

**AN INVESTIGATION ABOUT ALTERNATIVE WAYS TO CORPORAL
PUNISHMENT IN SECONDARY SCHOOL STUDENTS' DISCIPLINE IN
IGEMBE CENTRAL CONSTITUENCY, MERU COUNTY, KENYA**

BY

WILSON DOUGLAS GITARI

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ABSTRACT

The purpose of this study was to investigate the influence of alternative strategies to corporal punishments among the secondary school students in Igembe central constituency, Meru County, Kenya. The study employed a descriptive survey design and used a questionnaire as a tool for the data collection. The data was collected from 10 principals and 88 students from the 10 public secondary schools in Igembe central constituency, Meru County, Kenya. The data was analyzed using Statistical Package for Social Sciences (SPSS). The results of data analysis were presented in frequencies, Tables and percentages. The study established that causes of indiscipline among students were drugs substances, poor relationships between students and teachers, parents siding with students to counter school rules, peer influence, lack of defined language policy in school, failure of principals to involve parents when instilling discipline, insufficient dialogue between administration and students, unclear rules and regulations, unfairness in motivating both active and non performing teachers in terms of coming late to school, failure of teacher to discipline students and inadequate preparation before going to class.

All the students who took part in the study supported the alternative strategies to corporal punishment. Among the deputy principals only 50 percent supported alternative strategies while the remaining suggested re- introduction of corporal punishment. They argued that caning was very fast and effective in controlling discipline. This is because student fear the cane. The main suggestion and opinions highlighted by the respondents were that schools should strengthen alternative strategies to corporal punishment. These alternative strategies should include Guidance and Counseling (G & C) involvement of parents when disciplining students, strengthening prefects body, improving relationships between teachers and students, involving student in decision making organs, improving students activities like sports, inviting speakers and role models to school, rewarding positive behavior and addressing students grievances more effectively.