
EFFECTIVENESS OF MANUAL TASKS AS AN ALTERNATIVE TO CORPORAL PUNISHMENT IN THE MANAGEMENT OF STUDENT BEHAVIOUR IN KENYA.

Pamela Awuor Onyango

University of Nairobi Department of Psychology

ABSTRACT

The government of Kenya banned corporal punishment in schools and recommended alternative corrective measures although rowdiness in schools persists. Other than guidance and counseling, teachers use methods like manual tasks in the management of student behaviour. Therefore, there was need to establish the effectiveness of manual tasks in the management of student behaviour. The study used mixed methods approach and concurrent triangulation design. Study population was made up of teachers, heads of Departments of guidance and counseling and deputy principals. Quantitative data was analyzed through percentages and correlational analysis while thematic framework was used in the analysis of qualitative data. This study was significant in contributing to knowledge about alternative methods of managing student behaviour, which may lead to the achievement of the fourth Sustainable Development Goal which seeks to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.’ Study findings revealed that there existed a weak positive correlation of $r=0.106$ between manual tasks and management of student behaviour. This implies that manual tasks were to a less extent effective in the management of student behaviour. The paper recommends the need to create awareness about alternative corrective measures opposed to corporal punishment. Teachers too need to be trained on the use of effective non corporal corrective methods.

KEYWORDS: Effectiveness, Manual Task, Student, Behavior problems.

1. INTRODUCTION

The management of student behavior poses a great challenge to parents, teachers and the society. Many schools experience disruptive students’ behavior like destruction of property, violation of rules, bullying and fighting and verbal abuse (Osher, Bear, Sprague and Doyle, 2010). For a long time, the United States has been dealing with gradual change of disciplinary options in the classrooms (Yaworski, 2012). Corporal punishment has been considered an acceptable way of instilling responsibility and promoting good behavior among errant students (Chianu, 2001).

In some parts of the world, the debate about corporal punishment is almost forgotten, although many schools in the developing world in general, and some schools, particularly in South Africa use corporal punishment (Makhasane and Chikoko, 2016). In South Africa, Maphosa (2011) established that manual labour was one of the disciplinary measures used to address minor forms of indiscipline, and that it was punitive in nature. Corporal punishment is still used in schools in Tanzania although some countries have outlawed it (Invocavity, 2014). In Tanzania, school managers, teachers, parents

and other stakeholders in the society believe that learners' discipline plays a major role in academic success and punishment is seen as one of the major strategies of discipline used by schools (Khuluse, 2009). Alternatives to corporal punishment are used with the realization that the rights of children should not be violated through the use of harsh and outrageous disciplinary measures (Hart & Cohen, 2001).

The United Nations Convention on the Rights of the Child resolved that children need to be protected from physical punishment and nonphysical forms of punishment which are degrading, cruel and do not agree with the convention (Onyango, Simatwa and Gogo, 2016). Many African states like Ethiopia, South Africa, Namibia, Burkina Faso and Kenya have also outlawed the use of corporal punishment in schools (Busienei, 2012). In Kenya corporal punishment was outlawed due to the Children's Act (Government of Kenya, 2001) which stated openly that such an act was against the constitution (Government of Kenya, 2001). In the year 2001, corporal punishment was banned in schools in Kenya through legal notice number 56 of 2001 (Government of Kenya , 2001). The Ministry of Education required teachers to adopt alternative methods other than corporal punishment, with an aim of curbing widespread cases of indiscipline in institutions of learning (Ministry of Education, 2005). Despite the ban on corporal punishment, school discipline has deteriorated to a level that has almost become unmanageable (Kindiki, 2015).

Although the Ministry of Education of Kenya has tried to end unrest in schools by strengthening disciplinary methods, disruption in schools has increased mainly since the ban of corporal punishment (Njoroge and Nyabuto, 2014). Soon after the government of Kenya banned corporal punishment and recommended alternative corrective measures, 253 schools went on strike Alawo (2011). Violent behaviour persists in secondary schools in Bondo Sub County (Bondo Sub-county education office, 2015). For instance, one renowned boys' schools in the sub county was formally closed down and students sent home after form three students issued a strike notice and accused the management of mishandling the learners (Bondo Sub-county education office, 2018). The same institution had been closed down after two fire tragedies within one week and four students from the school held over another major fire that burnt a dormitory in January 2013; another school in the same sub county had its property destroyed as fire razed school dormitory, and two of its students questioned by the police regarding the inferno (Bondo Sub-County Education Office, 2013). Other incidences in the sub county that include cases of students who sneak out of school and openly defy teachers were reported. Another mixed secondary school too had cases of defiance against teachers, chronic absenteeism, lateness and refusal to take punishment from teachers (Bondo Sub County Education Office, 2014). In another separate incident, students refused to undertake punishment administered by the teachers and marched to the office of the Sub County Director of Education of Bondo (Bondo Sub County Education Office, 2015). In one of the schools in Bondo Sub County, students suddenly broke into wild and violent behaviour and became uncontrollable (Bondo Sub county Education Office, 2016). The present study therefore noted that there was need to investigate

the effectiveness of selected alternative methods to corporal punishment in managing student behaviour.

The study was informed by Thorndike's Behaviour Modification theory which addresses human behavior through the law of effect. According to the theory, learning is determined by events that occur after a given behavior; learning what to do is not insightful but gradual. In a given stimulus situation, a response that is followed by positive consequence tends to be repeated while that which is followed by a negative consequence is not repeated (Busienei, 2012). Thorndike put forward the law of effect according to which behaviors which are rewarded persist while those followed by discomfort diminish (Catania, 1999). Thorndike's behavior modification theory gives attention to observable behaviors, and the ability of measuring observable behaviors is that data is easier to quantify and collect, which makes statistical tests easier to carry (Suee, 2011).

2. LITERATURE REVIEW

Heard (2011) in America attempted to establish effective classroom management strategies by collecting information from films and real life experiences of students and teachers. The study focused on several prevention strategies and how to avoid unproductive technique. The researchers manipulated films based on teachers, students and educational conditions to bring out the identification of challenging behaviour in their right contexts and how teachers handled each situation satisfactorily. One of the strategies of prevention the researchers pointed out was the utilization of classroom jobs. One study proposed that students who are defiant should be made to do classroom jobs. This makes them responsible and independent students who respect their teachers. Students who are assigned manual work each week get empowered. The reviewed study by Heard (2011) collected data through films based on students, teachers and educational conditions. There was need to use questionnaires, interview schedules and document analysis guides to gain enriched study findings.

In another study, Bourne, Clarke, Sharpe, Hudson and Francis (2015) investigated the strategies in dealing with violence in schools in Jamaica. The study was conducted in two primary schools and two junior high schools. From the study emerged conflict management strategies such as accommodation, detention, teaching social skills, counselling and avoidance. Teachers popularized class chores like cleaning of the classroom, detention, standing inside a corner of the class as strategies for dealing with violence in the school. Additional findings revealed that that occasionally, not all the strategies realized the same outcome and could not be used in all situations. The reviewed by study, Bourne, Clarke, Sharpe, Hudson & Francis (2015) was done in primary schools and junior schools. There was need conduct such a study in secondary schools too, as was done in the current study.

Wasef (2011) in Egypt tried to establish why corporal punishment was being practiced in schools despite its legal ban in Cairo. Data was obtained from 100 teachers and young people aged 18- 20

years old. Meaningful work was proposed as an important mode of discipline which restrains misbehaviour and makes the learners perceive that they are doing something useful. The reviewed study by Wasef (2011) involved teachers and non-minor young people. There was need to include teachers, heads of guidance and counseling and deputy principals in the study to gain a larger sample that accurately represents the population under study.

An additional study by Smit (2010) in South Africa explored the role of school discipline in combating violence in schools in the East London region. The qualitative study included four primary schools and five high schools and data was collected through questionnaires and interviews. The research sought to find out the disciplinary actions that learners in primary and high schools regarded as the most successful in managing student misconduct. Some respondents suggested that wrongdoers should do physical work like cleaning the school or working in the garden. Smit (2010) study was only qualitative in nature. There was need to employ the quantitative aspect to obtain large amounts of information as was done in the current study.

In a separate study, Chikwature and Oyedele (2016) investigated the effects of deviant behaviour on academic performance in Zimbabwe. The study was carried out in three primary schools. Descriptive design was employed for the study and data was collected through interview and observation. Study findings established that exclusion was used as a last option for chronic deviants and that manual work and guidance and counselling were useful for managing deviant behaviour. Additionally, if manual tasks were administered properly, the offenders ceased from repeating the same misconduct. However, it was found out that manual work took a lot of time and interfered with academic work. The teachers were not qualified to conduct sessions for manual work. The study by Chikwature and Oyedele (2016) was descriptive in nature. There was also need to integrate correlational analysis to provide for the prediction of one variable from another as was done in the current study.

Mutua and Thinguri (2014) too studied the management of student discipline in teacher training colleges in Kenya. The study purposively sampled 10 principals, 10 deputy principals, 210 teachers, 210 student leaders in primary teacher training colleges. The study made use of descriptive survey design and qualitative research methodology. Questionnaires and interview schedules were used to collect data. The findings of the study revealed that principals used several methods in managing student behaviour like reprimand, slashing grass, manual work and cleaning of classrooms. The study established that the productiveness of each method of student management depended on the college, the student involved and the traditions of the college in question. The reviewed study by Mutua and Thinguri (2014) was descriptive in nature. There was need to employ correlation to bring about understanding of relationship between the variables of the study as was done in the current study.

In another different study, Ngunyi (2014) investigated the influence of alternative disciplinary measures on students' discipline in public secondary schools in Nyandarua South Sub County of

Kenya. Data collection was done through questionnaires and interview schedules. The findings of the study established that manual work was the most commonly used disciplinary measure. Principals of schools reported that manual work had effect on student behaviour, although indiscipline cases had not lessened. Teachers also concurred that manual work was fruitful in managing student behaviour. The implication was that although manual work was useful in the management of indiscipline, student behaviour problems still prevailed. The reviewed study by Ngunyi (2014) used only questionnaires and interview schedules for data collection. However, the current study employed document analysis guides alongside questionnaires and interviews to enable the researcher get additional study findings.

3. METHODOLOGY

3.1 Research Design:

The study used mixed methods approach which incorporates qualitative and quantitative methods (Creswell, 2014). The study combined quantitative and qualitative approaches and used concurrent triangulation design. Qualitative data and quantitative data were collected and analyzed at the same time and treated equally (Murdin, 2009).

3.2 Study participants:

The sub county was composed of sub county schools, county schools, extra county schools and national schools. The study population was made up of 40 deputy principals, 40 heads of guidance and counselling and 351 teachers.

3.3 Research Instruments:

Questionnaires, document analysis guides and interviews were used for data collection. The questionnaire was efficient and easy to construct (Cohen, Manion & Morrison, 2007). Ethical issues about the privacy of the participants were taken into account by the researcher. Confidentiality of data provided and voluntary nature of participation was taken into account by the researcher.

4. FINDINGS AND DISCUSSIONS

The third research objective investigated the effectiveness of manual tasks in managing student behaviour. Questionnaires were used by the researcher to obtain quantitative data. In addition, qualitative data was obtained through interview schedules and document analysis guides.

Table 1: Descriptive Statistics on Manual Tasks

Indicator	SA	A	U	D	SD
Manual tasks are effective in managing student behaviour.	90(47.12%)	67(35.08%)	20(10.47%)	6(3.14%)	8(4.19%)
Manual tasks enhance a sense of belonging in the students.	21(10.99%)	21(10.99%)	7(3.66%)	61(31.94%)	81(42.41%)
Manual tasks administered to students lead to positive behaviour change.	78(40.84%)	65(34.03%)	17(8.90%)	18(9.42%)	13(6.81%)
Manual tasks have reduced tension and strikes in school.	15(7.85%)	5(2.62%)	8(4.19%)	64(33.51%)	99(51.83%)
Manual tasks motivate students not to repeat undesirable behaviour	71(37.17%)	101(52.88)	2(1.05%)	9(4.71%)	8(4.19%)

Study findings on Table 1 show that majority 82.92% (Strongly agree 47.12%; Agree 35.8%) of the respondents agreed that manual tasks were effective in managing student behaviour. This implies that manual tasks play a vital role in moulding the character of learners. Heard (2011) in America agreed that assignment of tasks empowers learners. Bourne, Clarke, Sharpe, Hudson & Francis (2015) in Jamaica concur that class chores like cleaning of the classroom are popular strategies that teachers use to deal with violence in schools. Similarly, Wasef (2011) study in Egypt proposes that there is need to use alternative corrective methods like meaningful work that would do away with corporal punishment. However, Chikwature & Oyedele (2016) in Zimbabwe argue that manual work is time consuming. Yagambe (2013) also believes that some corrective measures like chopping of firewood and mopping are torturous. The findings also agree with Salome and Sindabi (2016) study in Kenya that learners do not consider manual work as a serious form of punishment. Qualitative findings indicated that manual work was effective in managing student behaviour as was noted:

Manual work is useful for addressing minor mistakes like lateness, noisemaking and failure to dress appropriately [DP 13].

Similar sentiments were expressed by one of the deputy principals, who concurred that manual work was effective:

It works to a greater extent in managing common mistakes made in school [DP 7]

The views of DP 13 and DP 7 suggest that manual tasks are suitable for minor behaviour problems. From the minor occurrence book, the researcher established that manual tasks were useful for addressing minor offences like trespassing, sleeping during class time, untidiness and failure to shave the hair. Umezinwa and Elendu (2012) study in Nigeria agrees that tasks like scrubbing the floor, cutting grass and sweeping are acceptable in managing student behaviour. Besides, Agesa (2015) in Kenya adds that manual punishment is effective for minor offences. However, Foncha, Kepe and Abongdia (2010) study in South Africa maintains that alternative corrective measures are not useful in behaviour management. Khatete and Matanda (2014) study in Kenya adds that manual work does not benefit the learner. Contrary to the previous findings that manual work was suitable for minor offences, some respondents who were interviewed believed that manual work was not effective because it was time consuming. One respondent observed that students spend a lot of time working out of the classroom, as was depicted in the following statement:

Manual work wastes a lot of time that would otherwise have been used for doing meaningful class work [DP 6].

The sentiments of DP 6 imply that manual work is not effective in the management of behaviour because it consumes a lot of time. Another respondent who had a similar opinion argued that defiant students who were subjected to manual work did not do it well. Since learners were unwilling to undertake punishment in the form of manual work, they did not work well, and this led to time wastage where the student was asked to repeat the work as was reported by one Head of Department:

Defiant students do the work unwillingly. In the end, they don't do it properly and are sent back to repeat it. This is a waste of time [HOD 18].

The sentiments of DP 6 and HOD 18 suggest that manual work is not beneficial in the management of learner behaviour. Hassan & Bali (2012) in Zanzibar agree that there is need to provide teachers with adequate support to enable them manage student behaviour. This study finding is in agreement with Koros (2012) study in Kenya which reported that there is need to create awareness on alternative methods to corporal punishment. However, Smit (2010) study in South Africa agrees that perpetrators should be made to do physical work. Nyang'au (2013) study in Kenya also agrees that students fear manual work hence they will always behave well to avoid it. Other respondents who were interviewed maintained that before administering manual work, there is need to talk to offenders first, giving them reasons why they should be punished through manual work. This would make them remorseful and they would work willingly as was expressed:

Manual work should be done for a short period of time after the student has been talked to [HOD 4].

The sentiments of HOD 4 imply that manual work may take a relatively shorter time if the learner is told why the punishment has to be administered. The study established that even though manual work was effective in managing behaviour, it was time consuming and interfered with class work. Similarly, Anitra (2013) study in USA suggests that there is need for positive approaches for effective management of student behaviour. In addition, Chikwature and Oyedele (2016) study in Zimbabwe concurs that even though manual work is effective in dealing with deviant behaviour, it consumes learning time. Nyang'au (2013) too agrees that there are students who do not want to waste time in manual work instead of using the time in learning. However, Smit (2010) in South Africa argues that physical work like cleaning the school or working in the garden is considered as the most successful disciplinary action in managing student misconduct. Moyo, Khewu and Bayaga (2014) in South Africa concur that physical work is suitable for minor offences.

Additional quantitative findings established that very few 21.98% (Strongly Agree 10.99%; Agree, 10.99%) respondents believe that manual work enhances a sense of belonging in the learners. The study finding implies that manual work does not enhance a sense of belonging in the learners. This is in line with Wasef (2012) study in Egypt that only meaningful work is useful in curbing the student's misbehaviour. Salome and Sindabi (2016) study in Kenya also agrees that learners do not take manual work seriously. On the contrary, Heard (2011) in America agrees that classroom jobs make the learners respect their teachers, just as Ngunyi (2014) in Kenya concurs that manual work influences student behaviour.

Although quantitative study findings established that manual work does not enhance a sense of belongingness, respondents who were interviewed believed that manual work was effective in the management of behaviour since it caused inferiority in the learners. Consequently, they feared to involve themselves in misconduct again because their fellow students would see them working. Therefore, learners who were afraid of being seen by their colleagues working refrained from unacceptable behaviour, as was noted:

It works faster than guidance and counseling since students feel inadequate when their fellow students see them working. They make sure that they don't engage in misconduct again, since this makes them feel odd [HOD 18].

Similar sentiments were expressed:

Their fellow students call them names for being seen working. It goes without saying that for you to be seen working, you have misbehaved, and the students fear this so much. They try not to misbehave again. They would not want to be seen working again [DP17].

The views of HOD 18 and DP 17 suggest that the fear of being seen working makes learners behave appropriately. Therefore, the study findings imply that manual work is effective in managing behaviour since through fear of being seen working, students do not repeat mistakes. These findings agree with Heard (2011) study in America which says that manual work makes learners responsible. Nyang'au (2013) in Kenya concurs that some students are ashamed of being seen by their colleagues while doing dirty work, and this makes them fail to gain respect from them. However, Noorudin (2014) in Pakistan maintains that consequences do not influence learner behaviour positively. Similarly, Chikwature and Oyedele (2016) study agrees that manual work affects academic results. Majority 74.87% (Strongly Agree 40.84%; Agree 30.03%) of the respondents agreed that manual work led to positive behaviour change among the learners. Only a few (disagree 9.42%; strongly disagree 6.81%) respondents did not recognize the importance attached to manual work, despite the fact that most of them valued it. Smit (2010) concurs that physical work is considered most successful in managing student misconduct. Similarly, Moyo Khewu and Bayaga (2014) agree that additional work and physical work is suitable for minor offences. However, Ntuli (2012) contends that manual work has been identified by educators as an ineffective method in managing student behaviour. Besides, the study findings agree with Nyang'au (2013) that manual work lowers academic performance. Additional study findings from interviews revealed that manual work was an effective method of modifying behaviour because it caused positive behaviour change among students. Students who had been punished through manual work became more responsible and developed positive thinking, as was expressed:

Manual work makes students more responsible if used properly. The work given imparts skills and creates positive thinking in them. It makes an all round student who is active [HOD 21].

Study findings from HOD 21 suggest that proper use of manual work makes it useful in managing student behaviour. Similarly, Heard (2011) in America agrees that manual work is effective in managing student behaviour. Mutua and Thinguri (2014) in Kenya also agree that educators use quite a number of methods in managing student behaviour like manual work. However, Hassan and Bali (2013) argue that although alternative means of discipline seem useful in managing student behaviour, many teachers still maintain that corporal punishment should not be banned completely. Similarly, Nyang'au (2014) agrees that manual work is thought to make a student develop hatred towards the teachers and the school.

Additional study findings from the minor occurrence book revealed that students who were fond of sleeping during church service were asked to clean the church compound. They felt inferior among their fellow students and refrained from sleeping during church service. This implies that they managed to change positively as a result of being given some manual work, which suggests that manual work is effective in managing student behaviour. The study findings concur with Heard (2011) study in America, that manual work is an effective classroom management strategy. Bourne,

Clarke, Sharpe, Hudson and Francis (2015) study in Jamaica also considers manual work as one of the strategies for dealing with misconduct. These study findings do not tally with Dhaliwal (2013) in India, which maintains that challenging behaviours should be managed by engaging the students with learning, just as Ntuli (2012) that learners seem to enjoy light work.

Quantitative findings revealed that very few 10.47% (strongly agree 7.85; Agree 2.62%) respondents believe that manual work has reduced strikes in school. The findings imply that manual work has not reduced tension and strikes in school, just as Rahimi and Karkami (2015) study in Iran agrees that punitive strategies fail to motivate learners. Ntuli (2012) in South Africa also agrees that educators are not conversant with contemporary disciplinary measures. On the contrary, Rampa (2014) study in South Africa argues that teachers are experienced in alternative methods of discipline and their implementation. In addition, Chikwature and Oyedele (2016) study in Zimbabwe concurs that manual work is effective for deviant behaviour. Qualitative findings from interviews established that manual work increases resistance in the learners. The nature of work administered to students is light; therefore they don't fear involving in misconduct, if the consequences involve only manual work, as was noted:

Most of the learners enjoy manual work. They are hardened by it and aren't deterred from engaging in undesirable behaviour. The students say, "You will just be punished by being given manual work after which you will be asked to go back to class [HOD 19].

Similar sentiments were expressed by one of the deputy principals, who opined that manual work hardens the learners and sometimes leads to rebellion.

Its use depends on the student, if the students do not understand manual work they get hardened by it and rebel [DP 16].

The expressions of HOD 19 and DP 16 suggest that manual work hardens students. These study findings agree with Mugabe (2013) study in Zimbabwe, that manual work hardens offenders and promotes negativity. Nyang'au (2013) also agrees that manual work does not improve student behaviour because some offenders view it just like normal school routine. Moreover, Hassan and Bali (2013) argue that corporal punishment should be applied when alternative measures fail. However, Heard (2011) argues that defiant students should be engaged in classroom jobs, as these would make them develop a sense of trust and respect towards the teachers. Damien (2012) concurs that alternative corrective measures should be used in behaviour management.

Further quantitative findings established that majority 90.05% (Strongly Agree 37.17%; Agree 52.88%) of the respondents agreed that manual work motivated students not to repeat undesirable behaviour. Similarly, Heard (2011) agrees that manual work is one of the preventive methods that educators use for managing the behaviour of learners. Ekombe (2010) study in Kenya concurs that

teachers have made a lot of contributions towards the management of student behaviour. However, Bourne, Clarke, Sharper, Hudson and Francis (2015) study in Jamaica maintains the nature of work administered to learners does not fit the misconduct. Ntuli (2012) study in South Africa also agrees that educators lack training on alternatives to corporal punishment. Additional findings from interviews established that learner's feared manual work and this made them avoid misconduct, as was expressed by one respondent who remarked:

Students fear it since it's difficult to some of them [DP 15].

Similar sentiments were expressed by HOD 5:

Manual work is effective; some students only reform after being made to work.

The views of DP 15 and HOD 5 imply that manual work is effective in managing behaviour since it instills fear in learners, and is also difficult to perform, which makes it effective in managing behaviour. The findings on the effectiveness of manual work agree with Mthanti & Mncube (2014) study which found out that educators used manual work in managing student behaviour. Similarly, Ajowi and Simatwa (2014) in Kenya agree that manual work is one of the commonest methods used in managing behaviour. On the contrary, Khewu (2012) study in South Africa argues that educators have ambivalent beliefs on the use of corrective measures that are opposed to corporal punishment. Nyang'au (2013) study in Kenya concurs that manual work in the form of alternative corrective measure is likely to cause injury on the learners.

However, other findings from document analysis guide established that manual work does not help learners to acquire positive behaviour change. From the minor occurrence book it was established that a student deliberately involved in absenteeism and was punished by being made to slash a portion of the school compound. As a result, the student dropped out of school. Another student who had failed to go to school without any reason was also punished by being made to slash. The student would slash a small portion day by day, without caring to finish soon. The findings imply that manual work did not help the learners to realize positive behaviour change.

Pearson Product Moment Correlation coefficient was used to test the hypothesis that manual work is not effective in managing student behaviour. The test results are indicated on Table 2.

Table 2: Correlation Analysis between Manual Tasks and Students Behaviour

Correlations		Manual work	Students Behaviours
Manual work	Pearson Correlation	1	.106**
	Sig. (2-tailed)		.000
	N	191	191
Students Behaviours	Pearson Correlation	.106**	1
	Sig. (2-tailed)	.000	
	N	191	191

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows a positive relationship between manual tasks and management of student behaviour. From the results, a Pearson’s correlation coefficient of $r=0.106$ was obtained. This implies that manual work was to a less extent effective in the management of student behaviour; the relationship was small. The null hypothesis was therefore rejected. Similarly, Ntuli (2012) study in South Africa agrees that manual work is useful for behaviour problems that are not serious. Ngunyi (2011) study in Kenya concurs that manual work is frequently used as an alternative corrective method. On the contrary, Stormont, Reinke, Herman and King (2014) study in USA argues that that non preventive method of behaviour management is not helpful in solving behaviour problems. Kaguamba and Muola (2010) in Kenya also agree that many corrective methods are used in behaviour management but they do not realize the desired result.

CONCLUSION

The findings of this study established that manual tasks were effective in managing student behaviour, although to a less extent as indicated by a Pearson Correlation coefficient of $r=0.106$. Although manual tasks can be used to correct student behaviour instantly, they consume a lot of time. The paper therefore recommends the need to create awareness about alternative corrective measures opposed to corporal punishment. Teachers too need to be trained on the use of effective non corporal corrective methods.

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