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**TASK:(Chapter4)**

**Summarize in 4 typed pages,chapter two of the book Titled corporal punishment in Kenya schools. A philosophical critique (30 marks)**

**LECTURER : DR. ROBERT MACHYO**

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**Introduction**

Chapter Four of Corporal Punishment in Kenyan Schools provides a comprehensive critique of corporal punishment through philosophical, ethical, and educational lenses. The chapter aims to highlight the inadequacies of corporal punishment in fostering moral and academic growth among students. Machyo builds on the preceding chapters by delving into the impact of corporal punishment on the psychological, emotional, and moral development of students, and examining alternatives that align with a humane, legal, and effective framework for discipline in schools.

The chapter is structured around key arguments and critiques against corporal punishment, incorporating various philosophical standpoints and educational theories to argue for the abolition of the practice.

**1. Ethical and Moral Critique**

Machyo begins by examining the ethical implications of corporal punishment. He references key philosophers such as Immanuel Kant, who believed that human beings should never be treated as mere means to an end. The application of corporal punishment, in Kantian terms, violates the intrinsic dignity of students by using physical force to control behavior, thus reducing them to instruments of compliance.

Additionally, the chapter draws from ethical perspectives rooted in human rights, emphasizing that corporal punishment contradicts the principles of justice and respect for human dignity enshrined in international conventions such as the United Nations Convention on the Rights of the Child. Machyo stresses that corporal punishment undermines students' sense of self-worth and contributes to long-term emotional damage, further reinforcing cycles of violence and oppression.

**2. Psychological and Behavioral Impact**

The chapter highlights the adverse psychological effects of corporal punishment on students. Machyo argues that while corporal punishment may produce immediate compliance, it does not lead to meaningful long-term behavioral change. Instead, it often instills fear, resentment, and defiance in students. The use of violence in schools may also normalize aggressive behavior, creating a culture where students may resort to violence to solve conflicts, thus perpetuating a harmful cycle.

Machyo integrates insights from modern psychology to show that punitive measures, particularly those involving physical punishment, can damage the teacher-student relationship. When students associate their learning environment with fear, it diminishes their motivation to engage meaningfully with their education. The chapter references studies that show how positive reinforcement, rather than punishment, is more effective in promoting constructive behavior and long-term academic success.

**3. Educational Critique and Alternatives**

This section contrasts corporal punishment with alternative disciplinary measures that are both effective and humane. Machyo advocates for restorative justice practices, guidance and counseling, and positive reinforcement as more suitable methods of managing student behavior. These approaches focus on fostering accountability, emotional intelligence, and mutual respect between students and teachers.

The chapter also discusses the importance of creating a positive learning environment where discipline is not imposed through fear, but through clear communication, support, and understanding. Machyo emphasizes that a more compassionate approach to discipline aligns with the broader goals of education, which include moral development, emotional maturity, and intellectual growth.

4. Ethical and Moral Critique  
Machyo also emphasizes the importance of aligning disciplinary practices with contemporary ethical standards. He discusses the shift in educational philosophy towards child-centered approaches that prioritize respect and understanding rather than punishment. The chapter points out that corporal punishment often leads to the internalization of aggression in students, contradicting the ethical principles of non-violence and respect for individuals.

5. Psychological and Behavioral Impact  
In addition to discussing the immediate effects of corporal punishment, Machyo delves into the long-term consequences, such as increased anxiety, depression, and low self-esteem among students subjected to such practices. He highlights research findings that indicate a correlation between experiences of corporal punishment and negative educational outcomes, including higher dropout rates and diminished academic performance. The chapter argues that fostering a supportive learning environment is crucial for emotional well-being and academic success.

6. Educational Critique and Alternatives  
Machyo outlines several alternative disciplinary strategies that have proven effective in various educational settings. He discusses the implementation of restorative justice practices, which encourage dialogue and understanding between students and teachers, thereby promoting accountability without resorting to violence. Furthermore, he highlights the role of positive reinforcement in shaping student behavior, advocating for a shift towards motivational techniques that reward good behavior instead of punishing misconduct.

7. Psychological and Behavioral Impact  
In discussing the psychological effects of corporal punishment, Machyo highlights research from child psychology, which suggests that such practices can lead to increased aggression and antisocial behavior in children. He references longitudinal studies indicating that students subjected to corporal punishment are at a higher risk of developing behavioral issues later in life. This section also addresses the phenomenon of intergenerational violence, where children who experience corporal punishment may replicate these behaviors in their future parenting.

Furthermore, Machyo emphasizes the impact of trauma on learning. He argues that the fear and anxiety resulting from corporal punishment can impair cognitive functioning and hinder academic performance. Students in a constant state of fear may struggle to concentrate, leading to poor educational outcomes. This connection between psychological well-being and academic success underscores the urgent need for alternative approaches that foster a safe and supportive learning environment.

8. Educational Critique and Alternatives  
Beyond restorative practices and positive reinforcement, Machyo introduces the concept of social-emotional learning (SEL) as a vital component of effective discipline. He outlines how SEL programs can help students develop emotional intelligence, empathy, and conflict resolution skills. By integrating SEL into the curriculum, schools can create a culture of understanding and respect that discourages the need for punitive measures.

Additionally, the chapter discusses the role of policy reform in eliminating corporal punishment. Machyo advocates for clear guidelines and legal frameworks that prohibit physical punishment in schools. He references successful policy changes in other countries that have resulted in significant reductions in corporal punishment incidents. By implementing comprehensive training for educators on alternative disciplinary methods and the legal implications of corporal punishment, schools can move towards more progressive practices that prioritize student welfare.

**Conclusion**

In concluding Chapter Four, Machyo reiterates the arguments against corporal punishment and calls for its permanent abolition in Kenyan schools. He argues that corporal punishment is not only ineffective but also harmful to the psychological, emotional, and moral development of students. The chapter concludes with a plea for adopting disciplinary methods that respect students’ dignity and contribute to their holistic development, as opposed to punitive and fear-based approaches.

**Reference**

Machyo, Robert Bellamino. Corporal Punishment in Kenyan Schools: A Philosophical Critique. Nairobi: Erudite Books, 2014.