



# IMPLEMENTATION OF THE BAN OF PHYSICAL PUNISHMENT AND ITS INFLUENCE ON PUPIL DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN KENYA: A CASE STUDY OF EMUHAYA SUB-COUNTY

<sup>1</sup>Kageni Linet, <sup>2</sup>Olive T. Baraza and <sup>3,\*</sup>Enose M.W. Simatwa

<sup>1,2</sup>Department of Educational Management and Foundations, Maseno University, Kenya

<sup>3</sup>Department of Education Policy and Management, Tom Mboya University College (A constituent College of Maseno University), Kenya

## ARTICLE INFO

### Article History:

Received 18<sup>th</sup> February, 2021  
Received in revised form  
14<sup>th</sup> March, 2021  
Accepted 10<sup>th</sup> April, 2021  
Published online 15<sup>th</sup> May, 2021

### Key Words:

Implementation, Ban, Physical Punishment, Pupil Discipline, Public Primary Schools, Emuhaya Sub-County, Kenya.

## ABSTRACT

Physical punishment and mental harassment for decades have been used as methods of managing pupil discipline in primary schools in Kenya. However there were outlawed vide the Basic Education Act, 2013. However, despite the ban, by the year 2015, Emuhaya Sub-County recorded a higher rate of indiscipline cases whereby Emuhaya Sub county recorded 833 (53%) cases, 644(43%) in Vihiga Sub-County, 543(37%) in Hamisi Sub county and 2750 (42%) at national level. The objective of the study was to establish the influence of implementation of ban of physical punishment on pupil discipline in Emuhaya Sub County. A conceptual framework consisting of implementation of ban of physical punishment as the independent variable and pupil discipline as the dependent variable was used. The results showed that the overall mean rating on extent of implementation of ban of physical punishment was 2.89, meaning the implementation of ban was rated as moderate. A significant positive relationship between physical punishment ban on implementation and level of pupil indiscipline was established, whereby the ban of physical punishment accounted for 35.9% of the improvement in the level of pupil indiscipline. The study concluded that there was a moderate positive relationship between the ban of physical punishment and pupil discipline. The study recommends that ban of physical punishment be fully implemented in primary schools. The study is significant in informing the stakeholders in education for example learners, teachers, policy makers and members of school management boards that the ban on physical punishment and mental harassment is indeed improving pupil discipline in public primary schools and should be implemented fully.

Copyright © 2021. Kageni Linet et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

**Citation:** Kageni Linet, Olive T. Baraza and Enose M.W. Simatwa . "Implementation of the Ban of Physical Punishment and its Influence on Pupil Discipline in Public Primary Schools in Kenya: A case Study of Emuhaya Sub-County.", 2021. *International Journal of Current Research*, 13, (05), 17275-17284.

## INTRODUCTION

Physical punishment and mental harassment are unlawful in schools under the Kenyan Constitution (2010). Article 29 of the constitution states that every person has the right to freedom and security of the person, which includes the right not to be subjected to any form of violence from either public or private sources; subjected to torture in any manner, whether physical or psychological subjected to physical punishment or

if treated or punished in a cruel, inhumane or degrading manner. The Basic Education Act 2013 states expressly in section 36 (1) that no pupil shall be subjected to torture, cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological and section 36 (2) a person who contravenes the provisions of section 36(1) commits an offence and shall be liable on conviction to a fine not exceeding one hundred thousand shillings or to imprisonment not exceeding six months or both. Physical punishment is the use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child's behavior (Straus & Donnelly, 2005; Simatwa, 2012). The concept is further elaborated by Gershoff (2002) that physical punishment are; behaviors, which do not result in significant physical

\*Corresponding author: **Enose M.W. Simatwa**,  
Department of Education Policy and Management, Tom Mboya University College (A constituent College of Maseno University), Kenya.

injury (such as; spanking, slapping) are considered physical punishment, whereas behaviors that risk injury (such as; punching, kicking, burning) are considered physical abuse (Gershoff, 2002). Mental harassment on the other hand may take the form of threats, neglect, verbal abuse or denial of necessities. These forms of punishment cause some degree of pain and discomfort with the aim of correcting, controlling or changing behavior or educating or bringing the child up (Save the Children, 2003). Discipline and organization among students in schools is vital in creating a conducive environment for learning. Discipline is a big concern for the teacher because the success or failure of a teacher or a principal of a school depends on it. Therefore, students discipline is a critical factor in judging the performance of a teacher (Onyango, Simatwa & Gogo, 2016). Sound discipline is an essential ingredient in the creation of a happy and industrious school community properly performing its function of training the young citizens. For the school to realize the stated objectives of education, discipline has to be inculcated in each student. Discipline ensures order and forestalls chaos in a school environment (Griffin, 1994). The chain of command in schools as far as discipline is concerned begins with class leaders, who report to class teachers, who ensures the same information reaches the deputy headteacher who is answerable to the head teacher. The head teacher bears the ultimate responsibility for overall school discipline (Mulford, 2003). Thus, the head teacher and the school in general have the duty of enhancing discipline among students. Indeed, the head teacher's public and professional reputation depends more on the level of discipline in his or her school than on any other factor (Griffin, 1994). This is because good discipline produces good results in every front of school endeavors.

The issue of indiscipline has plagued the school system in Kenya for many years. Numerous researches have described and defined the phenomena of indiscipline in various ways as they have studied the causes and suggested possible panacea to reduce indiscipline in schools. Indeed, a wide range of articles on the factors which contribute to indiscipline and strategies which have attained certain degree of success in tackling indiscipline are readily available. Many of these ideas give into details as to how the measures to tackle indiscipline are to be implemented (Lochan, 2010). Majority of children have experienced physical punishment by the time they reach adolescence (Ritchie, 1981). Physical punishment has for long been considered a necessary means of socializing children, (Smith, Gallop, Taylor & Marshall, 2005) and has been widely used in schools as a method of managing discipline. However, it has been revealed that physical punishment has a prediction of a wide range of negative developmental outcomes on children. Physical punishment and mental harassment is associated with increased child aggression, anti-social behavior, lower intellectual achievement, poorer quality of parent-child relationships, mental health problems such as depression and diminished moral internalization (Human Rights Watch, Spare the Child Corporal Punishment in Kenya, 2004). In 1979, (as cited in Simatwa, 2007) Sweden became the first country to prohibit all physical punishment and cruel treatment of children. Only six countries had prohibited physical punishment for children by 1996 but by 2006, this number had risen to 26 countries. Other countries have legislation in progress while others put up restrictions for physical punishment that fall short of a total ban. As of August 2010, at least 31 countries had explicitly forbidden the use of physical punishment both at home and in schools (Save the

Children, Sweden, 2010). According to Onyango, Simatwa and Gogo (2016), carried out a study on the Influence of the Ban of Physical Punishment on Students Discipline in Siaya, Gem and Ugenya Sub counties found that the condition of students' discipline in Kenya's secondary schools has been disheartening. Ogetange (2012), in his study on Teachers and Pupils Views on Persistent use of Corporal Punishment in Managing Discipline in Primary Schools in Starehe Division, also noted that no school term went without incidence of violent behavior in schools being reported in the mass media. Onyango et al (2016) and Ogetange (2012) did not show how the implementation of the ban influenced the discipline of children in primary schools. In Goa, physical punishment is prohibited in schools in the Right to Free and Compulsory Education Act (2009). Article 17 states: (1) No child shall be subjected to physical punishment or mental harassment. (2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person. (Goa Children's Act 2003, article 41), The Right of Children to Free and Compulsory Education Rules 2010 provide for implementation of the Act, including raising awareness about the rights in the Act, procedures for monitoring implementation and complaints mechanisms when the rights are violated. However, after the ban, most schools in Goa experienced an upsurge of indiscipline cases. In some states, children in secondary schools went on rampage destroying school and public property (Tamil Nadu, 2003). Onyango (2016) noted that deputy principals, guidance and counseling teachers and class representatives rated the extent of mental harassment ban implementation to be low, with respect to disobedience. This indicates that mental harassment is highly used to control disobedience in secondary schools. The above studies dwelt on the ban of physical punishment but did not establish if the ban was implemented in primary schools. This study therefore attempted to fill this gap.

#### **SYNTHESIS OF LITERATURE ON INFLUENCE OF BAN OF PHYSICAL PUNISHMENT ON DISCIPLINE:**

The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries Muchemi (2001). Sweden was one of the first countries in United Kingdom to ban the use of physical punishment. Larzelere, (1999) according to him; those in favor of a ban on smacking often quote Sweden as a role model. Sweden banned smacking in 1979. A primary aim of the ban was to decrease rates of child abuse and to promote supportive approaches for parents rather than coercive state intervention. Evidence suggests the ban has totally failed to achieve these aims. Larzelere argues that far from any decrease in violence, there has been a sharp increase in child abuse and child-on-child violence. In addition, supportive approaches for parents' has, in reality, meant the removal of children from the home in 46% of new cases receiving "support and care measures." Cases of indiscipline were also noted in England after the outlawing of physical punishment. The government then planned a crackdown on school indiscipline by giving schools powers to search pupils for weapons under new plans. According to the then Education Secretary, Hon. Charles Clarke, schools were encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, 2004). There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Khaleej Times, 2006), where banning of physical punishment was blamed for the children's indiscipline. The parents were getting anxious and frustrated as

they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons, but also on the poor academic performance associated with the growing trend of indiscipline. The standards of discipline were also reported to be deteriorating in India (India Parenting PVT, 2007). According to this report, there was a need to find a lasting solution to the problem of indiscipline. It was concluded that a solution to the issue of indiscipline would make students' education and schooling more productive.

The schools in Botswana had their image marred by acts of student indiscipline, Petro Marais, (2010). According to the study, some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol. This was after the ban on physical punishment in South African schools. The study continues to state that a survey on a number of previous provincial schools also revealed that indiscipline had caused deterioration in academic performance in response to a public outcry; the South African government launched a national project on discipline in South African schools in the year 2000. Many of the recommendation emanating from the project were published in a booklet entitled 'Alternatives to Physical Punishment; the Learning Experience' which was distributed to all schools in South Africa in 2001 by the National Department of Education. The booklet containing guidelines on alternatives to physical punishment was disseminated in an effort to combat escalating disciplinary problems in schools. In spite of this support from the National Department of Educators, the following headline appeared in the media 'Punishment guide not helping much with discipline-wonderful theories not always practical.' (Rademeyer, 2001). These comments focused renewed attention on the jaundiced view of discipline (a view that is biased, discriminatory, prejudiced or an attitude formed beforehand) that became evident after physical punishment was abolished. Teachers who used to rely on reactive measures to curb indiscipline had now to develop alternative proactive measures to do the same. Naong (2007) maintains that abolition of physical punishment in schools has left a gap, which cannot be filled, and that it has led to all kinds of disciplinary problems in schools such as theft, lateness, truancy, arson and destruction of property.

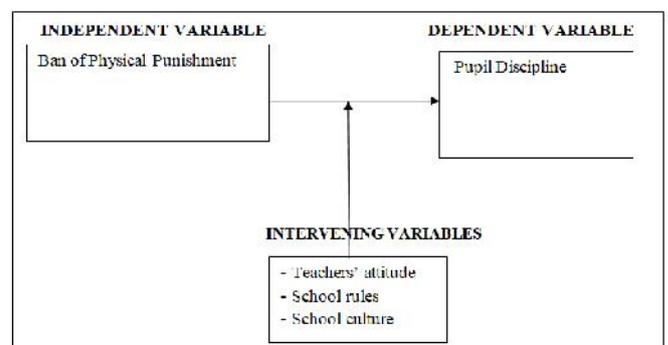
In his study, Mugambi (2013) found out that after the ban of use of physical punishment, teachers in Muthambi division Tharaka Nithi County went back to use of forms of physical punishment such as canning, kneeling, manual work, punching and kicking because of the rise in indiscipline and falling academic standards. More than ninety percent of the methods that were initially used for management of student discipline in Kenya, like manual labor, corporal punishment, reprimanding, kneeling, detention, exclusion and suspension are illegal according to the current legislations Ouma (2013). This has left the teachers with few options on what disciplinary measures they should use to correct students. This may have influenced management of discipline in schools where teacher left the student to their own devices hence lowering the level of discipline.

Naong (2007) Mugambi (2013) and Onyango, Simatwa and Gogo (2016) found out that the ban of physical punishment in secondary schools led to an increase in student indiscipline. These studies indicate that the ban of physical punishment in secondary schools had led to a decline in levels of discipline.

These studies were done in secondary schools. There was a gap in literature where the influence of the ban of physical punishment in primary school pupils was not known.

## CONCEPTUAL FRAMEWORK

The conceptual framework was based on the concept that when physical punishment and mental harassment are withdrawn, a conducive environment is attained and pupils are disciplined. Punishment is not needed for pupils to operate orderly and productively. It was informed by the Grounded Theory that stipulates that; where there is no appropriate theory, data in literature review can be used to develop the conceptual framework. From the reviewed literature, the ban of physical punishment and mental harassment has either increased or reduced the discipline of pupils. In some literature, the ban saw an increase in pupil discipline and in others, discipline went down. This is the reason there is use of the term discipline in the conceptual framework.



**Figure 1. A Conceptual framework showing the Influence of Ban of Physical Punishment on Pupil Discipline**

The conceptual framework (Figure 1) postulates that physical punishment (independent variable) affects the level of pupil discipline (dependent variable). The conceptual framework envisages that the independent variable determines the level of pupil discipline in schools. From the conceptual framework, prohibiting the use of physical punishment in schools is supposed to have an influence on pupil discipline. It will either escalate indiscipline cases since those who feared the use of forms of physical punishment such as caning will start misbehaving. On the other hand discipline could improve where pupils would behave well since they are not being punished. From the literature reviewed, physical punishment is more effective in student discipline management compared to alternative methods like guidance and counseling. On the other hand, Pupils prefer physical punishment ban resulting in high level of discipline. This means that the use of alternative methods of discipline management such as guidance and counseling, withdrawal and suspension are less effective and more likely, results in high levels of offences such underage pregnancy, drug abuse, truancy, theft among others (Busienei, 2012). The government of Kenya emphasized on guidance and counseling, as an alternative to physical punishment. According to Kaburu (2006), the use of guidance and counseling to manage student discipline is not effective because teachers lack guidance and counseling skills. This method is also time consuming and schools lack resources for effective guidance and counseling programs. Although, the government has done a lot in order to curb violence and indiscipline in schools, there are still some cases of

violence/strikes in schools. Furthermore, many cases of other forms of indiscipline have been reported in the mass media (Murithi, 2010). The intervening variable moderates the independent variables influence on the dependent variable (Kenya Institute of Management, 2009). This means the variables increase or reduce the effect of the ban on pupil discipline. If teachers' attitudes towards the ban is negative, they will continue using physical punishment and mental harassment. The conceptual framework postulates that intervening variables include school rules and school culture. For teachers to manage discipline using any discipline management method, there must be school rules in place. The school rules will guide the teachers as they manage student discipline. School culture determines which discipline management methods are acceptable in a school. Teachers' attitudes towards methods of discipline management determine whether these methods will be effective or not. Teachers are the implementers of policies at the school level (Ouma et al, 2013).

Discipline management methods can only have an effect on student discipline level only if they are fully implemented. As a consequent, ban of physical punishment and mental harassment in schools make the teachers feel that they have been completely stripped off their powers and have no control over their students and they feel they have been given no alternatives. As a result, they feel completely helpless (Kopansky, 2002). Teachers argue that alternative methods of discipline management like guidance and counseling take a lot of time which should be used for learning activities. They argue that such methods are only effective in schools where students have self discipline (Samoei, 2012). School culture determines whether physical punishment and mental harassment can be used effectively to maintain discipline in schools. In some schools, physical punishment and mental harassment is part of the school culture and students accept it. Head teacher's management style also determines the effective discipline management method (Kiumi, 2008). Ireri and Muola (2010) found out that the government and school management do not provide the needed infrastructure and support effective guidance and counseling to take place in schools.

### Research Objective

The research objective was to establish influence of ban of physical punishment on pupil discipline in Emuhaya Sub County, Kenya.

## RESEARCH METHODOLOGY

The study adopted cross-sectional and correlation research designs. The study population was 501; that is 100 head teachers, 100 deputy head teachers, 100 class teachers, 200 pupil leaders and 1 sub county quality assurance officer. Simple random sampling was used to select 71 head teachers, 71 deputy head teachers, 71 class teachers and 142 pupil leaders. Data was collected using questionnaires and interview schedules. The validity of the research instruments were ascertained by experts in education administration whose input was incorporated in the final drafts. Test-re-test was conducted to determine reliability of the questionnaires that had a co-efficient of 0.78 for pupil leaders' questionnaire, 0.82 for class teachers' questionnaire and 0.81 for Deputy Head Teachers' Questionnaire at p-value of 0.05. Quantitative data

was analyzed using percentages, means and regression analysis. Qualitative data was transcribed and analyzed into emergent themes and sub-themes to establish the influence of implementation of ban of physical punishment on pupils' discipline.

## RESULTS

**Demographic Data:** Section one of the questionnaires revealed the demographic information of the respondents.

### Deputy Head Teachers

The demographic data for deputy head teachers were as shown in Table 1.

**Table 1. Demographic Information of the Deputy Head Teachers**

Demographic Characteristic	Categories	F	%
Age	30 – 34 years	15	21.1
	35 – 39 years	12	16.9
	40 years and above	44	62.0
	Total	71	100
Gender/Sex	Male	42	59.2
	Female	29	40.8
	Total	71	100
Teaching experience	5 – 9 years	5	7.0
	10 – 14 years	27	38.0
	15 – 19 years	14	19.7
	20 years and above	25	35.2
	Total	71	100
Administrative experience in schools	0 – 4 years	21	29.6
	5 – 9 years	37	52.1
	10 – 14 years	7	9.9
	15 – 19 years	6	8.5
	Total	71	100

Data on Table 1 shows that all the deputy head teachers were aged above 30 years and 62% of the deputy head teachers were aged above 40 years. This means that they were adults who were expected to make sound decisions on matters concerning pupil discipline. In terms of gender balance, females accounted for 40.8% of the respondents while the rest were male. On experience, 52.1% of the deputy head teachers had an administrative experience of between of between 5-9 years and therefore had a vast wealth of knowledge and experience as far as policy is concerned which was beneficial to the study. They also had reliable experience in handling discipline issues in the schools.

**Class teachers:** The demographic data for class teachers was as shown in Table 2.

**Table 2. Demographic Information of the Class Teachers**

Demographic Characteristics	Categories	F	%
Age	24 years and below	3	4.2
	25 – 29 years	11	15.5
	30 – 34 years	16	22.5
	35 – 39 years	12	16.9
	40 years and above	29	40.8
	Total	71	100
Gender	Male	39	54.9
	Female	32	45.1
	Total	71	100
Teaching Experience	0 – 4 years	21	29.6
	5 – 9 years	15	21.1
	10 – 14 years	13	18.3
	15 – 19 years	13	18.3
	20 and above	9	12.7
	Total	71	100

Data on Table 2 shows that the class teachers were in the age bracket of 20-60 years unlike the deputy head teachers who were in the age bracket of 31- 60 years and 29.6% of the class teachers had a teaching experience of 0 – 4 years (29.6%). Only 9 (12.7%) had a teaching experience of more than 20 years. Overall 70.4% had a teaching experience of between 5 and 20 years and this meant that they were well versed with the policy on discipline and could handle discipline matters adequately. There was gender balance in this category of respondents where 39(54.9%) were male and 32(45.1%) were female.

**Pupil Leaders:** Demographic information for pupil leaders was as shown in Table 3.

**Table 3. Demographic Information of the Pupil Leaders**

Demographic Characteristic	Categories	F	%
Age	11 – 12 years	103	72.5
	Above 12 years	39	27.5
	Total	142	100
Gender/Sex	Male	71	50.0
	Female	71	50.0
	Total	142	100
Years spent after admission in the school	2 – 5 years	24	16.9
	6 and above	118	83.1
	Total	142	100

Table 3 shows that 103(72.5%) of pupil leaders were aged between 11 and 12 years. A few 39(27.5%) were aged more than 12 years and 118(83.1%) of the respondent pupil leaders had been in the respective schools for more than six years. The information given would therefore be credible. The pupil leaders also are in charge of discipline in schools in the absence of teachers and are charged with the responsibility of reporting discipline issues to the teachers. They could therefore be relied upon to give useful information for this study.

**Research Objective:** The research objective was to establish influence of the ban of physical punishment on pupils' discipline. In order to establish the influence of ban of physical punishment on pupil discipline, first the study established the level of discipline in schools as shown in Table 4 and the implementation of the ban of physical punishment Table 5.

**Table 4. Mean Rating of Level of Pupils' Discipline in Public Primary Schools in Emuhaya Sub- County (n=71)**

Rating	Frequency	Percentage
1.00 – 1.44	0	0
1.45 – 2.44	0	0
2.45 – 3.44	1	1.41
3.45 – 4.44	67	94.37
4.45 – 5.00	3	4.23
Total	71	100.00

**Key:**

- 1.00-1.44 Very High discipline
- 1.45 -2.44High discipline
- 2.45-3.44Moderate discipline
- 3.45-4.44 Low discipline
- 4.45-5.00 Very Low discipline

Table 4 shows that the level of discipline in public primary schools was rated at moderate by 1(1.41%) of the respondents while the majority of the respondents 67(94.37) rated it as low and 3(4.23%) gave their rating as very low.

The overall rating on level of discipline was 4.17. This translates to low level of pupils discipline. Table 5 indicates that ban of physical punishment had not been fully implemented in primary schools in Emuhaya Sub-county. Caning, manual labour, kneeling and pinching of ears was still being used in most of the schools. The overall rating on extent of implementation of ban of physical punishment was 2.89. This translates as moderate according to the rating scale used. Physical punishment is therefore used once in a month by class teachers and deputy head teachers in primary schools in Emuhaya Sub-county, which means ban has not been fully implemented. The overall mean rating for frequency of use of blow, kicking, spanking and standing as methods of disciplining pupils was 1.45 – 2.41 which translates to once in 4 months. This shows that the level of implementation of ban of physical punishment is high. This is indeed a pointer to the fact that teachers have adhered to the Ministry of Education ban of the use of physical punishment to maintain discipline in schools.

A close look at the above methods however may show that the teachers may have found them too extreme to use on the pupils. One head teacher pointed out that kicking a ten year old would be too extreme and this could be even dangerous to the life of the child. Media reports may also have impacted on the use of this method where the media reported the death of a class six pupil in Kibwezi after being kicked by a teacher (citizen T.V February 28, 2019 15.41 (EAT) With the kind of reports in the media teachers shy off from using these extreme measures to maintain pupil discipline. Pulling ears, smacking and manual work as methods of maintaining pupil discipline were rated at 2.45 - 3.44. This means that they were used once in a month and therefore the level of implementation of ban of physical punishment was moderate. This scenario shows that the three form of punishment were popular in maintaining pupil discipline. These methods are seen to be milder however, some teachers felt that use of manual work was time consuming and hence the method was not popular. The use of smacking and pulling of ears was done mostly when the pupils aroused the teacher's emotions by being involved in an act of indiscipline that was provoking .A deputy head teacher for example pointed out that he once smacked a pupil who ignored him, and continued misbehaving in his presence even after being given a verbal warning.

Kneeling, canning and pinching were the most popular methods used in maintaining pupil discipline. The three methods were rated at 3.45 -4.44 and were used on average once in a week. This means that the implementation of ban of physical punishment was low according to the rating scale. The popularity of the use of these three methods and more so the cane though outlawed was that it was fast and bore immediate results. According to one deputy head teacher, "this was the language that the learners understood best and it was also biblical." Pupils rated the use of the cane at 4.45 – 5.00, meaning that according to them, the cane was used daily and therefore the level of implementation of ban of physical punishment was very low. This response by the pupils highlights the attitude that they have towards caning. It may have been that some of the pupil leaders exaggerated to seek attention. The use of the cane by teachers is reinforced by its use in the home .Teachers use the cane because it is the only method that is not time wasting and effective. Parents endorse its use since they also use it at home to maintain the discipline of children.

**Table 5. Rating of extent of implementation of Ban of Physical Punishment in Emuhaya Sub-county (Deputy headteachers n=71, Class teachers n=71 and Pupil leaders n=142)**

Type of Physical Punishment	Resp	Level of use					Total	Mean	OMR	
		1	2	3	4	5				
Blow	DHT	F	42	29	0	0	0	71	1.41	2.27
		S	42	58	0	0	0	100		
	CT	F	48	23	0	0	0	71		
		S	48	46	0	0	0	94		
	PL	F	16	21	51	30	24	142		
		S	16	42	153	120	120	451		
Caning	DHT	F	38	18	6	6	3	71	1.85	3.62
		S	38	36	18	24	15	131		
	CT	F	21	6	18	14	12	71		
		S	21	12	54	56	60	203		
	PL	F	0	0	5	6	131	142		
		S	0	0	15	24	655	694		
Kicking	DHT	F	32	24	9	3	3	71	1.89	2.38
		S	32	48	27	12	15	134		
	CT	F	38	19	14	0	0	71		
		S	38	38	42	0	0	118		
	PL	F	21	27	45	30	19	142		
		S	21	54	135	120	95	425		
Kneeling	DHT	F	0	0	8	26	37	71	4.41	4.25
		S	0	0	24	104	185	313		
	CT	F	6	11	12	42	0	71		
		S	6	22	36	168	0	232		
	PL	F	0	0	0	49	93	142		
		S	0	0	0	196	480	661		
Manual labour	DHT	F	0	0	0	21	50	71	4.70	3.34
		S	0	0	0	42	250	334		
	CT	F	3	6	22	40	0	71		
		S	3	12	66	160	0	241		
	PL	F	6	40	96	0	0	142		
		S	6	80	288	0	0	374		
Pinching	DHT	F	19	27	19	6	0	71	2.17	3.50
		S	19	54	57	24	0	154		
	CT	F	6	12	15	19	19	71		
		S	6	24	45	76	95	246		
	PL	F	0	9	14	61	58	142		
		S	0	18	42	244	290	594		
Pulling ears	DHT	F	13	13	17	17	11	71	3.00	3.25
		S	13	26	51	68	55	213		
	CT	F	3	6	23	23	16	71		
		S	3	12	69	92	80	256		
	PL	F	0	38	59	25	20	142		
		S	0	76	177	100	100	453		
Slapping	DHT	F	31	26	8	6	0	71	1.85	2.33
		S	31	52	24	24	0	131		
	CT	F	40	25	3	3	0	71		
		S	40	50	9	12	0	111		
	PL	F	21	28	47	27	19	142		
		S	21	56	141	108	95	421		
Smacking	DHT	F	40	22	6	3	0	71	1.61	2.81
		S	40	44	18	12	0	114		
	CT	F	38	27	3	3	0	71		
		S	38	54	9	12	0	113		
	PL	F	0	9	29	54	50	142		
		S	0	18	87	216	250	571		
Spanking	DHT	F	38	25	5	3	0	71	1.62	2.36
		S	38	50	15	12	0	115		
	CT	F	43	22	6	0	0	71		
		S	43	44	6	0	0	105		
	PL	F	12	25	51	35	19	142		
		S	12	50	153	140	95	450		
Standing	DHT	F	43	28	0	0	0	71	1.39	1.71
		S	43	56	0	0	0	99		
	CT	F	35	18	18	0	0	71		
		S	35	36	54	0	0	125		
	PL	F	64	46	21	11	0	242		
		S	64	82	61	44	0	251		
OMR								2.89		

**KEY:** DHT - Deputy head teachers CL- Class teachers PL- Pupil Leaders F- Frequency S- Score RESP- Respondents MR- Mean Rating

OMR – Overall Mean Rating

**Interpretation of Mean Rating**

**Mean Rating    Frequency of Use    Level of Implementation**

1.00 – 1.44	Once a year	Very high implementation of ban of physical
1.45 – 2.44	Once in four months	High implementation of ban of physical punishment
2.45 – 3.44	Once in one month	Moderate implementation of ban of physical punishment
3.45– 4.44	Once in a week	Low Implementation of ban of physical punishment
4.45 -5.00	Daily	Very low implementation of ban of physical punishment

As stated above, the overall mean rating for the implementation of physical punishment was 2.93. This shows that implementation of ban of physical punishment level was moderate according to the rating scale and that physical punishment was used at least once a month. This shows that ban of physical punishment has not been fully adhered to. Deputy Head teachers and teachers are still using methods that had been outlawed. This means that the ban on the use of physical punishment in primary schools has not been implemented. The study established the relationship between implementation of ban of physical punishment and level of pupil discipline. The results were as shown in Table 6.

**Table 6. Correlation of Level of Implementation of Ban of Physical Punishment and Level of Pupils' Discipline in Public Primary Schools in Emuhaya Sub- County**

Ban of Physical Punishment	Level of Pupil discipline
Pearson Correlation	.607
Sig. (1-tailed)	.000
N	71

Table 6 shows that there was a moderate positive relationship between physical punishment and level of discipline of pupils. The relationship was significant ( $r = 0.607$ ,  $N = 71$  and  $P < 0.05$ ). This means that ban of physical punishment moderately influenced the level of discipline of pupils. That is, increase in implementation of physical punishment ban increased the level of discipline among pupils. This result concurs with the findings established by descriptive analysis. Regression analysis was then computed to estimate the influence of level of implementation of physical punishment ban on level of pupil discipline and the results were as shown in Table 7. From

**Table 7. Regression Analysis of Influence of Ban of Physical Punishment on Level of Pupil Discipline in Public Primary Schools in Emuhaya Sub County**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.607 <sup>a</sup>	.368	.359	.17870

a. Predictors: (Constant), Ban of Physical punishment

Table 7 it can be noted that the contribution of physical punishment was 35.9% as indicated by adjusted  $R^2$  0.359. This means that implementation of ban of physical punishment accounted for 35.9% of the variation in pupil level of discipline. The other 64.1% was accounted for by other factors that were not the subject of this study. This means that ban of physical punishment influences pupils' discipline. To confirm whether ban of physical punishment was a significant predictor of level of pupil discipline, ANOVA was computed as shown in Table 8.

**Table 8. ANOVA of Physical Punishment and Pupils' Discipline in Public Primary School in Emuhaya Sub-County**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1.282	1	1.282	40.156	.000 <sup>b</sup>
Residual	2.203	69	.032		
Total	3.486	70			

a. Dependent Variable: Level of pupil discipline

b. Predictors: (Constant), Implementation of Ban of Physical punishment

From Table 8, it can be noted that physical punishment ban implementation was a significant predictor of pupils' discipline ( $F(1, 69) = 40.156$ ,  $p < .05$ ).

This means that implementation of ban of physical punishment can be relied on to predict pupil discipline. The study further sought to establish the actual influence of implementation of ban of physical punishment on pupils' discipline. In this case, regression analysis was computed and the results were as shown in Table 9. From Table 9, it can be noted that one unit increase in implementation of ban of physical punishment improved pupils' discipline by 0.740 units. This means that the influence of the ban of physical punishment had a strong influence on the level of pupil discipline in public primary schools. The Regression Equation is  $Y = \text{intercept} + 1x_1$

**Table 9. Simple Regression Analysis of Implementation of Physical Punishment ban and the Level of Pupils' Discipline in Public Primary Schools in Emuhaya Sub County**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.997	.343		5.821	.000
Physical punishment	.740	.117	.607	6.337	.000

a. Dependent Variable: Level of pupil discipline

b. Regression Equation:  $Y = \text{intercept} + 1x_1$

## DISCUSSION

The level of pupil discipline in Emuhaya Sub County was low. This finding concurs with that of Simatwa (2007 & 2012), Mugambi (2013) and Onyango et al (2016) who found out that the discipline of learners was on a downward trend. The Sub County Quality Assurance Officer Emuhaya observed that reported cases of indiscipline had escalated in the sub county. This according to him could be attributed to the fact that use of physical punishment had been prohibited and the pupils were not afraid of misbehaving since nothing would be done to them. Most headteachers were of the opinion that the policy needed to be re-addressed since teachers had few options left as far as management of pupil discipline was concerned. One headteacher remarked: "Something needs to be done to ensure sanity in the schools.

Most of our pupils are so indisciplined. A teacher cannot even walk with a stick for purposes of intimidating them to behave well since this can also amount to harassment." The problem of discipline is not unique to Kenya. It is a global issue of great concern spanning political, economical, geographical, racial and even gender boundaries (Muchemi, 2001). In Sweden, ban on use of physical punishment was put into effect in the year 1979. The primary aim of the ban was to decrease child abuse and promote supportive approaches for parents and educators rather than coercive state intervention (Larzelere, 1999). Evidence suggests that the ban totally failed to achieve its aim. Larzelere argues that far from any decrease in violence is a sharp increase in child abuse and child-on-child violence. This study concurs with the current study. The use of the cane has continued even after the ban and some parents advocate for the same. One teacher pointed out that a parent requested him to cane his child if he misbehaved in school. According to him, some parents also go to an extent of taking their children to the police station where they would be flogged to discipline them. This heightens the dilemma that teachers find themselves in as they attempt to implement the ban of physical punishment.

Several head teachers in their interview indicated that ban of physical punishment and mental harassment was not easy to implement since the learners became undisciplined once it became obvious they were not going to be punished. The head teacher thus said "There is no time allocated to guide and counsel these children by already overworked teachers. Punishing the pupils is instant and takes very little time, which makes it effective. Every little child needs a spank to be put in the right track and even the Holy Books says it 'spare the rod and spoil the child'. Our way of punishing them is reasonable enough."

The Sub-County Quality Assurance and Standards Officer indicated that some teachers use various methods to punish learners secretly. His office had received complaints from parents although no teacher had been caught. He explained by saying: The Teachers Service Commission policy is clear to head teachers that no teacher is supposed to use either physical punishment or mental harassment on learners. This has made some pupils to misbehave since teachers ignore bad behavior to prioritize on academic achievement ahead of all other things in their schools. The sub-county Quality Assurance and Standards Officer indicated that maintaining discipline had become difficult since caning was banned in schools and many teachers had not undergone any training in guiding and counseling. Several head teachers in their interview indicated that ban of physical punishment was not easy to implement since the learners became undisciplined once it became obvious they were not going to be punished. This finding is in agreement with findings from Busenei (2012), Simatwa (2007) where the studies investigated the methods used by teachers to manage pupil discipline. This finding also concurs with a study by Onyango (2016) which investigated the influence of physical punishment ban on student discipline in secondary schools. This study differs with that of Onyango (2016) in that the same scenario is investigated at primary school level. In a study carried out in Muthambi Division, Tharaka Nithi County, Kenya on the extent of use of physical punishment, it was clear from the findings that physical punishment was widespread in schools (Mutuma, 2013).

In this study majority of the deputy principals agreed that physical punishment specifically caning was the most effective form of punishment. The above study clearly shows that with ban of physical punishment, there were no clear alternatives that seemed to work and therefore teachers went back to using physical punishment. The findings concurred with those of Ouma et al (2013) in a study carried out in Kisumu Municipality, Kenya on management of pupil discipline. In this study, it was found out that most head teachers went against the law by meting physical forms of punishment on pupils in spite of the ban. The above findings concur with those of the current study where the implementation of ban of physical punishment is rated as moderate. This means that in primary schools in Emuhaya Sub county physical punishment is used at least once in a month.

In South Africa, a ban on physical punishment in school saw a sharp increase in acts of student indiscipline. (Petro Marais, 2010). According to the study, some students died and others became blind after consuming toxic amount of methanol and ethanol after breaking into the school science laboratory. Although the South African government lunched a booklet alternatives to physical punishment, the booklet did not help much to improve the discipline of the learners. The same

scenario was evident in this study where the use of guidance and counseling in schools as an alternative to the use of physical punishment was not producing the desired results. Majority of school counselors are teachers of religion who are appointed by the head teacher on ad hoc basis to "take care" of counseling needs of the students. They lack training in basic counseling skills and expertise to use computers and internet.

Mugambi (2013) in his study found that teachers went back to the use of physical punishment such as caning, kneeling, manual work, punching and kicking because of the raise in indiscipline and failing academic standards. Onyango et al (2016) in his study influence of physical punishment ban on student discipline in secondary schools in Kenya; A case study of Ugenya, Gem and Siaya sub counties found out that the implementation of the ban of physical punishment increased students discipline. This concurs with the current study.

## CONCLUSIONS

Physical punishment is degrading, demeaning and inhuman. Its use has had devastating effect on students and pupils behaviour and lives in schools and after schooling. It is one of the main cause of indiscipline in schools internationally. It is for this reason that most countries have banned its use in school. From the study findings it is clear that implementation of the ban enhances students and pupil discipline in schools significantly.

## RECOMMENDATIONS

- )] Physical punishment should be banned fully in school.
- )] Pupils found to be acting in conflict with the law should not be subjected to physical punishments but rather be subject to other friendly and human correctional approaches such as guidance and counseling.
- )] Teachers found to using physical punishment in dealing with pupils offenders in conflict with the law be guided and counseled to adopt civil, human and non-degrading approaches as correctional measures.

## REFERENCES

- Afullo, O.P.T. 2005. Role of the Teacher in Management of Student Discipline in Public Schools in Bondo District. Unpublished Master' Thesis, Maseno University, Kenya.
- Agota, S. & Anita, S. 2002. *Learning Autonomy: A Guide to Developing Learner Responsibility*: Cambridge University Press.
- Andero, A.A., & Stewart, A. 2002. Issues of Corporal Punishment: A Re-examination of South African Schools. Unpublished Master's thesis. Johannesburg University, South Africa.
- Asmal, K. 2000. International Law and Practice: Dealing with the Past in the South-African Experience. Unpublished PhD Thesis The University of Cape Town, South Africa.
- Barasa, M. M. 2013. Factors Influencing Drug Abuse Among Students in Public Secondary Schools in Mombasa District, Mombasa County, Kenya. Unpublished Master's Thesis, University of Nairobi, Kenya.
- Berard, R.M.F., Pringle, E.E., & Ahmed, N. 2005. A Preliminary Investigation of High School Counseling Resource on the Cape Peninsula. Roslyn Heights, New York Libra Publishers.

- Bichanga, E.K. 2005 Students Attitudes Towards Guidance and Counseling in Public Schools; A Case Study of Ngong Division Kajiado District. Unpublished M.A. Thesis. University of Nairobi, Kenya.
- Borg, W.R. & Gall, M.D. 1989. *Educational Research. An Introduction*. 5<sup>th</sup> Ed. New York: Longman.
- Busienei, A. 2012. Alternative Methods to Corporal Punishment and their Efficacy. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3 2, 155-161.
- Canter, C. M. 2001. The Impact of Assertive Classroom Discipline on Social Skills in High School Students in State of Arizona. Unpublished Master's Thesis, State University of New York, USA.
- Cavalier & Manning, M. 2005. *Developing Self Discipline and Preventing and correcting misbehavior*. Boston: Ally & Bacon.
- Charles, C.M. 2002. *Essential elements of effective discipline*. the University of Virginia: Allyn & Bacon.
- Chepkirui, K. 2011. Assessment of Guidance and Counseling Services in Bureti District. Unpublished Masters Thesis Moi University, Kenya.
- Cohen, L. & Manion, L. 1994. *Research Methods in Education*. London. Routledge.
- Coolican H. 1994. *Research Methods and Statistics in Psychology*, University Press. Cambridge.
- Cotton, K. 2005. *School wide and Classroom Discipline*. Portland: Northeast Educational Laboratories, South Africa.
- Daily Nation. 2016, October 28th. Teacher Field. Daily Nation, P3.
- Douglas, M. 1960. *The Human Side of Enterprise*. New York; Mc GrawHill,
- Dunham, V. 1984. *Stress in Teaching*. London, Croom Helm.
- Fontana, D. 1985. *Class control: Understanding and guiding classroom behavior*. London: The British Psychological Society.
- Fraenkel, R.J. & Wallen, E.M. 2009. *How to Design and Evaluate Research in Education*. 2<sup>nd</sup> Edition. New York Mc Graw Hill Inc.
- Gall, M.O., Borg, R.W., & Gall, P.J. 1996. *Education Research. An Introduction* 6<sup>th</sup> Edition. New York Longman Publishers.
- Gikonyo, O.M. 2002. *Drug abuses and Parental Knowledge of Drugs in Nairobi Province, Kenya* Master's thesis. Kenyatta University, Kenya.
- Glass, G.V. & Hopkins, K.D. 1984. *Statistical Methods in Education and Psychology* second Ed Englewood Cliffs, NJ: Prentice-Hall.
- Gresham, F.M. 2004. *Methodological Issues in Functional Analysis: Generalizability to other Disability Groups*. Behavioral Disorder, New York Libra Publishers. Inc.
- Griffin, G. 1994. *School Mastery: Straight Talk about Boarding School Management in Kenya*: Lectern Publications Limited.
- Hornsby, G. 2013. *Teachers and Counseling*. Routledge: Falmer.
- Human Rights Watch, 2004, September. Spare the Child Corporal Punishment in Kenya Chapter Vol.6.
- Ileri, N. & Muola, J.M. 2010. Factors Affecting Guidance and Counseling Programme in Primary Schools in Nairobi Province, Kenya: Master's Thesis Kenyatta University, Kenya.
- Kaburu, L.W. 2006. Effectiveness of Guidance and Counseling Program in Combating Indiscipline in Secondary Schools: A Case of Nakuru Municipality, Kenya Unpublished Master's thesis. Egerton University, Kenya.
- Kasomo, D. 2007. *Research Methods and Statistics in Humanities and Education*. 2<sup>nd</sup> Edition Nairobi: Kijabe Printing Press.
- Khatete, I. & Matanda, D. 2014. Influence of the Ban of Corporal Punishment on Level of Discipline in Secondary Schools in Kenya. Masters Thesis Maseno university Kenya.
- Kimani, G., Kara, A. & Teresa, B. 2012. Teachers' and Pupils' Views on Persistent of Corporal Punishment in Management of Discipline in Schools in Starehe Division in Kenya. Unpublished Master's Thesis, Kenyatta University, Kenya.
- Kimario, M. 1998. *Discipline without Beating*. Amazon Press. United Kingdom.
- Kindiki, J.N. 2009. Effectiveness of Communication on Students Discipline in Secondary Schools in Kenya. *Educational Research and Review*, 45: 252- 259.
- Kiumi, J.K. 2008. Relationship between the Principals' Management Approaches and Students' Discipline in Public Secondary Schools in Nyandarua and Laikipia Districts, Kenya Unpublished PhD thesis. Egerton University, Kenya.
- Kopansky, T.M. 2002. *Corporal Punishment in Schools: A hit or Miss Proposition* London: Longman.
- Kriener, A. 2000. *Everything You Need to Know About School Violence*. New York: Rose Publishing Group Inc.
- Kurui, C. 2012. Influence of School Management Strategies on Students Discipline: A Case of Secondary Schools in Mogotio District, Kenya. Unpublished Master's thesis. Mount Kenya University, Kenya.
- Lackey, N., & Wingate, A. 1998. *The Pilot Study: One Key to Research Success*.
- Larzelene, R.E. & Johnson, B. 1999. Evaluation of the Effects of Sweden's Spanking Ban on Physical Child Abuses; University of Wisconsin Press, Madison.
- Lochan, D. 2010. *Students' Perceptions of Indiscipline at Three Primary Schools in One Educational District in Central Trinidad*. St. Augustine, University of the West Indies.
- Mabelane, P. 2000. "A school-based Approach to addressing sexual harassment with safe schools programming" A paper delivered at an education conference by the Department of Education Sciences. Rand Africans University, 5-6 September 2000.
- Marais, P. & Mayer, C. 2010. Disruptive behaviour in the Foundation Phase Schooling. *South African Journal of Education*, 30: 108-134.
- Masitsa, G. 2008. Discipline and Disciplinary Measures in the Free State Township Schools; Unresolved Problems. *Acta Academia*, 402:234-270.
- Mayer, G.R. 1995. Preventing antisocial behavior in the schools. *Journal of Applied Behavior Analysis*, 28: 467-492.
- Mbiti, D. M. 1974. *Foundations of school administration*. Nairobi: Oxford University Press.
- McGrath 1999. The Removal of Corporal Punishment from the School System: Something Lost or Something Gained?"
- MOEST 2005. Seasonal Paper No. 12005. A policy Framework for Education Training and Research. Government printers, Nairobi.
- MOEST 2005. Kenya Educational Sector Support Programme 2005/2016. Delivering Quality Education and Training to all Kenyans Nairobi.

- Morel, R. 2001. Corporal Punishment in South African School; a Neglected Explanation for its Existence, *South African Journal of Education*.
- Mstweteni, J. 2008. The Role of Educators in Management of School Discipline in Nkangala Region of Mpumalanga. M.ED Dissertation, University of South Africa.
- Muchemi, J. 2001. Students Face Life in Prison over Strikes. *The Daily Nation* Newspaper. Nation Center. Nairobi. Friday May 21. P. 5.
- Mucmahron, S. 2009. Wild pupils Trouble School, Herald Sun September.
- Mudis, P. A. & Yambo, J.M.O. 2015. Role of Peer Counseling on the Relationship between Prefects and the Students' body in public Secondary schools in Migori Sub- county, Migori County, Kenya.
- Mugambi, M. J. 2013. An Assessment of the Extent of use of Corporal Punishment in Secondary Schools in Muthambi Division in Maara District, Tharaka Nithi County, Kenya. Unpublished M.ed Thesis. Kenyatta University. Nairobi.
- Mugenda, A. & Mugenda, O. 2003. *Research Methods – Quantitative and Qualitative Approaches*, Nairobi: Act Press.
- Murithi, E.W. 2010. Challenges Principals Face in Enhancing Student Discipline in Secondary Schools in Tagania District, Kenya Unpublished Master's Thesis. Chuka University, Kenya.
- Mukundi, C.N. 1999. A Study of the Influence of Head teachers Administrative Behaviour of Pupils Academic Performance. Unpublished Master of Education Thesis University of Nairobi.
- Mulford, B. 2003. School leaders: Changing Roles and Impact on Teacher and School Effectiveness *Attracting, Developing and Retaining Effective 69 Teachers*. Faculty of Education, Education and Training Policy Division Tasmania: OECD.
- Namibia Ministry of Education and Culture, Discipline without beating.
- Naong, M. 2007: The Impact of Corporal Punishment on Teacher Morale: *South African Journal of Education*, 27 2: 283-300.
- Nkapa, N. 2007. Educational Research for Modern Scholars. Enugu: Fourth Dimension. 5th February 2007.
- Nduku, M.J. 2004. An investigation into Alternative Strategies of Discipline in the Absence of Corporal Punishment in the Public Secondary Schools in Matungulu Division, Machakos, District, Kenya. Unpublished Master's.
- O'Brien, B., & Carl, R. 2013. "Renewed pressure for ban on smacking of children's groups complained to Council of Europe over reasonable chastisement".
- Ogetange, T.B. 2012. Teachers and Pupils' Views on Persistent use of Corporal Punishment in Managing Discipline in Primary Schools in Starehe Division, Kenya. *International Journal of Humanities and Social Sciences*, 192: 23-42.
- Okumbe, J.A. 1999. Educational Management Theory and Practice. Nairobi: University Press.
- Omboto, J.C. 2013. Preparedness of Teachers to Maintain Discipline in the Absence of Corporal Punishment in Bondo District, Kenya. Unpublished Master's Thesis. Maseno University, Kenya.
- Ombuya, B. D., Yambo, J.M.O. & Omolo, T. M. 2012. Effects of Orphan hood on Girl-child's Access and Retention in Secondary School Education: A case of Rongo District, Kenya. *International journal of Academic Research in Progressive education and Development*
- Onyango, D.O., Simatwa, E.M.W. & Gogo, J.O. 2016. Influence of Physical Punishment Ban on Student Discipline in Public Secondary Schools in Kenya: A Case Study of Ugenya, Gem and Siaya Sub-Counties. *Educational Research Paper* ISSN: 2141-5161 Vol.7 3: 055-071.
- Orodho, J.A. 2009. Elements of Educational and Social Sciences Research Methods, Nairobi: Kanezja Publishers.
- Ouma, M.A., Simwata, E.M.W. & Serem, T.D.K. 2013. *Management of Pupil Discipline in Kenya: A Case Study of Kisumu Municipality*. Available online@http://www. Interesjournals.org.
- Republic of Kenya. 2001a. Report of the Task Force on Students' Discipline and Unrest in Secondary Schools. Nairobi: Ministry of Education, Science and Technology.
- Republic of Kenya. 2001b. The Children's Act 2001. Nairobi: Government Printer.
- Republic of Kenya. 2013. Education Act. Chapter 212. Nairobi: Government Printer.
- Ritchie, Jane, James 1981. Spare the Rod. Sydney: Allen & Urwin publishers.
- Robinson, D.H., Funk, D.C., Beth, A., & Bush, A.M. 2005. Changing Beliefs about Corporal Punishment: Increasing Knowledge about Ineffectiveness to build more consistent Moral and Information Beliefs. *Journal of Behavioral Education*, 34 3:123-134.
- Sagara, R.K. 2012. Impact of Occupational Stress on Head Teachers' Tasks in Secondary Schools of Kisumu County, Kenya. Nairobi: Unpublished Master's Thesis. Kenyatta University, Kenya.
- Simatwa, E.M.W. 2007. Management of Student Discipline in Secondary Schools in Bungoma District Kenya. PhD Thesis. Maseno University.
- Simatwa E.M.W. 2012. Management of Student Discipline in Secondary Schools in Kenya, a case study of Bungoma County. *Educ. Res* 2012 Vol. 32: 172-189 ISSN: 2141-5161.
- Shishanya, J. 2010. Exploring Discipline Alternatives in Kenyan Schools. Unpublished Master's Thesis, Moi University, Kenya.
- Smith, K. 2008. Learning Styles and Students Perception of Teachers Attitudes Among African American Students in Secondary Education. Unpublished Doctoral dissertation. Louisiana State University, Louisiana.
- Sonn, B. 1999. Discipline in Culture Human Rights. Cape Town: Via Africa Publishers.
- Spatz, C. 2008. *Basic Statistics: Tales of Distributions* 9<sup>th</sup> Edition Thomson: Wadsworth.
- Straus, M.A. 2004. *Beating the Devil Out of them: Corporal Punishment in American Families*. New York: Lexington Books.
- Wachira, K. 2004 April Dunham, V 1984. *Stress in Teaching*. London, Croom Helm. 22. Teachers Training Colleges Continue to Produce Cane-obsessed Teachers. The East African Standard Pg 12.
- Wango, G.M. & Mungai, E. 2007 Counseling in School. A Handbook for Teachers. Nairobi: Phoenix Publishers.