

**ASPECTS OF CORPORAL PUNISHMENT ON MAINTAINING  
DISCIPLINE IN TANZANIA SECONDARY SCHOOLS IN MTWARA  
MIKINDANI MUNICIPALITY**

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**CERTIFICATION**

The undersigned certifies that has read and hereby recommends for the acceptance by The Open University of Tanzania a research proposal titled “**Aspect of corporal punishment on maintaining discipline in schools in Tanzania: A focus on secondary schools in Mtwara-Mikindani Municipality**” in partial fulfillment for the award of Master Degree of Education in Administration, Planning and Policy Studies (Med APPS).

.....

**Dr Jerome J. Chilumba**

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Date.....

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**DECLARATION**

I, **Hamza Bakari Nampoto**, 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.

.....

Signature

.....

Date

**DEDICATION**

I dedicate this work to my father, Bakari Nampoto

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I thank my family, especially my beloved wife, Fatuma Abdallah, for her tolerance when I was engaged in this work. Her moral and material supports were very important in accomplishing this work.

**ABSTRACT**

This study explored the use of corporal punishment on maintaining discipline among students in secondary schools in Mtwara-Mikindani Municipality. The objectives of the study were to find out the reasons why corporal punishment was administered in secondary schools in Mtwara-Mikindani Municipality, to explore the role of corporal punishment on maintaining discipline in secondary schools, to find out different views and opinions on the use of corporal punishment on maintaining discipline among students in secondary schools. The study adopted qualitative research design. The population of the study had 583 participants; students; members of school board discipline teachers and heads of schools. The sample involved were 108, participants. 88 were students, 8 discipline teachers, 4 heads of schools and 8 members of school board. Questionnaires, interviews and documentary review were used to collect data. The study had the following conclusions. Firstly, corporal punishment in secondary schools in Mtwara-Mikindani Municipality, were used to maintain discipline. Secondly, heads of school and members of school boards have the views that corporal punishment should continue to administer to students. Basing on the conclusion the study had the following recommendations. Firstly School administration and teachers should administer corporal punishment side by side with other types of punishment so as to gradually introduce students to other types of punishment. Secondly Secondary school leadership should make sure that corporal punishment regulation should be adhered to all teachers.

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**LIST OF ABBREVIATIONS**

CP	Corporal Punishment
EFL	English as a Foreign Language
GAG	Great Accra Ghana
HRW	Human Right Watch
MS	Micro Soft
REPOA	Research <b>on Poverty</b> Alleviation
SPSS	Statistical Package for Social Science
SRC	Social Research Center
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nation's Children Fund
US	United States
USA	United States of America

## **CHAPTER ONE**

### **1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter presents the background to the problem, statement of the problem, area of the study, purpose and objective of the study, research questions, research tasks, and significance of the study, conceptual framework, and definition of the key terms, delimitation and limitations of the study.

#### **1.2 Background to the Problem**

This study is about aspect of corporal punishment on maintaining discipline in Tanzanian schools. A focus on secondary schools in Mtwara-Mikindani Municipality”. This was due to the fact that Mtwara – Mikindani Municipality with no exception teachers in secondary schools did practice corporal punishment in the hope of reshaping students’ discipline.

There are several studies which have explored administration of corporal punishment to students. However some studies have focused on parental physical punishment and others on school corporal punishment. A study titled “Corporal punishment in Tanzanian schools” was conducted by Feinstein and Lucas in (2010) .The purpose was to explore descriptive information on the administration of corporal punishment in ordinary level secondary schools. The study had the following participants, 244 teachers and 194 students, from government and private secondary schools in Iringa region. The findings indicated that corporal punishment was widely used as a device of correcting student bad habits.

A study titled “The effect of physical punishment in schools” was done in New Zealand by Smith (2006) from the University of Chicago. The findings indicated that physical punishment had been a predictor of wide range of negative development outcomes like lower intellectual improvement, poorer quality of parental-child relationship, mental problem to mention a few. It was further noted that efforts should be done to help parents use more positive methods of parenting .The study recommended that law should be enacted which would prohibit use of corporal punishment against children.

Another study was done by Hearthor et al (1996) from the University of Hampshire. The title was “Corporal punishment as a stressor among youth”. This study addressed the effect of corporal punishment from parents and guardians on the psychological well-being to children. National representative sample of 1,042 boys and 958 girls was used. One of the findings indicated that there was a positive association between the frequency of corporal punishment and psychological problems as well as depression.

A study by Busienei (2012) on “Alternative Methods to Corporal punishment and their Efficacy”. The study explored the alternative methods that educators would use instead of corporal punishment and the efficacy of these methods of children behaviour management. The study was done in Eldoret Municipality in Kenya. The population of the study comprised secondary school teachers in Eldoret Municipality. Proportionate sampling technique was used to select 161 teachers from 10 public



secondary schools representing 3 strata of secondary schools in the Municipality. The participants included 10 head teachers, 10 deputies, 10 guidance and counseling masters/mistresses, 40 class teachers and 91 classroom educators. It was found that, although educators use alternative methods to corporal punishment, they believed that they were less effective compared to corporal punishment. The findings of the study recommended special need to provide knowledge on alternative methods to corporal punishment and also on the overall impacts of corporal punishment to the youth.

Apart from noted studies there was a study by Olivier (2009) titled “Educators Perception of Corporal Punishment” This study investigated educators perception of corporal punishment. The study was conducted in South Africa where corporal punishment was a widespread phenomenon inspite of legislation prohibiting spanking of learners, section 10 of the South Africa school Act 84 of 1996 states that “No person may administer corporal punishments at a school to a youth. The legal consequence for an educator administering corporal punishment could result into dismissal. The findings of the study indicated that frustrated teachers believed that corporal punishment was an proper device to maintain discipline in schools. Furthermore teachers were convinced that alternatives to corporal punishment were in proper in comparison to the positive impact of corporal punishment on teaching and learning process.

According to the studies reviewed on corporal punishment so far common issues noted are corporal punishment was used so as to reshape student bad habits, and

corporal punishment had negative and psychological development to students. That being the case this current study intends to explore further if there are other reasons for administering corporal punishment in Mtwara-Mikindani Municipal Secondary Schools.

### **1.3 Statement of the Problem**

In essence the problem that will be explored in this study focus on aspects of corporal punishment in maintaining discipline in secondary school in Mtwara – Mikindani Municipality. If one has to explore the basis of corporal punishment in Mtwara-Mikindani Municipality, one has to answers to the following questions. Is corporal punishment a contributing factor in maintaining discipline in secondary schools in Mtwara-Mikindani Municipality? In what ways does corporal punishment influence school discipline? What are the causes of corporal punishment in schools? Who normally administers corporal punishment in schools? What do parents say about corporal punishment? Do teacher’s belief that corporal punishment influence student discipline? How far does corporal punishment influence discipline among students? Such questions have compelled the researcher of this current study to explore further on aspects related to corporal punishment in secondary schools especially these located in Mtwara- Mikindani Municipality.

### **1.4 Research Objectives**

The general objective of the study was to explore aspects of corporal punishment in maintaining discipline in Mtwara-Mikindani Municipality secondary schools.

The study has the following specific objectives

- (i) To find out the reasons why corporal punishment is administered in secondary schools in Mtwara-Mikindani Municipality
- (ii) To explore why corporal punishment is used in secondary schools.
- (iii) To find out what should be done in administering corporal punishment in secondary schools.

### **1.5 Research Questions**

- i) To what extent is corporal punishment administered in secondary schools in Mtwara Mikindani Municipality
- ii) What is the role of corporal punishment in maintaining discipline in secondary schools?
- iii) What are the views of the public on the administration of corporal punishment in schools?

### **1.6 Research Tasks**

#### **Research Task 1**

- i) Finding out the extent of administering corporal punishment in secondary schools in Mtwara-Mikindani Municipality
- ii) At what extent corporal punishment is administered in secondary schools in Mtwara-Mikindani Municipality?
- iii) What types of students' offenses that lead to the use of corporal punishment?
- iv) What are factors that influence teachers 'use of corporal punishment to students in schools?

**Research Task 2**

- i) Exploring the role of corporal punishment in maintaining discipline in schools.
- ii) What is the role of corporal punishment in maintaining discipline in schools?
- iii) Can administration of corporal punishment in schools reshape students' misconduct?
- iv) Are there any impact of corporal punishment in schools?

**Research Task 3**

- i) Finding out different views and opinions on the use of corporal punishment in maintaining discipline among students in secondary schools.
- ii) What do parents specifically say about corporal punishment?
- iii) Are there any policies guiding corporal punishment in schools?
- iv) What do teachers specifically say about impact of corporal punishment in schools?

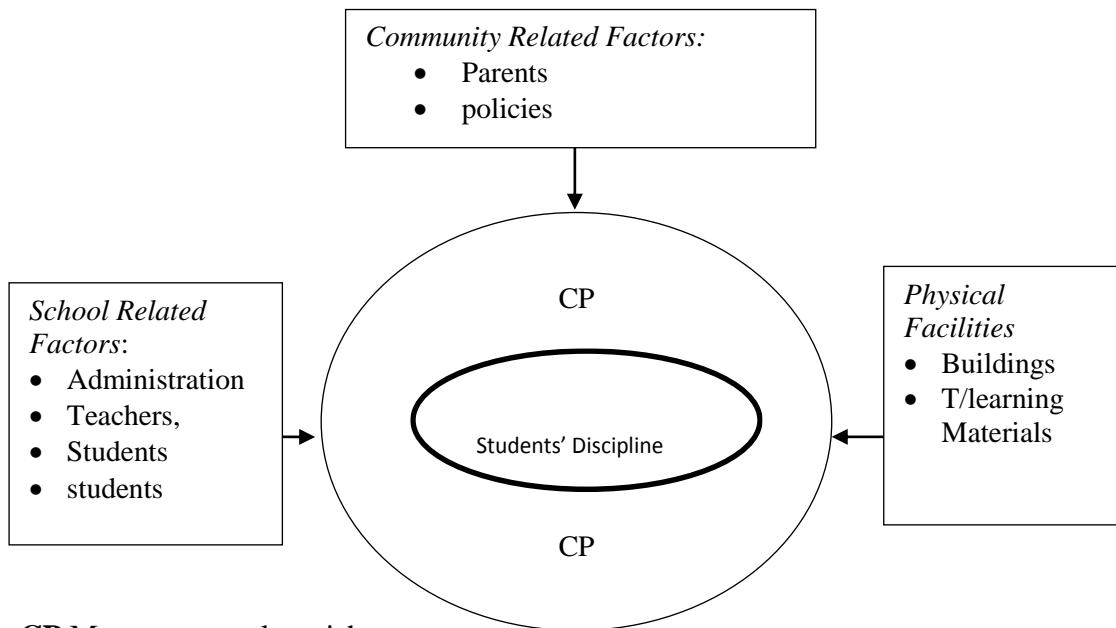
**1.7 Significance of the Study**

The study is important in three ways:

- i) It will help the government to re-think about enacting child-friendly laws on maintaining discipline in schools.
- ii) It will help parents and guardians to work closely with teachers in maintaining discipline in schools.

- iii) The study will promote cooperation among stake holders including, students, teachers and parents in maintaining discipline in school

### 1.8 Conceptual Framework



**CP** Means corporal punishment

**Figure 1.1 Aspects of Corporal Punishment on Maintaining Discipline in Schools**

Source: Researcher's conceptual views on factors thought to influence corporal punishment in secondary schools

Figure 1.1 explains the relationships of variables considered to maintain students' discipline in schools. Student discipline is centrally located. A circle around it indicates a zone of corporal punishment derived from different factors committed by a student(s).

Rectangles around a bigger circle carry factors considered to affect provision and/or presence of environments considered to influence corporal punishment in schools.

One cluster among three factors carries such attributes as administration, teachers and students. The second one embodies community elements which are policy (ices), parents and environment in general. Last a consideration is made of physical facilities, with components like teaching and learning materials as well as buildings. These factors in their totality if are not well coordinated and managed properly can probably influence the occurrence of negative behaviour among students, leading to getting corporal punishment.

### **1.9 Definition of key terms**

Corporal punishment in this study means using force to discipline students in Secondary schools.

Discipline in this study means students obeying orders of teachers in whatever circumstances.

### **1.10 Delimitation of the Study**

The study will be conducted in four secondary schools namely Mtwara Technical, Shangani Day, Umoja Day and SabaSaba Day Secondary Schools. All these are in Mtwara-Mikindani Municipality. The researcher has sampled these four Secondary schools out of sixteen Secondary schools because; these secondary schools are almost in the centre of the Municipality. Normally indiscipline among students is caused by being idle that is students being less occupied. Secondary schools at the centre of the municipal normally are well staffed. Why then should students behave differently in the presence valuable resources especially human? This question instigated the researcher of this study to explore the reasons for the incidence

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 Introduction

This Chapter presents literature review on variables noted in conceptual framework: Basically this part covers theoretical and empirical reviews as well as research gap.

#### 2.2 Theoretical Review

Bandura's Social Theory (1963) states how social variables have an influence on behaviour. This is relevant when assessing a context of the school as composing teachers who are social individuals who have influence over learners' behaviour. The relevance of acquisition and imitation of behaviour especially when a social model is involved was stated by Bandura (*op.cit*) who stated that imitation were an indispensable aspect of learning of which the acquisition period could be shortened through the provision of a model. Within a teaching context, a teacher is a social variable beating a positive role model through which learning by students can take place. Although children/students may not exhibit a behaviour that they have learnt through modeling directly they might do so later.

Furthermore, Bandura (*op.cit*) explained that learning did occur in absence of reinforcement through observation, even when the behaviour was not shown during acquisition of an image of the incidence which remained with a student. Through observation children learnt new responses. According to Bandura, (*op.cit*) punishment was primarily concerned with direct administration of noxious stimulus to an organism.

Social learning theory views punishment as a technique of inhibiting responses as opposed to producing avoidance response. Punishment did not necessarily lead to real change in behaviour but rather to the discovering of methods by which to prohibit from being punished. Therefore within a school and classes context teachers were “social variables” that influence and model behaviour for children. Teachers may model both good and bad behaviour. Social Learning Theory explains to us that learners often will imitate adult behaviour. An act such as corporal punishment in the classes could be imitated by learners elsewhere. Once learners have observed behaviour such as corporal punishment, they do not associate it strictly with the school.

On the playground learners might have seen an incident or experience a situation similar to the classroom and generalize the behaviour. Furthermore if a physical punishment was used, learners would learn methods of stopping the sequence of event or avoiding them from punishment. This implies that learners have not internalized the lesson about the wrongs of their behaviour. It is important to understand that an important aspect of teaching was teaching to discriminate between right and wrong behaviour and also to model right and wrong behaviour. These social variables were able to influence learners to acquire behaviour from observing others and could use learnt behaviour in similar situations. Aggressive responses which learners had learnt through observation could be displaced on to innocent targets in future. That was relevant within the context of school as teachers were model of behaviour and had influence over learners, learners would imitate behaviour they had observed from educators.



## **2.3 Empirical Review**

### **2.3.1 Community Related Factors**

In this aspect, factors reviewed are parents and policies on corporal punishment.

#### **2.3.1.1 Parents**

“Cultural issues on corporal punishment of children” was a study done by Maldonado (2012) who attempted to examine cultural factors that determined on the use of corporal punishment by parents from different social groups, the prevalence to that disciplinary strategy and the parental beliefs associated with it. Maldonado (*op.cit*) explored the causes of corporal punishment to children. One of the findings of the study was that parents’ used of physical punishment to reduce children misconduct in the present in the hope of increasing desirable child behavior in the future was a just misfortune.

Apart from what had been noted there was another research done by (Straus, 2010) on “Prevalence societal causes and trend in corporal punishment by parents in the world perspective” Straus (*op.cit*) pointed out the cause of corporal punishment as parent hitting their children so as to correct them from misbehavior. Furthermore Straus (*op.cit*) noted that parents proposed that teachers should use corporal punishment as the way of stopping bad behaviour done by students in schools. Once again that was gain a miscalculation.

However there was a study done by Naker, and Sekitoleko (2009) on “Positive discipline creating a good school without corporal punishment. Naker and Sekitoleko

(*op.cit*) noted that majority adults did not want to harm children. Parents used corporal punishment because they were experienced it during their childhood. Therefore, parents realized that corporal punishment would teach their children how to behave. Gershoff, (2008) had a study on “Physical Punishment in the United States. The main goal was to provide a concise review of empirical research on the impact of physical punishment on learners. The findings of the study were for parents, guardians and others who took care of children, professionals who provided different services to them, those who developed policy and programs that affected learners and families, interested members of the public, and learners themselves.

Another study titled “Regional differences in attitudes of parents towards corporal punishment” was done by Flynn (1994) in the southern part of USA. Findings of the study indicated that two-thirds of American adults approved spanking type of punishment. Human Rights Watch in Kenya (2008) reported that some parents had brought their children to school and caned them in front of teachers, or asked teachers to cane them in their presence. From the review, it was evident that parents preferred the use of corporal punishment to discipline their learners.

### **2.3.1.2 Policies**

In Tanzania regulations may be cited as such the Education Act No 25 of 1978 made under section 60 (c) (corporal punishment) regulations, 2002. The regulations started with interpreting the meaning of corporal punishment as “punishment by striking a pupil in hands or clothed buttocks with any other instrument or on any other part of the body. Misconduct of corporal punishment could be administered for serious

breaches of school discipline or for grave mistake committed either inside or outside the school which are deemed by the school authority to have brought or were capable of bringing a school into disrepute. Corporal punishment should be applied to the gravity of the misconduct, age, sex and health of the pupil and should not exceed four strokes in any occasion. In that context the head of school in his discretion could administer corporal punishment or could delegate his authority in writing to a member of his teaching staff provided that the authorized member of staff acted only with the approval of head of the school on each occasion when corporal punishment was administered.

A female pupil could only receive corporal punishment from a female teacher except where there is no female teacher at a school in which case a head of school could himself administer corporal punishment or authorize in writing a male teacher to administer corporal punishment. In every occasions where corporal punishment was administered it should be recorded in writing in a book kept for that purpose and such record should state in each instance the name of the pupil, the offence or breach of discipline, the number of strokes and the name of the teacher who administered the punishment. That review confirmed that even policies of the country, accepted that corporal punishment should be administered to students but with conditions.

### **2.3.2 School Related Factors**

In this aspect, factors reviewed are administration, teachers and students.

#### **2.3.2.1 Administration**

Wasef (2011) in a study titled "Corporal punishment in Schools," revealed some

reasons which caused corporal punishments were school based. The school administration in that respect represented the main context in effecting corporal punishment. Salama,(2000) noted that poor school leadership and fluctuation between being too lenient to some students triggered violence among students and, in turn, instigated corporal punishment. Kilimci, (2009) in his research on “Administration perceptions on corporal punishment as a method of discipline in elementary schools in Turkey,” explained that corporal punishment was a tool for enforcing discipline in school. Furthermore Kilimci (*op.cit*) explored and determined why school administrator’s resorted to corporal punishment as a way of discipline and how they thought corporal punishment could be prohibited in school. The findings of the study revealed that school administrators used corporal punishment in the hope that it would correct students’ behaviour.

### **2.3.2.2 Teachers**

There were a number of studies commenting on teachers using corporal punishment as a tool of disciplining students. There was a study by Olivier (2010) on “educators’ perceptions of corporal punishment” done in South Africa. The main goal of the study was to explore and explain corporal punishment for educators’ perception. The main findings of the study noted that those frustrated teachers’ believed that corporal punishment was effective to maintain discipline in classrooms with a high teachers-children ratio. Furthermore teachers were convinced that alternative to corporal punishment were in effective in comparison with the positive effect of corporal punishment on teaching and learning. Chiang, (2009), Moussa and Al Ayesh, (2009) noted that it was evident that teachers who were not qualified enough to discipline

children the only alternative was corporal punishment. Traditionally, teachers used it for being the most common device to control students because they were not trained on any other techniques during their studies nor later in their schools, or they used corporal punishment for other reasons such as forcing students to take private tutoring (SRC, 2006).

Agbenyega, (2006) reported on the practice of corporal punishment in two basic schools in the Great Accra District in Ghana (GAG). The findings revealed that an overwhelming most of educators 98 percent used corporal punishment to maintain school discipline, as well as punishing students who performed poorly in academic work .That implied that children with special learning problems who were not officially identified were punished often for performance poor.

A study titled “Corporal punishment in schools “hitting people is wrong and children are person too” was done by Jehle, (2004). One of the findings revealed that teachers who received corporal punishment while in school were influenced to use corporal punishment in their teaching. Furthermore Cicognan (2004) conducted a study titled “To punish or discipline” One of the findings of the study noted that teachers were still viewing corporal punishment as part and parcel in schooling. Kubeka (2004) had a study on “Disciplinary measures in school in South Africa.” One of the findings was corporal punishment was a major tool used by teachers to discipline children in schools. Furthermore it was believed that without administering corporal punishment, discipline in schools could not be enforced and that learners would be disrespectful to teachers and could lead to failing to develop the discipline to be very

difficult. The study also found that educators preferred the use of corporal punishment in maintaining discipline in school since it was fast and simple to use compared to other managing discipline devices which are more time consuming, patience and skills that teachers mostly lack.

However there was relationship between corporal punishment and students discipline as reviewed in different studies. A study by Hasanvand et al (2012) on “The relationship of physical punishment with aggression and educational failure in student in Iran”. The main purpose of that study was to investigate the relationship between physical punishment with aggression and educational failure in student The findings noted that there was a relationship between punishment with aggression and unsuccessful education of the children. Aggression in people depends on the range of physical punishment. Furthermore there was a positive relationship between physical punishment and unsuccessful education and there was a negative relationship between physical punishment and parents’ education.

### **2.3.2.3 Students**

Morrow, and Singh (2014), conducted a study in Andhra Pradesh in India, called “Corporal punishment in schools”. The study explored student’s accounts of types of punishment; how poverty was linked to corporal punishment; factors given by students for punishment; how punishment rose their feelings; and the impact of corporal punishment in schools. Findings of the study showed that “regarding the prevalence of corporal punishment, 65 percent of children reported being beaten at school. This indicated clearly that physical punishment was used in schools.

Save the children (2005), conducted a study on “Ending corporal punishment of children in Swaziland”. Views of learners and experiences of corporal punishment and other ways of humiliating and degrading punishment in Swaziland were explored. The findings were, 82 percent of the children preferred adults to talk to them, and 10 percent preferred non-violent disciplinary measures. That indicated that the most of learners 92 percent wanted to be treated with respect, to be listened to by adults, and to be given a better understanding for the mistake they have made. Whereas 8 percent of the learners preferred corporal punishment when being disciplined.

### **2.3.3 Physical Facilities**

#### **2.3.3.1 Buildings**

In Korea Mamatey (2010) had a study on “South Korean ( EFL) Teachers perceptions of corporal punishment in school.” The study aimed to investigate the perceptions of South Korean English as a Foreign Language (EFL); teachers’ administer of corporal punishment in the schools; and reasons stemming from the educational system that lead Korean EFL educators to administer corporal punishment. One of the findings of the study was that the classroom size was the main reason for teachers administering corporal punishment to students.

Furthermore (Clark 2004) had a study titled “Against the corporal punishment of children”. The objective of the study was to seek out attitudes of administrators towards children at school yard as far as students rights were concerned. The

findings revealed that administrator's adoptions of corporal punishment were highly based on the overpopulation caused by insufficient classrooms where it was difficult to discipline students.

Also there was a study by UNICEF (2001) on "corporal punishment in school in Asia". The findings noted were, overcrowded classrooms with insufficient infrastructure, in many schools, and the numbers of untrained educators also contribute to increased stress among educators and subsequently to the frequent administration of corporal punishment in Asian schools students.

#### **2.3.3.2 Teaching /Learning Materials**

A study titled "A violent education corporal punishment of children in US public schools" was done by (HRW) Human Right Watch (2008). The findings showed that poverty and insufficient of resources helped to develop conditions that lead to corporal punishment in schools. Those conditions did not facilitate effective discipline and could explain why teachers felt it was necessary to subject students to beating.

A study by Morrow, and Singh (2014) in India, called "Corporal punishment in schools". The study explored student's accounts of types of punishment, how poverty was linked to corporal punishment, factors given by students for punishment, how punishment rose their feelings, and the impact of corporal punishment in schools. Findings of the study noted that "regarding the prevalence of corporal punishment; 65 percent of children reported being beaten at school. Furthermore it was revealed



that families' economic circumstances had an effect on student's experiences in school. The expenses of schooling, the need for pupil to do paid or unpaid work to support their families, and prejudice related to social class affect student's ability to attend classes regularly and/or meet the school's expectations. Furthermore, schools attended by poor students often had in adequate a poor environment and in adequate infrastructure. The direct impact of poverty and implications for students was clear where students described being punished for not having a proper school uniforms or the right materials, or money to pay fees.

Another study was done by REPOA (2007). The study was about "Children's perceptions on education and their role in society". The study explored children's opinions on issues relating to education including school services such as water supply, health care and food, teachers, text books, discipline, extra charges, social economic contributions and their desired improvements to education. One of the findings of the study revealed that in different schools children were punished with beating or squatting for a long time for not paying school fees and other contributions.

#### **2.4 Research Gap**

So far several studies have been reviewed in seeing causes of corporal punishment and types of corporal punishments being administered. Examples noted revealed that causes for administering corporal punishment were truancy, not doing assignment, theft, poor academic performance, and Ant-social behaviour such as cheating and bullying, lateness to attend class sessions and poor teaching methods in relation to

student's learning style. Likewise, types of corporal punishment being offered by school administrators as well as teachers were spanking, hitting, shaking, punching, slapping, kicking and kneeling. However causes and types of corporal punishment being offered in schools bear no universal status. That being the case this current study intended to explore further causes and if at all corporal punishment could really promote both discipline and promote student academic performance in secondary schools located in Mtwara- Mikindani Municipality.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The Chapter presents the research methodology, research design, area of study, population, sample and sampling procedures, data collection methods and data analysis.

#### **3.2 Research Methodology**

According to Kothari (2009), Methodology encompasses systematical ways to solve the research problem. Methodology gives the researcher direction towards gathering information arranging them as well as using different techniques for data collection and analysis.

#### **3.3 Research Design**

The study used a qualitative research approach. That was because qualitative research design differed inherently from quantitative research designs by providing the researcher with a step by step plan or a fixed recipe to follow, whereas in quantitative research, the design determines the researcher's choices and actions. Also in qualitative research the researcher's choice and actors determine the design.

#### **3.4 Area of the Study**

The study was conducted in four secondary schools Mtwara Technical, Shangani Day Secondary School, Umoja Day School and SabaSaba Day Secondary School.

Schools were located in Mtwara-Mikindani Municipality. The researcher has sampled these four Secondary schools out of sixteen Secondary Schools because, sampled secondary schools were almost in the centre of the Municipality. Secondary schools at the centre of the municipal normally were well staffed. The researcher had the idea that well staffed secondary schools, made students to be occupied all the time, a situation which would reduce idleness among students.

### **3.5 Population**

Participants in this study were 583. Out of which there were 411 students, 16 teachers, 40 members of school board and 16 head of schools.

### **3.6 Sample and Sampling Procedure**

The sample had of 108 participants; there were 88 students, students were included in the study because they are key informants regarding to the use of corporal punishment in school. Discipline teachers were 8; discipline teachers were included in the sample because they are given responsibilities in child caring and teaching students to distinguish what is wrong and what is right. Members of school board were 8; members of school board were sampled because they are responsible for supervising and monitoring all education matters in schools. Heads of schools were 4; heads of school were sampled because one of their responsibilities is to ensure that teachers adhere to the norms of Teachers Services, Regulations and handle teacher's disciplinary matters and take proper and timely actions regarding student's disciplinary matters through appropriate procedures.

The study adopted both random and purposive methods. Random sampling was used to sample students. 88 students were selected out of 411, whereby at Mtwara technical and sabasaba school I just told the academic teacher to pick 22 girls and 22 boys students from form one and three making a total of 44 to be participants of my study, while at Shangani and Umoja 44 students were selected by putting a numbers of all the 411 students on slips of paper and conduct a lottery. Then by the use of random method all students were asked to pick a slip of paper in a box, those students who picked a slip of paper numbered 1 to 44 were taken as a sample.

Purposive sampling was used to get the number of discipline teachers, heads of school and members of school board.

**Table 3.1: Sample of the Study**

<b>S/na</b>	<b>Categories</b>	<b>Sample size</b>	<b>Percent</b>
1.	Heads of schools	4	25
2.	Member of school board	8	20
3.	Discipline teachers	8	50
4.	Students	88	5
	<b>Total</b>	<b>108</b>	<b>100</b>

Source: Data from Mtwara Mikindani Municipality Secondary Schools June 2015

Table 3.1 indicates distribution of participants involved in the study. There were eighty eight students Form one and Form three, that was because Form two and form Four were facing national examinations so they were excluded.

### **3.7 Data Collection Instruments**

Data was collected through documentary review, interview guide and questionnaires.

### **3.7.1 Interview**

Participants interviewed were members of school board. Interviews were used in the study because they permitted the researcher to be sure that the respondent understood questions properly for extracting sensitive information.

### **3.7.2 Documentary Review**

Documents which were used in the school were punishment and reward books, where the types of punishments as well as individuals administering such punishments will be noted. However information from interview was presented in narrative form. Documents were used in the study because to obtain data that is thoughtful in that the informants have given attention to compiling them,

### **3.7.3 Questionnaire**

Questionnaires were used to collect data from heads of schools, discipline teachers and students. Discipline teachers were sampled because teaching means disciplining students. Students were involved because were the ones who experienced pains of punishment. For that matter they had some feelings concerning being punished.

## **3.8 Data Analysis Procedure**

Data analysis is the process of bringing order, structure and meaningful to mass information collected (Mugenda, 1999). Data from questionnaire, frequencies were added manually to get figures which were then converted into percentage for making figures on which different interpretations were made

## CHAPTER FOUR

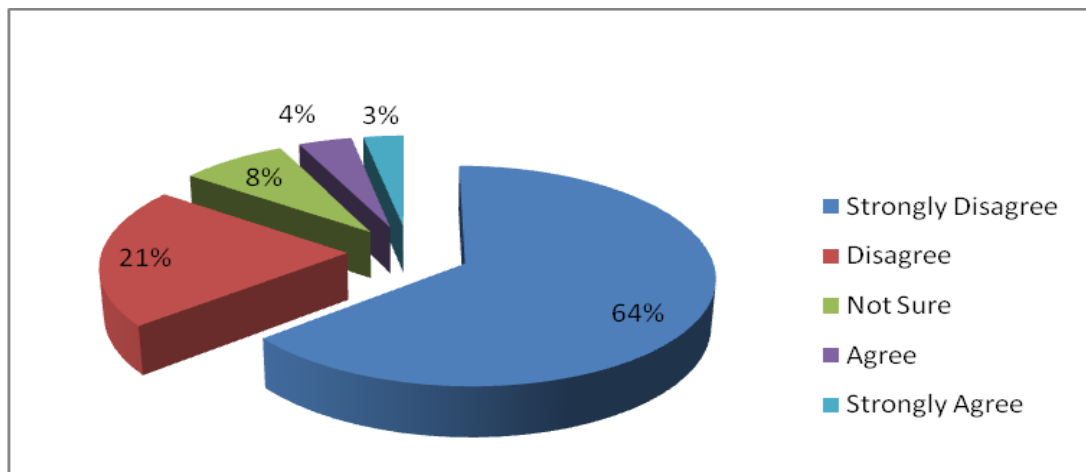
### 4.0 RESEARCH FINDINGS

#### 4.1 Introduction

This Chapter presents findings of the study.

#### 4.2 School Related Factors

##### 4.2.1 Teachers are trained on Handling Student's Discipline



**Figure 4.1: Training of Teachers on Handling Student's Discipline**

Participants were asked to comment on whether teachers were trained or not on handling students' discipline.

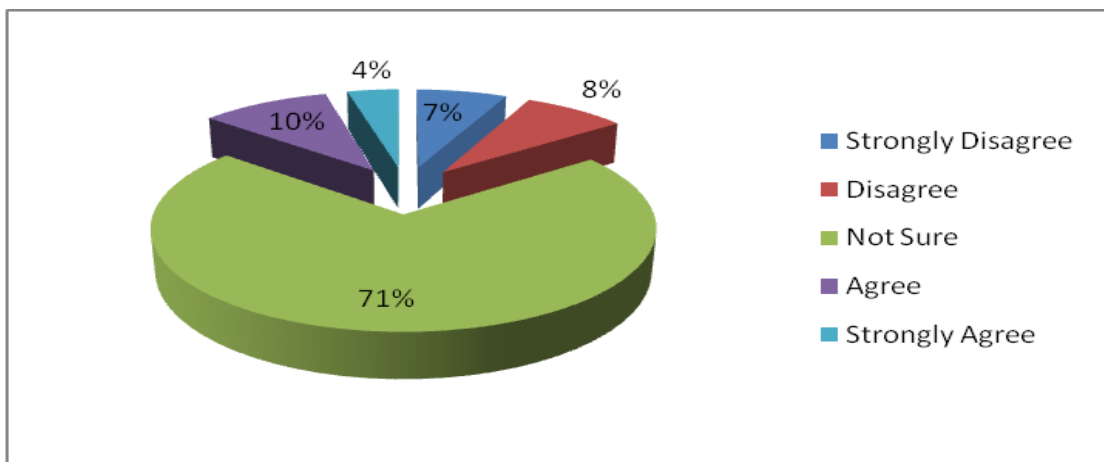
Figure 4.1 indicates that 64 percent of the participants strongly disagreed that teachers were trained on handling students discipline, 3 percent strongly agreed, 4 percent agreed, 21 percent disagreed and 8 percent not sure.

As regards from interviewees these responses were.

One board member said:

*“Students’ misconduct is different ways like truancy, lateness to school, not doing assignment, cheating in examinations and a like, so dealing to all these misconduct sometimes may be not easy regarding the number of students in schools”*

#### 4.2.2 Teachers are Unaware of Corporal Punishment Act of 1978



**Figure 4.2: Teachers Awareness on Corporal Punishment Act of 1978**

Participants were asked to comment on whether teachers were aware about corporal punishment Act of 1978.

Figure 4.2 indicates that 4 percent of the participants strongly agreed that teachers administer corporal punishment because they were unaware on corporal punishment Act of 1978, 4 percent strongly agreed, 13 percent agreed, 8 percent disagreed and 71 percent not sure. As regards from interviewees the responses were.

One board member said:

*“Majority of teachers administer corporal punishment in schools by experience, they do not know the procedures towards the punishment to take place. They don’t put the records in punishment book, like the name of students, type of offense, number of strokes and signature for further.*

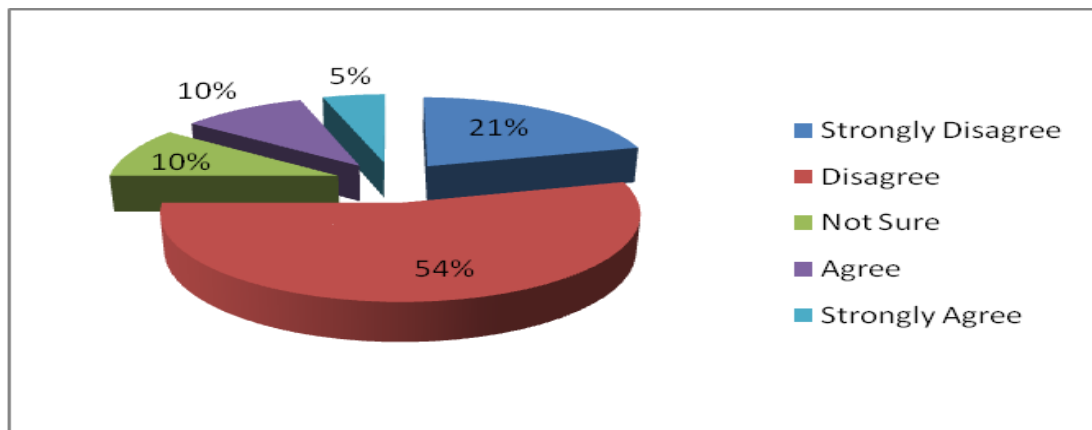


*Reference. This makes very difficult to notice a student's who are frequently were corporally punished”*

Another board member said:

*“Depending on the frequency of teachers on using corporal punishment in secondary school he was sure that whether some teachers are un aware or not on corporal punishment Act of 1978”*

#### 4.2.3 Heads of Schools are in Effective on Maintaining Discipline in School



**Figure 4.3: In Effectiveness of Heads of Schools on Maintaining Discipline in School**

Participants were asked to comment on whether corporal punishments were caused by in effectiveness of heads of schools on maintaining discipline in school.

As regards from interviewees the responses were.

Figure 4.3 indicates that 21 percent of the participants strongly disagreed that the use of corporal punishment was due to ineffectiveness of the heads of schools, 5 percent strongly agreed, 54 percent disagreed, 10 percent agreed and 10 percent not sure.

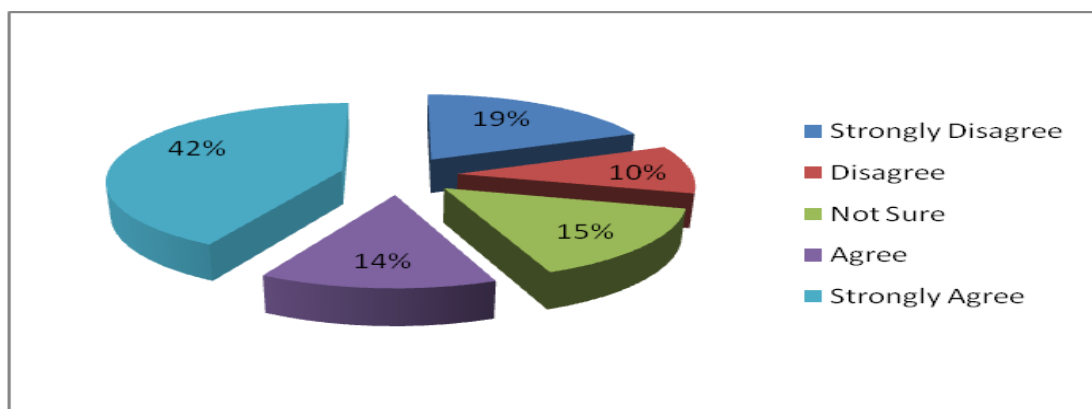
One of the school board members said

*“In effectiveness of the heads of schools does not affect very much to deal with indiscipline offenses happening in schools because apart from the head of schools there are many other teachers who can supervise students to behave positively in relation to school rules and regulations”*

Another board member said:

*“She was not sure whether in effectiveness of head of school on maintaining discipline force the teachers to use corporal punishment”*

#### 4.2.4 Students’ Do Not Mind Other Types of Punishment



**Figure 4.4: Students’ Do Not Mind Other Types of Punishment**

Participants were asked to comment on whether students did not mind other types of punishment. As regards from interviewees the responses were.

Figure 4.4 indicates that 19 percent of the participants strongly disagreed that students do not mind other types of punishment, 10 percent disagreed, 14 percent agreed, 42 percent agreed and 15 percent not sure.

One board member said:

*“Administration of other types of punishments like kneeling down, burling, whipping, are time consuming so it’s a better to be corporally punished which is quick and less time consumed to administer”*

Another board member said:

*“She was agreed that students minded to be corporally punished than other types of punishment”*

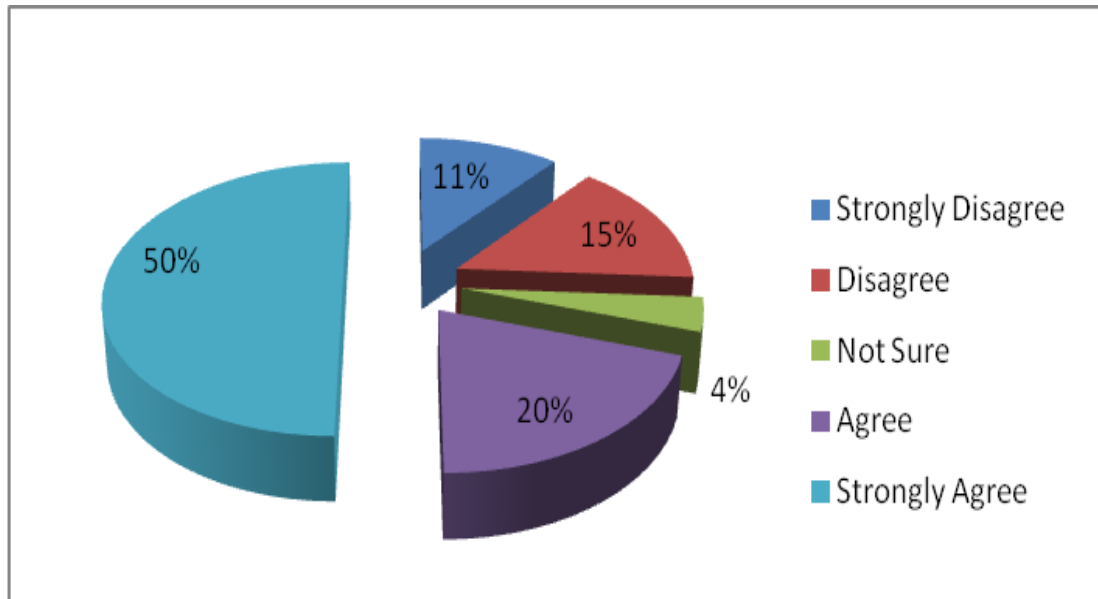
Source: Figure 4.1-4.4 Researcher’s coded questionnaires response from students and teachers on the practice of corporal punishment in Mtwara- Mikindani Secondary Schools (2015).

Some of the issues found in these aspects are in line with the findings of the previous studies. For example, Busienei (2012) in his study on alternative methods to corporal punishment and their efficacy found that other types of punishment were not effective and students’ responded to corporal punishment. So this implies that what influences the use of corporal punishment was not a set of factors that attract teachers to use them, but was the nature of students’ themselves.

### **4.3 The Role of Corporal punishment on maintaining Students’ Discipline in Secondary Schools**

The second objective of this study was to determine the role of corporal punishment on maintaining students’ discipline in the selected secondary schools in Mtwara- Mikindani Municipality. Data were collected from teachers and students through questionnaires. Also interviews were conducted to heads of schools and members of school boards to seek their opinions on the role of corporal punishment on maintaining discipline. The table below presents the distribution of views of teachers and students:

### 4.3.1 Can Corporal Punishment Helps to Maintain Discipline to Students?



**Figure 4.5: Administration of Corporal Punishment Helps to Maintain Discipline to Students**

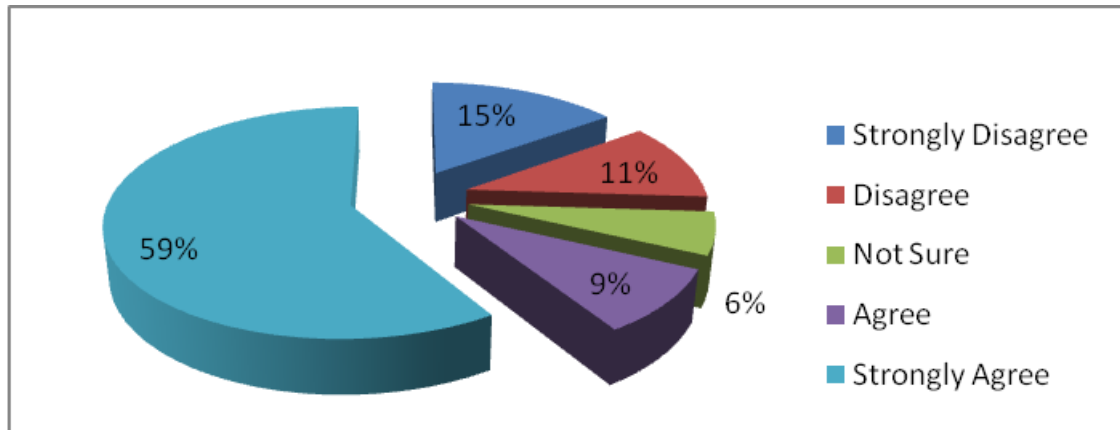
Participants were asked to comment on whether administration of corporal punishment helps to maintain student's discipline.

Figure 4.5 indicates that 11 percent of the participants strongly disagreed that administration of corporal punishment helps to maintain discipline to students, 50 percent strongly agreed, 15 percent disagreed, , 20 percent agreed and 4 percent not sure. As regards from interviewees the responses were.

One board member said:

*“Although corporal punishments are preferred by many students in schools but also are feared because it affect them psychologically, physically and mentally.”*

### 4.3.2 Can Corporal Punishment Rank in Reshaping Students' Misconduct in Schools



**Figure 4.6: How Corporal Punishment Rank in Reshaping Students' Misconduct In Schools**

Participants were asked to comment how corporal punishment ranks in reshaping students' misconduct.

Figure 4.6 indicates that 15 percent of the participants strongly disagreed that corporal punishment rank in reshaping students' misconduct in schools, 59 percent strongly agreed, 11 percent disagreed, 9 percent agreed and 6 percent not sure. As regards from interviewees these responses were.

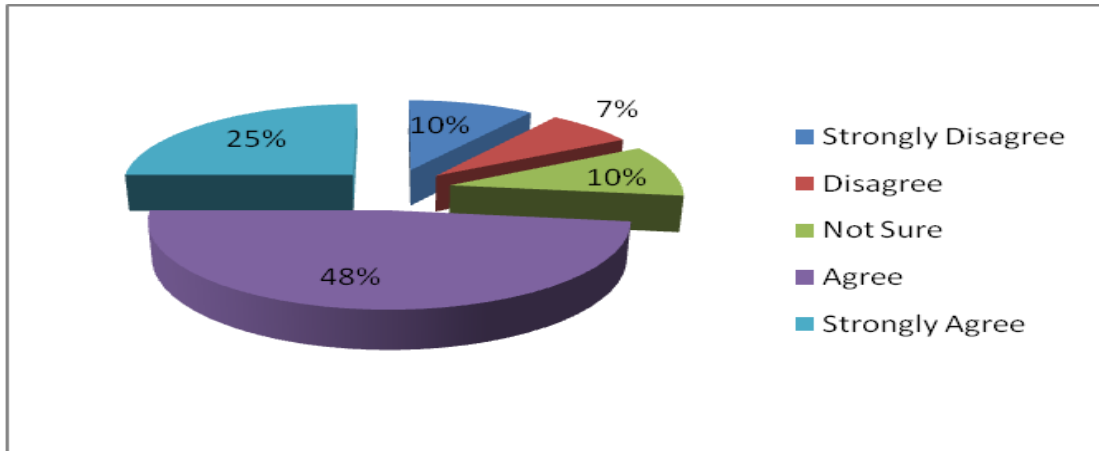
One board member said:

*“Since the teachers, students and parents and guardians prefers to corporal punishment in the hope that could reshape students misconduct in schools, this means they deny other types of punishments to be administered.”*

Another board member said:

*“Although corporal punishment is preferred by all students, teachers, parents and guardians it should it should be administered regarding on corporal punishment Act of 1978”*

### 4.3.3 Corporal Punishment Is Preferred By Parents



**Figure 4.7: Preference of Parents on the Use Corporal Punishment to Their Children**

Participants were asked to comment the preference of parents on the use of corporal punishment to their children.

Figure 4.7 indicates that 10 percent of the participants strongly disagreed that corporal punishments is preferred by parents, 25 percent strongly agreed, 7 percent disagreed, 48 percent agreed and 10 percent not sure . As regards from interviewees the responses were.

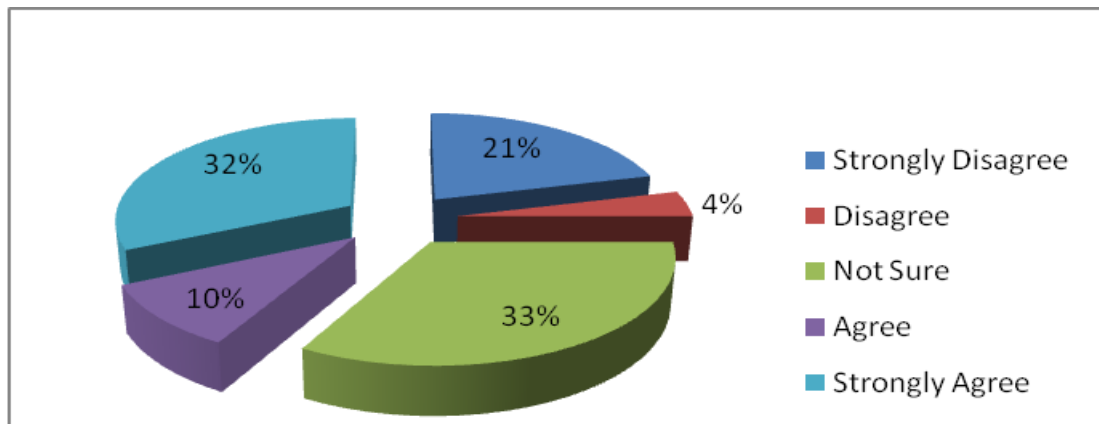
One of the school board members said:

*“Administration of corporal punishment like the use of stroke is the only type of punishment that teachers prefer. Other types do not seem to be effective”.*

Another board member said:

*“Corporal punishment should be administered side by side with other type of punishments so as gradually introduce students to other types of punishment”*

#### 4.3.4 Corporal Punishment Is Preferred By Students Themselves



**Figure 4.8: Preference of Students on the Use of Corporal Punishment**

Participants were asked to comment the preference of students on the use of corporal punishment.

Figure 4.7 indicates that 21 percent of the participants strongly disagreed that corporal punishment is preferred by students, 37 strongly agreed, 4 percent disagreed, 10 percent agreed and 28 not sure. As regards from interviewees the responses were.

One of the school board members said:

*“Administration of corporal punishment like the use of strokes is the only type of punishment that students fear. Other types of punishment like kneeling down, burling, whipping, are time consuming” to them.*

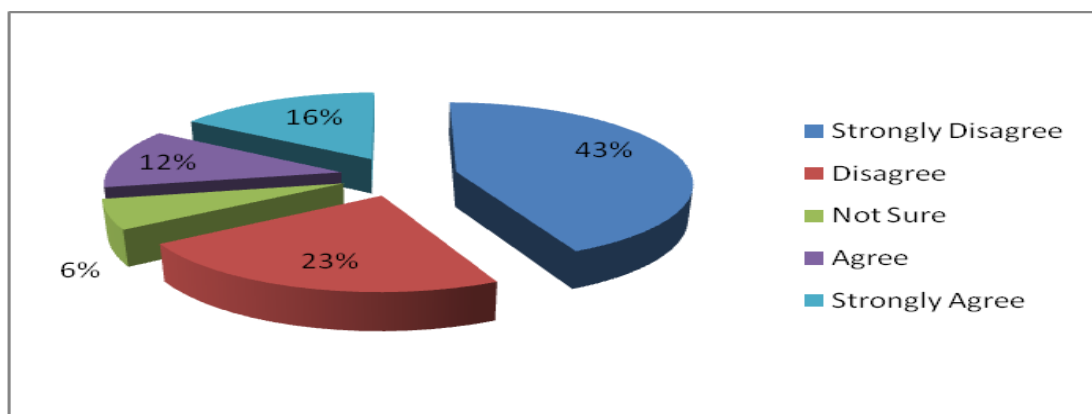
Source: 4.1- 4.8 Researcher’s coded questionnaires response from students and teachers on the practice of corporal punishment in Mtwara- Mikindani Secondary Schools (2015).

The findings indicated that corporal punishment is rated as being the most effective type of punishment in maintaining discipline among students in secondary schools.

#### 4.4 Opinions on the Use of Corporal Punishment in Secondary Schools

The third objective of this study was to seek opinions from heads of schools, members of school boards, students and teachers on the use of corporal punishment in their schools. The opinions of teachers and students were collected through questionnaires and their distribution is presented in the figure below:

##### 4.4.1 There Is No Way to End Corporal Punishment in Schools



**Figure 4.9: Continuation of Using Corporal Punishment in Schools**

Participants were asked to comment on the continuation of using corporal punishment in schools.

Figure 4.9 indicates that 43 percent of the participants strongly disagreed that there is no way to end corporal punishment in schools, 16 strongly agreed, 23 percent disagreed, 12 percent agreed and 6 percent not sure. As regards from interviewees the responses were.

One board member said:

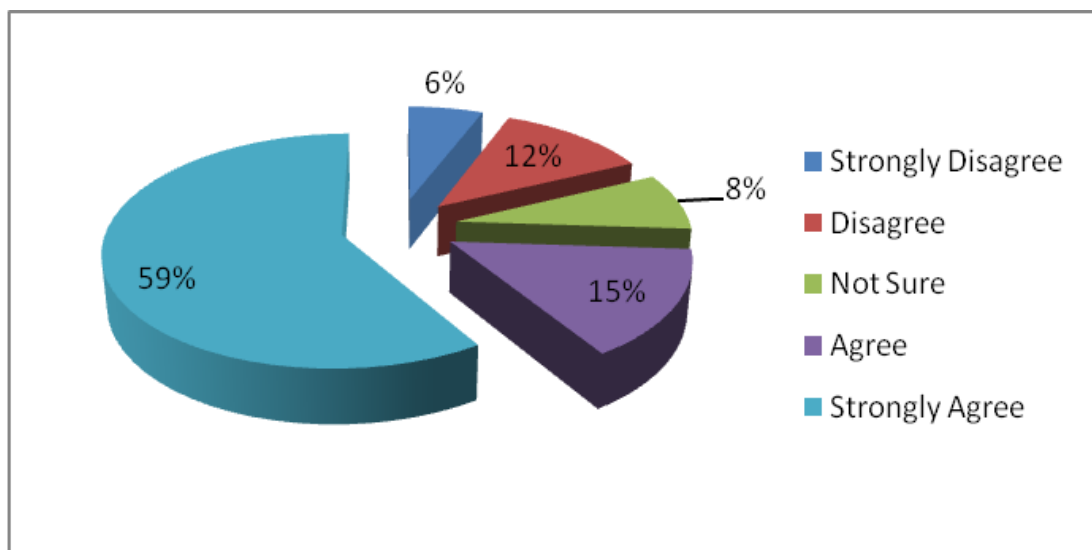
*“Corporal punishment in schools should continue with regard to corporal punishment Act of 1978. But the burning of it schools discipline could be very rampant because no other punishment that students fear.”*



Another board member said:

*“The use of corporal punishment is not motivated by cruelty of teachers to students but they are forced to do so by the nature of students themselves who really do not respond other types of punishment, so the burning of it could lead to falling of education quality in schools.”*

#### 4.4.2 There is Close Relationship between Corporal Punishment and Maintaining Students’ Discipline



**Figure 4.10: Close Relationship between Corporal Punishment and Maintaining Students’ Discipline**

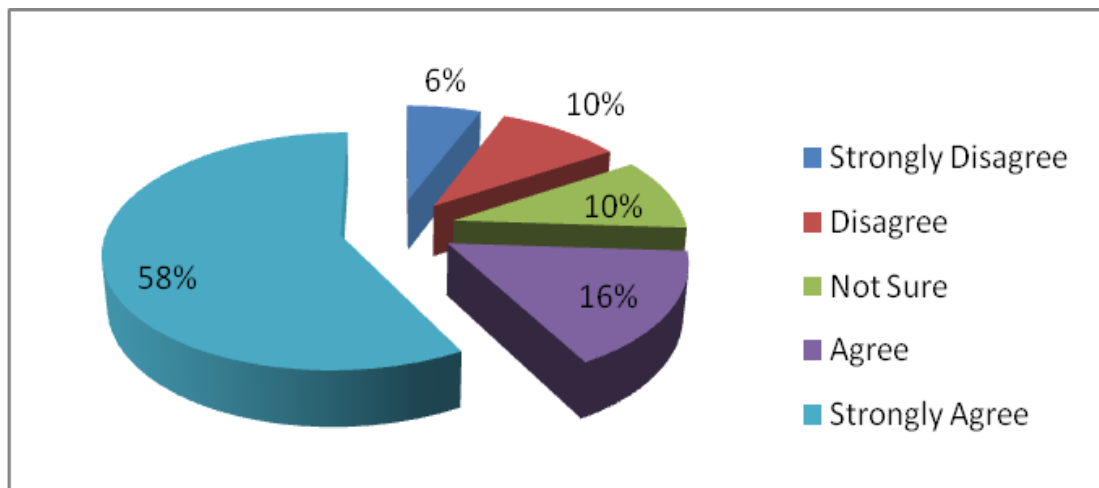
Participants were asked to comment the relationship between corporal punishment and maintaining discipline.

Figure 4.10 indicates that 6 percent of the participants strongly disagreed that there is a close relationship between corporal punishment and maintaining students’ discipline, 59 percent strongly agreed, 12 percent disagreed, 15 percent agreed and 8 percent not sure. As regards from interviewees the responses were.

One board member said:

*”Students indiscipline offenses are low in schools where corporal punishment is administered because students are fear from a being of punished compared to schools where corporal punishment are not administered where students indiscipline offenses are high as nothing to fear from teachers.”*

#### 4.4.3 Without Corporal Punishment There Will Be No Other Effective Way to Maintain Students’ Discipline



**Figure 4.11: Effectiveness of Using Corporal Punishment for Teachers to Maintain Students’ Discipline than Other Way of Punishment**

Participants were asked to comment whether there is effectiveness of using corporal punishment than other type of punishment.

Figure 4.11 indicates that 6 percent strongly disagreed that without corporal punishment there will be no other effective way to maintain student discipline, 58 percent strongly agreed, 10 percent disagreed, 16 percent agreed and 10 percent not sure.

One board member said:

*“Teachers preferred corporal punishment in reshaping student’s misconduct in schools and they believed that the burning of corporal punishment, student’s indiscipline cases in schools could increase more than twice”*

Another board member said:

*“Without using corporal punishment, discipline in schools could not be maintained and that children would be disrespectful to teachers”*

Source: 4.9-4.11 Researcher’s coded questionnaires response from students and teachers on the practice of corporal punishment in Mtwara- Mikindani Secondary Schools (2015)

On the side of interviews administered to members of school boards, there emerged varying opinions on the general use of corporal punishment in secondary schools. All the opinions were directed on the manner in which corporal punishment should be administered and none of respondents opined to address for the abolishment of corporal punishment. Some respondents argued that corporal punishment should continue but has to be administered by the headmaster/ headmistress and the discipline teacher only. Others have the view that corporal punishment should be used side by side with other types of punishment. More other respondents commented that teachers should be given training on how to administer corporal punishment in a proper way and the number of strokes should be reduced to three (3).

In general, the findings indicated that the use of corporal punishment is the most preferred method of maintaining discipline among students in secondary schools.

Teachers are aware of other forms of punishment but they resort to corporal punishment because other types of punishment are not effective as students do not seem to fear them, therefore are ineffective in reshaping their behaviour.

In mapping the findings of this study to the conceptual framework of this study it can be established that corporal punishment is mainly influenced by school related factors which are teachers and students. Teachers prefer to use corporal punishment because among other things, corporal punishment is seen to be not time consuming to the sides of both teachers and students. Students also influence the use of corporal punishment as the nature of their behaviour forces teachers to resort to corporal punishment as other types of punishment are not feared by students and thus seem to be ineffective in reshaping students' discipline. Community related factors like parents and policies and physical facilities like buildings and teaching/learning materials don't seem to influence the use of corporal punishment directly as discussed in some works in the literature.

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

This chapter presents discussion of findings. The discussion is divided into three important sub-headings, namely, school, community and physical facilities related factors.

#### **5.2 School Related Factors**

##### **5.2.1 Administration**

Each secondary was administered by school head of school. The study wanted to find out whether heads of school were not effective in maintaining discipline in their respective students. Figure 4.1 indicates that 64 percent of the participants strongly disagreed that teachers were trained on handling student's discipline

Figure 4.2 indicates that 4 percent of the participants strongly agreed that teachers administer corporal punishment because they were unaware on corporal punishment Act of 1978

Figure 4.3 indicates 54 percent of the participants disagreed that the heads of schools are in effective on maintaining discipline in school .This findings correlates with the findings of the study done by Salama, (2000) who noted that poor school administration and fluctuation between being too lenient with some children triggers violence among children and, in turn, raises corporal punishment rate on them to correct their behaviour. Kilimci, (2009) in his research on "Administration perceptions on corporal punishment as a method of discipline in elementary schools

in Turkey,” explained that corporal punishment was a device for enforcing discipline in education. Furthermore Kilimci (*op.cit*) explored and determined why school administrator’s resorts to corporal punishment as a technique of discipline and how they think corporal punishment can be prohibited in school. The findings of the study revealed that school administrators use corporal punishment in the hope that will correct students’ behaviour.

### **5.2.2 Teachers**

Discipline teachers are the ones who maintaining students discipline in secondary schools Figure 4.10 indicates that 59 percent of the participants strongly agreed that there is a close relationship between corporal punishment and maintaining students’ discipline. The findings of the study seem to be similar with the study by Hasanvand et al (2012) on “The relationship of physical punishment with aggression and educational failure in children in Iran”. The objective of that study was to examine the relationship of physical punishment with aggression and educational failure in students. The findings showed that there was a relationship between punishment with aggression and unsuccessful education of the children. Aggression in people depends on the range of physical punishment. Furthermore there was a positive relationship between physical punishment and unsuccessful education and there is a negative relationship between physical punishment and parents’ education.

Kgomotso et al (2015) examined the study on extent to which the rules and regulations governing the use of corporal punishment in schools are followed and the challenges hindering adherence to these rules and regulations. The study was

conducted at Matsha Community College and Motaung Junior Secondary School in Botswana targeting all teachers at the two schools. One of the findings was teachers from the targeted schools adhered to the rules and regulations governing the use of corporal punishment but there are challenges that hinder complete adherence.

### **5.2.3 Students**

Administration of corporal punishment in school is preferred by students. Figure 4.4 indicates 42 percent of the participants strongly agreed that students do not mind other types of punishments this findings tally with the findings of the study by Morrow, and Singh (2014), conducted a study in Andhra Pradesh in India, called “Corporal punishment in schools”. The study explored student’s accounts of types of punishment; how poverty was linked to corporal punishment; factors given by students for punishment; how punishment rose their feelings; and the impacts of corporal punishment in schools. Findings of the study revealed that “regarding the prevalence of corporal punishment, 65 percent of children reported being beaten at school. This indicates clearly that physical punishment was prevalent in schools.

Save the children (2005), conducted a study on “Ending corporal punishment of children in Swaziland”. Views of students and experiences of corporal punishment and other forms of humiliating and degrading punishment in Swaziland were explored. The findings were, 82 percent of the students preferred adults to talk to them, and 10 percent preferred non-violent disciplinary measures. This indicates that the most of students 92 percent wanted to be treated with respect, to be listened to by adults, and to be given a better understanding for the mistake they have made.

Whereas 8 percent of the learners preferred corporal punishment when being disciplined.

Ramachandran (2015) examined a study on the perception of students towards corporal punishments in schools. On analysis it was evident that corporal punishments are still widely used by teachers in classroom. It was found that students perceive they are punished due to academic reasons than personal reasons.

### **5.3 Community Related Factors**

#### **5.3.1 Parents**

The researcher wanted to explore what were views of parents on the administration of corporal punishment to their children. Figure 4.7 indicates that 48 percent of the participants agreed that parents preferred corporal punishment than other punishment for their children. This findings tally with the findings of a study by (Straus, 2010) on “Prevalence societal causes and trend in corporal punishment by parents in the world perspective” Straus (*op.cit*) pointed out the cause of corporal punishment as parent hitting their children so as to correct them from misbehavior. Furthermore Straus (*op.cit*) noted that parents proposed that teachers should use corporal punishment as the way of stopping bad behaviour done by students in school. Another study was by Human Rights Watch in Kenya (2008) reported that some parents have brought their children to school and spanked them in front of teachers, or asked the teachers to spank them in their presence. From the review, it is proved that parents preferred the use of corporal punishment to discipline their children.



Ogbe (2015) examined the Parents and Teachers perception of the administration of corporal punishment in schools in Edo/Delta state. The main goal was to find time out parents and teachers opinion on the need for continuity or to discontinue on the administration of corporal punishment to children in schools. It was found in this study that both parents and teachers agreed that corporal punishment was an ideal device for reshaping children misconduct in schools.

## **5.4 Physical facilities**

### **5.4.1 Buildings**

One of the variables considered to affect the provision and /or presence of environment considered to influence corporal punishment in schools is. Figure 4.11 indicates 58 percent of the participants strongly agreed that without using corporal punishment to students there will be no other effective way to maintain students' discipline this findings correlate with the findings of the study by Mamatey (2010) on "South Korean (EFL) Teachers perceptions of corporal punishment in school."

The study aimed to explore the perceptions of South Korean English as a Foreign Language (EFL); teachers' administration of corporal punishment in the school; and reasons stemming from the educational system that lead Korean EFL educators to administer corporal punishment. One of the findings of the study was that the classroom size was the main reason for teachers administering corporal punishment to students.

#### **5.4.2 Teaching and Learning Materials**

One of the variables considered to affect the provision and /or presence of environment considered to influence provision of corporal punishment in schools is teaching and learning materials. Figure 4.11 indicates that 37 percent of the participants were strongly agreed that corporal punishment is preferred by students themselves this findings tally with the findings of the study by Human Right Watch (2008) on “A violent education corporal punishment of children in US public schools”. The findings showed that poverty and insufficient of resources helped to create situations that lead to corporal punishment in schools. Those conditions did not facilitate effective discipline and could explain why teachers felt it was necessary to subject students to beating.

Morrow, and Singh (2014) in India examined a study on “Corporal punishment in schools”. The study explored children’s accounts of types of punishment, how poverty was linked to corporal punishment, factors given by pupils for punishment, how punishment rose their feelings, and the impacts of corporal punishment in schools. Findings of the study showed that “regarding the prevalence of corporal punishment; 65 percent of children reported being beaten at school. Furthermore it was revealed that families’ economic problems had an consequence on learner’s experiences at school. The costs of schooling, the need for learners to do paid or unpaid work to assist their families, and prejudice related to social class affect pupil’s ability to attend classes regularly and/or meet the school’s expectations. Furthermore, schools attended by poor learners often had in sufficient infrastructure and a poor learning environment. The direct impact of poverty and implications for

pupils was clear where pupils described being punished for not having a money to pay fees, or having the right materials, or proper school uniform.

Figure 4.9 indicates 43 percent of the participants strongly disagreed that there is no way to end corporal punishment in schools these findings match with the findings of the study by Mamatey (2010) on “South Korean (EFL) Teachers perceptions of corporal punishment in school.” The study explored the perceptions of South Korean English as a Foreign Language (EFL); teachers’ administration of corporal punishment in the school; and reasons stemming from the educational system that lead Korean EFL teachers to administer corporal punishment. One of the findings of the study was that the classroom size was the main reason for teachers administering corporal punishment to students.

Figure 4.10 indicates 59 percent of the participants agreed that there is close relationship between corporal punishment and maintaining student’s discipline these findings correspond with the study by Hasanvand et al (2012) on “The relationship of physical punishment with aggression and educational failure to students in Iran”. The purpose of that study was to examine the relationship of physical punishment with aggression and educational failure in students. The findings showed that there was a relationship between punishment with aggression and unsuccessful education of the children. Aggression in people depends on the range of physical punishment. Furthermore there was a positive relationship between physical punishment and unsuccessful education and there is a negative relationship between physical punishment and parents’ education.

Figure 4.9 indicates 43 percent of the participants agreed that corporal punishment should continue these findings correspond with the study by Mamatey (2010) on “South Korean (EFL) Teachers perceptions of corporal punishment in school.” The study aimed to explore the perceptions of South Korean English as a Foreign Language (EFL); teachers’ administer of corporal punishment in the school; and reasons stemming from the educational system that lead Korean EFL teachers to administer corporal punishment. One of the findings of the study was that the classroom size was the main reason for teachers administering corporal punishment to students.

Figure 4.11 indicates 58 percent of the participants strongly agreed that without corporal punishment there will be no effective way to maintain students discipline these findings correlate with the study by Kubeka (2004) on “Disciplinary measures in a school in South Africa.” One of the findings was corporal punishment was a major tool used by teachers to discipline children in schools. Furthermore it was noted that without administering corporal punishment, discipline in schools could not be enforced and that students would be disrespectful to teachers and could lead to failing to develop the discipline to be very difficult.

## **CHAPTER SIX**

### **6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

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

#### **6.2 Summary of the Findings**

The purpose of the study was to examine the use of corporal punishment in maintaining discipline among students in secondary schools in Mtwara-Mikindani Municipality. Objectives were firstly, to find out to the reasons why corporal punishment was administered in the four selected secondary schools. Secondly to determine the role of corporal punishment on maintaining students' discipline in the selected secondary schools in Mtwara-Mikindani Municipality. And lastly to seek opinions from heads of schools, members of school boards, students and teachers on the use of corporal punishment in secondary schools. The study adopted qualitative research approach.

The findings of the study were. Firstly, teachers were not trained on handling students discipline in school.

Secondly, teachers used corporal punishment in because they were unaware on corporal punishment Act of 1978.

Thirdly, teachers used corporal punishment not because of ineffectiveness of heads of school.

Fourthly, corporal punishment was minded by all students in schools.

Fifthly, administration of corporal punishment helped to maintain students discipline in school.

Sixthly, corporal punishment rank in reshaping students' misconduct in schools.

Seventhly, corporal punishment was preferred by parents themselves.

Eighthly, corporal punishment was preferred by all students in schools.

Ninthly, corporal punishment should be maintained in secondary schools as it was the only best way of maintaining discipline among students.

Tenthly, there were a close relationship between corporal punishment and maintaining students discipline in schools.

Eleventh, corporal punishment is the effective tool in maintaining students discipline in schools.

### **6.3 Basing on the Findings of the Study the Following Conclusions Were Made**

- i) Corporal punishment was used in secondary schools as a means of maintaining discipline

- ii) Teachers were forced to use corporal punishment basing on the nature of students in secondary schools.
- iii) Corporal punishment needed some improvements in disciplining students in secondary schools

#### **6.4 Recommendations**

- i) School administration and teachers should be educated that the use of punishment is not a solution of maintaining discipline in secondary schools. Indiscipline acts in schools sometimes reflect poor leadership.
- ii) Teachers should be educated that nature or behaviour of students in schools is created by failure of school administration to fulfill basic student's needs.
- iii) Secondary school leadership should adhere to the guidelines established to administer corporal punishment to students such punishment should not be administered on wishful thinking.

#### **6.5 Areas for Further Study**

Basing on the findings of this study, it is recommended that:

Further studies should be conducted in secondary schools to explore the psychological impact of using corporal punishment on students; further studies should be conducted to compare the use of corporal punishment between secondary schools in urban areas and those in the rural areas to establish differences in residence as per urban-rural settings.

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## APPENDICES

### Appendix 1: Questionnaire

Dear, the study is about “*Aspect of Corporal Punishment on Maintaining Discipline in Schools in Tanzania: A Focus on Secondary Schools in Mtwara-Mikindani Municipality*”. The information you will provide will only be used for **academic purpose**, and will be treated confidential.

Put a tick in an appropriate box

Teacher

Student

#### 1) Reasons influencing corporal punishment in Schools

Propositions		Responses				
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
(i)	Teachers are poorly trained on handling students discipline					
(ii)	Teachers are un aware of corporal punishment regulation Act of 1978.					
(iii)	Heads of schools are in effective on maintaining discipline in schools					
(iv)	Students' do not mind to other types of punishments.					

2) **The role of corporal punishment in maintaining discipline among students.**

3) **Please respond to the following statements by indicating the extent to which you agree or disagree with the statements about the role of corporal punishment on maintaining discipline among students.**

Propositions		Responses				
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
(v)	Can corporal punishment helps to maintain discipline to students?					
(vi)	Can corporal punishment rank as the major tool in reshaping students' misconduct in schools?					
(vii)	Corporal punishment is preferred by parents					
(viii)	Corporal punishment is preferred by students themselves					

**4) Opinions on the use of corporal punishment in schools.**

Propositions		Responses				
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
(ix)	There is no way to end corporal punishment in schools.					
(x)	There is a close relationship between corporal punishment and maintaining students' discipline.					
(xi)	Without corporal punishment there will be no other effective way to maintain students' discipline.					


**Appendix 2: Interview guide for members of school board**

1. Is it true that teachers are poorly trained on handling student's discipline?
2. Are teachers unaware of corporal punishment regulation Act of 1978?
3. Are heads of school are in effective on maintaining students discipline in schools?
4. Do students mind to other types of punishment?
5. Can corporal punishment help to maintain discipline to students?
6. Can corporal punishment ranks as the major tool in reshaping students' misconduct in Schools
7. Do parents themselves prefer corporal punishments in schools?
8. Do students themselves prefer corporal punishments in schools?
9. Should corporal punishment to be burned in schools?
10. Is there a close relationship between corporal punishment and maintaining students' discipline?
11. Is it true that without corporal punishment there will be no other effective way to maintain students' discipline?

**Appendix 3: Attachments of documents allowed me to collect data in four selected secondary schools**

**UNITED REPUBLIC OF TANZANIA  
PRIME MINISTER'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

MTWARA: REGION  
Telegraphic Address: MTWARA  
TELEPHONE: 023-2333014  
Fax NO: 023-2333194  
Ref. No. FA.73/258/01F/30



Regional Commissioner's Office  
P.O. Box 544  
MTWARA  
Date: 2/6/2015

District Administrative Secretary,  
P.O. Box 501,  
MTWARA.

**RE: LETTER OF INTRODUCTION FOR MR.NAMPOTO HAMZA, B**

The above named is a post-graduate student, pursuing his master's degree at The Open University of Tanzania who is conducting research on the topic titled "ASPECTS OF CORPORAL PUNISHMENT ON MAINTAINING DISCIPLINE IN TANZANIA SCHOOLS: A FOCUS ON SECONDARY SCHOOLS IN MTWARA MIKINDANI MUNICIPALITY." as part of his course programme.

The Regional Administrative Secretary has granted permission for him to conduct research related to the research topic in Mtwara Municipal Council from in June, 2015.

Please assist him accordingly.

*F. Kilimia*  
F. Kilimia  
For: REGIONAL ADMINISTRATIVE OFFICER  
MTWARA

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