PUPILS' PERCEPTIONS ON CORPORAL PUNISHMENT IN ENHANCING DISCIPLINE IN PRIMARY SCHOOLS IN TANZANIA SURVEY STUDY OF PRIMARY SCHOOLS AT KAWE WARD IN KINONDONI

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CERTIFICATION

The undersigned, certifies he has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation titled: **"Pupils' Perceptions on Corporal Punishment in Enhancing Discipline in Primary Schools in Tanzania, Survey Study of Primary Schools at Kawe Ward in Kinondoni in Dar es Salaam"** in partial fulfillment of the requirements for degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) the Open University of Tanzania

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DECLARATION

I, **Rukia Hassani Gwando,** do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Signature

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Date

DEDICATION

I dedicate this work to my parents Mr. and Mrs. Hassan Selemani Chigulu Gwando, who participated fully in the foundation of my education with a lot of contributions and unlimited efforts. May Almighty God bless them and give them better health and long life.

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ABSTRACT

This study was about pupils' perceptions on corporal punishment in enhancing discipline in primary schools in Tanzania. The study aimed at: determining pupils' perceptions on the usefulness of CP in enhancing their learning discipline in primary schools: finding out pupils' perceptions on CP in shaping their behaviours in primary schools, and identifying pupils' perceptions on CP in enhancing pupil's self-control in the society. The study used 120 respondents from five primary schools based at Kawe ward in Kinondoni district in Dar es Salaam. Primary data was collected through questionnaire and interview. The data was analyzed quantitatively and qualitatively. The study found that CP was common in primary schools. It was used as mean of controlling pupils. It was further found that most pupils accepted that CP helped them to reach their goals academically. Again, CP was perceived as essential to safeguard innocent pupils against cruel ones. Furthermore, it was found that CP could control pupils' behaviour although there was no significant evidence that CP build confidence among pupils. Again it was found that the application of CP had positive impact to pupils in order to make them behave well in their society. The study recommended that the government should make sure that the implementation of CP in primary schools adheres to the laws stipulated. Again, teachers should not use CP excessively and as a way of terrifying pupils. Furthermore, the society must work very closely between their children and teachers so that wherever CP is applied brings positive impact to the pupil concerned.

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LIST OF ABBREVIATIONS

CP	Corporal Punishment
CRC	Convention on the Rights of the Children
EFL	English as Foreign Language
MoEVT	Ministry of Education and Vocational Training
NASN	National Association of School Nurses
OUT	Open University of Tanzania
SPSS	Statistical Package for Social Sciences
SRC	Social Research Centre
USA	United States of America
WHO	World Health Organisation

CHAPTER ONE

BACKGROUND INFORMATION

1.1   Introduction

This chapter deals with background of the study. It provides information on background of the study, statement of the problem and objectives of the study. It also outlines research questions and gives details on significance of the study as well as organisation of the study.

1.2   Background of the Study

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights: civil, cultural, economic, political and social rights. The Convention sets out these rights in 54 articles and two optional protocols. It voices the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right stated in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services (UNICEF, 2009).

On the other hand, it is widely believed that discipline is required for students in order for them to be successful in education, especially during the compulsory

education period. Eggleton (2001) defines discipline as a training, which corrects, molds or perfects the mental faculties, or moral characters, obedience to authority or rules, punishment to correct poor behaviors. Generally, school discipline is defined as school policies and actions taken by school personnel to prevent students from unwanted behaviors, primarily focusing on school conduct codes and security methods, suspension from school, corporal punishment, and teachers' methods of managing students' actions in class (Cameron, 2006). The main aspects of discipline in schools are respect to each other, punctuality; honest that gives no room for cheating in academics, trust and many others.

Corporal punishment (CP) is among the several types of disciplinary actions taken to develop or maintain discipline in schools (Rosen 1997). Corporal Punishment (CP) is lawful in schools in mainland Tanzania under the National Corporal Punishment Regulations of 1979 pursuit to article 60 of the National Education Act of 1978. Generally, CP is also lawful in the home in both mainland Tanzania and Zanzibar (Global Initiative to End All Corporal Punishment of Children, 2011). Government Guidelines of 2000 has set the number of strokes from six to four and they state that only the heads of schools are allowed to administer the punishment, with penalties for teachers who flout these regulations (MoEVT, 2008).

Based on the above regulations one would believe that use of CP in Tanzania is very rare or controlled. Despite the policy, teachers have been regularly reported to administer CP at recurring intervals in a vast number of government primary schools (MKUKUTA, 2007; Feinstein and Mwahombela, 2010; Frankenberg, Homqvist and Rubenson, 2010).

It is documented that CP is a common practice in Tanzania schools as a means of enhancing discipline (Tarimo, 2006). Kuleana (1997) indicated that CP is the way to make pupils have good manner. Kubeka (2004) reports that teachers in Tanzania were of the view that without using CP discipline in schools could have never been maintained. Students would neither show them respect nor develop the discipline to work hard unless they were beaten or threatened of being beaten and their power as educators would be taken away. Also corporal punishment was seen as quick and easy to administer, while other methods required time, patience and skill, which educators often lacked. The study (*ibid*) further shows that unless they were beaten, children would not think of getting away from wrongdoing, would repeat this misconduct and corporal punishment would restore the culture of learning in schools.

Moreover, the study (*ibid*) reveals that educators had not experienced any harmful effects when it was administered to them as learners so they see no reason why they should not administer CP to their learners as well. Mwananchi (2012) asserts that teachers feel unprotected while students enjoy and feel that no other disciplinary measures such as CP can be applied to them. Thus, CP is seen as the sign of authority of teachers and mechanism of inculcating discipline among students in Tanzanian schools.

However, in some cases especially when used inappropriately, CP causes harm to the subjects. Some scholars like Benjet and Kazdin (2003) are of the view that the use of CP in schools has harmful effects that include implicitly modeling and teaching that violence is an effective approach to solving problems. In Ruvuma region, a teacher was reported to police for having caused serious injury to a student through CP

(Chidye, 2006). That punishment included canning and beating that led the student to lose two legs. Report from Kibaha Secondary School indicated that a male student was hospitalized at Tumbi Hospital after suffered his right broken hand due to severe CP from the teacher (Nkoromo, 2007). It is from this background that this study sought to determine pupils' perceptions on CP in enhancing discipline in primary schools in Tanzania.

1.3   Statement of the Problem

The background of this study has established that CP in primary schools in Tanzania is legally acceptable and its use restricted. However it has been observed that it is a common feature in many schools with teachers believing that it is a symbol of authority and an essential mechanism in maintaining discipline among students. Taking into consideration of these arguments on corporal punishment in Tanzania have been aired by adults, there is a need to determine students' perceptions on effectiveness CP in enhancing discipline in primary schools. Therefore, it is from this gap that drives this study to determine pupils' perceptions in primary schools at Kawe Ward in Kinondoni-Dar es Salaam on corporal punishment in enhancing discipline in primary schools in Tanzania.

1.4   Objectives of the Study

This study had two objectives. These were main and specific objectives.

1.4.1   Main Objective of the Study

The main objective of this study was to determine pupils' perceptions on corporal punishment in enhancing discipline in primary schools in Tanzania.

1.4.2 Specific Objectives

(i)   To determine pupils' perceptions on the usefulness of CP in enhancing their learning discipline in primary schools.

(ii)   To find out pupils' perceptions on CP in shaping their behaviours in primary schools.

(iii)   To identify pupils' perceptions on CP in enhancing pupil's self-control in the society.

1.5   Research Questions

(i)   What are the pupils' perceptions on the usefulness of CP in enhancing their learning discipline in primary schools?

(ii)   What are the pupils' perceptions on CP in shaping their behaviours in primary schools?

(iii)   What are the pupils' perceptions on CP in enhancing pupil's self-control in the society?

1.6   Definitions of Key Concepts

This part defines important key terms, which have been used in this study. These include corporal punishment, discipline and perception.

1.6.1   Corporal Punishment

Scarre (2003) defines the word "corporal" to refer to any punishment applied on body including assault or any means that are meant to cause physical pain or humiliation. Again, corporal punishment can be defined as causing physical pain

deliberately to change behaviour that could be in the form of hitting, punching, spanking, slapping, and pinching using objects such as sticks, belts, and paddles (NASN, 2010). The same meaning will be adapted by this study.

1.6.2 Discipline

Discipline is the process of subordinating immediate wishes, desires, impulses and interests for the sake of more effective and dependable action (Shidler, 2001). Also discipline implies training and helping the child reach required outcomes, set boundaries for behaviour, and practice self-control (WHO, 2009). The same meaning will be applied throughout of this study.

1.6.3 Perception

Perception refers to the process by which we form impressions of other people's traits and personalities. It also refers to the way we try to understand the world around us. The process of perception is essentially subjective in nature, as it is never an exact recording of the event or the situation (Unumeri, 2009). This study will apply the same meaning.

1.6.4 Primary School Student

This is a child who receives primary or elementary education from the ages of about five to fourteen, coming before secondary school and after preschool. This child undertakes first stage of compulsory education in most parts of the world, and is normally available without charge, but may be offered in a fee-paying in some circumstances like in private schools.

1.7   Significance of the Study

The findings of the study is useful for policy and decision makers in establishing training needed for teachers on the effects of corporal punishment in enhancing discipline in primary schools. Decision makers and policy makers at large can use the findings of this study to improve the strategies of dealing with corporal punishment issues in primary schools. The study also is useful to pupils as the use or not use of CP may help them to perform well academically. The study is also important to me as it is one of the fulfillment conditions for completing my Master degree of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania. Furthermore, the study can be used by researchers in identifying the gaps that warrant for research investigation on educational issues.

1.8   Ethical Consideration

Research ethics refers to the type of the agreement that the researcher enters with the research participants. According to Best and Khan (2006) ethical issues in research fall into one of the five categories, which are protection from stress, harm, or danger; informed consent; right to privacy; confidentiality; and honesty with professional colleagues.

Before conducting the study, research permission was secured from the Vice Chancellor of the OUT. Institutional consent will be sought from the Dar es Salaam regional authorities including the Regional Administrative Secretary of Dar es Salaam, District Administrative Secretary of Kinondoni Municipality, and District Primary Officer of Kinondoni Municipality.

The research permit was taken to the selected schools where discussions were held with the heads of the schools concerning the purpose and objectives of the study, together with all processes that took place during the collection of the information or data from the pupils. In each school, a collective consent was sought from the respondents. Thus, respondents decided willingly to participate in the study without any coercion. Moreover, participants were assured about the confidentiality of the information or data to be given and that, it was not meant for any other purpose than the intended purpose of the study.

1.9   Organisation of the Study

This study is organised into five chapters. Chapter one provides the background information and the statement of the research problem. Chapter two is about literature review. Chapter Three deal with research methodology of the study. Chapter four concentrates on findings, analysis and discussion of the study. Chapter five is about summary, conclusions, recommendations of the study and further areas for research.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents literature review of the study. It deals with theoretical and empirical studies related to the title of the study. It also defines key terms that have been used by this study and provides research gap as well as conceptual framework of the study.

2.2   Empirical Studies on Discipline

Laguador and Alcantara (2013) conducted a study on determination of student-discipline problems encountered among Lyceum International Maritime Academy faculty members and their needs to address these problems in implementing classroom management properly. Seventeen (17) faculty members of Lyceum International Maritime Academy were included in the study as respondents from Lyceum of the Philippines University in Batangas City.

The descriptive type of research was utilized in the study. Results showed that Lyceum International Maritime Academy Faculty members encountered cheating more often as number one improper behaviour inside the classroom. Aside from this, copying of assignments from their classmates is another form. They also encountered acts of disrespect, vandalism and use of foul or vulgar language. While the former study was conducted on students' discipline problems in U.S.A, the later study addressed corporal punishment in enhancing discipline in primary schools in Tanzania.

Greflund (2013) conducted a study with the purpose of investigating the extent to which students with Aboriginal status receive disproportionate levels of Office Discipline Referrals and more severe administrative consequences relative to students without Aboriginal status. The participants were all 1,750 students in five rural British Columbia and Alberta elementary and middle schools implementing PBIS. Binary multilevel logistic regression was used to determine to what extent disproportionality was present. Contrary to hypotheses, students with Aboriginal status were no more likely to receive Office Discipline Referrals than students without Aboriginal status. Students with Aboriginal status were more likely, but not statistically significantly more likely, to receive suspensions and harsh administrative consequences from Office Discipline Referrals.

In addition, students with Aboriginal status were more likely, and statistically significantly more likely to receive other or unknown administrative consequences. Since the former study was conducted in Canada on determining students' discipline, the later study was conducted in Tanzania on corporal punishment in enhancing discipline in primary schools.

Garegae (2007) conducted a study on exploration of teachers' views about approaches to discipline experienced in Botswana schools in terms of policy and practice. In particular, the study sought for information on teachers' day-to-day experiences and their views with regard to the implementation of student discipline regulations. Twenty teachers, who had been in the field for at least eight years, were interviewed once. Interview proceedings were recorded and later transcribed verbatim. The study showed that teachers feel disempowered by schools' discipline

regulations, and that students take advantage of such regulations to undermine teachers' authority. Based on the premise that discipline approaches are culturally conceptualized and negotiated, the paper argues that student discipline has grown into an epidemic in Botswana schools because culturally inappropriate approaches are employed. While the former study was about teachers' opinions views about approaches to discipline experienced in Botswana schools in terms of policy and practice, the later study was about CP in enhancing discipline in primary schools in Tanzania.

Mwaura (2015) conducted a study with the purpose of investigating various strategies used by school managers to enforce discipline among secondary schools in Yatta sub-county, Eastern region Kenya. The objectives of the study were: to determine the various causes of students indiscipline in Yatta sub-county, to investigate the various strategies used by school managers to enforce discipline among secondary schools' students in Yatta sub-county and to find out the various ways the school managers involve students in discipline enforcement in Yatta sub-county, Eastern region – Kenya.

The study adopted mixed methods and applied sequential exploratory design which involved quantitative and qualitative procedures in data collection and analysis. The study adopted purposive and simple random sampling techniques. Qualitative data from the interviews and observation schedules was analysed thematically as per set objectives and quantitative data was analysed using descriptive statistics. The study found out that guidance and counselling, punishment, suspension, discussion with guardians and use of clubs and societies were some of the most frequently used

strategies in enforcing discipline in schools. The study also found out that the most commonly used methods in enforcing discipline in secondary schools were; guidance and counselling, punishment and discussion with parents. While the former study was mainly concern with various strategies used by school managers to enforce discipline among secondary schools in Kenya, the later study dealt with pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

2.3   Empirical studies on Corporal Punishment

Different empirical studies have been scrutinised for the sake of this study. These include worldwide and Tanzania related. The following are some of the key empirical studies which have been reviewed for this study

2.3.1   Worldwide Related Empirical Studies

Mamatey (2010) conducted a study on South Korean English as Foreign Language (EFL) teachers' perceptions of corporal punishment in school: cultural vs. educational system. The study used interview-based, qualitative study method in a Korean public middle school; six Korean EFL teachers were interviewed. It was determined that educational system factors led Korean EFL teachers to use and/or support the use of corporal punishment rather than the belief that corporal punishment helped their students.

The teachers acknowledged some of the negative effects, but most of them believed the benefits outweighed the negatives, which in turn led them to perceive corporal punishment as beneficial in managing Korean EFL classrooms, particularly classrooms with 40 or more students. Since the former study was about teachers'

perceptions of corporal punishment in Korea, the later was about pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Kilimci (2009) conducted a study on teachers' perception of corporal punishment as a method of discipline in elementary schools with the aims of examining corporal punishment as a tool for providing discipline in education: tendency of the elementary school teachers and administrators to resort to corporal punishment as a method of discipline, why they consider it as a primary discipline method and what they suggest to eliminate corporal punishment.

Based on the observations and interviews of 122 respondents, the result of the research revealed that children are the victims of corporal punishment at elementary schools. Both the observations and the interviews proved that children's rights were abused. While the former study was about teachers' perception of corporal punishment as a method of discipline in elementary schools, the later was about pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Naz, Waseem, Umar, Mohammad, and Qaisar (2011) conducted a study on the impacts of corporal punishment on students' academic performance/career and personality development up to secondary level education in Khyber Pakhtunkhwa Pakistan. Data was collected from 360 respondents of primary and high schools' students using stratified random sampling technique through proportional allocation method using interview schedule. The data was analyzed by applying Chi-square test and processed in the form of tables, while discussions have been made on the basis

of findings and results. The results show that corporal punishment has multidimensional impacts upon students' academic performance/career, psyche and personality development. However, the later study was about pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Henry (2011) conducted a study on corporal punishment in schools in Egyptian schools. The study, which was a survey by itself, employed its sample from graduated students, parents and teachers amounting to 300. The research findings demonstrate that corporal punishment in schools is highly correlated to family acceptance by practicing corporal punishment at home and lack of parental reporting of corporal punishment practiced by teachers, in addition to the school acceptance through having school principals practice corporal punishment and tolerate teachers using it, failure to respond to parents' complaints by taking action with teachers, lack of communication with parents, and inability to assign tasks to the social workers. Since the former study was conducted in Egypt involving teachers, graduate students and parents, the later study was based on pupils' perception of corporal punishment in enhancing school discipline in Tanzania.

Twum-Danso (2010) conducted a study on children's perceptions of physical punishment in Ghana with the aim of exploring the extent to which children in Ghana perceive physical punishment. The study used observation, interview and questionnaire to collect data from 158 respondents. It was found by the study that people experienced methods of child discipline which are more akin to positive parenting practices that have been introduced into the country as a result of the tremendous socioeconomic changes that have taken place in the past 20 years or so.

The research showed that physical punishment was not only a feature of the parent child relationship, it was also a characteristic of the adult-child relationship more generally, with many adults accepting that relatives, friends, neighbours and teachers can also use physical methods of punishment on their children. The study found that most adults strongly believed in the importance of physical punishment as part of the socialization process, not only because of the stress placed on cultural values that must be imbibed by all children in order to ensure they grow up into 'good adults. While this study was mainly concern with physical punishment at home, the later study concentrated on pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Shumba (2012) conducted a study on issues and challenges faced by teachers on use of corporal punishment in Zimbabwean schools. A case study design that is mainly qualitative in nature with some aspects of the quantitative approach was used in this study. Data were collected manually from the perpetrators' files kept at the Masvingo regional offices. The study found 17 cases of unauthorised corporal punishment in schools reported to the Ministry of Education, Sport and Culture in Masvingo region of Zimbabwe. The study also found that teachers committed 17 cases of unauthorised corporal punishment, which were not reported. These findings showed that the victims for fear of reprisals never report most cases of corporal punishment to the authorities by the perpetrators. While the former study was based on the issues and challenges faced by teachers on use of corporal punishment in Zimbabwean schools, the later study concentrated on pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Busienei (2012) conducted a study on alternative methods to corporal punishment and their efficacy. The study aimed at investigating the alternative methods which teachers use instead of corporal punishment and the efficacy of these methods of student behaviour management. The study, which was conducted in Eldoret Municipality of Rift Valley province, comprised the population of secondary school teachers in Eldoret Municipality. Proportionate sampling technique was used to select 161 teachers from the 10 public secondary schools representing all the 3 strata of secondary schools in the Municipality.

Data was collected using a closed-ended questionnaire. It was found that, although teachers use alternative methods to corporal punishment, they believe that they are less effective compared to corporal punishment. In view of the findings, the study recommends urgent need to create awareness on alternative methods to corporal punishment and also on the overall effects of corporal punishment on the child. While the former study was about alternative methods to corporal punishment and their efficacy that was conducted to secondary school teachers in Kenya, the later study dealt with pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Julius (2008) conducted a study on an assessment of the extent of use of corporal punishment in secondary schools in Kenya. The specific objectives for the study were: to find out the forms of punishment meted on students in secondary schools in Muthambi Division, to find out the efforts in place to use positive discipline to curb infraction in secondary schools in Muthambi Division, to investigate students and teachers preferences in regard to correction of infraction in Muthambi Division and

lastly, to find out why the use of corporal punishment has persisted in secondary schools in the secondary schools in Muthambi Division despite the ban by the government. The study employed 300 total populations of the respondents. The study adopted a descriptive survey design. Stratified random sampling was used to sample schools where teacher and student respondents were drawn from.

The data was analyzed using Statistical Package for Social Sciences (SPSS). It was clear from the findings that corporal punishment is in use in most of the schools in the division. However, unlike reports about negative perception of guidance and counselling among students, students are today increasingly seeking help from the guidance and counselling departments in the secondary schools at their own volition in the division. While the former study was to assess the extent of use of corporal punishment in secondary schools in Kenya, the later study was about pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Kimani, Augustine, and Teresa (2013) conducted a study on teachers and pupils' views on persistent use of corporal punishment in managing discipline in primary schools in Starehe division, Kenya. This study aimed at investigating teachers and pupils' views on use of corporal punishment in primary schools. The study adopted a descriptive survey research design. Simple random sampling was used to select 60 teachers and 300 pupils from the thirty public primary schools in Starehe Division. Questionnaires and interview were used to collect data from the pupils and teachers. The study found that corporal punishment was a regular school experience for the pupils. Everyone in authority at school including prefects administered corporal punishment. The most prevalent forms of corporal punishment used among pupils at

school were canning, slapping, kneeling down, pinching, pulling hair/ears and forced manual work. Teachers and pupils perceived corporal punishment as part of school ethos and culture. However, the later study was about pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

2.3.2 Tanzania Related Empirical Studies

Haji and Theodora (2013) conducted a study on the effects of corporal punishment in Zanzibar primary schools. Using a comparative case study design, the study focused on four primary schools, two randomly selected and two purposely selected pilot schools under alternative means to discipline in Southern Region of Unguja. Data were collected using questionnaire as the main instrument of data collection, coupled with interviews, documentary review and observation. The total population of the study was 125 respondents. Overall results indicated that corporal punishment was poorly managed in schools not under alternative means to discipline project and that there is community including teachers and parents awareness on alternative means to discipline pupils. While this study was about the effects of corporal punishment in Zanzibar primary schools, the later study was about pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Likewise, the society thinks and has an opinion that CP should continue be practiced in schools since behaviour of the children is becoming low and threatening to forthcoming ideal society. Kimani, Augustine, and Teresa (2013) assert that in Kenya, teachers and pupils perceived corporal punishment as part of school ethos and culture.

Hecker, Katharin, Dorothea, and Thomas. (2014) conducted a research on corporal punishment and children's externalizing problems: a cross-sectional study of Tanzanian primary school aged children. This study aimed at assessing the occurrence of corporal punishment at home and in school in Tanzanian primary school students. The study used interview to gather information from 409 children (respondents).

The study found that nearly all children had experienced corporal punishment at some point during their lifetime both in family and school contexts. Half of the respondents reported having experienced corporal punishment within the last year from a family member. A multiple sequential regression analysis revealed that corporal punishment by parents or by caregivers was positively related to children's externalizing problems. This study provides evidence that Tanzanian children of primary school age are frequently exposed to extreme levels of corporal punishment, with detrimental consequences for externalizing behaviour. This study was about corporal punishment and children's externalizing problems. However, the later study was about pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Yaghambe (2013) conducted a study on disciplinary networks in secondary schools: policy dimensions and children's rights in Tanzania. The study was conducted in 10 secondary schools accounting for 50 teachers and 104 students. A descriptive qualitative methodological approach was largely followed, using semi structured questionnaires; interviews and observations to collect data. Quantitative tabulation of some data was only used prior to further qualitative exploration. The findings

suggested that the use of physical and corporal punishment method was often degrading to students but less effective. While the former study was about disciplinary networks in secondary schools, the later study dealt with pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

Feinstein and Lucas (2010) conducted a study on descriptive information regarding corporal punishment in Tanzania's O-level secondary schools. The study employed teachers and students amounting to 448 from public and private schools in Iringa. The researchers used questionnaire and interview as research instruments. The study found that corporal punishment was common form of punishment in secondary schools. Teachers supported the use of corporal punishment but believed in moderation. It was also found that the majority of teachers and students were unaware of national laws to restrict corporal punishment. It was further found that there was an agreement between teachers and students that corporal punishment to be used for both major and minor offenses such as misbehaviour and tardiness. However, it was also found that students disliked the practice and believed it was ineffective and resulted in economical, as well as physical and distress. While the former study was conducted in secondary schools about corporal punishment, the later study was conducted in primary schools on pupils' perceptions of corporal punishment in enhancing school discipline in Tanzania.

2.4   Syntheses and Research Gap

Most of the studies which were conducted abroad were about factors affecting the link between physical discipline or corporal punishment and child externalizing problems as well as teachers and students' views on corporal punishment (Mamatey,

2010); (Henry, 2011); (Twum-Danso, 2010); (Shumba, 2012); (Julius, 2008); and (Kimani, Augustine, and Teresa, 2013). Other studies conducted in Tanzania concentrated on effects of corporal punishment to students (Haji and Theodora, 2013); (Hecker, Katharin, Dorothea, and Thomas, 2014); (Yaghambe (2013); and (Feinstein and Lucas, 2010) to mention but a few. Thus, the empirical literature reviewed did not show any study dealing with the perceptions of primary school pupils on corporal punishment at Kawe ward in Tanzania. It is from this ground that makes this study to bridge the existing gap. Generally, this chapter was about literature review in which most literature was reviewed that led to identification of research gap of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents research paradigm and design, area of the study, target population, sampling and sample size that was used to obtain sampled schools and respondents. Moreover, the chapter deals with sources of data, data collection instruments, measurement of variables, data analysis as well as ethical considerations. This chapter focuses on the following Specific objectives of the study:

(i)   To determine pupils' perceptions on the usefulness of CP in enhancing their learning discipline in primary schools.

(ii)   To find out pupils' perceptions on CP in shaping their behaviours in primary schools.

(iii) To identify pupils' perceptions on CP in enhancing pupil's self-control in the society.

3.2   Research Approach and Design

3.2.1 Research Approach

Research paradigm is a perspective based on the set of shared assumptions, values, concepts and practices (Johnson and Christensen, 2010). This study, which is about pupils' perceptions of corporal punishment at primary schools in Tanzania, used quantitative and qualitative approaches in gathering direct opinions of respondents. According to Creswell (1994) quantitative research is a type of research that explains phenomena by collecting numerical data that are analyzed using mathematically

based methods (in particular statistics). The quantitative approach was used because according to Khan (2006) the researcher wanted to gather objective information from many respondents for making generalization. The advantages of quantitative are that: It can be used when large quantities of data need to be collected and it can usually be generalized to the population.

3.2.2   Research Design

There are several types of research designs including survey method. According to Pinsonneault and Kraemer (1993) a survey is a means for gathering information about characteristics, actions, or opinions of large group. Survey was used to determine characteristics, actions and opinions of students, teachers and other education stakeholders on the use pertaining to CP. Since they were large group, survey was suitable to this study. This study used a survey design to determine pupils' opinions or beliefs about use of corporal punishment in relation to discipline in primary schools.

3.3   Population of the Study

A population is a specific group of individuals who can provide answers to the research questions (Mugo, 2002). The target population of this study comprised of pupils in public primary schools in Kawe Ward in Kinondoni Municipality in Dar es Salaam. This ward has seven public primary schools with a total population of 5996 pupils (Ward Educational Officer and Head Teachers, 2015).

3.4   Sampling Procedures and Sample Size

It is not possible to deal with the entire targeted population, nor is it necessary, and therefore the study identified a portion of the population as a sample. Cohen,

Manion, and Morrison (2000) define a sample as strategic and purposive category of respondents who provide information for the study. According to Kombo & Tromp (2007), sampling is to sieve respondents from what one can draw conclusions concerning the population.

3.4.1 Sampling of Schools

This study used purposive sampling in selecting schools. The schools conducted were the ones that had been observed to be using corporal punishment by the researcher, namely Mirambo, Kawe A, Kawe B, Tumaini, and Ukwamani. The Standard Six students in each school were selected. The reason for choosing Standard Six was that they had been in schools for long time and therefore had enough experience with matters relating to CP. Standard Six classes in each school had four streams. Only one stream was selected by the researcher so as to avoid interrupting many pupils' and teachers' activities. Random sampling was used to select streams and pupils in respective schools.

3.4.2 Sampling Procedures

Since time was limited, the researcher could not be able to gather data from large population. Proportionate sampling was used to select the students from each school in order to ensure equal representation of the respective schools. Proportionate sampling is a method whereby a researcher divides the population into homogenous strata and then selects individuals from each stratum by simple random sampling in proportion to the total number that describes the stratum (Fraenkel & Wallen, 2000). In selecting the sample from each school, simple random sampling technique by way of numbering was employed.

3.4.3   Sample Size

According to Evans, Hastings, and Peacock (2000) sample size of the study is the number of observations in a sample. The sample size of this study was determined by time of conducting the study and having reasonable representative sample that could bring no biases in bringing up the results. This study used a sample of 120 respondents from five schools. Each school provided 24 respondents who were chosen from each school. Both girls and boys were equally randomly chosen in each class. According to their gender groups, each pupil picked hidden numbers 1-10 written in flash cards, while other cards were empty. This led the researcher to get 20 respondents in each class. Those who picked number one to ten were sampled as the respondents of the study and were given questionnaire to fill in. Four leaders in each school, two monitors and two prefects were interviewed.

3.5   Data Collection Instruments

Data collection instruments are tools used to record the information that is gathered through a particular method. Tools are central to quantitative data collection because quantitative methods rely on structured, standardized instruments like questionnaires.

3.5.1   Questionnaire

Questionnaire was used to collect data and information from the respondents on the perceptions of primary school pupils on corporal punishment. Keya; Makau; Amani, and Omari (1989) defines questionnaire as a set of questions that are drown up to meet the objectives of the survey. The researcher applied questionnaire because it encouraged great honest, possibilities of enquiring absent attitude and opinions, and within a short time, one could collect a lot of information. The questionnaire

determined pupils' perceptions on the usefulness of CP in enhancing their learning discipline in primary schools; pupils' perceptions on CP in shaping their behaviours; and pupils' perceptions on CP in enhancing pupil's self-control.

The research instrument was initially prepared in English language. Most primary school students in Tanzania have very low competence in English language. For validity reasons the instrument was presented in Kiswahili, the language which is conversant to all the targeted respondents. To remove ambiguities the English version was translated into Kiswahili by one expert and then the Kiswahili version was translated back into English language by another expert. The above process guided the researcher to produce the final Kiswahili version used in the study.

3.5.2   Interview

The interview is the most common method used in collecting qualitative research data. It is a two-person conversation initiated by a researcher for the purpose of obtaining relevant information that answers the research questions posed (Corbin and Strass, 2008). Respondents' opinions were important in either supporting or opposing what indicated in the questionnaire. In this study few respondents namely two class monitors and two prefects participated in the interview in each school. The total of respondents interviewed was twenty. These respondents gave their opinions on matters pertaining to CP. The respondents answered the questions in Kiswahili.

3.6   Data Analysis

Kombo and Tromp (2006) defined data analysis as the process of examining what has been collected in a survey or in experiment and making deductions and

inferences. This study used quantitative and qualitative approaches to analyse data. Quantitative data for this study was analyzed with the help of Statistical Package for Social Sciences (SPSS). Data collected was entered into SPSS programme and then commended to produce tables with frequency and percentages for analysis and discussion. Qualitative approach was used to describe that obtained through interview.

CHAPTER FOUR

RESULTS PRESENTATION OF FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. It also analyses and discussions the findings. The first part gives the profile of the respondents. The findings, analysis and discussions are presented in the contexts of specific objectives i.e. to determine pupils' perceptions on the usefulness of CP in enhancing their learning discipline in primary schools; to find out pupils' perceptions on CP in shaping their behaviours in primary schools; and to identify pupils' perceptions on CP in enhancing pupil's self-control in the society.

4.2 Profile of the Respondents

The general characteristic of the respondents of this study is presented below:

4.2.1 Names of the Schools and Sex of the Respondents

Table 4.1 below shows names of the schools and sex of the respondents.

Table 4. 1: Names of the Schools and Sex of the Respondents

Names of the schools	Boys	Girls	Number of Respondents	Percentage
Kawe A	12	12	24	20.0
Mirambo	12	12	24	20.0
Kawe B	12	12	24	20.0
Ukwamani	12	12	24	20.0
Tumaini	12	12	24	20.0
Total	**60**	**60**	**120**	**100.0**

Source: Field data 2015

Table 4.1 shows that the data was collected from 120 respondents in five schools, each contributing 24 respondents and that both boys and girls were represented equally, i.e. 50% of each.

4.2.2   Sex of the Respondents

Table 4.2 below shows sex of the respondents from five schools as indicated in table 4.1.

Table 4.2: Sex of the Respondents

Sex	Number of Respondents	Percentage
Boys	60	50.0
Girls	60	50.0
Total	**120**	**100.0**

Source: Field Data, (2015)

Table 4.2 above indicates that in this study both boys and girls were represented equally, i.e. 50% each. It should be noted that 100 respondents were given the questionnaires while 20 respondents were interviewed.

4.3.1   Application Corporal Punishment in Schools

The researchers wanted to determine if CP was applied in respective schools and the results are shown in table below.

Table 4.3: Application Corporal Punishment in Schools

Responses	Frequency	Percent
Strongly Agree	55	46.0
Agree	42	35.0
Undecided	3	2.0
Disagree	6	5.0
Strongly Disagree	14	12.0
Total	**120**	**100.0**

Source: Field Data, (2015)

Table 4.2 indicates that 55(46%) of the respondents strongly agreed that CP was applied in their respective primary schools, 42 (35%) agreed that CP was applied in primary schools 3 (2%) were undecided. Fourteen respondents (12%) strongly disagreed that CP was used in primary schools, while 6 (5%) of the respondents disagreed that CP was applied in primary schools. Thus, 81% of the respondents agree that CP was applied in their respective school. In each school most respondents strongly agreed or agreed that CP was commonly used their respective school while a few respondents disagreed.

During the interview, all twenty students said that CP was applied in their schools. One of the students said:

> In our school…stick is applied. Once you make mistake including coming late to school you get beaten…You only get out of this is you are punctual or you are not caught…otherwise you get punished (student, interview, 2015).

These results meant that CP was common in primary schools despite few pupils to deny the application of it at their schools. These few pupils denied the application of CP at their schools for various reasons. The researcher assumes that they feared to be noted by their teachers in which they thought to be punished later on; and they might have wanted to keep secret of their teachers in applying CP. These results concur with those of MKUKUTA (2007); Feinstein and Mwahombela (2010); and Frankenberg, Homqvist and Rubenson (2010) who assert that in Tanzania teachers have been regularly reported to administer CP at recurring intervals in a vast number of government primary schools.

4.3.2   Corporal Punishment and Learning Process

The researcher wanted to know if respondents believed that CP helps in the learning

processes of pupils. Table below indicate the results.

Table 4.4: Corporal Punishment Enhancing Learning Processes

Responses	Frequency	Percent
Strongly agree	62	52
Agree	38	32
Undecided	2	2
Disagree	9	7
Strongly disagree	9	7
Total	**120**	**100.0**

Source: Field Data, (2015)

Table 4.3 above illustrates that 62 (52%) and 38 (32%) of the respondents strongly

agreed and agreed respectively that CP helped pupils in learning process. Nine

respondents (7%) disagreed that CP helped pupils in learning process and the same

number of respondents strongly disagreed. Two (2%) of the respondents remained

undecided on this issue. Thus, 84% of the respondents agree or strongly agreed that

CP enhance learning process. Only 14% had the opposite opinion.

During the interview, there were different views on the issue. Some respondents

argued that CP helped students in learning process while others were against it. One

respondent who was pro CP said that:

> It helps us to perform well in our studies; some pupils need CP in
>
> order to do their work. If there is no CP some students can't do
>
> their academic works as some of them are cruelty.

Another respondent said:

> Sometimes it helped… when a pupil perform well the teacher
>
> becomes happy…most teachers don't use CP for their own desire
>
> but they want us to study hard.

However, others argued against CP by saying they could learn without CP. One of the respondents said that CP helped nothing to learning instead of hurting them.

> CP is not good as it makes a pupil to think about CP instead of
>
> learning. It makes some pupils not to come to school for fearing
>
> beating.

The interview conducted showed most pupils accepted the use of CP as it helped them to reach their goals academically. However, it was argued that CP could succeed only if it was properly used. Looking at the data given, the results meant that most of the respondents perceived CP as contributing to the learning process while others perceive CP as hindering the learning process.

There are several reasons for the respondents to believe that CP is helpful in enhancing learning. For example, some cultures in Tanzania have been believe that CP is one of stimuli of making pupils study hard and that some pupils who are truant need something like CP to get them back in the line. In the same token, just as this study has revealed, some teachers believe that CP is has positive effect on students while others have the opposite view. Mamatey (2010) found that teachers acknowledged some of the negative effects, but most of them believed the benefits outweighed the negatives, which in turn led them to perceive corporal punishment as

beneficial in managing Korean EFL classrooms, particularly classrooms with 40 or more students. Likewise, Naz, Waseem, Umar, Mohammad, and Qaisar (2011) found that corporal punishment has multidimensional impacts upon students' academic performance/career, psyche and personality development.

4.3.4 Corporal Punishment in Creating Effective Classroom Learning Environment

The study determined if respondents believed that CP created positive learning environment in primary schools. The results were as shown in the table below.

Table 4.5: Corporal Punishment in Creating Positive Learning Environment

Responses	Frequency	Percent
Strongly Agree	65	54.0
Agree	29	24.0
Undecided	4	3.0
Disagree	9	7.0
Strongly Disagree	13	12.0
Total	**120**	**100.0**

Source: Field Data, (2015)

The data in Table 4.7 reveals that 65 (54%) of the respondents strongly agreed that CP created positive learning environment in their respective schools and 29 (24%) agreed. Thirteen respondents (12%) strongly disagreed that CP created positive learning environment and 9 (7%) respondents disagreed while 4 (3%) of the respondents were undecided on this issue. Thus, most respondents (78%) believe that CP create positive learning environment in schools.

During the interview, the majority interviewees said that CP created positive learning environment as it suppresses misbehavior among students. Most of the interviewees said:

> There are some pupils who are not pleasant at all…they disturb others without any reasons…some of these pupils are very dangerous to others…without CP the schools become a worst place to stay.

These results imply most respondents perceived that CP was essential in primary schools to safeguard innocent pupils who could be disturbed by the misbehaving ones. Thus, unpleasant pupils made CP to be one of the means of making positive learning environment at primary schools.

4.4 Pupils' Perceptions on CP in Shaping their Behaviours in Primary Schools

Pupils' Perceptions on CP in shaping their behaviours in primary schools was another specific object of this study. This object was examined through the following context:

4.4.1 Corporal Punishment and Student Confidence

Table below reveals the results of pupils' opinion on if CP helped in building confidence among primary schools students.

The data in Table 4.5 reveals that 34 (28%) respondents strongly disagreed that CP built confidence among pupils of primary schools, 23 (19%) disagreed. The Table also shows that while 26 (22%) of the respondents strongly agreed that CP built

confidence among pupils of primary schools, 24 (20%) agreed. Thirteen respondents i.e. 11% of the respondents were undecided. Thus, more (47%) of the respondents disagree that CP built confidence among pupils of primary schools compared to 42% who agree that CP built confidence among pupils of primary schools.

Table 4.6: Corporal Punishment in Building Confidence

Responses	Frequency	Percent
Strongly Agree	26	22.0
Agree	24	20.0
Undecided	13	11.0
Disagree	23	19.0
Strongly Disagree	34	28.0
Total	**120**	**100.0**

Source: Field Data, (2015)

During the interview, it was revealed that CP was not an important factor in confidence building. One of the interviewees said that:

> CP reduces confidence among us…some pupils fear to try to answer questions thinking that once they give wrong answers they get punished. Sometimes, few students fail to attend classes (lessons) of teachers who seem to canning oriented.

These results meant that CP was nothing with building confidence among pupils in primary schools. It reduced confidence among them and made them submissive, which was not good for their mental development.

4.4.2   Corporal Punishment in Reducing Violence in Schools

The question whether CP reduced violence among primary school pupils was answered by respondents as shown in the Table below.

Table 4.7: Corporal Punishment in Reducing Violence in Schools

Responses	Frequency	Percent
Strongly agree	61	51.0
Agree	31	26.0
Undecided	9	7.0
Disagree	5	4.0
Strongly disagree	14	12.0
Total	**120**	**100.0**

Source: Field Data, (2015)

Table 4.6 illustrates that 61 (51%) strongly agreed that CP reduced violence in primary schools and 31 (26%) respondents also agreed. Fourteen (12%) respondents respondents strongly disagreed that CP reduced violence in primary schools; and other 5 (4%) of them disagreed and 9 (7%) of the respondents were undecided. Thus, most (77%) of the respondents agree that CP reduced violence in primary schools primary schools compared to 16% who disagree.

During the interview, most interviewees said that CP reduced violence in primary schools especially to violent pupils. One of the interviewees said:

> There are some pupils who are not pleasant at all…they disturb others without any reasons…These pupils are very dangerous to others…without CP the schools become a worst place to stay…CP is an appropriate medicine to them.

These result implied that CP was perceived as essential in primary schools to safeguard innocent pupils who could be offended by cruel ones. Thus, unpleasant pupils made CP to be one of the means of reducing violence in primary schools. This perception is also held by teachers in Tanzania. Kubeka (2004) reports that teachers

in Tanzania were of the view that without using CP discipline in schools could never been maintained. Furthermore Mwananchi (2012) asserts that teachers feel unprotected while students enjoy and feel that no other disciplinary measures such as CP can be applied to them. Thus, CP is seen as the sign of authority of teachers and mechanism of inculcating discipline among students in Tanzanian schools. Furthermore,

Likewise, Tarimo (2006) is of the view that CP is a common practice in Tanzania schools as a means of enhancing discipline. In the same line Kimani, Augustine, and Teresa (2013) asserts that teachers and pupils perceived corporal punishment as part of school ethos and culture that can make them behave well.

4.5   Pupils' Perceptions on CP in Enhancing Pupil's Self-control in the Society

Pupils' perception on CP in enhancing pupil's self-control in the society was another specific objective of this study. This was examined under the following context:

4.5.1   Corporal Punishment in Shaping Pupils Behaviour in Society

The researchers wanted to know if respondents believed that CP could shape pupils behaviour in their society. The results were as shown in the Table below.

The data in Table 4.7 illustrates that 65 (54%) of the respondents strongly agreed that CP shaped the behaviour of pupils in their society and 30 (25%) of the respondents agreed. Nine respondents (10%) were undecided on the same issue while 9 (7%) of the respondents strongly disagreed and 6 (5%) disagreed. Thus, most (79%) of the

respondents agree that CP shaped the behaviour of pupils in their society compared to 12% who disagree.

Table 4.8: Corporal Punishment in Shaping Pupils Behaviour in Society

Responses	Frequency	Percent
Strongly agree	65	54.0
Agree	30	25.0
Undecided	10	9.0
Disagree	6	5.0
Strongly disagree	9	7.0
Total	**120**	**100.0**

Source: Field Data, (2015)

During the interview, most of the interviewees asserted that CP shaped the behaviour of pupils in their society. One of the respondents said:

> It helps us to behave well especially when its implementation is
> effective. We always behave well in our society knowing that if
> we go contrary, the punishment is there.

These implied that the application of CP is perceived by most respondents as having positive impact to pupils. It helped them to behave well in their society. Since they grow up with this mentality, it is expected to have people who obey the laws established by the society.

For respondents who disagree share with Kilimci (2009) the opinion that argues that using corporal punishment to discipline children is damaging their physical, emotional, and social wellbeing.

4.5.2   Corporal Punishment in Preparing Pupils Good Citizen in the Future

The researcher wanted to know whether CP helped to prepare pupils to be good citizens in the future. The results were as shown below.

Table 4.9: Corporal Punishment in Preparing Pupils Good Citizens in the Future

Responses	Frequency	Percent
Strongly agree	55	46.0
Agree	26	21.0
Undecided	7	6.0
Disagree	14	12.0
Strongly disagree	18	15.0
Total	**120**	**100.0**

Source: Field Data, (2015)

The above table indicates that 55 (46%) of the respondents strongly agreed that CP prepared pupils to be good citizens in the future and 26 (21%) agreed. Eighteen (15%) of the respondents strongly disagreed that CP prepared pupils to be good citizens in the future; 14 (12%) of them disagreed while 7 (6%) were undecided. Thus, many respondents (67%) believe that CP prepare pupils to be good citizens in the future while a quite a number (27%) disagreed.

The results meant that CP had a role to play especially in preparing youth for the future. As it is indicated in table 4.11CP helped pupils to behave well in the society and therefore become good citizen in the future. These result concur with those of Twum-Danso (2010) who is of the view that most adults strongly believed in the importance of physical punishment as part of the socialization process, not only

because of the stress placed on cultural values that must be imbibed by all children in order to ensure they grow up into 'good adults.

> Without CP…we could be doing anything because there is
>
> nothing to fear. But since it is there…you can't decide on your
>
> own what to do, otherwise the punishment will rain on your body
>
> (Pupil, interview, 2015).

These results show that CP is perceived to be important for pupils. It restricted them from doing things on their own will. They did things knowing exactly that they were within their society's norms. This also helped to shape their behaviour at that time and in the future. Likewise, Kimani, Augustine, and Teresa (2013) argue that the society thinks and has an opinion that CP should continue be practiced in schools since behaviour of the children is becoming low and threatening to forthcoming ideal society. They (*ibid*) assert that in Kenya, teachers and pupils perceived corporal punishment as part of school ethos and culture.

4.5.4   Corporal Punishment in Inducing Individual Self-control

Table below shows respondents' view on if CP induced individual self-control in different acts.

Table 4.10: Corporal Punishment in inducing Individual Self-control in Different Acts

Responses	Frequency	Percent
Strongly agree	43	36.0
Agree	26	21.0
Undecided	12	10.0
Disagree	14	12.0
Strongly disagree	25	21.0
Total	**120**	**100.0**

Source: Field Data (2015)

Table 4.9 reveals that 43 (36%) of respondents strongly agreed that CP induced self-control in different situations and 26 (21%) agreed; 25 (21%) of the respondents strongly disagreed and 14 (12%) and disagreed. Twelve (10%) of the respondents were undecided on the same issue. Thus, many respondents believe that CP induced self-control among students in different situations.

These results implied that CP could either induce self-control in different acts or not induce self-control in different acts. Thus, it depended on an individual perception about CP in inducing self-control in different acts. The way an individual was treated through CP was significant effect on a particular person especially on self-control in different acts. This might be a reason which was found in Feinstein and Lucas' study (2010) there was an agreement between teachers and students that corporal punishment to be used for both major and minor offenses such as misbehavior and tardiness (in order to maintain accepted discipline).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

51   Introduction

This chapter presents summary, major conclusion and recommendations of the study.

5.2   Summary of the Study

This study was about pupils' perceptions on corporal punishment in enhancing discipline in primary schools in Tanzania. The study had three objectives namely: to determine pupils' perceptions on the usefulness of CP in enhancing their learning discipline in primary schools: to find out pupils' perceptions on CP in shaping their behaviours in primary schools, and to identify pupils' perceptions on CP in enhancing pupil's self-control in the society. The study used 120 respondents from five primary schools based at Kawe ward in Kinondoni district in Dar es Salaam. Primary data of this study were collected through questionnaire and interview and they were analyzed quantitatively and qualitatively.

5.3   Major Conclusion of the Study

Basing on the results of this study, a number of conclusions had been made. These include the following, which are based on specific objectives of this study:

The results of this study found that CP was common in the selected primary schools. Although some respondents disagreed that CP was used in their respective schools, majority in each school agreed that CP was used. The results conclude that the observations of the researcher are accurate in selecting these schools for this specific study. Also they reflect observation made by other studies in regard to common use of CP in Tanzanian primary schools.

5.2.1 Pupils' Perceptions on the Usefulness of CP in Enhancing their Learning in Primary Schools

The study also found most pupils accepting the use of CP as it helped them to reach their goals academically. The results concludes that most respondents perceived CP as enhancing learning process individually and in creating positive learning environment in schools. They believe that without CP some students misbehave and undermine the objective of learning aimed by most pupils. So, CP is perceived as essential in primary schools to safeguard innocent pupils who could be attacked by the misbehaving ones. A few students disagreed with this perception and through interview some expressed concern that CP undermines their personal learning processes. The results lead to the conclusion that CP only succeeds when perceived as being applied properly i.e. the use of CP is not aimed at terrorizing pupils but rather as mechanism of propelling individual pupils to learn and creating positive learning environment in schools.

5.2.2 Pupils' Perceptions on CP in Shaping their Behaviours in Primary Schools

The results show that most of the respondents agree that CP reduced violence in primary schools primary schools. Thus we can conclude that CP is perceived as having some effect in shaping behavior of pupils who might have aggressive tendencies. The results also show there is no significant evidence that respondents perceived CP build confidence among pupils in primary schools. This meant that, to some extent, CP reduced confidence among pupils and made them submissive, which was not good for their mental development.

5.2.3   Pupils' Perceptions on CP in Enhancing Pupil's Self-control in the Society

Most of the respondents agree that CP shaped the behaviour of pupils in their society compared. The study can conclude that respondents perceived the application of CP has positive impact to pupils in order to make them behave well in their society. It restricted them from doing things on their own will especially those prohibited by their society. This also helped to shape their behaviour at that time and in the future. However, it should be noted that CP had no clear impact on inducing individual self-control in different acts as it depended on an individual perception about CP in inducing self-control in different acts.

5.3   Recommendations of the Study

Basing on the findings of this study, the study recommends the following to the government, teachers and to society.

5.3.1   Recommendations to the Government

State of Tanzania should first acknowledge the rampant use of CP in primary schools. The government should make sure that the implementation of CP in primary schools adheres to the laws stipulated. This will make it effective and therefore have good results as intended by the nation. It will also prohibit some teachers who use CP out of its intention.

5.3.2   Recommendations to the Teachers

Teachers should act as parents when applying CP to students. They should not use CP excessively and as a way of terrifying pupils. The proper use of CP will make

pupils feel responsible of what they have to do i.e. their acts can either give them positive or negative rewards.

5.3.3   Recommendations to the Society

The society has a role to play in making sure that pupils get CP according to the wrongs they do. They must work very closely between their children and teachers so that wherever CP is applied brings positive impact to the pupil concerned.

5.4   Limitations of the Study

This study like many other studies of its type had one major limitation that need to be taken into account when interpreting its findings and its conclusions. The process of filling the questionnaire relied on the willingness and commitment of the respondents. This might lead to biased responses. Again, most of interviewees were not more expressive that made a researcher to spend more time in completing the interview process. However, this could not compromise with credibility of this study.

5.5   Direction for Future Research

This study was limited to pupils' perceptions on corporal punishment in enhancing discipline in primary schools in Kawe ward in Kinondoni municipality. Thus, future studies can be conducted on the parents' perceptions on corporal punishment in enhancing discipline in primary schools in Tanzania. Furthermore, future study can be conducted on other areas of study for comparison purpose. This study only focused on pupils' perception on CP. It will wise to conduct a study on how pupils form these perceptions.

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APPENDICES

Appendix 1: Questionnaire

I.   Introduction

Dear respondent, the aim of this questionnaire is to seek views about pupils' perceptions on corporal punishment in enhancing discipline in primary schools in Tanzania. Please feel free to fill in this brief questionnaire intended for academic purpose. The information collected will be treated confidentially.

II.   Questions

1.   Name of School: _____

2.   Sex: Boy _____ Girl _____

3.   Your age _____

Use Strongly Agree; Agree; Undecided; Disagree and Strongly and Disagree to choose the correct answer by putting a tick *(√)* in appropriate cell against the statement.

S/N	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4	Corporal punishment is common in my school					
5	Corporal punishment is helpful in learning process					
6	Corporal punishment is helpful to reach my required outcomes					
7	Corporal punishment creates warm					

	learning environment among pupils					
8	Corporal punishment helps to build confidence in schools					
9	Corporal punishment reduces violence among students in schools					
10	Corporal punishment makes pupils smart in their daily life					
11	Corporal punishment helps pupil to behave well in his/her society					
12	Corporal punishment prepares pupil to be a good citizen in the future					
13	Corporal punishment limits a pupil to act beyond society's norms					
14	Corporal punishment induces individual self-control on different acts					

15. In your opinion, are there any needs of using corporal punishment in primary schools? Give reasons

……………………………………………………………………………………

……………………………………………………………………………………

Thank you very much for filling in this questionnaire

Appendix 2: Interview Guide Questions

1. Is there any corporal punishment in your school?

2. How does corporal punishment help in learning process among pupils?

3. Is there any relationship between corporal punishment and students' discipline?

4. Is corporal punishment shaping pupils' behaviours in school environment? How?

5. Is corporal punishment enhancing pupils' self-control in the society? How?

Thank you Very much for Corporation

Appendix 3: Dodoso la Utafiti

Mpendwa Mhojiwa, lengo la dodoso hili ni kupata maoni juu ya mtazamo wa wanafunzi kuhusu matumizi ya adhabu za kutandikwa viboko katika kuimarisha maadili (adabu) katika shule za msingi nchini Tanzania. Tafadhali jisikie huru kujaza dodoso hili lenye malengo ya kitaaluma. Taarifa utakazozitoa zitakuwa siri kati yangu na wewe.

1.   Jina la shule: _____

2.   Jinsi: Mvulana _____ Msichana _____

3.   Umri wako _____

Tumia maneno: Nakubali kabisa; Nakubali; Sijui; Sikubali na Sikubali kabisa katika kuchagua jibu sahihi kwa kuweka alama ya vema *(√)* kwenye kiboma cha jibu sahihi ya kauli au swali husika.

S/N	Statement	Nakubali kabisa	Nakubali	Sijui	Sikubali	Sikubali kabisa
4	Adhabu za viboko ni jambo la kawaida shuleni.					
5	Adhabu za viboko shuleni hunisaidia katika mchakato wa kujifunza.					
6	Adhabu za viboko shuleni husaidia kunifanya nifikie malengo yangu kimasomo.					
7	Adhabu za viboko zinazotolewa shuleni husaidia hunijengea mazingira mazuri ya kujifunza.					
8	Adhabu za viboko zinazotolewa shuleni hunisaidia kujiamini.					

9	Adhabu za viboko zinazotolewa shuleni husaidia kupunguza vurugu shuleni.					
10	Adhabu za viboko zinazotolewa shuleni hunifanya kuwa makini na shughuli zangu.					
11	Adhabu za viboko zinazotolewa shuleni hunifanya kuwa na tabia njema katika jamii yangu					
12	Adhabu za viboko zinazotolewa shuleni huniandaa kuwa raia mwema kwa siku za baadaye.					
13	Adhabu za viboko zinazotolewa shuleni hunisaidia kutofanya mambo ambayo ni kinyume na jamii yangu.					
14	Adhabu za viboko hunisaidia kufanya mambo mbalimbali kwa utashi wangu binafsi.					

15. Kwa maoni yako, je, kuna haja ya kuwa na adhabu za viboko kwa wanafunzi wa shule za msingi? Toa sababu.

………………………………………………………………………………

………………………………………………………………………………

Asante sana kwa kujaza dodoso hili

Appendix 4: Mwongozo wa Maswali ya Usahili

1. Je, kuna adhabu yoyote ya kutandikwa viboko inayofanyika kwa wanafunzi hapa shuleni?

2. Ni kwa namna gani adhabu za kutandikwa viboko kwa wanafunzi zinawasaidia katika mchakato wa kujifunza?

3. Je, kuna uhusiano wowote kati ya adhabu za kutandikwa viboko zinazotolewa kwa wanafunzi na kufanya vizuri katika masomo?

4. Ni kwa namna gani adhabu za kutandikwa viboko zinazotolewa kwa wanafunzi husaidia kuwafanya wawe na tabia nzuri shuleni?

5. Ni kwa vipi adhabu za kutandikwa viboko zinazotolewa shuleni humsaidia mwanafunzi kujiongoza katika jamii?

Asante sana kwa ushirikiano wako