THE EFFECTS OF THE USE OF PUNISHMENTS AS SCHOOL MANAGEMENT TOOL ON SECONDARY SCHOOL STUDENTS' BEHAVIOURS

NG'OWO AUGUSTINO

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation titled **"The effects of the use of Punishments as School management Tool on Secondary School Students Behaviours"** in partial fulfillment of the requirements for the degree of Master of Education in Administration Planning and Policy Studies (M.Ed. APPS).

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Prof. Issa Mcholo Omari

(Supervisor)

Date………………………………..

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DECLARATION

I Augustino Ng'owo, declare that this dissertation is my own original work and that it has not been submitted for and will be submitted for a similar degree in any other University.

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Ng'owo Augustino

……………………….…………….

Date

DEDICATION

This dissertation is dedicated to my late father, Lawrence Ng'owo, who dared to inspire into my endurance and eagerness to love learning.

ACKNOWLEGEMENTS

I appreciate the contributions from many people in the process of completing this dissertation.

First and most, I'm grateful to the living God for His gracious love and endless blessings He accorded me when doing this study. Secondly, I extend my sincere heartfelt gratitude to my supervisor, Prof. Omari, whose intelligent comments scholarly, guidance, advice, patience and encouragement, helped me shaping my work. I really appreciated his concern and contribution to this work.

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ABSTRACT

This study probed into the effects of the use of school punishments as management tool on secondary school students' behaviours. The study examined the types of punishments used in secondary schools, types of misbehaviours as well as types of punishments given against misbehaviours. The study also examined the presumed effects of punishments and the alternatives to physical punishments. The study found that 55.9% of respondents said that removal or not of physical punishment would increase misbehaviours. This is contrary to 44.1% of the respondents who said that removing physical punishments in secondary schools will lead to a decrease of misbehaviours in secondary schools. Furthermore, the study found that many respondents do not support the idea of continued use of physical punishments in schools. This was indicated by 62.7% of the respondents who said that physical punishments should not continue being used in secondary schools while, the remaining 37.3% said it should continue. A survey design and qualitative approach with support of some elements of quantitative approach were used to collect data. The study was conducted in six secondary schools in Mafinga Township in Mufindi district with a total of 310 respondents. The respondents were sampled through purposive sampling. Data were collected using rating scales and interviews. Qualitative data were analyzed by using descriptive analysis and quantitative data were analyzed through SPSS 16.0 version. The findings of the current study have indicated that the use of physical punishments is not in favour of many respondents, that is teachers and students. Therefore, the study recommends introducing and using alternatives to physical punishments so as to help students build self discipline in secondary schools.

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TAPE Tanzania Partnership for Education08

TANZAM Tanzania Zambia

CHAPTER ONE

1.0 BACKGOUND AND STATEMENT OF THE PROBLEM

1.1 Background of the Problem

Punishment can be defined as any consequence that decreases the likehood of recurrence of the behaviour that precipitated it. Omari, (2011) has said that, in whatever form, punishments are based on four premises which are punitive, retribution, reformation and deterrence to others. Punishment becomes punitive when the punisher exercises punishment by inflicting pain on wrong doers. Punishment becomes a form of retribution when it is being exercised in terms of revenge. Also punishment can be in terms of reformation as it is expected to have corrective effects. That is, it will help to eliminate bad behaviour. Furthermore, punishment can be a form of deterrence to others, that is, punishment given to wrong doers can discourage others from bad behaviours.

In organizations such as schools, punishments are exercised as school management tool because any organization aims at the accomplishment of its collective goals hence any organization has to maintain discipline. Mbiti, (1984) says that any discussion of school administration is incomplete without the consideration of discipline. He continues that, for many people discipline means punishment, pain and fear, and that is a negative word.

However, when connected with training, punishment can be regarded as a positive force and from this it is seen that punishments are one of the tools of organization management hence, school management tool. Schools as organizations use

punishments as school management tools. In ordinary level secondary schools in Tanzania, punishments, which are exercised as school management tool are mostly corporal punishments, verbal punishments and punishing the group. Corporal punishments are among the most common punishments used at ordinary level secondary schools in Tanzania.

The government, through the Ministry of Education and Vocational Training, has failed to abolish such punishments in schools but changed the way of administering it to students. This type of punishment could be in a form of spanking whereby a punisher hits a student on his or her bottom with a stick or an open hand. Furthermore corporal punishments can be in a form of slapping, whereby the punisher hits a student with a flat pat of hand. In Tanzania the accepted way of administering corporal punishments is the use of strokes, whereby other means are used illegally.

Corporal punishments such as caning with a stick are lawful in schools in Tanzania mainland under the National Corporal Punishments Regulations of 1979 pursuant to article 60 of the Education Act of 1978. However, the government guidelines in 2000 reduced the number of strokes from six to four strokes and stated that only the heads of schools are allowed to administer the punishment. Verbal punishing is done by reprimand the student. This is done very often especially, when other forms of punishments are not exercised. In this form of punishment, the punisher is expected to tell the student why the behaviour is unaccepted. Punishing the group is also done in ordinary level secondary schools which can involve both corporal punishments and verbal punishment or any one of the two.

Punishment as school management tool has however resulted to some violent incidents of students' unrest in some secondary schools. Simatwa, (2012) in his study on management of students' discipline in secondary schools in Kenya has revealed that, many infractions were experienced in secondary schools and teachers used a wide range of methods in managing students' discipline in schools. This included expulsion, suspension, caning, physical punishments, detention, reprimanding, kneeling, guidance and counseling, fining, rewards, wearing school uniform at all the time, self commitment in writing to maintain good conduct, pinching, slapping and smacking.

However, in his findings, Simatwa, (2012) indicated an incident of ill-treatment of students such as in the Mumbuni Secondary School tragedy, where a student died while doing punishment. With his study, it is clearly seen that there are many types of methods of managing schools, whereas some methods have been alleged to be effective in managing student discipline in some schools and while they have been a cause of indiscipline in other schools.

In some parts of Africa, the use of punishments, especially corporal punishments has, been abolished by laws but educators seem to continue using them illegally. This shows conflicting perceptions of the use of punishments as school managing tool. Olivier, (2010), in his research on educators' perceptions of corporal punishments came out with the findings that although South Africa has abolished corporal punishments, educators are still using it. With this regard, his findings showed that corporal punishments are still used in schools where the number of

learners under one educator is very large. In his research he indicates that there is an assumption that a class with a high educator-learners ratio has a negative effect on the culture of instruction and such ratio could result in the continuation of corporal punishments.

1.2 Statement of the Problem

There are various ways of managing classrooms such as encouraging appropriate behaviour, setting good examples, telling what is expected, praising appropriate behaviour and offering choices. However most schools use punishments as classroom management tool. This is seen to hold a very small part of effective guidance as far as the whole issue of school discipline is concerned. The study aimed at looking school punishments as classroom management tool at ordinary level secondary schools in Tanzania.

1.3 Purpose and Objectives of the Study

1.3.1 General Purpose of the Study

The purpose of the study was to investigate the positive and negative effects of punishments on students as a school management tool in ordinary level secondary schools in Tanzania. This study concentrated on determining punishments as school management tool that seeks to attain equipping learners with knowledge and skills.

1.3.2 Objectives of the Study

1. To investigate the types of punishments administered in Tanzania secondary schools.

2. To examine the presumed effects of the use of punishments as school management tool.

3. To examine available alternatives to physical punishments as school management tool for secondary school teachers in Tanzania.

1.4 Research Questions

This study was guided by the following questions:-

1. What types of punishments are used as school management tool in secondary schools in Tanzania?

2. What are the presumed effects of the use of punishments as school management tool?

3. What are the alternatives to physical punishments as school management tool in Tanzania?

1.5 Significance of the Study

The findings of this study are expected to be helpful to heads of secondary schools as administrators, teachers, learners, parents and the government as a whole. Also the study recommendations will show ways of establishing friendship relations among teachers and students so as to avoid negative consequences. This will lead to good teaching and learning environment. From the findings students will be able to interact well with teachers in learning process. Findings will also help furthering research work related to punishments in schools and add to the existing literature on punishments in schools.

1.6 Limitations of the Study

The researcher is an employee in charge of various duties, in the process of research, he continued with his employer's assignments and tasks since he was not on leave. However, this challenge was overcome by asking for permission from the employer and on the promise he would compensate the employer's time after completing the study.

1.7 Delimitation of the study

The study focused on school punishments geared towards school management in secondary schools whereby only teachers and students were involved. The delimitation was due to time limitation and economic reasons. The study was conducted in Ordinary Level Secondary Schools in Mufindi Distric focusing on private, public and faith based schools.

1.8 Conceptual Framework

Kombo and Tromp (2000) define conceptual framework as a set of ideas and principles taken from relevant fields of enquiry and use of structure as subsequent presentation. It is clear that a researcher has to think first before engaging in a research in terms of what is the problem and what are the possible causes of the problem. Omari, (2000) points out that all research is conceptual and it involves some imagination and hypothetical thought. The model of the study holds that, Government Policy concerning punishments, has resulted into the use physical punishments as school management tool in Tanzania Secondary Schools.

The culture of the society facilitates also the use of punishments in managing schools in Tanzania. It has been indicated that, children are being punished not only at schools, but also at home for example, Article 14 of the Children's Act in Zanzibar, confirms that parents may discipline their children providing it does not lead to injury. Again, varieties of schools lead to different ways of managing schools as far as punishments are involved. Some secondary schools don't use physical punishments although it has been permitted by Tanzania Government while other secondary schools use both physical punishments and alternatives to physical punishments.

Furthermore, school management depends on the ability of both teachers and students. Teachers working ability may result to either fulfilling responsibilities given or not.
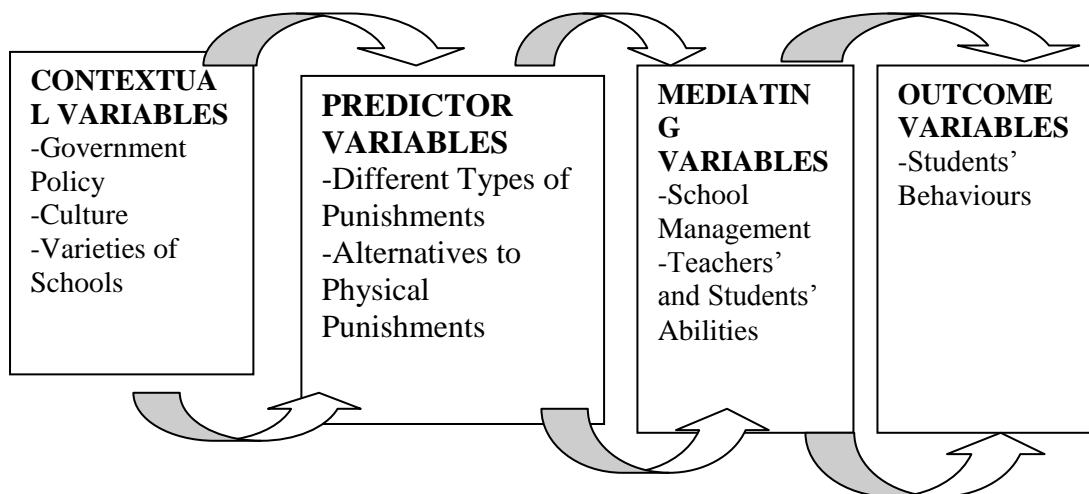
Figure 1.1: Conceptual Framework for the Study

Source: Modified from Omari, (2011)

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 An Overview of the Chapter

This chapter aimed at looking views of other people on effects of punishments as school management tool. This helped the researcher to see what has been done by others on the effects of punishments.

2.2 Theoretical Framework

Bandura's Social Leaning Theory (1963) explains how social variables have an influence on behaviour. This is relevant when examining school context because teachers are social variables that influence students behaviour. Bandura, (1963) states that, imitation is an indispensable aspect of learning. With this, a student being caned by a teacher because of misbehaving, may develop either fear, change the misbehaviour, or feels the need to punish his or her friends when they make mistakes against him or her. Within school context, the teacher is a social variable through which expected behaviour should occur. Wong, (2000) has indicated that, individuals exhibit certain behaviours and actions because of what has been done to them. Thus physical punishments can result into fear of the teacher, hatred and anger among students while in the other hand, alternatives to physical punishments may result students into feeling guilty, develop understanding, decision making and correction of bad behaviour.

2.3 The Use of Punishments as a School Management Tool

Punishments are seen as old as human kind itself as Omari, (2011), argues that the notion of giving punishment to children and to people in general is based on a

philosophical conception of the nature of the child. That is characteristically the child is seen as bad by nature. From this point of view, it seems that punishments have been exercised for a long time along with humankind and still used as a management tool in almost all organizations.

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┌─────────────────┐                              ┌─────────────────┐
│ PAINFUL         │                              │ NON PAINFUL     │
│ STIMULI         │                              │ STIMULI         │
│                 │                              │                 │
│ -Physical       │                              │ -Alternatives to│
│ Punishments e.g.│                              │ physical        │
│ Caning with a   │                              │ Punishments     │
│ Stick           │                              │                 │
│                 │       ┌──────────────┐       │ eg. Reprimands  │
│                 │ ─────▶│ STUDENT'S    │◀───── │                 │
│                 │       │ RESPONSE     │       │                 │
└─────────────────┘       └──────────────┘       └─────────────────┘
                          ╱              ╲
┌─────────────────┐      ◀                ▶     ┌─────────────────┐
│ -Fear        -  │                             │ -Understanding  │
│ Truancy         │                             │                 │
│                 │                             │ -Feeling guilty │
│ -Anxiety        │                             │                 │
│                 │                             │ -Meditation     │
│ -aggression     │                             │                 │
│                 │                             │ -Decision Making│
│ -Anger          │                             │                 │
│                 │                             │ -Correction of  │
│ -Hatred         │                             │ Bad Behaviour   │
└─────────────────┘                             └─────────────────┘
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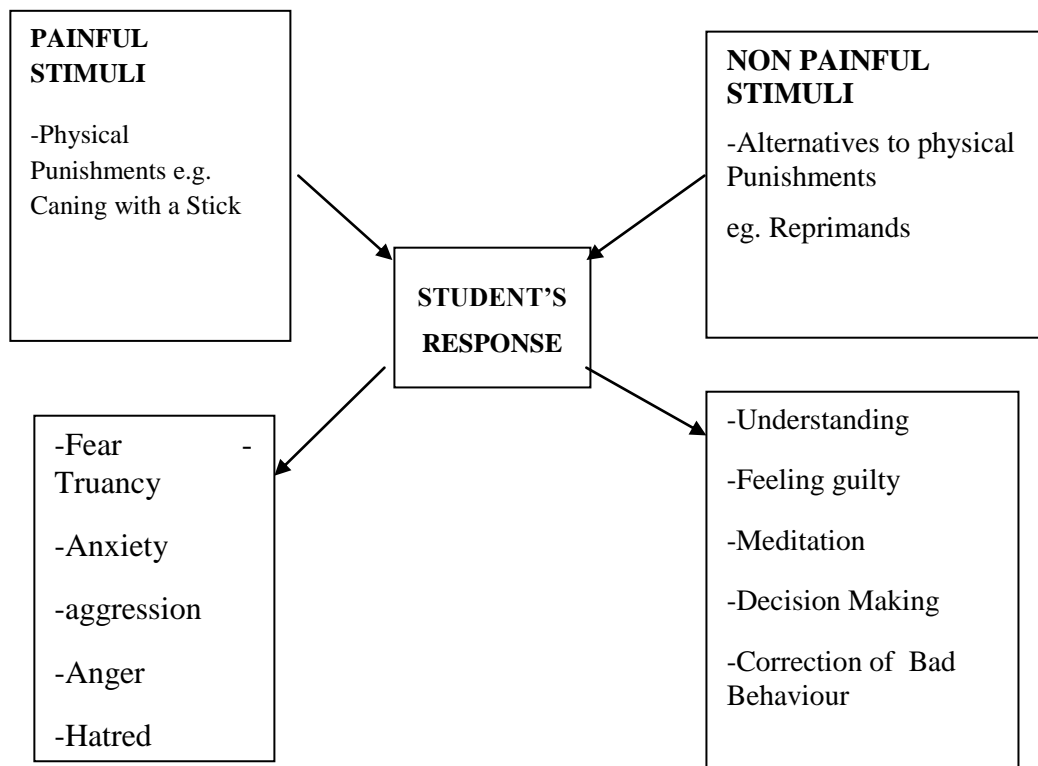
Figure 2.1: Theoretical Framework for the Relationship Between Types of Punishment Students's Response

Source: Modified from Wong, (2000)

However punishments differ in terms of how they are exercised from one organization to another organization. Punishments as classroom management tool have been explained by various psychologists. Skinner through his theory of operant conditioning has indicated that punishments and reinforcement can be used in a

variety of settings including at home and even at school Santrock, (2006). In a classroom setting, Skinner relates a classroom to a giant skinner box whereby reinforcement and punishments can be used. Reinforcement whether positive or negative tend to increase the probability that behaviour will occur while punishments tend to decrease the probability a behaviour will occur. Furthermore, under the same theory of operant conditioning ,Thorndike came out with his Law of effect which states that behaviours followed by positive outcomes are strengthened and behaviours that followed by negative outcomes(punishments) are weakened.

Santrock, (2006), indicates that the key question for Thorndike was how the correct stimulus – response (S-R) bond strengthens and eventually dominates incorrect stimulus – response bonds. Looking at these Psychologists, it is clear that punishments are part of school management tools regardless their forms.

2.4 Types of Punishments Used in Secondary in Tanzania

Omari, (2011) has commented that traditionally punishments are of two types which include administering of aversive stimulus and removal of pleasant stimulus when an undesirable response has been done. Administering of aversive stimulus includes corporal punishments while removal of pleasant stimulus includes acts such as removal of smile or not giving permission a student to play games when other students play. According to the writer, both types of punishments seem not to aim at corrective measures but aim at suppression of a behaviour and not positive behaviours. That is students should not only be stopped from misbehaving but also should be helped to have self discipline.

Types of punishments as discipline methods vary from school to school. Simatwa, (2012), in his study has indicated disciplinary methods used by head teachers in establishing and maintaining students' discipline such as expulsion from school, suspension lasting at least for five days, corporal punishments, verbal reprimand, slapping with the hand, pinching with fingers detention from going home, kneeling down in class, guidance and counseling, rewarding good conducts, written warnings and manual labour. According to the writer, these methods vary from school to school.

In Tanzania Secondary schools, punishments are still used solely as classroom and school management tool and mainly being corporal punishments. This can be proved by Feinstein and Mwahombela, (2010), in their article *corporal Punishment in Tanzania's school.* They comment that, the use of corporal punishment is a demonstrable failure in Tanzania and that discipline problems are usually in direct proportional to the amount and quality of teacher's supervision. Furthermore, the Tanzania Partnership for Education (TAPE) founded in 2010 in their campaign against corporal punishments came out with results which show that, Tanzania still uses punishments in schools and mainly physical punishments.

Responses to the article *corporal Punishment in the Tanzania Education System* can indicate that Tanzania still uses corporal punishments in its secondary schools. The following entry was posted in *Tanzania society & culture*. Book mark the *permalink.* On October 31, 2011 at 1:40 PM

    "Dear Joshua,

    I am currently teaching English and Health/Sex Ed in Ngara

,Kagera,Tanzania at a secondary school, forms 1-3. Corporal punishment at my school is heart breaking and the methods my teachers use are clearly illegal (4 strikes with a stick, my students get as close to 7) and it's not always a stick they use"

The above posted response to corporal punishment in the Tanzania Educational system can also be supported by the announcement made by The Deputy Minister for Education and Vocational Training, Mr. Philip Mulugo that corporal punishment will continue to be instituted in public schools to ensure discipline among pupils and students (Tanzania Daily News April 8th 2013). With these indicators, there is no doubt that Tanzania secondary schools use punishments as classroom and school management tool and mainly being physical punishments.

2.5 Presumed Effects of Punishments as School Management Tool

Omari, (2011), has remarked that punishments lead to withdraw mechanisms, frustration, anxiety, displeasure and fear of school subjects especially when the same punitive teacher teaches several subjects to the same person. In Kenya, the research done by Simatwa, (2012), on management of student discipline in secondary schools in Kenya, a case study of Bungoma County shows that there are uses of punishments in Kenyan schools. The researcher indicates some cases whereby Physical punishments were used to the extent of causing injuries and sometimes death. In his study, Simatwa, (2012), indicated that punishments had resulted to poor attendance of students, school dropout and conflicts between teachers and students this leads to poor academic relationship between Students and their teachers.

Figure 2.2: The Use of Corporal Punishment

Source: Google May 2013

2.6 Alternatives Available to Physical Punishments as School Management Tool

Objection to physical punishments in education organization, is a result of ethical and pedagogical bases. Omari, (2011), comments that objections to punishments such as physical are ethical because of pain infliction. Pedagogical opposition of punishments especially physical punishments is because those punishments do not emphasize desirable behaviours and may result to emotional states which can be negative to teachers. Thus punishments, just suppress behaviours but do not eliminate it.

Brisbane, (1994) Says that some people think of discipline only in terms of punishment and that actually is just a small part of effective guidance. From this is seen that punishments should be used when necessary. This is because children cannot be forced to act according to adult standards. However the writer has given

alternatives to punishments such as encouraging appropriate behaviour, setting a good example, telling what is expected, praising appropriate behaviour and offering choices. The same writer has given some forms of punishments for dealing with inappropriate behaviour, such as natural consequences, loss of privileges, ignoring misbehaviour and time out techniques. These forms of punishments have less negative effects compared to corporal punishments. According to this writer corporal punishments should be avoided as they are not effective in helping children learn self discipline.

Davidoff (1987) has given guidelines for using potential punishers with children which are based on research findings as cited by Axerod and Apsche, (1983) and Walters and Grusec, (1977). The guidelines are that the punisher should create a warm and friendly relationship with the child, also one has to choose punishment that will not harm the individual psychologically or physically. Furthermore one has to evaluate the potential of the punishments to make sure that they have the intended effect. The writer does not put side punishments as a school management tool, but rather suggest the proper administering of punishments so as to result to expected behaviuor.

2.7 Knowledge Gap from Literature Reviewed

The findings from various studies have addressed the issues concerning punishments and challenges that the schools face when using punishments in school settings. A research done by Olivier, (2010) on Educator's perceptions of corporal punishment in South Africa, came out with results that, corporal punishments are still used in South Africa despite its abolishment in 1996 whereby section 12   of the South

African constitution states that *Everyone has the right not to be treated or punished in a cruel, in human or degrading way:* and South African schools Act (1996) Says No person shall administer corporal punishment at school to a learner. However in this study evidence indicated learners still receiving corporal punishments from educators.

In Tanzania corporal punishments are still used by passing the law which indicates how to administer legally physical punishments by indicating the number of strokes to be administered by heads of schools. Tanzanian Government insists on the use of corporal punishment to maintain discipline in schools but, is it that students cannot be managed without the use of corporal punishments. Different writers have not indicated the reasons to why is so difficult to abolish physical punishment. There is a need to manage schools using alternatives to corporal punishments so as to help students to learn self discipline.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY AND PROCEDURES

3.1 An Introduction

This chapter provides the description of methodology that was used by the researcher. The area of study, sample and sampling techniques are well explained as well as data collection instruments and data analysis, validity and reliability of the research instruments and ethical consideration.

3.2 Area of the Study

This study was conducted in Mufindi District Council (Mafinga Township). Mafinga town is the headquarters of Mufindi District in Iringa Region in the southern highlands of Tanzania. The town is situated about 80 kilometers from Iringa Municipality which is the regional headquarters. The town is accessible through the TANZAM highway. In this area there are ten secondary schools within the town in which the use of punishments as a classroom management tool was observed from six secondary schools.

3.3 The Study Paradigm

Paradigm refers to the thinking about how to conduct research on any social reality. Omari, (2011) says that there are two prevailing modes of thinking about the conduct of research on any social reality which are quantitative and qualitative approaches to research. The writer says there are three assumptions along which the paradigms differ and that is, ontological where the focus is on the very nature or essence of the social phenomenon being studied, epistemological where it has to do with the bases of knowledge generation, its nature, forms, and how it is acquired, communicated

and utilized and human nature assumptions where the focus is on human nature and the relationship between people and their environment. Thus social reality can either be studied quantitatively (positivism) or qualitatively (postmodernism)

This study will utilize mainly the qualitative approach with the support of some elements of quantitative data. A researcher opts to use this approach because it gives the opportunity to explain and describe the phenomenon as perceived by participants from the community. Kothari, (2009) explains that qualitative approach to a researcher is concerned with subjective assessment of attitudes, opinions and behavior. Quantitative approach will also be employed to collect data and some will be obtained through   interview.

3.4 Research Design

In this   study the researcher opted to use a survey design and six schools were involved. Omari, (2011) comments that the purpose of survey research design is describe systematically a situation, phenomenon, or area of interest, factually and accurately. Survey   research design was considered to be the appropriate method to provide the current researcher with an in depth understanding of perspectives of effects of use of punishments on secondary school students in school as management tool.

3.5 Target Population

The target population in this study was secondary school students whereby form three students and prefects were involved and teachers from respective schools with the categories that involved heads of schools discipline masters and subject teachers.

3.5.1 Sample Design and Sampling Procedures

Omari, (2011) commented that, the process of sampling makes it possible to draw valid inferences on the basis of careful observation of variables within a relatively smaller proportion of the population. In this study, it was not possible to conduct the study on the whole population, hence a small proportion of a population was selected for observations and analysis.

3.5.2 Sample Size

This study based on a sample of respondents obtained from the population of six secondary schools The schools were Ihongole Secondary School, Kinyanambo Secondary School , Mafinga Seminary School, Don Bosco Seminary School, Kawawa Secondary School and Nyamalala Secondary School. There were six discipline masters from the six selected schools, forty one subject teachers from the selected schools, one hundred and ninety four form three students from the selected schools and sixty three prefects from the selected schools.

3.5.3 Purposive Sampling

A researcher decided to use this technique because the researcher wanted to select schools with all the information required. The aim of purposive sampling was to select cases that were likely to be information rich so as to serve the purpose of the study. Therefore purposive sampling was used to select schools, heads of schools, discipline masters, form three students, subject teachers, prefects and form three

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students. These groups seemed to have well experience in the use of punishments as

classroom management tool.

Table 3.1: The Number of Secondary Schools in Mafinga Township

Community schools	Private schools	Faith based schools
1 .Ihongole Secondary school.	1.Kawawa Secondary School	1.Mafinga Seminary Secondary School
2. J J Mungai Secondary School.		2.Don Bosco Seminary secondary School
3. Kinyanambo Secondary School.	2.Nyamalala Secondary Secondary School	3.Bethel Secondary School
4.Changarawe Secondary School.		
5.Luganga Secondary School.		4.Consolata Seminary Secondary School

Source: From field research, 2013

Table 3.2: The Sampled Schools and the Number of Respondents

Respondents' Category	Kinyanambo Secondary	Ihongole Secondary	Don Bosco Seminary	Mafinga Seminary	Kawawa Secondary	Nyamalala Secondary	TOTAL
Heads of schools	01	01	01	01	01	01	06
Discipline Masters	01	01	01	01	01	01	06
Subject Teachers	09	11	03	5	07	06	41
Students' Prefects	14	09	11	07	12	10	63
Form III Students	48	39	25	16	36	30	194
TOTAL	73	61	41	30	57	48	310

Source: From field research, 2013

3.6 Data Collection Instruments

3.6.1 School Records

This study used records concerning school rules, discipline reports and punishments given to students which have been documented. Lincoln and Guba, (1985) stated that records analysis was important because it gave a researcher a general background on the subject that is being studied. That is, official records are vital sources of data and most education projects will require the analysis of records as evidence.

3.6.2 Interview Schedule

According to Krishnaswami and Ranganatham, (2011) an interview does not contain a complete list of items on which information has to be elicited from a respondent. It just contains the broad topics or areas to be covered.

The researcher decided to use interview as well because it allowed the researcher to collect rich data concerning the people's awareness, knowledge, opinions and alternatives on effects of punishments as classroom management tool. Interview was used to heads of schools, discipline masters, and students' prefects.

3.6.3 Rating Scale

According to Krishnaswami and Ranganatham, (2011) rating scale is a recording form used for measuring individual's attitudes, aspirations and other psychological and behavioural aspects. The researcher used rating scale mainly to collect data from heads of schools, discipline masters, subject teachers and form three student. This instrument contained items on which information was elicited from a respondent.

Table 3.3 Data Collection Methods and Instruments

Research Question	Source of Data	Data Collection Methods	Research Instruments
1.What types of punishments are used in secondary schools as classroom management tool?	-Heads of schools -Discipline Masters -Subject Teachers -Form Three Students -Students' Prefects	-Rating scale -Interview -Rating scale -Interview -Rating scale -Rating scale -Interview	-Rating scale guide -Interview guide -Rating scale guide -Interview guide -Rating scale guide -Rating scale guide -Interview guide
2.What are the presumed effects of punishments as classroom management tool?	Heads of schools -Discipline Masters -Subject Teachers -Form Three Students -Students' Prefects	-Rating scale -Interview -Rating scale -Interview -Rating scale -Rating scale -Interview	-Rating scale guide -Interview guide -Rating scale guide -Interview guide -Rating scale guide -Rating scale guide -Interview guide
3.What are the alternatives to physical punishments as classroom management tool?	Heads of schools -Discipline Masters -Subject Teachers -Form Three Students -Students' Prefects	-Rating scale -Interview -Rating scale -Interview -Rating scale -Rating scale -Interview	-Rating scale guide -Interview guide -Rating scale guide -Interview guide -Rating scale guide -Rating scale guide -Interview guide

Source: From field research, 2013

3.7 Data Analysis

In this study data analysis and presentation involved reducing accumulated data to a manageable size, developing summaries and looking for patterns. This involved the data obtained through qualitative approach. This approach need to transform the raw data into a process form of data. According to Bogdan and Biklen, (1982) qualitative approach involves working with data, organizing it, breaking it down, synthesizing, searching for patterns discovering what is important and what is to be learned, and deciding what the researcher will tell others. Since the study used qualitative and quantitative approaches, qualitative data was analyzed through transcription of rating scales and interview forms into text and arranging themes into relevant theoretical constructs which were used on narration and tabulation. The quantitative data was analyzed using the Statistical Package of Social Science (SPSS) 16.0 version.

3.8 Validity and Reliability of Research Instruments

Validity is the quality of the procedure or an instrument used in the research that must be accurate, correct, true, meaningful and right. Reliability is the degree of consistency demonstrated in a study. Hence in this research different instruments were employed such as intervie, school record analysis, and rating scale in order to increase the validity and reliability of the information. Hape, (2005) comments that, no single instrument is adequate in itself in collecting valid and reliable data, that is, no single method can act in isolation because it can be biased or distort the researcher's investigation. However pilot study helped the researcher to test if research instruments can work as expected.

3.9 Research Ethics

Ethics is a matter of principles, the sensitivity to the right of others. Omari (2011) commented that research is supposed to be a clean sophisticated business as all of our lives totally circumscribed and submerged in the research enterprise. Research is therefore important to be conducted with the highest standards of moral and ethical considerations. In order to maintain research ethics, in this study, I followed national regulations guiding the research enterprise by securing research clearance from the Coordinator of Postgraduate Studies of the Open University of Tanzania and permission to conduct research in secondary schools from Educational Officer of Mufindi District.

I also made clear the purpose of the study to participants. I respected participants in terms of their privacy, their rights and confidentiality of the information they supplied by not betraying those who supplied information. I emphasized the social value and benefits of the study such as producing self disciplined members of the society and reducing crimes in society. Also I used fair, consistent and equitable selection of participants rich with information about the study.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter is devoted to analysis and presentation of results of major findings of the research as research questions investigated. Analysis and presentation of findings begins with the preliminary information of characteristics of respondents based on the research questions guiding the study. To achieve these two methods are used. One is the rating scale for heads of schools, discipline masters, subject teachers and form three students. The second method is the interview for heads of schools, discipline masters and school prefects.

4.2 Social Demographic Characteristics

The main targeted groups of respondents in the study area where secondary school students and teachers. Characteristics distributions of respondents include sex, age and education level as detailed.

4.2.1 Sex of Respondents

The Table 4.1 is the frequency and percentage distribution of sex of respondents. A total number of 310 respondents were selected in this study from different secondary schools in the community of the study area. The sex category of respondents shows that about 56.5% of respondents were males as shown in Table 4.1, while 43.5% of respondents were females. This study took gender issue into consideration by involving both sexes because both sexes are involved in the whole issue of punishments as a classroom and school management tool. It was expected that both sexes have enough information on punishments given in secondary schools.

Table 4.1: Sex of Respondents

	SEX				TOTAL	
Respondents' Category	Male Frequency	Percentage	Female Frequency	Percentage	Frequency	Percentage
Students	108	34.8	86	27.7	194	62.5
Prefects	38	12.3	25	8.1	63	20.4
Subject teachers	18	5.8	23	7.4	41	13.2
Discipline masters	06	1.9	00	00	06	1.9
Heads of schools	05	1.6	01	0.3	06	1.9
TOTAL	**175**	**56.5**	**135**	**43.5**	**310**	**100**

4.2.2 Age of Respondents

Frequency and percentage distribution of the age of respondents indicated the following.

Table 4.2: Age of Respondents

YEARS	FREQUENCY	PERCENTAGE
14-20	212	68.4
21-35	74	23.9
36-45	21	6.8
46-55	03	0.9
TOTAL	**310**	**100**

The information from Table 4.2 above shows that 68.4% of respondents were between 14 and 20 years of age, the younger age mainly being secondary school students which are affected by effects of punishments. About 23.9% of respondents were between 21 and 35 years of age. While 6.8% of respondents were between 36 and 45 years of age mainly being teachers. Also 0.9% of respondents were between 46 and 55 years of age, also mainly being teachers. All of these respondents had something to comment on the effects of punishments in secondary schools.

4.2.3 Education Level of Respondents

Frequency and percentage distribution of education level of respondents.

Table 4.3: Education Level of Respondents

	RESPONDENTS' CATEGORY											
Education Level	**Students**		**Prefects**		**Subject Teachers**		**Discipline Masters**		**Heads Of Schools**		**Total**	
	No	**%**	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**
Primary	00	00	00	00	00	00	00	00	00	00	00	00
Secondary	194	62.6	63	20.3	00	00	00	00	00	00	257	82.9
Grade A	00	00	00	00	00	00	00	00	00	00	00	00
Diploma	00	00	00	00	09	2.9	01	0.3	00	00	10	3.2
Degree	00	00	00	00	32	10.3	05	1.6	06	1.9	43	13.9
Total	**194**	**62.6**	**63**	**20.3**	**41**	**13.2**	**06**	**1.9**	**06**	**1.9**	**310**	**100**

The information from table 4.3 above indicates that respondents had different levels of education. Secondary education level had 82.9% of respondents. These were mainly students and prefects. Degree level had 13.9% of respondents and these were teachers. Diploma level had 3.2% of respondents who also were teachers.

4.3 Types of Punishments Administered in Secondary Schools

Question one of these research was to explore the types of punishments administered in secondary schools. To achieve this, the responses to this question were analyzed and appropriate interpretation was made from the results.

Table 4.4: Types of Punishments Administered in Secondary Schools

Types of Punishments	Group	Rate of Usage									
		Very often		Often		Rarely		Not applicable		TOTAL	
	Teachers	**No**	**%**	**no**	**%**	**No**	**%**	**no**	**%**	**no**	**%**
1.Hitting with the hand		00	00	01	0.4	13	5.3	39	15.8	53	21.5
	Students	27	10.9	46	18.6	68	27.5	53	21.5	194	78.5
	Total	**27**	**10.9**	**47**	**19.0**	**81**	**32.8**	**92**	**37.3**	**247**	**100**
2.Slaping with the hand	Teachers	00	00	00	00	16	6.5	37	14.9	53	21.5
	Students	17	6.9	40	16.2	74	29.9	63	25.5	194	78.5
	Total	**17**	**6.9**	**40**	**16.2**	**90**	**36.4**	**100**	**40.4**	**247**	**100**
3.Kicking with the leg	Teachers	00	00	00	00	04	1.6	49	19.8	53	21.5
	Students	10	4.0	14	5.7	65	26.3	105	42.5	194	78.5
	Total	**10**	**4.0**	**14**	**5.7**	**69**	**27.9**	**154**	**62.3**	**247**	**100**
4.Pinching with the fingers	Teachers	00	00	00	00	22	8.9	31	12.6	53	21.5
	Students	16	6.5	23	9.3	77	31.2	78	31.5	194	78.5
	Total	**16**	**6.5**	**23**	**9.3**	**99**	**40.1**	**109**	**44.1**	**247**	**100**
5.Shaking with hands	Teachers	00	00	01	0.4	10	4.0	42	17	53	21.5
	Students	15	6.1	26	10.5	68	27.5	85	34.4	194	78.5
	Total	**15**	**6.1**	**27**	**10.9**	**78**	**31.5**	**127**	**51.4**	**247**	**100**
6. Suspension from school	Teachers	02	0.8	12	4.9	39	15.8	00	00	53	21.5
	Students	70	28.3	73	29.6	46	18.6	05	2.0	194	78.5
	Total	**72**	**29.1**	**85**	**34.5**	**85**	**34.5**	**05**	**2.0**	**247**	**100**
7.Caning with the stick	Teachers	36	14.6	13	5.3	02	0.8	02	0.8	53	21.5
	Students	133	53.8	26	10.5	16	6.5	19	7.7	194	78.5
	Total	**169**	**68.4**	**39**	**15.8**	**18**	**7.3**	**21**	**8.5**	**247**	**100**
8. Detention in going home	Teachers	04	1.6	10	4.0	10	4.0	29	11.7	53	21.5
	Students	13	5.3	25	10.1	62	25.1	94	38.1	194	78.5
	Total	**17**	**6.9**	**35**	**14.1**	**72**	**29.1**	**123**	**49.8**	**247**	**100**
9.Kneeling down in class	Teachers	06	2.4	10	4.0	30	12.1	07	2.8	53	21.5
	Students	77	31.2	70	28.4	31	12.6	16	6.5	194	78.5
	Total	**83**	**33.6**	**80**	**32.4**	**61**	**24.7**	**23**	**9.3**	**247**	**100**
10.Writen warning	Teachers	08	3.2	26	10.5	19	7.7	00	00	53	21.5
	Students	53	21.5	57	23.1	51	20.6	33	13.4	194	78.5
	Total	**61**	**24.7**	**83**	**33.6**	**70**	**28.3**	**33**	**13.4**	**247**	**100**
11.Expulsion from school	Teachers	02	0.8	01	0.4	44	17.8	06	2.4	53	21.5
	Students	19	7.7	52	21.1	93	37.7	30	12.1	194	78.5
	Total	**21**	**8.5**	**53**	**21.5**	**137**	**55.5**	**36**	**14.5**	**247**	**100**
12. Not eating with others	Teachers	00	00	00	00	00	00	53	21.5	53	21.5
	Students	00	00	00	00	00	00	194	78.5	194	78.5
	Total	**00**	**00**	**00**	**00**	**00**	**00**	**247**	**100**	**247**	**100**
13.Squating	Teachers	00	00	06	2.4	25	10.1	22	8.9	53	21.5
	Students	82	33.2	61	24.7	33	13.4	18	7.3	194	78.5
	Total	**82**	**33.2**	**67**	**27.1**	**58**	**23.5**	**40**	**16.2**	**247**	**100**
14. Warning verbally	Teachers	34	13.8	19	7.7	00	00	00	00	53	21.5
	Students	68	27.5	56	22.7	53	21.5	17	6.9	194	78.5
	Total	**102**	**41.3**	**75**	**30.4**	**53**	**21.5**	**17**	**6.9**	**247**	**100**
15. Teacher showing annoyance	Teachers	03	1.2	03	1.2	11	4.5	36	14.6	53	21.5
	Students	13	5.3	46	18.6	54	21.8	81	32.8	194	78.5
	Total	**16**	**6.5**	**49**	**19.8**	**65**	**26.3**	**117**	**47.4**	**247**	**100**

Source: From field research, 2013

4.3.1 Hitting with the Hand

According to the field data on table 4.4, 10.9% of respondents indicated that the type of punishment is used very often, 19.0% of respondents indicated that the punishment is used often, 32.6 of respondents have indicated that the punishment is used rarely, while 37% of respondents have indicated that the punishment is not applied in secondary schools. This result indicates that, hitting with the hand as a physical punishment is used illegally. However its usage has few cases of occurrence.

4.3.2 Slapping with the Hand

This type of punishment is indicated by 6.9% of respondents who indicate that the punishment is used very often, 1.6% of respondents who indicate that the punishment is used often, 36.4% of respondents who indicated that the punishment is used rarely and 40.4% of respondents indicated that the punishment is not applied in secondary schools. The result indicates that slapping with the hand to a large extend is not used however, there are few cases which indicate that the punishment is used illegally.

4.3.3 Kicking with the Leg

The rate of usage of this type of punishment has indicated that 4.0% of respondents have indicated that the punishment is used very often, 5.7% of respondents indicated that the punishment is used often, 27.95 of respondents have indicated that the punishment is used rarely and 62.3% of respondents have indicated that the punishment is not applied in secondary schools. With this result it is seen that,

kicking with the leg is not used in secondary schools; however there are very few cases that indicate its illegal usage.

4.3.4 Pinching with Fingers

This type of punishment has 6.5% of respondents who indicated that the punishment is used very often, 9.3% of respondents have indicated that the punishment is used often, 40.1% of respondents have indicated that the punishment is used rarely and 44.1 of respondents have indicated that the punishment is not applied in secondary schools. Respondents indicated that pinching with is not used in secondary schools however, there are few percentages which indicate its illegal usage in schools.

4.3.5 Shaking with Hands

In this type of punishment, 6.1% of respondents have indicated that the punishment is used very often, 10.9% of respondents indicated that the punishment is used often, 31.5% of respondents have indicated that the punishment is used often, 31.5% of respondents have indicated that the punishment is used rarely and 51.4% of respondents have indicated that the punishment is not applied in secondary schools. This type of physical punishment is not used very often but respondents indicated that it is being used illegally in secondary schools.

4.3.6 Suspension from School

Research results have indicated that 29.1% of respondents have indicated that suspension from school is used very often secondary schools, 34.5% of respondents have indicated that the punishment is used often, also 34.5 of the same respondents have indicated that the punishment is used rarely while 2.0 % of respondents

indicated that the punishment is not applied in secondary schools. This type of punishment has been indicated by almost all respondents to be used with the exception of only 2.0% who said is not applicable in secondary schools.

4.3.7 Caning with a Stick

This type of punishment has 68.4% of respondents who indicated that the punishment is used very often in secondary schools. The other 15.8% of respondents have indicated that the punishment is used often, 7.3% of respondents indicated that the punishment is used rarely and 8.5% of respondents have indicated that the punishment is not applied in secondary schools. The punishment is used widely and is lawful to be used in secondary schools and is one of common physical punishments.

4.3.8 Detention in Going Home

Research data has indicated that 6.9% of respondents indicated that detention is used very often, 14.1% of respondents indicated that the punishment is used often, 29.1% of respondents have indicated that the punishment is used rarely and 49.1% of respondents indicated that the punishment is not applied in secondary schools. This type of punishment is not used very often with the exception of faith based schools whereby some cases indicate its usage.

4.3.9 Kneeling Down in Class

Kneeling down in class has been indicated that is used very often by 33.6% of respondents, 32.4% of respondents indicated that the punishment is used often, 24.7% of respondents indicated that the punishment is used rarely while 9.3% of

respondents indicated that the punishment is not applied in secondary schools. The information indicates that the use of the punishment is very common because only 9.3% of respondents said are not applicable in secondary schools.

4.3.10 Written Warnings

The data from the field indicate that 24.7% of respondents indicate that the punishment is used very often, 33.6% of respondents indicated that the punishment is used often, 28.3% of respondents indicated that the punishment is used rarely and 13.4% of respondents indicated that the punishment is not applied in secondary schools. The punishment is also widely used as an alternative to physical punishment.

4.3.11 Expulsion from School

This type of punishment has been indicated by 8.5% of respondents that is used very often, 21.4% of respondents indicated that the punishment is used often, 55.5% of respondents indicated that the punishment is used rarely while 14.6% of respondents indicated that the punishment is not applied in secondary schools. This type of punishment is not used much in public secondary schools where by process to expel a student takes long. The same punishment is used often by faith based secondary schools.

4.3.12 Not Eating With Others

This type of punishment according to the field data is not applied. It has been indicated by 100% of respondents that the punishment is not applied in secondary schools. With this response, the punishment had no any comment.

4.3.13 Squatting

The punishment has been indicated by 33.2% of respondents that is used very often, 27.1% of respondents indicated that the punishment is used often, 23.5% of respondents indicated that the punishment is used rarely while 16.2% of the respondents indicated that the punishment is not applied in secondary schools. The punishment is used widely. The same punishment can be seen as physical exercise.

4.3.14 Warning Verbally

This type of punishment has been indicated by 41.3% of respondents that the punishment is used very often, 30.4% of respondents indicated that the punishment is used often, 21.5% of respondents indicated that the punishment is used rarely and 6.9% of respondents indicated that the punishment is not applied in secondary schools. This type of punishment is almost second widely used punishment next from caning with a stick.

4.3.15 The Teacher Showing Annoyance

Only 6.5% of the respondents have indicated that the punishment is used very often, 19.8% of respondents indicated that the punishment is used often, while 26.3% of respondents indicated that the punishment is used rarely and 47.4% of respondents indicated that the punishment is not applied in secondary schools. The punishment is not very much seem as a punishment as it is seen that the punisher is the one who is affected much.

4.4 Types of punishments Imposed to Students According to Misbehaviours in Secondary Schools

The study had to explore types of punishments given to students according to various types of misbehaviours in secondary schools. It was observed that, a single misbehaviour receives different types of punishments in different secondary schools. That is, a student's misbehaviour such as physical attack or fighting may result a student being expelled from school or a student may be caned and suspended from school. This depends on whether the school manages discipline using physical punishments or alternatives to physical punishments.

4.5 Presumed Effects of Punishments in Secondary Schools

Question two of this research was to explore presumed effects of punishments in secondary schools, to achieve this; the responses to this question are made from the results.

4.5.1 Poor Attendance of Classes

According to field data, the study has different responses concerning effects of punishments. Poor attendance of classes has 48.9% of respondents who indicated that it is possibly a result of punishment. The other 37.2% of respondents strongly agreed that poor attendance of classes is a result of the effects of punishments and 13.8% of respondents indicated not to agree that poor attendance of classes is a result of the effects of punishments.

4.5.2 School Dropouts Increase

It is possible that punishments can result to school dropouts. This has been indicated by 48.15 of respondents, 32.8% of respondents strongly agreed that punishments

result to the increase of school dropouts and 19.0% of respondents did not agree that

punishments result to the increase of school dropouts.

Table 4.5:   Presumed Effects of Punishments in Secondary Schools

Effects of punishments	Group	Results							
		Strongly agree		Possibly		Don't agree		TOTAL	
		No.	%	No.	%	No.	%	No	%
1.Poor attendance of classes	Teachers	03	1.2	29	11.7	21	8.5	53	21.5
	Students	89	36.0	92	37.2	13	5.3	194	78.5
	Total	**92**	**37.2**	**121**	**48.9**	**34**	**13.8**	**247**	**100**
2.School dropouts increase	Teachers	02	o.8	28	11.3	23	9.3	53	21.5
	Students	79	32.0	91	36.8	24	9.7	194	78.5
	Total	**81**	**32.8**	**119**	**48.1**	**47**	**19.0**	**247**	**100**
3. Conflicts between teachers and students	Teachers	20	8.1	28	11.3	05	2.0	53	21.5
	Students	92	37.2	72	29.1	30	12.1	194	78.5
	Total	**112**	**45.3**	**100**	**40.4**	**35**	**14.1**	**247**	**100**
4.Fear of teachers	Teachers	19	7.7	26	10.5	08	3.2	53	21.5
	Students	97	39.3	66	26.7	31	12.6	194	78.5
	Total	**116**	**47.0**	**92**	**37.2**	**39**	**15.8**	**247**	**100**
5.Frustration among students	Teachers	07	2.8	35	14.2	11	4.5	53	21.5
	Students	73	29.5	93	37.6	28	11.3	194	78.5
	Total	**80**	**32.3**	**128**	**51.8**	**39**	**15.8**	**247**	**100**
6.Displeasure among students	Teachers	08	3.2	23	9.3	22	8.9	53	21.5
	Students	69	27.9	99	40.1	26	10.5	194	78.5
	Total	**77**	**31.1**	**122**	**49.4**	**48**	**19.4**	**247**	**100**
7.Destroy school properties	Teachers	04	1.6	27	10.9	22	8.9	53	21.5
	Students	29	11.7	87	35.2	78	31.5	194	78.5
	Total	**33**	**13.3**	**114**	**46.1**	**100**	**40.4**	**247**	**100**
8.Hatred	Teachers	20	8.1	32	12.9	01	0.4	53	21.5
	Students	89	36.0	80	32.3	25	10.1	194	78.5
	Total	**109**	**44.1**	**112**	**45.1**	**26**	**10.5**	**247**	**100**

Source: From field research, 2013

4.5.3 Conflict Between Teachers and Students

Conflict between teachers and students has got responses from respondents who indicated that they strongly agree as result of punishments. This was indicated by 45.3% of respondents. The other 40.4% of respondents indicated that it is possible for conflict between teachers and students to be a result of punishments and 14.1% of respondents did not agree that punishments can result to conflict between teachers and students.

4.5.4 Fear of Teachers

The field findings Indicates that punishments lead to fear of teachers among students. This has been indicated by 47.0% of respondents who strongly agreed. 37.2% of respondents has indicated that it is possible that punishments can lead to fear of teachers among students. The other 15.8% of respondents did not agree that punishment can result to fear of teachers among students.

4.5.5 Frustration Among Students

There is a possibility that punishments can result to frustration among students. This is indicated by 51.8% of respondents. 32.3% of respondents strongly agreed that frustration among students is a result of punishments while, 15.8% of respondents did not agree that punishments result to frustration among students.

4.5.6 Displeasure Among Students

Possibility of displeasure among students because of punishments has been indicated by 49.4% of respondents. The other 31.1% of respondents strongly agreed that punishments result to displeasure among students while, 19.4% of respondents did

not agree with punishments resulting to displeasure among students.

4.5.7 Destroy School Properties

The study has respondents who indicated that there is a possibility of students destroying school properties because of punishments. This has been indicated by 46.1% of respondents.40.4% of respondents did not agree with students destroying school properties because of punishments while, 13.3% of respondents strongly agreed that punishments can result to students destroying school properties.

4.5.8 Hatred

The responses indicate that it possible for students to hate teachers because of punishments. This is indicated by 45.1% of respondents and 44.1% of respondents strongly agreed that punishments cause students to hate teachers. On the other side, 10.5% of respondents did not agree that punishments cause students hating teachers.

4.6 Alternatives to Physical Punishments in Secondary Schools

Question three of this research was to explore alternatives to physical punishments in secondary schools. To achieve this, responses to this question was made from the results.

4.6.1 Setting a Good Example to Students

The study has come out with different responses on how alternatives to physical punishments are experienced in secondary schools. Setting a good example has been indicated to be used very often by 47.7% of respondents, 38.4% of respondents

indicated that alternative is used often, 7.7% of respondents indicated that the alternative is used rarely and 6.1% of respondents have indicated that the alternative is not applicable in secondary schools.

Table 4.6: Alternatives Available to Physical Punishments in Secondary Schools

Alternatives to physical punishments	Group	Rate of usage									
		Very often		Often		Rarely		Not applicable		TOTAL	
		No.	%	No.	%	No.	%	No.	%	No	%
1.Setting a good example	Teachers	24	9.7	29	11.7	00	00	00	00	53	21.5
	Students	94	38.0	66	26.7	19	7.7	15	6.1	194	78.5
	Total	118	47.7	95	38.4	19	7.7	15	6.1	247	100
2.Telling what is expected	Teachers	29	11.7	17	6.9	07	2.8	00	00	53	21.5
	Students	87	35.2	81	32.8	18	7.3	08	3.2	194	78.5
	Total	116	46.9	98	39.7	25	10.1	08	3.2	247	100
3.Paising appropriate behavior	Teachers	32	12.9	19	7.7	00	00	02	0.8	53	21.5
	Students	84	34.0	67	27.1	28	11.3	15	6.1	194	78.5
	Total	116	46.9	86	34.8	28	11.3	17	6.9	247	100
4.Guidance and counseling	Teachers	14	5.7	25	10.1	14	5.7	00	00	53	21.5
	Students	80	32.4	84	34.0	19	7.7	11	4.5	194	78.5
	Total	94	38.1	109	44.1	33	13.4	11	4.5	247	100
5.Removing of regular awards	Teachers	08	3.2	17	6.8	11	4.5	17	6.9	53	21.5
	Students	14	5.7	39	15.8	72	29.1	69	27.9	194	78.5
	Total	22	8.9	56	22.6	83	33.6	86	34.8	247	100
6.Giving correct feedback	Teachers	11	4.5	23	9.3	12	4.8	07	2.8	53	21.5
	Students	28	11.3	72	29.1	40	16.2	54	21.8	194	78.5
	Total	39	15.8	95	38.4	52	21.0	61	24.6	247	100
7.Neglect the behavior	Teachers	08	3.2	12	4.9	12	4.8	21	8.5	53	21.5
	Students	37	14.9	42	17.0	44	17.8	71	28.7	194	78.5
	Total	45	18.1	54	21.9	56	22.6	92	37.2	247	100
8.Laugh or smile at it	teachers	10	4.0	12	4.9	06	2.4	25	10.1	53	21.5
	Students	12	4.9	15	6.0	62	25.1	105	42.5	194	78.5
	Total	22	8.9	27	10.9	68	27.5	130	52.6	247	100
9. Give extra work	Teachers	02	0.8	02	0.8	16	6.4	33	13.3	53	21.5
	Students	80	32.4	74	29.9	25	10.1	15	6.1	194	78.5
	Total	82	33.2	76	30.7	41	16.5	48	19.4	247	100
10. Tell other students	Teachers	13	5.2	30	12.1	07	2.8	03	1.2	53	21.5
	Students	34	13.7	41	16.6	43	17.4	76	30.7	194	78.5
	Total	47	19.0	71	28.7	50	20.2	79	31.9	247	100
11. Send students out of classes for one or two lesson	Teachers	02	0.8	02	0.8	20	8.1	29	11.7	53	21.5
	Students	76	30.7	60	24.2	32	12.9	26	10.5	194	78.5
	Total	78	31.5	62	25.0	52	21.0	55	22.2	247	100
12.Send	Teachers	01	0.4	06	2.4	26	10.5	20	8.1	53	21.5

Alternatives to physical punishments	Group	Rate of usage									
		Very often		Often		Rarely		Not applicable		TOTAL	
		No.	%	No.	%	No.	%	No.	%	No	%
students home for some days	Students	79	31.9	68	27.5	32	12.9	15	6.1	194	78.5
	Total	80	32.3	74	29.9	58	23.4	35	14.2	247	100
13. Discuss with parents or guardians about student's misbehavior	Teachers	30	12.1	18	7.2	03	1.2	02	0.8	53	21.5
	Students	91	36.8	69	27.9	24	9.7	10	4.1	194	78.5
	Total	121	48.9	87	35.1	27	10.9	12	4.9	247	100
14. Change student's sitting position in class	Teachers	03	1.2	30	12.1	18	7.2	02	0.8	53	21.5
	Students	73	29.5	71	28.7	31	12.5	19	7.6	194	78.5
	Total	76	30.8	101	40.9	49	19.8	21	8.5	247	100
15.Reporting and signing to a teacher	Teachers	14	5.6	29	11.7	02	0.8	08	3.2	53	21.5
	Students	70	28.3	65	26.3	33	13.3	26	10.5	194	78.5
	Total	84	33.9	94	38.0	35	14.1	34	13.7	247	100

Source: From field research, 2013

4.6.2 Telling what is Expected

Telling what is expected as an alternative to physical punishments is indicated to be used very often by 46.9% of respondents, 39.7% of respondents indicated that the alternative is used often. On the other side, 10.1% of respondents indicated that the alternative is rarely used while, 3.2% of respondents indicated that the alter native is not applicable in secondary schools.

4.6.3 Praising Appropriate Behaviour

Praising appropriate behaviour as an alternative to physical punishments has been indicated to be used by 46.9% of respondents who indicated it to be used very often and 34.8% of respondents indicated that the alternative is used often. The other 11.3% of respondents indicated that the alternative is used rarely while, 6.9% of respondents indicated that the alternative is not used in secondary schools.

4.6.4 Guidance and Counseling

Respondents by 44.1% indicated that this alternative is used often while, 38.1% of respondents indicated that the alternative is used very often. On the other side 13.4% of respondents have indicated that the alternative is used rarely and 4.5% of respondents indicated that the alternative is not applicable in secondary schools.

4.6.5 Removing of Regular Awards

The study findings came out with indications that by 34.8% of respondents indicated that this alternative is not applicable while, 33.6% of respondents indicated that the alternative is used rarely. The 22.6% of respondents have indicated that the alternative is used often and 8.9% of respondents indicated that the alternative is used very often in secondary schools.

4.6.6 Giving Correct Feedback

The giving of correct feedback is an alternative to physical punishments whereby its application in secondary schools has been indicated that 38.4% of respondents indicate that is used often while, 24.6% of respondents indicate that the alternative is not applicable in secondary schools. On the other side, respondents indicated that the alternative to be used rarely by 21.0% of respondents and 15.8% of respondents indicated that the alternative is used very often.

4.6.7 Neglecting the Behaviour

This alternative to physical punishments is indicated by 37.2% of respondents who said the alternative is not applicable while, 22.6% of respondents said the alternative is used rarely. Again, 21.9% of respondents said the alternative is used often and

18.1% of respondents said the alternative is used very often.

4.6.8 Laugh or Smile at it

Respondents in this alternative is that, 52.6% of respondents said the alternative is not applicable in secondary schools while, 27.5% of respondents said that the alternative is used rarely. Also 10.9% of respondents said that the alternative is used often and 8.9% of respondents said the alternative is used often.

4.6.9 Give Extra Work

Giving extra work as an alternative to physical punishments has been indicated by 33.2% of respondents to be used very often while 30.7% of respondents indicated that the alternative is used often. Furthermore, 16.5% of respondents said that the alternative is used rarely while, 19.4% of respondents indicated that the alternative is not applicable in secondary schools.

4.6.10 Tell Other Students

Telling other students about another student's mistake instead giving physical punishment as an alternative, is has 31.9% of respondents who said is not applied while, 28.7% of respondents said the alternative is used often. The other 20.2% of respondents said the alternative is used rarely and 19.0% of respondents said the alternative is used very often.

4.6.11 Send Students Out of Classes for One or Two Lessons

This alternative to physical punishments has 31.5% of respondents who indicated that the alternative is used very often while, 25.0% of respondents indicated that the

alternative is used often. The alternative also has 22.2% of respondents who said that the alternative is not applicable and 21.0% of respondents said that the alternative is used rarely.

4.6.12 Send Students Home for Some Days

This type of alternative to physical punishments is indicated by 32.3% of respondents who said that the alternative is used very often while, 29.9% of respondents indicated that the alternative is used often. Respondents by 23.4% indicated that the alternative is used rarely and 14.2% of respondents said the alternative is not applicable in secondary schools

4.6.13 Discuss with Parents or Guardians About Student's Misbehaviour

The response to this alternative to physical punishments is 48.9% of respondents indicated that is used very often while 35.1% indicated that the alternative is used often. On the other side, 10.8% of respondents indicated that the alternative is used rarely and 4.9% of respondents indicated that the alternative is not applicable in secondary schools.

4.6.14 Change Student's Sitting Position in Class

The use of this alternative has been indicated by 40.9% of respondents to be used often while 30.8% of respondents indicated that the alternative is used very often. Respondents by 19.8% indicated that the alternative is rarely used and 8.5% of respondents indicated that the alternative is not applicable in secondary schools.

4.6.15 Reporting and Signing to a Teacher

In this type of alternative to physical punishments, 33.9% of respondents indicated to be used very often while, 38.0% indicated the alternative to be used often. The alternative had 14.1% of respondents who said the alternative is used rarely and 13.7% of respondents who said the alternative is not applicable in secondary schools.

4.7.1 Views on Removing of Physical Punishments in Relation to an Increase or Decrease of Misbehaviours in Secondary Schools

Under this sub section respondents were asked to give their views on the issue of removing physical punishments in secondary schools.

Table 4.7 Responses on the Issue of Removal of Physical Punishments in Secondary Schools

Outcomes of Removing Physical Punishments in Secondary Schools						
Respondents Category	**Misbehaviors Increase**		**Misbehaviors Decrease**		**TOTAL**	
	Frequency	**%**	**Frequency**	**%**	**Frequency**	**%**
Heads of Schools	04	5.3	02	2.7	06	8.0
Discipline Masters	04	5.3	02	2.7	06	8.0
Prefects	34	45.3	29	38.7	63	84.0
TOTAL	**42**	**55.9**	**33**	**44.1**	**75**	**100**

The information from table 4.8 above demonstrates that, 55.9% of respondents have indicated that if physical punishments are removed in secondary schools then misbehaviours will increase. On the other side, 44.1% of respondents indicated that removing of physical punishments in secondary schools will decrease

misbehaviours. The study revealed that even some prefects who are to be punished if they misbehave, said that removing physical punishments such as caning with a stick will increase misbehaviours in secondary schools. This is confirmed by a prefect who said that:

> *If caning is removed in my school then, bad behaviours will increase such*
>
> *as drug abuse, lateness, poor performance of students and making noise*

The interpretation of this is that, even those who are punished feel that they cannot go without physical punishments such as caning with a stick, something which is challenge to the issue of helping students build self discipline.

4.7.2 Views on Effectiveness of Punishments in Maintaining Discipline in Secondary Schools

In this sub section respondents were asked to give their views on how effective are punishments in maintaining discipline in secondary schools.

Table 4.8 Effectiveness of Punishments in Maintaining Discipline in Secondary Schools

Effectiveness of Punishments in Maintaining Discipline								
Respondents' Category	Very Useful		Useful		Not Useful		TOTAL	
	Frequency	%	Frequency	%	frequency	%	Frequency	%
Heads of Schools	04	5.3	02	2.7	00	00	06	8.0
Discipline Masters	04	5.3	02	2.7	00	00	06	8.0
Prefects	34	45.3	29	38.7	00	00	63	84.0
TOTAL	**42**	**55.9**	**33**	**44.1**	**00**	**00**	**75**	**100**

Source: From field research, 2013

The information from table 4.9 demonstrates that, respondents who feel that punishments are very useful in maintaining discipline are 55.9% of respondents. Respondents by 44.1% said punishments are useful in maintaining discipline in secondary schools while, no one of respondents said punishments are not useful. With this information, punishments are seen to be part of school management but still the question is what type of punishments physical or alternative to physical punishments.

4.7.3 Usefulness of Punishments in Creating Conducive Learning Environment in Secondary Schools

Respondents here were asked to give their views on how useful are punishments in creating conducive learning environment in secondary schools.

Table 4: Usefulness of Punishments in Creating Conducive Learning Environment in Secondary Schools

Respondents' Category	Usefulness of Punishments in Creating Conducive Learning Environment							
	Very Useful		Useful		Not Useful		TOTAL	
	Frequency	%	Frequency	%	frequency	%	Frequency	%
Heads of Schools	04	5.3	02	2.7	00	00	06	8.0
Discipline Masters	04	5.3	02	2.7	00	00	06	8.0
Prefects	26	34.7	17	22.7	20	26.7	63	84.0
TOTAL	34	45.3	21	28.1	20	26.7	75	100

The information on table 4.10 shows that, 45.3% of respondents indicated that punishments are very useful in creating conducive learning environment while, 28.1% of respondents indicated that the use of punishments is useful in creating

conducive learning environment. On the other side, 26.7% of respondents indicated that the use of punishments is not useful in creating conducive learning environment. With this information again punishments are seen to be part of school management, but the question is what type of punishments, physical or alternatives to physical punishments.

4.7.4 Usefulness of Alternatives to Physical Punishments in Changing Students Towards Expected Behaviours in Secondary Schools

Under this sub section respondents were asked to give their views concerning how useful are alternatives to physical punishments in changing students towards expected behaviours in secondary schools.

Table 4.10 Usefulness of Alternative to Physical Punishments in Changing Students Towards Expected Behaviours in Secondary Schools

Usefulness of Alternatives to Physical Punishments								
Respondents' Category	Very Useful		Useful		Not Useful		TOTAL	
	Frequency	%	Frequency	%	frequency	%	Frequency	%
Heads of Schools	02	2.7	04	5.3	00	00	06	8.0
Discipline Masters	02	2.7	04	5.3	00	00	06	8.0
Prefects	29	38.7	14	18.7	20	26.7	63	84.0
TOTAL	33	44.1	22	29.3	20	26.7	75	100

The information from table 4.11 above indicates that, 44.1% of respondents said that the use of alternatives to physical punishments is very useful in changing students towards expected behaviours while, 29.3% of respondents said that the use of alternative to physical punishments is useful in changing students towards expected behaviours. Furthermore, 26.7% of respondents said that the use of alternatives to

physical punishments is not useful in changing students towards expected behaviours in secondary schools. The information from the respondents shows that alternative to physical punishments are better in changing students towards expected behaviours than the use of physical punishments.

4.7.5 Whether to Continue   or Not Using Physical Punishments in Secondary Schools

Respondents in this part were asked to give their views concerning whether physical punishments should continue being used in secondary schools.

Table 4.11 Physical Punishments Whether to Continue to be Used or not in Secondary Schools

Physical Punishments in Secondary Schools						
Respondents Category	**To be used**		**Not to be used**		**TOTAL**	
	Frequency	**%**	**Frequency**	**%**	**Frequency**	**%**
Heads of Schools	04	5.3	02	2.7	06	8.0
Discipline Masters	04	5.3	02	2.7	06	8.0
Prefects	20	26.7	43	57.3	63	84.0
TOTAL	**28**	**37.3**	**47**	**62.7**	**75**	**100**

The information from respondents shows that, 62.7% of respondents said physical punishments should not be used while, 37.3% of respondents said it should be used. This is some sort of contradiction because; even some prefects who represent their fellow students indicated that physical punishments should continue in secondary schools.

CHAPTER FIVE

5.0 DISCUSSION

5.1 Introduction

This chapter presents discussion of findings analysized and presented in previous chapter in relation to the research questions and conceptual framework.

5.2 Punishments Used in Secondary Schools

From research findings, it has been observed that, various types of punishments are used in secondary schools. However physical punishments are the leading types of punishments given in secondary schools especially in secondary schools which are non faith based schools.

According to the field data 169 respondents out of 247 respondents who were given the rating scale to rate the usage of caning with a stick as a physical punishment, 68.4% of respondents commented that the punishment is used very often, other physical punishments such as hitting with the hand, slapping with the hand, kicking with the leg and pinching with fingers are used illegally with very few cases. Caning with a stick is legal in Tanzania under the National Corporal Punishments Regulations of 1979.

However Government guidelines in 2000, reduced the number of strokes from six to four strokes whereby only heads of schools should punish. Other teachers should punish under the supervision of the head of the school. According to what the study has found in the field is quite different. Corporal punishments such as caning with a

stick are done by any teacher who feels the need of using it. Again, the number of stokes sometimes exceed that of six strokes. Furthermore, other physical punishments such as hitting with the hand, slapping with the hand, kicking with the leg and pinching with fingers are not allowed to neither heads of schools nor teachers, but are used. This has been indicated by respondents who reported cases where these illegal physical punishments have been used. However, they are used in very few cases compared to caning with a stick. This case is seen in other studies whereby some teachers overdo when punishing.

Simatwa (2012) indicated incidents of injures and death due to overdoing when punishing students. That is, rules and regulations on what punishments and how to be administered, are not followed in many schools with the exception of faith based schools which do not use physical punishments. Olivier, (2010) in his study found that, although South Africa abolished corporal punishments, educators still use it where some cases have been reported.

Also this study revealed that, types of punishments given in secondary schools against misbehaviors are not consistent. The same misbehaviour receives different responses from different secondary schools. For example, misbehaviour such as sneaking out of school has 21.9% of respondents who suggest suspension as a punishment while, 59.9% of respondents suggested caning with a stick as a punishment. Expulsion from school has 7.7% of respondents. That is schools which do not use any of physical punishments suggested suspension or expulsion and these schools are mainly faith based secondary schools. Thus the use of different types of

punishments in secondary schools varies from one school to another depending on how discipline is maintained in a respective school.

5.3 Effects of Punishments in Secondary Schools

Furthermore the findings of this study revealed that there are negative effects due to the use of punishments in secondary schools especially physical punishments, that is, punishments which cause pain on the body of the punished. It has been indicated that fear of the teacher had 47.0% of respondents who strongly agreed that it is a result of punishment given in schools. Again 45.3% of respondents indicated that conflict between teachers and students is a result of punishment given in schools. Also hatred had been indicated by 4.1% of respondents who strongly agreed that is a result of punishments. With all these, punishments especially physical ones have negative effects to students, but no one is willing to take difficult decisions so as to abolish the use of physical punishments in schools which still use. Furthermore the effects of punishments in secondary schools have been poor attendance of classes, conflict between teachers and students, fear of teachers and hatred. All these cannot result producing self disciplined students.

5.4 Alternatives to Physical Punishments in Secondary Schools

This study has observed also that alternatives to physical punishments used in secondary schools are not much effectively used or are used in very few cases, for example setting a good example as an alternative to physical punishments has 47.7% of respondents who said is used very often. Guidance and counseling has only 38.1% of respondents who said it is used very often while, discussing with parents or

guardians about student's misbehaviour has 48.9% of respondents who said is used very often. This shows that, alternatives to physical punishments are mainly used by schools which do not use corporal punishments and these are mainly faith based secondary schools. Therefore, if faith based secondary schools can manage classes without physical punishments, other secondary schools also can do the same so as to begin training and producing self discipline students.

5.5 Challenges in Abolishing Physical Punishments in Secondary Schools

Teachers and even students themselves who are punished understand the negative effects of physical punishments, but schools which use physical punishments such as caning with a stick, do not believe on maintaining discipline without caning with a stick.

For example 55.9% of respondents indicated that if physical punishments are removed in secondary schools, misbehaviors will increase. Again the same percentage 55.9% of respondents said physical punishments are very useful in maintaining discipline in secondary schools. Under the same category of respondents, 45.3% of respondents indicated that physical punishments are very useful in creating conducive learning environment contrary to 44.1% of respondents who said the use of alternatives to physical punishments is very useful in changing students towards expected behaviours.

However a large number of respondents by 62.7% feel that physical punishments should not be used in secondary schools contrary to 37.3% of respondents who said it should be used. With this information it seems there is a fear that abolition of

caning with stick as one of disciplinary method, will result to an increase of indiscipline cases. This fear is for both teachers and students. This situation gives clues to why it is difficult to abolish physical punishments in public secondary schools in Tanzania. Also the situation has been supported by the Deputy Minister for Education and Vocational Training Mr. Mulugo who stressed on the importance of corporal punishments in schools as a means of enhancing performance as the move would keep discipline among the students.

The notion that without caning with a stick, discipline cannot be maintained in secondary schools seems to be very strong to the extent that it paints black what should be seen as good on the side of alternatives to physical punishments. Some students also believe that they cannot behave without being caned with a stick. Thus this study has results which indicate that punishments are used in secondary schools as classroom management tool. In this situation a mixed up usage of legal and illegal punishments is used and especially physical punishments. The lawful physical punishment allowed in secondary schools is caning with a stick. However other forms of physical punishment are also used illegally with few cases. Again different misbehaviour receives different types of punishments from different secondary schools under the same education system.

In this situation, alternatives to physical punishment were expected so as to minimize these negative effects of punishments. However the alternatives to physical punishments are not fully used in many schools. This is indicated by schools whose respondents feel the need of using physical punishments especially caning with a stick while, some respondents do not feel the need of using it.

CHAPTER SIX

6.0 CONCLUSION AND RECOMENDATIONS

6.1 Conclusion

Following the discussion on results obtained in the previous chapter it can be concluded that punishments as whole are part of classroom management. A class in school as an organization has to maintain discipline and one of the ways is by the use of punishments. However there is a need to manage classes using alternatives to physical punishments. That means punishments especially those which are not physical, cannot be removed from school settings.

Physical punishments especially caning with a stick, is a leading physical punishment in public secondary schools and it leads to negative effects compared to other types of punishments which are alternatives to physical punishments. The use of alternatives to physical punishments can help students build self discipline. Therefore there is a need to manage secondary school classes using alternatives to physical punishments so as to train students to be self disciplined in schools and in the society afterwards.

6.2 Recommendations to the Government

Following the findings of the present study, it is here by recommending that;

1. There is a need for a government to address the Ministry of Education and Vocational Training (MOEVIT) to review the use of caning with a stick as a punishment in secondary schools in Tanzania. The situation needs policy reform so as to stop its usage. Alternatives to caning with a stick, can build students with

self discipline so as to improve learning situation in secondary schools by increasing students' interaction with teachers.

2. If at all the policy cannot be reformed, then close supervision should be made in implementing the policy. Teachers should get permission from heads of school before administering caning with a stick and the number of strokes should be monitored.

6.4 Recommendations for Further Research

1. This study had focused only on school punishments on students as classroom management tool in secondary schools; another part of research was left such as how students in secondary schools behave in classroom   without physical punishments. Further research is needed to investigate on this so as to improve the level of performance in terms of building students with self discipline.

2. This study was looking on school punishments as a classroom management tool, the part of effectiveness of school punishments in classroom management was left. Thus the other research could be on the effectiveness of punishments in classroom management so as to see which punishments are effective and why are they effective in classroom management.

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APPENDICES

THE OPEN UNIVERSITY OF TANZANIA

1. RATING SCALE FOR HEADS OF SCHOOLS, DISCIPLINE MASTERS AND SUBJECT TEACHERS. (Mainly in English language)

My name is Ng'owo Augustino a student of Masters of Education in the Open University of Tanzania. (Reg. No. HD/E/007/T.10)

The purpose of this discussion is to share your experiences and views on the types punishments used in schools as class room management tool. As you know the issue of punishments is a current one.

Participant's information (Put tick in a box)

Sex (a) Male [   ]   (b) Female [   ]

 Educational level:

(a)Diploma [   ] (b) First Degree B.A/BSc [   ] (c) Second Degree MA/Msc [   ] (d)

Grade A [   ] (e) Any other (Specify): …………………………………………..…….

……………………………………………………………………….……………..

……………………………………………………………………….……………..

……………………………………………………………………….……………..

……………………………………………………………………….……………..

Age in years: ……..   Position at school: …………………………………………

Grade in Teaching Profession: ………………………………………………………

A. Types of punishments administered in your school

The following are types of punishments used in many secondary schools. Put a tick (√) on the types of punishments used in your school by indicating how often they are used.

Types of punishments	Rate of Usage			
	Very Often	**Often**	**Rarely**	**Not Applicable**
1.Hitting with the hand				
2.Slapping with the hand				
3. Kicking with the leg				
4. Pinching with the fingers				
5. Shaking with hands				
6. Suspension from school				
7. Caning with a stick				
8. Detention in going home				
9. Kneeling down in class				
10.Written warnings				
11.Expulsion from school				
12. Not eating with others				
13.Squarting				
14.Warning verbally				
15.The teacher showing annoyance				

B. Match misbehaviours and types of punishments given in your school.

Letter	Misbehaviours	Match	Letter	Types of punishments
a	Vandalism of school property		A	Hitting with the hand
b	Drug abuse		B	Slapping with the hand
c	Theft of other or school property		C	Kicking with the leg
d	Absenteeism		D	Pinching with the fingers
e	Sneaking out of school		E	Shaking with hands
f	Disobedience		F	Suspension from school
g	Physical attacks or fighting		G	Caning with a stick
h	Lateness		H	Detention in going home
i	Bullying		I	Kneeling down in class
j	Sexual harassment		J	Written warnings
k	Neglecting class works or assignments		K	Expulsion from school
l	Making noise		L	Not eating with others

C. Presumed Effects of Punishments

The following have been the overall effects of punishments on students. Put a tick (√) on how you agree.

Letter	Effects of punishments	Strongly agree	Possibly	Don't Agree
a	Poor attendance of classes			
b	School dropouts increase			
c	Conflict between teachers and students			
d	Fear of teachers			
e	Frustration among students			
f	Displeasure among students			
g	Destroy school properties			
h	Hatred			

D. Alternatives to physical punishments.

The following are alternatives to physical punishment. Put a tick (√) on the alternatives to physical punishments by indicating how often they are used in your school.

Alternatives to physical punishments	Rate of usage			
	Very often	Often	Rarely	Not Applicable
1.Setting a good example				
2.Telling what is expected				
3.Praising appropriate behaviour				
4.Guidance and counseling				
5.Removing of regular awards				
6. Giving corrective feedback				
7.Neglect the behaviour				
8.Laugh or smile at it				
9.Give extra work				
10.Tell other students				
11.Send the student out of classes for one or two lessons				
12.Send students home for some days				
13.Discuss with parents or guardians about student's misbehaviour				
14.Change student's sitting position in class				
15.Reporting and signing to a teacher				

THE OPEN UNIVERSITY OF TANZANIA

2. RATING SCALE FOR FORM THREE STUDENTS. (Mainly in English language and elaborations will be in Swahili where necessary)

My name is **Ng'owo Augustino** a student of Masters of Education in the Open University of Tanzania

Registration No. HD/E/007/T.10

The purpose of this discussion is to share your experiences and views on the punishments used in schools as class room management tool. As you know the issue of punishments is a current one.

Participant's information (Put tick √ in a box)

Sex (a) Male [   ]   (b) Female [   ]

Class Level…………………………..…………….

Age …………………………………….……………

Parent's Occupation: Father …………………………………….…………………

                                            Mother …………………………….…………………..

A. Types of punishments administered in your school

The following are types of punishments used in many secondary schools. Put a tick

(√) on the types of punishments used in your school by indicating how often they are

used.

Types of punishments	Rate of Usage			
	Very Often	**Often**	**Rarely**	**Not Applicable**
1.Hitting with the hand				
2.Slapping with the hand				
3. Kicking with the leg				
4. Pinching with the fingers				
5. Shaking with hands				
6. Suspension from school				
7. Caning with a stick				
8. Detention in going home				
9. Kneeling down in class				
10.Written warnings				
11.Expulsion from school				
12. Not eating with others				
13.Squarting				
14.Warning verbally				
15.The teacher showing annoyance				

B. Match misbehaviours and types of punishments given in your school.

Letter	Misbehaviours	Match	Letter	Types of punishments
a	Vandalism of school property		A	Hitting with the hand
b	Drug abuse		B	Slapping with the hand
c	Theft of other or school property		C	Kicking with the leg
d	Absenteeism		D	Pinching with the fingers
e	Sneaking out of school		E	Shaking with hands
f	Disobedience		F	Suspension from school
g	Physical attacks or fighting		G	Caning with a stick
h	Lateness		H	Detention in going home
i	Bullying		I	Kneeling down in class
j	Sexual harassment		J	Written warnings
k	Neglecting class works or assignments		K	Expulsion from school
l	Making noise		L	Not eating with others

C. Presumed Effects of Punishments.

The following have been the overall effects of punishments on students. Put a tick (√) on how you agree.

Letter	Effects of punishments	Strongly agree	Possibly	Don't Agree
a	Poor attendance of classes			
b	School dropouts increase			
c	Conflict between teachers and students			
d	Fear of teachers			
e	Frustration among students			
f	Displeasure among students			
g	Destroy school properties			
h	Hatred			

D. Alternatives to physical punishments.

The following are alternatives to physical punishment. Put a tick (√) on the alternatives to physical punishments by indicating how often they are used in your school.

Alternatives to physical punishments	Rate of usage			
	Very often	Often	Rarely	Not Applicable
1.Setting a good example				
2.Telling what is expected				
3.Praising appropriate behaviour				
4.Guidance and counseling				
5.Removing of regular awards				
6. Giving corrective feedback				
7.Neglect the behaviour				
8.Laugh or smile at it				
9.Give extra work				
10.Tell other students				
11.Send the student out of classes for one or two lessons				
12.Send students home for some days				
13.Discuss with parents or guardians about student's misbehaviour				
14.Change student's sitting position in class				
15.Reporting and signing to a teacher				

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3. INTERVIEW SCHEDULE FOR HEADS OF SCHOOLS ANDISCIPLINE

   MASTERS (Mainly in English language)

My name is **Ng'owo Augustino** a student of Masters of Education in the Open

   University of Tanzania.

Reg. No. **HD/E/007/T.10**

The purpose of this discussion is to share your experiences and views on the types

punishments used in schools as class room management tool. As you know the issue

of punishments is a current one.

Participant's information (Put tick in a box)

Sex (a) Male [   ]   (b) Female [   ]

 Educational level:

(a)Diploma [   ] (b) First Degree B.A/BSc [   ] (c) Second Degree MA/Msc [   ] (d)

Grade A [ ] (e) Any other (Specify): ……………………………………………

Age in years: ……..   Position at school: ……………………………………….

 Grade in Teaching Profession: ……………………………………………………

1. What will happen if punishments such as physical punishments will not be used in

your school in relation to the increase or decrease of misbehaviours?

2. How effective are punishments in maintaining discipline in your school?

 3. How useful are punishments in creating conducive learning environment in your

   school?

4. How useful are alternatives to physical punishments in changing students towards

expected behaviour in your school?

5. What can you suggest on the use of punishments especially physical punishments

in your school? Should it continue to be used?

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4. INTERVIEW SCHEDULE FOR STUDENTS' PREFECTS. (Mainly in

English language and elaborations in Swahili language where necessary)

My name is Ng'owo Augustino a student of Masters of Education in the Open

University of Tanzania (Reg. No. HD/E/007/T.10)

The purpose of this discussion is to share your experiences and views on the

punishments used in schools as class room management tool. As you know

the issue of punishments is a current one.

Participant's information (Put tick in a box)

Sex (a) Male   [   ]   (b) Female [   ]

Class Level: Form   I [   ]   Form II   [   ]   Form III [   ] Form IV [   ]   Form V [   ]

Form VI [   ]

Age………….   Position …….………………………………………………………

Parents' occupation: Father ……………………………...……………………………...

                                    Mother …………………………….…………………………

1. What will happen if punishments such as physical punishments will not be used in

   your school in relation to the increase or decrease of misbehaviours?

2. How effective are punishments in maintaining discipline in your school?

 3. How useful are punishments in creating conducive learning environment in your

      school?

4. Which alternative to physical punishment is more helpful in changing students

      towards expected behaviour in your school?

5. What can you suggest on the use of punishments especially physical punishments

      in your school? Should it continue to be used?