).

Out of all the study variables, there were four variables that had a significant correlation with the dependent variable, the practice of corporal punishment in the selected schools. These variables were: the teachers' or the pupils' attitudes towards the use of corporal punishment in school; and the teachers' or the pupils' experience with corporal punishment. These variables were assumed to be the likely independent variables or predictor variables for the practice of corporal punishment in the selected schools. Since the presence of a correlation/association does not mean causality (Bryman and

²⁶ Technicalities of how attitudes and practice were measured are as highlighted in Chapters Four, Five and Six.

²⁷ See Chapter Four for technicalities of how the degrees of agreement and disagreement with the attitudinal statements were computed using Spss to yield two categories of attitudes, positive and negative.

²⁸ It is not the concern of this chapter to discuss the technicalities of how the study variables were measured or reduced into categories. This has been covered in Chapter Four.

Cramer, 1997), it meant that these likely independent variables were to be subjected to tests of inference to determine whether their relationship with the dependent variable (the practice of corporal punishment in the selected schools) was real or had occurred by chance.

The factors: school; socio-economic status of the school; sex and age of pupils or teachers; pupils' and teachers' knowledge of the new policy; awareness of the negative consequences of and alternatives to corporal punishment had no significant association with the dependent variable, the practice of corporal punishment in the selected schools. Although we would have expected these factors to have a relationship with the dependent variable, this was not the case. For example, there was no difference between the practices of male and female teachers neither their attitudes. Female teachers tend to be more inclined to their role as teachers rather than their gender role of being female. They tend to display "male cues" of power and authority. Teachers in all schools were traditionally and socially expected to maintain order in classrooms (Docking, 1980) and they demanded to be respected by learners irrespective of their gender, but to do so meant using corporal punishment (Tabulawa, 1997). Chapter Two informed us that poor schools tend to cane children the more, but this was not the case in this study. What seemed to be the defining factor is the respondents' attitudes and shared experiences regarding the use of corporal punishment in those schools. These seemed to be generalised and highly shared virtues throughout all schools irrespective of their socio-economic background. Those factors that had no significant association with the dependent variable were excluded from subsequent tests.

Logistic regression tests²⁹ were run to confirm whether a significant relationship existed between each of the four likely independent variables and the practice of corporal punishment in the selected schools. Logistic regression is used when the dependent variable is suspected to have more than one predictor variable (Bryman and Cramer, 1997). The results are usually expressed in terms of the level of significance of the Pearson Chi-square (p). The level of significance for the Pearson Chi-square (p) was set at $p < 0.05$ for the sake of the analysis in this section.

All the four likely independent variables displayed the level of significance of the Pearson Chi-Square to be within the circumscribed range, $p \leq 0.05$, for a real relationship to be deemed present between the independent and dependent variables. Since the values of p were found to fall within the circumscribed range (p values are as highlighted below) whenever each of the four variables was paired with the dependent variable while the rest were held constant, the conclusion drawn was that there was a real relationship between each of the four variables and the dependent variable, meaning the result did not occur by mere chance. The null hypothesis that there was no significant relationship between each of the four factors and the dependent variable was rejected in each case and the alternate

²⁹ See Chapter Four for details on data analysis

hypothesis that there was a significant relationship between each of the four variables and the dependent variable, the practice of corporal punishment in school, was accepted.

Bryman and Cramer (1997) recommends that in seeking to discern whether a significant relationship exists between two variables in the population from which a sample was selected, the null hypothesis need to be rejected. Inferring a relationship, therefore, requires that the two variables under test be related not only in the sample but also in the population from which the sample was drawn. Such a relationship is said to be significant. In other words, a significant level of Pearson Chi-square (p) affirms the probability that there is a real relationship (in the population from which the sample was derived) between the paired variables that were tested. Any variables which executed a value of p outside the prescribed range were said to have no real relationship with the dependent variable.

The results of Logistic regression expressed in terms of the level of significance of the Pearson Chi-Square (p values) indicated that the four variables had a significant relationship with the practice of corporal punishment in the selected schools as follows:

- The teacher' attitudes towards the use of corporal punishment in school ($p=0.000$).
- The pupils' attitudes towards the use of corporal punishment in school ($p=0.001$)
- The teachers' experience with corporal punishment ($p=0.002$)
- The pupils' experience with corporal punishment in school ($p=0.003$)

The above four variables had a significant relationship with the practice of corporal punishment since their p values were within the circumscribed range of $p \leq 0.05$. These factors were henceforth designated as the independent variables or predictor variables which influenced the practice of corporal punishment in the selected schools. Out of the four independent variables, teachers' attitudes ($p=0.000$) had the strongest relationship with the dependent variable, therefore exerted the biggest impact upon the practice of corporal punishment in selected schools followed by the pupils' attitudes ($p=0.001$) for reasons as will be explained below.

The teachers' and pupils' experience with corporal punishment ($p=0.002$ and $p=0.003$ respectively) had the least impact on the practice of corporal punishment in the selected schools. According to Gagne (1985) experience leads to behaviour change. It was frequently cited by the studied teachers that "experience is the best teacher". Teachers reported that when children experienced pain following the administration of corporal punishment, they tended to work hard. They said that the rationale for using corporal punishment was to have children experience pain. By experiencing pain, children stopped being lazy, disrespectful, bullying; instead the experience of pain catalysed them into working hard to pass exams. Teacher T39 said, "We use corporal punishment to attain a morally upright

society. The pupils are also motivated to work hard for better marks and grades. Corporal punishment (infliction of pain) acts as a negative reinforcement and as a way of behaviour modification so that learning, stability and order in a school environment is maintained". The pupils too reported that fear of experiencing pain that emerges from the previous subjection to corporal punishment made them to be more careful, disciplined and responsible hence avoided making mistakes. They were punctual at school, completed their homework and respected their teachers. In such situations, experience of pain acted as a negative reinforcement. The behaviour that is negatively reinforced is likely not to be repeated (Gagne, 1985; Mutia, 1985).

The results of the Pearson Chi-square indicated that the attitudes of teachers and pupils towards the use of corporal punishment in school had a big impact upon the practice of corporal punishment in the four Nakuru municipal primary schools (the values of p were: $p=0.000$ and $p=0.001$ respectively) as mentioned earlier.

The pupils who are subjected to intensive, frequent or assorted forms of corporal punishment harden their attitudes (Docking, 1980). The hardening effect is likely to make them to have a greater favour for the use of corporal punishment and are not likely to resist being subjected to it. They reach at a point when they accept the practice of this punishment to be part of their life style.

Although most teachers and pupils suggested alternatives to corporal punishment, they tended to support and practice corporal punishment in school claiming that alternatives do not work. While teachers had observed that alternatives seemed a "joke" to children, pupils reported that alternatives did not deter misbehaviour since children become fearless and rude. The teachers asserted that corporal punishment worked effectively and the desired effects were often felt immediately, for instance when the pupils withdrew the unwanted behaviour in classrooms or when they completed their homework. Most of the teachers and pupils articulated that corporal punishment, if used properly and in moderation, hardly has any harmful effects.

Some beliefs and ideas that people possess tend to make them to accept, endorse and/or practice violence as a means to achieving their ends since such beliefs tend to mask the moral colour of violence making it acceptable or at least not to appear as though it is violence (Galtung, 1990). For instance, beliefs and ideas such as: spare the rod spoil the child, corporal punishment is a deterrent, or the idea that the beating of children is part of the African traditions seem to mask the moral colour of corporal punishment as a violent practice by justifying its use in the selected schools.

In addition, the favourable attitudes that prevail in the broader society and other social institutions, such as the family and the judicial system, with regard to corporal punishment may have a tendency of

spilling over into schools making the practice of corporal punishment most probable (Murray, 1994). Some teachers maintained that because some homes use corporal punishment it should also be used in school so that the child notices some consistency. Teacher T36 contended, "Since corporal punishment is used in homes then it must be applied in schools so that a child does not experience a difference between the home and school environment". Teacher T2 advised parents to stop overprotecting their children and allow teachers to cane them. The chastising of children on behalf of the parents (*loco-parentis*)³⁰ and the need for children to respect authority has been a long-standing tradition (Parker-Jenkins, 1999; Scott, 1968; Eshiwani, 1993) especially in Kenya.

According to Sandoval (2002) such beliefs, ideas and habits may have been conveyed and reinforced from generation to generation through institutions of society such as the church, family and school.

In Kenya, as we saw in Chapter One, the indigenous African education emphasized the need to hit children so that they respect authority. Equally, when formal schooling was introduced in Kenya by the Christian missionaries in 1932, the Kenya education system became a replica of the old British system, which propagated the use of corporal punishment in school for chastisement and as a social expectation to have children respect authority (Eshiwani, 1993; Sifuna and Karuga, 1988).

For such reasons among others, corporal punishment was legalized in Kenyan schools as early as 1945 (Sifuna and Karugu, 1988) and has been in used until recently. During that period, the socialization of children in Kenyan schools incorporated the use of corporal punishment. This punishment became a popular practice, accepted by both young and old as a necessity for achieving educational goals and moulding children into responsible future citizens capable of respecting and submitting to authority.

Throughout the history of Kenya, therefore, the use of corporal punishment and its accompanying beliefs, which justified and continue to justify the practice of this punishment in school, have been palpable. Socialization of children in school was and is one of the major processes through which the violent attitudes were and are passed on from generation to generation, specifically the current generation of teachers and pupils in Kenya, making the occurrence of corporal punishment in schools inevitable.

³⁰ In South Africa, for example, teachers continued to practice corporal punishment after it was legally abolished, in 1996, contending that they had sought permission from the parents to do so (Sogoni, 1997; Foster, 1999). A similar argument was commonly cited in New England by teachers who continued the practice of corporal punishment after the 1987 ban, they claimed that they were practicing illegal punishment in the name of '*loco-parentis*' (Parker-Jenkins, 1999).

I have by now established that the attitudes of teachers and pupils towards the use of corporal punishment in school had a big impact on the practice of corporal punishment in the four Nakuru municipal primary schools as is evident from the above results of statistical significance and for reasons as explained above.

To get a clearer picture of the strength and direction of the attitudes-practice link, cross tabulations were run using the SPSS to produce a contingency table for this relationship. The results of the percentage cell frequencies generated from cross tabulating the independent variables (attitudes) with the dependent variable (practice) were as follows:

The majority (66%) of pupils, who had a positive attitude towards the use of corporal punishment in school, reported a high practice of corporal punishment in the four Nakuru municipal primary schools. Of all the teachers who had a positive attitude towards the use of corporal punishment in school, an overwhelming majority (77%) reported a high practice of corporal punishment in the selected Nakuru municipal primary schools.

Of all the pupils who had a negative attitude towards the use of corporal punishment, the majority (62%) reported a low practice of corporal punishment in the four Nakuru municipal primary schools. Of all the teachers who had a negative attitude towards the use of corporal punishment in school, a great majority (70%) reported a low practice of corporal punishment in the four Nakuru municipal primary schools.

These results indicate that when teachers and pupils hold positive attitudes towards the use of corporal punishment in school, the level of the practice of corporal punishment in those particular schools will tend to be high. But when teachers and pupils hold a negative attitude towards the use of corporal punishment in school, the level of the practice of corporal punishment decreases or becomes low. The respondents' attitudes were directly proportional to the practice of corporal punishment in the selected schools. These two variables (Attitudes and practice) increased and decreased in the same direction. In other words, as the attitudes became more and more favourable (positive) the level of the practice of corporal punishment in school became higher. Conversely, as the attitudes became unfavourable or negative, the level of the practice of corporal punishment became less pronounced or low. This evidence proves that the attitudes of teachers and pupils towards the use of corporal punishment in school had a big impact on the practice of corporal punishment in the four Nakuru municipal primary schools.

From the results of this chapter, the researcher suggested that to curtail the practice of corporal punishment in the four Nakuru municipal schools there is need to change the attitudes of teachers and

pupils towards the use of corporal punishment in the selected schools. By implication, negating the attitudes of the teachers and pupils will tend to decrease or lead to low levels of corporal punishment in the four Nakuru municipal primary schools. It is imperative, therefore, to make recommendations aimed at changing the attitudes of teachers and pupils in the four Nakuru municipal primary schools and for curtailing the practice of corporal punishment in those schools.

Conclusion

The above findings have confirmed that the teachers' and pupils' attitudes towards the use of corporal punishment in school had a big impact on the practice of corporal punishment in the four Nakuru municipal primary schools. Where teachers and pupils held favourable or positive attitudes towards the use of corporal punishment in school, high levels of the practice of corporal punishment were reported in school but where teachers and pupils held unfavourable or negative attitudes towards the use of corporal punishment in school, the level of the practice of corporal punishment decreased/was low. Thus, the attitudes of the respondents towards the use of corporal punishment in school had a great impact on the practice of corporal punishment in the four Nakuru municipal primary schools. The findings in this chapter are crucial for making recommendations for changing attitudes and curtailing the practice of corporal punishment in school. The next chapter gives a summary and makes recommendations in the light of the study findings.

CHAPTER EIGHT

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this chapter, I present a summary of major findings of the study, draw conclusions and make recommendations relating to strategies for realizing the new policy on corporal punishment in Kenyan schools and about the area for further research. The recommendations are made in the light of the study findings and guided by the available literature review that provides information on available resources and lessons from other countries, which could be emulated where applicable.

Strategies to address the identified problems need to focus on changing the teachers' and pupils attitudes', stopping the practice of corporal punishment, initiating alternatives, increasing awareness of the negative consequences of corporal punishment in school, effective policy implementation, addressing the school curricular for pupils and teacher training and establishing counselling centres in schools.

The recommendations made for further action are based on a collaborative approach through partnerships between interest groups: the UN Committee for an End to Global Corporal Punishment; the Human Rights Movement (Kenyan Chapter); the Kenya government; the judiciary system; policy makers; religious leaders; education officials; the teachers and their union; the pupils and children's movement; the parents and the parent-teachers schools' associations.

Summary of Study Findings

The study confirmed that the practice of corporal punishment was maintained in the selected schools, and was highly favoured by both teachers and pupils despite their awareness of the new policy in place.

The teachers and pupils were heavily influenced by the African traditions plus biblical and educational belief systems, in supporting the use of corporal punishment in school. They believed that corporal punishment chastises children, improves academic performance and it is an effective deterrent which stops pupil misbehaviour and makes pupils respect teachers. Thus, they equate attempts of abolishing corporal punishment with compromising teacher power as well as compromising academic and disciplinary standards. These strongly held beliefs and ideas amounted to the teachers' and pupils' favour for the practice of corporal punishment in the selected schools.

The pupils were being caned in a very brutal manner. The caning left some pupils unconscious, with broken limbs and sometimes death. Pupils became agitated and fought with teachers. They had tendencies to revenge. They felt like burning their schools/classrooms. They also failed exams purposefully to avenge on teachers who punished them. The pupils spent more time on planning how to revenge on their teachers than they spent in preparing for their exams.

Corporal punishment has very serious negative consequences upon children in school. This study has confirmed that the socialization of children in school, which incorporates the use of corporal punishment, plays a role in children adopting violent attitudes and behaviour (Bandura, 1973). These children are likely, as future older children or adults, to act violently towards those that they engage with in relationships (Murray, 1994; Wiehe, 1998). By implication, the societies to be created by such individuals will tend to be violent. Violence will be reproduced in society in a cyclic manner, from generation to generation. It is important, therefore, that vital measures are taken to address the identified problems.

Recommendations

1. Reviewing teacher education curricula

The study recommends that non-violent approaches to the socialization of children in school be forged. One way of doing this would be to review curricula in teacher training colleges with a view to incorporating courses on non-violent approaches to socialization of children in schools as part of the syllabus.

2. Adopting and strengthening a partnership approach

A partnership approach to combating violence in society generally and corporal punishment in schools specifically should be embraced. Accordingly, the Kenya government, through the Ministry of Education, should liaise with other interest groups such as the United Nations Committee for Human Rights and an End to Global corporal Punishment group, the Kenyan Charter for Human Rights, Churches, Judiciary officials, Teachers' and Parents' Associations, and children's movement so as to work collaboratively in realizing the goal of non-violent practices in schools. Religious organizations will be very useful in revitalising and re-shaping teacher beliefs.

3. Prosecution of offending teachers as a stimulus

In view of the fact that the behaviour that is reinforced positively is bound to be repeated while that which is reinforced negatively does not recur (Gagne, 1985) there is need to introduce a stimulus which will negate the teachers' practice of corporal punishment in school. In this respect, this study recommends that the new policy that is in place be enforced such that teachers found practicing

corporal punishment are prosecuted. The law enforcers should put monitoring mechanisms in place. The pupils and other interested parties should report any illegal practices through established machinery. Since the head teachers are role models for junior staff, they also need to be prosecuted as a way of making other teachers learn that even their respected role model is punished. This is likely to make them withdraw their practice of this punishment and subsequently change their attitudes. Attitude learning or change results from imitation of the model's behaviour or action choices (Gagne, 1985). According to Festinger (in Rajeckit, 1990) human beings normally strive for consistence or consonance between their cognitions. The existence of dissonance (inconsistence) or being psychologically uncomfortable will motivate the person to try to reduce dissonance and achieve consistence. The Kenya government should, therefore, take legislative measures to stop this practice and curtail the use of violence in schools.

4. Development of mandatory reporting systems

The government should take appropriate measures for the prevention and elimination of corporal punishment from schools, by developing a mandatory reporting system towards the detection of the practice of corporal punishment in schools.

5. Establishment of counselling centres

Schools need to establish counselling centres where children can be assisted. More teachers need to be trained since teachers reported that there was at most one teacher per school who is trained in counselling and guidance of children. This calls for ins-service training of teachers.

6. Redefining the role of teachers

This study established that teachers feel they need to exercise power over children in order to be respected. They advocate a relationship of power imbalance where by children take a subordinate position. As a result pupils feel alienated from the decision-making process in schools, and are passive recipients of the learning process. In order to mediate this undesirable situation, the role of the teacher should be redefined so that teachers and pupils become equal partners in the learning and disciplinary matters. This will call for pedagogical shifts from the current content-centred curricular approach to more friendly learner-centred approaches that encourage active learner participation. In the current system, the type of education system in place is likened to what Freire (1972) refers to as the 'banking system', which requires the use of corporal punishment to force the pupils to memorise the learning content. A learner centred curricular will produce individuals best suited for the job market demands of contemporary society. Also there is need to transform the teacher-pupil relationship from adversarial to that of mutual respect. The significance of giving pupils an opportunity to participate in

decision making such as being involved in setting school or classroom rules is so that in the process, the pupils internalise such rules as part of their value system.

7. Public awareness campaigns

Most teachers and pupils felt that a “properly administered corporal punishment” has no negative consequences. There is need, therefore, for the government to initiate public awareness campaigns to disseminate information on corporal punishment as violence and a violent method of socializing children in school. The campaigns should advocate the use of non-violent methods of disciplining children as an alternative to corporal punishment in school. Sufficient information need to be supplied, campaigns aimed at increasing awareness of the harmful effects of corporal punishment and available alternatives be stepped up. These should be public education campaigns aimed at raising awareness not only among teachers but also other professionals working in schools.

8. Need for “listening” teachers

The pupils complained that teachers never listened to their problems. It is important for teachers to find out the problems that different pupils have which make them sometimes to misbehave. Children come from a diversity of social environments and are bound to have varied problems. Talking to them will elucidate the problems they encounter in their environment and ways could be forged to help such children rather than mere subjection to corporal punishment.

9. De-congesting classrooms

Some teachers reported that they hardly find time to talk to children due to a congested syllabus and high pupil numbers. Although the official teacher to pupil ratio in primary schools in Kenya is approximately 1:40, teachers indicated that on average there are 75 pupils per teacher. Some teachers reported that they use corporal punishment because it is economical in terms of time since other alternatives are time consuming. The large classes will tempt teachers to fall back to corporal punishment since it works ‘faster’. Such large classes and congested curricular make it difficult for teachers to address the educational and personal needs of each pupil or to maintain control in schools. The Teacher’s Service Commission (TSC) is the organ put in place by the government to recruit, deploy, pay, promote, discipline and fire teachers. It is imperative therefore that TSC, a teachers’ employer, considers deploying more teaching staff to schools to enable teachers to meet the educational and personal needs of pupils.

10. In-service education and training for teachers

The results showed that as teaching experience in years increased, the favour for corporal punishment increased. More seasoned teachers who favour the use of corporal punishment and physical

punishments for pupils usually influence the less experienced and new teachers in schools. Therefore in-service education and training for long serving teachers in disciplinary matters should be initiated, encouraged and made compulsory.

11. Further research

The study findings showed that some teachers tended to feel that since corporal punishment was used in the family it was important to use it for consistence sake. The literature review informed us that judicial corporal punishment was legal in Kenya. It is important that further research be done to determine the practices of corporal punishment in the family so as to inform policy. When corporal punishment is accommodated in other social settings it will tend to spill over into schools. Children were being punished for offences done out side school or done during the school holidays.

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APPENDICES

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Appendix 1

QUESTIONNAIRE TYPE A

TO BE COMPLETED BY TEACHERS IN THE NAKURU MUNICIPAL PRIMARY SCHOOLS

Instructions

This form has been prepared by the researcher as part of her academic requirements at the University of Natal, South Africa. You have been identified as one of the persons to make important contributions to this study, through your responses. The information collected will assist in understanding the pupils' and teachers' experiences, beliefs, feelings understandings, and wishes regarding the practice of corporal punishment in schools in Kenya. You are therefore requested to provide accurate and honest responses to all the questions in this form. The information you provide will not be used for any other purpose than the one stated above. The results of this study will be made known to you upon request.

Since we want to ensure that the information you provide remains confidential, please DO NOT write your name or school anywhere on this form. Any personal information you give will be kept confidential. For items, which have multiple-choice answers, please tick your preferred response.

NOTE

For the purpose of this research, corporal punishment refers to *“any PAIN inflicted on the body of pupils at school through various means such as caning, pinching, slapping and so on”*.

SECTION A

1. Indicate whether you are male or female

☐ Male

☐ Female

2. Age in years

☐ Less than 20 years

☐ 20-39 years

☐ 39-40 years

☐ 40 and above years

3. Teaching experience.

☐ Less than two years

☐ 2-4 years

☐ 5-9 years

☐ 10 years and above

SECTION B

This section contains various statements about corporal punishment. Please tick the box that best represents your opinion about the statement.

4. Did you administer corporal punishment to pupils since April this year?

☐ Yes

☐ No

5. When last did you administer corporal punishment to a pupil in your school?

☐ Less than one week ago

☐ 1-2 week ago

☐ 3-6 weeks ago

☐ More than 6 weeks ago

6. What forms of corporal punishment are commonly used in your school?

☐ Caning and Pushing

☐ kneeling and caning

- ☐ Caning and pinching
- ☐ Caning and slapping
- ☐ Other (please name it.)

7. Does the law in Kenya today allow the use of corporal punishment in schools?

- ☐ Yes
- ☐ No
- ☐ I do not know

8. The law prohibits Caning of pupils in Kenyan Primary Schools.

- ☐ True
- ☐ False

9. Corporal punishment ensures good academic performance among pupils.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

10. Corporal punishment helps to maintain discipline among pupils.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

11. Corporal punishment makes pupils to work hard.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

12. Corporal punishment improves academic performance.

- ☐ Strongly agree
- ☐ Agree

- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

13. Corporal punishment makes pupils to feel fearful.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

14. Corporal punishment creates feelings of anger and revenge in children.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

15. Corporal punishment makes pupils to respect teachers.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

16. Corporal punishment is a deterrent.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

17. To spare the rod is to spoil the child.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree

☐ Strongly disagree

18. Corporal punishment should be used as often as need arises/last resort.

☐ Strongly agree

☐ Agree

☐ Uncertain

☐ Disagree

☐ Strongly disagree

19. Corporal punishment is violence against children.

☐ Strongly agree

☐ Agree

☐ Uncertain

☐ Disagree

☐ Strongly disagree

20. Abolition of all forms of corporal punishment in school can be a good idea.

☐ Strongly agree

☐ Agree

☐ Uncertain

☐ Disagree

☐ Strongly disagree

21. It is impossible for order to be maintained in primary school without teachers administering corporal punishment to pupils.

☐ Strongly agree

☐ Agree

☐ Uncertain

☐ Disagree

☐ Strongly disagree

22. Corporal punishment is one way of maintaining social control in schools.

☐ Strongly agree

☐ Agree

☐ Uncertain

☐ Disagree

☐ Strongly disagree

23. Discipline can be maintained in schools without teachers administering corporal punishment to pupils.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

24. Abolition of corporal punishment in Kenyan Schools can be a very good idea.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

25. Caning pupils does not improve their academic performance.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

26. Corporal punishment discourages laziness among pupils.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

27. It is impossible to do away with the cane from primary schools.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

28. It is very difficult to control pupils without use of corporal punishment.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

29. How often should corporal punishment be administered to pupils?

- ☐ once a day
- ☐ once a week
- ☐ once a month
- ☐ When need arises
- ☐ Other (specify.....)

30. Abolition of corporal punishment in schools is a factor that can contribute to violence in schools.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

31. Without being caned, pupils become unruly.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

32. In the last three months boys have been caned more frequently than girls in my school.

- ☐ True
- ☐ False

33. In the last three months girls have been caned more frequently than boys in my school.

- ☐ True
- ☐ False

34. Which one of the following statements is true?

- ☐ Teachers and head prefects are the only ones legally allowed to administer corporal punishment on pupils in schools nowadays.
- ☐ Teachers are the only ones who are legally allowed to administer corporal punishment on pupils in schools nowadays.
- ☐ The school head teacher is the only one who is legally allowed to administer corporal punishment on pupils in schools nowadays.
- ☐ The administration of corporal punishment on pupils in Kenyan schools has been abolished nowadays.

35. Corporal punishment is the most appropriate method for teachers to enhance learning among pupils.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

36. To spare the cane is to spoil the pupils.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

37. Only Head teachers should be allowed to administer corporal punishment on pupils.

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

SECTION C

38. In your opinion should the use of corporal punishment in primary schools be abolished?

- ☐ Yes

☐ No

39. Give reasons for your answer to question 38 above.

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40. Are there any **bad effects** about the use corporal punishment in school?

☐ Yes

☐ No

41. What, in your view, are **the bad effects** of corporal punishment in school?

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42. Are there any **good effects** about the use of corporal punishment in school?

☐ Yes

☐ No

43. What in your view are the **good effects** of the use of corporal punishment in school?

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44. Are there any **alternative methods** to corporal punishment in school?

☐ Yes

☐ No

45. If Yes, What, in your opinion, are the **alternative methods** that can be used in place of corporal punishment?

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Appendix 2

QUESTIONNAIRE TYPE B

TO BE COMPLETED BY PUPILS IN NAKURU MUNICIPAL PRIMARY SCHOOLS

Instructions

The researcher has prepared this form as part of the academic requirements at the University of Natal, South Africa. You have been identified as one of the persons to make important contributions to this study, through your responses. The information collected will assist in understanding the pupils' and teachers' experiences, beliefs, feelings, understandings, and wishes regarding the practice of corporal punishment in schools in Kenya. You are therefore requested to provide accurate and honest responses to all the questions in this form. The information you provide will not be used for any other purpose than the one stated above. The results of this study will be made known to you upon request.

Since we want to ensure that the information you provide remains confidential, please DO NOT write your name nor name of your school anywhere on this form. Any personal information you give will be kept confidential.

For items, which have multiple-choice answers, please tick your preferred response.

NOTE

For the purpose of this research, corporal punishment refers to *“any PAIN inflicted on the body of pupils at school through various means such as caning, pinching, slapping and so on”*.

SECTION ONE

(Put a tick in the box that represents what you consider as the correct answer to the following questions).

1. Indicate whether you are male or female

☐ Female

☐ Male

2. Age in years

13 ☐ years

14 ☐ years

15 ☐ years

16 ☐ years

17 ☐ and above

SECTION TWO

(This section contains several statements on corporal punishment. Tick the box that best represents your opinion on the statements.

3. Have you ever been subjected to corporal punishment in your school?

☐ Yes

☐ No

4. If yes, how often have you been subjected to corporal punishment in your school?

☐ Very many times

☐ Many times

☐ A few times

☐ Very few times

5. When was the last time you were subjected to corporal punishment in your school?

☐ Less than one month ago

1 ☐ -3 months ago

4 ☐ -6 months ago

6 ☐ -12 months ago

☐ More than one year ago

6. What forms of corporal Punishment are commonly used in your school?

☐ Caning and Pushing

☐ Kneeling and Caning

☐ Caning and pinching

☐ Caning and slapping

☐ Other (please name it.....)

7. Which of the following is the **most** common form of corporal punishment in your school?

☐ Caning

☐ Kneeling

☐ Other (please name it.....)

8. Were you subjected to corporal punishment since April 2001?

☐ Yes

☐ No

9. Does the law in Kenya today allow the use of corporal punishment in schools?

☐ Yes

☐ No

☐ I do not know

10. Corporal punishment makes pupils to get higher marks in exams/ class tests

☐ Strongly agree

☐ Agree

☐ Uncertain

☐ Disagree

☐ Strongly disagree

11. Corporal punishment makes pupils angry

☐ Strongly agree

☐ Agree

☐ Uncertain

☐ Disagree

☐ Strongly disagree

12. Corporal punishment makes pupils feel like revenging

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

13. Corporal punishment makes pupils not to repeat same mistake (deterrent)

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

14. Corporal punishment makes pupils to respect their teachers

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

15. Spare the rod spoil the child

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

16. Corporal punishment is violence against children in school

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

17. If I were a head teacher, I would abolish the use of corporal punishment

- ☐ Strongly agree
- ☐ Agree

- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

18. Corporal punishment makes pupils to understand the lesson/subject contents

- ☐ Strongly agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Strongly disagree

19. The use of corporal punishment is good for pupils.

- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree

20. Only the head teacher should be allowed to use corporal punishment in school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree

21. When teachers use corporal punishment, it is a way of showing that they care for their pupils.

- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree

22. The use of corporal punishment makes pupils to get higher marks in class tests and homework.

- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree

- ☐ Strongly disagree
23. Pupils like teachers who cane them.
- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree
24. If I were a head teacher, I would abolish the use of corporal punishment in my school.
- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree
25. Pupils respect teachers who use corporal punishment on them.
- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree
26. Pupils hate teachers who use corporal punishment.
- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree
27. The use corporal punishment makes pupils feel like revenging (hitting back) when they grow up?
- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree
28. Abolishing corporal punishment in schools can be a good idea.

- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree

29. Without being caned most pupils will not obey the teachers

- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree

30. Use of corporal punishment makes some pupils to run away from school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree

31. Use of corporal punishment makes pupils to cheat so as to escape being beaten.

- ☐ Strongly agree
- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree

SECTION C

(Answer the following questions by filling in the spaces provided).

32. Are there any good things about the use of corporal punishment in school?

- ☐ Yes
- ☐ No

33. If yes, what do you think are the **good things** about the use of corporal punishment in school?

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34. Are there any bad things about the use of corporal punishment in schools?

☐ Yes

☐ No

35. If yes, what do you think are the **bad things** about the use of corporal punishment in schools?

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36. What alternative ways would you like teachers to use instead of using corporal punishment?

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Appendix 3

THE RELEVANT LEGISLATIONS/POLICIES

Introduction

The following policies were of relevancy to the present study especially in highlighting that corporal punishment in school is violence against children and an abuse of children's rights hence using this punishment is a breach of the international and local policies. Most countries, which abolished corporal punishment in school, used the policies in place as a basis for their abolition as was noted in Chapter One.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF A CHILD

The tenets of United Nations Convention on the rights of the Child clearly defines corporal punishment as violence and abuse of children (Parker-Jenkins, 1999) as stated below:

Article 28.2 states: "State parties shall take appropriate measures to ensure that school discipline is administered in a manner consistent with a child's dignity".

Article 19 of 1989 stipulates:

"State parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical...violence, injury or abuse while in the care of parent(s)...or any other person who has the care of the child" (Parker-Jenkins, 1999:103).

Article 15(2) "State parties shall take all appropriate measures to ensure that school discipline is administered in a manner reflective of the child's dignity" (ibid; p.133).

THE AFRICAN CHARTER ON THE RIGHTS OF THE CHILD

Article 16 of the African Charter on the rights of a child states:

State parties shall take specific legislation, administration, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment, especially physical or mental injury or abuse, while in the care of a parent, guardian, or school authority, or any other person who has the care of the child (Obande, 2001).

THE 1980 KENYA EDUCATION ACT

The 1980 Kenyan Education Act stated:

The head teacher was the only person allowed to administer corporal punishment to children in school. The site he was authorized to use was said to be the buttock in the presence of a witness (a teacher who is supposed to be same sex with the child under punishment). The act specified that a strap not more than one and half inches in breadth be to be used (in Ngaje, 2000).

THE 30TH MARCH 2001 KENYA EDUCATION ACT (THE NEW POLICY).

The 30th March 2001 Kenya Education Act stipulates,

A teacher shall not inflict or tolerate any act of torture or other cruel inhuman or degrading treatment or punishment to children in school. Teachers should prepare learners for responsible life and inculcate in them the spirit of understanding, tolerance, equality and friendship; cultivate a harmonious relationship between the teachers and the learners; respect, protect, and promote Human rights and freedoms of learners. Discipline shall only be administered in a manner consistent with a learner's dignity. Teachers are to respect the learner's identity, culture, and religious beliefs (Government Gazette, 2001).

THE NEW PROFESSIONAL CODE OF ETHICS FOR KENYAN TEACHERS.

The Professional Code of Conduct for Kenyan teachers is a brainchild of the Kenya Head teachers Association. The tenets contained in this Professional Code of Conduct for teachers are a copyright of those contained in the Education Act of 30th march 2001 that banned corporal punishment in Kenyan schools. According to the new Code of ethics, teachers should:

prepare learners for responsible life and inculcate in them the spirit of understanding, tolerance, equality and friendship; cultivate a harmonious relationship between the teachers and the learners; respect, protect, and promote Human rights and freedoms of learners, a teacher shall not inflict or tolerate any act of torture or other cruel inhuman or degrading treatment or punishment to school children, discipline shall only be administered in a manner consistent with a learner's dignity (Kenya Head Teachers' Association, June, 2001).