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RESEARCH ARTICLE

CONTRIBUTION OF PARENTS TO GIRL-CHILD DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE STUDY OF KISUMU EAST AND CENTRAL SUB-COUNTIES

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ABSTRACT

Studies have revealed that parents world over influence discipline of their children through guidance and counseling, payment of required levies, acting as role models and sponsorship. From the year 2011 to 2013 in Kisumu East and Central Sub-Counties, the girl child's level of discipline was low compared to their counter parts in the neighboring sub-counties namely Kisumu West, Muhoroni, Nyando, Nyakach and Seme. Kisumu East and Central sub counties registered 15.9% and 18.4% cases of indiscipline respectively, higher than the neighbouring sub-counties namely; Kisumu West, Muhoroni, Nyando, Nyakach and Seme which registered 13.9%, 12.0%, 14.3%, 14.1% and 11.4% respectively for the same period. The objective of this study was to establish the contribution of parents to girl child physical discipline in public secondary schools in Kisumu East and Central Sub counties. The study established that the contribution of parents to girl child physical discipline was moderate with the mean rating of 2.60. The contribution of parents were as such partial fulfillment of the girl child requirements and were in form of money, materials and guidance and counseling among others. The other contribution was by the government and other stakeholders. The study concluded that parents' contributions to girl child physical discipline was moderate. The study recommended that: parents be encouraged to contribute more to their girl child by creating adequate time to advise them to listen to their teachers; besides provision of personal effects timely. The findings of the study are important to education stakeholders in informing them on the way forward on parents' contribution to the girl child's discipline.

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INTRODUCTION

Parents play important roles in overall development of a child through provision of financial support, daily basic needs to the child including food, security, and clothing to enable children to attend school. In Fiji Island, South West of Pacific Ocean, Chand (2012), in a study regarding the role of parents in maintaining discipline, observed that parents provide an enabling environment for the child to study and do homework, and also motivate children to attend school. According to Eweniyi (2002) in a study conducted in Nigeria, parents also provide psychosocial, moral and spiritual foundations for overall development of a child. This study, therefore, tried to fill the gaps on contribution parents make to discipline, talent development and academic achievement of girls attending public secondary schools in Kisumu East and Central sub-counties.

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Girls attending secondary schools have indiscipline problems: physical abuses to their fellow students, disruption of learning programs/sessions, rudeness to their seniors and teachers, and often engaging in riots that destroy property (Kisumu County Education Offices, 2013). These indiscipline behaviors have been linked to modes of parental care. For instance, in USA, Hyman (1996) pointed out that children physically punished at home feel victimized and dejected; they develop poor peer relationships, have increased antisocial behavior and intense dislike of authority; have difficulty concentrating on instructional work, tending to avoid school or drop-out of school altogether. Further, in USA, Cohen (1996) observed that older children physically punished resort to physical aggression, substance abuse, crime and violence. In addition, a post on African Press International (API) of 3rd April 2008 (<http://africanpress.wordpress.com>) reported some Kenyan parents as demanding a return of corporal punishment on their children to instill discipline in their children. Korir (2008) supported this in a study conducted in Kenya. It is clear that the indiscipline behaviors of students can be linked with

previous treatments at home, where parents have a direct responsibility of making their children disciplined. They are the first educators of the child to teach honesty, character building and that is discipline. From 2011 -2013 there have been many cases of high school student indiscipline in Kenya, of which quite a number affected girl schools. In Kisumu East and Central sub-counties more than 15 girl schools were reported with indiscipline learning disruptions between 2011 and 2013 (Kisumu County Office, 2013). Therefore it was necessary to investigate what contribution parents may have made towards good conduct of their daughters during the subsequent academic years.

Chand (2012), in a study regarding the role of parents in maintaining discipline used qualitative research design with an in-depth interview using a semi-structured interview guide. A semi-structured questionnaire was administered to 60 students who were identified through school counselors. Unfortunately, the author did not study directly the students together with their parents as factors contributing jointly to indiscipline problems. The current study has combined the girl children and their parents as key subjects using document analysis guide in addition to interviews and questionnaires to collect data. In Kisumu East and Central sub-counties like in Fiji and the United States of America parents are expected to contribute to the discipline of both the boy child and the girl child. The studies reviewed provide contradicting information on the contribution of parents to children's discipline. Chand (2012) indicates that parents contribute positively by providing an enabling environment while study by Hyman (1996) and Cohen (1996) indicate that parents contribute negatively by use of physical punishment to instill discipline in their children. However the three studies did not distinguish the type of discipline whether physical or academic. They do not categorize boys and girls as well as estimate the level of contribution which this study established as low and high. The contradiction and lack of clarity necessitated this study and the gaps in knowledge to be filled using Kisumu East and Central sub-counties as the site for the study.

Research Objective: The objective of the study was to: Establish the contribution of parents to girl child physical discipline in Public Secondary Schools in Kisumu East and Central Sub-Counties, Kenya.

Synthesis of literature on contribution of parents to girl child physical discipline in public secondary schools

The Concept of Parental Contribution: Schools and families are important institutions that contribute to overall development of a child. In the families, parents provide financial support to enable their children to attend school and also daily basic needs including food, security, and clothing. According to Eweniyi (2002) in a study in Nigeria, parentage provides psychosocial, moral and spiritual foundations for overall development of a child. Parents provide an enabling environment for the child to study and do homework and also the motivation to attend school. All that parents do towards educational learning of their children are collectively described as parental involvement. Shute, Eric, Hansen, Jody, Underwood and Razzouk (2011) define parental involvement as a complex set of behaviors and / or attitudes by which parents demonstrate and communicate the values, behaviors, and standards that their children are expected to adopt.

DePlanty, Coulter-Kern and Duchane (2007), and Hill and Tyson (2009) broadened the parental involvement concept to include (a) making sure the child is at school every day, (b) attending parent-teacher conferences, (c) regularly talking to the child about school, (d) checking that the child has done the homework, (e) balancing school work and school activities, (f) having a variety of reading materials in the house, (g) balancing school work and time with friends, (h) having a set time for homework, (i) attending activities at school, (j) limiting the amount of time the child watches television, (k) reviewing the child's weekly planner, (l) regularly talking with the child's teacher, (m) talking to other parents at school, (n) observing the child's classes, and (o) volunteering at school. In Kenya, just like in other countries, these are activities parents do, but are rarely quantified so as to be seen as integral components of a child's schooling and overall performance. Given these parental involvement activities, how do they contribute towards a child's physical discipline, academic discipline, talent development, and overall academic performance of a girl child?

Parental Contribution to Girl Child Physical Discipline:

Physical discipline of children at home by parents or guardians are forms of domestic corporal punishment (UNICEF 2010, Kenya); whose aim, according to Gershoff (2002) is to bring about behavior change. According to Straus and Mouradian (1998), physically disciplining a child serve both to punish and to guide. As a punishment, it is an intentional infliction of pain hoped to correct a wrong behavior; as a guide, it aims to forestall or deter bad behavior in the children. Gershoff and Bitensky (2007); McClure and May (2008) observe that such physical pain inflicting methods include hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (i.e., wooden paddles, belts, sticks, pins, or others), painful body postures (such as placing in closed spaces), use of electric shock, use of excessive exercise drills, or prevention of urinate or stool elimination. The other forms that are psychological include verbal reprimands, denial of attention, with-holding of basic requirements and withdrawal of privileges.

Gershoff and Bitensky (2007) note that use of physical punishment on children under any circumstances cause pain, hurt, shame and humiliation; in some cases, they are the cause of children refusing to go to school as a result of not just fear but trauma, in others, children skip school to seek medical treatment from severe injuries sustained. There are no clear evidence yet establishing contribution of these physical treatments to better child control in school, neither do they promote overall performance of the child emotionally, morally, socially and academically. (Greydanus, Pratt, Spates, Blake-Dreher & Patel, 2003), Hyman (1996) established in their study that these punishments make students feel victimized, fatigued and dejected with difficulty to sleep; the children, feel sad and worthless; they have harrowing suicidal thoughts, anxiety episodes, and increased anger with feelings of resentment and outbursts of aggression and deteriorating peer relationships. Importantly, they have difficulty concentrating in especially instructional work, leading to lowered academic achievement, antisocial behavior, intense dislike of authority, somatic complaints, tendency for school avoidance, and school dropout. Max (2011) in a study in Britain expressed that despite adolescents challenging attitudes and assertions of independence, many of them do want parental guidance and approval.

Straus (1996) argued that children subjected to corporal punishment tend to be more angry adults, support spanking, approve striking a spouse and experience marriage discord; while according to Cohen (1996) older children who receive corporal punishment may resort to more physical aggression, abusive, substance abuse, crime and violence. In contrast, a review by Larzelere's (2000) study in the US supported physical punishments, arguing that it enhances short term compliance with parental reprimands. However, this applies to younger children, and not necessarily to older adolescent girls especially on long term observation.

In British Columbia, Robertson (2007) in a study noted that parents use physical punishments as a normative parenting tool. However, many of them are not aware where the boundary lies between meting the punishment and physically abusing the child; neither do parents clearly understand if their punishments, really if any, contribute towards good intellectual performance of their daughters in school or inhibiting the performance. Straus and Mouradian (1998) argue that to physically discipline a child can be viewed as both punishment and guidance – all geared towards influencing students' attitude and behavior by the parents. Findings from a study in Fiji regarding parental contribution by Chand (2012) support that parents' play a pivotal role in maintaining discipline in their children in schools whereas lack of their support gives rise to a number of problems such as swearing, bullying, truancy, alcohol abuse, glue sniffing, lying, bullying, gross insubordination, stealing, neglect or refusal to work, rebelliousness, graffiti, fighting, smoking and amorous sexual relationship. Students with these problems in school do not have time to concentrate in their school work and studies. A study by Chinyoka and Naraisamy (2014) in Zimbabwe established that parents have a fundamental responsibility of ensuring that their children attend school regularly and that school work is done. In Kenya, Koros, Sang and Ngware (2013) supported this by observing that schools which involved parents to a great extent in guidance and counseling of their children had their children's moral standards and discipline in such schools improved.

Chand (2012) added that the pivotal role of maintaining discipline in schools is incumbent upon parents, who should be firm and vigilant on outward behavior of their children, but should ensure a conducive environment for the children without destructive graffiti. Children of all ages are protected against any form of aggression. Towards this, the UNICEF (2010), Kenya and the Kenyan New Constitution of 2010, expressly prohibits any form of corporal punishment to be meted on any child, either at school or at home or in any institution charged with responsibility of caring for the children. Disappointingly, a post on African Press International of 3rd April 2008 (<http://africanpress.wordpress.com>) reported some Kenyan parents as demanding a return of corporal punishment on their children to instill discipline in their children who get into drug abuse and drug peddling, and to improve academic performance. Study findings by Songok (2008) in Eldoret West Kenya indicate that most parents are opposed to withdrawal of corporal punishment; disobedience and poor performance had increased following withdrawal of corporal punishment, and pupils did not keep the school rules and regulations. This reveals not only failure by the parents to play their parentage role, but also the schools' lack of control. Behaviors of girls in secondary schools that can be construed

as indiscipline acts are many. The study by Gangelosi (1997) in New York observed that the forms of indiscipline common in a majority of Kenyan secondary schools included lateness for school and lessons, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuses, non-compliance to rules and regulations, bullying, and boycotts. A similar study in Malaysia done by Yahaya, Ramli, Hashim, Ibrahim, Rahman and Yahya, (2009) to gauge the common indiscipline cases amongst students (girls) attending secondary schools, revealed similar diverse cases including truancy, absenteeism, drug abuse, theft, disrespect, fighting, vandalism, verbal abuse, and possession of graffiti. Recently in Kenya, there have been cases of students engaging in devil worshipping (Kisumu County Education Office, 2013), lesbianism (eaposts.com, 20.03.2013), and hysterical screams. These indiscipline cases are common depending on the type of school the student is attending, either boarding or day school, and whether single gender schools or co-educational schools. These vices develop in children right from home, contributed by many factors including: absent parents, influence from neighborhoods, extreme poverty, cultural clash, neglect by parent. Gitome, Katola and Nyabwari (2013) in Kenya, asserted that these behaviors negatively relate to academic performance in school. How do parents' role in physical discipline help their daughters avoid being engaged in indiscipline behaviors? And do such disciplined girls register good academic achievement in secondary school examinations? Though no one can deny that parents are the first targets of blame for their children misdemeanor, the various ways how parents discipline their daughters needed to be investigated.

Greydanus *et al.* (2003) reported that physical punishments are rampant in primary schools than secondary schools, in rural set-ups than urban areas, on boys than girls, and amongst the disadvantaged than the well to do families. In contrast, this study was conducted in Kisumu County which is at large an urban set-up, targeting girls attending secondary schools. This study examined retrospectively if girls attending secondary schools get punished by their parents for whatever reason, and if such punishments contribute to the behavior of girls while in school. Studies carried out in USA on parental contribution to students' physical discipline used survey methodology, Chand (2012) used qualitative research design adopting in-depth interview guide and questionnaires to 60 students. The findings revealed parents play pivotal role in maintaining discipline in their children whereas their lack of support give rise to a number of problems. The study by Songok (2008) on effect of withdrawal of corporal punishment on primary school pupils in Eldoret West District used only questionnaires; this study in addition, used in-depth interviews and document analysis guide approaches. The study by Songok (2008) targeted standard 6 and 7 pupils, their teachers and parents. Findings indicated that most parents were opposed to withdrawal of corporal punishment. Though many studies have investigated physical punishments, none has directly linked contribution of parents to physical discipline of the girl child. Studies reviewed report application of corporal punishments to especially primary and or secondary schools, but not specifically as relates to girls schooling. There was no study on parental contribution to girl child physical discipline as perceived by selected stake holders in Kisumu East and Central sub-counties, the knowledge gap the study sought to fill.

CONCEPTUAL FRAMEWORK

The conceptual framework is a diagrammatic representation of the relationship between variables of a study. This conceptual framework was used to focus on the variable of the study. It was formulated based on grounded theory (Leedy & Ommrod, 2005) which states that, in the absence of a relevant theory, data available in the literature can be used to develop a conceptual framework to guide the study. The conceptual framework (Figure 1) postulates that parents can contribute to girl child's physical discipline, academic discipline, talent development and academic achievement. This expectation is vested in the Children's Act 2001, Constitution of Kenya 2010 and other international laws such as the international bill of Human Rights, 1948.

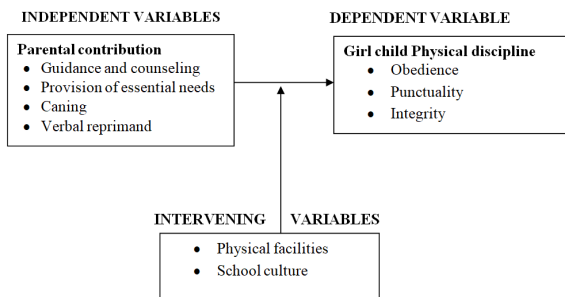


Figure 1. Parental Contribution to Girl Child's Physical Discipline in Secondary Schools

From Figure 1, it can be observed that parents can and do provide financial support and basic needs to the children including food, security and clothing to enable them to attend school. Eweniyi (2002) in a study in Nigeria adds that parents also provide psychosocial, moral and spiritual foundations for overall development of a child. Straus and Mouradian (1998) in a study in USA noted that physically disciplining a child serves both to punish and to guide. As a punishment it is an intentional infliction of pain hoped to correct a wrong behavior; as a guide it aims to forestall or deter bad behavior in the children. Parents use physical punishment as a normative parenting tool geared towards influencing student's attitudes and behaviors. Gershoff and Bitensky (2007); McCure and May (2008) in the US add that such physical pain inflicting methods include hitting, slapping, punching, kicking, pinching, shaking, shoving, withdrawal of attention, withholding of basic requirements and withdrawal of privileges. Bempechat (1992) in a study argues that, while home environment stimulate or inhibit adolescents learning, there are many occasions that the parent literally become an active participant in not only the activities of the school, but also the learning and progress of their individual children in school. Therefore, parents contribute a great deal in laying the academic discipline foundation for their daughters. Chand (2012) states that parents provide enabling environment for the child to study and do homework while Pasternak (2013) noted that parents help their daughters to observe perseverance and diligence at school work, timely completion of tasks (meeting deadlines and schedules), setting academic and future life goals and on doing unpleasant tasks. Parental contribution, therefore, is expected to enhance girl child physical discipline. Hyman (1996) emphasized in a study that punishments make students feel victimized, fatigued and dejected with difficulty to sleep; the children, feel sad and worthless and importantly, they have difficulty concentrating in especially instructional work,

leading to lowered academic achievement. Findings from a study in Fiji regarding parental contribution by Chand (2012) support that parents play a pivotal role in maintaining discipline in their children in schools whereas lack of their support gives rise to a number of problems such as swearing, bullying, truancy, alcohol abuse, glue sniffing, lying, bullying, gross insubordination, stealing, neglect or refusal to work, rebelliousness, graffiti, fighting, smoking and amorous sexual relationship. Students with these problems in school do not have time to concentrate in their school work and studies, therefore they cannot perform academically. Gitome, Katola and Nyabwari (2013) in their study added that, such behaviors negatively relate to academic performance in school. Adeyemo (2005), in a study in Nigeria regarding parental contribution found that parental involvement in their child's school environment significantly affected their academic achievement. Alfeld-Liro *et al.* (1998) noted that parents promote their children in extracurricular activities while at home because it keeps them out of trouble, balances out their school work, and teaches them to value discipline and team work. Damarin (1995) observed that physical activities enhance neural activity in the brain, and has a positive correlation with academic achievement. Keith *et al.* (1993) observed that students whose parents were involved in checking their homework had higher achievement than students whose parents were not involved in checking homework. On the contrary, where there is no provision of lockers the child may be tempted such that if there to steal and where there are no adequate facilities for preps the child cannot undertake studies as expected. School culture may also affect in that a school that has rampant stealing then there will be no improvement however much they try.

RESEARCH METHODOLOGY

A conceptual framework showing parents' contribution to girl child physical discipline was adopted for this study. Descriptive survey research design was adopted. Study population consisted of 405 parents, 405 girls, 26 deputy head teachers and 177 class teachers from 26 public secondary schools. Fisher's formula was used to determine sample sizes of 197 form 4 girls and their parents (197) and 121 class teachers who were sampled using simple random sampling technique. Saturated sampling technique was used to select 24 deputy head teachers. Questionnaires, interview schedules, observation guide and document analysis guide were used to collect data. Face and content validity was established by experts in educational administration. Reliability of the instruments was ascertained by a pilot study using test re-test method involving 37(10%) respondents. Pearson's r coefficient for class teacher questionnaire was 0.78 and girl child was 0.8 at a set P-value of 0.05. Quantitative data were analyzed using frequency counts, percentages and means. Qualitative data were transcribed and analyzed in emergent themes and sub themes.

RESULTS

Return Rate of Questionnaires

Table 1: Return Rate of Questionnaires

Respondents	Number Issued	Number Returned	Percentage
Class Teachers	121	121	100%
Girl Child	197	197	100%

From Table 1, it can be observed that the return rate was 121(100%) for class teachers and 197(100%) for girl children. It can be noted that some sections of questionnaires were not filled. However according to Oso *et al.* (2009) the acceptable response rate for survey questionnaire administered personally by the researcher is achieved when the questionnaire return rate is between 80% to 85%. This was achieved because the instruments in this study were personally administered by the researcher to the respondents. With percentage of 100% return rate it means that the response was good enough for the study and the gaps left therefore had no impact.

Demographic Data of Respondents

The respondents included: Deputy Principals, Class teachers, parents and girl children in public secondary schools in Kisumu East and Central sub-counties.

Table 2: Demographic Characteristics of Respondents

Respondents	Class Teachers (CT)	
	F	%
Gender		
Male	42	34.7
Female	79	65.3
Total	121	100
Highest Level of Education		
Certificate	3	2.5
Diploma	3	2.5
Degree	86	71.1
Masters	24	19.8
PHD	5	4.1
Total	121	100
Girl Child's Age		
15-18yrs	153	77.7
19yrs and above	44	22.3
Type of School	No of Students	Percentage
Mixed Day	141	71.6
Girls boarding	56	28.4
Total	197	100

Source: Field data (2015)

From Table 2, it can be observed that, male class teachers were 42 while female class teachers were 79. This means equal representation in terms of gender on what is required in terms of responses as loco parentis. Their level of education as 99% degree and above qualification would enable them to respond to questions effectively and to give authentic information on parental contribution. They also understand contribution of parents towards physical discipline, academic discipline and talent development to improve academic achievement in the girl child. The girl child with age of 15 years and above are old enough to be able to distinguish/recognize parental contribution through questioning use of money paid. They are able to understand the fee structure and purpose of money paid, and can question money which has been paid and not receipted. If the parent is not educated, they can explain whether parent is making any contribution on them or not. They also understand discipline and already know their careers.

School Data: A good number of schools were of double stream and more with total population of 50 students and above per stream indicating a low teacher student ratio which may have a negative implication on physical discipline thus demand more on parental contribution. Boarding and day schools call for different forms of contribution as schools make

specific requests. For instance, boarding schools directly demand for visiting days whereby parents are reminded of their need for contribution unlike the day schools where children go home every day and parents are expected to contribute.

Research Question: The research Question responded to was: What is the contribution of parents to Girl Child physical discipline in Kisumu East and Central Sub counties, Kenya?

The class teachers and girl child were asked to rate on a 5-point rating scale the contribution of parents to physical discipline of the girl child. Their responses were as shown in Table 4.3. The interpretation of the ratings were that the ratings of 1.00-1.44 meant very low contribution, 1.45-2.44 meant low contribution, 2.45-3.44 meant moderate contribution, 3.45-4.44 meant high contribution and 4.45-5.0 meant very high contribution to physical discipline of the girl child. From Table 3, it can be observed that contribution of parents to girl child physical discipline through guidance and counseling was moderate (M=3.36) and high (M=4.14) as rated by class teachers and girl child respectively. The overall mean was 3.75 which meant that parents' contribution to the girl child physical discipline through guidance and counseling was high in terms of teaching child honesty, obedience and time keeping.

Class teachers and the girl child rated the contribution of parents to girls' physical discipline through provision of essential needs such as sanitary towels, shoes, ties, socks, shoe polish as high as their means were (M=3.56) and (M=3.97) respectively. The overall mean was 3.76 which meant that the parents provided essential items for their girl child in terms of shoes, socks and sanitary towels among others. Class teachers and girl child rated the contribution of parents to girls' physical discipline through caning as low as their means were (M=2.27) and (M=2.23) respectively. Class teachers and the girl child rated the contribution of parents to girls' physical discipline through slapping as low as their means were (M=1.91) and (M=1.93) respectively. Class teachers and the girl child rated the contribution of parents to girls' physical discipline through pinching as low as their means were (M=1.74) and (M=1.93) respectively. Class teachers and the girl child rated the contribution of parents to girls' physical discipline through kneeling as low as their means were (M=1.98) and (M=1.62) respectively. The overall means were 2.30, 1.92, 1.84 and 1.80 respectively. This meant that parents were perceived to contribute to physical discipline in terms of caning, slapping pinching and kneeling.

Class teachers and girl child rated the contribution of parents to girls' physical discipline through withdrawal of privileges such as playing games and going for trips/outings as low (M=2.39) and moderate (M=3.03) respectively. The overall mean was 2.71 which meant that parents' contribution to girl child physical discipline was moderate through withdrawing privileges in terms of playing games, withdrawing trips among others. Class teachers and girl child rated the contribution of parents to girls' physical discipline through verbal reprimands such as on punctuality and over-borrowing as moderate (M=2.84) and low (M=2.42) respectively. The overall mean was 2.63 which meant that parents' contribution to girl child physical discipline through verbal reprimands was moderate in terms of reprimanding on punctuality and over-borrowing among others.

Table 3. Parents' Contribution to Physical Discipline of the Girl child as rated by class teachers and girl child (n=121, n=197)

Aspects of Contribution	RES	Mean	Overall Mean
Guidance and counseling that is individual and group counseling	Class Teacher	3.36	3.75
	Girl Child	4.14	
Essential needs for example shoes, ties, socks, shoe polish, stationery, sanitary towels	Class Teacher	3.56	3.76
	Girl Child	3.97	
Caning	Class Teacher	2.27	2.30
	Girl Child	2.33	
Withdrawing Privileges for example playing games, trips	Class Teacher	2.39	2.71
	Girl Child	3.03	
Slapping	Class Teacher	1.91	1.92
	Girl Child	1.93	
Pinching	Class Teacher	1.74	1.84
	Girl Child	1.93	
Recognition /Praise for example good conduct, punctuality, attendance	Class Teacher	3.17	3.31
	Girl Child	3.45	
Kneeling	Class Teacher	1.98	1.80
	Girl Child	1.62	
Verbal reprimands for example on punctuality, borrowing	Class Teacher	2.84	2.63
	Girl Child	2.42	
Denial of attention for example lame excuses, turning deaf ear to requests	Class Teacher	2.28	2.09
	Girl Child	1.90	
Withholding of basic needs for example excess pocket money, new pair of shoes, new socks	Class Teacher	2.36	2.43
	Girl Child	2.50	
Overall Mean	Class Teacher	2.54	2.61
	Girl Child	2.67	

KEY: RES – Respondents CT-teachers, GC-girl Child n- Sample size Interpretation of Mean Ratings 1.00-1.44 = Very Low contribution 1.45 -2.44 = Low contribution; 2.45 -3.44 = Moderate contribution; 3.45 -4.44 = High contribution; 4.45 -5.0 = Very High contribution

Class teachers and the girl child rated the contribution of parents to girls' physical discipline through denial of attention such as giving lame excuses and turning a deaf ear to child's requests as low as their means were (M=2.28) and (M=1.90) respectively. The overall mean was 2.09. This meant that parents' contribution to girl child physical discipline through denial of attention was low by use of lame excuses to their children and turning a deaf ear to their children's requests among others. Class teachers and girl child rated the contribution of parents to girl child physical discipline through withholding of basic needs such as excess pocket money, new pair of shoes and socks as low (M=2.36) and moderate (M=2.50) respectively. The overall mean was 2.43. This meant that parents' contribution to girl child physical discipline through withholding of basic needs was moderate in terms of withholding extra pocket money, new pair of shoes, new socks among others.

Class teachers and girl child rated the contribution of parents to girls' physical discipline through recognition/praise over good conduct, punctuality and attendance as moderate (M=3.17) and high (M=3.45) respectively. The overall mean was 3.31 which meant that parents' contribution to girl child physical discipline through recognition/praise was moderate in terms of praising good conduct, punctuality and attendance among others. The rating of the girl child could be considered realistic because she stays with the parent. Overall, the contribution of parents to girl child physical discipline was rated as moderate by both class teachers (M=2.54) and girl child (M=2.67). This means that parents' contribution to girl child physical discipline was perceived to be moderate through guidance and counseling, provision of essential needs, physical punishment like caning among others.

DISCUSSION

It is important to note that parents are the first teachers to their children and therefore the first guidance and counseling agents to them.

The rating of the girl child could be considered realistic because the child stays with the parents who are expected to provide guidance especially to their adolescent children in enhancement of their physical discipline. However, the class teacher rated the parents' contribution as moderate and this is probably because the class teacher in most cases teaches the child only one subject and perhaps learns the child more during disciplinary cases, hence the child's rating is more realistic than the class teacher on their parents' contribution to physical discipline through guidance and counseling. These views were supported by the interview findings from the deputy principals and the parents who indicated that parents contributed to girls' physical discipline through guidance and counseling. However, one deputy principal highlighted, "three quarters of our parents are not biological. The girls stay with their relatives who are too busy to create time both at home and at school to offer guidance and counseling. One parent, Mr. Peter (Pseudonym) explained, "I talk to my daughter frequently and caution her against vices." Admission records revealed that parents were involved in informal jobs like selling foodstuff, 'jua kali,' carpentry and 'boda boda' transport which means that parents have time constraints in counseling their children. Punishment books revealed indiscipline cases touching on boy-girl relationships, theft and poor dressing code among others, implying that guidance and counseling is important. Guidance and counseling however, is a complex process which requires professionals. The parents mainly emphasize on dos and don'ts leading to increase in incidences of indiscipline. Furthermore, the parent-child relationship does not allow the parent to counsel their children effectively since most children will not take their parents seriously. Parents also lack time since they are too busy looking for jobs and bread for the family indicating that counseling the girl child is entirely left for the teacher to handle. The findings of this study concur with those of Koros *et al.* (2013) in Kericho District, Kenya which observed that schools which involved parents to a great extent in guidance and counseling of their children had their children's moral standards and discipline in such schools improved, although the study did not measure the contribution

of parents. It is therefore important to enlighten the parents on the significance of their contribution through guidance and counseling to enhance the physical discipline of the girl child. Parents must be reminded that they bear heavy obligations on the physical discipline of the girl-child and that parenting demands a lot to improve the discipline of the girl child. Cases of indiscipline do arise from lack of essential needs. When all girls are provided with such needs, the need to steal for use and sale does not arise. However, provision of such needs vary for individual students at any one time hence students still borrow, sell and even steal from one another. The interview findings from deputy principals and parents support questionnaire findings which indicated that parents contributed to girls' physical discipline through provision of essential needs. However, one deputy principal stated, "these girls have been found to use tissue paper and blanket cuttings in place of sanitary towels and their school uniforms are hardly replaced." One parent, Mr. Norman (pseudonym) expressed, "I give my daughter money to buy essentials that she may not necessarily disclose to me." Occurrence records revealed that sanitary towels and panties were stocked in school through donations from the school and organizations such as Afya Plus, Kenya which support the girl-child thus mitigating cases of physical indiscipline.

The money that some parents give to their children to buy the essential needs is diverted to other use such as buying snacks from the school canteen thus not serving the purpose for which it was intended hence giving rise to physical indiscipline. The findings of this study agreed with previous findings of Gitome, Katola and Nyabwari (2013) in Kenya who observed that vices develop in children right from home contributed by many factors including: absent parents, influence from neighborhoods, neglect by parents among others. An absentee parent is not there for the child to know exactly what the child needs or has the time to check what they lack hence this encourages physical indiscipline. Parents should therefore be sensitized to fully play their roles by creating time for their children and be role models in the society in order to enhance girls' physical discipline. Gitome *et al.* (2013) focused on correlation between students discipline and performance in Kenya Certificate of Secondary Education and the study did not measure the contribution of parents. Parents are aware that any physical punishment meted on the child is punishable by law, therefore they fear inflicting pain on their children. The children likewise know their rights and will question if their rights are infringed. The child of today is also exposed and this gives them the reason to question things especially when they know their rights are violated, which means parents are cautious when handling discipline in their children.

These views were supported by interview findings from the deputy principals and the parents which indicated that parents contributed to physical discipline of the girl child through caning, slapping, pinching and kneeling. However, one deputy principal stated, "most of our parents decline to cane their children when asked to do so and instead ask the teacher to do it." One parent expressed, "I cannot cane an adult as it is against our tradition." Punishment records revealed cases of caning over some serious offences implying that the role of the parent on discipline is diverted to the teacher to deal with. The findings agreed with those of UNICEF (2010), Kenya and Constitution of Kenya (Republic of Kenya, 2010) under fundamental rights and freedom of individuals which prohibits any form of physical punishment to be meted on any child

either at school or at home, in any institution charged with the responsibility of caring for the child. This was witnessed in the recent arrest case of police officers who allegedly mistreated (showing humiliating pictures) students who were caught smoking bang, drinking alcohol and having sex in a hired bus in Nyeri and Kirinyaga Counties (Wanzala, 2015). When children are allowed to have their way in this manner, discipline is compromised. In support to the study findings, Straus (1996) and Cohen (1996) in USA found that children subjected to corporal punishment tend to be angrier adults, support spanking, may resort to physical aggression, abusive, substance abuse, crime and violence. Students engaging in destructive behavior could be experiencing difficulties from psychosocial growth challenges that may not have been addressed right from their homes. Parents who subject their children to physical punishment therefore are likely to increase indiscipline instead of reducing it by making their children become rebellious. UNICEF (2010) and the Constitution of Kenya (Republic of Kenya, 2010) focused on global initiative to end all corporal punishment of children and did not measure the contribution of parents. Cohen (1996) on the other hand focused on testing generative theories of effects of punishment and Straus (1996) spanking and making of a violent society. They also did not measure the contribution of parents. The rating of the girl child could be considered realistic because there are other hidden privileges to the child not known to the teacher. The girl child therefore is in a better position to tell since she stays with the parent. If privileges are withdrawn from the child they learn to change from bad behavior thus reducing cases of indiscipline.

Interview findings from the deputy principals and parents support the questionnaire findings which indicated that parents contributed to physical discipline of the girl child through withdrawal of privileges. However, one deputy principal explained, "some of our parents have cooperated with us on discipline issues by writing statements and endorsing that their daughter be left out of school trips if they misbehave." One parent emphasized, "I would support if my daughter would be exempted from trips to make her desist from that bad behavior." Occurrence records revealed written and signed statements by parents on warnings/ restrictions on the girls in relation to privileges in school such as luncheon for form 4 students/prefects away from the school. This clearly communicates to the girl child that their misbehavior is unacceptable thus mitigating cases of indiscipline. The findings of this study concur with those of Straus (1999) in a study in USA who observed that physically disciplining a child serves both to punish and to guide. As a guide it aims to forestall or deter bad behavior in children.

Withdrawals of privileges from children therefore inhibit unacceptable behavior although the study did not measure the contribution of parents. The rating of the girl child could be considered realistic because there are many cases of indiscipline which would warrant verbal reprimands. Students are punished on lateness and other offences in school which the parents are not aware of therefore reprimanding verbally by the parent may not arise at school level. The interview findings from the deputy principals and the parents supported the questionnaire findings which indicated that parents contributed to physical discipline of the girl child through verbal reprimands. One deputy principal however expressed, "most of our parents are not ready to reprimand their daughters and are hands off

They say, let the girl finish.” One parent, a mother, Mrs. Mary (pseudonym) stated, “The children are in the teachers’ hands, deal with them accordingly.” The findings of this study concur with that of Hyman (1996) who observed that punishment make students feel victimized, fatigued and dejected with difficulty to sleep, the children feel sad and worthless. The study emphasized on eliminating corporal punishments in school and did not measure the contribution of parents. Children subjected to threats all the time learn to tolerate these threats and keep misbehaving hence giving rise to physical indiscipline. Interview findings from the deputy principals and the parents support the questionnaire findings which indicated that parents contributed to physical discipline of the girl child through denial of attention. One deputy principal however explained, “it is often difficult for most of our parents to ignore or turn a deaf ear to their children’s requests even after committing.” One parent emphasized, “I develop distress when dealing with denial of attention as it may encourage the girl to seek attention from wrong people.” Denial of attention if done carefully will increase compliance, thus reducing indiscipline.

The findings of this study concur with those of Larzelere’s (2000) study in USA which supported physical punishment arguing that it enhances short term compliance with parental reprimands, however this applies to younger children and not necessarily adolescent girls especially on long term observation, thus giving rise to physical indiscipline among them, although the study did not measure the contribution of parents. The rating of the girl child could be considered realistic because such needs are different and the class teacher does not know exactly what needs the parent withholds from the girl. Interview findings from the deputy principals and the parents supported the questionnaire findings which indicated that parents contributed to physical discipline of the girl child through withholding of basic needs. However, one deputy principal highlighted, “most of our parents withhold some basic items required by the girls especially if they lose them or cannot explain where the items are.” One parent explained, “I see it a big risk withholding basic needs of the girl child, and can only do it for a short time.” If basic needs are withdrawn from adolescent girls they quickly find a way of acquiring them which gives rise to physical indiscipline. These findings concur with those of Chand’s (2012) study in Fiji which observed that the pivotal role of maintaining discipline in schools is incumbent upon parents who should be firm and vigilant on outward behavior of their children but should ensure a conducive environment for the children without destructive graffiti, although the study did not measure the contribution of parents. Withholding of basic needs teaches the children the natural consequence of breaking rules thus reducing cases of physical indiscipline. The interview findings from the deputy principals and the parents support the questionnaire findings which indicated that parents contributed to physical discipline of the girl child through recognition/praise. One deputy principal however remarked, “most of our parents are not aware of the impact of recognition/praise.” One parent stated, “the child of today is unique and therefore must be complemented often for their well being.” The findings of this study concur with those of Max’s (2011) study in Britain which observed that despite adolescents challenging attitudes and assertions of independence, many of them want parental guidance and approval, although the study did not measure the contribution of the parents. When children are complemented often it impacts on their physical discipline.

It should be noted that there is yet no clear evidence establishing psychological forms of punishment to improve child control in school and at home. This is in agreement with Hyman’s (1996) study who noted that such punishments make students feel victimized, fatigued and dejected with difficulty to sleep; the children feel sad and worthless. Parents should be sensitized on the need to counsel their children on what works and what does not work, thus not just tell them about the negatives but explain the pros and cons. Hyman (1996) focused on 20 years of effort to eliminate corporal punishment in schools and the study did not measure the contribution of parents.

Responsibility of physical discipline rests more with the teacher in the schools as the parents play little role. Parents are not doing as much as expected leading to many cases of indiscipline in schools. They are the first agents of discipline to the child and therefore the child’s discipline in most cases is a reflection of home environment. These findings contrast with those of other studies in that the studies reviewed did not establish the actual contribution of parents to girl child physical discipline in schools which this study has established as moderate. Therefore the new knowledge that this study has generated is that in Kisumu East and Central sub-counties parents’ contribution to physical discipline of the girl child was moderate by applying different approaches such as guidance and counseling, provision of essential needs, physical punishment like withdrawing of privileges, recognition/praise and verbal reprimands. However, parental contribution in terms of essential needs was rated highest at 3.76 while kneeling was rated lowest at 1.80.

Conclusion

Physical discipline of the girl child was moderate and parents contributed highly by providing for essential needs, guidance and counseling and punishing them when necessary.

Recommendation

In the light of the findings that parents contribute moderately to girl child physical discipline through provision of essential needs and guidance and counseling; this study recommended that:

- The school principals should encourage parents to provide essential needs for their girl child adequately to reduce theft in schools.
- School principals should discourage use of physical punishments since it has little contribution and is illegal.

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