

PERCEPTIONS OF PARENTS ON THE USE OF CORPORAL PUNISHMENT IN PRE-PRIMARY INSTITUTIONS IN KENYA

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ABSTRACT

The purpose of the study was to investigate perceptions of parents on the use of corporal punishment in pre-primary institutions. The objectives of the study were: To investigate perceptions of parents on the ban of corporal punishment in pre-primary institutions; and to establish whether the level of education of parents had an influence on the use of corporal punishment. Further the study sought to investigate instances when corporal punishment was used. A descriptive survey design was used. Stratified sampling was used to select the pre-schools. Simple random sampling was applied to select the sampled pre-schools. Incidental sampling was employed to select parents of the sampled schools. Sample size was 107 parents. Data was collected through questionnaires. Qualitative and quantitative techniques were used to analyse the data. Among the major findings, the study revealed that parents perceived negatively the outlawing of corporal punishment, the level of education had no influence on the use of corporal punishment. 78% of parents agreed that teachers should use corporal punishment to modify deviant behaviour; 78% also agreed reasonable punishment is beneficial to pre-school learners; 70% disagree that corporal punishment should be abandoned and 76% of parents disagreed that corporal punishment degrades the parents. Majority of parents (87%) indicated that they never viewed corporal punishment as child abuse. 63% of parents agreed teachers should be allowed to use corporal punishment with discretion. Although there are numerous ways in which adults could correct children, physical punishment is the method believed by many to be the most effective. While corporal punishment may deter maladjusted behaviour, in most cases it creates other problems such as stubbornness, carefree attitude and rebellion. The study concluded that because corporal punishment is entrenched in the society and by extension the school through a culture supported by beliefs and theories, the government can get means to curb this by implementing policies, laws and programmes that strengthen and support families by addressing the underlying social factors that allow corporal punishment to thrive.

Keywords: Corporal punishment, Discipline, Indiscipline, Pre-primary institutions, Socialization process.

1. Introduction

The human being, right from birth is immersed in a social environment which affects him/her just as the physical environment (Piaget, 1950). In the social environment culture provides the blueprint people in the society use to guide their social relationships as all human beings are a product of culture which is learned, shared and transmitted. Culture helps explain human behaviour. What people believe, do, like or dislike are all based largely on culture. The process of learning and internalizing the culture is termed as socialization. Socialization is important in the process of personality formation. Through socialization, human beings learn to behave as dictated by the values of their culture. The primary and fundamental responsibility of the parent and by extension the society is to socialize children. Parents, teachers and other members of the society, train and guide these children as they grow and nurture them into civilized and socialized adults.

Culture entails an education process. Socialization is intertwined with the educational system whether through formal education, non-formal programmes or through informal education such as family upbringing (United Nations University). Learning that is expected from any learning and teaching situation is that which is aimed at enabling the individual not only fit and participate fully in his/her community, but also develop fully in his/her potential. Psychologists use the term socialization to designate the process by which children are trained to think and act as society demands (Kaczynski 2005). Education through the socialization process, therefore typically has the function of representing the values, knowledge and culture of a society to each new generation. Socialization not only fits a person to a particular social group, but it also identifies the person to themselves as a distinct group from others. The values learnt from a strong basis of people's identity and sense of particularity as members of a human race (Ngugi, 1981).

While socialization is a life long process, the most important socialization occurs early in life (Shepard, 1990). The primary socialization occurs in childhood where the learner internalizes not only the cognitive skills but also moral standards, appropriate attitudes and motivation are more important, one gains understanding of social roles. It is within this framework that many scholars have emphasized the beneficial results of good child rearing practices in the first few years of life in relation to not only intellectual attainment, but also social adjustment (Lowrey, 1978).

Earlier, socialization was entirely the prerogative of the family. With industrialization, this family knowledge lost significance and there was need for specialized skills. Schools developed to fulfill this need. Though schools were established to impart knowledge and skills, socialization process in schools involves more than teaching skills and subject matter. Underlying the formal goals of a school is what is known as the "hidden curriculum" that is the informal and unofficial things children are taught to prepare them for life in the larger society. The hidden curriculum teaches them such matters as discipline, order, cooperation and conformity – skills thought to be needed for success in

the society (Shepard, 1990). The children also learn appropriate social rules and conventions that form part of the customs and traditions of the society. For example they need to tell the truth, to keep promises; tidiness, care for property; politeness and respect for authority if they are to fit in the fabric of everyday society (Cashdan and Overall, 1998).

Looking around the world, we see different cultures use different techniques to socialize their children; formal and informal. Schools provide both. In schools learners are under the supervision of adults who are not their relatives. This necessitates a transition from an environment saturated with personal relationships to one that is more impersonal. These impersonal relationships prepare them for integration into the wider society. Schools tie children to the broader society by creating feelings of loyalty and allegiance to something beyond their families and therefore children are taught to be less dependent emotionally on their parents, but dependent on the social relations existing in the school set up. This dependence on other social relations builds learners who are nationalists: a valued aspect in society.

The school organization reflects prevailing political values. The values of the political system are taught in subjects such as history, civics, literature, etc. classroom organization also reinforces the political value of respect for and obedience to authority a value learners must internalize (Sifuna et al, 2006).

Evaluation which is a basic component in the school learning process forms a basis of rewards and punishment based on performance rather than on personality (an important factor in the ever growing capitalistic societies).

Use of time is a factor greatly emphasized by the structured timetables. From pre-school, learners are socialized to follow structured time schedules. Time is of essence in daily life; in working environments time is important.

Early childhood education centres were set up in the 19th century by churches and Philanthropic institutions to enable working women leave their homes for work in factories. Friedrich Froebel, a German established the first kindergarten in the world in 1840 (Allen, 2004). The institutions were and still are run by mothers and teachers, thus the experiences offered reflect the wider societal patterns (Rosabath, 1972). The centres serve to link the institutions of socialization that are chronologically primary i.e. the family and neighbours with secondary socialization i.e. the school system.

According to Dianne Adams an assistant director of Community Coordinated Child Care (4c) in Madison, nearly 20% of children less than five years are in some type of child care situation. It is therefore possible that everyday pre-school experience may be leading children either close or away from the values of their parents. The real test for this phenomenon is to find a balance between goals of the pre-school and the values of both

traditional and modernized parents. Early childhood programmes have to be designed not only to meet these basic care needs but also provide stimulation and education.

Generally, early childhood education is used to refer to that education given to a child from birth to entry to primary school (birth – 6 years). This is not a rule and variations occur in different countries. For example in England it is 3 – 5 years. According to National Association for the Education of Young Children (NAYEC), early childhood spans from birth to eight years.

In Kenya, Early Childhood Education is taken to be between three and six years. The aim of pre-school education is to socialize children and prepare them for entry into the formal education. E.C.E has for a long time been at the periphery of the education programming because formerly it was considered as a social rather than an education activity and therefore there had been no specific budget allocations for E.C.E except for school inspection and minimal amounts for teacher training. Parents and the community have continued providing learning facilities and materials; taking care of the teacher and generally running the program. In East Africa and Kenya in particular, these institutions are run by private individuals, religious organizations, non-governmental organizations and local authorities. It is important to note that there are no structures and organized body to coordinate the activities of these institutions (Sifuna et al, 2006).

Education generally carried the function of initiating young people into the moral categories and social qualities expected by the society. According to The Government of Kenya National Early Childhood Development Policy Framework (2006), the National Philosophy places education at the centre stage of the country's human and economic development strategies. Emphasis is placed on the provision of a holistic quality education and training that promotes the cognitive, psychomotor and affective domains of learners, instilling values such as patriotism, equality of all human beings, peace, security, honesty, mutual respect, tolerance, cooperative and democracy. Early childhood centres as institutions typically embody a vision of a good society as well as the character and conduct expected of responsible members of society. Early childhood education is therefore an important expansion of the moral traditional approach to basic education. These early years' institutions are crucial in the formation of intelligence, personality and social behaviour. They also facilitate the transition into primary schools and also influence performance.

The E.C.E policy stipulates that pre-scholars have holistic needs that cannot be met in schools only. The needs include nutritional, nurturing, protection, health, stimulation and training. Therefore parents, teachers and the community have complementally roles to play in the attainment of these needs.

According to a report of the Commission of Inquiry into the Education System in Kenya (1999); a robust education must be able to satisfy the mental, physical, cultural, spiritual and moral development of the society as well as prepare its members for the opportunities, responsibilities and experiences of social living. The education system must therefore address the society's secular, religion and ethical concerns. In the communal setting children are taught social values and ethics by their seniors. Elder siblings, parents and indeed all adults within a given community play an active role in this socialization process. The teaching embraces both secular and religious aspects of the community. This provides learners with the needed building blocks for total development of the individual.

Behaviourist theories hold it that children are blank slates at birth and are simply filled over time by experiences. Children development is influenced by factors in the immediate environment and culture as a whole. From this perspective therefore, adults use rewards, punishment, praise, modeling and other tools to shape children in the desired direction. A child's identity is formed by this cultural identity.

The sociology of punishment is the body of thought which explores the relationship between punishment and society. Corporal punishment means breaking the rules is punished by some physical hurt. Punishment is a social phenomenon and has a place/role in social setting. Appropriately used especially in the authoritative context disciplinary spanking is harmless relative to alternative forms of punishment (Baumarind, 1998). Although the origin of corporal punishment is not known, it has its history in Judaeo Christianity where it was used in homes, schools and in the judiciary. It is not limited to African and Kenya in particular, but it is a practice world over. World over, punishment is a form of child rearing practice and is used in moral training of children. Generally, social sanctions always involve punishment.

Punishment in the society is morally justified by the fact that persons do not view themselves or each other as many bodies moving in ways which are sometimes harmful and have to be altered, instead, persons interpret each other movements as manifestations of intentions and choices which are often more important to their social relations than the movements. The motive is more important than the action. It is on the basis that one has freely offended that punishment gets moral justification. A deserved punishment is an act of non-linguistic communications involving several intensions on the part of the communicator, one is connected to the correct values flouted and an individual is not only connected to the correct values, but she/he is also forced to compensate victims of his/her offence Nozick (2007). Punishment is not just the voice of the society, but rather that the voice is really heard by the offender.

It is important to note that punishment in all societies however justified is the work of an authority such as the state, school and the home. Punishment depends on the conception

of what things a society ought to make into offences, such as theft and defiance to authority. Corporal punishment is just one element of the punitive system. Others include reprove, jail terms and denial to participate in social activities.

Discipline especially in schools is an essential component in the socialization process. A basic competence by which teachers are judged is the extent to which they achieve good standard of discipline and classroom organization (Cashdan and Overall, 1998). Indiscipline not only disrupts teaching and learning but can also endanger learners and educators. A disturbance in classroom activities obstructs the process of pupil socialization and may subsequently require imposition of external standards and controls (Datta, 1984). However if the purpose of the schools is to be realized it is necessary learners do more than passively behave. They must work hard and consistently and to encourage them to do so an appropriate and inexpensive system of reward and punishment is required (Westoby, 1988). Sanctions and punishments form part of the package of dealing with misbehavior. Children should be clear that the punishment is the consequence of an offence committed and never for the person the child is (Cashdan and Overall, 1998). The role of education is to develop a secular rational morality and to find the best means of socializing the child (Garland, 1990). Deviant behaviour is a behaviour that can be considered inappropriate in the context in which it occurs, making behaviour modification inevitable. One of the most important means by which our society socializes children is by making them ashamed of behaviour of speech that is contrary to societal expectations. Other ways which authority uses to persuade learners to adapt rather than reject the values being presented are reward system and bribery (Watson and Ashton, 1995). Corporal punishment is also used. Learners must know that a consequence of misbehavior is punishment and the parent/teacher ought to act firmly. The punishment should be unambiguous. Effective corporal punishment needs to be specific and real, not some sort of reward. Managing behaviour cannot be as simple as drawing up a list whereby misdemeanor X irrevocably equals consequence Y. This is an inflexible, packaged approach to behaviour management (Gray et al, 1994). Corporal punishment among other punitive techniques becomes handy.

In his research on "What Research Says About Effects of Physical Punishment on Children" Pitzer (2000) asserts that corporal punishment stops misbehavior and shows who the boss is. Young learners are also better controlled, appreciate authority, develop better social skills as well as improved moral character through corporal punishment which forms part of the parents' cultural and/or religious heritage and is condoned as one in a continuum of other punishments when the learners are willfully defiant. Punishment there must be otherwise the teacher's authority will be weakened and any naughty elements in the class will be encouraged in wrong doing (Griffin, 1994). Corporal punishment is also applied by well-meaning teachers. It is administered in a manner that seems to them to be fair, reasonable and pedagogically valuable (Benatar, 2000). Learners need to internalize that, if they do not submit to authority, they will suffer. Rebellion

against authority later in life would mean being fired from their job, imprisonment by the government and even eternal punishment by God.

Training teachers in counselling is vital because skilled counselling teachers will be in a position to handle misbehaviour, but socializing learners in an entirely permissive principle based on freedom is catastrophic because regardless of how schools handle disturbances: Detention, supervision, suspension or expulsion all forms of techniques have their limitations and each should act to complement the other at different times and circumstances. Freedom is a paradox and the only free person is the one who is disciplined, therefore, the grand business of any socializing agent such as the parent or the teacher is not to see what lies dimly in a distance, that is, what might not happen such as child abuse, low self-esteem or aggression, but to do what lies clearly at hand: Modification of the inappropriate behaviour (Baker, 2006). All known behaviour modification techniques come in handy and trying to avoid corporal punishment would be trying to run away from the truth. The truth being that pain and pleasure are companions of man and it is not possible to avoid either.

Therefore the study set out to establish perceptions of parents and the use of corporal punishment in pre-primary institutions despite the ban of any form of physical punishment on children in learning institutions. Corporal punishment is still practiced in homes and many more institutions countrywide (Sunday Nation April 4th 2010), this includes kneeling for hours, kicking, slapping, giving a lot of academic work and engaging in difficult games.

1.1 Objectives of the Study

The objectives of the study were to investigate:

- Perception of parents on corporal punishment ban in pre-primary schools.
- Pre-School parents' awareness of Corporal punishment ban.
- Whether the level of education of parents had an influence on the use of corporal punishment.
- The instances when corporal punishment was used.

1.2 Limitation of the study

- Limited to corporal punishment administered to pre-school children.

1.3 Assumption of the study

- That parents were aware that corporal punishment was banned and it was still used in school to enhance discipline.

2. Methodology

2.1 Research Design

Descriptive survey research design was used. This design was used because it is convenient in collecting substantial amount of views from respondents over a wide area (Koul, 1992). The survey research design generally entails collection of data about subjects as they are found in a social system providing quantitative and numeric descriptions of some part of the population (Oso and Onen 2005). The design enabled the researcher to collect data from a group of respondents over a short period of time.

2.2 Target population and Sampling procedure

The target population of this study comprised all parents in Uasin Gishu County. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they are selected (Mugenda and Mugenda, 1999). The target groups were pre-school parents. Stratified sampling and incidental sampling techniques were used to select samples that were drawn independently and randomly from the stratum of pre-primary schools.

Stratified sampling technique refers to identifying subgroups in the population and their proportion and selecting from each subgroup to form a sample. It is mainly used to group a population into homogenous subsets that share similar characteristics. In this study, it was used to group pre-schools into private, public and religious run pre-schools. It was preferred because it ensured equitable representation of the population in the sample.

Simple random sampling technique involves selecting the sample without bias from the target population. Pre-schools which took part in the study were identified through random sampling technique. Incidental sampling was used to identify the parents who took part in the study. The technique refers to selecting those who happen to be available on first come first served basis. In this study it was used to select parents for the sampled schools. Since most parents sent house helps to take children to pre-schools, the pre-school teachers assisted the research identify the parents. This method was preferred because it would take advantage of those who happened to be there.

Sixty four pre-schools were sampled and 107 parents who were accessible when dropping or picking their children were also sampled.

2.3 Data Analysis

The data was coded and entered into the statistical package for social sciences (SPSS) for analysis and interpretation. The data was analyzed using descriptive statistics. Qualitative and quantitative techniques were used to analyze the data. Basic descriptive statistics were used to analyze information generated by the questionnaire. Responses to

the closed-ended and open-ended questionnaire items were tallied in summary and on sheets and converted into percentages. To facilitate the analysis, the raw data from the tests were summarized in tables and coded before they were entered into the computer for analysis using statistical package for social sciences (SPSS). Descriptive statistics were used to describe the results and provide answers to the research questions respectively. Descriptive statistics consisted of frequencies and percentages. Data analyzed was presented by the use of tables.

3. Results

3.1 Parents' Perception towards Corporal Punishment Ban in Pre-Schools

To achieve this objective, respondents were asked to respond to several likert scale questions presented in the table. Data was collected and analyzed under the question, "What was the parents' perception towards corporal punishment ban in schools?" The results are presented in table 1. The table indicates majority of the respondents favourably agreed with items supporting the use of corporal punishment. 78% of parents agreed that teachers should use corporal punishment to modify deviant behaviour. 78% also agreed reasonable punishment is beneficial to pre-school learners. 70% disagree that corporal punishment should be abandoned. 76% of parents disagreed that corporal punishment degrades the parents.

These findings resonate well with those of Archmbault (2009) in her research "Punishment with Pain and the Negotiation of childhood: An ethnographic analysis of children rights process in Maasailand." The Maasai view physical punishment not merely as an act in itself but as part of a larger social model of human development in which children learn and grow by acting and being acted upon in the world. This represents not only the Maasai, but a majority of Kenya communities' view on the use of corporal punishment, hence its continued use.

Table 1: Parents' Perception on Corporal Punishment

		Agree		Undecided		Disagree		Total	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1.	Teachers should use corporal punishment to modify deviant behaviour	84	78.00	6	6.00	17	16.00	107	100
2.	Corporal punishment had outlived its usefulness	40	37.00	10	10.00	57	53.00	107	100
3.	All corporal punishment in pre-school should be abandoned.	28	27.00	3	3.00	76	70.00	107	100
4.	Children prefer corporal punishment to other forms of punishment	37	35.00	10	9.00	60	56.00	107	100
5.	Reasonable corporal punishment is beneficial to pre-school learners.	83	78.00	7	7.00	17	15.00	107	100
6.	Corporal punishment makes children respect parents	62	58.00	10	9.00	35	33.00	107	100
7.	Corporal punishment should be used as a last resort.	51	48.00	12	11.00	44	41.00	107	100
8.	It hurts me to give corporal punishment	24	22.00	18	17.00	67	61.00	107	100
9.	Corporal punishment makes learners dislike school.	37	37.00	12	11.00	58	52.00	107	100
10.	Teachers should be allowed to use corporal punishment.	68	63.00	15	14.00	24	23.00	107	100
11.	Corporal punishment degrades the parents.	17	16.00	9	8.00	81	76.00	107	100
12.	Corporal punishment ban restricted the teacher.	71	66.00	9	8.00	27	26.00	107	100
13.	Corporal punishment ban in schools should be lifted.	58	54.00	12	11.00	37	35.00	107	100
14.	Corporal punishment does more harm than good.	26	24.00	15	14.00	46	42.00	107	100

The researcher sought to know whether parents were aware of the legal ban.

Table 2: Awareness of Corporal Punishment Ban in Schools

	Parents	
	Frequency	Percent
Indicated	85	80.00
Not indicate	22	20.00
Total	107	100.00

Most parents indicated that they were aware corporal punishment was legally banned in schools. 80% of parents indicated awareness of the ban. The awareness of the ban begged yet another question, "If parents were aware of the ban why did they support the use of corporal punishment?" This was an indicator that corporal punishment was not a school issue involving learners but it was a societal issue involving families and cultures. The Researcher sought to find out other methods parents used to modify behaviour.

Table 3: Other Methods Used by Parents to Modify Behaviour

	Parents	
	Frequency	Percent
Corporal punishment	102	80.00
Others	24	19.00
None/All	1	1.00
Total	128	100.00

Though 80% of the parents indicated knowledge of corporal punishment ban, 80% of them still relied heavily on corporal punishment to modify deviant behaviour. Only 19% indicated use of other methods. This implied that, although Kenya has ratified the child rights treaty sponsored by the United Nations, parents have failed to consider corporal punishment in terms of basic children rights violation hence the continued use of corporal punishment.

Table 4: Is Corporal Punishment Child Abuse?

	Parents	
	Frequency	Percent
Yes	13	12.00
No	53	49.00
I don't know	3	3.00
Most of the time	6	6.00
Sometimes	28	26.00
Rarely	4	4.00
Total	107	100.00

Further feelings of parents were sought by asking them whether they considered corporal punishment as child abuse. In table 4 most parents indicated that they never viewed corporal punishment as child abuse, 49% said corporal punishment was not child abuse while 26% said sometimes it could be child abuse, but 4% indicated rarely was it child abuse. Corporal punishment in the African context as evidenced in a research by Archbault among the Maasai is symbolic. A cane is a symbol of authority. It embodies the social status and relationship between the practitioner and the receiver, and in this case the practitioner is just. This a child has to learn by participating in cultural learning which takes place in all social activities which are considered natural and normal (Shepard, 1990).

Does the Level of Education of Parents have an Influence on the Use of Corporal Punishment?

To achieve this objective, respondents were asked to indicate the highest level of education reached. Four categories were identified, that is, primary, secondary, mid-level colleges and university.

Table 5: Level of Education of Parents

	Parents	
	Frequency	Percent
Primary	5	5.00
Secondary	43	40.00
College	40	37.00
University	19	18.00
Total	107	100.00

The results showed that 45% of parents had attained basic education (primary and secondary) and 55% had attained tertiary education at colleges and universities. The following tables have responses to several likert scale questions which sought to answer the question, "Does the level of education influence the preference or non-preference of corporal punishment?" Primary and secondary education will be referred to as basic education, while college and university education will be referred to as tertiary education.

Table 6: Teachers should use Corporal Punishment to modify Deviant Behaviour

	Primary		Secondary		College		University		Total	
	f	%	f	%	f	%	f	%	f	%
Agree	3	4.00	38	45.00	29	34.00	14	17.00	84	100.00
Undecided	1	17.00	1	17.00	2	33.00	2	33.00	6	100.00
Disagree	1	6.00	4	23.00	9	53.00	3	18.00	17	100.00

Table 6 indicates that, 49% of parents with basic education and 51% of those with tertiary education are in agreement teachers should use corporal punishment.

Table 7: Corporal Punishment has Outlived its Usefulness

	Primary		Secondary		College		University		Total	
	f	%	f	%	f	%	f	%	f	%
Agree	2	5.00	14	35.00	16	40.00	8	20.00	40	100.00
Undecided	1	10.00	3	30.00	5	50.00	1	10.00	10	100.00
Disagree	2	3.00	26	46.00	19	33.00	10	18.00	57	100.00

Table 7 shows that, 53% of parents had disagreed corporal punishment had outlived its usefulness. 49% of these parents had basic education while 51% had tertiary education. There was no significant difference between them. This agreed with Hammarberg (2006) who argues that parenting and caring of children especially young children demands frequent physical actions and interventions to protect them. This situation should be distinguished from deliberate use of corporal punishment.

Table 8: All Corporal Punishment in Pre-Schools should be Abandoned

	Primary		Secondary		College		University		Total	
	f	%	f	%	f	%	f	%	f	%
Agree	1	4.00	8	28.00	12	43.00	7	25.00	28.00	100.00
Undecided	1	33.33	1	33.33	1	33.33	-	-	3.00	100.00
Disagree	3	4.00	34	45.00	27	35.00	12	16.00	76.00	100.00

Table 8 shows that, 70% of the parents disagreed with the statement that all corporal punishment should be abandoned. From the table 8, 49% has basic education and 51% had tertiary education. All parents were of the opinion that corporal punishment was still useful. This agreed with Riley (1994) who asserts that in every learning institutions there is hidden curriculum that refers to messages that are transmitted to the learners through the underlying practices, reflected expectations and assumptions about learners that related to their ethnic origin.

Table 9: Children prefer Corporal Punishment to other Forms of Punishment

	Primary		Secondary		College		University		Total	
	f	%	f	%	f	%	f	%	f	%
Agree	3	8.00	17	46.00	12	32.00	5	14.00	37	100.00
Undecided	0	0	3	30.00	3	30.00	4	40.00	10	100.00
Disagree	2	3.00	23.00	38.00	25	42.00	10	17.00	60	100.00

Table 9 shows that, 56% of parents disagreed with the statement. 41% of these had basic education and 59% has tertiary education. Learners do not like corporal punishment. This was the more reason it was appropriate for punishment. In African cultural tradition the individual is defined by the relations to fellow tribesman and every person in a community has a vested interest in seeing to it that every child is well cared for, well raised and well educated and the only way to make sure this happens is for every person in the community to have a vested interest in that happening and because the extended family which used to be the youngsters' village is no longer functional, the call is on teachers and religious leaders to take this special role of the village (Tiber, 1971).

Table 10: Corporal Punishment Makes Learners Dislike School

	Primary		Secondary		College		University		Total	
	f	%	f	%	f	%	f	%	f	%
Agree	1	3.00	16	43.00	14	38.00	6	16.00	37	100.00
Undecided	1	9.00	3	25.00	4	33.00	4	33.00	12	100.00
Disagree	3	5.00	24	41.00	22	38.00	9	16.00	58	100.00

Table 10 indicates that, 52% of parents disagreed Corporal punishment makes learners dislike school. Of this, 46% has basic education and 54% tertiary education. Benatar a proponent of corporal punishment says the difference lies in the legitimacy of the authority administering the punishment.

Table 11: Teachers should be Allowed to use Corporal Punishment with Discretion

	Primary		Secondary		College		University		Total	
	f	%	f	%	f	%	f	%	f	%
Agree	2	3.00	26	38.00	26	38.00	14	25.00	68	100.00
Undecided	2	13.00	4	27.00	5	33.00	4	27.00	15	100.00
Disagree	1	4.00	13	54.00	9	38.00	1	4.00	24	100.00

Table 11 indicates that, 63% of parents agreed teachers should be allowed to use corporal punishment with discretion. Of this, 41% had basic education and 59% tertiary education. According to Morrel (2001) the use of corporal punishment in schools is suctioned by parents who still practice it at home.

Table 12: Corporal Punishment Ban has Restricted the Teacher especially with the Wide Spread Learner Misbehaviour

	Primary		Secondary		College		University		Total	
	f	%	f	%	f	%	f	%	f	%
Agree	2	3.00	31	44.00	22	31.00	16	22.00	71	100.00
Undecided	1	11.00	4	45.00	3	33.00	1	11.00	9	100.00
Disagree	2	7.00	8	30.00	15	56.00	2	7.00	27	100.00

Table 12 shows that, 66% of parents agreed that the ban has restricted the teacher. 47% of these parents had basic education and 53% had tertiary education. Parents were of the opinion that the ban had restricted the teacher. According to Mbiti (1974) and Okumbe (1999) punishment as a disciplinary measure has three major aims, that is revenge, as a deterrent and as a means of reform. In this sense therefore it is unavoidable. This differs with Kangaro (2007) who asserts that with skilled counselling the teacher is able to handle and modify all kind of deviant behaviour.

Table 13: Corporal Punishment Ban should be Lifted

	Primary		Secondary		College		University		Total	
	f	%	f	%	f	%	f	%	f	%
Agree	4	7.00	27	47.00	17	29.00	10	17.00	58	100.00
Undecided	0	0.00	4	33.00	6	50.00	2	17.00	12	100.00
Disagree	1	3.00	12	32.00	17	46.00	7	19.00	37	100.00

Table 13 shows that, 54% of all the parents agreed the ban should be lifted. 54% of this had basic education and 46% tertiary education. This differs with Kigotho (2006) who argues that why violence is on the rise in schools was increased corporal punishment by teachers and parents.

Table 14: Is Corporal Punishment Child Abuse?

	Primary		Secondary		College		University		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	0	0.00	5	38.00	5	38.00	3	24.00	13	100.00
No	3	6.00	24	45.00	18	34.00	8	15.00	53	100.00
I don't know	0	0.00	1	33.00	1	33.00	1	33.00	3	100.00
Most of the time	1	17.00	2	33.00	2	33.00	1	17.00	6	100.00
Sometimes	1	4.00	11	39.00	12	43.00	4	14.00	28	100.00
Rarely	0	0.00	0	0.00	2	50.00	2	50.00	4	100.00

Table 14 indicates that, 9% of parents indicated corporal punishment is not child abuse. 51% of them had basic education and 49% with tertiary education. This agrees with

Wilson and Barbara (1990) who argues that authority has important connection with morality. Although there are numerous ways in which adults could correct children, physical punishment is the method believed by many to be the most effective. This differs with Gitonga (2007) who argues that while corporal punishment may deter maladjusted behaviour, in most cases it creates other problems such as stubbornness, carefree attitude and rebellion.

From the above analysis, it was evident that the level of education had no difference in the way parents responded to questions on corporal punishment. This can be explained by symbolic interactionism theory which states that the way we view things is based on the symbols and meaning learnt irrespective of the level of education. For parents, schools teach much more than basic academic skills. Schools also transmit to children a variety of values, norms, beliefs and attitudes that are acceptable by the society. The Un convention on the rights of a child places primary responsibility of the upbringing and education of children on their parents and families. The freedom of parents to bring up their children in their own way is an important component of a liberal democracy founded on respect for individual differences.

4.0 **Conclusions and Policy Recommendations**

- The study established that corporal punishment was still a popular and preferred mode of punishment by parents. The use of corporal punishment in schools even after it was legally banned was an indicator that its relevance or irrelevance could not be studied and understood outside particular communities where it was used and therefore it was illogical to judge any group outside these parameters. In view of these findings, the study concludes that most parents perceive positively the use of corporal punishment in pre-schools and since factors under study here had no influence on the use of corporal punishment, then other factors beyond the scope of this study have.
- Since most parents preferred corporal punishment, it would be of importance to investigate reasons as to why this was so. The policy makers should also involve the main stakeholders, that is, parents and teachers in matters of policy formulation on matters that affect them. The Ministry of Education should carry out research which ought to serve a synthesizing function that provides a deeper understanding of policy decisions.
- Social and moral offences both at home and in school attracted higher instances of corporal punishment, then the government should rethink the ban. The ban should be in homes where morals, norms, values and perceptions are taught right from birth and not in schools. Schools should then be left to serve the curriculum function.
- Corporal punishment is entrenched in the society and by extension the school through a culture supported by beliefs and theories, the government

can get means to curb this by implementing policies, laws and programmes that strengthen and support families by addressing the underlying social factors that allow corporal punishment to thrive.

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